



ELON
UNIVERSITY

CENTER FOR THE
Advancement of
Teaching and Learning



ANNUAL REPORT

2022-2023

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Letter from the CATL Team

Dear colleagues:

It was a time of growth and transition for us as several members joined CATL this past academic year. The energy, positivity, and responsiveness of the new team were visible throughout a time that produced many fraught conversations across the higher education landscape— particularly in relation to student disengagement, mental health and wellbeing, and the explosive arrival of ChatGPT into our classrooms. We spent the year thinking critically about what it means to (re)engage students and colleagues and how best to incorporate responsive and meaningful programming to support our colleagues.



This year, we worked intentionally to deepen collaborations with Belk Library, the Center for Writing Excellence, and the Office of Inclusive Excellence Education and Development while continuing to partner with Teaching and Learning Technologies to serve the needs of students and colleagues. We want to thank the Elon community for opening their classrooms to us and continuously being engaged with, thoughtful about, and dedicated to the student experience.

We look forward to 2023-2024, and are planning programming that seeks to be responsive, intentional, and informed by the evolving needs of you and the Elon students. We want to thank the Elon community for making this past year a blast, and we leave you with a collection of our own reflections.

As we revise our Mission, Vision, and Goals, we look forward to future strategic partnerships and to developing opportunities for colleagues to continue their growth in inclusive and evidence-informed teaching practices throughout their careers.

- **Olivia Choplin**, Associate Director

As I reflect on goals for next year- I look forward to continuing work focused on equity in STEM as well as supporting faculty across campus as we all continue to strive for new, innovative ways to engage and teach in and out of the classroom.

- **Jen Uno**, Associate Director

I spent time connecting with faculty who were thoughtfully considering how to create more inclusive curricular communities within their classrooms. I am looking forward to creating multimedia DEI resources for faculty and staff and curating a community of DEI campus experts that are committed to bring the *Boldly Elon* to life.

- **Vanessa Drew-Branch**, Pedagogy Fellow

During my first year at Elon, I met faculty, staff, and students who shine with an intellectual curiosity about teaching and learning that is inspiring. I look forward to continuing to be part of a thoughtful community during next academic year and supporting meaningful conversations.

- **Jill McSweeney**, Assistant Director

About CATL

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. Our 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, and students with whom we work and to ongoing assessment of Elon's local context, and
- 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 our mission, in accordance with our 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 CATL team has spent the 22 – 23 AY working towards developing a new three-year Strategic Plan. See page 14 for the new Mission, Values and Goals that will guide our upcoming work.

Executive Summary

June 2022

18th Annual (virtual) Teaching and Learning Conference draws **442** registrants.

Writing Residency Program hosts **4** Elon SoTL scholars.

August 2022

CATL welcomes **48** new full- and part-time faculty at our Course Design Institute & New Faculty Orientation sessions.

September 2022

CATL welcomes a new Program Coordinator and Assistant Director.



Donna Camp, new
Program Coordinator



Jill McSweeney, new
Assistant Director

February 2023

CATL, Belk Libraries, Teaching and Learning Technologies and Writing Across the University co-facilitate a widely attended campus workshop on AI and Higher Ed.

April 2023

CATL Teaching & Learning Grants and 23-24 Diversity & Inclusion Grants Awarded.

Celebrate SoTL co-sponsored with the Center for Engaged Learning and the Center for Research on Global Engagement.

July 2022

88 summer reading participants receive copies of *You are Your Best Thing: Vulnerability, Shame Resilience, and the Black Experience*, and *Creating Wicked Students: Designing Courses for a Complex World*.

September 2022

2023-2025 CATL Scholar announced as **Erin Pearson**, Assistant Professor of English.

October 2022

CATL co-sponsors a campus-wide workshop with the Gender & LGBTQIA Center on Pronouns and Gender in the classroom.

December 2023

2023 Winter Term Engagement Grants Awarded.

March 2023

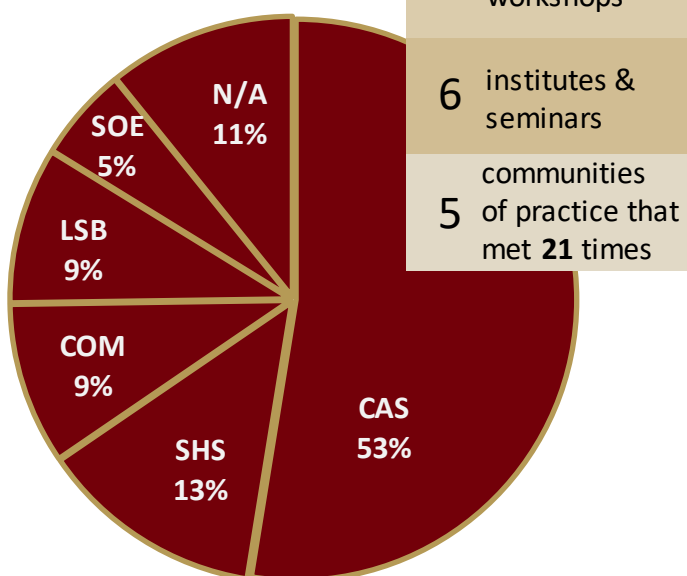
The Decolonizing our Pedagogies Community of Practice reads *Braiding Sweetgrass* and attends Robin Wall Kimmerer's talk at Guilford College.

May 2023

CATL celebrates the announcement of Associate Director, Olivia Choplin, being named Interim Director of CATL for 2023-24.

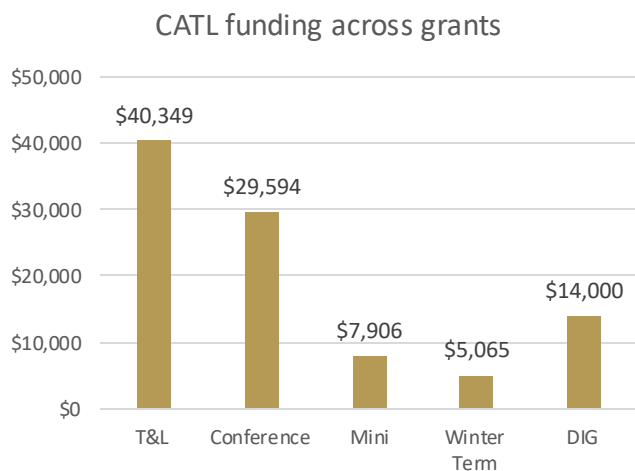
Workshops & Programs

In 2022-23, CATL offered a total of **41 workshops and programs** for **503 participants** across all Elon schools



Grants Awarded

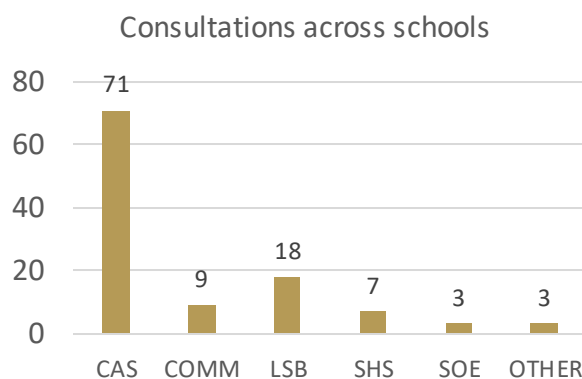
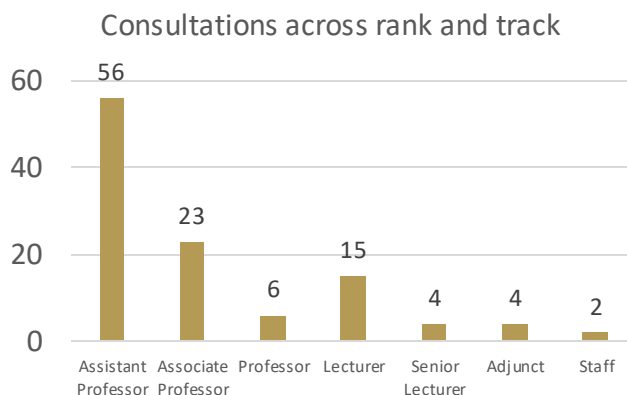
CATL awarded a total of **\$96,914** to support SoTL research, engaged teaching projects, and diversity and inclusion initiatives.



These awards supported a total of **83 unique projects** pursued by **100** faculty members, staff, and students.

Consultations & Classroom Teaching Observations

CATL faculty offered **114 consultations** reaching a total of **85 individual faculty and staff** across 6 schools and all faculty ranks and tracks.



On-Campus Collaborations

16 CATL faculty collaborated with campus partners on 14 programs or initiatives this year.

2+ Each with the Center for Engaged Learning, Teaching & Learning Technologies, Belk Libraries, Writing Across the University, Gender & LGBTQIA Center, Office of Inclusive Excellence, Education & Development, and Global Education.

1 Each with the Black Lumen Project, Center for Access & Success, Center for Research on Global Engagement, Elon Core, Academic Advising, Truitt Center, Office of Leadership & Professional Development, and the Kernodle Center for Civic Life.

General Teaching Support

CATL offers general teaching support in a wide range of ways, including one-on-one consultations, formative classroom observations, and mid-semester focus groups; workshops, reading groups, and institutes; and custom programs for individual departments or for the university as a whole.

Consultations, Observations, and Mid-Semester Focus Groups

CATL consultations are available to all faculty and teaching staff at the institution to support them in systematic reflection on any aspect of their teaching practice, from course and assignment design to pedagogy and assessment. CATL faculty also offer resources and evidence from research on teaching and learning to help support faculty in achieving their classroom goals.

114
Consultations &
Observations

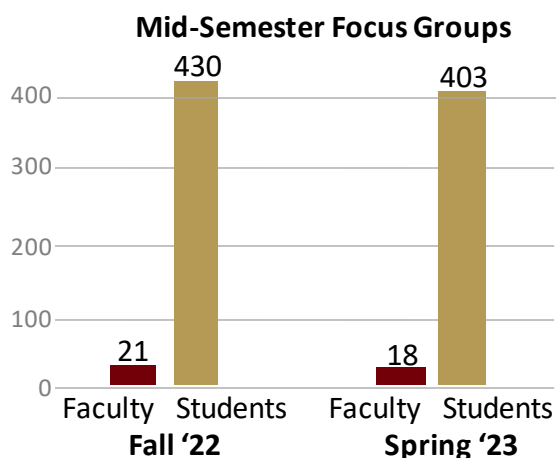
Common Topics

Teaching Strategies & Pedagogy (18)
Assessment & Assignment Design (13)
New Faculty Engagement (17)
Scholarship of Teaching and Learning (19)

Observations are a specific format of consultations in which CATL faculty join a class session taught by the faculty member to take notes on session dynamics such as equitable student

engagement, use of active learning methodologies, and many others. Those notes and the shared experience of the class session between the CATL faculty member and the faculty member requesting the observation ground a subsequent conversation about ways to further maximize faculty impact in the classroom.

Mid-semester focus groups are yet another type of consultation, in which CATL faculty structure the process of gathering anonymous feedback from one class taught by a requesting faculty member, then support the faculty member in analyzing and responding to that feedback in a follow-up meeting. This process allows faculty to gather in-depth information about the student experience of the class while changes are still possible (rather than at the end of the semester) and to gauge consensus on student preferences.



These services (like other CATL programs) are **formative** -- not evaluative -- in nature.

18th Annual Teaching & Learning Conference (co-sponsored by TLT)

Elon's 18th Annual Teaching and Learning Conference was held on June 6th, entirely online. The conference welcomed over **442 registrants** from more than **147 institutions** and organizations of higher learning and across the world.

In addition to synchronous attendance, registrants could access recordings for six months, allowing them to revisit sessions while planning fall courses.

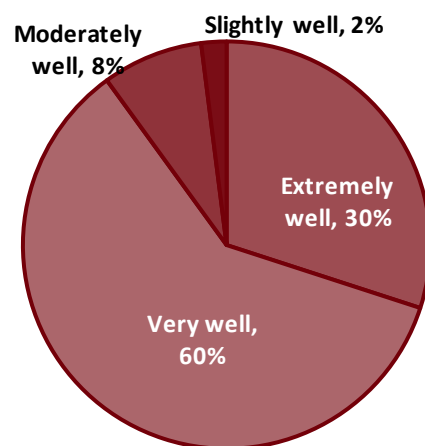
The conference theme, *Educating Engaged Citizens for an Uncertain and Changing World*, asked speakers and attendees to consider how we can approach teaching, curricula, and courses in a way that best supports students to become engaged and critical citizens. The keynote address by Dr. Paul Hanstedt, the founding Director of the Houston H. Harte Center for Teaching and Learning at Washington & Lee University in Virginia saw over 180 attendees and was watched over 90 times after the conference ended.



Paul Hanstedt, Ph.D.

Most participants who completed the conference feedback felt that the conference met their expectations very or extremely well.

"[It's] exciting and validating to be with colleagues who care so deeply and openly about teaching and creating liberatory learning experiences for students and colleagues alike." – 2022 attendee



Open-Attendance Programming

CATL offers programming to all Elon faculty and teaching staff -- from 60-75 minute workshops and reading groups (18 in AY '22-23) to full-day or week-long institutes and seminars (6), such as our annual Writing Residency. Communities of practice (5) convene several times over a semester to explore a particular topic such as assignment alignment, scholarship of teaching and learning (SoTL), or alternative grading strategies.

"[CATL facilitator] did an amazing job providing resources, leading discussions, encouraging participants to apply the discussion material in their own projects, and fostering a circle of accountability partners." –spring 2022 community of practice participant

Programming for Stages of Faculty Careers

Recognizing that faculty needs and interests shift and grow across the arc of their careers, CATL provides support for faculty throughout their time at Elon with particular attention to transitional moments, such as entering the institution or after receiving promotion.

Programming for new faculty begins in August, with the CATL New Faculty Course Design Institute, which drew 24 participants in 2022; our day-long in-person New Faculty Orientation during Planning Week, which welcomed 32 new full-time faculty; and our virtual New Part-Time Faculty Orientation, which welcomed 15 new part-time faculty. CATL's new faculty orientation program included monthly sessions on topics from inclusive teaching and advising to writing a faculty annual report (aka a "Unit 1"), as well as a fall reception and a special college coffee gathering for faculty in their first three years.

"This really helped me feel invested in university community"—2022 new faculty program attendee

The **Post-Promotion Orientation Retreat** happens each May, helping newly-promoted Associate Professors, Full Professors and Senior Lecturers reflect back on their careers and consider their goals for the future as they navigate the transition. This year's two half-day post- promotion orientation programs drew a cumulative 20 faculty, followed by fall discussions with a smaller subset of 6 participants.

Custom Workshops for Departments and Programs

Upon request, CATL faculty can create custom workshops on specific pedagogy topics of interest for a department or program, facilitate conversations on teaching and learning topics, or provide structure and support for curricular redesign initiatives.

"The discussion definitely made me feel like I'm not alone in some of the challenges I face in the classroom. Both the book and discussions helped me think of ways to improve or connect more to myself as a teacher and my role in the classroom." –2023 'The Courage to Teach' Community of Practice member

In 2022-23, custom workshops engaged departments in conversations on topics such as:

- Universal Design for Learning,
- Facilitating Active and Engaged Learning in your Classroom, and
- The implications of ChatGPT in your teaching and student learning.

To request a custom workshop or facilitated discussion for your department or program in 2023-24, email CATL@elon.edu.

Grant Programs

CATL offers a number of grant programs to support faculty in a broad range of teaching-related ways, from two-year **CATL Scholars projects** in the scholarship of teaching and learning (SoTL) to **mini-grants** and **winter term engagement grants** supporting course-related student engagement, to **conference reimbursement grants** that allow faculty to attend national or international teaching conferences and present their SoTL projects.

Courtney Liu practiced original Broadway content to teach students about the multicultural and intersectional identities of choreographic cannon.



“Overall, a great time...new connections and potential partnerships. Thanks to CATL for the opportunity to attend.” –Monica Burney, conference travel reimbursement grant recipient.



Cyra Kussman had the inaugural ABSN class engage with an Oscar-themed escape room as an assessment tool.



April Post’s SPN 2010: *Mysteries of the Spanish-Speaking World* course learned about the cultural significance of alpacas to Peru.



Raj Ghoshal used a CATL mini-grant to support a tour of Greensboro’s International Civil Rights Museum for his course, SOC 2210: *Rethinking Race*.



“I just want to say that I appreciate the CATL team’s support for this conference. The funds are helpful in making sure that I could attend a conference that offers so many sessions for learning and teaching.” –Daniel Haygood, CATL Conference Reimbursement Grant recipient



(re)Engaging Faculty

This year we partnered with graduate students from Elon's Masters of Arts in Higher Education program who explored how CATL can best (re)engage faculty: **53** faculty across all schools were surveyed, and three in-depth faculty interviews were conducted to inform their final recommendations.

Recommendations

- **Scaffold content.** Offering programming that progresses in depth and complexity.
- **Relevant and timely content.** Offer sessions that cover current and emerging issues, in formats that allow for faculty discussion and sharing of current experiences.
- **College Coffee and CATL Conversations.** Given that faculty are busy, CATL might host an informal space for dialogue and sharing during College Coffee, a time when faculty are already encouraged to not schedule meetings.

It would be cool to have a series where you attend each and it builds ...[from] beginner, intermediate, advanced so that I can make choices that align with my knowledge level .
—Survey Respondent

Any kind of assignment or syllabus template is incredibly helpful for junior folks creating new courses semester-after-semester who want to experiment with new pedagogical practices, but don't yet know what framing works best.

— Survey Respondent

- **Categorization.** Develop an online “CATLog” of resources that provide foundational, advanced, and current topics, and is organized based on topic areas.
- **Recorded Sessions.** Provide asynchronous access to CATL events and workshops, which allow for flexibility of engagement.
- **Toolkits.** Offer templates that incorporate best practices but are flexible for faculty from a variety of disciplines and contexts to use.



The full report can be found at [here](#) on the CATL website.



We would like to extend our gratitude to Kelsey Baron, Martha Lopez Laviás, Odaly Rivas, and Amy Smith for all their hard work and partnership.

Engaging Faculty in DEI Programming

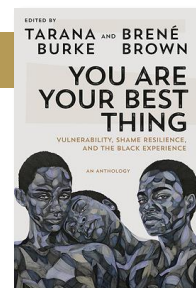
CATL continued to develop and facilitate programming throughout the 22 – 23 AY focused on diverse, equitable, and inclusive practices and pedagogies.

New Faculty Orientation

As part of CATL's annual New Faculty Orientation, eight campus partners, including the Truitt Center, Counseling Services, the Office of Inclusive Excellence Education and Development, and International Student Services were invited to co-lead a workshop on inclusive teaching practices and the impact on student experiences and classroom climate.

CATL's Summer Book Read

CATL's Pedagogy Fellow, Dr. Vanessa Drew-Branch hosted a two-part discussion series on Tarana Burke's *Your Are Your Best Thing: Vulnerability, Shame Resilience, and the Black Experience*.



Decolonizing our Pedagogies

This year, CATL teamed up with over 10 faculty from across departments to engage in a community of practice centered around anti-colonial pedagogical and personal practices. In addition to a book discussion, the group developed personal commitment and accountability statements, with the goal of sharing this work with the campus community in a workshop during the 23-24 AY.

Inclusive Course Design Workshop Series

CATL developed and facilitated a four-part workshop series for over 15 Elon and Alamance Community College STEM faculty. Workshops included topics such as the fundamentals of course design through an inclusive lens, developing equity-minded learning outcomes, and engaging and assessing learning for all students.

Campus Collaborations

CATL co-sponsored and co-facilitated a range of workshops and speakers over the 22-23 AY. These included working with Teaching and Learning Technologies, and Dr. Melissa Scales (Physical Therapy) facilitating a workshop on the topic of Universal Design for Learning for faculty across the School of Health Sciences, as well as partnering with the Gender and LGBTQIA Center on the use of pronouns in teaching.



CATL, the Office of Inclusive Excellence Education and Development, Student Life, Black Employee Resource Group, and Black Lumen Project co-sponsor Dr. Wilson Kwamogi Okello's talk, "*Epistemic Asphyxiation: Whiteness, Academic Publishing, and the Suffocation of Black Knowledge Production*".

Elon Diversity & Inclusion Grants (DIGs) for 2023-24

Since Spring 2011, teams of up to five Elon faculty and staff from across the university have been awarded grants to develop and implement strategies to infuse their curriculum and pedagogies with the best practices related to diversity, equity and inclusion. These awards support research, implementation, and assessment phases of projects intended to meet a range of DEI-focused curricular or pedagogical goals.

Next year's teams include:

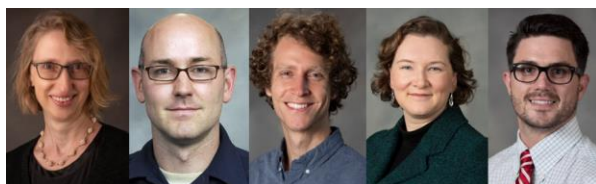


Psychology faculty **Anne-Marie Iselin**, **Adam Kim**, and **Will Schreiber** received a *Phase II* grant to extend their project to develop a cohort experience focused on social justice for psychology students.

Shannon Duvall, **Elizabeth von Briesen**, **Richard Dutton**, and **Scott Spurlock** from Computer Science are integrating Culturally Responsive Teaching practices by developing a range of diverse course assessments that will connect content with students' unique lived experiences.



Lina Kuhn, **Patrick Rudd**, **Shannon Tennant** and **Paula Patch**, collaborators from English, Belk Library, and Core Curriculum are continuing work on their DIG project with a *Phase II* grant, where they will create a community of practice with COR 1100 faculty to explore how bias and privilege in systems of information can be integrated into first-year pedagogies.



Faculty in Environmental Sciences and Political Science and Policy Studies, **Amanda Chunco**, **Ryan**

Kirk, **Jacob Rutz**, **Kelsey Bitting**, and **Aaron Sparks**, project will use surveys and focus groups with Elon ENS majors, potential majors, and ENS alumni to explore perceptions of departmental climate and sense of belonging.



View final reports for this year's completed CATL DIG grant projects at <https://www.elon.edu/u/academics/catl/inclusiveteaching/what-do-we-teach/diversity-and-inclusion-grants/>

CATL Scholarship

2021-22 Research Publications by CATL Faculty

Joy, P., & **McSweeney-Flaherty, J. M.** (September 2022). Moving Dietetics Forward with Queer Pedagogy: A Post-Structural Qualitative Study Exploring the Education and Training Experiences of Canadian Dietitians for LGBTQ Care. *Journal of the Academy of Nutrition and Dietetics*, 122(10), 1876 – 84.

Kennie-Kaulbach, N., Gormley, H., **McSweeney-Flaherty, J.M.**, Cassidy, C., Kits, O., Trenaman, S., Isenor, J.E. (December 2022) Supporting interprofessional collaboration in deprescribing: Needs assessment for an education program. *Journal of Continuing Education in the Health Professions*.

Ostrowdun, C., Scholz, K., Chittle, L., Tran, L., Woolmer, C., **McSweeney, J.**, Barrette-Ng, I., Carroll, H., Sibbald, K., Aizenobie, A., McCollum, B., Rowland, C., McBride, B., & Foster, C. (2023). Supporting equity in online learning during COVID-19. In Online learning, open education and equity in the age of COVID. Athabasca University Press. [In-press].

McSweeney, J.M. & Schnurr, M. (2023). Can SoTL generate high quality research while maintaining its commitment to disciplinary inclusivity? *International Journal for the Scholarship of Teaching and Learning*. [In-press].

Conference Presentations

Green, D. & **Little, D.** (June 2022) Integrity for educational developers: Can the centre hold? Biennial conference of the International Consortium for Educational Development. Aarhus, Denmark.

Kaldor, E., Wheeler, L., **Little, D.**, Caulkins, J. & Grupp, L. (June 2022) Fractal Reflection: A Novel EdDev Research Methodology. Biennial conference of the International Consortium for Educational Development. Aarhus, Denmark.

Gillis, E., Moore, R., & **McSweeney, J.** (August 2022). Exploring how student ratings of instruction data are being utilized for research on teaching and learning. Bluenotes Global 2022. Chicago, Illinois.

McCollum, B., Barrette-Ng, I., Carroll, H., Maher, P., **McSweeney-Flaherty, J.**, Woolmer, C., Wuetherick, B. & Tran, L. (October 2022). Supporting equity in online learning during COVID-19. ISSOTL Conference. Kelowna, British Columbia.

Choplin, O. (October 2022). Intercultural Learning via the Study of Québec in an Intermediate French Course American Council for Québec Studies Biennial Colloquium, Baltimore, MD.

Conference Presentations (continued)

Green, D. & Little, D. (November 2022) Re-centering our Integrity in a Time of Instability. Presented at the 47th annual POD Network Conference, Seattle, WA.

Grupp, L., Landy, K., Little, D., Tapp, S., & Hurney, C. (November 2022) Re:Claiming Our Joy through Intentional Reflection, Dialogue and Choice. Presented at the 47th annual POD Network Conference, Seattle, WA.

McSweeney, J. & Baecher, L. (November 2022). Understanding the ethical principles of the scholarship of educational development. POD Network Annual Conference[Online].

Other Scholarship

McSweeney, J. (August 2022). Teaching 101 for Teaching Assistants and New Instructors, Nipissing University, [Invited Speaker].

Bruff, D. Ewell, E., & Uno, J. (October 2022). Episode 2 – Rethinking Student Engagement, Post-COVID. *Limed: Teaching with a Twist*. [PodCast].

Smith, S., McSweeney, J., Spurlock, S. & Wyatt, C. (December 2022). Episode 4 – PowerPointers: Making the Most of Slide Decks. *Limed: Teaching with a Twist*. [PodCast].

Maynard, T., McSweeney, J., Spencer, J. & Weaver, A. (March 2023). Episode 7 – Gamifying Multimedia Writing. *Limed: Teaching with a Twist*. [PodCast].

Burnham, M., Choplin, O., Fayne, M., & Pipe, L. (April 2023). Episode 8– Demonstrating Knowledge Using Oral Assessments. *Limed: Teaching with a Twist*. [PodCast].

Strategic Planning

As part of envision a three-year strategic plan, the CATL team revised the center's mission, guiding values, and goals.



Vision

Founded in 2005, Elon's Center for the Advancement of Teaching and Learning (CATL) serves as a catalyst for effective, inclusive, intentional teaching and engaged learning by fostering a community where teaching and learning—and learners and teachers—thrive.



Mission

Through educational development programming and consultations, the CATL team engages Elon teacher-scholars in life-long learning about intentional, evidence-based, and inclusive practices and supports University-wide initiatives related to high-impact, engaged, and experiential learning.



Guiding Values

CATL faculty and staff work according to shared VALUES, in keeping with the Ethical Guidelines for Educational Developers (developed by the national professional organization for centers for teaching and learning). All programs and services are:

- confidential, voluntary, and formative, not evaluative;
- intentional in their creation of a collegial environment of mutual respect and care for all parties involved;
- grounded in evidence drawn from scholarship 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; and
- inherently collaborative and responsive to the broad needs, dynamic contexts, and evolving research that frame and surround teaching and learning locally, nationally, and globally.





Goals

1

Develop annual and responsive programming that encourages and supports evidence-based, inclusive, and equitable teaching and learning practices and critical reflection, paying particular attention to departmental and disciplinary learning environments.

2

Assess and broaden participation across departments, schools/colleges, and career stages in educational development programming that foregrounds learning throughout all stages of faculty growth and professional development.

3

Model, promote, and guide equitable and inclusive practices responsive to evolving and diverse learners and learning needs in all our programming.

4

Strengthen existing and develop new flexible and reciprocal collaborations with internal and external partners through sustainable frameworks/approaches that balance innovation, creativity, and impact.

5

Assess and enhance communication strategies to continue serving as a hub for teaching and learning resources for the Elon community.

6

Conduct and share ongoing assessment of CATL's work and impact, with particular emphasis on applying a critical lens to center work to ensure equity-centered and justice-focused practices.

7

Actively contribute to national and international dialogue and scholarship about teaching and learning and educational development.

8

Increase the capacity for educational development work on campus and beyond by supporting a community of institutional leaders and instructors who actively engage and promote the practice of educational development.