

# Yale Poorvu Center for Teaching and Learning

Embracing difference  
Respecting failure  
Growing together

Yale



# Greetings from the Poorvu Center!

We are delighted to share highlights of the 2022-2023 academic year. In a world of change and uncertainty, we support students and faculty with resilience, flexibility, and collaboration. For the past few years, our talented staff members have relied on these traits to navigate challenges presented by Covid-19. More recently we faced another disruption. The public release of ChatGPT in fall 2022 followed by an immediate rise in the use of generative artificial intelligence tools caused both alarm and excitement in higher education. The Poorvu Center played a critical role as our campus responded to AI technologies, convening thoughtful conversations with students and faculty across campus about teaching and learning.

This year we engaged with the University community to investigate questions we expect will influence teaching and learning for the foreseeable future.

- How can we support experimentation and learning with generative AI tools while mitigating risks and potential harms?
- How can we support the University's educational mission by increasing access and equity for all our students?
- How can we maintain our standards of excellence when demand for all our services is steadily increasing?
- How can we extend the reach of Yale's educational mission by supporting innovative programs that reach learners around the world and enrich our residential education?
- How can we help faculty prepare for unplanned global events that might affect their teaching priorities and the type of support students need from them?
- How do we ensure the Poorvu Center remains a vibrant hub of activity characterized by a spirit of collaboration in an era of flexible work arrangements?
- How can we provide leadership and expertise to campus in alignment with President Salovey's goal to be the research institution most committed to teaching and learning?

We are so proud of the ways that our Poorvu Center colleagues advance teaching and learning excellence at Yale. The initiatives we highlight in this report demonstrate a sample of our work and its impact. We invite you to connect with the Poorvu Center to explore a new idea or ask a question – and who knows what the answer might inspire!

We're here to help.

Sincerely,  
Jenny & Lucas



Jennifer Frederick  
Executive Director



Lucas Swineford  
Executive Director of  
Digital Education

# Yale Poorvu Center for Teaching and Learning 2022-2023 Annual Report



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*"I learned so much that  
will make me a better  
educator."*

*-Faculty attendee at 2023  
Course (Re)Design*



# EQUITY AND INCLUSION



## Equity efforts in the Yale community

We partnered with colleagues throughout the university to offer speaker events on **social justice**, facilitated faculty dialogues about **equity-based teaching practices and anti-racism**, and worked with student partners to **enhance communication** among learners and instructors about excellent and challenging experiences in classrooms across campus.

**First-generation low-income students** are celebrated for their contributions to the university. Knowing this population of students continues to grow as Yale diversifies, our Academic Strategies Program offers spaces for conversations about navigating Yale, including exploring what is sometimes called the "hidden curriculum" that may hinder one's early sense of belonging.

Our staff continue to enhance the **Belonging at Yale** initiative through attending departmental committee meetings, tailoring workshops, forums and events to aid belonging goals, and serving on data collection governance boards to provide thoughtful assessment and respect for data integrity and privacy. Our ongoing efforts to help make course materials and digital resources accessible is a foundation of this effort as well.

This year marks the start of the **joint Diversity, Equity, Inclusion & Belonging Committee** between the Poorvu Center and the University Registrar's Office. Coordinating our goals affords opportunities for strategic reflection and conversation while strengthening related work occurring across campus.



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## Equity efforts within the Poorvu Center

The 2022-23 year further established the Poorvu Center Community Values. These values help guide our staff culture and the programming we offer: **Embracing difference, respecting failure, and growing together.** They also have a physical presence in the office through prominently displayed artwork and desktop flip-books with guiding questions about each value to further support reflection and application. An overview of our effort to arrive at these values was selected for presentation at a national teaching conference in fall 2023.

We also revived a practice from previous years through reinstating our **Student Advisory Board.** A spectacular group of students provide insight and voice to the experiences of current students. We are grateful for how their feedback has enriched our perspective, work, and communication.

**Community Days** were established for Poorvu Center staff to reconnect with each other through healthy, informal discussions and collaborative events. Lunch was provided and staff members volunteered to “host” an event by offering an activity or discussion on a theme. This included exemplary speakers, such as Matthew Makomenaw, Director of the Native American Cultural Center, as well as less formal activities like staff-themed trivia.

We also continue to use resources from leading diversity and management experts to assure our **hiring processes are equitable.** We have built and revised a clear set of practices that are regularly used as a model by other offices.



Photo credit: Mara Lavitt

# WRITING & TUTORING SUPPORT

## Graduate Writing

The Graduate Writing Lab (GWL) supports GSAS and professional school students with all aspects of writing and communication. This support is offered through five types of programming: 1) one-on-one writing consultations, 2) workshops and panels, 3) peer-review groups, 4) writing retreats and All Writes, and 5) public communications programs. While the GWL's three full-time staff members lead some programming, most programs are administered by the Yale graduate students who make up our team of 42 Graduate Writing Lab Fellows.

### INDIVIDUAL WRITING CONSULTATIONS:

**2,729**

with **776** unique attendees

### PEER REVIEW GROUPS:

**52**

with **167** unique attendees for a total of **1,544** meetings

### WORKSHOPS:

**108**

with **1,093** unique attendees with a total attendance of **1,969**

### WRITING RETREATS & ALL WRITES:

**348**

attendees wrote for a total of **6,439** hours

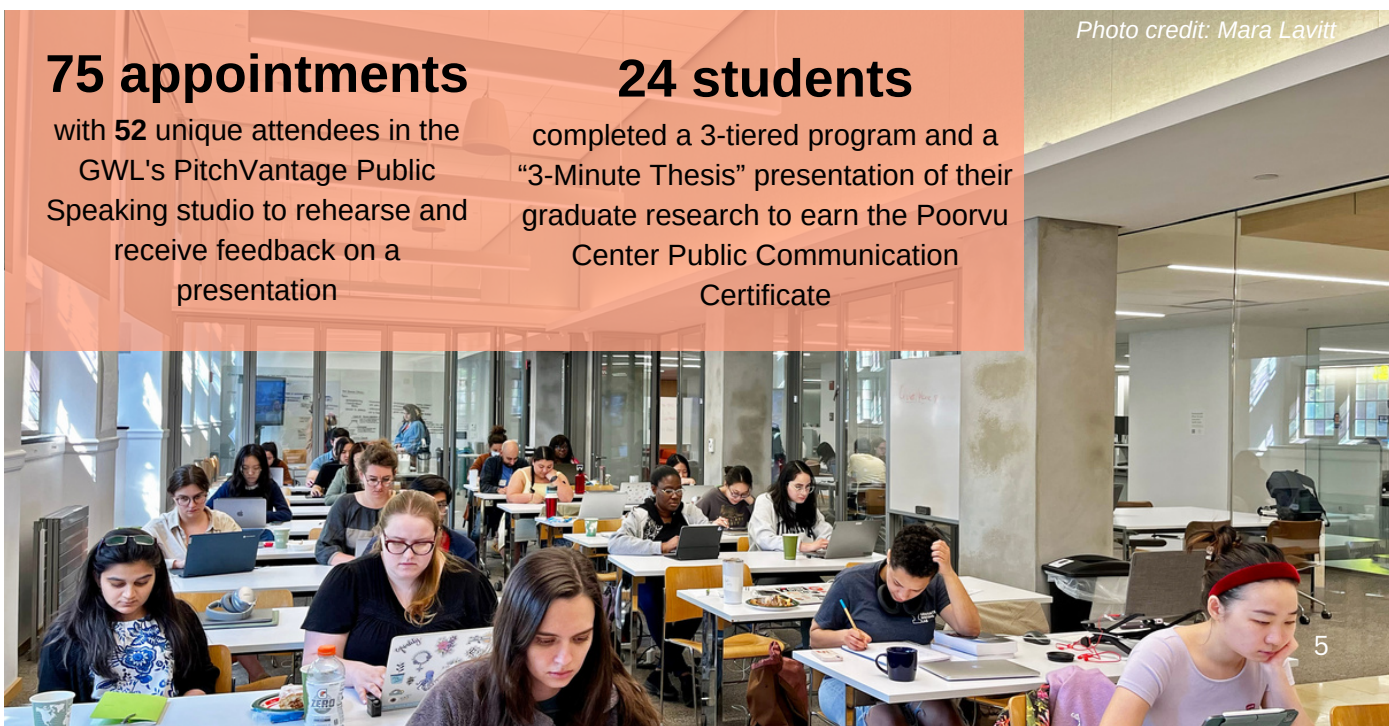
**75 appointments**

with **52** unique attendees in the GWL's PitchVantage Public Speaking studio to rehearse and receive feedback on a presentation

**24 students**

completed a 3-tiered program and a "3-Minute Thesis" presentation of their graduate research to earn the Poorvu Center Public Communication Certificate

*Photo credit: Mara Lavitt*







# Undergraduate Writing

**10,331**

writing sessions serving 2,535 unique students

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**273**

sessions to help students applying for fellowships, a new program this year

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**300+**

students with weekly writing partners, ~50% increase from last year

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**150**

sessions for Summer Session students, the highest amount yet

Yale College students have access to several forms of support for their academic writing.

**Residential College Writing Tutors:** These fourteen dedicated staff are embedded where students live. Many of them are professional writers, most have taught writing courses, and all have worked with Yale students for many years.

**Writing Partners:** The Writing Center is staffed by a team of over 150 students was selected for both their writing skills and their ability to talk about writing. During drop-in hours, students of any ability level can bring their papers for substantial advice about structure, analysis, and developing a thesis. Students may also sign up for weekly writing partners to have continued and consistent support throughout the semester.



# Tutoring for STEM and Quantitative Reasoning

180+

STEM and QR Tutors

~20,000

STEM & QR tutoring attendee engagements  
with 2260 unique students

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## Types of tutoring offered

### Course-Based Peer

**Tutors.** Course-Based Peer Tutors (CBPTs) are undergraduates assigned to tutor their peers in a course they have usually already taken. These tutors are available across dozens of classes and sections in areas such as math, chemistry, engineering, and economics. Students in these courses can meet with CBPTs for small group tutoring or 1:1 support for those who need additional time.

### Small-group and 1:1

**tutoring.** Students who need additional support in courses without a CBPT or University Learning Assistant can seek this tutoring through speaking with their dean.



Photo credit: Mara Lavitt

### Drop-in Residential

### College Math and Science

**Tutors.** Residential tutors work with Yale College undergraduates on a drop-in basis at residential colleges. Students can meet with a tutor to get help with a concept, assess and practice their understanding of course material, or discuss potential research or career opportunities. Tutors have specialized areas, though they can often help across multiple disciplines.

Combined, the Undergraduate Writing and STEM teams served 48% of Yale College students, with many students attending multiple offerings.

# STRATEGIES FOR ACADEMIC SUCCESS



Photo credit: Mara Lavitt

## 424

Academic strategies workshop attendees. Workshops include how to organize time, how to get the most out of seminars, managing a heavy reading load, and studying as a student athlete.

## 391

1:1 Mentoring sessions. Peer academic mentors meet 1:1 with students on an ongoing basis to help students identify and focus on their goals and develop strategies that work best for them.

The Yale Academic Strategies Program helps students learn how to navigate the “hidden curriculum” of Yale—that invisible set of underlying assumptions and expectations about how to do well as a student that are implicitly embedded in Yale’s culture and are not taught in the classroom. By becoming aware of these implicit cultural-academic norms, students become empowered to take a new and more active ownership over their own academic choices, and ultimately get the most out of their academic experience—no matter who they are or where they are in their educational journey.

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Support for students begins the summer before they enter their first academic year and continues year-round to offer timely and strategic resources as students need them.

During the summer of 2022-23, hundreds of students received personalized guidance through the introductory and continuing programs designed to help students navigate and thrive at Yale and beyond.

These programs welcome new cohorts of students to the Yale campus and build connections with them early in their studies.

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# 95

First-year Scholars at Yale

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# 185

Summer workshop attendees

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# 170

Pathways advising meetings





# 900

First-generation low-income  
peer group meetings



The Academic Strategies Program (ASP) is proud to support and collaborate with the Community Initiative, a structural effort to empower first-generation low-income (FGLI) students at Yale. Through our FGLI First-Year and Sophomore peer mentorship programs, workshops to demystify the “hidden curriculum,” and individual support through our FGLI Ambassadors and ASP mentors, we seek to create communities and networks of support that will help FGLI students engage confidently and fully with all of Yale’s opportunities. The majority of ASP mentors identify as FGLI and are representative of the full diversity of Yale’s undergraduate population.

Academic strategies program data from the past 2-3 years show **consistent increases in students’ academic experiences.**

After engaging in ASP experiences, students express:

- A greater sense of how to navigate Yale, such as course selection, advising, managing workload
- Greater perceived skills in topics such as written and spoken communication and creative problem solving
- Stronger social support and connections at Yale
- A greater sense of Belonging at Yale.

“There’s a very broad range of academic workshops available — everything from very practical things, like studying for exams and tackling p-sets to more theoretical things like how not to procrastinate, and we’re always trying to encapsulate the questions people have common anxieties about,” ASP mentor Sheryl Ofwona ’23 said in a Yale Daily News article in 2022

# EXPERTISE IN TEACHING AND LEARNING



Photo credit: Zoe Keller

## Welcoming Faculty and Building Community around Teaching

Our Faculty Teaching Initiative (FTI) team partners with educators throughout campus to cultivate and expand effective and equitable teaching for all Yale students. These collaborations include learning communities, workshops on timely and specific topics, resources for and examples of teaching practices, funding opportunities for educational initiatives, and 1:1 consultations on teaching.

**929**

total attendees of FTI programs

**558**

individual instructors engaged with FTI through program offerings

**205**

faculty signed up to observe classes during Faculty Bulldog Days



## Curriculum Development

**40 Yale instructors attended the Course (Re)Design Institute**, 3 days dedicated to excellence in teaching. Here's what 2023 participants had to say:

"The redesign institute is a **MUST** take to novice and experienced educators. I learned so much that will make be a better educator. Thank you! I will participate again in future offerings of this institute!"

"I found the whole program to be rewarding: the core session topics were well-chosen and corresponded to a wide-range of areas; the community groups allowed for more meaningful connections; and our group leaders were fantastic. It was essential to learn more about the various systems of support for our students through SAS, Academic Supports and Mental Health."

## New Faculty Orientation

In collaboration with the Provost Office and University leadership, the Poorvu Center welcomed **over 60 new faculty to the Yale community**. Faculty were provided an overview of the many initiatives and resources across the university, including Poorvu Center led sessions on equitable pedagogy and teaching practices. This guidance was paired with discipline and role specific information to support faculty as they enter and enhance their career.

## Pedagogical Partners

**Undergraduate students take on the role of observer and consultant** in a process in which both student and instructor embark on deep reflection about planning, instruction, and assessment. Each semester, the Poorvu Center pairs off Yale College instructors and students. In addition to an orientation and check-ins from Poorvu staff, the student is mentored by a peer who previously completed the program. **Piloted in Spring 2020 with two partnerships, the program now has about twenty partnerships each academic year. Through spring of 2023, we have had 57 total partnerships.**

Here is what some faculty pedagogical partners shared about their participation:

"I want a pedagogical partner in every class."

"I plan to tell every colleague in my department that they should be a pedagogical partner."

"I would love to see the culture of pedagogical partners grow through cross-department collaborations and open-sourcing the pedagogical materials that people are using."



Photo credit: Zoe Keller



## Faculty Fellow Program

In 2022-2023 we welcomed our first two Faculty Fellows at the Poorvu Center. These fellowships are a year-long partnership where faculty partner with our teams to dedicate efforts to a project of their choosing that well represents the Poorvu Center's mission and complements our expertise.



**Enrique De La Cruz**

Professor in Molecular Biophysics and  
Biochemistry

**Project focus:** Sensitive Topics in STEM



**Claire Bower**

Professor in Linguistics

**Project focus:** Supporting Linguistic Justice  
in the Classroom and across Campus

Enrique De La Cruz co-facilitated the session **Teaching Sensitive Topics in STEM: Teaching the Work of Controversial Figures in your Field**. Enrique and attendees explored questions such as “how do you address someone’s problematic history in your teaching? How do you decide whether to address it with your class? What do you do if students bring it up?”



“I learned about pedagogy that I did not already know. In the sessions I facilitated, I had the opportunity to sit and talk with a group of faculty in STEM who are aligned with my beliefs about teaching.” -Enrique De La Cruz

Claire Bower explored the linguistic experiences of Yale College students and coordinated with Yale admissions and the Poorvu Center to produce an infographic **The Many Languages of Yale College: Multilingual America and a Multilingual World**, along with accompanying presentations to the Yale community.

“It was cool! I liked that I interfaced with people across the university—undergraduates, graduate teaching fellows, faculty, and staff. I had no idea there were so many applied linguists on campus! I am excited to get that group together for next steps on supporting linguistic justice at Yale.” -Claire Bower



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# Graduate and Postdoctoral Teaching

Our program, which draws together graduate students, professional students, and postdoctoral fellows from across the university, offers participants critical professional development in preparation for faculty positions and opportunities beyond academia.

Our workshops and observations are designed and facilitated by an interdisciplinary team of McDougal Graduate Teaching Fellows (23 total in 2022-23), who play a critical role in fostering a supportive community of instructors at the very beginning of their careers. At the same time, fellows themselves receive an intensive program of professional development and support. Poorvu staff work within departments to provide targeted support, while also providing 1:1 consultations on everyday teaching challenges and the job market — serving to extend teaching excellence beyond our own campus.

**1,401**

unique participants in **Grad Teaching programs**, an increase of over 400 participants from last year

**730**

total attendees in **Advanced and Intermediate Teaching Workshops**. A total of 189 attended the Fundamentals of Teaching Workshops

**521**

individuals participated in **Teaching at Yale Day**

**43**

individuals completed the Certificate of College Teaching Preparation, increasing by a third since last year



The fellows program at the Poorvu Center for Teaching and Learning was an irreplaceable and invaluable experience for me. It brought me into community with scholars across disciplines to further our shared interest and practice in the scholarship of teaching and learning. It was also singularly inclusive and made me feel like I belonged at Yale during times that notion was challenged. Finally, my time as a fellow made me an appealing candidate to get hired as an Assistant Professor at the conclusion of my PhD.” –J Nic Fisk, PhD , Yale alum (Assistant Professor, University of Rhode Island)





Photo credit: Zoe Keller

## Signature Programs for Graduate and Postdoctoral Teaching

**Teaching at Yale Day** is an orientation for first-time instructors to active learning, equitable teaching, pedagogical transparency, and key resources for supporting students.

**Certificate of College Teaching.** This certificate involves 80+ hours of programming, providing a recognizable credential, transferable skills, and a community of practice around teaching. Participants engage in workshops, perform and undergo teaching observations, participate in learning communities, and create a portfolio of teaching materials demonstrating their pedagogical values and commitments.

**Workshops.** Participants begin with the Fundamentals, which offers foundational skills and frameworks for teaching. Our Intermediate and Advanced teaching workshops offer participants the chance to explore a wide and vibrant set of topics, from antiracist teaching, to grading and rubrics, to mentoring in the lab.

**Learning Communities.** These communities demonstrate our joint commitment to structured reflection and close engagement with pedagogical scholarship. The four-session series take the form of in-depth, small-group conversation that encourage graduate and postdoctoral instructors to reflect on their positionality and the connection between their ethical commitments, disciplinary training, and classroom practice.

**Classroom Observations.** Our participants continually attest that these observations provide some of the most helpful feedback they receive about teaching. Through the observations, staff and graduate teaching fellows meet with an instructor to discuss their priorities, observe the class closely, and then share a formal report that serves both as developmental resource and job market material.

**Spring Teaching Forum.** Our Spring Teaching Forum, brings together faculty, staff, and graduate/postdoctoral participants from across the disciplines to discuss emerging topics in teaching. This year's forum, which drew 71 participants, featured Derek Bruff speaking on the topic of Generative AI.

**Academic Job Search Series.** These staff-facilitated workshops support graduate students and postdocs on the job market, helping them frame their teaching experience and values while highlighting their unique intellectual and pedagogical contributions. The sessions encourage community in a major turning point in their careers, while prompting them to foreground the ethical commitments that drew them to the academy.

**Associates in Teaching.** This unique program allows graduate students to co-teach a class of their own design alongside a faculty member. As a result, they receive intensive mentoring around their teaching while also creating classes that expand the curricular offerings for Yale College students in innovative directions.



“Through the fellows program, I found a supportive community of my peers united by a shared passion for and commitment to effective teaching. It was life-changing. Our conversations about equity, inclusion, and care for our students helped me become a better teacher and continue to inform my practice post-graduation.” –Sara Misgen, PhD, Yale alum (Assistant Director, Sheridan Center for Teaching and Learning, Brown University)



# Funding for Teaching Innovation

**Instructional Enhancement Fund (IEF)** awards up to \$500 to instructors to support pedagogical opportunities and experiments.

**Belonging at Yale grants** of around \$2,000 are funded by the collaboration between the Poorvu Center and the Yale Center for the Study of Race, Indigeneity, and Transnational Migration (RITM). These funds support ambitious efforts from faculty to engage questions of diversity, equity, inclusion, and belonging in scholarship and pedagogy. Supported events include academic conferences, speaker series, film screenings, seminars, colloquia, and roundtables.



Photo credit: Zoe Keller

**Rosenkranz Awards** grant up to \$10,000 for significant teaching interventions that enhance student learning and are designed to promote sustainable, scalable ideas that cultivate effective student engagement in the classroom.

**Teaching Innovation Program** grants \$1,000 to graduate students and postdocs to support the creation of innovative educational resources.

For the first time ever, we also collaborated with the **Yale University Art Gallery** to provide 3 grants of \$1000 each to STEM faculty using the museum in their teaching.

# \$14,997

awarded to 32 IEF recipients, an increase from the previous year

# \$19,950

to 9 Belonging at Yale grant recipients to faculty in the Divinity School, Nursing School, English department, School of Medicine, and the Math department

# \$59,983

to 7 Rosenkranz projects, almost twice the amount of funding from last year

# \$10,000

awarded to 12 Teaching Innovation projects

## Using Data to Inform Educational Programs

The Educational Program Assessment (EPA) team at the Poorvu Center provides expert guidance in the development and implementation of assessment for educational programs led by faculty and staff across campus. We emphasize relationship building with our partners to ensure aligned methods, actionable results, inclusive and responsive approaches, and sustainable data use over the life cycle of programs.

In an age where we are flooded with information, more surveys and data are not always the answer to educational questions. Rather, designing specific instruments in partnership with stakeholders ensures that data will be useful and impactful. This collaborative assessment process promotes respect and communication amongst key players like faculty, students, and staff.

EPA team members sit on and contribute to **Diversity Equity Inclusion and Belonging** committees at the school and university level. This includes facilitating goal and measurement conversations (e.g., Jackson School of Global Affairs; School of the Environment; Music; Math; Chemistry; Collections and Scholarly Communications), coordinating with other data offices at the university, and providing guidance on university-wide Belonging data collection (e.g., Belonging data guidance committee).

The team also designs, collects, and analyzes feedback on first-generation and low-income programs, including Online Experiences for Yale Scholars, Science Technology and Research Scholars, and Academic Strategies Program offerings.



Photo credit: Tobi Makinde





Photo credit: Connie Steel

## A Spotlight on Educational Program Assessments

### Equity in Medical Care

For three years, [the Infectious Disease Diversity Equity and Antiracist Curriculum](#) team has been creating space and building resources for medical practitioners and trainees to consider the personal and societal factors affecting equity in New Haven medical care. This past year, the curriculum has been increasingly woven into the structural components of the Infectious Disease section to encourage broader conversations on these topics. The EPA team has tied assessments into this work to explore the impact of these efforts and provide feedback to program leadership. Our work was recently published in a peer-reviewed article [overviewing the work](#).

### How do you measure a [Life Worth Living](#)?

The 2022-23 year welcomed the Life Worth Living book publication and the start of a Templeton Foundation funded grant to grow faculty capacity to offer Life Worth Living courses at institutions across the globe. Members of our Educational Program Assessment team are supporting the evaluation of this grant, including presenting at the program's kick-off international training in Iceland in June 2023.

The photo above includes some of the graduate student fellows teaching Life Worth Living courses.

# INTEGRATING TECHNOLOGY INTO TEACHING

Our Educational Technology teams advance pedagogical excellence as they shape the use of technology in Yale Classrooms. They engage with faculty and staff to support and better understand the Learning Management System ecosystem and regularly partner with the University Registrar's Office and ITS.

Supporting the use of Canvas involves detailed coordination of course sites that serve as a touchpoint of communication, resources, and connections for educators and students at Yale and beyond.

The use of more integrated technology in classroom spaces, such as Lecture Capture, has transformed learning spaces across campus. We continue to learn how educators and students are intentionally using these innovations by exploring learning insights through carefully considered data analytics to help inform our work.

Our teams also distributes the excellent work of our university colleagues through supporting YouTube@Yale Courses and a series of Podcasts.

Between 2022 and 2023 our Educational Technology teams supported the following:

## 5,500+

Canvas course sites

- **4,937** Canvas sites for degrees taught by **4,438** instructors for **26,407** students during the academic year
- **334** non-degree Canvas courses with **1,145** instructors and **24,565** learners
- **545** summer term courses in 2022 and 2023 for **823** teachers and **6,740** students
- Together, these courses held **54,727** assignments, **78,878** discussion topics, **337,981** uploaded files, and **4,738** media records

Collectively, the digital education and technology teams responded to 2,840 requests. Most of these requests came from faculty (1153), students (304), and staff (1,149) we coordinate with to do this work.





**4,490**

minutes of recorded lectures  
reviewed per day

**7.26K**

PollEverywhere activities



## Advancing Classroom Technology

A prominent lesson from remote instruction is that recorded lectures provide students opportunities to review and synthesize course material. Recording platforms such as Lecture Capture help students do this and also directly support accessibility through offering subtitles, for example.

The Classroom Technology Project is a collaboration among the Poorvu Center, ITS, University Registrar's Office, and facilities management. It is aimed at enabling more classrooms to have Lecture Capture and updated video and audio equipment installed to increase accessibility.

Thirty-eight rooms were completed in the 2023 fiscal year with more to come.

# 1.38 M

YouTube @YaleCourses  
subscribers, up 200,000  
from prior year

# 157,685,959

YouTube @YaleCourses  
video views since 2008



# 922,413

Total podcast listeners  
across **206** countries



# LEARNING ON CAMPUS AND BEYOND



The rise in quality digital education opportunities expands access for residential Yalies and those around the world. Poorvu Center teams support Yale's world-renowned experts sharing their great teaching with the world.

Timothy Snyder, the Richard C. Levin Professor of History worked with our Digital Education team to make his lectures on **The Making of Modern Ukraine** available for free to the public within days of delivering them inside the classroom at Yale University.

Since being released, his course has been accessed around the world. The timely response to such world defining challenges helps enable us all to be informed on current and rapidly changing events by those uniquely experienced to speak on the topic.

Our team also had the opportunity to respond to the rise in loneliness creating a mental health crisis, particularly in younger generations. Working with Laurie Santos, the Chandrika and Ranjan Tandon Professor of Psychology, the scientifically tested approach to Happiness has been expanded to younger generations through the Science of Well-Being for Teens.

This highly rated Coursera course "aims to curb this mental health crisis by bringing together the best insights from Laurie Santos' popular Yale course Psychology and the Good Life."

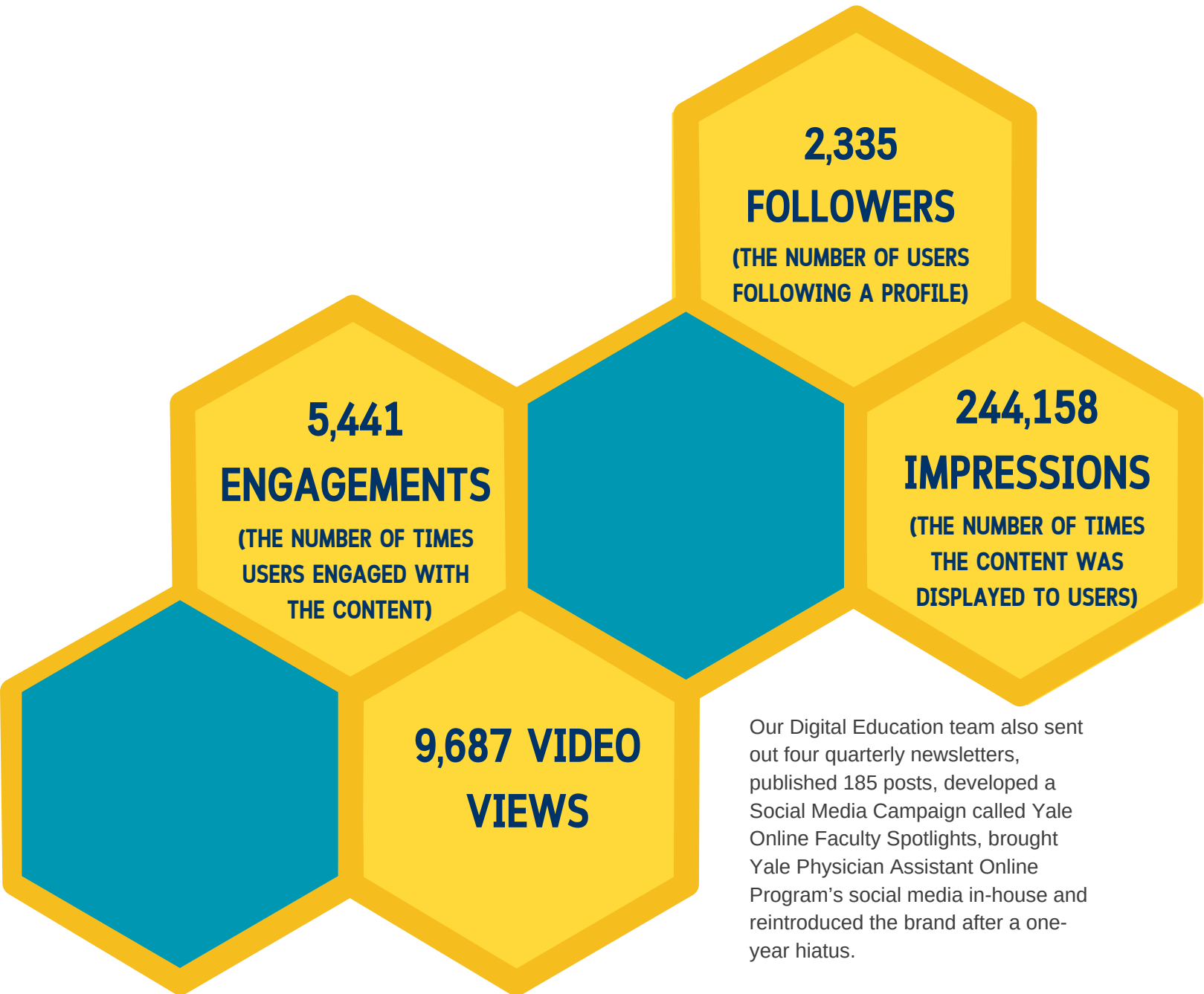


*"This course has helped me so much I would definitely recommend it. This has helped so many struggles I had been facing. I am very grateful I found this course and could participate in it." -Science of Well-Being for Teens student*

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# YALE ONLINE

Starting in January 2023, our Digital Education team has built a social media presence from scratch for Yale Online. The goal of Yale Online is to have a one-stop catalogue for what Yale offers online across platforms. It helps elevate Yale's work by helping users discover content and meets them wherever they are, expanding access for all.



Our Digital Education team also sent out four quarterly newsletters, published 185 posts, developed a Social Media Campaign called Yale Online Faculty Spotlights, brought Yale Physician Assistant Online Program's social media in-house and reintroduced the brand after a one-year hiatus.



# SPACES DESIGNED FOR VERSATILITY

The Poorvu Center space continues to be a highly requested, heavily trafficked area. As the day unfolds, staff, students, faculty, and members of the public community pass through our space.

Any given day could bring scheduled courses, impromptu discussions, multi-team meetings, podcast recorders, and world-renowned faculty to our space. The variety of people and ideas we work with is supported by the versatility of our flexible spaces.

The center often has different lifecycles throughout the day, including an influx of undergraduates and graduate students attending late afternoon and early evening workshops and tutoring. Our excellent facilities and security colleagues help enable our safe and effective use of these areas.

In FY23, the Center received 335 requests for the use of our classrooms and was able to accommodate 233 of those requests. On average, the Center has approximately 1.25 daily reservations from the Yale community for either the classrooms or touchdown spaces throughout the year.

There were also seven Technology Enabled Active Learning (TEAL) classroom requests, which the Poorvu Center coordinates in partnership with the University Registrar's Office. The TEAL classrooms support engaging pedagogy through providing highly flexible collaborative learning environments with easily integrated technology. The TEAL classrooms are located a few blocks away at 17 Hillhouse Avenue.



Photo credit: Mara Lavitt



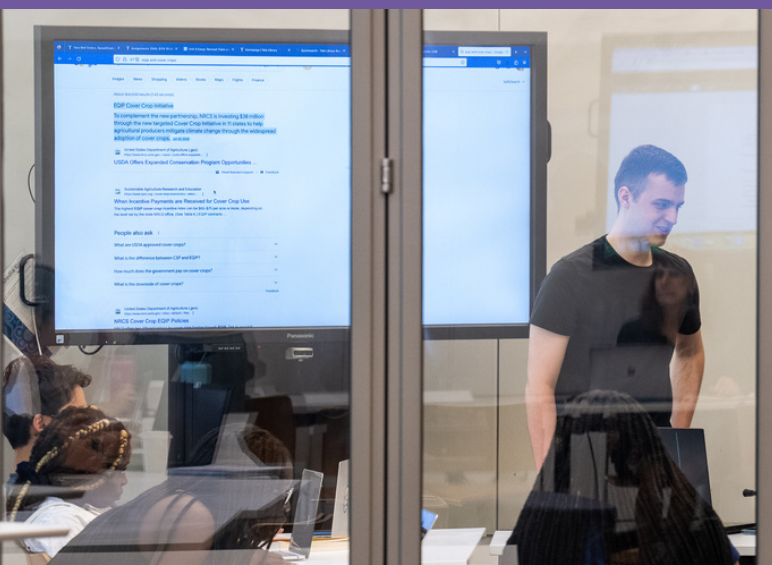


Photo credit: Mara Lavitt 25



# OUR STAFF



Our staff are the energy behind our initiatives and bring these offerings to life at Yale. Over the 2022-2023 academic year, we have celebrated well-earned promotions for our dedicated colleagues, grown our expertise in equitable teaching, assessment, finance, and digital education, and touched departments and lives across campus.

The care the Poorvu Center team brings to their work encourages the trust, appreciation, and connection we continue to cultivate in the Yale community. We are grateful for their efforts to uphold our mission. With over 50 staff from varying expertise, we have found ways to continue to share the joy of our work while championing the diversity of our voices.

## Our Guiding Principles:

1. The Poorvu Center supports teachers and learners of all backgrounds and abilities and helps develop practices that promote inclusive teaching.
2. The Poorvu Center values research-based decisions about teaching and learning and partners with instructors, departments, and programs to measure and evaluate impact.
3. The Poorvu Center encourages collaboration in all our activities.
4. The Poorvu Center promotes public conversations about teaching and learning across all Yale communities.
5. The Poorvu Center responds to instructors' vision and students' needs, and fosters experiments in pedagogy, technology, and student support.
6. The Poorvu Center welcomes the Yale community and visitors into our space to advance teaching and learning excellence.
7. The Poorvu Center disseminates Yale's intellectual culture to learners at the University and beyond.



We also worked with four additional student workers, three photographers, and nine remote proctors for online assessments.



# COLLABORATIVE BY DESIGN



The Poorvu Center works with groups and offices all across campus, including:

- All professional schools
- Yale College departments and programs
- Collections and Scholarly Communications, including Yale's libraries and museums
- Graduate School of Arts and Sciences
- University Registrar's Office
- Office of Institutional Research
- Yale Affinity groups
- Alumni Fund
- Chaplain's Office
- Diversity Office
- Eli Whitney Student Society
- Human Resources
- International Students & Scholars
- Information Technology Services
- Yale New-Haven Teacher's Institute
- Yale Young Global Scholars
- Nigerian Student's Association
- Mellon/Bouchet Fellowship program
- Office of Postdoctoral Affairs
- President's Office
- Schwartzman Center
- Office of Sustainability
- Tsai Center for Innovative Thinking
- Women's Athletics Council
- First Year Scholars at Yale
- Center for Language Study
- Student Accessibility Services

To support these inter-disciplinary efforts, our business office stewards funds across these groups and offices. We are grateful to offer such a depth and breadth of support to the Yale community.

We are grateful recipients of gifts from donors that go towards supporting university initiatives. These gifts better our work, making a positive contribution to the experience and growth of individuals and groups across Yale University. We offer a special thanks to the Poorvu family for their continued generosity and support.