1) Mission

CATL’s mission is to promote greater understanding of the learning process, support the implementation of teaching innovations and best practices, and foster the scholarship of teaching and learning at Elon University.

CATL was founded in 2005, building on strong but diffuse faculty development programs already present at Elon.

2) CATL Staff in 2011

- Barbara Guy, Program assistant (shared with General Studies Program)
- Ben McFadyen, academic technology consultant (50% with CATL, 50% with Teaching and Learning technologies)
- Katie King, associate director (50% CATL, 50% Department of Psychology)
- Peter Felten, director, assistant provost and associate professor of history (teaching 1.5 courses per year)
- Mary Jo Festle, associate director added in August (50% CATL, 50% Department of History and Geography)

3) Programs that support teaching innovation and understanding of learning processes

a) August Conference: The 8th Annual Teaching and Learning Conference was jointly sponsored by CATL and TLT. The theme of this conference was Thresholds to Learning. Thresholds to Learning embraced new ways of looking at student learning and teachers’ roles in creating active and engaging learning environments that facilitate the first steps toward deep learning. As part of its on-going vision, the conference featured workshops on a variety of innovative teaching methods and effective ways of using technology. Registration records indicate 187 faculty and staff from Elon and 21 regional institutions registered for the conference. Their overall reaction was very favorable –

- 97% of respondents said they successfully met their goals for the day
• 89% were impressed with the plenaries, Ray Land and Jim Groom
• 99% felt the overall quality of the conference was good or excellent

b) Workshops: 13 workshops total, 183 total attendees
• Joy of Teaching, Feb. 15th—led by Peter Filene, author of The Joy of Teaching and professor emeritus at UNC, and Katie King (12 attendees)
• Supporting Faculty, Feb. 15th—led by Peter Filene (4 attendees)
• Effective Reading in the Disciplines, Feb. 23rd—led by Nina Namaste and Katie King (4 attendees)
• Blogs and Wikis, March 3rd—led by Jessie Moore, Harlen Makemson, and Steve Braye (6 attendees)
• TED Talk/Lunch, March 8th—led by Randy Piland and Katie King (9 attendees)
• Creating Engaging Assignments, July 19th (28 attendees)
• Effective Feedback and Efficient Grading Workshop, July 25th (22 attendees)
• Engaging Minds with Engaging Lectures, Sept. 14th (12 attendees)
• Help Your Students Develop the Will and Skill to Come to Class Prepared, Sept. 29th (14 attendees)
• Travelling with Excess Baggage, Sept. 30th (12 attendees)
• Facilitating Fruitful Classroom Discussions, Oct. 3rd (14 attendees)
• Workshop on Faculty Conversations regarding Inclusive Pedagogies, Dec. 8th—led by Carlton Floyd and Carole Huston of USD (16 attendees)
• Student Perspectives on Social Media in Teaching and Learning (30 attendees)

c) Mid-semester focus groups: 45 focus groups total
• Katie King – conducted 11 focus groups in the spring, 4 in the fall
• Ben McFadyen – conducted 6 focus groups in the fall
• Mary Jo Festle – conducted 3 focus groups in the fall (all with Peter)
• Peter Felten – conducted 7 focus groups in the spring, 17 in the fall

d) Consultations: We did not track individual consultations in 2011

e) Course Design Work Groups: 12 total groups
• Course Design Groups with Students: Katie King coordinated and conducted three faculty-student Course Design Groups with faculty members Omri Shimron, Ketevan Kupatadze and 9 students who agreed to contribute their voices to the course design process. Each faculty-student group met regularly throughout spring semester to distill the learning objectives of the course down to a handful of enduring concepts, consider what types of assignments and assessments would best facilitate the learning of those concepts, choose the most accessible yet challenging textbook, and draft a syllabus. The collaborative experience was incredibly eye-opening all around – the students gained a new appreciation for what faculty do and why, while faculty gained a much better appreciation for the goals and expectations our students are likely bringing to class.

• Course Design Groups with Faculty:
  ✧ Katie conducted 3 course design work groups with 3-4 faculty members attending each work group  
  ✧ Mary Jo conducted 1 course design work group with 4 faculty members attending  
  ✧ Peter conducted 5 course design groups with between 2 and 4 faculty members attending each work group

f) Book Groups
• Academically Adrift, (13 attendees)
• SoTL Reconsidered (9 attendees)
• How Learning Works (12 attendees)
• Threshold Concepts (18 attendees)

g) New Faculty Orientation
• New full-time faculty orientation includes a day during August planning week and then monthly meetings through the academic year. All new full-time (non-Law) faculty participate.  
• New adjunct orientations occur two evenings during the year – in August and January. A total of 36 new adjuncts participated in these.

h) Grants Programs
• Teaching and Learning Grants: In spring of 2011, 52% of requests were funded. 35% of requests were funded in the fall. A total of $48,067 in teaching and learning grants were funded in 2011.

• Travel Grants: CATL funds approximately $40,000 of faculty travel each year to support faculty Scholarship of Teaching and Learning and to connect faculty with innovative programs on pedagogy. Travel grants typically do not exceed $1000. Details on travel grant recipients are available on the CATL web site.

i) Sustainability Faculty Scholars—CATL and the Center for Environmental Studies co-sponsor this program to support faculty in developing courses/projects that enhance student learning related to sustainability. In 2011 this program was on a temporary hiatus.

• http://www.elon.edu/e-web/academics/teaching/susScholars.xhtml

j) Diversity Infusion Project—In Spring 2011, CATL and the Multicultural Center created the Diversity Infusion Project to support faculty in developing and implementing strategies to infuse the curriculum and pedagogies of the University with the best practices related to diversity (broadly defined). The Diversity Infusion Project provides grants to teams from a department or program to develop, implement, and assess an initiative to infuse diversity into the curriculum.

• In 2011, 5 teams were funded in the first year of this program (out of 7 applications).

• http://www.elon.edu/e-web/academics/teaching/diversity.xhtml

4) Support for Scholarship of Teaching and Learning

a) Scholars Program: 3 new scholars were funded in 2011. The Scholar Program aims to nurture highly innovative teaching and learning. Echoing the Elon Teacher-Scholar statement, the Scholar program is designed so that attendees both engage deeply with the shared goals of our academic community and develop “the unique gifts” that each individual Scholar possesses. Each CATL Scholar will be awarded a two-year fellowship. CATL Scholar compensation per year includes a two course teaching reduction (or equivalent compensation if course reassignments are not possible) and a $2,500 faculty development fund to be used to pay for expenses relating to the CATL Scholar’s project. Typically, three new CATL Scholars are named each academic year.

• http://www.elon.edu/e-web/academics/teaching/catlScholars.xhtml
b) ETLP (funded by a $150,000 grant from the Arthur Vining Davis Foundation, expired in spring 2011): The Elon Teaching and Learning Partnership brings together local high school teachers with Elon faculty to conduct collaborative research into student learning in their courses.

- [http://www.elon.edu/e-web/academics/teaching/etlp.xhtml](http://www.elon.edu/e-web/academics/teaching/etlp.xhtml)

c) SoTL Seminar: 6 attendees in spring of 2011 (Katie)

d) Threshold Concepts Reading and Research Group: 18 faculty engaged in scholarly inquiry into threshold concepts, and also launched a small number of projects supported by grants from the associate provost’s office and Funds for Excellence in the Arts and Science. The group’s aim was to gain insight on why students tend to “get stuck” in certain places, and to learn how to help them “cross the threshold” into powerful new ways of viewing the disciplines and themselves within the wider world.

e) Writing Residency: Thirteen faculty participated in the 2011 Faculty Writing Residency. The residency was facilitated by Peter Felten, Jessie Moore, and Michael Strickland and was held May 31 - June 3 at Timberlake Farm.

- [http://www.elon.edu/e-web/academics/teaching/facultyWritingResidency.xhtml](http://www.elon.edu/e-web/academics/teaching/facultyWritingResidency.xhtml)

5) Impact on Higher Education Practices Nationally and Internationally

a) *Elon Research Seminar*: Hosted 40 attendees from 5 countries for the first summer meeting of “Critical Transitions: Writing and the Question of Transfer” (co-led by Chris Anson, Randy Bass, and Jessie Moore). Attendees collaborated in eight research teams to develop institutional and multi-institutional research plans to implement over the 2011-2012 academic year. For more details:

- [http://www.elon.edu/e-web/academics/teaching/ers/writing_transfer/default.xhtml](http://www.elon.edu/e-web/academics/teaching/ers/writing_transfer/default.xhtml)

b) 2011 presentations and off-campus workshops by CATL staff:

- King, C., & Ross, C. (November 2011). *Regional collaborations for creative and sustainable faculty development*. Professional & Organizational Development Conference, Atlanta, GA.


- Felten, P. (October 2011). Plenary address with Keith Trigwell, *Is SoTL Good for Faculty Professional Development?* International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.


- Felten, P., Bovill, C. & Cook-Sather, A. (October 2011). *Lessons in “Productive Disruption”: What Student-Faculty Partnerships in Pedagogical Planning Can Teach Us*, International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.


- Felten, P., Cook-Sather, A., & McKay, G. (October 2011) *“Productive Disruptions”: What Happens When Faculty Partner with Students in Pedagogical Planning*, POD Network Conference, St. Louis, MO.

- Felten, P. (June 2011), invited seminar faculty, *POD Institute for New Faculty Developers*, Atlanta, GA.
- Felten, P. (March 2011), invited workshop, *Student Partners in the Scholarship of Teaching*, St. Olaf College, Northfield, MN.

c) *Publications appearing or submitted in 2011:*

- Felten, Peter. Review of *Developing Undergraduate Research and Inquiry* by M. Healy & A. Jenkins (York, UK: The Higher Education
Academy, 2009), in Perspectives on Undergraduate Research and Mentoring 1:1 (Fall 2011).


**d) Professional Service**

- Katie King:
  - On-going service as a reviewer for the Journal of Faculty Development
  - Coordinated and conducted the summer teaching renewal retreat with Catherine Ross of Wake Forest University. This retreat included workshops, book discussions, problem solving groups, and individual consultation as well as Tai Chi and meditation sessions.
  - Attended an orientation meeting with Watson Odessy fellows
  - Served on the QEP committee
  - Met with candidates for Exercise Science position
  - Met with candidates for the Philosophy post-doctoral position
  - Consulted with staff on assessment of Gap Semester experience.

- Peter Felten
  - Chair, Quality Enhancement Plan (QEP), Writing Across the University.
  - Chair, Search Committee, Writing Across the Curriculum Director.
  - Co-chair with Jodean Schmeiderer, Diversity Education Committee.
  - Member, Academic Deans and Senior Staff working group.
  - Member, Director of Leadership and Professional Development Search Committee.
  - Consultant, University Long Range Planning Advisory Committee, 2010-2013.
  - Member, Academic Deans Council, 2010 – present.
Member, Early College Feasibility Committee, Alamance-Burlington School System.
Past-President, POD Network.
Member, Communications and Membership Committee, International Society for the Scholarship of Teaching and Learning.
Editorial Board member, *International Journal for Academic Development*.
Editorial Board member, *International Journal for the Scholarship of Teaching and Learning*.
Advisory board member, North Carolina Campus Compact.

Mary Jo Festle
Member, President’s Diversity Council
Chair of Curriculum and Pedagogy subcommittee of President’s Diversity Council – began plans for Diversity-themed Winter Term and investigating university-wide student learning goals related to diversity, intercultural competence, met with consultants, shared information with other university groups, etc.
Facilitated (along with Paul Miller) a conversation with “senior faculty” about community at Elon
Mutual Mentoring Groups (reading literature, planning pilot – with Tim Peeples, Maurice Levesque, Peter)
Portfolio workshops – attended 1 or 2 facilitated by Alison Morrison-Shetlar
Participant, “Professors for Real” – discussed faculty expectations and lives during Summer Orientation for the Watson/Odyssey Scholars in the class of 2015.
Participant, Thomas Barnett Scholarship Committee – discussed criteria for a new student prize related to academic learning projects about disability and how the award might be advertised.
Participant, Transformative Learning Initiative (run by Charity Johansen and Mary Knight McKenna)
6) Grant Activity


g) Felten, P., Co-Principal Investigator, with Goldey, E. (Wofford), *Using Assessment Evidence to Improve Programs and Promote Shared Responsibility for Mission-based Outcomes*, Teagle Foundation, $200,000, 2010-2012.


7) Advisory Board
- Aaron Peeks, Assistant Professor of Sociology
- Anne Simpkins, Associate Professor of Art
- Ayesha Delpish, Associate Professor of Statistics
- Christy Benson, Assistant Professor of Business Law
- Crystal Anderson, Associate Professor of English
- Harlen Makemson, Associate Professor of Communications
- Katy Rouse, Assistant Professor of Economics
- Mark Enfield, Assistant Professor of Education
- Mary Knight-McKenna, Associate Professor of Education
- Michael Terribilini, Assistant Professor of Biology
- Michele Kleckner, Senior Lecturer in Computing Sciences
- Paula Dibiasio, Assistant Professor of Physical Therapy Education
- Stephen Bloch-Schulman, Associate Professor of Philosophy
- Steve Friedland, Senior Scholar and Professor of Law