
Center for the Advancement of Teaching & Learning (CATL)

Year in Review

2019-2020

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.

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.

CATL Programs and Services

Workshops, many of which are led collaboratively with Elon faculty known for their excellence in teaching, or by visiting experts in the field. CATL faculty also develop workshops on specific topics 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, CATL offers both short- and long-term opportunities to connect with colleagues to share ideas, problem-solve, or get feedback.

Support for Inclusive Pedagogies and Practices and for Scholarship of Teaching & Learning projects through guided working groups,

Diversity and Inclusion grants, or CATL Scholar fellowships. CATL provides guidance and support for faculty taking a scholarly approach to their teaching or those infusing aspects of diversity and equity into courses.

Online newsletter & webpages that curate current research on teaching & learning.

One-on-One Consultations, formative feedback or observations tailored to individual goals and informed by research on teaching and learning.

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/>

2019-20 Annual Report

The annual report contains information about the Programs and Services offered by the CATL team during 2019-2020, 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

CATL Objectives

To fulfill the Center's mission in accordance with the 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.

The 2019-20320 CATL Team

Deandra Little, assistant provost and director, professor of English
Kelsey Bitting, assistant director and assistant professor of environmental studies

Mary Jo Festle, associate director and Maude Sharpe Powell Professor, professor of history

Derek Lackaff, associate director and associate professor of communications

Chris Sulva, program coordinator

Major Accomplishments of 2019-20

Search for Assistant and Associate Director

Mary Jo Festle chaired successful search committees for a new CATL Assistant Director (spring-summer 2019) as well as for a new CATL Associate Director (spring 2020) to replace Derek Lackaff, who is rotated out to become the new Director of the iMedia program. The national Assistant Director search was highly competitive, and resulted in the hire of Dr. Kelsey Bitting, who joined CATL and the Department of Environmental Studies from Northeastern University. The Spring 2020 Associate Director search drew from a pool of well-qualified Elon faculty applicants and led to the selection of a new Associate Director, who will start in spring 2021.

Pandemic-related programming and resources

This year's activities were modified in March in response to the suspension of in-person classes due to covid-19. We cancelled some scheduled spring workshops and shifted to

- create a series of online resources specific to the remote pivot on the CATL and Teach Anywhere (now Flexible & Resilient Teaching) websites and collaborated with TLT to offer drop-in consultations,
- offer virtual seminars with faculty teaching in similar contexts (such as those teaching service learning or community engagement courses), and
- collaborate on institutional efforts to survey and share information about student learning and the faculty experience from the spring.

16th Annual Teaching & Learning Conference: Cultivating Curiosity

This annual collaboration with TLT, drew around 240 attendees from Elon and other NC colleges and universities. This year's conference theme, Cultivating Curiosity, offered interactive sessions and presentations. Attendees shared strategies that motivate student learning, foster student resiliency, and empower students by connecting their learning to evidence-based practices in inclusive teaching, non-conventional pedagogies, and work-integrated learning. We invited attendees to reflect on how we might effectively make sense of and implement the growing wealth of insights about teaching and learning afforded by studies in the cognitive sciences. The conference opened with a plenary "Can we teach curiosity?" given by Peter Felten, Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History. The interactive closing plenary invited participants to share takeaways and promising strategies and new ideas in small groups.

Course Design Institute

CATL offered the fourth annual two-day Course Design Institute for New Faculty in August 2019. In this two-day workshop, 14 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.

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, in the following broad categories:

- Grants of up to \$5,000. Awarded biannually.
- Diversity and Inclusion grants support teams infusing diversity into the curriculum or pedagogy. Annual.
- Mini-grants of up to \$500 for engaged learning or professional development for teaching. Rolling.
- Travel reimbursement grants to support faculty presenting or learning new ideas about teaching and scholarship on teaching & learning. Rolling

In Fall 2019, CATL took over the winter term learning enhancement grants, which were administered by ECAS in the past. Overall the transition and selection process went smoothly, except that next year we will need to coordinate more closely with Student Life and the Faculty Fellow for Substance Education to clarify how the grant they offer differs (if both are awarded in 2021).

<p>grant & fellowship programs</p>	<p>Teaching & Learning Grants</p> <p><u>Large grants</u> range from \$1000-\$5000, and mini-grants offer similar support on a small-scale (up to \$500) and can include grants to enhance student engagement.</p> <p>2019-20 Grants</p> <ul style="list-style-type: none"> • 25 Faculty • Total: approx. \$37,000 • Range: \$50-\$5000 <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"> • 42 Faculty • Total = approx. \$34,000 <p>WT Learning Enhancement grants (up to \$500) designed to support assignments, activities or events that deepen student learning and enrich winter-term courses on campus</p> <ul style="list-style-type: none"> • 26 faculty • Total = \$6,255 	<p>Diversity & Inclusion Grants</p> <p><u>DIG projects</u> 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.</p> <p>2019-2020 Projects (descriptions)</p> <p>Human Service Studies/Psychology Vanessa Drew-Branch</p> <p>Engineering (Year 2) Richard Blackmon Sirena Hargrove-Leak</p> <p>Communications Sana Haq Staci Saltz Nicole Triche</p> <p>Mathematics/Statistics Aaron Trocki Laura Taylor Ryne Vankrevelen Kirsten Doehler Mark Weaver</p> <p>2020-21 Projects chosen</p>	<p>CATL Scholar Fellowship</p> <p>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.</p> <p>2018-2020 Fellows Renay Aumiller, Dance Shannon Duvall & Duke Hutchings, Computer Science Scott Morrison, Education</p> <p>2019-2021 Fellows Kevin Bourque, English Doug Kass, Communications Brandon Sheridan, Economics</p> <p>2020-2022 Fellows selected Margaret Chapman, English Andrew Greenland, Economics</p>
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Participation in Programs and Services

In 2019-20, CATL consultations and events (detailed below) reached:

136 consultations with faculty & staff

341 faculty & staff workshop participants

42 faculty & **899** students through Mid-semester Focus Groups

Workshops & Events

CATL offers professional development workshops on a variety of topics. This year, we offered (co-facilitated or co-sponsored) 34+ events, including 6 virtual events. Events range from workshops or programs for specific groups, departments or programs to workshops or institutes open to campus. Some spring events were postponed or cancelled.

	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) – 14 participants</p> <p>Course Reboot (1 day) – 27 participants</p> <p>Designing Honors Courses (2-day, virtual) – 12 participants</p> <p><i>Designing Effective Academic Service-Learning Courses (1/2 day) – postponed, due to Covid-19</i></p>		Writing Residency (4-day) – 12 participants	<p>New Faculty Orientation Seminar (monthly)</p> <p>Post-promotion Orientation (retreat + monthly)</p> <p>Midcareer Mentoring: Sustainable and meaningful long-term planning – 7 participants</p>
communities of practice	<p>Course Design Working Group (fall) – 11 attendees</p> <p>Assignment Alignment Working Group (spring) – 4 participants</p>		SoTL Communities of Practice – fall 2019 – 3 participants *fewer this year than previous	Contemplative Pedagogies Learning Community – 13 participants
workshops & reading groups	<p>Summer: <i>Thinking About Thinking: Strategies to Promote Student Metacognition</i> – 13 participants</p> <p>Summer: <i>Effective Group Work</i> – 21 participants</p> <p>Sep: <i>The Spark of Learning</i> Reading Group – 9 participants</p> <p>Oct: <i>Purposeful Active Learning</i> – 19 participants</p> <p>Nov: <i>Student-faculty Co-creation of Assignments</i>, facilitated by Cathy Bovill – 39 participants</p>	<p>Summer: <i>Fostering Classroom Climates that Support Student Success</i> – 21 participants</p> <p>Jan: <i>"Circle of Hope" discussions about inclusive pedagogies</i> – 34 participants</p> <p>Jan: <i>Inclusive Teaching in STEM disciplines</i> – 32 participants</p>		<p>March 19 – <i>Virtual Q&A</i> – 10 participants</p> <p>March 30 & 31 – <i>Virtual Q&A</i> – 3 participants</p> <p>May – <i>End of Year Virtual "Happy Hour" to discuss lessons learned from Spring 2020</i> – 22 participants</p>

	<p>Dec: <i>Getting Ready for Winter Term</i> – 15 participants</p> <p>Feb: <i>Reflective assignments for experiential learning</i> – 21 participants</p> <p>Feb: <i>Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching (co-sponsored by TLT)</i> facilitated by Derek Bruff, Vanderbilt University – 25 participants</p> <p>March: <i>Speed Teaching Session on Promoting Student Preparation</i> – 23 participants</p> <p>April 23: <i>Virtual Q&A, final exams</i> – 2 participants</p>	<p>March: <i>Facilitating sensitized discussions</i> – postponed due to covid-19</p>		
targeted workshops for departments, cohorts or programs	<p>Oct: <i>Love School of Business</i> new faculty session on active learning – 7 participants</p> <p>Dec: <i>Public Health</i>, Retreat to revise departmental learning goals</p> <p>March-May: <i>Service Learning remotely</i> – 3 virtual discussions, participation ranged from 12-18</p> <p>May: <i>Health Sciences: Teaching Online</i> – remote discussion</p>	<p>Sep: <i>Using Structure for Inclusive Class Participation</i> – targeted for Elon 101 instructors and TAs</p> <p>Sep: <i>Facilitating discussions on sensitized topics</i>, Political Science and Policy Studies</p> <p>Fall: <i>Inclusivity & Equity; Teaching Race</i>, as part of Religious Studies yearly departmental focus</p>		<p>Dec: Unit 1 Writing Workshop for faculty engaged in Living and Learning at Elon - 8 participants</p> <p>March: Early career faculty lunch with AAASE - <i>postponed, due to Covid-19</i></p> <p>March: Post-probationary faculty lunch with AAASE - <i>postponed, due to Covid-19</i></p> <p>Spring: outreach to late career faculty to determine interest in potential programming</p>
University events	<p>Aug: <i>Teaching & Learning Conference</i> (with TLT)</p>		<p>April: <i>Celebrate SoTL with CEL and CRGE</i>. Cancelled due to Covid-19</p>	<p>Feb: <i>Duke PFF site visit – workshop, faculty and student panels (with Nancy Harris, ECAS)</i>. Cancelled due to Covid-19</p>

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. In 2019-20, we worked with 30 new FT or LT faculty in the program.

Post-promotion Orientation Program

The program is designed to give newly promoted colleagues space to reflect, process, and do some short- and long-term planning and to develop supportive post-promotion networks. It begins with a one-day retreat—shortened in 2020 to a 2-hour virtual retreat—and is followed by a series of lunch discussions the subsequent academic year.

The second and third annual post-promotion orientations were held in August 2019 and May 2020, respectively. In 2019, we learned that a late summer date did not work for most participants, so we hosted a lunch discussion with 2 interested faculty instead. We moved the 2020 retreat back to May, and held two virtual retreats on May 28, 2020 for 15 faculty recently promoted and tenured. Attendees included 10 faculty appointed to Associate or Senior Lecturer and 5 promoted to Full.

Midcareer Mentoring Program

The **Strategic and Meaningful Career Planning** program for midcareer faculty 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.

In 2019, 7 faculty participated in the program. All 7 found the program helped them make short- or long-term professional plans, and participant feedback was universally positive, including such comments as: the program was “one of the most valuable professional development resources available on campus,” or “A wonderful opportunity to engage in introspection and at the same time connect with others who are doing the same and want to mutually support one another.” We selected 6 faculty for summer and fall 2020.

Support for Part-time and Adjunct Faculty

One of CATL’s goal for 2019-20 was to improve existing orientation materials for new part-time adjunct faculty and to strengthen communications with part-time faculty, specifically about CATL programs and services open to them PT faculty. In 2019-20, we worked with deans and Human Resources to create a [New Faculty Checklist](#) to clarify stages to the onboarding process, and presented that resource to department chairs and program assistants in a Q&A session with Dean Gabie Smith and Carla Ugburo from HR (open to all chairs across campus).

We continued to offer twice yearly new part-time faculty orientations in collaboration with other units, collaborated with the Academic Council part-time faculty representative and deans in additional information sessions, and offered a CATL learning community for new part-time faculty that met throughout Fall 2019 (5 attendees came regularly).

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, Living and Learning at Elon, Center for Equity and Inclusive Excellence, Division of Student Life, Belk Library, and TLT, among others for institutes, workshops, grant design and discussions on a range of topics.

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

Web resources, Newsletter and Social Media

In 2019-20, we continued our social media curation of pedagogical research on relevant and timely topics through Twitter and Facebook and themed newsletter that goes out 2-3 times per semester. 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.

In spring 2020, we created a series of webpages under the landing page, [Supporting Learning in a Time of Disruption](#), to curate and quickly share resources for faculty teaching remotely. Over the summer, we updated those pages to serve as a more enduring resource, and Kelsey Bitting has joined a team of TLT colleagues to develop Elon's [Flexible and Resilient Teaching](#) online resource, which links to those pages.

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. St. John, K., McNeal, K., Macdonald, H., Kastens, K., **Bitting, K.**, Cervato, C., McDaris, J., Petcovic, H., Pyle, E., Riggs, E., Ryker, K., Semken, S., & Teasdale, R. (2020). A Community Framework for Geoscience Education Research: Summary and Recommendations for Future Research Priorities. *Journal of Geoscience Education*, 1-12.

2. St. John, K., **Bitting, K.**, Cervato, C., Kastens, K., Macdonald, H., McDaris, J., McNeal, K., Petcovic, H., Pyle, E., Riggs, E., Ryker, K., Semken, S., & Teasdale, R. (2019). An Evolutionary Leap in How We Teach Geosciences. *Eos*, 100. <https://doi.org/10.1029/2019EO127285>.
3. **Festle, Mary Jo.** (2020) *Transforming History: A Guide to Effective, Inclusive and Evidence-Based Teaching*. Madison, WI: University of Wisconsin Press.
4. Windham, S., Papay Decato, J., Gatti, E., Hatcher, A., **Lackaff, D.**, Lange, K., & Sinn, A. (2020). Educating for global civic participation and a career: German Studies in the 21st Century. In W. Moner, P. Motley, & R. Pope-Ruark (Eds.). *Redesigning Liberal Education: Innovative Design for a Twenty-First-Century Undergraduate Education*. Johns Hopkins University Press.
5. Overman, A.A., Xu, Q. & **Little, D.** (Aug 15, 2019, online) What do students actually pay attention to and remember from a syllabus?: An eye-tracking study of visually rich and text-based syllabi. *Scholarship of Teaching and Learning in Psychology*. <http://dx.doi.org/10.1037/stl0000157>
6. **Little, D.**, Felten, P., & Green, D. A. (2019) Identity, intersectionality, and educational development. In Lindsay Bernhagen and Emily Gravett (Eds). *Educational Development: Diversity and Identity*, a volume of the *New Directions for Teaching and Learning* series. 2019(159), 11-23.
7. **Little, D.** & Ruelle, J. (2020) A SoTL View of HIPs and Libraries. *The Engaged Library: High-Impact Educational Practices*. Associate of College and Research Libraries.

Presentations, Seminars and Workshops

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

1. **Bitting, K.**, Ryker, K., & Teasdale, R. Creating Inquiry Labs for Introductory Geology Courses. 3-morning workshop, Earth Educators Rendezvous Conference, July 13-17, 2020.
2. **Festle, M.J.** and Felten, P. Helping Students Learn from Feedback in History Courses, History Gateways webinar, American Historical Association and Gardner Institute, February 27, 2020.
3. **Festle, M.J.** Teaching Inclusively: An Interactive Workshop,” Organization of American Historians, scheduled for April, 2020, cancelled due to the pandemic.
4. **Little, D.** & Green, D.A (November 2019) *Credibility, ‘cultural work,’ and change: Educational development in group settings*. Workshop presented at the 44th annual conference of the POD Network. Pittsburgh, PA.
5. Tapp, S., Lohe, D., Berg, J., **Little, D.**, Mann, D., Ortquist-Ahrens, L., & Young-Brice, A. (November 2019)) *Getting Started: Workshop for New Educational Developers*. Pre-conference session (8-hour) presented at the 44th annual conference of the POD Network. Pittsburgh, PA.
6. **Little, D.** & Meinking, K. (October 2019) *SoTL Among the Silos: Disciplinary Frames and Identity in the Scholarship of Teaching & Learning*. Paper presented at the 15th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL) Atlanta, GA.
7. Bernstein, D., **Little, D.**, Michael, R. Greenhoot, A. (October 2019) *Reading within or against the SoTL grain? Close reading as a method for understanding student learning in the humanities*. Workshop presented at the 15th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL) Atlanta, GA.

Other workshops or plenaries

- **Little, D.** faculty facilitator, week-long POD Institute for New Faculty Developers, July 29-Aug 2, UNC-G
 - Plenary: *Education Development: Where are we going? Where have we been?* INFD, July 2019

- Workshop: *Teaching So That ALL Students Can Learn: UDL*, INFD, July 2019
- Panel: *Consultation Styles*, INFD, July 2019
- **Bitting, K.** (2020). Introduction to the Scholarship of Teaching and Learning (invited workshop). Elizabeth City State University, Elizabeth City, NC.

Other related professional activity

- **Bitting, K.**, President, Geoscience Education Research Division, National Association of Geoscience Teachers (NAGT), September 2019- October 2020
- **Little, D.**, Vice President, International Consortium for Educational Development (ICED), 2018-2020.
- **Little, D.**, Awarded 2019 “Bob Pierleoni Spirit of POD award,” by the POD Network in Higher Education (the “highest honor that POD bestows on a member. [...] for contributions through their service to the organization and to the field of educational development”)
- **Little, D. Invited Reviewer:** Comenius Leadership in HE Fellows Grant proposal, Netherlands

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

Ongoing Assessment

Each year, we conduct ongoing assessment of the Center’s work, through workshop feedback forms, end-of-year reports from DIG or other large grant recipients. On a five-year cycle, we conduct surveys of faculty who have consulted with CATL or participated in one of our signature programs. At the end of each spring, we review both ongoing and targeted 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. This year we continued to collect routine information, such as that reported on in this annual report.

This spring, we did not request feedback from faculty who participated in specific programs, consultations or services according to our five-year assessment plan as planned. Given the low response rate to regular communications this spring, we paused our planned surveys on consultations and midsemester focus groups, and will reschedule those in 2020, tailored to find out more about how effectively our pivots during the pandemic met faculty interests and needs.

Special Assessment Projects for 2019-20

In Fall 2019, we conducted a survey of 208 faculty who had participated in CATL programming the previous year, to assess our web resources and communication strategy. There were 58 responses (29% response rate), who unanimously agreed that they would prefer to continue to receive information about CATL programs and services via facstaff and that they found the website easy to navigate. We paired the survey with Google analytics on website usage and analysis of social media engagement (on Facebook and Twitter) to have a fuller picture of our communication and to finetune CATL’s communication strategy in 2020.

The survey also provided some data for a needs assessment of programming topics, which we will include in future planning. And, it included positive feedback from respondents, such as this representative comment:

“I cannot imagine working at Elon without CATL. It's a great unit with a meaningful mission; talented and motivated staff; and generous funding opportunities to support innovation. Thank you for all you do.”

In Spring 2019, MHE student Sophia Abbot worked as a CATL Graduate Intern, helping us build a strategic assessment plan for the next five years. The final report for this project is attached separately, and available from the CATL Director. The first steps in this process involved examining CATL's current assessment practices and data collection; reading literature on assessment in educational development; and interviewing other CTLs about their current assessment practices. Deep analysis was conducted on mid-semester student feedback groups (SGIDs) and mid-career faculty programming which served as under-researched/under-analyzed representatives for broader consultation-type work and career-stage programming. Learning from these is wrapped into the report's broader assessment recommendations and featured in an Annotated Bibliography.

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.

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