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# Center for the Advancement of Teaching & Learning (CATL)

Year in Review

2017-2018

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## Our 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.

## Our Approach

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.

## Our Objectives

To fulfill this mission in accordance with these values, 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.

## Who we are: the CATL Team, 2017-2018

Deandra Little, director and associate professor of English

Derek Lackaff, associate director and associate professor of communications

Kristina Meinking, interim associate director and associate professor of world languages & cultures

Amy Overman, associate director and associate professor of psychology

Chris Sulva, program coordinator

## What we do: CATL Programs and Services

**Workshops** offered throughout the year, many of which are led by Elon faculty known for their excellence in teaching, or by visiting experts in the field. CATL faculty also develop workshops on specific topics for departments or groups upon request.

**Guided opportunities to develop teaching projects with colleagues**, from course or assignment design groups to communities of practice focused on a specific teaching topic or method. CATL offers both short- and long-term opportunities to connect with colleagues to share ideas, accountability, problem-solving, or feedback.

**Support for Inclusive Pedagogies and Practices as well as for Scholarship of Teaching & Learning projects** through guided working groups, consultations, Diversity and Inclusion grants, or prestigious two-year CATL Scholar Fellowships. CATL provides guidance and support for Elon faculty who are taking a scholarly approach to their teaching and/or who are infusing aspects of human diversity into their course content or classrooms.

**One-on-One Consultations** or in-class observations tailored to individual goals or needs, which provide collegial support informed by research on teaching and student learning for a range of topics, including course and assignment design, effective teaching methods, and inclusive classrooms. This year, CATL faculty conducted a total of **158** consultations, including 1:1 (114) and mid-semester focus group (44) consultations.

**Grants** to support innovative, evidence-based, and inclusive teaching practices and the scholarship of teaching and learning (More details at <https://www.elon.edu/grants/>):

**Grants** of up to \$5,000 to promote innovative teaching, engaged learning or to investigate student learning; awarded biannually.

**Diversity and Inclusion grants** support teams infusing diversity into the curriculum or pedagogy; awarded annually.

**Mini-grants** of up to \$500 for engaged learning or professional development for teaching; awarded bimonthly.

**Travel reimbursement grants** to support faculty presenting or learning new ideas about teaching and scholarship on teaching & learning. Rolling deadline.

# 2017-2018 Annual Report

The annual report contains information about the Programs and Services offered by the CATL team during 2017-2018, organized by our strategic planning goals for 2016-2021 (Appendix A). Most of the data is reported in the aggregate, in keeping with the Center’s values of confidentiality and formative support; however, we also try to publicize the good work of Elon faculty and staff educators who have been awarded grant funding or recognition for their high-quality teaching projects and practices.

## 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 2017-18, CATL reached

**114** 1:1 consultations  
with faculty & staff

**347** faculty & staff  
workshop attendees

**44** faculty & **1010**  
students through Mid-semester  
Focus Groups

### Grants

CATL awards funding for innovative, inclusive and research-based teaching and learning projects as well as professional development to advance one’s own teaching practice or investigate student learning.

<p><b>grant &amp; fellowship programs</b></p>	<p><b>Teaching &amp; Learning Grants</b></p> <p><a href="#">Large grants</a> 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>2017-18 Grants</p> <ul style="list-style-type: none"> <li>• 41+ Faculty</li> <li>• Total: approx. \$36,000</li> <li>• Range: \$150-\$5000</li> </ul> <p><b>Travel Reimbursement grants</b> support faculty travel to present at or attend a conference focused on scholarly teaching or SoTL.</p> <ul style="list-style-type: none"> <li>• 49 Faculty</li> <li>• Total = approx. \$44,000</li> </ul>	<p><b>Diversity &amp; Inclusion Grants</b></p> <p><a href="#">DIG projects</a> 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>2017-18 Projects</p> <ul style="list-style-type: none"> <li>• Redesigning a foundational Spanish course: 2 faculty from World Languages &amp; Cultures</li> <li>• Increasing cultural relevance in education courses: 2 faculty from elementary education (SOE)</li> <li>• Greater diversity represented in Cinema and TV Arts resources: 4 Communications faculty</li> <li>• Creating a Calculus I resource for diverse learners: 4 faculty from Math and Statistics</li> </ul> <p>2018-19 <a href="#">Projects</a> chosen</p>	<p><b>CATL Scholar Fellowship</b></p> <p>Our most prestigious program, the <a href="#">CATL Scholar Fellowship</a> nurtures highly innovative teaching and learning projects over a two-year cycle and includes course reassignments and professional development funds.</p> <p>2016-2018 Fellows</p> <ul style="list-style-type: none"> <li>• Sarah Glasco, WLC</li> <li>• Alexis Franceze, Sociology</li> <li>• Jen Uno, Biology</li> </ul> <p>2017-2019 Fellow</p> <ul style="list-style-type: none"> <li>• Scott Windham, German</li> </ul> <p>2018-2020 Fellows selected</p> <ul style="list-style-type: none"> <li>• Renay Aumiller, Dance</li> <li>• Shannon Duvall and Duke Hutchings, Computing Science</li> <li>• Scott Morrison, Education</li> </ul>
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## Workshops & Events

CATL offers professional development workshops on a variety of topics. This year, we offered (co-facilitated or co-sponsored) **36+** events, including those open to the entire campus, as well as institutes and workshops for targeted departments, schools, and programs.

	<b>intentional, evidence-based teaching &amp; learning practices</b>	<b>inclusive teaching and learning practices</b>	<b>the scholarship of teaching and learning</b>	<b>support for faculty growth and development</b>
<b>institutes &amp; seminars</b>	<p>New Faculty Course Design Institute (2-day)</p> <p>Course Reboot (1/2 day)</p> <p>Designing Honors Courses (2-day)</p> <p>Designing Effective Academic Service-Learning Courses (1/2 day)</p>		Writing Residency (4-day)	<p>New Faculty Orientation Seminar (monthly)</p> <p>Post-promotion Orientation (new)</p>
<b>communities of practice</b>	<p>Assignment Alignment Working Groups in Health Sciences</p> <p>Course Design Working Groups</p>		SoTL Communities of Practice	
<b>workshops &amp; talking teaching discussions</b>	<p>Sept: Is teaching students to fail actually giving them agency?</p> <p>Sept: Art (and Science) of Mentoring UG (Brad Johnson, US Naval Academy &amp; Johns Hopkins)</p> <p>Sept: Facilitating Politically Charged Discussions (Nancy Thomas, Director of the Institute for Democracy &amp; HE, Tufts)</p> <p>Nov: Getting Ready for WT</p> <p>Feb: Presenting Evidence of Teaching Effectiveness</p> <p>Feb: Better Collaboration: Designing Group Projects with SCRUM (Rebecca Pope-Ruark)</p> <p>Mar: Speed Teaching session: Creating Conditions for Interdependence</p>	<p>Sept: Class in the Classroom (Sherry Linkon, Georgetown University)</p> <p>Jan: An Ally You Say: Creating an Inclusive Environment for underrepresented groups through allyship (India Johnson)</p>		<p>Dec: Making the most of the end of term</p> <p>Dec: Unit 1 workshop for Residential Campus faculty</p>

<b>targeted workshops for departments or programs</b>	<p>Instructional Librarians: Active Teaching &amp; Learning in Flexible Classrooms</p> <p>ENG 110: Active Teaching &amp; Learning in Flexible Classrooms</p> <p>COR 110: Designing effective group assignments and projects</p> <p>COR 110: Teaching residually linked courses effectively (with Shannon Lundeen)</p> <p>COR: Designing an effective COR Capstone course</p>			<p>Unit 1 workshop for faculty engaged in the residential campus (with Shannon Lundeen)</p>
<b>University events</b>	<p>August: Teaching &amp; Learning Conference (with TLT)</p> <p>Teaching for Civic Engagement (Matt Hartley, University of Pennsylvania; with Kernodle and the Division of Student Life)</p> <p>April: Reception for Asian art exhibit, funded by a CATL mini-grant (with CREDE, the Art Collection, &amp; History and Geography)</p>	<p>Sept: Reception for International Faculty and Staff, with the GEC</p> <p>Mar: Supporting a culture of Resilience for Elon Women, a Women’s Forum session with Whitney Gregory</p>	<p>April: Celebrate SoTL with CEL and CRGE</p>	<p>Feb Campus Conversation: Promoting a Culture of Resilience at Elon (with Assistant Dean Whitney Gregory)</p> <p>Feb: Duke PFF site visit – workshop, faculty and student panels (with Nancy Harris, ECAS)</p> <p>May: Intellectual Climate at Elon (with Assistant Provost Paul C. Miller and Vice President Jon Dooley)</p>

The **14<sup>th</sup> Annual Teaching & Learning Conference**, a collaboration with TLT, drew over **300** faculty from Elon and other NC colleges and universities. This year’s conference theme, *Teaching Choices, Learning Consequences*, was reflected in sessions exploring evidence-based strategies for creating significant learning experiences for students, as well as the impacts, both intended and unintended, of our teaching choices. Winner of the Society for Teaching of Psychology’s [Teaching Excellence Award](#), the [2013 Transforming Education Through Neuroscience Award](#), and a Fellow of the [Association for Psychological Science](#), Dr. David B. Daniel, Professor of Psychology at James Madison University provided the opening plenary. A panel of Elon faculty closed the day by modeling reflective practice on teaching with a discussion of “Teaching failures and what we learned.”

## **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 the third annual two-day Course Design Institute for New Faculty in August 2017. In this two-day workshop, 21 faculty members began to connect to the Elon community while applying a backwards course design process to develop a course for the fall. CDI included a focus on developing clear learning objectives, meaningful learning activities, and authentic assessments, while also discovering the ins and outs of Moodle and OnTrack.

### **Course Design and Assignment Alignment Working Groups**

This year we offered interdisciplinary Course Design Working Groups and Assignment Alignment Working Groups (AAWG), as well as a very well-received AAWG targeted to faculty in the School of Health Sciences. AAWG combine the “backward design” approach of effective course design along with “transparency” approaches as faculty (re)design assignments to clarify how they support course goals and student learning.

### **SoTL Communities of Practice**

In Spring 2018, we piloted SoTL CoPs with great success – 12 faculty participated in 3 interdisciplinary groups facilitated by Amy Overman and Kristina Meinking. The groups brought together faculty with an interest in SoTL to help facilitate thinking around a SoTL question and project. Groups ranged from those just beginning to think about a research question to those who wanted feedback on a presentation of a SoTL project. The CoPs were designed to enrich thinking about SoTL, to identify the ways in which the SoTL scholarly process aligns with research processes already familiar from disciplinary frameworks, and to introduce resources to help develop (and eventually publish) of a SoTL project.

### **Collaborations**

CATL frequently collaborates with campus colleagues. This year, for example, we worked with the Center for Engaged Learning, Center for Research on Global Engagement, Honors Program, Faculty Fellows for Academic Service Learning, Civic Engagement and Technology, the Global Education Center, Core Curriculum, School of Health Sciences, Residential Campus, Inclusive Community Development, Division of Student Life, the Provost's Office, Belk Library, and TLT, 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 conversation with representatives from campus units focused on inclusion and well-being, and continued the student panel on academic challenge, support and feedback, as we supported new faculty in their smooth transition to Elon. Feedback on the program continues to be positive.

### Post-promotion Orientation Program

Following the recommendations from the 2016-2017 Academic Council post-probationary support ad hoc committee and the 2017-18 post-promotion orientation working group, CATL developed and piloted a post-promotion orientation. The first day-long post-promotion orientation retreat was held on May 24, 2018 with 14 newly promoted Associate and Full Professors.

The new program is designed to give newly promoted colleagues space to reflect, process, and do some short- and long-term planning it is also designed to create a space for receiving helpful information and advice, and for the development of supportive post-promotion networks. The new orientation program begins with a one-day, late-spring session and is followed by a series of monthly lunch discussions the subsequent academic year.

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

### Website revision and Social Media

After the new website launched in August 2017, we refined the look and organizational structure of it in the fall. We are continuing to develop a plan for adding resources to it, connected to a new monthly email campaign. We have expanded our social media curation of pedagogical research on relevant and timely topics through Twitter and Facebook, and will add a topical newsletter collating articles on related topics in Fall 2018.

### Video Pilot to Showcase SoTL Projects

Two team members worked on a pilot project designed to promote more broadly the innovative and scholarly teaching projects undertaken by Elon Faculty by creating brief videos featuring select CATL Scholars from the last decade. One nearly completed video sample has proven the potential of this idea.

Further attention in 2018-19 must be paid to timing (e.g., whether the filming and editing can take place within the semester), whether or not to seek iMedia student assistance, and how best to integrate the video(s) into the CATL web presence.

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

### External Visibility through Publications & Grants

**Publications** (including peer-reviewed articles and chapters in press) authored by CATL staff this year included:

1. **Meinking, K.** *Veni, Legi, Scripsi: On Writing in the Elementary Latin Sequence*, *Classical World* 110.4 (2017), 545-565.
2. **Little, D.**, David A. Green, & Colette Hoption (April 2018, online pre-publication) A lasting impression: The influence of prior disciplines on educational developers' research. *International Journal for Academic Development*. DOI: [10.1080/1360144X.2018.1458617](https://doi.org/10.1080/1360144X.2018.1458617)
3. **Little, D.**, P. Felten and D. A. Green. (in press, 2019) Identity, intersectionality, and educational development. In L. Bernhagen and E. Gravett (Eds). *Educational Development: Diversity and Identity, New Directions for Teaching and Learning*.
4. **Little, D.** and **A. A. Overman** (in press) Chapter 5: Designing transparent assignments in interdisciplinary contexts. In M. Winkelmas, S. Tapp & A. Boye (Eds) *Transparent Design in Higher Education Teaching and Leadership*. Stylus.

5. **Meinking, K.**, P. Felten and S. Tennant (in progress) Faculty-Librarian Partnerships, with *Building Teaching and Learning Communities: Creating Shared Meaning and Purpose* (Association of College & Research Libraries/American Library Association)

#### Grants

**Overman, A.A.** and Lee, T. (Co-Investigators) [Colonial Academic Alliance Innovation/Collaboration Grant](#) "Learning to Learn: A Student Operator's Manual for the Brain" Amount Awarded: \$34,000, 2018-2019

#### Presentations, Seminars and Workshops

This year, CFT faculty presented the following **conference sessions**:

1. **Little, D.**, E. Sallee (Park Univ), and R. Michael (Rockhurst Univ). *Representing Learning—Making Humanities Thinking Visible*. (Re)imagining Humanities Teaching: Innovations in Course Design. Kansas City, MO. June 6-8, 2017.
2. Daniel, D.B. & **Overman, A.A.** Should science/neuroscience inform your pedagogy? *14<sup>th</sup> Annual Elon University Teaching & Learning Conference*, Elon, NC, August 17, 2017.
3. **Meinking, K.** From A to Z and Everywhere in Between: Strategies for Self-Paced Learning, *14<sup>th</sup> Annual Elon University Teaching & Learning Conference*, Elon, NC, August 17, 2017.
4. **Little, D.** Creating Rubrics for Grading and Teaching. *14<sup>th</sup> Annual Elon University Teaching & Learning Conference*, Elon, NC, August 17, 2017.
5. **Little, D.** and D.A. Green. *Risk, Change, and Cognitive Authority: Educational Developers Supporting SoTL*. International Society for the Scholarship of Teaching and Learning (ISSOTL), Calgary, CA, October 11-14, 2017.
6. Bernstein, D., **D. Little**, R. Michael, A. Rossomondo, K. Wise. *Innovations In Humanities Teaching and Learning: Collaboration and Inquiry*. International Society for the Scholarship of Teaching and Learning (ISSOTL), Calgary, CA, October 11-14, 2017.
7. **Overman, A.A., Little, D., & Festle, M.J.** Practicing what we preach: A process for planning evidence-based programming. *42<sup>nd</sup> Annual POD Network in Higher Education*, Montreal, Québec, Canada, October 25-29, 2017.
8. Grupp, L. (Providence College) and **D. Little**. *Educational Developers: Knowing Ourselves so we can Enhance Our Impact*. 42<sup>nd</sup> Annual Professional & Organizational Development Network Conference. Montreal, Quebec, October 25-29, 2017.
9. Hawkins, G. (Warren Wilson College), B. Smentkowski (U of Idaho), K. Linder (Oregon State U), **D. Little**, D.A. Green (Seattle U). (October 2017). *Getting Started or Going Further in the Scholarship of Educational Development*. 42<sup>nd</sup> Annual Professional & Organizational Development Network Conference. Montreal, Quebec, CA, October 25-29, 2017.
10. Howard, A.S., Bernstein, L.E., Stephens, J.D.W., **Overman, A.A.** The role of corrective feedback in memory for contextual details. *Society for Neuroscience Annual Meeting*, Washington, DC, November 11-15, 2017.
11. **Meinking, K.** From Flip to Flop: Individualizing the Elementary Latin Curriculum. Classical Association of the Middle, West, and South, Albuquerque, NM, April 2018.

#### Invited workshops or plenaries

1. **Overman, A.A.**, The importance of growth mindset and education. Invited speaker at Men Who Wish to Change Teen Re-Entry Youth Summit, Cleveland, OH, May 20, 2017.
2. **Overman, A.A.** Encouraging intellectual risk-taking and resiliency in students. Invited workshop leader at Annual Division Retreat for Student Life, Elon University, Elon, NC, August 2, 2017.
3. **Overman, A.A. & Little, D.** Transparency in teaching. Invited workshop leader at Meredith University Faculty Planning Week, Raleigh, NC, August 15, 2017.
4. **Overman, A.A.**, Our critical mission as faculty in mentoring, advising, and retaining students. Invited fall convocation speaker at North Carolina Wesleyan College, Rocky Mount, NC, August 18, 2017.

5. Palmer, M.S., & **Overman, A.A.** The science of teaching and learning: What we know, what we don't know, and what we might know. Invited session leader, Birds of a Feather session, *42nd Annual POD Network in Higher Education*, Montreal, Québec, Canada, October 25-29, 2017.
6. Felten, P. and **Little, D.** *Inclusive Education: Embracing and Managing Diversity*, National University of Singapore, March 2018

### Other related professional activity

1. **D. Little**, re-elected Vice President, International Consortium for Educational Development (ICED), 2018-2020
2. **K. Meinking**, Appointed to Society for Classical Studies Committee on College and University Education
3. **K. Meinking**, Appointed to Society for Classical Studies Committee on Awards for Excellence in Teaching of the Classics

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

### Ongoing Assessment

We conduct ongoing assessment of the Center's work, through workshop feedback forms, end-of-year reports from DIG or other large grant recipients, and through periodic surveys of faculty who have consulted with CATL. At the end of each spring, we review assessment data in an end-of-year retreat in order to evaluate how to continue to improve our programming and services and to elicit ideas for future workshops or support. Analysis of faculty responses about mid-semester student focus groups, for example, suggested the need to elicit more information from students about their understanding of course learning objectives, to help faculty frame subsequent discussion and/or refinements to a course.

Each year we typically include a "deeper dive" of assessment focused on 1 or 2 specific programs, on a rotating 5-year cycle. This year's deeper dives into course design and consultations were postponed until next year, so that the Center could prepare for the external review in March 2018.

### External Review

On March 25-27, Mary Wright, Director of the Sheridan Center for Teaching and Learning and Past President of the POD Network for Higher Education, visited Elon to conduct an external review of the Center.

Focal areas for the external review were provided by Director Deandra Little and discussed with her and with Senior Associate Provost for Faculty Affairs, Tim Peeples, on February 21:

- 1) Best practices in educational development operational procedures and processes, particularly for collaborations. Key questions offered in this area include: What processes might help us strike an effective balance between being planful and being responsive? Are we effectively prioritizing and implementing new ideas or collaborations? What should we be doing more/less of, particularly in collaborations or in targeted programming?
- 2) Evaluating the structure and staffing model. Key questions include: Are we effectively onboarding and mentoring new Associate Directors (ADs) into the role? How are we building a pipeline for the future?

How are we maintaining connections with former ADs? How does/could the team balance ongoing work and special projects in ways that provide professional and leadership development for ADs with the Center's strategic and essential goals? Is the workload reasonable and feasible, given the position and compensation? Are we internally balancing between collaborative projects and solo projects in ways that are effective and generative? Can we better define or refine the parameters of each role on the team to structure the work, or is it working well?

- 3) Data management and assessment. Key questions include: How can we improve data collection for assessment and reporting purposes? What are other centers of our size and staffing doing to capture the data with fewer steps? How can we create a cycle of assessment that leads us to better publicize the impact of the center's work, locally and through scholarly publications?

In summary, the review report noted that CATL "operates at a position of strength, being highly respected on Elon University's campus for its programs and expertise." It also offered key suggestions framed by the inquiries listed above and addressed the resource-intensive nature of collaborations, minor recommendations about the AD role, and ways to enhance visibility and research potential.

The external review report can be found on the [CATL website](#).

## Appendix A: Strategic Directions for 2016-2021

During the next five years, CATL will enhance the capacity of Elon's faculty as Teacher-Scholars so they can advance Elon's mission and further enhance the university's reputation as a national and international leader in engaged learning. We will focus on the following strategic areas:

- 1. Advancing High-Impact Pedagogy**

We will continue to promote meaningful, evidence-based, and high-impact learning experiences as our first priority, supporting faculty and programs in the practice and scholarship of effective and innovative teaching and learning.

- 2. Fostering Inclusive Classrooms and Pedagogies**

We will continue to develop programs that support teaching faculty and staff as they engage all learners while responding to the complex demands and opportunities found in diverse educational environments.

- 3. Supporting Faculty Growth and Development**

In collaboration with other university partners, we will develop and deepen programs that facilitate faculty growth, professional goal-setting, and habits of critical reflection to support the Elon Teacher-Scholar model, complement mentoring support at the department and school level, and respond to distinct challenges and opportunities across the faculty career.

- 4. Enhancing the Culture of Teaching and Learning**

We will strengthen our efforts to enhance the "generative culture" of teaching and learning at Elon through the center's role as a collaborative and community-building resource for Elon's growing academic community.

Over the next five years, Elon will continue to lead the nation in high-impact practices and engaged learning. The Center for the Advancement of Teaching and Learning will continue a focus on mentoring and professional development support for teaching and learning, to support Teacher-Scholars and the students they teach, collaborate with, advise and mentor. The CATL Strategic Plan, 2016-2021 is intentionally broad in order to provide some flexibility for the Center faculty and staff to remain responsive to faculty and institutional needs. The plan includes some work already underway in the Center, while also leaving room for emerging initiatives as institutional strategic planning and planning for other external accrediting bodies move forward within this time period.

The full strategic plan can be found on the [CATL Website](#).