Center for the Advancement of Teaching & Learning (CATL)

Year in Review

2018-2019

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 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.

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, 2018-2019

Deandra Little, director and associate professor of English
Mary Jo Festle, associate director and Maude Sharpe Powell Professor, professor of history
Katie King, associate professor of psychology and former associate director
Kristina Meinking, associate director and associate professor of world languages & cultures
Chris Sulva, program coordinator

-Derek Lackaff was on a full-year Fulbright in Bergen, Norway this year and will return in 2019-20.

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 134 consultations, including 1:1 (87) and mid-semester focus group (47) 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.

2018-2019 Annual Report

The annual report contains information about the Programs and Services offered by the CATL team during 2018-2019, 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 2018-19, CATL reached

87 1:1 consultations
with faculty & staff

409 faculty & staff
workshop attendees

47 faculty & **970**
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.

grant & fellowship programs	**Teaching & Learning Grants**	**Diversity & Inclusion Grants**	**CATL Scholar Fellowship**
	Large grants 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.	DIG projects support faculty teams to develop and implement effective and inclusive teaching and learning strategies. Support includes a $1000 stipend for each team member and $500 for the team.	Our most prestigious program, the CATL Scholar Fellowship nurtures highly innovative teaching and learning projects over a two-year cycle and includes course reassignments and professional development funds.

	2018-19 Grants
	• 36 Faculty
	• Total: approx. $25,000
	• Range: $50-$5000
		2018-19 Projects (descriptions)
		Economics
		  Brooks Depro
		  Katy Rouse
		Engineering
		  Richard Blackmon
		  Sirena Hargrove-Leak
			2017-2019 Fellow
			  Scott Windham, German
			
			2018-2020 Fellows
			  Renay Aumiller, Dance
			  Shannon Duvall & Duke

	Travel Reimbursement grants support faculty travel to present at or attend a conference focused on scholarly teaching or SoTL.
	• 40 Faculty
	• Total = approx. $36,000
		ENG 110/First-year writing
		  Margaret Chapman
		  Paula Patch
		  Jennifer Eidum
		English Literature
		  Prudence Layne
		  Scott Proudfit
		  Kevin Bourque
		  Erin Pearson
		Finance/Economics
		  Kate Upton
		  Adam Aiken
		  Tonmoy Islam
		  Margarita Kaprielyan
		  Brandon Sheridan
		2019-20 Projects chosen
			Hutchings, Computer Science
			  Scott Morrison, Education
			
			2019-2021 Fellows selected
			  Kevin Bourque, English
			  Doug Kass, Communications
			  Brandon Sheridan, Economics

Workshops & Events

CATL offers professional development workshops on a variety of topics. This year, we offered (co-facilitated or co-sponsored) 31+ events, including those open to the entire campus, as well as institutes and workshops for targeted 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	New Faculty Course Design Institute (2-day) Course Reboot (1/2 day) Designing Honors Courses (2-day) Designing Effective Academic Service-Learning Courses (1/2 day)		Writing Residency (4-day)	New Faculty Orientation Seminar (monthly) Post-promotion Orientation (retreat + monthly) Midcareer Mentoring: Sustainable and meaningful long-term planning
communities of practice	Course Design Working Groups (summer)		SoTL Communities of Practice	
workshops & reading groups	Summer: *Interactive Lecturing* discussions Summer: *Facilitating Seven Ways of Learning* discussions Nov: Is the community the classroom? Campus-Community partnerships and classroom impact (with Internship faculty fellow) Nov: Getting Ready for WT Jan: Teaching With Our Signatures: Cultivating Disciplinary Habits of Mind, Nancy Chick (Rollins College) Jan: Communicating your Teaching Philosophy Feb: Speed Teaching Session on Promoting Student Preparation	Sept: *Disability in HE: A Social Justice Approach* discussion Feb: Teaching Students with Disabilities (with TLT and Susan Wise)	Sept: Writing with Pleasure, with Helen Sword (Univ. of Aukland; cosponsored with CWE)	

	intentional, evidence-based teaching & learning practices	inclusive teaching and learning practices	the scholarship of teaching and learning	support for faculty growth and development
	Feb: Peer Observation of Teaching Mar: Presenting Evidence of Teaching Effectiveness			
targeted workshops for departments or programs	COR 110: Assessing for global learning COR 110: Class participation Health Sciences: Writing Good Multiple Choice Exams Health Sciences: Standardizing feedback for a standardized patient exam Scaffolding Academic Service Learning across a 4-year program – Exercise Science and Sport Management; with Alexa Darby	Inclusive teaching: History & geography	SOTL in the Health Sciences, with Sarah Barradell (LaTrobe Univ. of Australia)	
University events	August: Teaching & Learning Conference (with TLT)		April: Celebrate SoTL with CEL and CRGE	Feb: Duke PFF site visit – workshop, faculty and student panels (with Nancy Harris, ECAS)

The 15th Annual Teaching & Learning Conference, a collaboration with TLT, drew around 240 faculty from Elon and other NC colleges and universities. This year's conference theme, **Busting the Myths of Teaching and Learning**, inspired interactive sessions and pedagogy presentations in which attendees challenged myths, misconceptions, and hidden assumptions related to teaching and learning, and explored the evidence-based research that debunks them. The conference was opened with a plenary "Teaching with Meaning and Purpose" given by Dr. Bryan Dewsbury, Assistant Professor, Department of Biology, University of Rhode Island and PI for the Science Education and Research Program. The closing, "Bad Ideas About Writing" was given by Dr. Cheryl E. Ball, Director of the Digital Publishing Collaborative at Wayne State University Library and author of multiple publications, including *Teaching Multimodal Composition: A Manifesto*.

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 fourth annual two-day Course Design Institute for New Faculty in August 2018. In this two-day workshop, 16 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.

SoTL Communities of Practice
The second year of SoTL CoPs was a success – 13 faculty participated in 4 interdisciplinary groups facilitated by 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.

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, Elon College of Arts & Sciences, Love School of Business, Residential Campus, Inclusive Community Development, Division of Student Life, the Center for Inclusive Communities, Belk Library, and TLT, among others for institutes, workshops, and discussions on a range of topics.

Other
Other new programming ideas have been on hold as we wait to see how the Strategic Plan unfolds. We have been collecting ideas from listening sessions and anticipate both the Plan's unveiling and the new CATL Assistant Director arriving next year will provide new opportunities for programming aligned with faculty and student needs and institutional priorities.

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 about the Core Curriculum and University Curriculum processes. We are re-evaluating some aspects of the program for next year, including adding optional course design working groups and more focus on developing a mentoring network.

Post-promotion Orientation Program
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, and we held monthly discussion sessions in fall 2018 focused on developing long-range plans for teaching, scholarship and service/leadership.

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 session and is followed by a series of monthly lunch discussions the subsequent academic year. Next year we are moving the orientation session to late summer and discussing sabbatical plans more explicitly.

Midcareer Mentoring Program
This spring we re-named and relaunched the midcareer mentoring program as the **Strategic and Meaningful Career Planning** program. This program begins with an all-day retreat where a cohort of 6-8 faculty 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 then develop short -and longer term plans for achieving those goals, in individual, small and larger group meetings, through the summer and fall.

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

Web resources, Newsletter and Social Media
In 2018-19, we continued our social media curation of pedagogical research on relevant and timely topics through Twitter and Facebook and added a themed newsletter that goes out monthly. The newsletter directs readers to an online resource that features Elon faculty discussing an effective assignment or method related to the topic, highlights evidence-based strategies, and points readers to a curated list of resources for further reading.

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 books, articles and chapters in press) authored by CATL staff this year included:

1. **Festle, Mary Jo.** *Teaching History in Higher Education: How to be an Effective, Inclusive, Scholarly, and Sane Professor* (working title for book under contract, University of Wisconsin Press).
2. Grupp, L.L. & **Little, Deandra.** (February 2019) Finding a fulcrum: Positioning ourselves to leverage change. To Improve the Academy. 38(1), 95-110 DOI: https://doi.org/10.1002/tia2.20088
3. **Little, Deandra,** P. Felten and D. A. Green. (June 2019) Identity, intersectionality, and educational development. In L. Bernhagen and E. Gravett (Eds). *Educational Development: Diversity and Identity, New Directions for Teaching and Learning. 2019*(159), 11-23.
4. **Little, Deandra** and Amy A. Overman (May 2019) 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. Wright, M., Lohe, D.R. & **Little, Deandra**. (28 Nov 2018) The role of a center for teaching & learning in a de-centered educational world. Change: The Magazine of Higher Learning, 50(6), 38-44.
6. **Meinking, Kristina.** Forthcoming: "Developing Learning Partnerships: Navigating Troublesome and Transformational Relationships," with P. Felten, S. Tennant, and K. Westover, in *Building Teaching and Learning Communities: Creating Shared Meaning and Purpose*.

7. **Meeking, Kristina.** Under Review: "A Course of Their Own: Student Agency in the Democratic Latin Classroom," *Teaching Classical Languages*

Presentations, Seminars and Workshops

This year, CFT faculty presented the following conference sessions:

1. **Festle, Mary Jo** "Learning and Interpreting History through Deliberative Dialogue," in Jennifer H. Herman and Linda B. Nilson, eds., *Creating Engaging Discussions: Strategies for 'Avoiding Crickets' in any Size Classroom and Online* (Stylus, 2018), 71-80.
2. **Festle, Mary Jo** "Deliberative Decision-Making in the History Classroom: The Place of Civics," with Flannery Burke, annual meeting of the American Historical Association (AHA), January 5, 2018.
3. Green, D.A. & **Little, Deandra**. (2018, November) Non-positional leaders facilitating change: A framework for trust and credibility. Workshop presented at the 43rd annual conference of the POD Network. Portland, Oregon.
4. **Little, Deandra** & Grupp, L. (2018, November) Finding Levers for Change. Paper presented at the 43rd annual conference of the POD Network. Portland, Oregon.
5. Tapp, S., Lohe, D., Berg, J., Craig, J., Ellis, D., **Little, Deandra** & Pinder-Grover, T. (2018, November) Getting Started: Workshop for New Educational Developers. Pre-conference session (8-hour) presented at the 43rd annual conference of the POD Network. Portland, Oregon.
6. Moore, J., Mårtensson, K., Roxå, T., **Little, Deandra**, Felten, P., Sutherland, K., Green, D. A. & Marquis, E. (2018, October) What Encourages Academic Staff to Engage in Systematic, Sustained Change in Teaching Practices? Panel session presented at the 14th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), Bergen, Norway.
7. **Little, Deandra** & Green, D.A. (2018, October) Sustaining a culture of learners: A framework for educational developers. Paper presented at the 14th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), Bergen, Norway.
8. Green, D. A., & **Little, Deandra** (2018, June). Contextual educational development: Leveraging positionality to build trust locally. Workshop presented at the12th biennial conference of the International Consortium for Educational Development: Institutional Change: Voices, Identities, Power and Outcomes. Atlanta, GA.
9. Moore, J., Roxå, T., **Little, Deandra,** Sutherland, K. & Green, D. A. (2018, June) Understanding and fostering faculty change in teaching. Panel presented at the12th biennial conference of the International Consortium for Educational Development: Institutional Change: Voices, Identities, Power and Outcomes. Atlanta, GA.
10. **Meinking, Kristina.** "The Classroom as Synergistic Space for Faculty Developers," Annual Meeting of the Professional and Organizational Development Network, Portland, OR**.** Nov 2018.
11. **Meinking, Kristina.** "Meet the Romans, Meet Yourselves: Student Agency and Authentic Learning in Latin," Annual Meeting of the Classical Association of the Atlantic States, Philadelphia, PA. Oct. 2018

Other workshops or plenaries
1. **Meinking, Kristina.** Workshop, "No One Will Come and Everyone Will Want an A: Deconstructing Faculty Fears around Student Agency in Course Design," Elon T&L Conference. August 2018.
2. **Meinking, Kristina.** "Articulating Student Learning for SoTL Publications," workshop co-facilitated with Scott Windham. April 2018.

Other related professional activity
1. **D. Little**, Vice President, International Consortium for Educational Development (ICED), 2018-2020
2. **K. Meinking,** Society for Classical Studies Committee on College and University Education
3. **K. Meinking,** 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. This year we continued to collect routine information, such as that reported on in this annual report.

We are pursuing other ideas for next year to follow up on our 2018 external review. The reviewer suggested rethinking the assessment projects to focus on a research question, in order to combine ongoing assessment with avenues for research and publication. For next year, we are exploring the option of hosting a Masters in Higher Education graduate student intern to help create an assessment and research plan building off this idea.

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.