

Yale Poorvu Center for Teaching and Learning Embracing the Future of Education

2021–2022 Annual Report



Yale

Greetings from the Poorvu Center!

We are delighted to share highlights of the 2021–2022 academic year. This time was marked by a still-bumpy road back to on-campus education, but our resilient and creative staff met the evolving needs of faculty and students. We celebrated a gradual return to our on-campus home, reuniting and reinvigorating the space by welcoming the Yale community back to this hub of educational excellence.

We also developed recommendations in response to new questions:

- How can we build community and connect in the classroom while wearing masks?
- How can we maintain academic structure and rigor while we accommodate unpredictable student absences and calls for flexible learning models?
- How can we advance antiracist and equitable pedagogy in the context of an elite research institution?
- How can we reinforce the strong ties and collaborative spirit that got the Poorvu Center staff through the pandemic years?
- How can we continue to reach the millions of new learners outside of New Haven who engaged with Yale’s online classes during the most isolated periods of the pandemic?
- How do we marry the best of traditional practices with hard-won remote teaching skills, to lead the campus on an intentional journey toward the future of education?

As always, we are humbled by the talented Poorvu Center staff and their commitment to advancing teaching and learning excellence at Yale. In the pages that follow, we hope these points of pride spark your interest and inspire new ideas. Come by the Poorvu Center to be part of the ongoing conversation.

We’re here to help.

Sincerely,

Jenny & Lucas



Jenny Frederick
Executive Director



Lucas Swineford
Executive Director of
Digital Education

Yale Poorvu Center for Teaching and Learning

Embracing the Future of Education

2021–2022 Annual Report



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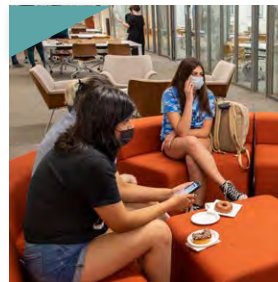
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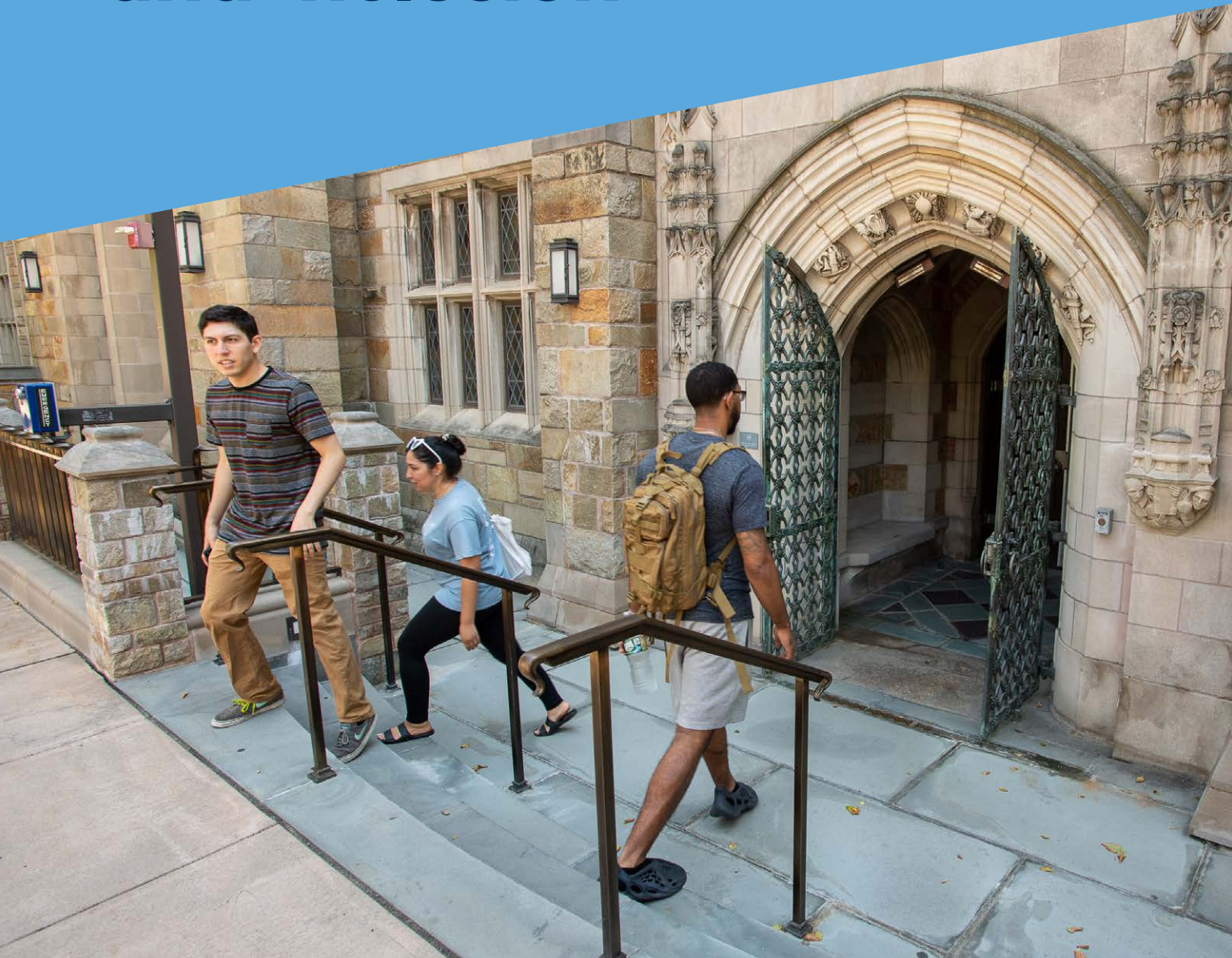
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Our Staff



“The staff in the Poorvu Center is doing an amazing job, and I’m grateful for the ways that they have worked around the clock to be supportive of all of us teachers.”

Erica R. Edwards, PhD, African American Studies and English

Equity and Inclusion



Integral to Our Work

Diversity, equity, inclusion, and belonging (DEIB) are values central to the mission of Yale University. At the Poorvu Center, we are committed to an ongoing process of self-assessment, education, and growth. We are advisors whose work touches every corner of campus, in teaching and learning settings and beyond—from offering leadership to the Belonging at Yale initiative to providing assessment for departments as they set DEIB goals.

Above: The Poorvu Center entrance at 301 York Street. Photo credit: Mara Lavitt

Equity and Inclusion

Accessibility is fundamental to creating greater educational equity, and our faculty support has evolved from an emphasis on technology to center accessibility as a pedagogical value. We reach ever-expanding groups of faculty by meeting them where they are and by encouraging peer-to-peer communication. Strategies include convening faculty panels within larger workshops and hosting sessions for summer professional development. A new video series features faculty and staff sharing their experiences developing accessible classes—examples where the effort is minimal and the payoff is inestimable.

At the request of President Peter Salovey, units across the university developed specific and measurable action plans to advance the institution's DEIB goals. For our unit, Global Strategies and Academic Initiatives, DEIB actions included individual annual goal-setting, investment in professional development, external expert workshops and consultation on hiring practices, and intensive reading and discussion groups.

As advisors, we pay attention to how we go about our work. Whether or not equity and inclusion are explicitly named in the areas highlighted in the pages to follow, these values are integral to the structure and execution of our programs and fundamental in how we measure the impact of our work.



Hear more
from Dr. Heather
Klemann

“Being proactive about accessibility is important to me as an instructor because I am here for my students. That’s my job: to make sure that they are gaining the skills that my course is designed to teach. I want to make sure I can reach them wherever they are, wherever they’re coming from.”

Video interview with **Dr. Heather Klemann**, Department of English



Read our unit's Diversity, Equity, and Inclusion plan

Writing Support



Graduate Writing

The Graduate Writing Lab (GWL) supports GSAS students, graduate and professional school students, and postdoctoral scholars. The GWL is led by 3 full-time staff members, and most programs are administered by our team of 38 Yale graduate student fellows. The GWL provides 5 types of programming:

WORKSHOPS:

130

with **1,202** unique attendees

INDIVIDUAL WRITING CONSULTATIONS:

2,730

with **688** unique attendees

WRITING RETREATS & STUDY HALLS:

206

individuals wrote for a
total of **2,848** hours

PEER REVIEW GROUPS:

48

with **153** individuals attending
1,554 total meetings

PUBLIC SPEAKING:

36

students received feedback in
the PitchVantage studio

12

students earned the Poorvu
Center Public Communication
Certificate by completing a
3-tiered program and a final
“3-Minute Thesis” presentation
of their doctoral research.

Photo credit: Zoe Keller



Peer review groups:

“This group has been a complete lifeline during the continuing pandemic.”

Yale PhD student

“Peer review is so wonderful! I was so happy to be exposed to others’ works-in-progress. We traded tips and tricks for productivity as well as specific substantive feedback. We really became a community, in large part thanks to Patricia’s excellent organizing.”

Yale Law School student

Workshops:

The Dissertation Writing as Practice 6-part workshop series underwent a complete redesign to incorporate both interactive and asynchronous elements, including weekly meetings, online discussion prompts, readings, and weekly

goal-setting exercises. Participation tripled, and 87.5% reported the series was extremely or very helpful.

“It is easier for me now to view comments and suggestions (e.g., my advisor) as constructive feedback but not so much as criticism or a sign of incompetence—after all, it is all supposed to be a learning process.”

Yale PhD student, on the “Dissertation Writing as Practice” workshop series

“Now that I am transitioning from being a student to being a faculty member, I look forward to sharing what I have learned from the GWL and encouraging those under my supervision and mentorship to participate in Poorvu Center activities themselves.”

Yale PhD student, on the “Writing Through Imposter Stress” workshop

Below: The mezzanine level of the Poorvu Center includes open space, meeting rooms, and a conference room, all designed for writing support. Photo credit: Zoe Keller



Undergraduate Writing

Residential College Writing Tutors: These 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.

1 OUT OF 3

Yale College students sought writing tutoring

10,673

SESSIONS

1,796

PARTICIPANTS

Writing Partners: A team of 113 students—74 Yale College and 39 graduate—selected for both their writing skills and their ability to talk about writing, staff the Writing Center. During drop-in hours, students of any level of ability can bring their papers for substantial advice about structure, analysis, and developing a thesis. In addition, approximately 200 students, many of them international students, are assigned a tutor for 6 to 10 meetings over the course of the semester.

“[The writing tutors] were engaging with us in ways that went past the papers that I was writing—also addressing the fact that I was from [a rural area] and first-gen low income—that experience is very difficult. It was really comforting to have these additional people who don’t have to be mentors but often were taking that role.”

Lydia '21

“[My tutor] really helped me grow as a writer, a student, a thinker. I’ve since published two papers in academic journals, and I don’t think I could have done that without her.”

Kelsea '20



Find Undergraduate Writing resources



Dyuthi '22

Hear more about the impact Writing Tutors make, in students' own words



Strategies for Academic Success



Helping Students Thrive as Learners

Yale University now welcomes substantial numbers of students from a wider array of backgrounds, including scholars from low-income backgrounds or who may be first in their family to attend college. Many of these high-achieving students may face particular challenges on a campus whose structures were not created with them in mind. The Poorvu Center is part of a network of programs offering support for student success, including the cultural centers, the Summer Session, First-Year Scholars at Yale, the Eli Whitney Program, Online Experiences for Yale Scholars (ONEXYS), and advising supports in Athletics and ROTC.

The **Academic Strategies Program (ASP)** at the Poorvu Center helps students learn how to navigate the “hidden curriculum” of Yale—the invisible set of underlying assumptions and expectations about how to do well as a student that are embedded in the culture and not taught in the classroom. Examples include making use of office hours and finding academic resources. Students become empowered to take more active ownership over their own academic choices and, ultimately, to get the most out of their educational experience.

ASP imparts these tools through peer mentors who host 1-1 and group mentoring sessions and interactive workshops. While ASP provides support for all students, its programming is designed to be especially accessible for first-generation low-income (FGLI) students — to provide them with the information and support to thrive.

Above: Peer conversations during an Academic Strategies Program event. Photo credit: Mara Lavitt

Strategies for Academic Success

During a year where flexibility was paramount, ASP offered both virtual and in-person options for workshops, 1-1 mentorship, and small group meetings. The team adjusted its programming to support students transitioning back to in-person learning as well as those returning from leaves of absence and to help students regain their motivation and academic engagement after a period of disruption.

Another significant transformation was in the Disability Peer Mentor Program. After 5 years of depending on volunteer efforts as a student organization, the program became part of the Poorvu Center. ASP now pays mentors and offers them training and support, and the program has doubled the number of students supported.

Some ASP mentors contribute to the Yale Prison Education Initiative, bringing rigorous, for-credit Yale College courses to incarcerated students in Connecticut prisons. One mentor, herself an Eli Whitney student, is participating in the expansion of ASP's programming through YPEI to a second facility.

Through the First-Year Scholars at Yale summer program, the Poorvu Center's support for FGLI students begins as they launch their college careers, offering workshops and 1-1 academic advising.

ASP OFFERS 20+ WORKSHOP TOPICS, INCLUDING:

- Managing a Heavy Reading Load
- Procrastination: How to Work Through It
- Reading Effectively for STEM
- Cultivating Faculty Mentors
- Imagining Your Summer



What Students Learned from Workshops:

“I will be changing my attitude about the ways that I approach seminars, and not just discussing the knowledge but collaborating with my classmates and instructors to create it.”

“To have a mindset that’s more focused on my goals than others’ expectations.”

“I learned strategies like splitting up big assignments into small tasks, and I made a plan with my mentor to figure out how to do that with a project I am working on.”

On FGLI Peer Groups:

“Thank you for allowing me a community where I can ask questions and relate with throughout my first semester here!”

“My peer mentor was incredible. I think the common backgrounds that united members in our group helped create a welcoming and understanding environment.”

Above: Peer conversations during an Academic Strategies Program event. Photo credit: Mara Lavitt

20%

of Yale College are First-Generation Low-Income

2,411 Student Contacts in Academic Strategies Programs
3x increase since 2018–2019



ACADEMIC STRATEGIES

446

Workshop Attendees

240

1-1 Mentoring Sessions

61

Undergraduate & 1 Grad ASP
Peer Mentors

FIRST-GENERATION LOW-INCOME

302

Peer Group Meetings

151

First-Years

46

Sophomores

DISABILITY PEER MENTORSHIP

179

1-1 Peer Mentor Sessions

23

Undergrads

4

Grad Disability Peer Mentors

SUMMER PROGRAMS

84

First-Year Scholars

3

Program-Wide Workshops

2

1-1 Advising Meetings
per Student

UNDERGRADUATE TUTORING

10,673

Writing Sessions

25K+

STEM & QR Sessions



Find Academic Strategies resources

Expertise in Teaching and Learning



New Faculty Orientation

For the 2021-2022 academic year, Faculty Teaching Initiatives (FTI) focused on two themes:

1. The transition to in-person classes.

- Translating effective tools from remote teaching into the residential classroom experience.
- Teaching flexibly and accessibly: Small changes to teaching practices with a big impact on classroom equity.



2. Implementing antiracist teaching practices.

- Faculty in Conversation: Small group in-depth discussions led by Divinity School professor Willie Jennings, based on his book about race and the structures of academia.
- Antiracist Pedagogy in STEM and in Humanities/Social Sciences group discussions.
- Inclusive and Equitable Teaching Seminar: An 8-session, year-long program where faculty explore literature on equitable teaching practices.

Above: New Faculty Orientation. Photo credit: Mara Lavitt

507

instructors engaged through consultations, observations, workshops, events, learning communities, and instructional grant awards. Of those, 334 are ladder faculty. They represent the Faculty of Arts and Sciences and all 13 graduate and professional schools.



176

instructors received consultations through the transition from fully-remote to in-person teaching. Included one-on-one conversations, debriefs after mid-semester feedback, and tied to classroom observations.

Assessment

Educational Program Assessment (EPA) provides expert guidance in the development and implementation of evaluations across the Yale community. EPA emphasizes relationship building with faculty, staff, and student collaborators to assure aligned methods, inclusive and responsive approaches, actionable results, and sustainable data use over the life cycle of programs.

596

total attendees of FTI programs, including New Faculty Orientation, the Course (Re)Design Institute, the Teaching and Learning Discussion series, and discussions facilitated for specific schools.

Belonging at Yale: In 2021-2022 the heart of assessment work centered around supporting data for the evaluations built into each unit's action plans, helping them to construct meaningful outcomes and metrics. For the first time, EPA developed and led workshops, town halls, committee meetings, and departmental events—infusing robust, research-informed assessment design with equitable and context-specific messaging and planning.

50

projects supported in 

30

departments, units, and professional schools

Expertise in Teaching and Learning

Projects spanning Yale College, professional schools, and staff units included the Infectious Disease Diversity Equity and Antiracism project, the Life Worth Living initiative through the Yale Center for Faith and Culture, graduate fellowship programs at the Beinecke Library, and Online Experiences for Yale Scholars.

Ongoing collaborations include aligning Yale School of the Environment's annual student feedback to their Strategic Plan, assessing the impact of racially marginalized students' experiences in Computer Science internships, and evaluating students' experiences as Science, Technology, and Research Scholars.

Belonging at Yale: In 2021-2022 the heart of assessment work centered around supporting data for the evaluations built into each unit's action plans, helping them to construct meaningful outcomes and metrics. For the first time, EPA developed and led workshops, town halls, committee meetings, and departmental events—infusing robust, research-informed assessment design with equitable and context-specific messaging and planning.

Below: Melissa Scheve facilitates a discussion at New Faculty Orientation. Photo credit: Mara Lavitt



Graduate Teaching

Teacher training for graduate and professional students and postdocs offers them professional development—in preparation for both faculty positions and opportunities beyond academia—while improving the learning experience for Yale College students.

A team of 20 graduate student Teaching Fellows train and mentor their peers through observations. Poorvu staff provide consultations, mainly in the preparation of job application materials—teaching statements, sample syllabi, teaching demos—serving to extend teaching excellence beyond our own campus.

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

The **Certificate of College Teaching Preparation** involves 80+ hours of programming over the course of a year, providing structure and formal recognition of training as well as transferrable skills in effective written and oral communication.

965

**unique participants in
Grad Teaching programs**

296

attended 87 Advanced Teaching Workshops

29

**completed the Certificate of
College Teaching Preparation**



Mentor training for graduate students centers on inclusive mentoring and is a focus of teaching workshops, peer advising, and departmental workshops, including for scientific labs.

Antiracist pedagogy has evolved from a pilot to a recurring theme of Learning Communities—a series of in-depth, small-group conversations that include antiracism in teaching, in the disciplines, and in academic institutions as well as coaching on how to lead these discussions in workshops.

Accessible practices implemented in graduate teaching workshops provide models that participants can use in their own classrooms, such as flexible materials and digital accessibility. Workshops directly addressing accessibility include Universal Design for Learning, Disability in the Classroom, Mental Health in the Classroom, and Trauma-Informed Pedagogy.

Above: Eli Whitney student orientation.
Photo credit: Harold Shapiro

508

participated in Teaching at Yale Day

166

consultations & 32 peer observations

Curriculum Development

40 Yale instructors attended the Course (Re)Design Institute, 3 days dedicated to excellence in teaching.

“As a disabled person, I thought this program was very accessible, what with the captions, visual media, and interpreters. Everyone made sure everyone was included. This program deserves kudos of the highest order.”

Spring 2022 Course (Re)Design participant

“I really appreciate knowing whom to contact regarding technological accessibility, syllabus design, and financial aid for students, thanks to so many people making themselves known and available during the training. It’s as if we were given a full tour of the Poorvu Center by accident and I am thankful for it.”

Spring 2022 Course (Re)Design participant

Below: The Course (Re)Design Institute returned to an in-person format in Spring 2022, inviting 40 faculty for 3 days of programming. Photo credit: Zoe Keller

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, the program grew to 10 pairs in Fall '21 and 9 in Spring '22.

“There’s a perception that students are checked out, looking only for ease rather than challenge in their classes. This program helps dispel that stereotype and engages students as active partners in cultivating both rigor and compassion in the classroom.”

Faculty partner, Spring '22

“The program pushes against a teacher-student hierarchy and creates opportunities for community building!”

Student partner, Spring '22



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 up to \$2,000 in a new Poorvu Center collaboration with 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.

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. Rosenkranz was paused for the 2020–2021 year. Grants in 2021–2022 went to Faculty of Arts and Sciences faculty in Mathematics and Chemistry and two faculty at the School of Medicine.

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

Photo credit: Mara Lavitt



\$13,707

awarded to 32 IEF recipients, a 61% increase from the previous year

\$18,400

to 8 Belonging at Yale grant recipients, up from 2 the previous year

\$32,855

to 4 Rosenkranz projects

\$10,000

to 10 Teaching Innovation projects involving 19 PhD candidates and postdocs



Find Faculty Teaching workshops & grants



Reflection

Faculty Teaching Academy

New faculty are given two years to complete an intensive set of workshops, consultations, course design summer institute, small-group discussions, and peer observations—all culminating in a portfolio that includes course evaluations with reflective commentary and a reflection on one's own teaching development.

The 2022 Spring Teaching Forum was an opportunity for instructor reflection at the end of another unpredictable academic year. Organized by two grad teaching fellows and entitled “Being Human in the Classroom,” the forum centered the extraordinary efforts of instructors to support their students and the resulting widespread burnout. With a keynote by Professor Laurie Santos and faculty panel discussions, the forum proceeded from the assertion that instructors are equally deserving of grace and that their well-being is a vital part of the classroom community.

“[Faculty Teaching Academy] made me feel like I belong here and am part of the community.”

Yale lecturer

“The Poorvu Center has been my mainstay throughout the pandemic. I would not have made it without you. Thank you so much for your timely conference on burnout this morning. I learned so much, heard wise words, and felt an overwhelming sense of relief to be in the company of compassionate adults. You chose an outstanding panel, and I felt so lucky to be there.”

2022 Spring Teaching Forum faculty attendee

Above: New Faculty Orientation. Photo credit: Mara Lavitt

*New
Faculty*

Welcome
to Yale

Integrating Technology into Teaching



Technology to Promote Learning

Now more than ever, educational technology provides essential tools for instructors and students. Platforms like Canvas and Poll Everywhere create course structure, provide a more equitable learning experience, and give students multiple ways to engage with class material. The Poorvu Center has collaborated with ITS and the University Registrar's Office to support vast system-wide transformations that impact student success.

Technology Implemented for Accessibility and Inclusion

Syllabus templates create consistency across classes, allowing students to understand expectations and organize their time.

The Expanded Course Description now includes **a section for DEIB statements**, providing a space to welcome the range of student identities,

experiences, and perspectives, particularly those that have been traditionally marginalized.

Our Canvas team increased support and availability to indicate **pronouns, preferred names, and name pronunciation across systems** to respect the diverse identities of our communities.

Above: Assistant Professor Marco Bonett-Matiz illustrates a physics lesson in the Poorvu Center's media studio with help from John Harford. Photo credit: Mara Lavitt

Integrating Technology into Teaching

Accessibility tools within Canvas such as Immersive Reader provide reading support for individuals with dyslexia and dysgraphia. Ally, a robust accessibility tool integrated into Canvas courses, provides instructors with Accessibility Scores to course materials and guidance on how to improve the accessibility of their content, and students the ability to access alternative files of the content in formats such as Digital Braille and BeeLine Reader.

Enhancements to the Feedback and Accessibility Barriers tool now include an **invitation to anonymously report any accessibility barriers** encountered in course materials to the instructor of the course, to ensure such barriers do not inhibit anyone's learning.



A STEM teacher makes use of a Poorvu classroom's flexible setup, whiteboards, and media display. Photo credit: Mara Lavitt



Find Canvas @ Yale tools and support

CAMPUS EDUCATIONAL TECHNOLOGY USE

5,230

minutes of course recordings viewed, per day during the semester

5K

courses in Canvas

70K

discussion topics in Canvas

7K

Poll Everywhere activities

1,900

courses where students downloaded 14,000 more accessible versions of content via Ally, including digital Braille, Tagged PDF, and BeeLine Reader



POORVU SUPPORT OF EDUCATIONAL TECHNOLOGY

3K

help requests for educational technology from 658 faculty and 313 students

200

Faculty Consultations

16

workshops on Ed Tech tools & Academic Continuity

Learning on Campus and Beyond



Yale Courses, Accessible Worldwide

Yale University is committed to improving the world through outstanding education. The *Yale Online* website brings access to our professors, programs, and courses to millions around the world—including career changers, life long learners, educators, and high school and college students.

In Fall 2021, the Yale Online team helped the Yale School of Public Health launch an executive MPH, the school's first online degree program. The Poorvu Center consults alongside YSPH on top-level programmatic areas such as: student orientation, faculty onboarding, training, evaluations, and assessments; operations, milestones, action items, and documentation; building student community; facilitating Zoom best practices; and managing the course's asynchronous and synchronous materials.

“The Digital Education team is a vital partner in all we do. They support course creation, inform our work with best practices, and meet with students to obtain user information. We have an ambitious goal: to be the best online MPH program in the country. Key to achieving that goal is our partnership with the Poorvu Center.”

Martin Klein, Director of Yale School of Public Health's executive MPH

Above: The Yale School of Public Health welcomed its inaugural class of eMPH students—38 working professionals—who spent 5 days on campus for an on-site intensive. Photo credit: Kayla Steinberg

Learning on Campus and Beyond

“My co-authors and I were having our first meeting with Sara Epperson, Yale’s Director of Digital Education, to discuss our proposal to record a Coursera online class based on our then-upcoming textbook [on medical software]. Her opening question to us was, ‘Why do you want to record this class?’ to which, to my surprise, I blurted out, ‘I want to save the world!’ After a period of silence, I then tried to explain (to me as much to her) what I meant by that statement. How can a class (or a textbook) on medical software ‘save the world?’

1.3M

Yale Online course enrollments

93K

course completions, 500K Total Since 2019

80+

free courses, 9 Fee- or Tuition-Based Programs Taught by 70+ Yale faculty

NEW COURSES LAUNCHED IN 2021–2022

- **Religion and Ecology Series**, taught by Mary Evelyn Tucker and John Grim
- **Intro to Medical Software**, taught by Xenophon Papademetris
- **Tropical Forest Landscapes 101: Conservation & Restoration**, from ELTI Program Faculty
- **Human Anatomy: Anatomy of the Upper and Lower Extremities**; and **Visualizing the Living Body: Diagnostic Imaging**, taught by Dr. Charles Duncan and Dr. William Stewart
- **Yale Child Studies Center** course to deliver IICAPS New Staff Training

There is a desperate need to both improve the quality of medical care and reduce the costs involved while at the same time helping to provide improved access to underserved populations.... The big challenge is how one begins to train people in this area.”

Xenophon Papademetris, Yale Professor of Biomedical Engineering Health’s executive MPH

Excerpted from *FifteenEightyFour*, the blog of Cambridge University Press

Below: Xenophon Papademetris works with Broadcast on recordings for his Yale Online course. Photo credit: Rick Leone



Explore course offerings from Yale Online



Open Access to Yale's Campus Community

The life of the campus—from the discovery and sharing of knowledge to its milestone moments of celebration—is ever more accessible, thanks in large part to the staff of Yale Broadcast Studio. Over the past two years, we have all learned to create and enjoy streaming content, multiplying the need for expert guidance and management.

“Yale is a global institution and making the insights and expertise of our faculty available to global learners works directly in support of the university’s mission.”

Lucas Swineford, Poorvu Center Executive Director of Digital Education

Below: Yale Broadcast staff Rick Leone. Photo credit: Robert DeSanto





PODCASTS

1.1M

listens in 173 countries

34

podcasts posting new episodes

12

new podcasts launched



YOUTUBE

1.18M

@YaleCourses subscribers,
up 108,000 from prior year

320K

@Yale subscribers, up 120K from prior year

18.6M

total views on @Yale



Yale University 321st Commencement ceremony

Broadcast helps to record, edit, and share class lectures, online courses, visits by celebrated guests, and live events—most notably, Commencement—which in May 2022 included two weekends of ceremonies!



Find more Commencement 2022 video and stories

Spaces Designed for Versatility



Return to Campus

As the campus made its full return to in-person activities, the Poorvu Center welcomed the Yale community back to our spaces, ideally created for flexibility and collaboration. While the community experienced the joy of resuming traditional classes, instructors noticed their students needed some coaching after a long period of disruption.

Creating Adaptability Across Campus

In preparation for the Fall of 2021, the Center's technical expertise supported the integration of technology into in-person and remote teaching and learning, and has proven essential to adaptable workshops, tutoring, and classes.

Above: Students talk after class in a Poorvu Center touchdown space. Photo credit: Mara Lavitt



Spaces Designed for Versatility

Media Studio

Faculty used the studio's video and podcast recording tools and lightboard to create classroom materials and present research to peers overseas.

Lecture Capture Expansion

Video recordings of classroom lectures can benefit students by making it possible to:

- Review the recording as a study aid after attending in person;
- Engage more in class, taking detailed notes later;
- Replay difficult parts of a lecture to decode unfamiliar words or phrases;
- Read captions, especially helpful to speakers of English as a second language and students with certain disabilities or learning differences.

In Fall 2021, to aid the transition from Zoom to in-person lectures, Poorvu staff installed hardware to enable automatic recordings, focusing on the Faculty of Arts and Sciences' 6 largest lecture halls with a total capacity of 1,210 students.



Classroom Technology Advisory Group

Chaired by the Poorvu Center, and with staff representing Accessibility, Facilities, ITS, and Broadcast, the group created a strategic plan for the design, construction, staffing, and support of technology to support audio accessibility, lecture capture, and Zoom capabilities in FAS classrooms.



[Read more about our services](#)

COMMUNITY RESERVATIONS FOR POORVU CENTER SPACES

116

total classrooms

8

per day for touchdown spaces and rooms

22

for TEAL (Technology-Enabled Active Learning) classroom

70

Media Studio reservations



Our Staff



Our Mission

The Poorvu Center’s mission to promote teaching and learning is rooted in a culture that prioritizes equity and the growth of each team member. Our three-part mantra—“Embracing Difference, Respecting Failure, Growing Together”—which is both a pledge and a motivator, prioritizes individuals over their work, and reminds us how our interactions shape our culture.

49 

full-time professional staff



Read more about our mission, guiding principles, and community values

Above: Poorvu Center staff retreat at Yale West Campus in June 2022.
Photo credit: Rick Leone

14 

Residential College Writing Tutors

These 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.



Student Workers and Fellows

In addition to full-time professional staff, the Poorvu Center relies on many trained students to provide peer-led programming such as workshops and individual consultations.

23
graduate and professional teaching fellows

242
Undergraduate Writing Partners & Tutors



40
Graduate Writing Lab Fellows

17
Pedagogical Partners

84
Remote Proctors

23
Undergraduate Technology Assistants



Top: Julie McGurk leads a discussion during New Faculty Orientation.
Middle: Belinda Platt, John Harford, and Kristina Sanchez demonstrate the podcast equipment in the Poorvu Center's recording studio.
Bottom: Kailasnath Purushothaman chats with Kim Kuzina.

Photo credits: Mara Lavitt



New Faculty Orientation. Photo credit: Mara Lavitt

Yale Poorvu Center for Teaching and Learning

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Photo credit: Kassandra Haro