Demand for CELT’s services is steadily increasing. Since 2012, our contact hours with faculty have risen by 73.8% as we have expanded our programs, events, and learning communities.

<table>
<thead>
<tr>
<th>Increase in Contact Hours with Faculty</th>
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<tbody>
<tr>
<td>Fiscal Year</td>
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<tr>
<td>Unique Contacts</td>
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<td>Contact Hours</td>
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<tr>
<td>Individual Consults</td>
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<table>
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<tr>
<th>Increased demand since 2013</th>
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</thead>
<tbody>
<tr>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Website visits</td>
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<tr>
<td>Lending Library</td>
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<td>Newsletter subscriptions</td>
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A division of the Office of the Provost, CELT is a university-wide resource that supports faculty to think critically and collaboratively about their teaching. Through a range of services and programs, we provide opportunities for faculty to understand the latest research on teaching and learning, develop new and innovative approaches to their teaching, and create effective assessment strategies.

As Tufts moves forward with the T-10 strategic plan, CELT is playing a leading role in the design of TALEs, which demonstrates the university’s commitment to further strengthening learning and teaching.

This document highlights selected key programs and initiatives that CELT has undertaken to support our faculty’s efforts to reach and effectively teach their students.

Donna Qualters, PhD, CELT director
Building long-term relationships with faculty

Through our programs, we build long-term relationships with faculty and facilitate the development of collaborative partnerships among faculty colleagues in departments and colleges across the university. Our programs are informed by new research on learning, teaching, and effective use of technology as well as the individual needs of our faculty colleagues.

“The best part of the seminar was the opportunity to meet and learn from CELT staff and faculty from across campus who are passionate and dedicated to teaching.”

NEW INITIATIVES

Course Design Institute – January and June, 2014
A four-day program in which faculty actively engage with Tufts colleagues across disciplines as they design a new course or re-design an existing course. A “backward design” model helps faculty focus on essential course goals.

Faculty Learning Communities
Supported by a grant from the Davis Educational Foundation, CELT offers groups of up to 12 faculty the opportunity to explore and develop best practices for addressing topics related to teaching for inclusive excellence.

Large Lecture Consortium
This program addresses the challenges of Tufts faculty who teach large enrollment courses. Through the consortium faculty share experiences, strategies and resources. CELT provides targeted programming on topics the group selects.

Mid-Term Feedback
Faculty have the opportunity to invite CELT staff to visit classes, and using a research-based protocol elicit feedback from students. CELT then meets with faculty to offer anonymous feedback that allows faculty to make timely adjustments in their courses during the semester.

Book Discussion Groups
Twice each semester, CELT offers faculty the chance to read a selected book on teaching, which they receive for free, and discuss it over lunch with their colleagues. Recent books include: What the Best College Students Do, Theory and Practice of Medicine, and Whistling Vivaldi.

SIGNATURE PROGRAMS

CELT Fellows
A semester-long opportunity for a group of 12 faculty members who meet twice a month to reflect on learning and teaching. Over the past six years, 100 faculty have participated in the program, creating an increasingly large community of practice.

Academic Leadership Development Program
As a collaborative effort between CELT, the Provost’s Office, and the Organizational Development & Training Dept/HR, the program offers faculty leaders the tools and skills to navigate the myriad issues that arise with leadership roles.
Scholarly Teaching

Our work focuses on helping faculty understand and apply current research on the science of learning to enhance their teaching. Through faculty learning communities and targeted programs, we support tried and true methods as well as innovative approaches to teaching.

“I am so grateful to be part of a community that cares so much about good teaching and where there are such great resources and expertise to support it!”

- Course Design Institute participant

UNIVERSITY-WIDE COLLABORATION

University-wide Teaching Conference
In December 2013, Tufts annual Conference on Teaching and Learning featured Daniel Willingham, author of the popular book, Why Don’t Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom. A record-number of 160 participants attended the keynote presentation, participated in workshops, and viewed poster sessions. Sponsored by the University-wide Council on Teaching and Faculty Development (UCTFD), the conference is a collaborative effort among CELT, the UCTFD, and IT/Educational and Scholarly Teaching Services (ESTS).

Teaching with Technology Symposium
For this annual university-wide ESTS-sponsored event, which featured keynote speaker Peter Doolittle, CELT collaborated with ESTS, serving on the organizing committee, planning and facilitating workshops, and assisting with the selection of Teaching with Technology faculty award recipients.

GIFT
During this three-week workshop for doctoral student Teaching Assistants who plan to become college faculty, CELT facilitated sessions and offered feedback on the participants’ practice teaching sessions.

New Faculty Orientation
CELT offered a half-day workshop as part of the orientation for new Arts & Sciences faculty.

Lecturer Tea
Geared specifically to Tufts’ lecturers, this session offered an opportunity for lecturers to meet and talk about teaching concerns and issues that differ from those of tenure-track faculty.

Service on Tufts Committees
CELT staff serves on 13 Tufts committees that focus on a variety of strategic issues related to learning and teaching, including faculty development, research, assessment, distance learning, and learning space design.

CELT Advisory Board
The Advisory Board offers guidance on CELT programs and helps get the word out about CELT services.

Members:
Ralph Aarons (TUSM)  Jeff Hopwood (Engineering)
Paul Bergen (ESTS)  Yun Sakseña (TUSM)
Julie Dobrow (A&S)  Evan Simpson (Libraries)
Nick Frank (Cummings)  Chris Swan (Engineering)
Linda Hudson (TUSM)  Roger Tobin (A&S)
Laura Rogers (A&S)  Jean Wu (A&S)
Joseph Rencic (TUSM)  Dominique Penninck (Cummings)
Sharing our Scholarship

PrePresentsations & TALks

National Conference Presentations & Talks
- Turning Your Teaching into Scholarship, Teaching Professor Conference – Qualters, Soisson.
- Exploring the Influences that Impact Our Work with Faculty Learners, Teaching Professor Conference – Qualters.
- Strategies for Constructive Collaborations Between Teaching and Learning Centers and Academic Technology Centers, POD conference – Soisson.
- Designing Student-Centered Activities to Support Learning Objectives and Exploring Active Learning in Flexible Learning Spaces, Tufts’ Teaching with Technology Symposium, facilitator – Russell.

Speaking Engagements
- Designing Learning for Student Success: Building Community, Developing Skills, and Creating Content, invited speaker, MCC – Russell.

Publications & grants

Publications
- Qualters, Turning Your Teaching into Scholarship. Faculty Focus, Magnum Publications.
- Qualters, D., Mc Daniels, M, and P. Cohen, Reflective Ethical Inquiry, IDEA Research Papers #54.
- Russell, A., Online Teaching as a Catalyst for Re-Examining Pedagogical Assumptions. Journal on Excellence in College Teaching (accepted for publication).

Grants
CELT is the recipient of a $98,000 grant 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. Annie Soisson serves at PI.