Teaching innovation
“We [faculty] recognize that research goals and horizons change, but sometimes overlook this view when it comes to our teaching. Keeping up with pedagogical advances and exploring innovative ways to engage and assess our students are just some of the things Schreyer Institute can deliver.”

Efficiency
“Why wouldn’t they? Unless faculty enjoy doing a lot of leg work in areas where they probably don’t have expertise (teaching methods, course design, etc.) only to end up re-inventing the wheel, then working with these folks is a no-brainer. The Institute is a bottomless well of tried and tested pedagogical approaches, so it is THE place to go if you want to effectively improve your teaching or SRTEs (hopefully both) in the most efficient way possible.”

Tap into student perspectives
“Why work with the Schreyer Institute? The first response that pops into my head is one that I would not have expected or appreciated before you observed my classes: to understand how the students experience the class and what they need to learn. Trying to see the class from the students’ perspective has really changed the way I organize and present information, and I would not have been able to figure it out without your help.”

Data collection and troubleshooting
“I have contacted SITE teaching consultants to work with me one-on-one for several reasons: tabulating and interpreting SRTE and midsemester feedback from my students, visiting my classroom to observe, document, and evaluate my teaching, address behavioral and classroom management problems in a large lecture class, and provide suggestions on the organization, layout, and content of my course webpage. These consults are extremely valuable for pinpointing specific issues or problems I want to work on in my class. When I get worried about an issue that is not going well, SITE is my first phone call.”

Expert feedback in a safe setting
“I have utilized their online classes, live presentations, and consultancy services. In each case, I was able to acquire new pedagogical knowledge and skills, practice scenarios in a safe environment, and receive expert feedback to enhance my teaching. The consultancy service is a particular source of ongoing help. An added benefit of the Schreyer Institute is that, as a tenure-track professor, I am able to use my faculty development activities in my teaching portfolio as evidence of my commitment to the teaching mission of Penn State.”

Customized
“This is not a cookie-cutter approach, but one that (as all good learning and teaching does) meets instructors where they are. Suggestions for constructive and realistic changes in course design and pedagogical approach are only offered once consultants have a good understanding of what instructors are doing and trying to achieve in their courses.”
Schreyer Institute for Teaching Excellence

*We work with anyone who teaches Penn State students at any location*

Our faculty provide consultations and workshops are evidence-based and guided by teaching & learning research. If you don’t see what you need below, let us know and we’ll work with you to custom-develop what you want!

**Course Design & Planning**
- Syllabus development
- Assignment design
- Inclusive teaching
- Student/faculty diversity
- Online/hybrid courses

**Teaching Strategies**
- Discussion
- “Punctuated lecture”
- Active-learning strategies
- Group/team work
- Classroom management

**Testing & Grading**
- Quick classroom feedback
- Test construction
- Item analysis
- Scantron processing
- Computer-based testing

**Teaching & Learning Scholarship**
- Grants for course-based or DBER research
- External grant proposals
- Teaching philosophy
- Teaching portfolios

**Course Evaluation**
- Classroom observations
- SRTE interpretation & administration
- Mid-semester feedback
  - Online or paper surveys
  - Student interviews

Contact us: [site@psu.edu](mailto:site@psu.edu)
[www.schreyerinstitute.psu.edu](http://www.schreyerinstitute.psu.edu)
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</table>
Guiding Principles & Practices

- Confidentiality
- Academic freedom
- Disciplinary customization
- Evidence- & research-based practice

Subscribe to our Schreyer Teaching Listserv  l-SchreyerInstitute-News-subscribe-request@lists.psu.edu

Teaching and Learning Resources Repository  http://www.schreyerinstitute.psu.edu/tools/
  Key word searchable documents & URLs

Consultations (individual faculty and faculty groups)  http://www.schreyerinstitute.psu.edu/help/liaisons

Custom Workshops  http://www.schreyerinstitute.psu.edu/custom

Recurring Programs & Events  http://www.schreyerinstitute.psu.edu/Events
  - New Instructor Orientation (online)
  - Taking Action for Student Learning (TASL; experienced faculty; faculty-identified projects)
  - Teach to Reach: Universal Design for Learning  http://www.schreyerinstitute.psu.edu/udl
  - Course Design Academy (competitive, 1 week on-site, small group of faculty)

Grant Programs  http://www.schreyerinstitute.psu.edu/grants
  Our grants are funded from our endowment funds so spending must align with our mission of advancing teaching and learning at Penn State. University policy requires that all spending must only occur on our budget (no funds transfer to you, no transfers of expenditures to us). We cannot buy-out Penn State faculty or staff salaries.

  Teaching Transformation & Innovation Grants (competitive)
    - Pre-proposal consultations before Monday, March 2, 2020
    - Brief description (300 words max.) to your pre-proposal Schreyer consultant, March 9, 2020
    - Short descriptions sent to relevant administrators by March 30, 2018
    - Invitations for full-proposal development by April 6, 2020
    - Proposal submission by May 26, 2020
    - Decisions by July 1, 2020

  Teaching and Learning Scholarship (TLS) Grants
    - Publication expected
    - Collaboration with a Schreyer Faculty Consultant
    - We provide TLS research support services including data analysis, IRB development,
    - $1000-$1500 (e.g. for conference travel, technology, teaching materials, etc.)

  Faculty Teaching Communities (rolling deadline)
    Send the following information to: site@psu.edu
    - List of participants who have already committed to participate (one serves as lead)
    - Identified Teaching & Learning topic
    - Expected meeting frequency (e.g. bi-weekly, monthly)
    - Typically $1000 per full year