

Subject: CATL March Updates

Date: Wednesday, February 25, 2026 at 10:17:28 AM Eastern Standard Time

From: Center for Advancement of Teaching and Learning

To: announcements



Happy spring! We're excited to share the following events and opportunities hosted by CATL to support your teaching and learning this semester.

CATL March Updates **Upcoming Events and Opportunities**

Sign Up for a Mid-Semester Focus Group

CATL is now accepting requests for mid-semester student focus groups (Small Group Instructional Diagnosis, or SGID). This structured process provides faculty with valuable midterm feedback from students, helping to improve student learning and satisfaction in your course.

This semester, focus groups will run **March 9 – April 10** (not during spring break). The last day to sign up is **Wednesday, March 4 at the end of the workday**.

A CATL staff member will gather and synthesize student input during a 20–30 minute session during class time and then meet with you to discuss themes and strategies for

responding. Please note: CATL can accommodate one course request per faculty member each semester.

Complete [this form](#) to request a focus group.

SIGN UP

Book Discussion: *Shaking the Table: Survival and Healing Amongst Identity Center Practitioners*

Wednesday, March 4 | 3:00pm-4:00pm | [Register](#)

You are invited to discuss with [Stephanie Hernandez Rivera](#) and [Jonathan McElderry](#) about their newest scholarship, "[Shaking the Table: Survival and Healing Amongst Identity Center Practitioners](#)". In this work, they articulate how identity center practitioners operate as teachers and educators in higher education, supporting students in consciousness-raising activities and providing educational programming that is distinct from what is offered in other campus spaces.

Attendees will be invited to explore:

- How educators engage in critical paradigms, perspectives, pedagogies to support their practice;
- How to care for oneself while creating space for the intellectual and holistic development of students; and
- How to attend to psychological safety and healing, particularly when addressing challenging topics and contentious work.

Transatlantic Teaching Exchange Sessions

Session Wednesday, March 4 | 11:00am-12:00pm | Teams Call | [Register](#)

This spring, faculty, staff, students, and educational developers from Elon University, University of Warwick, University of Leeds, and partner institutions are hosting a six-session virtual collaboration to explore critical questions in higher education teaching. The first session, hosted by Elon, explored the question: "What does teaching excellence look like in your context?". The remaining five sessions, all of which run from 11am-12pm EST, are as follows:

- March 4: Belonging and exclusion – frameworks for understanding and action
- March 25: How do we teach for a sustainable future – embedding sustainability across disciplines?

- April 16: Teaching in the age of AI – opportunities and boundaries
- May 7: How can assessment drive learning – not just measure it?
- May 21: Building transatlantic partnerships – what could we create together?

Register for sessions [here](#).



FYE Workshop Series: Helping First-Year Students Find Purpose and Meaning Through the Classroom

Thursday, March 5 | 4:15pm-5:15pm | Belk Pavilion 208 | [Register](#)

This workshop explores how faculty can create classroom experiences that support students in reflecting on their purpose, values, and connection to their education. We'll discuss how to integrate wellness, meaning-making, and the liberal arts into any course—regardless of discipline—and offer strategies to help students navigate ambiguity, reconnect with their goals, and find a sense of purpose in their academic journey.

Dr. Janice McCabe Elon's Visit

Dr. Janice McCabe will be visiting Elon on March 12nd, and her visit will include a campus talk which will share insights and pedagogical practices from her research and new book on friendship and belonging in the classroom. Dr. McCabe is an associate professor of sociology and the Allen House Professor at Dartmouth College. In her new book *Making, Keeping, and Losing Friends: How Campuses Shape College Students' Networks* (The University of Chicago Press, 2025), she investigate students' friendship networks to better understand differences and similarities in how students make and keep friends as well as how their friendship networks help and hinder their academic and social success. In her first book *Connecting in College: How Friendship Networks Matter for Academic and Social Success* (The University of Chicago Press), she explores how undergraduates' friendships help and hinder their success during and after college. Broadly, her work focuses on inequalities, identities, and networks, particularly among students. Join us for two sessions on Thursday, March 12:

How subtle pedagogical choices influence student engagement, learning and belonging in the classroom

3:00pm-4:00pm | [Register](#)

A Conversation on Teaching First Year Students

4:30pm-5:30pm | [Register](#)



Update on the AI Journal Club

Brandon Sheridan, CATL's Pedagogy Fellow, shared the following update from the first meeting of the AI Journal Club:

The conversation examined the evolving impact of AI on higher education, highlighting ethical and existential concerns while acknowledging potential opportunities to improve learning. Participants noted that AI is rapidly disrupting traditional pedagogies, often outpacing institutional response and leaving faculty feeling a loss of agency. At the same time, many students, shaped by evolving digital culture, often prioritize efficiency and task completion over deep learning. This leads to situations where students may be using AI to mask skill gaps. The group emphasized the need to reframe learning as formation: helping students build expertise, identity, intrinsic motivation, and the ability to learn how to learn in a constantly changing technological landscape. There are currently large gaps across the academy in perception and usage of AI, which further complicates the picture. While institutional approaches to AI remain varied and unsettled, the discussion underscored the importance of designing learning environments that prioritize human development and center our shared-values of authentic and person-centered learning experiences.

Read along: In session 1 we discussed: (A) Seeley, S., & Cournoyea, M. (2025). "I'm Not Worried about Robots Taking Over the World. I Guess I'm Worried about People": Emoting, Teaching, and Learning with Generative AI. *Teaching and Learning Inquiry*, 13. <https://doi.org/10.20343/teachlearning.13.43>; (B) Flaherty, C. (2025). *How AI Is Changing—Not 'Killing'—College, Inside Higher Ed.*

The group's next meeting will be **Thursday, March 5 at 9 a.m. at Oak House**. If you are interested, you can join [here](#) and participate either synchronously or asynchronously.



Dr. Kevin Bourque to serve as next Associate Director of CATL

We are thrilled to announce that [Kevin Bourque](#), associate professor of English, has been selected as CATL's next associate director, beginning June 2026. A dedicated advocate for inclusive pedagogy, interdisciplinary collaboration, and thoughtful course design, Kevin brings deep experience in faculty development and research-informed teaching. We are excited to welcome him to the CATL team and look forward to the care, insight, and collaborative spirit he will bring to advancing teaching and learning at Elon.

CATL

GRANTS

SoTL Project Grant (up to \$5000)

Deadline: April 10, 2026 by 5PM

These grants are designed to support faculty in piloting innovative research-based teaching and learning projects.

Join us at the CATL 20th Anniversary Celebration on May 1st!

RSVP Here

Join us May 1st at 4:30pm (or after the Faculty Meeting concludes) in Soto Commons for a celebration of CATL's 20th Anniversary.



Did you know?

In 2006 CATL launched the [CATL Scholars](#) program, which has supported over 50 projects that explored evidence-based and innovative teaching. Over the years, [projects](#) have explored topics ranging from experiential learning activities across disciplines and in undergraduate and graduate teaching, the

use of games in learning, to equitable and inclusive practices. Their work has, and continues to, contribute to Elon's national recognition of teaching excellence.

You tell us.

We want to hear from you! As we lead up to CATL's 20th anniversary, we welcome the community to share with us what teaching excellence means in their context. Take a minute to co-create a visual which will be shared on May 1st at our celebration.

We want to know: In one word or short phrase, what makes teaching excellent at Elon?

Contribute your thoughts [here](#).



Teaching for Tomorrow: Building Transferable Skills and Lifelong Learners

As educators, we prepare students for futures that are complex and unpredictable. This year, Elon's annual Teaching and Learning Conference will encourage reflection on how our teaching practices today shape students' abilities to adapt, think critically, and thrive tomorrow.

We invite proposals for 20-minute sessions (to be presented online or in person) and posters (in person only). More information about each proposal type is provided in the [call](#).

Proposal submissions are now open. The submission deadline for this year's conference is **March 22nd, 2026** at 11:59pm EST, and presenter slots are limited.

For questions, please contact tlc@elon.edu .



Did you miss a CATL Newsletter? Find them [here!](#)

Review [CATL's Strategic Plan for 2025-2029](#).



[Teaching for Equity & Inclusion](#)
[Course and Program Design](#)
[Assessing Student Learning](#)



Center for the Advancement of Teaching and Learning. All rights reserved.

Email: catl@elon.edu

Website: <https://www.elon.edu/u/academics/catl/>