



ELON
UNIVERSITY

CENTER FOR THE
Advancement of
Teaching and Learning



ANNUAL REPORT

- 2023 / 2024 -



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elon.edu/u/academics/catl/

WELCOME!

Welcome to the **2023 - 2024 Annual Report** for the Center for the Advancement of Teaching and Learning. This document is meant to capture a broad overview of the work the center conducted over the academic year, and highlight how faculty have engaged in teaching and learning. Throughout you will find ways in which we share with you, the reader, the impact of CATL's work this past year, insight into our rich collaborations across campus, and the dedication of the Elon community to creating an inclusive and engaged learning experience for all students.

Our hope is that you might find inspiration in the stories enclosed, and a space for you to engage with us, the CATL team, on your teaching journey.

If you have any questions or would like to reach out to speak to someone at CATL, please email catl@elon.edu.



HIGHLIGHTS FROM THE CATL TEAM



“—

The 2023-2024 year was a year of transition for CATL during my time as Interim Director. I'm proud of how the team came together and developed new programming responsive to faculty needs and in alignment with our strategic planning, particularly the *Inclusive Teaching Certificate*. We nurtured and solidified collaborations across campus with Teaching and Learning Technologies, the Office of Inclusive Excellence Education and Development, Belk Library, and the Isabella Cannon Global Education Center. I look forward to seeing how the seeds we planted in 23-24 grow and blossom in the future.

—*Olivia Choplin (Associate Director)*

“—

Working at CATL for a second year has been incredibly fulfilling. I am proud of the development of the *Inclusive Teaching Certificate* and the collaborative efforts with faculty across campus to enhance their teaching practices. It is such an honor to work with so many dedicated faculty and staff across our campus. My experiences in CATL have deepened my commitment to fostering an inclusive and equitable environments in and out of the classroom.

—*Jen Uno (Associate Director)*

“—

Thank you to my CATL colleagues, faculty peers, and the campus community for making the 23 - 24 AY one of growth, inspiration, collaboration, and care. Every day I am thankful that I am part of a campus that values student learning, works together to create a place of equity-minded teaching, and continuously comes out to support each other. I can't wait for another year to show you my appreciation, and to cheer you on as we all flourish.

—*Jill McSweeney (Assistant Director)*

OUR 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.

OUR MISSION

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

OUR 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,
- inherently collaborative and responsive to the broad needs, dynamic contexts, and evolving research that frame and surround teaching and learning locally, nationally, and globally.

A Year at a Glance

June 2023

19th Annual (virtual) Teaching and Learning Conference draws 328 registrants.

Writing Residency Program hosts 11 Elon SoTL scholars.

August 2023

CATL welcomes 68 new full- and part-time faculty at our annual Course Design Institute & New Faculty Orientation sessions.

October 2023

In partnership with Disabilities Resources and the Provost Office, CATL invites Dr. Adam Lalor from Landmark College to give a day-long retreat on Universal Design for Learning and Teaching.

February 2024

Dr. Sarah Rose Cavanagh visits campus to speak with 41 faculty and staff about her book *Hope in a Time of Monsters: Supporting Faculty & Student Mental Health*.

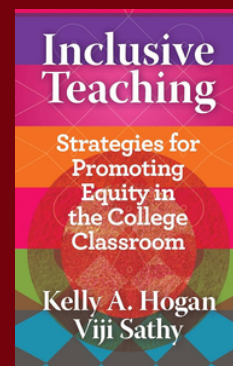
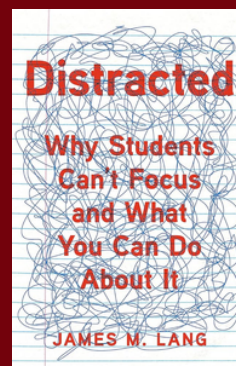
10 faculty participate in the Pedagogical Wellness Scholars program, co-developed and delivered by CATL and Faculty Fellow, Dr. Svetlana Nepocatych.

April 2024

The campus community attended a panel on AI & Ethics co-sponsored by Data Nexus, CATL, the Center for Writing Excellence, and the Provost's Office.

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 2023

133 summer reading participants receive copies of *Distracted: Why Students Can't Focus and What You Can Do About it* and *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*.

September 2023

2024-2026 CATL Scholar announced as **Amanda Chunco**, Associate Professor of Environmental Studies.

January 2024

CATL and OIEED launch the first cohort of the Certificate of Inclusive Teaching to 31 faculty.

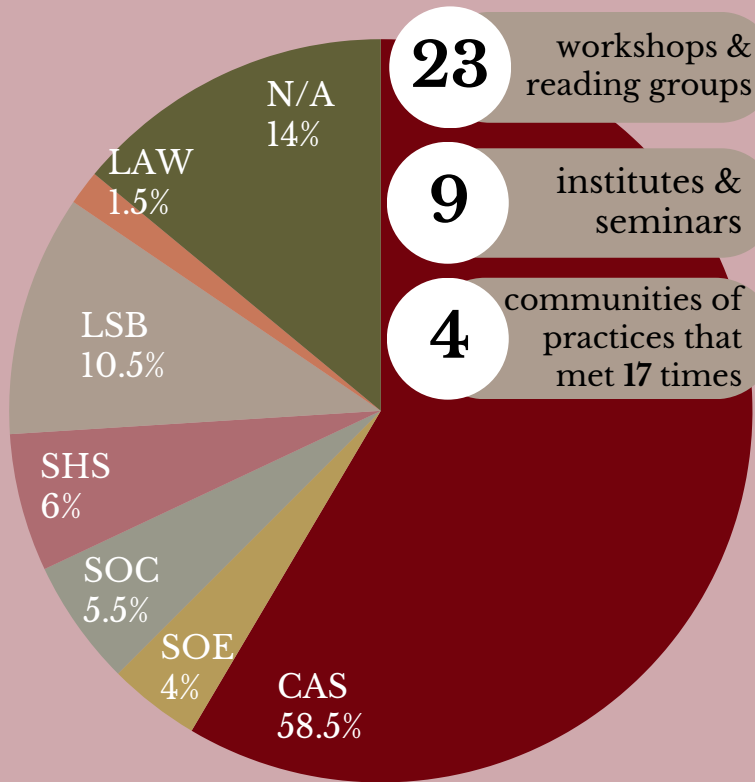
March 2024

Dr. Paula Rosinski (Director of Writing Across the University) and Dr. Jill McSweeney (Assistant Director, CATL) worked with a team of Masters of Higher Education students on their capstone project exploring the student experience and opinion of AI at Elon.



WORKSHOPS & PROGRAMS

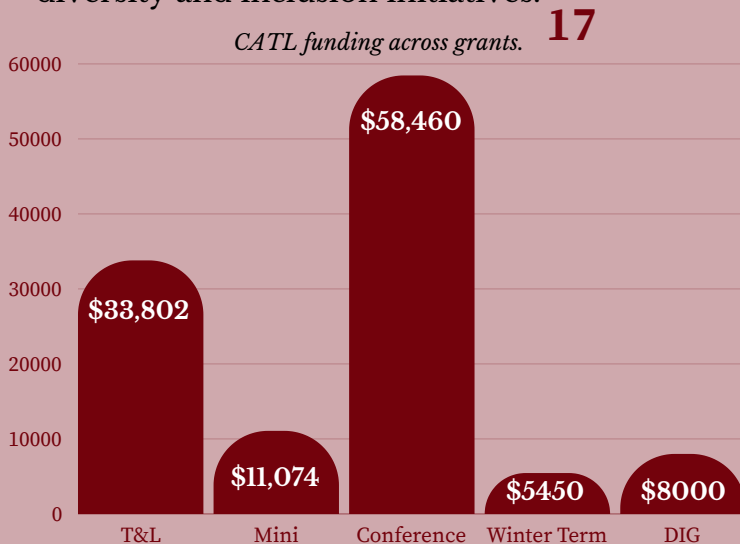
In 2023-24, CATL offered a total of **53 workshops and programs** for **469 participants** across all Elon schools.



GRANT AWARDED

CATL awarded a total of **\$116,786** to support SoTL research, engaged teaching projects, and diversity and inclusion initiatives.

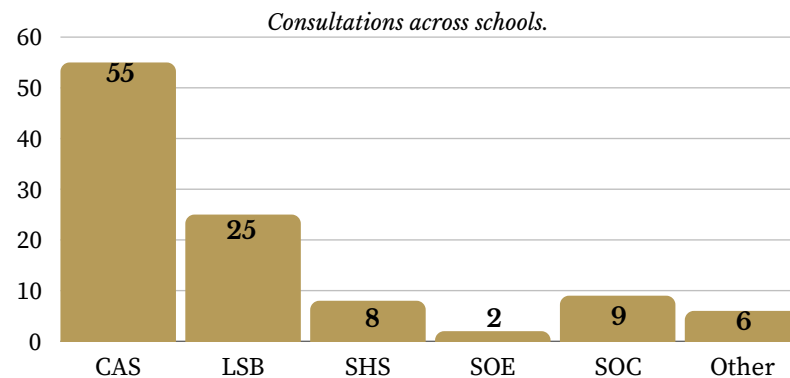
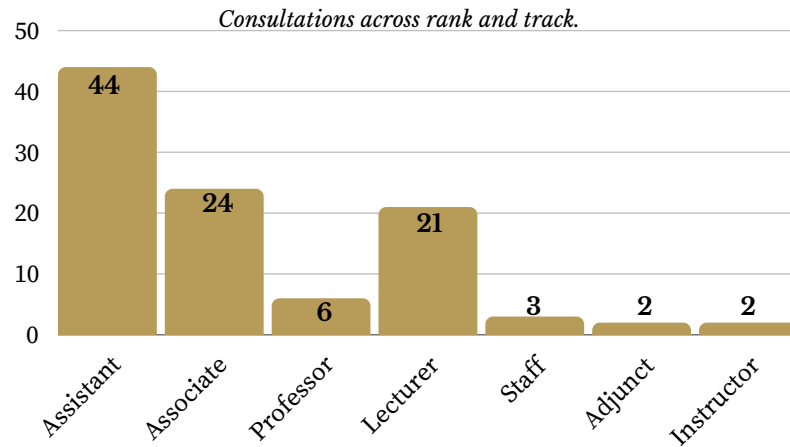
CATL funding across grants.



These awards support a total of **92** unique projects pursued by **98** faculty members, staff, and students.

CONSULTATIONS & CLASSROOM TEACHING OBSERVATIONS

CATL faculty offered **130 consultations** reaching over a total of **105 individual faculty and staff** across 6 schools and all faculty ranges.



ON-CAMPUS COLLABORATIONS

17

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

Each with the Provost Office, 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, Disabilities Resources.

2+

Each with Center for Research on Global Engagement, Elon Core, Academic Advising, Truitt Center, Office of Leadership & Professional Development, the Kernodle Center for Civic Life, and Data Nexus.

1

GENERAL TEACHING SUPPORT

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.

23

scholarship of teaching and learning

19

instructional approaches & pedagogy

16

new faculty engagement

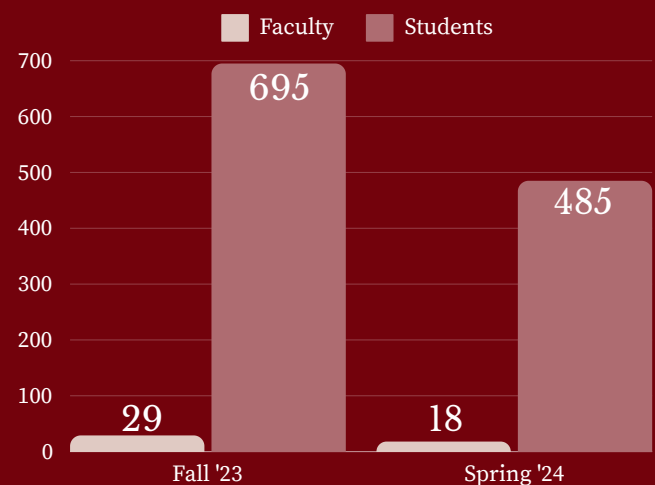
Mid-semester focus groups are yet another type of consultation, in which CATL faculty structure the process of gathering anonymous feedback from one class taught by a requesting faculty member, then support the faculty member in analyzing and responding to that feedback in a follow-up meeting. This process 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.

130

consultations & observations

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 across academic terms.



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.

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 **48** participants in 2023; our day-long in-person New Faculty Orientation during Planning Week, which welcomed **37** new full-time faculty; and our virtual New Part-Time Faculty Orientation, which welcomed **13** 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.

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 9 faculty, followed by fall discussions with a smaller subset of 5 participants.

“

I think it's amazing that we are being exposed to all the support and guidance available at Elon

Custom Programming

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.

In 2023-24, CATL provided custom programming on topics such as:

- Supporting faculty who teach within the first-year experience,
- Student, faculty and staff mental health,
- Pedagogies of wellness, and
- Inclusive and equity-minded course design.

To request a custom workshop or facilitated discussion for your department or program in 2024-25, email CATL@elon.edu.



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.

Students in "Hamilton and History: Telling Founding Stories" visited the Guilford Courthouse National Military Park and were treated to a first-hand view of a Revolutionary War battlefield.

Caylin Carbonell
History & Geography
\$400 Winter Term



Elizabeth van Horn
Nursing
\$500 Mini-grant

Students practice nursing skills with task trainers purchased with a CATL mini-grant.

Elon Diversity & Inclusion Grants (DIGs) for 2024-25

Nursing, Religious Studies

This team will embed DEI principles into the School of Health Sciences healthcare curriculum by raising awareness of the intersections of faith and health and their impact on clients' healthcare decision-making. They will develop training modules that allow students to earn a micro-credential badge in "religion and faith consciousness" that will appear on their Elon Experiences Transcript. Through modules titled 'Religion and Healthcare Decision-Making', and 'Religion, Intersectionality and Healthcare Equity', students will develop skills and strategies to create inclusive client-centered care environments that honor clients' religious beliefs, racial backgrounds, and gender identities.



Jeanmarie Koonts, Brian Pennington, Helen Orr

Physician Assistant, Nursing, Physical Therapy

Morbidity from diabetes in the Latinx community in Alamance County is 21.6/100,000 deaths. This interprofessional community-based project will embed DEI pedagogy into SHS curricula by exposing students to clients with diabetes in a Latinx community center. The goal is to assist clients in managing diabetes within a safe, socially supportive, non-traditional environment. For students, it creates a community engagement opportunity that promotes understanding of patient centered care and DEI in population based healthcare and professional identity development affective learning curricula. This unique pilot project emphasizes diabetes support through promoting patient self-care utilizing a "coffee club".



K. Alexis Moore, Jeanmarie Koonts, Crystal Ramsey, Steven Bailey

Good Trouble: Inclusive Teaching and Classroom Community

A video series by Dr. Vanessa Drew-Branch
Associate Professor of Human Services Studies & CATL Pedagogy Fellow



Dr. Vanessa Drew-Branch spent the last year crafting, honing, and wielding the *force* - that is, the force of inclusive teaching! As a CATL Pedagogy Fellow, Dr. Drew-Branch's teaching, scholarship and professional activity focuses on supporting equity for historically marginalized groups. Noticing a gap in engaging, accessible, and practice-focused resources for Elon faculty, she decided to embark on her journey in a classroom room (not that) far far away...

Good Trouble: Inclusive Teaching and Classroom Community is a compelling video series dedicated to enhancing educational practices by fostering inclusivity and community within the classroom. The first season of the Good Trouble CATL series delves into the JEDIB principles of, justice, equity, diversity, inclusion, and belonging, to provide educators with practical strategies to create an environment where every student feels valued and included. Through a combination of expert interviews and actionable insights, the Good Trouble showcases how teachers can address diverse learning needs, dismantle systemic barriers, and promote a culture of mutual respect and collaboration. Each episode explores different aspects of inclusivity, from culturally responsive teaching methods to the integration of JEDIB, ensuring that educators are well-equipped to support all students.

The series also emphasizes the importance of building a strong classroom community, where students are encouraged to share their perspectives and engage in meaningful dialogue. By highlighting real-world examples and success stories, the Good Trouble series inspires teachers-scholars to cultivate a classroom atmosphere that not only acknowledges but celebrates diversity. The video series underscores that effective inclusive teaching goes beyond curriculum adjustments; it involves creating a supportive, responsive, and dynamic learning environment. With its focus on practical application and ongoing professional development, Good Trouble serves as a valuable resource for educators committed to fostering a more inclusive and connected classroom community.





This year CATL and the Office for Inclusive Excellence Education and Development teamed up to pilot an **Inclusive Teaching Certificate Program**. 31 faculty across all six schools participated in learning that focused on reflecting on individual, disciplinary, and institutional positionality and their influence on our teaching practice. The program aimed to contribute to campus-wide efforts promoting an equity-minded culture both within and beyond departmental communities.

Faculty worked through a 15-week program that included a Massive Open Online Course (MOOC) and then engaged either in-person or asynchronously with discussion that focused on integrating DEI frameworks into personal teaching approaches.

Participants in the program indicated that the certificate *“provided an environment for my definitions to evolve for how I will think, create, teach, and engage with inclusivity”* and *“I did really value the discussions from those outside of my discipline. They helped me to contextualize, explain, and recognize issues within my discipline that I had not previously considered in depth.”* The graduates celebrated in May, where they were awarded a certificate of completion and a special acorn pin. Faculty from the first cohort will lead a community of practice this fall for their cohort peers to continue course design work related to their Certificate learning experience.

A second iteration of the program will begin in the fall with a new cohort of faculty working to move beyond checking boxes around DEI work and instead working to develop an ecosystem of DEI engagement and efforts on across our campus.





DIRECTOR SEARCH

From a pool of highly-qualified and inspiring candidates, the Center for the Advancement of Teaching and Learning is happy to announce the successful hiring of its new Director, Dr. Sarah Bunnell, who begins her work on July 1st. Dr. Bunnell comes to Elon from Amherst College, where she served as the Associate Director and STEM specialist in the Center for Teaching and Learning. Holding a Ph.D. in Developmental and Cognitive Psychology, prior to her role at Amherst, Sarah taught psychology at Ohio Wesleyan University from 2011-2018. Past- President of the International Society for the Scholarship of Teaching and Learning (ISSoTL), Sarah brings a wealth of experience in educational development and in the scholarship of teaching and learning to Elon. She has authored or co-authored more than twenty peer-reviewed articles, given more than twenty invited keynotes and workshops, and in 2023 published the book *Being Human in STEM: Partnering with Students to Shape Inclusive Practices and Communities* with Stylus Publishing. We are delighted to welcome Sarah to Elon!



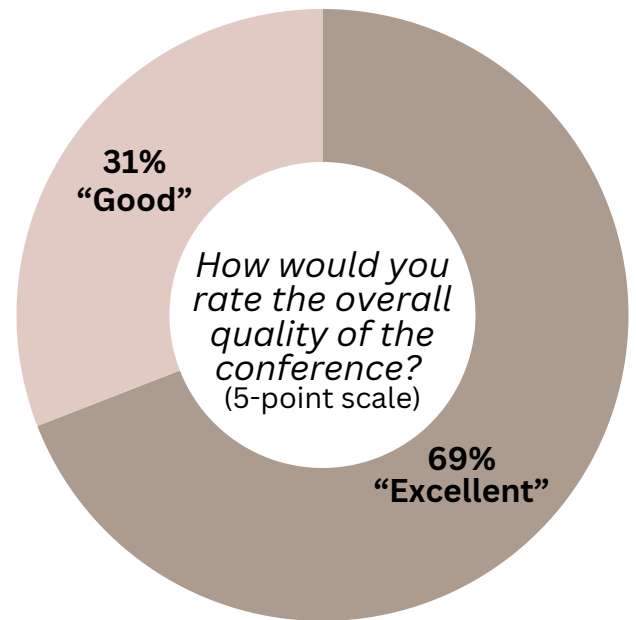
It was an **amazing conference** to attend and it met my expectations far and beyond. I definitely will be using some of the sessions' pedagogy methods in my fall semester courses.



I learned something from each session I attended. It **sparked ideas** for keeping students engaged this fall. I've already made some changes to my fall courses.



The most valuable part of the conference for me was **connecting** with faculty and staff from around the world.



The **breadth of topics** and the focus on not only supporting teaching/students, but also on supporting ourselves and colleagues.

19TH ANNUAL TEACHING AND LEARNING CONFERENCE

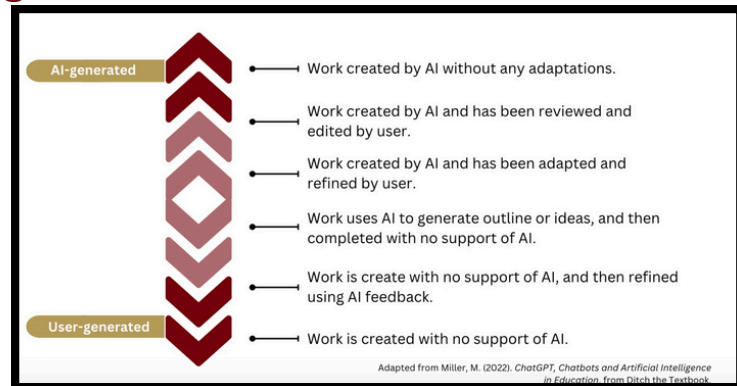
CATL once again co-sponsored its annual teaching and learning conference with Teaching and Learning Technologies in June of 2023. 2023's theme was "*Critical (re)Engagement: Transformative Teaching and Learning for a 'New Normal,'*" with 27 presentations and 298 attendees across more than 75 institutions world wide. For the first time since the conference became an online event, Elon hosted the keynote speaker, Dr. Mays Imad, for an in-person workshop the following day for local educational developers. Dr. Imad urged faculty and educational developers to be

mindful of the central role mental health plays in student and faculty thriving. She encouraged attendees to center the humanity of all members of the campus community and to continue to seek to achieve more equitable higher education ecosystems for all. The faculty plenary panel, including insights from Dr. Jessica Navarro, Dr. Mustafa Akben, and Dr. Pratheep Paranthamam, demonstrated the creative ways that Elon faculty members leverage technology to engage their learners within and beyond the classroom.

NEW TEACHING SUPPORTS

Artificial Intelligence and Your Teaching

In Fall 2023, CATL launched a new online resource to support faculty with the integration of artificial intelligence in their classrooms. The site offer resources for bringing AI into assessments and learning activities, navigating the creation of an AI statement in a syllabus, and how to discuss AI with students.



Visit the [Artificial Intelligence and Your Teaching](#) website.

Same newsletter, fresh look!

CATL worked to spruce up the biweekly newsletter. Continue to watch your inbox so you can learn about upcoming workshops, seminars, and programming; helpful resources and CATL support; campus partnerships; funding opportunities; and useful podcasts and articles.

The screenshot shows a newsletter titled "CATL'S SUMMER READS" with a sun icon. It features a photo of a building and the ELON UNIVERSITY logo. The text promotes two summer reads: *Radical Hope: A Teaching Manifesto* by Kevin M. Gannon and *Grading for Growth* by David Clarke and Robert Talbert. It encourages signing up before May 6th, 2024, to receive a physical copy of one of the books. The CATL Team is credited.

Join us for two exciting reading opportunities this summer! The first of CATL's summer reads is *Radical Hope: A Teaching Manifesto* by Kevin M. Gannon who will be the keynote speaker at the upcoming 20th Teaching and Learning Conference in August. The second is *Grading for Growth* by David Clarke and Robert Talbert. **Sign-up before May 6th, 2024 to receive a physical copy of one of the books.**

CATL Team

CATL'S SUMMER READS

Higher education has seen better days. Harsh budget cuts, the

CATL SCHOLARSHIP

2023 - 2024 Research Publications by CATL Faculty

Choplin, O. & Ford, E. (2024). Student-Faculty Partnerships as Intercultural Encounters: Co-constructing the Pathways to Global Learning. *Frontiers: The Interdisciplinary Journal of Study Abroad*. 36(1), 531-562.

McSweeney, J.M., & Moore, R. (2023) Understanding the impact of COVID-19 on the work of Educational Developers. *International Journal of Academic Development*.

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*, 17(1), 4.

Conference Presentations

Morrison, S. & McSweeney, J. (2023). *Where Teaching and Learning Happens Matters: Sustainability Education Outside the Classroom*. AASHE.

Morrison, S. & McSweeney, J. (2023). *Getting outside the classroom matters: Theories and pedagogies for teaching and learning outside*. International Society of the Scholarship of Teaching and Learning.

Other Scholarship

Bruff, D., McSweeney, J., & Smurro, G. (September 2023). Preparing students to be literate and critical AI users. [PodCast].

Shaffer, J., McSweeney, J., & Frankenfeld, C. (December 2023). PodCases: Using Podcasts to Enhance Case Study Pedagogy. [PodCast].

