Center for the Enhancement of Learning and Teaching (CELT)

2015-2016 Annual Report

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# Table of Contents

**Executive Summary** ............................................................................................................. 4

**CELT Mission and Vision** .................................................................................................. 5

**A. Review of 2015-2016 Goals and Noteworthy Accomplishments** .............................. 6

**B. Comprehensive Programming** ..................................................................................... 7

**Core Programs** .................................................................................................................. 7

- CELT Faculty Fellows ........................................................................................................... 7
- The Academic Leadership Development Program .............................................................. 8
- Alum Gathering ....................................................................................................................... 9
- Mutual Mentoring ................................................................................................................ 10
- Mid-Term Feedback ............................................................................................................ 11
- Davis Grant Learning Communities .................................................................................. 12
- Large Lecture Consortium .................................................................................................. 12
- Course Design Institute ..................................................................................................... 13
- Faculty Institute for Learning Assessment ......................................................................... 14

**Other Development Programs** ....................................................................................... 15

- New Faculty Orientation .................................................................................................. 15
- Book Discussion Groups .................................................................................................... 16
- Confidential Consultations ................................................................................................. 16
- Graduate Institute for Teaching ......................................................................................... 17

**Events** .................................................................................................................................. 17

- University-wide Teaching Conference ............................................................................. 17

**Workshops** .......................................................................................................................... 19

- Inclusive Excellence Workshop Series ............................................................................ 20
Communication & Marketing..........................................................21
Teaching @ Tufts Website.................................................................21
Lending Library.................................................................................21
CELT Communications.................................................................22
CELT/ETS Synergy........................................................................22
Measuring CELT’s Impact............................................................23

C. CELT Publications, Presentations, and Invited Talks..................23

D. Service.......................................................................................25
Within the University....................................................................25
Beyond the University..................................................................25

2015-2016 Goals.............................................................................26

2015-2016 Challenges.....................................................................26

Appendices:

Appendix A: Program Evaluations
Appendix B: CELT Communications
Appendix C: Program and Event Schedules
Appendix D: CELT Event Flyers
Appendix E: CELT Advisory Board
Appendix F: New Library List
Appendix G: CELT Data
Executive Summary

In 2015-16 CELT has reached new benchmarks that demonstrate the connection and inspiration that faculty have found in our Center. This year our longitudinal (multi-day) programming has become the predominant form of CELT programs, allowing faculty to spend quality time in interdisciplinary settings innovating and growing their practice, surrounded by colleagues. When Occupational Therapy connects with Engineering through the CELT Fellows to work together with their students to develop software for OT professionals, we have created true interdisciplinary environments that inspire. When our Inclusive Teaching activities through the Davis Grant create the environment for science faculty to enthusiastically come together to apply for a National Science Foundation Grant for Inclusion in the STEM environments and then are asked to apply for the full grant, we know our efforts in this area are going to have a major impact at Tufts. When departments request that CELT facilitate discussions on topics like inclusion, assessment, curriculum design and learning spaces, we feel our influence growing beyond our walls. When we have more travel costs to Tufts Boston and Grafton campuses we know the University has embraced CELT as a knowledgeable and collaborative partner in the mission of educating all our students.

CELT has many accomplishments to report in this document. Here are a few highlights: Our major accomplishment was the completion of our Davis Education Foundation Grant on Inclusive Excellence. This grant has allowed over 134 faculty to participate in opportunities to grow their practice toward a more inclusive model to mirror the changing demographics and needs of Tufts students. Because of the Davis grant, this year’s teaching conference was a two-day affair with notable guest speakers, a wide variety of in-depth hands-on workshops, a large number of sessions to choose from and the opportunity to interact with colleagues from across New England. This grant has seeded a number of programs, engaged a large group of our faculty, and has become one of CELT’s signature programming initiatives.

Over the past four years, the number of individual faculty we have worked with has increased by 90.4%. This continues an upward trend of ever increasing numbers of faculty participating in multiple programs with interdisciplinary colleagues to create space for innovation, new ideas and partnerships to emerge. We are continuing to attract grant money for education in spite of the increasingly competitive nature of education grants. Following our successful Davis grant, we just received a grant from the IDEA foundation (one of 6 out of 129) to measure the effectiveness of our inclusive teaching efforts. We have increased our own scholarship in cutting edge areas of teaching and learning through presentations on 21st Century Learning Spaces and publications on our work with Inclusive Excellence. We have been recognized twice by the University for our work this year, Annie Soisson received the Arts and Sciences Faculty and Staff Diversity Award for her tireless and innovative work in promoting Inclusive Excellence, and our proudest accomplishment is being honored by our faculty colleagues for our work at Tufts. The entire CELT staff received the Tufts Distinction Award for Collaboration.

We have shared our expertise internationally. This spring we presented new models of faculty development and shared our signature programming with our colleagues at Kanazawa University in Japan as they undertake the transition to becoming an English speaking
university.

We have played a significant role in moving the TALES initiative forward and crafting programming to increase the expertise of our faculty in new and exciting areas of teaching and learning. As we move toward our 10th year celebration, we hope you find your own inspiration in teaching and professional development as you read this year’s annual report.

**CELT Mission and Vision**

In 2012, CELT developed, with input from its faculty Board, its new mission and vision statement. In 2016, we feel that this statement is more important than ever. In this report you will see how our mission and vision have evolved into substantial programming with impressive results.

**MISSION STATEMENT:** The Center for the Enhancement of Learning and Teaching (CELT) collaborates with faculty in all aspects of their professional development.

**VISION STATEMENT:** CELT collaborates with faculty to discover the best available evidence about learning and apply it to their teaching. CELT guides faculty in their on-going development as critical, reflective and innovative teachers and academic leaders by promoting and espousing teaching scholarship leading to effective practice.
A. Review of 2015-2016 Goals and Noteworthy Accomplishments

While this was an extremely busy year for us, it was also a very productive one. Below are our last year’s goals and our progress toward their accomplishment.

1. Expand our programming in Learning Assessment

   Culture of Assessment is a phrase we often hear, but it’s often not clear what it means. At CELT we are clear that this means that teachers continually assess and measure student progress toward course, major, department, and university learning goals. This year we have made significant gains in this area. CELT has launched our first Institute of Learning Assessment (ILA) this spring. We also have greatly increased our individual and departmental consultations in this area. We have partnered with the Learning Outcome Assessment Committee (LOAC) in A&S to pilot a project to measure the impact of general education outcomes in A&S courses, an area of concern for NEASC. CELT is also partnering with the Office of Research Administration to present workshops for faculty on developing assessment plans for those applying for NIH and/or NSF grants.

2. Measure the impact of CELT programming

   This is our most challenging goal. We have substantial data on attendance at programs, departments and schools we serve, rank and position of attendees, faculty evaluations of the quality and value of our programs, and great anecdotal information from our faculty about our success. This year we made a concerted effort to begin to demonstrate both quantitatively and qualitatively the impact of these programs on faculty teaching and student learning. Through the Davis Grant we have been able to document change in faculty attitudes towards inclusion, we have collected positive examples of change in faculty practice based on our programming, we are creating videos to show qualitatively how faculty have grown as teachers in their practice. To continue this work, we recently received an IDEA foundation grant to further explore the impact of inclusive work. We still have a way to go, but we will be working this year on reformulating learning goals for our signature programs (Fellows, Learning Communities, CDI, ILA, Mid-term Feedback etc.), gathering the data we currently possess, and planning more in-depth methods and analysis of the impact of these programs.

3. Work with the Provost Office and the UCTFD on developing TALES

   CELT has worked with our partners in ETS to continue to develop the Teaching @ Tufts website that will showcase the many TALES activities across Tufts. We have proposed a three tier Teacher Scholar Program that will greatly enhance the skills of our faculty as well as acknowledge and promote faculty teaching expertise. We have worked with the Associate Provost to design the architecture for a TALES summit to bring together Tufts leaders to begin to formulate benchmarks to measure future outcomes of the TALES initiative.
4. **Continue to promote Inclusive Excellence**

This has been both the most time intensive and rewarding activity of CELT this year. With the generous support of the Davis Educational Foundation we formed Faculty Learning Communities (FLC’s) with colleagues who are passionate about this work. We added two additional communities this year to the four that were running last year, one on Learning Spaces and one on Learning Assessment. Like previous communities, these new communities have dedicated faculty who are working together to develop best practices and tools to disseminate to all our colleagues. We also offered an Inclusive Excellence Workshop series that was lauded by our faculty and stimulated requests for our assistance to develop this area in departments. We hosted a tremendously successful 2-day conference on Inclusive Excellence. Day 1 was cohosted with our ETS colleagues and Day 2 with our regional partners from the New England Faculty Development Consortium (NEFDC). CELT is formulating an Inclusive tab on our webpage that will highlight the work of the communities, be a repository for materials developed, serve as a library of research-based articles on inclusion and host videos of colleagues who are working to incorporate inclusion into their practice. We have also woven the research on inclusion into our signature programs so that faculty can see inclusion, not as something distinct, but as an integral part of any teaching and learning experience.

5. **Continually revise our current programming with feedback from our colleagues**

To model what we espouse—reflection in and on practice—we continually review and revise programming. Last year we revised the CELT Faculty Fellows Seminar. This year we revised the Academic Leadership Development Program, the Course Design Institute and our Mid-term Feedback program. Details follow.

**B. Comprehensive Programming 2015-2016**

**Core Programs**

**CELT Faculty Fellows Seminar**

The fall of 2015 marked the tenth offering of the CELT Fellows Seminar. Over the past ten years 122 faculty have participated from across the three campuses, and 12 more have been accepted for this fall. This is a strong commitment on the part of faculty, who attend eight three hour sessions over the fall semester, lead sessions, and conduct peer observations in the classroom.

We continue to focus the curriculum by using a common text, *How Students Learn* (Ambrose, et.al). This text provides a framework that allows the group to get a broad understanding of the complexity of
teaching, while exploring in greater depth areas most valuable to the participants.

Assessment and Feedback:

The feedback this year was again very positive. All participants stated that they would strongly recommend the Seminar to their peers. They rated the overall seminar a 4.5 out of 5. In the final evaluation, all 12 of the participants were able to articulate specific changes they had made to their teaching, indicating that the Seminar influences not only a change in faculty thinking, but also in their practice.

“I most value that the discussions with the rest of the group help push my own thinking about teaching and learning. In particular the different contexts and challenges of the different disciplines really forced me to think outside the box.”

When asked to describe one specific idea that they found useful, one participant responded:

“I learned to focus more on students’ learning, their growth, their perception, the importance of the climate in the learning environment. I learned concept mapping, rubrics, more tools than I knew existed before.”

A CELT Fellow recently emailed us this: “The sweep – both graduate and undergraduate economics teaching awards!! And to your credit!” For the complete evaluation, see Appendix A.

<table>
<thead>
<tr>
<th>Participation by School</th>
<th>2006 – 2015</th>
</tr>
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<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>64</td>
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<tr>
<td>School of Engineering</td>
<td>15</td>
</tr>
<tr>
<td>School of Medicine*</td>
<td>14</td>
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<tr>
<td>School of Veterinary Medicine</td>
<td>11</td>
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<tr>
<td>School of Dental Medicine</td>
<td>8</td>
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<tr>
<td>School of Nutrition and Science Policy</td>
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<tr>
<td>Fletcher School of Law and Diplomacy</td>
<td>3</td>
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<tr>
<td>School of the Museum of Fine Arts</td>
<td>1</td>
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</tbody>
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* CELT also works with the TUSM Office of Educational Affairs to deliver a similar program on that campus, and 54 faculty have participated in that program since 2013.

The Academic Leadership Development Program (ALD)

This year we resumed the Academic Leadership Development Program after a year’s hiatus to re-evaluate and re-invigorate the program. ALD has been a strong and effective mechanism for introducing Tufts faculty to some of the challenges and skills needed to be effective leaders. We are, however, at a saturation point. Over the last 7 years ALD has been offered to over 146 faculty at Tufts. The number of eligible faculty has been greatly reduced and this will affect the ability to create a truly interdisciplinary group, which has always been the strength of ALD.

Additionally, the Medical School has decided to establish their own leadership program for faculty. Feedback from faculty about the revision has reinforced one of the main issues in the current structure - time commitment. Therefore CELT and HR are taking the next academic year to start from scratch with a new model, discussed below.
For the 2015-16 year we hosted 11 faculty: 4 from A&S, 3 from the Dental School, 2 from Cummings and 2 from Friedman. We had a mix of ranks, gender and ethnicity. Half of the participants were new or relatively new chairs. This similarity in positions did make for more continuity and collaboration, as challenges were similar, regardless of schools.

The redesign was based on feedback from previous cohorts. We decided to resume with five sessions, but made one of the mandatory ones the ALD Alumni Gathering so the new cohort had the opportunity to meet other colleagues who had gone through the program. This year CELT, with our Human Resources partner, made the following enhancements to the ALD program:

- Module one became an active and engaged session where participants were able to outline their individual needs for the rest of the program
- We incorporated a new change model in the Leading Change session which greatly enhanced the intellectual and practical engagement of participants in using real issues to practice the model
- We added Mary Shapiro, from Simmons College to our roster of speakers. Mary was the ALD alum gathering speaker in 2015 and the reviews for her session were so positive that we asked her to develop a module for ALD
- Maggie Chernin returned with an updated Communication and Conflict Model
- We added a reflective component to the end of each session to allow participants to have time to think about how they would actually apply what they learned to their own situation

We were encouraged by the participant feedback that the revised version of ALD is meeting our faculty needs.

*I learned how to be a better leader. These exercises are helpful and the fog is lifting.*

*I learned leadership varies across the University in terms of roles. I need to be clear about what I CAN change.*

*I learned I have to be flexible to solve problems, I need to have the right people together and I need to stay connected to faculty and students.*

As always ALD participants love hearing from Senior Leaders and we expanded the panel time this year allowing more time for Q&A. All participants indicated some level of learning a new skill, appreciated talking to colleagues in a safe and comfortable environment, enjoyed the interdisciplinary environment in some areas and found it distracting in others, and wanted more time for some activities and less time for others. See Appendix A for complete feedback.

**Alumni Gathering/Rosemary Johnson Symposium**

As we mentioned above, we incorporated the ALD Alumni Gathering as part of the entire program and collaborated with the Rosemary Johnson Symposium to host the event. This year we invited Ron Heifetz from Harvard to speak on “Leading Through Challenging Times: The
Practice of Adaptive Leadership.” This session was very, very well received. Some of the Alumni told us this was the best gathering to date. The decision to combine it with the Rosemary Johnson Symposium allowed many more faculty to attend and seemed to meet the spirit as well as the letter of the family gift. One of Rosemary’s friends and overseer of the gift sent us this e-mail after the event.

This year's lecture modeled what I believe Rosemary valued: intellectual curiosity, a welcoming setting, engaged participants and food!

I know Rosemary would be very proud to have her name associated with last week's event. I know I was proud to be there.

Moving forward, we still have not figured out the best model for this program to be effective. The time commitment is taxing to many faculty, the length of sessions is often too short to cover a topic, and the travel to Medford is especially difficult for participants from the Boston and Grafton campuses who have to block off almost the whole day. With this in mind as stated above, CELT and HR have decided to redesign the program based on a more flexible model that will allow faculty interaction, spread out the learning process over two years to increase the retention, and allow some of the interaction to be virtual. We will model it after the successful redesign of the Foundations of Leadership offered by HR and pilot it some time in 2017.

**Mutual Mentoring**

Mutual Mentoring differs from traditional one-to-one mentoring programs. It is designed to help faculty advance their careers in a world that no longer provides all the necessary contacts and resources for success in a single department or even within a single institution. This program encourages faculty to set up networks across their department, college, and the rich local Boston higher education community.

Having wrapped up a very successful Mutual Mentoring session with our partners from the Office of Educational Affairs at the Medical School in 2014-15, we invited a new cohort beginning in January. Because the OEA Scholars program was canceled this year, we incorporated the group who expressed interest in that program into the Mutual Mentoring program. The Dean’s offices in Boston nominated candidates for the new cohort. As always the goal of this program is to encourage faculty on the Boston campus to set up networks across their department, college, and the rich local Boston higher education community to further their careers.

Each participant took part in an introduction to the program that included an analysis of their needs and an action plan for this academic year. We now have 10 participants: four from the Medical School, four from the Dental School, and two from Public Health and Community Medicine.
Based on feedback from former participants and the needs of this cohort we are structuring the program a little differently. Each member will still have $1000 to spend on creating their network, but this group has opted to meet once a month and to have a specific topic to explore. In June, we invited Amy Gantt from the Office of Grant Research to come and speak to the group.

As reported last year, the previous cohort had an outstanding year with many publications, presentations, grants, and teaching improvements. A follow-up to them about the value of the program elicited some of the following comments.

- *It helped me to be methodical about things I want to improve upon without feeling at a loss. This program was valuable and I appreciated being a part of the program.*

- *One of my goals when I started this program was to get promoted. Listing this as my goal gave me sufficient impetus to apply for promotion, which was approved.*

- *This program encouraged me to tap into the peer network I already have for mutual mentoring. This has helped me tackle work related issues in a comfortable setting.*

The experience of two cohorts seems to substantiate the literature that the value of these programs is less about what they produce and more about the motivation, connection and bonding with the institution that this support provides.

**Mid-Term Feedback**

CELT’s mid-term feedback program provides faculty with student feedback to allow them to make timely adjustments in courses during the semester. Through this voluntary program CELT staff visit classes and, using a research-based protocol, debrief the class to elicit the following: which activities promote learning, what can be done to enhance learning, and how students themselves can contribute to the class learning environment. Final reports are prepared for each class based on the information collected. A CELT staff member then meets with faculty to go over the report to present findings and discuss strategies to improve teaching.

Conducting feedback sessions is labor intensive for CELT staff, but due to high demand, we offered the program in both fall and spring semesters – **conducting eleven sessions with faculty for fall and nine for spring.**

**Assessment and Feedback:**

The faculty feedback was very positive and this has become one of our most effective programs for actually changing or introducing new teaching behaviors. One faculty member wrote “Thanks for your valuable evaluation and opening up a better dialogue with the class.”
Davis Grant Learning Communities

In the summer of 2013, CELT was awarded a three-year grant for $98,000 from the Davis Educational Foundation to develop faculty learning communities on the topic of teaching for inclusive excellence in face-to-face and online environments. The faculty in these learning communities have been exceptionally dedicated to the work, and though the Davis grant will end in December of 2016, CELT will continue to support this model of faculty development on the topic of inclusive excellence.

The first two groups, one on the broad topic of teaching for inclusive excellence, and the other on the topic of difficult dialogues, met from December of 2013 and concluded their “year-long” commitment in the spring of 2015.

The second two learning communities began in December of 2014 continued to meet through the Spring of 2015. These groups focused on the topics of inclusive teaching in online environments, and inclusive teaching in the STEM disciplines.

Two additional groups began in Fall of 2015 and will continue to meet through the Fall 2016. They include a learning community focused on inclusive assessment and inclusive excellence and learning spaces. Members of both current groups participate in online reflection and conversation between meetings, and have a combined Trunk sites where they share resources.

To date 32 faculty have participated in an FLC, and many more in programs sponsored through the grant.

Large Lecture Consortium

Faculty across all schools at Tufts teach large lecture courses. These courses can be very challenging in terms of organization, student engagement, and assessment. To respond to the unique needs and challenges of these faculty, last year CELT initiated the Large Lecture Consortium on the Medford campus. It has the potential to greatly impact the learning environment for the large number of students in these courses.

The fall meeting featured MIT Professor of Biology and HHMI Professor and Investigator Cathy Drennan, who explored the topic “Is the Classroom Lecture Becoming Extinct or Simply Evolving?” A spring meeting included a discussion of the Teaching Practices Inventory and an introduction to inclusive classrooms. In June, members of the Consortium attended a plenary session (at the annual teaching conference) by Vanderbilt teaching and learning center director and Math instructor Derek Bruff on learner-centered instruction in large classes.

As the group continues to meet, faculty will continue to share experiences and strategies, and CELT will help find resources and provide targeted sessions on topics they select.

Faculty have participated from 5 schools and 12 departments, providing an interdisciplinary perspective to teaching large classes.
Course Design Institute

The Course Design Institute (CDI) has evolved into being one of the most popular and productive of our longitudinal programming offerings. The CDI requires a four-day intensive commitment by faculty, and each time it is offered we have full enrollment. This is a testament to its perceived value by faculty. Because of the lengthy commitment we offer the CDI in January and June when faculty are available. This program has attracted faculty from all campuses bringing an interdisciplinary flavor to a discipline specific exercise.

Working together, participants design or redesign a course using the Backwards Design model developed by Wiggins and McTighe. Starting with formulation of learning goals and learning objectives, and through on-going facilitator and peer feedback, faculty members are able to focus their courses for maximum learning. The institute is structured to actively engage a group of interdisciplinary faculty who “map” their courses to create alignment between their learning goals/objectives with the assignments/assessment, content, and non-content skills (ex: writing, critical thinking). This gives them the necessary framework to construct their course and syllabus.

Because of the complexity of the course design process we are constantly reviewing the process and adapting the institute according to faculty feedback and participant needs. The institute evolves each time we offer it, but that is its strength as more faculty from more disciplines join, we get a larger perspective on the course design processes and challenges of Tufts faculty.

This year we reorganized Day 1 to flow more logically from the learning objectives that faculty come prepared to share; we have focused the learning principles portion to the more student-centered areas; we have woven inclusive excellence much more substantially into the entire institute; and we have integrated discussions on technology and tools across the four days.

In the past academic year we have had 10 faculty participate from seven disciplines and four Schools.

Feedback and Assessment:

1. Overall value: Good/Excellent – 100%
2. Intend to make changes as a result of CDI—strongly agree/agree- 91%
3. Material was useful – strongly agree/agree – 96%
4. Facilitators were effective – strongly agree/agree – 100%
5. Would you recommend – 91% said yes
Qualitative Feedback:

- The workshop was not only enjoyable, I felt that I was using productively every minute of it and constantly contemplating/reflecting on teaching
- (Course Design) really wouldn’t have gotten done (or done as well) without the framework and guidance provided
- I really loved it. Thank you so much, it was a gift indeed to have this time!
- I truly enjoyed the CDI, even more than the first time around.
- It was a terrific opportunity to work closely with educators; at a research university, this is not always possible. The reference materials are great and I will make use of them.
- As I have said several times, I am both grateful for what the workshop has taught me and sad that it has taken far, far too many years to learn what this workshop has taught me.
- Thank you for being so helpful, accessible and supportive. It really was a pleasure to participate in this institute. Hopefully the course I end up creating will do justice to it.
- This was a wonderful way to spend a few days working on my teaching. It was a great use of my time and energy. I highly recommend to anyone looking to be an effective teacher.

See the complete evaluations in Appendix A.

Faculty Institute for Learning Assessment (ILA)

Learning assessment has always been an important component of the Course Design Institute but there has never been sufficient time in that institute to answer all the thoughtful and challenging questions faculty raise about the process of assessment. Therefore with the arrival of our associate director for learning assessment, CELT increased expertise in this area and decided to design and offer the first Institute for Learning Assessment. We ran our first 3-day Faculty Institute for Learning Assessment as a pilot in March of 2016. During the ILA we worked together with 5 faculty members from across Tufts University who were endeavoring to integrate learning assessment practice into each of their 5 courses. During the course of the three days, faculty members: 1) Developed tools to evaluate incoming student preparedness for the course; 2) Created classroom assessment tools, assignments, and practice opportunities that promote student learning; and 3) Developed a plan to continuously identify and use evidence to analyze teaching-learning issues, and respond to classroom needs. Though the pilot was small, feedback from participants mirrored that of the Course Design Institute, that is, participants found spending a concentrated time working together with interdisciplinary colleagues extremely valuable and greatly enhanced their understanding of what it means to assess student learning.

The post-workshop evaluation survey contains questions about the quality of information, materials, and facilitation. Responses show agreement and strong agreement from all five participants (100%), including recommending the FILA to colleagues.

Responses to the question: What were the single most important lessons from the ILA?
• Writing learning objectives and aligning them with assessment tools
• Assess early AND often
• Other ways of using in-class assessments – formative rather than summative
• Everything hinges on the learning objectives

As part of the CELT Impact work, we plan to meet with all five alumni of the pilot in early August when faculty traditionally adjust the design of their next courses. At this time we will ask questions about the assessment changes they made in their courses and the results of those changes, seek documentation to support changes, and offer continuing support. With other feedback and observations, we will further adjust the design of the Institute, and are currently offering a revised version to faculty members from across the University in August 2016. This institute is already oversubscribed.

Other Development Programs

New Faculty Orientation

Whether teachers are brand new or experienced, their success in the classroom involves understanding the environment and culture of an institution. CELT again collaborated with AS&E to help organize and facilitate an afternoon workshop as part of the New Faculty Orientation for the School of Arts, Sciences, & Engineering. As in the past, we collaborated with the Dean’s office staff to plan an interactive participatory afternoon. This year, because of the Tufts faculty work on the Davis Grant, we felt that Inclusive Teaching was a particularly important topic to discuss with new members of the Tufts Community. The session was a mix of theory, introspection and practical tips on what makes a classroom inclusive. As always, the feedback was positive. For many at this session the framework of teaching for inclusive excellence provided a conceptual as well as practical structure with which to think about how to teach effectively at Tufts. Faculty were engaged, and appreciated the discussion, techniques, and framework.

Next year changes will involve beginning the session with the Associate Deans for Undergraduate Education and Carmen Lowe talking about the “Tufts student”. We realized last year that new faculty needed some context about what makes the Tufts classroom unique in order to think more deeply about the workshop portion.

Faculty comments seem to mirror the importance of this topic to new teachers at Tufts.

• Very interesting day, everyone did a wonderful job!
• Thanks a lot for the work you’ve done.
• The content in the session was helpful, but I appreciated more the modeling of different teaching and learning techniques in the session
• Very professionally done and welcoming
• This was a beneficial learning experience.
Book Discussion Groups

The intent of CELT’s book group discussions is to engage faculty in a range of research-based topics focusing on teaching and learning. CELT hosted six book groups during the past year – two on the Medford campus, two on the Boston campus, and two on the Grafton campus. All six were fully subscribed with 12 participants. Each faculty member received a book in advance of the session. CELT provided lunch, and members of the CELT staff facilitated the sessions. The discussions were robust, and helped to engage faculty who might not have the time to attend some of the longer programs, but who have an interest in a particular topic. During the sessions, participants are encouraged to consider how the readings might help them think about changes they could make in their teaching practices.

This year’s selections were:

- *Mindstorms: Computers, Children, and Powerful Ideas* by Seymour Papert
- *The Spirit Catches You and You Fall Down* by Anne Fadiman
- *Don’t Be Such a Scientist* by Randy Olsen
- *Mindset: The New Psychology of Success* by Carol Dweck
- *Make It Stick: The Science of Successful Learning* by Peter Brown, Henry L. Roediger III, and Mark A. McDaniel
- *Theory and Practice of Teaching Medicine* by Jack Ende

These discussion groups enable CELT to extend the conversation related to teaching and learning to a larger number of faculty.

Confidential Consultations

Part of CELT’s on-going mission is to provide support in a confidential, time-responsive and individualized manner to faculty. As the reputation of, and trust in, CELT has advanced over the past five years, requests for consultations have increased to include faculty from all schools. Faculty usually approach CELT on their own accord, some are encouraged by their department chairs or deans to get a consultation with CELT but it is always confidential. As teaching has changed, so have consultations. While the face-to-face meeting is still the most common, consultations have expanded to include classroom observations, reassuring telephone conversations, and e-mail consultations. Topics for consultations include: teaching a large lecture class, incorporating formative feedback, leading a discussion, effective use of technology and many similar topics. A total of **105 consultations** (face-to-face, email, and phone) were provided by the four CELT professional staff.
Graduate Institute for Teaching (GIFT)

CELT continues its partnership with Arts, Science & Engineering Graduate School in the Graduate Institute for Teaching (GIFT) program, assisting the office of the Dean of Graduate Studies with selection and training of the GIFT Fellows. This year 24 students from across Arts, Sciences & Engineering Departments as well as Graduate students from Boston Campus participated. This was a very engaged and enthusiastic cohort who were talented, thoughtful and eager to both learn and share with each other and the presenters.

Each year we try to incorporate previous student feedback and tailor our sessions to meet the ever changing teaching landscape. CELT offered an expanded presentation on Giving and Receiving Effective Feedback, collaborated with Biology on Forming your Teaching Philosophy Statement and continued our efforts to partner with ETS on Effective Use of Technology in Teaching and Learning. Student feedback has always been very positive for our sessions.

While training our TA’s is critical, CELT has never had the capacity to serve Teaching Assistants beyond GIFT and the occasional consultation or mid-term feedback. However, with the advent of our participation in the CIRTL network, we anticipate that many of the graduate teaching assistant needs can be met through CIRTL offerings.

Events

University-wide Teaching Conference

This year the University-wide Conference was located on the Medford Campus on May 23rd and 24th. CELT collaborated closely with the University-wide Committee on Teaching, Learning, & Faculty Development (UCTFD), Educational Technology Services (ETS), and the New England Faculty Development Consortium (NEFDC) to develop the theme and design the structure of the two-day teaching conference.

This year’s theme, Inclusive Excellence: Teaching and Learning in an Increasingly Interconnected World, attracted a record audience for both days. One hundred and forty-five participants from all Tufts campuses attended the first day, May 23rd. The second day, a day co-sponsored by Tufts and the NEFDC, attracted 240 faculty from Tufts and over 30 schools across New England. Because of CELT’s grant from the Davis Educational Foundation and the collaboration with ETS, we are able to sponsor a larger group over two days, and fulfilled our commitment to the Foundation to engage institutions across New England in the conversation on inclusive excellence.

There were a number of “firsts” this year. This was the first time the conference was held in
the spring. This was the first time we have held a conference for two full days. This was the first time that the UCTFD, CELT and ETS combined their conferences. This was the first time Tufts has co-sponsored a conference with another organization. The keynote sessions were held at Distler Auditorium for the first time, and were very well received. The lunches and breakout sessions were held at 574 Boston Avenue. These spaces worked much better than previous spaces, and we hope to use them again in the future. This was our first attempt to integrate the themes across Teaching with Technology and the University Wide Teaching Conference. Day One was more focused on in-depth workshops where faculty could actually practice and develop materials that could be used in their own classrooms. This was a technology focused day, though not exclusively, but all workshops focused on engagement and inclusion. Day Two was the more traditional model with presentations by faculty of their work around the topic of inclusion. However the additional of regional schools greatly enhanced the breadth and depth of presentations and was mentioned as a strength this year by many participants.

The strong attendance indicates that the conference theme this year was of great interest, and that this time frame works well on the Medford Campus. The UCTFD and OEA decided to use the same time frame for Spring 2017. The only noted challenge was that some departments schedule their final departmental meetings in this time frame, so there were some faculty who could not attend.

1. Because of the Davis Grant and the collaboration with ETS we were extremely fortunate to have three keynote speakers over the two days, including Gilda Barabino, Dean of the College of Engineering at City College of New York; Derek Bruff, Director of the Center for Teaching at Vanderbilt University, and Lee Knefelkamp, Professor Emerita of Psychology and Education at Teachers College Columbia University.

2. We introduced a new model on the afternoon of the first day of the conference, inviting outside facilitators to conduct more in-depth workshops for faculty on the topic of teaching for inclusive excellence.

3. Faculty from all three Tufts campuses, mostly from the Faculty Learning Communities under the Davis Grant, presented on the second day of the conference in addition to faculty from across New England.

4. The Tufts Innovates! grant participants were again invited to present their work at a poster session, which took place during the wine and cheese reception at the end of the second day of the conference. This again proved to be very successful both for the grantees, who enjoyed discussing their work in an interdisciplinary environment and with colleagues from other institutions. The number and quality of the posters is continuing to grow and serves as an important dissemination mechanism for Tufts Innovates grantees.

5. A final drawing for an iPad Mini on the first day (from ETS and appropriate for the technology focused day of the conference), and Fit Bit on the second was popular (and consistent with the wellness initiatives at Tufts). Combined with the poster session and wine and cheese celebration, this proved to be a successful way to keep more faculty engaged until the very end of the conference and provided opportunities for networking and interdisciplinary conversations.
Feedback and Response:

Overall feedback from the conference was extremely positive both from participants and from presenters, with the strongest evaluations the conference has ever gotten:

<table>
<thead>
<tr>
<th>Conference Evaluation Responses</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agreed/agreed that they gathered new ideas</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>Strongly agreed/agreed that there was the right mix of theory/practice</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>Strongly/agreed that interacting with colleagues was valuable</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Strongly/agreed or agreed that the overall conference experience was</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>valuable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Qualitative feedback indicated that the conference theme was valued, and participants left with changes in their thinking and ideas for change in practice:

- I believe that I will be more open to encouraging difficult conversations. I will rethink what I present to my students about my own culture.
- Several of the presenters were outstanding. I’ve come away with new ideas and a new perspective.
- The keynote speaker (Lee Knefelkamp) got me thinking about diversity at colleges and more so how colleges are the cauldrons of uncomfortable discussions and useful diversity debates.
- This is helpful as a reminder to always think of how to make my classroom / program and inclusive space.

Participants appreciated that there were plenty of sessions on science, and also appreciated that on the second day, there were outside institutions represented. Each of the three plenary speakers was highly rated.

Full numbers and comments are available in Appendix A.

**Workshops**

Over the last few years we have had regular requests to conduct workshops from departments and campuses. These workshops fit with the CELT philosophy of creating communities of practice, establishing common language, and creating a conversation within the department that increases the likelihood of developing a positive and ongoing culture around teaching.

*This year CELT was invited by numerous departments or units to facilitate the following*
workshops:

- **Department of Drama and Dance** – CELT offered a ½ day workshop on Assessment and Syllabi for the Dance and Drama faculty. Evaluation in their discipline is different from traditional classes, and CELT provided models and ideas for re-conceptualizing their assessment tools and syllabi.

- **GRALL Department** – As a follow up to previous workshops, CELT continued working with the GRALL department on formative assessment measures at a faculty luncheon meeting.

- **Department of Community Medicine and the Masters in Public Health**: CELT offered two workshops for the department on the topics of facilitating classroom discussion and difficult dialogues.

- **Department of Community Medicine and the Masters in Public Health**: The department invited CELT to come to their annual retreat and lead a workshop on developing competency statements. Thirty-four faculty from the MPH / DrPH, Health Communication, and the Pain Research, Education and Policy Programs were in attendance.

- **Tisch College** invited CELT to share the Center’s perspective and work on teaching for inclusive excellence and difficult dialogues with the Tisch College staff. Tisch College is interested in fostering connections between the College and CELT.

- **Masters in Conservation Medicine Program**: CELT has for the last five years been invited to help kick off the year for each cohort of students by offering a workshop on Effective Student Team Collaborations.

- **Graduate School of Arts and Sciences**: As part of a series, CELT conducted workshop for teaching assistants on Effective Classroom Facilitation Skills.

- **Sackler School: Assessment of Student Learning** – CELT was invited to give a half-day workshop on assessment for the TEACRS Fellows as part of their ongoing professional development.

- **Assessment Workshop for the Office of Research Development** – CELT was asked to present workshops on assessment for faculty applying for NSF grants which require an education component. Two workshops were offered: *Developing Thoughtful Assessment for your NSF Career Education Plan and Criteria for Assessing Learning Achievement.*

**Inclusive Excellence Workshop Series**

In the spring, as part of the Davis Grant, we were able to offer a workshop series on teaching
inclusively to support and extend the work of the faculty learning communities. The three workshops in the series were well attended, and many people attended more than one session.

- “Inclusive Teaching: How does who we are affect what we do?” Workshop leader: Jesse Tauriac, PhD
- “Unveiling the Hidden Curriculum” Workshop leader: Buffy Smith, PhD
- “Engaging Self in the Classroom: Expanding Our Narratives of Teaching and Learning” Workshop leader: Jane Fried, PhD

### Communication & Marketing

#### Teaching@Tufts Website

The Teaching@Tufts website is an ongoing collaborative effort between CELT and ETS. The site is an evolving resource where faculty can find best practices for teaching and learning. Significant work was done this year by a team from both departments. The revised site has been given a new URL, making it much easier to find (teaching.tufts.edu), and highlights Tufts faculty discussing their teaching. It serves as another venue for the Teaching Innovates to be disseminated, provides a bi-monthly blog by Tufts faculty and CELT/ETS personnel, contains an easy to find listing of events at both the University and College level, provides potential solutions to common teaching challenges and will have a continual feed highlighting new educational research. The site had a soft launch on June 15th and with some additional work will be ready to showcase at the Provost Welcome. It will be launched via an advertising campaign in the fall.

#### Lending Library

CELT continues to acquire some of the best available books on teaching and learning and makes them available to faculty on loan. We have 324 books in our growing collection, 51 of which were added this year. Borrowing rates have steadily increased as faculty become more aware of this resource. Recently added titles include: *Designing the New American University* by Michael Brown and William Dabars, *Transforming Students: Fulfilling the
Promise of Higher Education by Charity Johannsen and Peter Felten, and Using Evidence of Student Learning to Improve Higher Education by George Kuh, et al. See Appendix F for complete list of new CELT library books.

CELT Communications

CELT reaches a wide range of constituents through a variety of publications. Currently, publications include the CELT Newsletter, the CELT brochure, and CELT faculty feature stories. All of the CELT publications are readily available on the CELT website. (Appendix B)

CELT continues to publish its electronic newsletter several times a year. Our current subscription list includes 1356 faculty and staff, and a growing number of external subscribers. Typically over 33% of those who receive the newsletter open it, an excellent rate according to industry standards. The newsletter provides faculty with information on programming and resources to support teaching and learning, a short article on a topic of teaching and learning, profiles of faculty who are doing innovative teaching, and articles from the national press on issues of importance to higher education.

CELT tweets regularly to help faculty stay abreast of current research and news related to teaching and learning. Currently, the CELT Twitter account has 419 followers and is following 218 users.

CELT’s website includes a dynamic homepage. During the year, the CELT website had 7,426 visits from 4,122 users, with an impressive number of 17,931 page views throughout the year. Some of our web content has been migrated to the Teaching@Tufts website but our site will continue to highlight our programming and faculty accomplishments and will be linked with Teaching@Tufts.

CELT/ETS Synergy

It is clear that teaching/learning/technology is becoming increasingly linked in the modern pedagogical world. In an effort to stay ahead of these emerging trends, CELT and ETS are collaborating to create more synergistic programming to meet this need. Below are some of the joint activities undertaken by the two units:

1. Teaching@Tufts website – An ongoing collaborative effort between CELT and ETS, the site is an evolving resource where faculty can find information about best practices in teaching and learning. The site includes posts by and about faculty experiences with innovative teaching and technology. It is available at teaching.tufts.edu
2. Tufts’ campus-wide teaching conference – ETS collaborated closely with CELT on the annual Teaching Conference in May.
3. Board participation – The Director of ETS is a member of the CELT Advisory Board.
4. Learning Spaces website – CELT and ETS members collaboratively developed and contribute to a website as a repository for resources and best practices aimed at making the best use of flexible learning spaces.
Measuring CELT’s Impact

As noted above, this is one of the major challenges of the field. We often have strong, positive anecdotal feedback about the value and learning from our programming. But an additional piece of evidence that’s critical is the implementation of new, different, innovative teaching learning and assessment methods to practice. This is a labor and time intensive process which, with the additional staff, we are beginning to investigate.

We have begun by examining and revising the program objectives of the core CELT programs: Course Design Institute (CDI), Faculty Institute for Learning Assessment (FILA), Academic Leadership Development Program (ALD), and the overall range of Inclusive Excellence Programming. We are in the process of establishing a research plan to examine the outcomes of a specific CELT program. The work of Inclusive Excellence programming is a perfect starting place as it involves a range of programming from single workshops to year-long Learning Communities, and we have not been able to empirically assess how this work has impacted the teaching approaches and student learning of program alumni. Anecdotally, faculty members have given strong evidence of how this work has impacted them, and spoken of student satisfaction, but this yields no hard evidence to support their perceptions. We have sought and received external funding (IDEA Foundation) to implement a year-long project *Documenting the impact of Inclusive Excellence Faculty Development Programming*. We anticipate gathering and analyzing evidence of change in teaching material or practices and the evaluative ratings about the climate in classrooms. We are committed to using resulting outcomes to further hone future Inclusive Excellence programming.

We will also begin in 2016-17 academic year a comprehensive approach to examining the impact of a selected number of our core programs. This process will continue over the next few years.

C. CELT Publications, Presentations, and Invited Talks

*Publications:*


*Conference presentations:*

“This Establishing Continuous Learning Assessment Arrangements: Principles from an Effective Approach”, Workshop/Presentation at the “Fall Forum of the New England Educational Assessment Network”. Worcester, November 2015
“Blogging Their Way to Understanding Learning”, New England Faculty Development Fall Conference. New England Institute of Technology, East Greenwich, RI

**Invited Talks:**

*Challenges to Engaging Faculty in Experiential Education, 2nd Annual Chief Academic Officer Symposium, World Association of Cooperative Education (WACE), Boston, MA*

**Grants:**

Documenting the Impact of Inclusive Excellence Programming, IDEA Educational Foundation, $10,000/one year

HHMI – Inclusive Excellence Grant – Co-PI, preliminary proposal was approved to move forward to full proposal for 2016.

**Journal Reviewer:**

- Journal of Dental Education
- Journal of the Scholarship of Teaching and Learning

**Awards:**

CELT Staff received a Tufts Distinction Award as Champions of Collaboration in June of 2016.
Annie Soisson received the Staff Multicultural Service Award in May of 2016

**Recognition in the Field:**

- Invited to deliver a workshop on ethical inquiry to a group of faculty from Christian Medical College in Vellore, India

- Invited to visit Kanazawa University, Japan, to consult with senior leadership on the development of a new teaching and learning center.

**Leadership in the field:**

Annie Soisson – executive board member and secretary- New England Faculty Development Consortium (NEFDC)

Ed Morgan – executive board member – New England Education Assessment Network (NEEAN)
D. Service

Within the University

Members of CELT belong to the following college/university committees:

- Diversity and Inclusion Working Group
- University-wide Council on Teaching and Faculty Development
- Learning Outcomes Assessment Committee
- Graduate Institute for Teaching Selection Committee
- TALES working group
- Tufts Classroom Committee
- Tufts Shared Spaces Program Working Group
- Learning Spaces Planning Committee
- Sharing Research for Research Education and Media (STREAM) Working Group
- Collaborated with Celene Ibrahim, the Muslim Chaplain for Tufts University in offering two programs for the Tufts community
  - Saving Ancient Manuscripts: Yemen's humanitarian disaster and the targeting of cultural heritage for destruction.
  - Faculty/Staff Lunch Conversation on Supporting Muslim Students and Colleagues

Beyond the University

- World Association of Cooperative Education Institute Member
- Higher Education Technology and Learning Consortium Advisory Board
- New England Faculty Development Consortium
- ACE Women’s Network
- Educause Learning Initiative
- Northeast Regional Computing Program (NERCOMP)
- New Media Consortium
- New England Educational Assessment Network
2015-2016 Goals

CELT has experienced “growing pains” over the last 4 years. We have steadily increased our programming to include many more longitudinal, substantial experiences for our faculty. Every year we increase the number of faculty both uniquely and collectively in our services. We have cast our net wide as witnessed by our being honored with the Tufts Distinction Award for Collaboration, which has also meant more of our programming is being requested by faculty in both Boston and Grafton. We have added two grants in the last three years and we continue our publications, presentations, and invitations to speak at conferences and other universities.

Over the last four years we increased from a four person to a five person office but as we have shown in the past, CELT still has the smallest Teaching Center of our benchmark universities and one of the highest number of programming and services offered to faculty.

With that in mind, we have decided that our major GOAL for CELT this year is to maintain a steady state of programming, while reviewing and revising the programming we currently offer. It is also our goal to work with our faculty advisory board to revisit our current structure to see how we can maintain the momentum while not decreasing the quality of our programming and faculty interactions.

That being said we have decided to develop a new peer review program – Four Square. This program puts four faculty together in a structured peer review and reflective model. This has been requested by the AS&E Deans as it will contribute to the assessment process of lecturers as required by the new union contract. The literature is clear that this type of programming leads to change in teaching practice.

2015-2016 Challenges

As we look to the future there are a number of challenges that CELT must consider as we continue to serve our faculty needs.

Staffing – in many ways we are victims of our own success. CELT’s reputation has grown steadily over the last few years as we have increased our offerings and expanded our services to Boston and Grafton. Combined with the changes in teaching and learning and faculty development we need to continually adapt and grow in future areas as inclusion, technology, and active, engaged classrooms. We recently did a study of our peer institutions that showed that we have one of the lowest staffing ratios and one of the highest number of offerings. In order to keep pace with the changing landscape, CELT is going to need at least one, and more probably two positions, in the next couple of years.

Funding – As of academic year 2019, the spend-down grant that supported approximately 50% of CELT’s operating budget will be expended. Funding to continue to support CELT’s operation will need to be found in the Provost Office and/or through advancement. CELT can only grow as TALES evolves and funding will be a crucial component of how much we can accomplish.