Center for the Advancement of Teaching & Learning (CATL)

Year in Review

2020-2021

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, including explicitly 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/

CATL Faculty & Staff

Deandra Little
Assistant Provost and Director,
Professor of English

Kelsey Bitting
Assistant Director,
Assistant professor of environmental studies

Mary Jo Festle
Associate Director
Maude Sharpe Powell Professor,
Professor of history

Olivia Choplin
Associate Director
Associate professor of French

Chris Sulva
Program Coordinator
(06/2020 - 03/2021)

Christina Wittstein
Program Coordinator
(03/2021 - present)

New members of the CATL team in 2021 include Olivia Choplin, associate professor of French (WLC) and CATL/CEL Program Coordinator Christina Wittstein, MBA/MHA..

2020-21 Annual Report

The annual report contains information about the Programs and Services offered by the CATL team during 2020-2021, organized according to CATL's Objectives. Most 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.

Participation in CATL Programs & Services

139 individual consultations with faculty & staff

501 faculty & staff workshop participants

18 faculty & **484** students through Mid-semester Focus Groups

55 faculty were awarded teaching & learning grants, in smaller amounts than prior

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Grants

CATL awards funding for innovative, inclusive and research-based teaching and learning projects and 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 (awarded biannually) range from $500-$2000, and mini-grants (awarded monthly) of up to $500 offer smaller scale support and include grants to enhance student engagement.
	- 25 Faculty
	- Total: $8,635
	- Range: $55-$2,000
	
	Reimbursement grants support faculty to present at or attend a conference focused on scholarly teaching or SoTL.
	- 9 Faculty
	- Total = approx. $3,500
	
	WT Learning Enhancement grants (up to $400) support assignments, activities or events that deepen student learning and enrich winter-term courses. Co-sponsored & reviewed with partners in Student Life and the Faculty Fellow for Substance Education.
	- 21 faculty
	- Total = $6,150
		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. Awarded annually.
		
		2020-21 Projects (Project descriptions & final reports online)
		
		Exercise Science
		  Eric Hall
		  Lauren Walker
		  Aaron Piepmeier
		Finance & Economics (stage 2)
		  Margarita Kaprielyan
		  Adam Aiken
		  Tonmoy Islam
		  Brandon Sheridan
		  Kate Upton
		Education
		  Joan Barnatt
		  Allison Bryan
		Core Curriculum
		  Naeemah Clark
		  Amy Johnson
		  Paula Patch
		
		2021-22 Seven projects chosen (Project descriptions online)
			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. Awarded annually.
			
			Due to challenging conditions in 2020-21, some CATL Scholars chose to extend their their project over an additional year. There was no call for applications for CATL Scholars in Fall 2020, but applications will be solicited again in Fall 2021.
			
			2019-2021 Fellows
			  Doug Kass, Communications
			
			2019-2022 Fellows
			  Kevin Bourque, English
			  Brandon Sheridan, Economics
			
			2020-2022 Fellows selected
			  Margaret Chapman, English
			  Andrew Greenland, Economics

Communities of Practice

We offered fewer communities of practice (CoPs) in 2020-21. Some, like the SoTL or Contemplative Pedagogies CoPs were on hiatus. Instead, we offered:

- Transparent Assignment working groups for **5** faculty,
- Moderated MS Teams sites for faculty teaching fully online or teaching hyflex. The fully online site was more active: **37** faculty teaching fully remotely joined, and shared questions, ideas and frustrations during the fall. Although **15** faculty joined the hyflex site, there were very minimal interactions.

We also provided funding or facilitation support on occasion for departmental communities focused on pandemic teaching, such as a small grant for the department of World Languagues and Cultures to purchase and discuss *Teaching with Zoom*, and grants for a small team of First-Year Foundation faculty to attend a summer workshop series on motivation and inclusive teaching by the Gardner Institute.

Workshops & Events

This year CATL faculty co-facilitated or co-sponsored **35+** events on a range of educational development topics, which are detailed in the table below.

Each year, we build our slate of programming to include those open to the entire university and ones targeted to specific departments or audiences. Broadly speaking, offerings include a mix of:
a) commonly requested and/or timely topics,
b) sessions that support inclusive teaching and learning practices,
c) topics emerging from current research or innovative teaching and learning practice, and/or
d) topics that support faculty and student learning needs for specific contexts.

This year, all workshops and events were virtual, and most focused on supporting faculty teaching during the pandemic, often across different modalities, as well as fostering and deepening inclusive teaching and learning strategies.

	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 - ½ day to multi-day	*Course Design Institute: Resilient Teaching* (2 separate sessions, July): 138 participants total *CDI: Self Paced* (Summer): 43 participants *Winter Term Teaching Days* (December, CATL/TLT): 22 participants *Winter Term Teaching Days* (January, CATL/TLT): 26 participants *Designing Honors Courses:* (1-day, May): 17 participants *Designing Effective Academic Service - Learning Courses* (1/2 day, May): 21 participants		*Writing Residency* (June): 21 participants	*New Faculty Orientation Seminar* (monthly) *Post-Promotion Orientation* (retreat + monthly) *Midcareer Mentoring: Sustainable and meaningful long-term planning* (Summer)
Workshops & reading groups - 75-90-min one-time sessions	*Teaching Triage: Troubleshooting Challenges* (September): 3 participants *Teaching Triage: Discussion-Based Pedagogies* (September): 4 participants *Teaching Triage: Keeping Students and Groups Moving Forward* (October): 4 participants *Adapting Final Presentations for Online or Hybrid Spaces* (October): 10 participants *Teaching Winter Term* (November): 12 participants	*Facilitating Discussion in Polarized Times* (August): 12 participants *Applying Inclusive Priniciples in your Teaching* (September): 22 participants *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization* (2 sessions – February & March): 7 participants *Understanding and Interrupting Microaggressions in our Courses* (April): 13	*Writing about Learning and Teaching in Higher Education* (4 sessions, March – April): 3-9 participants per session	

	Teaching Winter Term Discussion for Instructors Teaching Online (December, CATL/TLT): 10 participants *Hyflex without High Frustration? Managing Synchronous, Hybrid Instruction* (January) – 24 participants *Designing Aligned Assignments to Enhance Student Learning* (February): 3 participants *Speed Teaching: Alternative grading strategies* (March): 27 participants		
Invited workshops for departments or programs	*Love School of Business New Faculty Session on Active Learning* (October): 6 participants *Core Capstone Workshop* (November, with Scott Windham): 6 participants	*School of Health Sciences - Interrupting Bias and Inviting Change* (November): 18 participants *School of Health Sciences - Intergrating DEI Topics into the Curriculum* (January): 9		

Collaborative, university events	Co-facilitated multiple Campus Conversations on topics ranging from anti-racism to lessons learned from the pandemic
	
	Co-faciliated facstaff session, *Reflections on the 2020 election*, with the Kernodle Center for Civic Engagement and KCCL Faculty Fellows
	
	Co-facilitated session with department chairs on Teaching Observations of faculty
		Co-facilitated session with Dr. Randy Williams on Student Perceptions of Teaching and implicit bias for the P&T committee	*Celebrate SoTL* with CEL and CRGE modified to be a series of Today@Elon stories (April)	Duke Preparing Future Faculty virtual workshops, faculty and student panels (with Nancy Harris, ECAS)
				  - *PFF, Panel & Administrative Panel (October)*
				  - *PFF Elon Student Panel (April)*
				
				Developing Narratives about Mentoring, co-facilitated Undergraduate Research Program session (November)
				
				Co-facilitated session with Tim Peeples on writing effective Unit IIIs for department Chairs

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

Pandemic-related programming and resources

Much of the work the CATL team did in 2020-21 revolved around the changing environment for teaching and learning during the pandemic, an effort both consistent with our mission and responsive to faculty needs.

During summer 2020, we created and substantially revised online resources related to pandemic instruction, including a virtual course design institute (described below), online resources on the CATL website and the Flexible & Resilient Teaching website (in partnership with TLT). We also moved most of our services, such as the mid-semester student focus groups, into a virtual or hybrid format. Throughout the year, we offered individual consultation and partnered with TLT to offer virtual seminars and "micro-workshops" to help faculty prepare for winter term and the fall semester, and offered small workshops throughout the year focused on elements of teaching during the pandemic. CATL faculty also tried out different strategies in our own courses throughout the year, which were taught across modalities, from fully remote to hyflex.

Revamped virtual Course Design Institute

In collaboration with TLT, Writing Acrosst the University and CEL, CATL offered two iterations of a week-long, virtual Course Design Institute: Resilient Teaching, which focused on principles of resilient, flexible teaching and hybrid instruction during the pandemic, while also introducing multiple Moodle tools. This effort required considerable effort and collaboration among the staff and was led by CATL Assistant Director, Kelsey Bitting. The seminar included both asynchronous modules and synchronous work in small groups with a dedicated facilitator.

In total, 138 faculty participated across both sessions, with an additional 43 who took the self-paced version of the CDI.

The response rate on the feedback survey was low, with only 29 responses. Of those who responded, 93% strongly agreed (18 respondents) or agreed (9) that the CDI provided helpful principles and strategies for designing a course for the fall. One unintended result of the institute was that it helped participants gain empathy for their students as they navigated Moodle and the information provided.

- Themes in the qualitative feedback included that respondents found that small groups provided helpful "communities of support" and that most helpful were the principles for flexible, resilient teaching, the opportunity to practice with different tools, and the short videos.
- Representative global comments included:
  - "I greatly appreciate all the effort and time that was spent compiling and preparing this information for us. I know I will refer back to it and I have downloaded many of the resources."

- o "You all are fantastic. The CDI was hands down one of the best teaching programs I've attended."
- o "I'm grateful to Elon for providing such solid and thoughtful support for its faculty."
- Constructive feedback suggested the amount of information was overwhelming, so we re-tooled the session for the second iteration, streamlining the content futher. If we offer a similar institute in the future, we will continue to reduce content and remind participants of the pieces that are recommended and those that are optional/to review later.

Teaching for Equity and Inclusion

In addition to offering workshops for new faculty and the university community on inclusive pedagogies, we partnered with the Kernodle Center for Civic Engagement, and Faculty Fellows from the KCCL and the CREDE to offer a workshop focused on facilitating productive discussion during a contentious election year, which also touched on on strategies for facilitating difficult conversations that reinforced inclusive teaching practices more broadly. Individual CATL faculty also collaborated on a number of institutional initiatives, working groups, and committees to support DEI work in the classroom and across campus.

One center-level goal for the year was to audit the *Inclusive Teaching* website and our workshop offerings to update, revise, and increase the discussion of equity-based and explicitly anti-racist teaching on the site. We are still working on the revamped site, with a goal of finalizing it by January 2022.

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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

In 2020-21, CATL worked with **32** new faculty in the orientation program, which was adjusted to socially distanced or virtual formats. Designed for first-year, full-time faculty, the new faculty orientation program consists of a summer Course Design Institute, a Planning Week session, and monthly sessions focused on timely topics, including building an inclusive classroom, providing academic challenge and support, advising, creating a mentoring network, navigating the Promotion and Tenure process and writing the first Unit 1, among others.

Post-promotion Orientation Program

We held two virtual, post-promotion orientation retreats on May 27, 2021 for **20** faculty recently promoted and tenured. Attendees included **15** faculty appointed to Associate or Senior Lecturer and **5** promoted to Full. The program provides newly promoted colleagues space to reflect, process, and do some short- and long-term planning and to develop supportive post-promotion networks.

Midcareer Mentoring Program

During 2020, **6** faculty participated in the **Strategic and Meaningful Career Planning** program for midcareer faculty. The program includes a half-day virtual retreat in which individuals 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. The program continues throughout the summer and fall in individual, small and larger group meetings.

In the end-of-program feedback, all reported the program helped them make short- or long-term professional plans Qualitative feedback was generally positive, especially for the accountability and goal-sharing, including "personal, non-work related goals." Participants had a mixed response to the virtual format necessitated by the pandemic: some "liked the flexibility of the on-line model," others found it "perhaps was less optimal than meeting in person." Though not a program expectation, mutual mentoring groups from the 2019 and 2020 cohorts continued to meet after the program officially ended. Six (6) faculty were selected for the 2021 cohort.

Collaborations

CATL frequently collaborates with campus colleagues. This year, our collaborations deepened as we worked with campus colleagues during a time of multiple national crises. Members of the CATL team partnered with the Center for Engaged Learning, Center for Research on Global Engagement, Center for Writing Excellence and Writing Across the University, the 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, Office of Inclusive Excellence Education & Development, Division of Student Life, the Undergraduate Research Program, the Office for Sustainability, 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 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 joined a team of TLT colleagues to develop Elon's Flexible and Resilient Teaching online resource, which links to those pages.

In 2020-21, 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.

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

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

1. **Little, D.** & Green, D.A. (2021). A credibility framework in educational development: trustworthiness, expertise, and identification. *Higher Education Research & Development*. Accepted 22 November 2020, and available online via: http://www.tandfonline.com/cher

2. **Little, D.**, Donnelli-Sallee, E. & Michael, R. (in press) SoTL and the humanities: Navigating Challenges, realizing possibilities. *Teaching and Learning Inquiry.* Accepted July 4, 2020.

3. **Little, D.** & Moore, J. (in press) A typology for catalyzing pedagogical change. In special issue Catalyzing pedagogical change: Exploring 'big ideas' that drive faculty development in international institutional contexts. *Hungarian Educational Research Journal*. Accepted December 1, 2020.

4. **Little, D.**, Caulkin, J. Kaldor, E. C., Wheeler, L. (in press) Fractal reflection: Cultivating community and meaning in a time of crises. In special issue, Educational Development in the Time of Crises. *To Improve the Academy*. Accepted December 21, 2020.

5. Overman, A.A., Xu, Q. & **Little, D.** (2020) 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*. *6*:1, 285-300. (Aug 15, 2019, online) http://dx.doi.org/10.1037/stl0000157

Presentations, Seminars and Workshops

This year, CFT faculty presented the following conference sessions:

1. **Bitting, K.**, Ryker, K., & Teasdale, R. (2021). TA Teaching Beliefs, Undergraduate Interest, and Learning in Introductory Geology Courses: Preliminary Results from the Pandemic. Poster presentation, X-DBER Conference (virtual), hosted by University of Nebraska, Lincoln.

2. Werts, S., Romulo, C., **Bitting, K.,** & Turner, R. (2021). Fostering Sustainability Out of a Pandemic: Pathways for Higher Education to Create a More Resilient Institution and Society. Discussion-based session, AAC&U Annual Meeting.

3. Teasdale, R., Ryker, K., & **Bitting, K.** (2020). Increasing the Level of Inquiry Laboratory Activities for Introductory Geology Courses. *Geological Society of America Abstracts with Programs, 52*(6).

4. **Bitting, K.,** Ryker, K., & Teasdale, R. (2020). Creating Inquiry Labs for Introductory Geology Courses. 3-morning workshop, Earth Educators Rendezvous Conference.

5. **Festle, M.J**. (2021) The Art of Asking Good Questions, workshop, *Teaching History Conference* (virtual) May 7, 2021.

6. Collins-Brown, E., Morrison, B., **Little, D**., **Bitting, K.**, Abbot, S. & Pollard, T. (November 2020) *Looking Inward, Thinking Forward: Models and Tools for Center Evaluation.* Virtual presented at the 45th annual, virtual conference of the POD Network.

7. **Little, D.** & Fleming, C.J. (September 2020) *Creating Evidence-Based Reflective Writing Assignments across Experiential Learning Opportunities*. Virtual asynchronous interactive session presented at the National Society for Experiential Learning Annual Conference.

Other workshops or plenaries

1. **Bitting, K.,** Romulo, C., Turner, R., & Werts, S. (Apr. 2021). Fostering Sustainability Out of a Pandemic: The Role of Teaching Centers and Faculty Developers. POD Network Earth-Centered Special Interest Group (SIG) webinar.
2. **Bitting, K**. (Apr. 2021). Experiential Learning Workshop Series: How to propel students into the outer limits of learning through facilitation? The Center for Teaching and Learning Excellence, Albertus Magnus College (virtual workshop).
3. **Bitting, K.** (Mar. 2021). Current Challenges in K-16 Geoscience Education: A Higher Education Perspective. Is Geology at A Crossroads? GSA Northeastern Section Meeting (virtual panel).
4. **Bitting, K.** (Nov. 2020). Introductory Geoscience Courses: Where have we been, where are we going, and how do we get there? UNC Chapel Hill Department of Geological Sciences Colloquium (virtual talk).
5. **Little, D.** & **Bitting, K.** (Oct. 2020). Applying Inclusive Principles in Your Teaching. Butler University College of Communication (virtual workshop).

Other related professional activity

Bitting, K., Geoscience Education Research Division, National Association of Geoscience Teachers
- Past President, October 2020-October 2021
- President, September 2019-October 2020

Bitting, K., Earth-Centered Special Interest Group, POD Network
- Programming Director, March 2021-November 2022
- Founding Leadership Collaborative Member, June 2020-February 2021

Bitting, K. Reviewer:
- National Science Foundation, 2020
- *Sustainability*, 2020
- *International Journal for Academic Development*, 2020 & 2021
- *Scholarship and Practice of Undergraduate Research,* 2020
- [Teaching with Online Field Experiences](#), NSF-Sponsored Activity Collection on *Teach the Earth*, 2020
- POD Network Conference, 2020
- Earth Educators Rendezvous contributed conference program, 2020

Little, D. Reviewer:
- Comenius Leadership in HE Fellows Grant proposal, Netherlands
- *International Journal for Academic Development*
- *To Improve the Academy*
- *Teaching & Learning Inquiry*
- POD Network Conference, 2020, 2021

Little, D. (25 November, 2020) "Episode 337: Authentic Assignments." *Teaching in Higher Ed* podcast, https://teachinginhighered.com/podcast/authentic-assignments/

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 since the pandemic started and out respect for the screemtime demands already on faculty and staff this year, we paused our planned surveys on consultations and midsemester focus groups, and will reschedule those in 2021-22, tailored to find out more about how effectively our pivots during the pandemic met faculty interests and needs. Below are included a few unsolicited responses to individual team members that are representative of the feedback received throughout the year; though ad hoc, these assessments echo feedback team members received throughout the year:

- "I wanted to thank you again for the help you gave me regarding the group dynamics in my class. By and large, your advice stopped the problems were having. […] I'm definitely going to re-think how I format and handle team assignments for the Fall. You gave me wonderful ideas to help with this."
- "I wanted to send you my gratitude for all your support this past year. Beginning with the CDI in August, I felt your willingness to guide and foster my transition to Elon. I appreciate all the time you gave to me to meet, chat, offer your insights, and offer feedback. I have grown as a teacher more than I ever could have imagined here at Elon and much of that growth ties directly back to you. Thank you!"
- "I found your words and ideas very helpful and…not cheering exactly (but what is right now?) but affirming and productive—giving me some ways to get out of my panic box and plan, and feel less alone about it."
- To end with a comment provided on the anonymous Assistant Provost evaluation process that highlights the work of the team during a challenging year: "Deandra and her team have done an INCREDIBLE job supporting faculty throughout COVID-19 and my teaching has actually *improved* due to her work during this time."

Upcoming Strategic Planning

CATL's Strategic Plan (summary of strategic directions below) was due to end in 2020-21, but given the circumstances, we have extended the 2016-2021 plan an additional year, and will spend next year building out a plan for 2022-2027. The Strategic Assessment Plan developed by the MHE CATL Graduate Intern in Spring 2020 will be incorporated into that plan.

Strategic Plan for 2016-2021, now 2016-2022

During 2016-22, 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.