Center for the Enhancement of Learning and Teaching (CELT)

2014- 2015 Annual Report

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Executive Summary

This has been an exciting year at the Center for the Enhancement of Learning and Teaching (CELT). We have recently added a new associate director for student learning assessment, increased our longitudinal programming, and worked to help establish the TALES initiatives on campus. **Our number of unique faculty contacts has increased from 2013-14 by 17.4% bringing this year’s total to 466 unique faculty collaborating with CELT.** Concurrently the number of total center contact hours this year has risen 34.7% from 335 hours to 451 hours. We continue to develop new programming to meet the needs of faculty on all campuses and in all schools while maintaining our current wide offerings of services to enhance learning and teaching. As technology continues to grow we are furthering our collaboration with Education Technology Services (ETS) to provide a seamless pathway for faculty that emphasizes teaching excellence but introduces them to technological possibilities. Our joint projects with ETS have increased the visibility and viability of both units and we have jointly initiated new projects and new ideas. CELT’s national and international profile has increased with our publications, presentations, board memberships, and national recognition.

CELT also played a significant role in promoting the President’s agenda on diversity with the many programs and collaborations that our Davis Grant for Inclusive Excellence has nurtured and grown.

All of this has been accomplished with a hardworking, talented group of professionals who are creative, intelligent and highly skilled. We have some new strategic thrusts we will pursue this year, and this report provides a detailed description of the academic year 2014-2015 at CELT, as well as our 2015-2016 goals.

CELT Mission and Vision

The work of CELT is guided through our mission and vision statements, which were developed in partnership with our faculty advisory board in 2012.

**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 ongoing development as critical, reflective and innovative teachers and academic leaders by promoting and espousing teaching scholarship leading to effective student learning.

While we were ambitious with our goals for the past academic year, we did achieve or make progress toward all of them. Details are in the document for each goal.

Goal #1: **Develop a workshop for new faculty:** Working with the Dean’s Office, CELT has developed a full day workshop for new faculty in AS&E. This workshop will focus on the skills and knowledge new faculty need before they begin teaching at Tufts.

Goal #2: **Develop two new Learning Communities** – This year CELT developed a new learning community for on-line teaching focusing on Inclusive Excellence; and one for large lectures courses focusing on making them more inclusive.

Goal #3: **Renew the Academic Leadership Program** – The program was revitalized and reconfigured and was launched in the spring of 2015.

Goal #4: **Launch our Flipped Learning Course Design Institute** – This was designed in collaboration with our ETS partners and launched in January.

Goal #5: **Expand the CELT board** – We recruited new members from the Medical School and the Engineering College to bolster their presence and input on the board.

Goal #6: **Continue to enhance CELT’s and Tufts national reputation** through research, publications and presentation – CELT published, presented and was visited by a number of universities and invited to present by national and local groups.

Goal #7: **Develop a program on using flexible learning spaces to enhance learning and teaching.** While we did not develop a program, we did successfully obtain IRB approval to begin to study faculty use of flexible spaces by recruiting faculty for a qualitative study at 524 Boston Street.

Goal #8: **Hire a Learning Assessment Specialist.** After conducting a national search we hired a new Associate Director for Learning Assessment who began at CELT in June.
B. Continuing Initiatives 2014-2015

Programs

CELT Faculty Fellows Seminar

The fall of 2014 marked the eighth offering of the CELT Fellows seminar, and over the past seven years 110 faculty have participated from across the three campuses. We continued to focus the curriculum by using a common text, How Students Learn (Ambrose, et al.), as a guide for the seminar. This text provides a framework that allows the group to get a broad understanding of the complexity of teaching, and at the same time explore in greater depth, areas most valuable to the participants. This year we had 11 participants representing all three campuses, which supported the interdisciplinary approach of the CELT fellows.

Assessment and Feedback:

The feedback this year was again very positive; all participants stated that they would strongly recommend the Fellows Seminar to their peers. They rated the overall seminar a 4.5 out of 5. In the final evaluation, many 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.

“Often training seminars offer very generic guidance that don't really address the specific things going on in your particular course, department, corporate culture, etc. But I found that this did NOT have that weakness. I can actually go back, study the strategies and think about how I might use them.”

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

“The ‘expert blind spot’ concept is an eye-opener, especially when you look back at some of the frustrating moments of student understanding. It is so important to try and put yourself in the students’ shoes so you can really get at why they might be having a mental block about a concept.”

Other changes described included setting clear expectations, giving timely feedback, spending more time on assessing students’ incoming knowledge and devising ways to fill those gaps, moving from pure lecture to more active learning strategies, understanding how much diversity there is in a room and how to teach more effectively to all students. For the complete evaluation, see Appendix A.
The Academic Leadership Development Program (ALD)

The Academic Leadership Development Program (ALD) was renewed and revitalized this year after being on hiatus last year. Mary Anne McInnis from Human Resources joined CELT as our HR partner.

Last year CELT and HR worked together and revised the curriculum to address feedback from previous cohorts of faculty who felt that the sessions were focused too heavily on HR related issues and not enough on the day to day areas of academic leadership. They also expressed concern about the number of days devoted to the program.

With this in mind, we revised the program from 5 sessions to 4 and covered the following topics:

- Role of the Academic Leader - emphasis on academic leaders characteristics
- Communication and Conflict Resolution – with additional elements on working with faculty
- Navigating Politics – new session which also served as the ALD Booster
- Leading Change – Using the strategic plan initiatives as the central focus

We extended the time at lunch to include presentations by offices and programs that previous cohorts felt were missing. Lunch presentations were given by the Assistant Provost for Finance and Administration speaking on budgeting processes and new structures and the Director of the OEO office discussing her revised role.

As stated above, we used the ALD Booster Session this year as the third required session for participants. We did this for two reasons. First, requiring the current cohort to attend allowed them to meet and talk with alumni of the program thus increasing the community of practice aspect of the program. And second, this allowed us to reduce the number of sessions but still have the necessary information presented. We feel this helped increase the interest in the program, as we were able to attract a full cohort. The booster functions both as a reinforcement or addition of leadership skills and a community/cohort building activity. The keynote speaker for the spring booster was Mary Shapiro, a distinguished professor from the Simmons School of Management who talked about Navigating Politics in changing environments.

We also continued to send a monthly e-mail to participants. Each message included a short, to the point, practical article on leadership. These were very well received and we have some evidence that faculty have passed them on to colleagues as well.

The overall feedback for the revision was positive, with some very good suggestions that will be addressed in the future planning. Next year we are adding one more
session by making the Navigating Politics one of the regular sessions of the series with more emphasis on the practical application. For our Booster, which we are renaming Alumni Gathering to increase the sense of community, we are focusing on the more affective components of leadership. See Appendix A for a complete report.

As a new component of Academic Leadership, CELT collaborated with the Provost Office and Human Resources to present the inaugural Rosemary Johnson Academic Leadership Symposium. This event is funded by a bequest from the family of Rosemary Johnson, a former Tufts HR employee, to promote faculty leadership. For our inaugural speaker we were extremely fortunate to have Dr. Robert Zemsky, eminent professor and expert on academic leadership from the University of Pennsylvania who spoke on leading in times of change.

Graduate Institute for Teaching (GIFT)

CELT continued its strong 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 22 students from across Arts, Sciences & Engineering Departments as well as Graduate students from our Boston Campus participated. CELT offered presentations on Educational Planning and Assessment, Giving Effective Feedback, and Forming your Teaching Philosophy Statement and Effective Use of Technology. CELT presentations were revised based on previous student feedback.

CELT also co-facilitates the daily Current Events Activity that prepares students for interactive discussions. Lastly, we played a large role in observing all student teaching demonstrations and providing feedback on effective pedagogy.

CELT/OEA Scholars Program

To continue our collaboration and service to all Tufts campuses, for the fourth year in a row, CELT collaborated with the Office of Education Affairs (OEA) at TUSM to offer the CELT/OEA Scholars program. This is a five-morning program for the faculty of the Medical School as well as other professional schools located on the Boston campus. The program was created in response to the popularity and success of the CELT Fellows Program, and is more tailored to the TUSM faculty schedules and teaching needs.

This year, six faculty from the professional schools participated in the five-week once-a week half-day sessions. Each session begins with presentations and discussions on topics such as educational planning, active learning, precepting and peer observation & feedback. In the second part of each session, faculty participate in group-feedback sessions on their particular teaching challenges using an innovative technique called “step-back consultations,” developed at the Harvard Graduate School of Education.
Assessment and Feedback:

Faculty feedback for the program was positive, as illustrated by the following comments from participants:

- *I really enjoyed these sessions: relaxed environment, not intimidating, one can really bring up scenarios/questions comfortably*
- *Great ideas from instructors and course takers*
- *Speakers promote a comfortable environment. Very useful especially for shy people*
- *Great reinforcement of important topics*

When asked how they will use the information and techniques:

- *Be more intentional with setting up and giving feedback regularly (to change the feedback culture)*
- *Incorporate during my orientation with learners*
- *Keep this model in mind as I structure future talks*
- *In the lecture hall (both didactic and clinical)*

New Faculty Orientation

CELT again organized and facilitated a half-day afternoon workshop as part of the New Faculty Orientation for the School of Arts, Sciences, & Engineering. As in the past, we collaborated with Carmen Lowe, the Dean of Undergraduate Education, to provide interactive sessions on teaching and learning issues for new faculty, highlighting available support. This year, to help new faculty begin to engage with Tufts’ strategic initiative on diversity, we focused the session on teaching inclusively, and on how to manage difficult dialogues in the classroom. As always, the feedback was positive. Faculty deeply appreciated these discussions.

Working with Dean’s office we are revising this program based on participant feedback. This academic year we will offer a full day program and to occur in late August prior to new faculty beginning their classes.

Provost Welcome

This year, CELT partnered with the Provost Office to offer a new introduction to the University for all tenure track faculty. CELT was instrumental in choosing and preparing the senior faculty panel as well as providing information to new faculty about CELT.
Events

University-wide Teaching Conference

This year the University-wide Conference was located on the Grafton Campus in December 2014. CELT collaborated closely with the University-wide Committee on Teaching, Learning, & Faculty Development (UCTFD) to develop the theme and design the structure of the day. This year’s theme, *Is it on the Test? Transforming Teaching, Transforming Learning*, attracted an especially large audience for the Grafton Campus. Approximately 108 participants from all Tufts campuses attended the day. This year, we continued our policy from last year to invite Tufts graduate students to the conference.

Working with a UCTFD committee, the conference format was reviewed and enhanced from previous innovations.

1. We were extremely fortunate to have Michael Wesch as our keynote speaker from The University of Kansas. He is a nationally recognized teaching scholar who created a compelling argument for the power of active and experiential learning as a way to create truly transformational learning experiences.

2. The Tufts Innovates! Grant participants were invited to present their work at a poster session, which took place during the wine and cheese reception at the end of the conference. This again proved to be very successful both for the grantees, who enjoyed discussing their work in an interdisciplinary environment, as well as the conference participants, who were able to see Tufts examples of evidence-based practice. The number and quality of the posters is continuing to grow and serves as an important dissemination mechanism for Tufts Innovates grantees.

3. A popular final drawing for a Mini-iPad was continued. 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 very, very, positive both from participants and from presenters:

- 94% of responders strongly agreed/agreed that they gathered new ideas
- 90% strongly agreed/agreed that there was the right mix of theory/practice
- 84% strongly/agreed that interacting with colleagues was valuable
- 95% strongly/agreed or agreed that the overall conference experience was valuable

Qualitative feedback supported this view:

- Presented fresh, participatory teaching methods!
- Sustains the sense of community among scholars and educators, so capably developed by CELT
- Presentation of alternative concepts to the use alternative format
- Learning what is happening {around teaching} at Tufts

Full numbers and comments are available in Appendix A including suggested changes in teaching that participants anticipate making as a result of attending the conference. Suggestions for improvement were primarily logistic, and related to space, food, time management, breaks etc. This conference committee will review this material as we plan for the December 2016 teaching conference.

Workshops

CELT had the opportunity this year to offer a range of workshops for faculty. Over the last few years we have had requests to conduct workshops from departments and campuses. We hope to do more of this type of targeted workshop in the future. 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 facilitated the following workshops:

- *Community Health Department:* The department invited CELT to lead their half-day retreat on inclusive teaching and difficult dialogues. Eight faculty members attended.

- *Department of Public Health:* The department invited CELT to come to their annual retreat and lead a discussion on How to Keep Your Teaching Fresh. 35 faculty from the MPH / DrPH, Health Communication, and the Pain Research, Education and Policy Programs were in attendance.

- *LGBT co-sponsored workshops:* In the spring, CELT co-sponsored two workshops with the LGBT Center – one on Gender Identity and Expression, and one on Pronoun Fluency. The workshops each drew about 15 participants, and the discussions were rich.

- *Tufts Innovates Assessment Workshop* (University-wide): CELT offered this program for a third time, in an attempt to strengthen the Tufts Innovates grant proposals.
• Masters in Conservation Medicine Program; Effective Student Team Collaborations CELT has for the last four years been invited to help kick off the year for each cohort of students by offering this workshop.

• SoTL Workshop – CELT was invited to give a half-day workshop on the Scholarship of Teaching and Learning for the TEACRS Fellows as part of their ongoing professional development. 20 graduate students were in attendance.

• Dental School: Reflective Practice – CELT collaborated with the Dental School Faculty to offer a workshop on Reflective Practice theory and techniques to the faculty who were teaching the new first year introduction to Dentistry program. Eleven faculty attended and have asked for another session as they perfect this portion of the course.

• Medical School: Work/Life Balance – CELT was invited by the TUSM Women in Medicine group to present a working session on work/life balance issues for physicians and residents at Tufts Medical Center. Sixteen women attended and shared ideas and solutions and worked through a challenging case study.

• Scholarship of Teaching and Learning: Publishing our Teaching - CELT was invited by the Cummings school to engage their faculty in understanding how to set up a publishable research design for studying new teaching innovations occurring at the school. This is an opportunity for clinical teaching faculty to begin to publish their efforts and highlight the pedagogical advances at Cummings. 39 faculty and residents attended

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.

### Additional CELT Services and Resources for 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 last five years, requests for consultations have increased to include faculty from all schools. Faculty either approach CELT on their own accord, or are encouraged by their department chairs or deans to get a consultation with CELT. 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 52 consultations (face-to-face, email, and phone) were provided by the three CELT professional staff.

#### 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.
After a successful pilot program sponsored by the UCTFD and CELT on the Grafton campus in 2013, we completed the first full cohort this year on the Boston Campus. This program was in partnership with the Office of Educational Affairs at the medical school and consisted of 10 members (one who withdrew because of personal issues) from the Medical, Dental and Friedman schools. The associate deans were enthusiastic about this concept and agreed to sponsor one half the funding for each accepted candidate up to $500.

Each participant had been through an introduction to the program which included an analysis of their needs and an action plan for this academic year. We met three times this year as a cohort to discuss issues of interest. The most popular session was on time management and the cohort and facilitators shared their perspectives and ideas for keeping organized and productive. This session was highly rated and one of the participants even sent a picture of her new time management system to us! See Appendix A for the complete reports.

This more structured and focused approach has helped the participants see the direction they would need to take and the areas where they would benefit from receiving mentoring.

Assessment and Feedback:

Final results of the Mutual Mentoring 9 participants is below

- Grants received:
  - 1 Tufts Collaborates for $50,000
  - 1 HNRC pilot grant for $20,000
  - 1 NHLBI grant for $316,771
- Grants submitted but not funded – 10
- Publications
  - Published – 1 text book chapter; 8 first author; 3 multiple author
  - In Press – 3
  - Under review – 3
  - In Process – 5
- Conference Presentations:
  - 4 attended
  - 11 presentations
  - 9 posters
  - 2 already accepted for next year
- Teaching Improvement:
  - Introduced active learning techniques into class
  - More confident in the classroom
  - Created a pilot experience for interprofessional experience
  - Created self-assessment/peer assessment components for Med III
  - Confidence to give guest lectures as a research professor
- Number of Contacts in their network
  - 125
  - 2 reported only at mid-term
Feedback was very positive even for those who didn’t complete their action plans as denoted below:

- *MM helped me be methodical about things I want to improve upon without feeling at a loss*
- *I want you to know that the program was valuable and I’m glad I was a part of it*
- *MM prompted me to complete a certification program and accepted into a specialty program. It was an absolute pleasure working with the participants, thanks for everything*
- *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 networks. This helped me tackle work related issues in a comfortable setting.*

**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. One faculty member wrote “Thanks for your valuable evaluation and opening up a better dialogue with the class.”

Many others noted that they had implemented specific changes in their teaching, including the following:

- *Listing assignments on Trunk informing students what to focus on in readings*
- *Based on students request, have tried using PowerPoint for some topics*
- *Since some students found the quiz more difficult than the instructor expected, he began quizzing students right after they saw the material repeated, and then reviewed answers immediately after they took it*
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 and then launched with 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 273 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.

Selected Books from CELT Lending Library

CELT Communications (NOTE: now combined with digital outreach)

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 1324 faculty and staff, and a growing number of external subscribers. In comparison to the last academic year, our subscription list has increased by 82 new 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.
The CELT brochure, available digitally or in hard copy, provides a comprehensive overview of CELT’s programs, events, and services. The brochure gives readers a window into the work that CELT does by providing detailed descriptions and illustrations.

In order to highlight the effective teaching practices and innovative strategies employed by Tufts faculty, CELT writes feature stories for its website. Topics of the feature stories this past year have included teaching diverse groups in the classroom, innovations in engineering teaching, and the use of poetry in teaching economics. These articles are typically highlighted in the newsletter, and receive the largest number of “opens” by our readership.

CELT tweets regularly to help faculty stay abreast of current research and news related to teaching and learning. Currently, the CELT Twitter account has 119 tweets, 290 followers, and is following 203 users.

CELT’s website includes a dynamic homepage. During the year, the CELT website had 6,724 visits from 4,117 unique visitors. Some of our web content has been migrated to the T@T website but our site will continue to highlight our programming and faculty accomplishments and will be linked with T@T.

C. New CELT Initiatives 2014 - 2015

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 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.

As part of the work of the difficult dialogues group, in the fall of 2014, CELT engaged Stephen Preskill, one of the authors of Discussion as a Way of Teaching, to lead a half-day workshop that was open to all Tufts faculty. Twenty-two faculty members from across Tufts engaged enthusiastically in the intensive workshop on how to facilitate productive dialogue in the classroom in an intentional way.

Two other groups that began in December of 2014 will continue to meet through the Fall 2015 semester. The current groups are focused on the topics of inclusive teaching in online environments, and inclusive teaching in the STEM disciplines. Members of both current groups participate in online reflection and conversation between meetings, and have a combined Trunk sites where they share resources.

Inclusive Excellence Symposium

As part of the grant commitment, in May of 2015, CELT held an internal symposium that was open to all Tufts faculty. There were 36 faculty members in attendance. Following the keynote speaker, Emmett Price from Northeastern University, faculty from the four learning communities presented snapshots of their work to date. This was followed by round table
topic discussions by participants. Mark Brimhall-Vargas, the new Chief Diversity Officer was in attendance, and the Provost came and thanked faculty for their commitment to the work of teaching for inclusive excellence.

Feedback and Response:

Overall feedback from the symposium was positive from participants:

- 88% found the panel of learning communities most effective/effective
- 89% found the lightening round presentations most effective/effective
- 94% found the examples of classroom practices most effective/effective

Qualitative feedback supported this view:

- “TUFTS IS THINKING ABOUT THIS! I’m not alone and there is an energetic community that cares about this and is working on it!”
- “What a wonderful experience. I am so glad I attended and am hoping to take some time to absorb what was discussed.”
- “Very helpful to attend – even for someone who has not been part of groups (and wishes they were!)

Large Lecture Consortium

Faculty across all schools at Tufts teach large lecture courses – those with enrollments over 100. 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, CELT initiated a Large Lecture Consortium on the Medford campus. It has the potential to greatly impact the learning environment for a large number of students in these courses.

This group met twice in the fall – once to hear colleagues talk about their use of Learning Catalytics and discuss best practices for using the system, and a second time to hear a medical school faculty member describe his experience with flipping a course. The spring semester Large Lecture Consortium meeting featured Bennett Goldberg, from Boston University, who described the university’s strategies for teaching large lecture STEM courses.

As the group continues to meet, faculty will share experiences and strategies, and CELT will help find resources and provide targeted sessions on topics that the group determines are important.
This year CELT offered the Course Design Institute (CDI) for Tufts faculty in January and in May. The CDI requires a four-day intensive commitment by faculty, and each time we have full enrollment, it is a testament to its perceived value. We were joined by our colleagues in ETS for both sessions. In January, there was a focus on flipped learning. The CDI was revised this year, based on last year’s comments and feedback. We focused more on integrating technology, reduced the amount, but increased the depth of material and provided more time for faculty to work with colleagues.

Working together, participants design or redesign a course using the Backwards Design model designed by Wiggins and McTighe. Starting with formulation of learning goals and learning objectives, and through rigorous 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 syllabus. Twenty-one faculty members total from all three campuses attended the two sessions.

Feedback and Assessment:

This program is emerging as one of our most successful programs in terms of creating change in teaching practices and enthusiasm for the process. Overall there were 22 participants. Their feedback stated:

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:

- “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 already 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.”
- “Diverse background of participants, diverse range of topics covered, the facilitators are experienced and helpful”
- “I have learned so much from my colleagues and I imagine my students have the same experience if I set it up all right.”

See the complete evaluations in Appendix A.

**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.
2. **Tufts’ campus-wide teaching conference** – ETS collaborated with CELT on the annual Teaching Conference in December.
3. **Board participation** – The Director of ETS is a member of the CELT Advisory Board.
4. **Course Development Institute (CDI) Collaboration** – ETS members collaborate with CELT in the development and delivery of the CDI.
5. **Learning Spaces website** – CELT and ETS members collaboratively developed a website as a repository for resources and best practices aimed at making the best use of flexible learning spaces.
D. CELT Publications, Presentations and Invited Talks

Publications:


Conference presentations:

- “Teaching for Inclusive Excellence.” (May, 2015), Invited Pre-Conference Workshop, 12th Annual Teaching Professor Conference, Atlanta, GA (Annie Soisson and Donna Qualters)

- “Active Learning Spaces as a Lever for Exploring Student-Centered Pedagogies,” Roundtable discussion, Fall 2014 POD Annual Conference, Dallas, TX. (Alicia Russell)


Invited Talks:


Awards:

- Donna Qualters received the prestigious ACE Women’s Leadership award in June, 2015. The award recognizes women who exhibit leadership in mentoring, promoting, and encouraging women in the field of higher education in Massachusetts.

Recognition in the Field:

- Invited by the Harvard Bok Center to participate in a meeting with the US Department of Education on the use of Technology in Higher Education. Tufts joined Harvard, MIT, and Northeastern members in the discussion

- Visited by Cambridge College and Amherst College to review and share our best practices
E. Service

**Within the University**

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

- University-wide Council on Teaching and Faculty Development
- Learning Outcomes Assessment Committee
- Tufts Distance Learning Consortium
- 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

**Beyond the University**

- World Association of Cooperative Education Institute Member
- Higher Education Technology and Learning Consortium Advisory Board
- New England Faculty Development Consortium
- Educause Learning Initiative
- Northeast Regional Computing Program (NERCOMP)
- New Media Consortium
CELT End of Year Faculty Survey

In an effort to strategize and plan for future initiatives, CELT conducted an end-of-year survey in June 2015 to obtain feedback on faculty needs and challenges and assess the impact of CELT programming. The survey was sent to all faculty members who have participated in CELT programs. We will use this along with feedback collected from each of our programs and events to inform our on-going development as a Center. This information will be shared with our faculty advisory board for discussion.

Current Challenges Highlighted by Faculty

The reported challenges this year presented several main themes along with a number of smaller concerns felt across the university. In general they fell under the following themes:

• **Class size**- many lectures are too large and under supported
• **Assessment**- designing fair and equal assessments of students and work
• **Inclusion**- addressing the array of abilities, particularly in introductory courses
• **Feedback**- creating assessments that are manageable to return in a timely fashion
• **Engagement**- maintaining interest in an age of social media and technological distraction
• **Balance**- devoting equal time to research and pedagogy

Changes in thinking and implementing new ideas as a result of attending a CELT event

Many faculty members responded to this question with positive feedback and offered ways in which their teaching had been enhanced because of involvement with CELT.

Some of the topics mentioned were:

• Proactive thinking in planning lessons
• The use of more formative assessments
• Implementing Learning Catalytics/technology in lectures
• Introduction of new teaching styles such as flipped learning
• Incorporation of more reflective practices for students and instructors
• Mapping of goals and learning objectives
• Redesign of a course as a result of attending the CDI
• Asking more questions rather than lecturing

Common themes that were particularly gratifying are echoed in these comments:

• “I have benefited so greatly by participating in CELT. I feel that it has informed/expanded all of my knowledge and skills in teaching- difficult to narrow down to a few things. Some examples are: development of strategies to address difficult dialogues, skills to increase interaction/discussion in class, improved means of assessing student progress/learning.”
• “I have learned that intuition is not enough to be an effective teacher.”
• “I have connected to others at Tufts who share my interests and have started to see how they can become a resource for my teaching efforts.”
• “Course Design Institute was such an eye-opener! It should be a requirement for every new faculty!”
2015-16 Goals

In an effort to balance faculty needs and requests with current CELT resources, CELT has set the following goals for next academic year. Depending on the results of the T-10 Strategic Planning Process these may need to be revisited.

- With the addition of our Learning Assessment Associate Director, we hope to expand our programming in Assessment initially with the A&S LOAC committee, the Cummings School and the School of Engineering; we also hope to pilot a Learning Assessment Institute to supplement our Course Design institute.

- We will be focusing more closely on the impact of CELT programming. We currently track attendance, faculty feedback and perceived change. This year we will develop system to begin to track implementation and new techniques.

- We will be working with the Provost Office and the UCTFD on designing and implementing some of the T-10 TALES initiatives.

- As always, our goal is to continually revise our current programming with feedback from our colleagues.