
Center for the Advancement of Teaching & Learning (CATL)

Year in Review

2016-2017

Mission

Founded in 2005, the Center for the Advancement of Teaching and Learning (CATL) serves as a catalyst for effective teaching and engaged learning at Elon University.

CATL faculty promote **intentional, evidence-based**, and **inclusive** teaching and learning practices, contribute to University-wide initiatives related to teaching and learning, and foster the **scholarship of teaching and learning** at Elon University.

To fulfill this mission, CATL partners with Elon faculty, staff and students to fulfill the following objectives:

- 1) **Foster innovative, evidence-based teaching and learning practices and critical reflection through programs & services designed for faculty working in a range of teaching and learning contexts,**
- 2) **Develop new programming and services responsive to the needs of individual faculty as well as to the broader community, remaining attentive to the Center's mission and capacity,**
- 3) **Strengthen and deepen our support for faculty as they develop integrated, purposeful careers as teacher-scholar-mentors, in collaboration with university partners,**
- 4) **Create, share, and curate resources to advance teaching and learning,**
- 5) **Contribute to national and international conversations about high-impact pedagogy, inclusive classrooms & pedagogy, educational development, and faculty mentoring, and**
- 6) **Conduct ongoing assessment of the Center's work and impact.**

Values

CATL faculty and staff work according to shared values. All programs and services are...

- confidential, voluntary, and formative, not evaluative,
- grounded in evidence drawn from research and effective practice,
- responsive to the specific goals and questions of the faculty, staff or students with whom we work and to ongoing assessment of Elon's local context,
- inherently collaborative and responsive to the broad needs, dynamic contexts, and evolving research that frame and surround teaching and learning locally, nationally, and globally.

1) CATL fosters innovative, evidence-based teaching and learning practices and critical reflection through programs & services designed for faculty working in a range of teaching and learning contexts.

In 2016-17, CATL reached

96 faculty in 1:1 consultations

214 faculty & staff in university-wide CATL workshops

38 faculty & **775** students through Mid-semester Focus Groups

Teaching Consultations

CATL provides a range of confidential consultation services for instructors interested in reflecting on their teaching experiences and engaging their students in deeper learning, including 1:1 consultations, teaching observations, and mid-semester focus groups to collect student feedback. This year, CATL faculty conducted a total of 134 consultations, including 1:1 (96) and mid-semester focus group (38) consultations.

Grants

CATL provides several funding opportunities to support innovative, inclusive and research-based teaching and learning projects and professional development to advance one’s own teaching practice or investigate student learning.

<p>grant & fellowship programs</p>	<p>Teaching & Learning Grants</p> <p><u>Large grants</u> range from \$1000-\$500, and mini-grants offer similar support on a small-scale (up to \$500) and can include grants to enhance student engagement.</p> <p>2016-17 Grants</p> <ul style="list-style-type: none"> • 26+ Faculty • Total: almost \$26,000 • Range: \$240-\$4500 <p>Travel Reimbursement grants support faculty travel to present at or attend a conference focused on scholarly teaching or SoTL.</p> <ul style="list-style-type: none"> • 34 Faculty • Total = almost \$26,000 	<p>Diversity & Inclusion Grants</p> <p><u>DIG projects</u> support faculty teams as they develop and implement effective teaching and learning strategies or content related to diversity and inclusion. Support includes a \$1000 stipend for each team member and \$500 for the team.</p> <p>2016-17 Projects</p> <ul style="list-style-type: none"> • 2 Economics professors infuse diversity into a graduate course by including a diverse dataset with related assignments • HSS professor and Presidential Fellow develop Racial Equity course <p>2017-18 <u>Projects</u> chosen</p>	<p>CATL Scholar Fellowship</p> <p>Our most prestigious program, the <u>CATL Scholar Fellowship</u> is intended to nurture highly innovative teaching and learning projects over a two-year cycle and includes course reassignments and professional development funds.</p> <p>2015-2017 Fellows:</p> <ul style="list-style-type: none"> • Brandon Essary, WLC • Barbara Gordon, English <p>2014-2018 Fellows</p> <ul style="list-style-type: none"> • Sarah Glasco, WLC • Alexis Franceze, Sociology • Matt Weidenfeld, Pol Science
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13th Annual Teaching & Learning Conference

Over 275 faculty from Elon and other NC colleges and universities attended the 2016 Teaching and Learning Conference. This year’s conference theme, *Evidence of Learning*, was reflected in sessions exploring strategies for creating learning experiences that produce significant learning and make a lasting impact. Dr. Dan Willingham, Professor of Psychology at the

University of Virginia gave the opening plenary. His research investigates learning, memory, attention, and the application of cognitive psychology to college and K-12 education.

Workshops & Events

CATL offers professional development workshops on a variety of topics. This year, we offered (or co-sponsored) **20+** events open to the campus as well as invited institutes and workshops for departments, schools, and programs.

	intentional, evidence-based teaching & learning practices	inclusive teaching and learning practices	the scholarship of teaching and learning	support for faculty growth and development
institutes & seminars	<p>New Faculty Course Design Institute (2-day)</p> <p>Designing Honors Courses (2-day)</p> <p>Designing Effective Academic Service-Learning Courses (1/2 day)</p>	<p>Intergroup Relations/Dialogue Workshop (1-day)</p>	<p>Writing Residency (4-day)</p>	<p>New Faculty Orientation Seminar (monthly)</p>
communities of practice	<p>Assignment Alignment Working Groups</p> <p>Teaching Transparency Working Groups for New Faculty</p>			<p>Midcareer Faculty Development program</p> <p>Mutual Mentoring Groups</p>
workshops & talking teaching discussions	<p>Sept: Deb Reisinger & Jennifer Ahern-Dodson - Engaging teachers as readers: Responding to student writing</p> <p>Oct: Martin Springborg - Teaching and learning through the lens of photography</p> <p>Nov: Getting Ready for WT</p> <p>Jan: Communicating your Teaching Philosophy</p> <p>Jan: Presenting Evidence of Teaching Effectiveness</p> <p>Feb: Roundtable: Low-Stakes Writing Assignments (with CWE)</p> <p>Mar: Encouraging Students to Take Intellectual Risks: The Role of Metacognition and Motivation</p>	<p>Sept: Therese Huston - Why Josh is more likely to speak for his group than Jessica: Breaking the bias habit</p> <p>Feb: What's your approach to laptop use in the classroom? (TT with Disabilities Services & TLT)</p>		<p>Dec: Just Breathe: Managing Stress (your own and your students) during a stressful time (facilitated by Julie Lellis)</p> <p>Dec: Unit 1 workshop for Residential Campus faculty</p> <p>Jan: Your Best Year Ever: Managing Your Mission, Yourself, and Your Time (sponsored by the Provost's Office)</p> <p>Feb: Taking Stock and Planning Ahead, A workshop for mid-career faculty</p> <p>May: Self-Care (TT with Counseling and the Multi-faith Center)</p>

	March: Barry Lam, teaching with podcasts (Vassar College & Duke Humanities Fellow)			
book groups	<i>Practice for Life: Making Decisions in College</i> <i>How We Learn - The Surprising Truth About When, Where & Why it Happens</i>			
University events	August: Teaching & Learning Conference (with TLT) April: Measuring student learning in global education Symposium: Developing strategies for assessment (co-funded, along with other campus partners) April: Reception: Asian art exhibit, funded by a CATL mini-grant	Campus conversations on <ul style="list-style-type: none"> Sept: Working with Students During This Election Season (co-facilitated with Academic Council and the Council on Civic Engagement) Dec: Teaching in Complicated Times (co-facilitated with Academic Council and the Council on Civic Engagement) 		Feb: Duke PFF site visit – workshop, faculty and student panels (with Nancy Harris, ECAS) May: Reception: Women Mentoring Women
targeted workshops for departments or programs	COR 110: transparency in teaching and learning; giving effective feedback on assignments	COR 110: deliberative dialogues MTH 110 instructors – diversity & inclusion		Unit 1 workshop for faculty engaged in the residential campus (with Shannon Lundeen)

2) CATL develops new programming and services responsive to the needs of individual faculty as well as to the broader community, remaining attentive to the Center’s mission and capacity.

Course Design Institute

CATL offered its second annual two-day Course Design Institute for New Faculty in August 2016. In this two-day workshop, 25 faculty members learned and applied a backwards course design process in which learning objectives, activities, and assessments are aligned.

Assignment Alignment Working Groups

This fall we piloted Teaching Transparency Working Groups for New Faculty and, based on their success, offered Assignment Alignment Working Groups (AAWG) in the spring. AAWG blend “backward design” and “transparency” approaches as interdisciplinary groups of faculty (re)design assignments to be more clear how they support course goals and student learning.

Collaborations

CATL frequently collaborates with campus colleagues. This year, for example, we worked with the Honor Program, Academic Service Learning Faculty Fellow, Global Education Center, Core Curriculum, Department of Physical Therapy, Center for Research on Global Engagement, Residential Campus, Inclusive Community Well-Being and faculty and staff in the new Intergroup Relations/Dialogue program, among others for institutes, workshops, and discussions on a range of topics.

3) CATL strengthens and deepens support for faculty colleagues as they develop integrated, purposeful careers as teacher-scholar-mentors, in collaboration with university partners.

New Faculty Orientation Program

CATL coordinates the monthly sessions for full-time first-year faculty, which focuses on a range of helpful topics, including building an inclusive classroom, providing academic challenge and support, advising, creating a mentoring network, navigating the Promotion and Tenure process and writing your first Unit 1, among others. This year we added a student panel to a session on academic challenge, support and feedback, and continued to work on helping new faculty make a smooth transition to Elon. Feedback on the program continues to be positive.

Midcareer Faculty Development Program

We selected 6 mid-career faculty for the second year of the Midcareer Faculty Development program, which encourages strategic and meaningful career planning and growth for faculty at mid-career. The faculty cohort focuses on intentional planning through goal-setting, targeted professional development, and mutual mentoring. Program participants conduct an inventory of professional goals, identify a specific area of focus related to those goals (which might include teaching, scholarship, service, or the balance and integration of those) and develop a plan for achieving those goals. Full-time faculty who are post-review (tenure, promotion, or continuation) and have worked at Elon at least 8 years are eligible to apply.

4) CATL faculty create, share, and curate resources to advance teaching and learning at Elon.

Website revision and Social Media

In 2016-2017, we began the process of updating the website and migrating it to CMS 6, which will happen over the summer. We are very excited about revealing the new site, and will work on developing a long-term plan for adding resources to it. We have expanded our social media curation of pedagogical research on relevant and timely topics through Twitter and Facebook, and will continue to explore the possibilities afforded by these media in 2017-18.

5) CATL Faculty contribute to national and international conversations about high-impact pedagogy, inclusive classrooms & pedagogy, educational development, and faculty

Publications & Grants

Publications by CATL staff this year included:

- Barnett, B, **D. Little**, and S. Lundeen (March 2017) [Encouraging Difficult Classroom Discussions in Complicated Times](#). *Insight into Diversity*, p. 24-25
- Green, D. & **D. Little** (June 2017) On the other side of the wall: The miscategorization of educational developers in the USA? *To Improve the Academy*. Vol 36.2: 77-88. (Peer-reviewed)
- **Festle, M.J.** "Learning and Interpreting History through Deliberative Dialogue," peer-reviewed chapter in Jennifer Herman and Linda Nilson, *Avoiding Crickets: Strategies for Creating Engaging Discussions* (Stylus), forthcoming.
- **Festle, M.J.** "[The Challenges of Learning History: What Students and SOTL Tell Us](#)," *The American Historian*, 2016.

2016-17, was the final year of the Teagle Foundation Grant-Funded project, *Sustained Change in Practices of Engaged and Active Learning in Humanities Instruction*, Dan Bernstein (lead PI), U of Kansas Park University, Elon University, and Rockhurst University, \$215,000.

- D. Little served as campus lead for this multi-institutional, 3-year Teagle grant, which supports innovative, digitally enhanced teaching in the humanities. We held our second in-person writing retreat in Kansas City in September, which I co-designed with a colleague. and held a mini-retreat on campus for the 6 Elon faculty involved in fall 2016.

Presentations, Seminars and Workshops

This year, CFT faculty presented the following:

- **Festle, M.J.** “Reducing Stereotype Threat and Creating Connections in Inclusive Classrooms,” workshop, Scholarship of Teaching and Engagement Conference, Utah Valley University, April 1, 2016.
- **Festle, M.J.** “Deliberative Dialogue in the Classroom,” (Invited) Workshop, Elon Teaching and Learning Conference, August 18, 2016.
- Mould, T., **D. Little** and M. Carignan (Oct. 2016) *Developing Workshops for Teaching In Honors*. National Collegiate Honors Council (NCHC) Conference, Seattle, WA. NOTE: I helped prepare the session abstract and materials, but was unable to travel to present, October 2016.
- Sutphen, M., and **D. Little**. *Fostering deep learning about ourselves: educational development and institutional orientations*. 41th Annual Professional & Organizational Development Network Conference, Louisville, KY, November 2016.
- Green, D. A. and **D. Little**. *True to our pasts, true to our present: educational developers’ integrity and identities*. Biennial International Consortium of Educational Development (ICED)/ HELTASA Joint Conference, Cape Town, South Africa. November 2016.
- Winkelmes, M-A, Willingham-McLain, L., Olsen, T., McEwan, E., Bach, D., Kiebler, V., Boye, A. **Overman, A.**, Diktor, S. Using Transparency to Promote Students' Learning through Faculty Development. *41st Annual POD Network in Higher Education*, Louisville, KY, November 9-13, 2016.
- Hamel, J., Bauer, E., Hargrove-Leak, S. **Overman, A.**, Richardson, C., & Uno, J. Exploring uses and benefits of classroom-based undergraduate research experiences (CUREs). Accepted for *Excellence in Mentoring Undergraduate Research*, Elon University, Elon, NC, July 25-27, 2016.
- **Overman, A.A.** Applying neuroscience to enhance learning. Presented at *Lilly Conference*, Austin, TX, January 7-9, 2016.

Invited workshops or plenaries

- **D. Little**. *Course (Re-)Design for the Active Learning Classroom*. Two-day Institute at the University of Louisville, Louisville, KY, May 15-16, 2017.
- **D. Little**. Invited faculty member at the Appalachian Colleges Association Teaching and Learning Institute, a week-long institute for faculty teaching in ACA member institutions. Led two plenaries and two workshops, June 6-10, 2016.
- Interviewed by Emma Pettit of *The Chronicle of Higher Education*, as a CLT expert for an article, “How One Professor Is Trying to Paint a Richer Portrait of Effective Teaching” (June 16, 2016): <http://www.chronicle.com/article/How-One-Professor-Is-Trying-to/236827>

Consultations with Colleges and Universities interested in learning about CATL’s Work/Approach: 8

6) CATL conducts ongoing assessment of the Center’s work and impact.

Strategic Planning

This year we completed the strategic planning process and finalized our 5-year strategic plan (Appendix A).

Deep Dive Assessment

In addition to keeping track of routine data annually, CATL has a 5-year plan for assessment that includes assessing at least two programs or services at a deeper level per year. Below, you’ll find highlights of assessments completed in the summer of 2016 or begun in 2016-17.

2016 **Grants:** We administered a Qualtrics survey to grant winners from 2015-2016, to follow up on their assessment of the project, around three broad areas: How did it go? What did you learn? What did your students learn? A full report of the Qualtrics responses can be provided on request; highlights follow below.

Eleven faculty members started the survey, and eight completed the largely open-text questionnaire (which required, to be fair, some time and thought to complete). which included such questions as:

Q6 - What was the impact of the grant on your teaching or on your professional development as a teacher-scholar?

Q7 - How did you assess or measure this impact? For example, did you make changes in your teaching methods or course content? Did you create or adapt a SOTL project? Has it impacted your professional development goals? etc.

Q9 - What was the impact of the grant (direct or indirect) on student learning?

Q10 - How did you assess or measure this impact? For example, did you collect assignments, activities, or other evidence? What differences in students' learning did you notice? Did/Will it lead to a SoTL presentation or publication? etc.

Answers to the questions about the impact of the grant on "your teaching or on your professional development as a teacher-scholar" and "on your students' learning" were largely positive. Answers to the first, included:

- *As we anticipated in our proposal, the award has allowed us to expand the possibilities in our undergraduate research projects.*
- *Attempting this more guided-inquiry approach allowed me to assess whether students were able to apply principles from lecture to a laboratory setting and if their comprehension, as determined by their subsequent performance on exams, was enhanced.*
- *As I employed the videos in regular assignments, I became much more attentive to specific "sticking points" students encounter when working with particular [content area], and to the conceptions and misconceptions they bring to the process of learning [content area].*
- *Huge impact. [...]All of this will deeply inform the next curriculum development steps for our pilot in 2017.*
- *The impact has been huge ...*
- *As a result of the grant I collaborated with my colleagues from Great Britain, China and Australia on the publication of a paper on Flipped Classroom in Teaching and Learning Inquiry journal.*

2016 **Mid-semester Focus Groups:** We administered a Qualtrics survey to faculty who had requested a mid-semester focus group in the 2014-15 and 2015-16 academic years. The questions were designed to ascertain levels of satisfaction with the MSFG and follow-up consultation, and to discover what changes faculty had made due to the focus group and their perception of its effect on student learning or their teaching.

We had 28 responses, 15 (71%) of which came from ECAS. Results suggest the program is working well and needs minimal changes. A full report of the Qualtrics responses can be provided on request; a summary of key results follows:

- 72% of respondents found the MSFGs Very helpful (52%) or Helpful (30%)
- 58% thought changes they made as a result of the MSFG consultation led to improved student learning; respondents detailed specific changes they made in response to an open-text question, which included changes to workload, pace, framing/explanations, and assignment design, among others.
- 93% of respondents were Very Satisfied with their MSFG consultation with a CATL faculty member, including such comments as the following:
 - *Amy was fantastic. She was very open and honest with what the students said and offered a lot of great suggestions with ways I could improve on this and that. I greatly appreciated the time she spent with my students and with me!*
 - *Mary Jo does a nice job of stimulating thoughts/ideas, that you may not have arrived at on your own.*
 - *Deandra is great and summarizes information and themes from students well, while still being respectful of instructors.*
 - *The consultants took the time to share their experiences with similar situations and also offered helpful interpretations of the feedback. For example, one group of students gave a great variety of feedback and the consultant helped me unpack it, based on her experiences working in CATL.*

- Overall, the survey responses were largely positive, and also offered constructive feedback from two respondents who found the consultation process “nice, but not necessary.”

2017 **Part-time faculty Needs Assessment Survey:** This year we added a needs assessment survey for part-time faculty support, in response to questions and concerns raised in consultations and in conversations with chairs and Deans. We will share the report and implications raised by the findings, along with short-and long-term plans to respond at a Deans meeting in Summer 2017.

2017 **CATL Scholars Program:** Kristina Meinking, Interim Associate Director for 2017-18, interviewed past CATL Scholars (2010-2014) in small groups and is compiling the results to help us get a sense of the impact of the program, as well as ways to improve it and to continue to support a high level of SoTL research on campus. The analysis of the results will happen during summer 2017 and inform program design, marketing and selection in future years.