Center for the Enhancement of Learning and Teaching (CELT)

2013-2014 Annual Report

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Executive Summary

The Center for the Enhancement of Learning and Teaching (CELT) has had another productive and fruitful academic year. Our **number of unique faculty contacts has increased by 73.8%** since 2012, and the number of total center contact hours with faculty is at 1,025. 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 and Scholarly Technology Services (ESTS) to provide a seamless pathway for faculty, which emphasizes teaching excellence but introduces them to technological possibilities. Our joint projects with ESTS 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 collaborating with Institutional Research in the development of the draft TALES report for the T-10 strategic plan. We have taken a leading role in the design of TALES and see the potential for CELT as this program develops. A draft proposal has been submitted to the Provost and the UCTFD for further discussion and suggestions for implementation and timelines.

All of this has been accomplished with a small but very talented group of professionals who are creative, intelligent and highly skilled. Staffing continues to be our major challenge. This report provides a detailed description of the academic year 2013-2014 at CELT, as well as our 2014-2015 goals.

CELT Mission and Vision

The work of CELT is guided through our mission and vision statements, which was 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.
A. Review of 2013-2014 Goals and Noteworthy Accomplishments

In addition to continuing existing programs and events, and adding several new initiatives as needs arose, CELT set and achieved the following three goals for academic year 2013-2014

1. Develop two Faculty Learning Communities on Inclusive Excellence and Difficult Dialogues as part of our successful Davis Grant application.
2. Develop a full-fledged Mutual Mentoring Program – this year we will develop our pilot project and offer up to 10 small grants to faculty to encourage the development of mutual mentoring networks.
3. Offer a Course Design Institute – the foundation of innovation and faculty teaching improvement begins with course design. We will offer a four-day intensive course design institute modeled on our successful Course Design Institute for the RESPOND grant.

Goal 1: Development of Faculty Learning Communities

Through generous funding by the Davis Foundation, CELT was able to develop two faculty learning communities to support the university goal of diversity and inclusion. We have had enthusiastic response from faculty and envision the learning communities as the beginning of significant programming in inclusive excellence. The faculty learning community will provide faculty with the knowledge and skills needed in and out of the classroom as the composition of the student body evolves over the next decade. A complete report of the communities is discussed on pages 18-19.

Goal 2: Development of the Mutual Mentoring Program

In 2012-2013 CELT piloted a new cutting-edge program on mentoring called mutual mentoring. The concept was pioneered at the University of Massachusetts at Amherst and is beginning to spread across the country. This year’s cohort of junior faculty from our Boston campus was talented, enthusiastic and achieved a significant number of six-month goals that are invaluable as they progress in their careers. A full report on the program is discussed on pages 16-17.

Goal 3: Development of a Course Design Institute

Using the Course Design Institute (CDI) developed for the RESPOND grant last year, CELT developed a four-day intensive institute for faculty who wanted to design or redesign a course. The institute was offered twice in the spring. This initiative has proved to be one of our most highly rated and productive programs. Complete information and assessment can be found on pages 20-21.
B. Continuing Initiatives 2013-2014

Programs

CELT Faculty Fellows Seminar

The fall of 2013 marked the seventh offering of the CELT Fellows seminar, and over the past seven years 99 faculty have participated from across the three campuses. One of the most significant changes we made this past year was to focus the curriculum by using a common text, *How Students Learn* (Ambrose, et.al.) an evidence-based approach to teaching, as a guide for the seminar. This provided a framework that allowed 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 12 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 4.6 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.

- “I most enjoyed our week on ‘mastery’. The four stage model in the book, from unconscious incompetence to conscious incompetence, stuck with me. So much that I shared it with my students and had conversation with them.”

- “It is important to always think about my students’ motivation and level of expertise and how this impacts their interaction/engagement with material. The explicit conversation about this helped me think about how to approach this and incorporate these aspects in the development of my teaching.”

Other changes described included reorganizing course content to better “scaffold” student learning, using self-evaluation as a way for students to develop metacognition, setting clear expectations, and understanding the value of reflection in learning and improvement. For the complete evaluation, see Appendix A.
The Academic Leadership Development Program (ALD)

Because of personnel changes in the Provost Office and Human Resource Department, ALD was placed on hiatus this year. However in anticipation of reintroducing the program in the spring of 2015, CELT and Human Resources embarked on a redesign of the program.

The first step was to survey alumni for their feedback and input on what elements of the program were valuable and useful, what aspects of the program they might change and any additional topics they felt would be important for Tufts University leaders. Based on this survey, we redesigned the program to be more efficient, provide easier access to resources and offer a more faculty-centric approach. We have already begun the recruiting process and have arranged faculty speakers for the new program and will pilot the revised version in the Spring Semester of 2015.

Although we did host an ALD Booster Session this year, the booster functions both as a reinforcement or addition of leadership skills and a community/cohort building activity. The keynote speaker for the fall booster was Jeff Clanon who delivered a presentation entitled Leading Great Meetings. Twelve faculty alumni of the program and some Tufts staff attended and participated in a very interactive session on making meetings useful.

Additionally, to keep alumni connected to the program, CELT sent an e-mail to participants each month. 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.
Assessment and Feedback:

Participant assessment of the booster session was extremely positive. Participants reported feedback based on our four square evaluation which asks: (1) What works (2) what doesn’t work (3) what is the key message/take away and (4) general comments. Some comments were: “Overall great!”; “Thank you for an informative workshop”; “Great small groups, the speaker led well, easy to apply and practice!”

Response: Based on the results of the survey, the ALD program has been redesigned to be more in tune with the knowledge and skills needed for academic leadership. We will continue the booster sessions and continue to devise mechanisms to keep participants connected and reinforce the ideas and skills they gained through participation in the program.

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 20 students from across Arts, Sciences & Engineering Departments as well as Graduate students from our Boston Campus participated. CELT offered three workshops: Educational Planning, Giving Effective Feedback, and Forming your Teaching Philosophy Statement. 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 20 student teaching demonstrations and providing feedback on effective pedagogy.

**CELT/OEA Scholars Program**

For the third year in a row, CELT collaborated with the Office of Education Affairs (OEA) at TUSM to offer 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, eight 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 & peer observation, and 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 loved the entire session – sorry for nothing constructive, keep engaging us!*  
  *Incredibly interactive and promotes collegiality – LOVED the sessions.*
- *First, I now have a much deeper understanding of how difficult lecture teaching can be, and how creativity can be a double edged sword when teaching to students. One must always attempt to determine who their learners are.*
- *Very engaging and well organized!*

**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 we piloted a resource area with materials that are valuable for new faculty from various departments around the university. Feedback from previous years indicated that faculty would like some smaller group interactions with colleagues. As a result, this year we created case studies and had facilitators at each of the tables to guide the discussion around the case issues.
As always feedback was positive. Faculty deeply appreciated these discussions. There was a suggestion that we include some of the topics and issues that students are raising on campus that might impact the classroom or the discipline, such as sexual harassment and the needs of first generation students.

University-wide Teaching Conference, December 2013

**Events**

**University-wide Teaching Conference**

This year the University-wide Conference was located on the Medford Campus in December 2013. As always, 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, *Evidence Based Teaching*, attracted the largest audience ever. Approximately 160 participants from all Tufts campuses attended the day. This year for the first time, we also invited Tufts graduate students to the conference. Working with a UCTFD committee, the conference format was redesigned with some additional innovations:

1. The Psychology Department hosted a mini-conference within the larger conference. Faculty and graduate students organized three sessions around the topic of evidence-based teaching, which attracted over 50 participants in each session.

2. A panel of Tufts faculty was added to respond to our keynote, Daniel Willingham, from the University of Virginia. The panel continued the theme of applying evidence-based techniques to their own teaching to promote student learning.
3. 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 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.

4. A final drawing for a Mini-iPad was added. Combined with the poster session and wine and cheese, 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:

- 80% of responders strongly agreed/agreed that they gathered new ideas
- 81% strongly/agreed that interacting with colleagues was valuable
- 96% strongly/agreed or agreed that the overall conference experience was valuable

Qualitative feedback supported this view:

- Hard to decide the most valuable; keynote speaker and workshops were excellent
- Weaving the themes and questions; workshop format in the afternoon was an excellent way to follow keynote and panel
- Hearing and practicing evidence-based teaching methods/research about memory
- Information of what is available for technological improvement in courses

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 2014 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 including Physics, Sociology and Romance Languages. 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:

- **Romance Languages Department:** The department invited CELT to lead their annual day-long spring retreat on assessment. Thirty faculty members attended.

- **Sociology Department:** The department invited CELT to come to a department meeting to present and then lead a discussion on difficult dialogues in the classroom. Six members of the department were in attendance.

- **LGBT co-sponsored workshops:** In the fall and spring, CELT co-sponsored two workshops with the LGBT Center – one on Safe Zone Training and one on Gender Identity and Expression. The workshops were extremely well attended, with between 25-30 participants in each. One participant said: “It has increased my awareness about the heterogeneity with which people identify – reminding me not to make assumptions. I hope that I can be better with language and conveying my openness to learning.”

- **Tufts Innovates Assessment Workshop (University-wide):** CELT offered this program for a second time, in an attempt to strengthen the Tufts Innovates grant proposals. Fifteen faculty and staff were in attendance.

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

- **The Learner Centered Syllabus:** As part of the December University-wide Teaching Conference, CELT offered a workshop on developing truly learner-centered syllabi. Forty faculty were in attendance. The workshop was offered a second time in the spring for the faculty who attended the CELT Course Design Institute.
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 five book groups during the past year – two on the Medford campus, one on the Boston campus, and two on the Grafton campus. All five 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. An innovation this year was the introduction of a faculty/grad student group discussing Ken Bain’s book.

This year’s selections were:

- *What the Best College Students Do* by Ken Bain
- *The Theory and Practice of Teaching Medicine* by Jack Ende, M.D.
- *Whistling Vivaldi* by Claude M. Steele

Holding these discussion groups enables CELT to extend the conversation related to teaching and learning to a larger number of faculty.

Lecturer Tea

The CELT teas are informal get-togethers for faculty to discuss and process issues around teaching and learning. They originated from feedback from the Arts and Sciences faculty meetings where faculty suggested a number of topics they would like to explore. This year
we offered a tea for Tufts lecturers. The tea was organized by Laura Rogers, Senior Lecturer from the Education department and member of the CELT Faculty Advisory Board. While lecturers are on our mailing list and invited to all CELT activities, it was felt that lecturer’s may have different issues and concerns from those of tenure track faculty. For this reason, the special session, geared just to their needs, was offered. Although the group was small due to scheduling challenges, the feedback was very positive and we will explore how to move this initiative forward.

**Additional CELT Services and Resources for Faculty**

**Teaching @ Tufts Website**

The Teaching @ Tufts website is an ongoing collaborative effort between CELT and ESTS. The site is an evolving resource where faculty can find best practices for teaching and learning. It highlights videos of Tufts faculty discussing their teaching, technologies available to support teaching and learning, and potential solutions to common teaching challenges. The site is currently being re-conceptualized to match the goals of the TALES initiative.

**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 71 consultations (face-to-face, email, and phone) were provided by the three CELT professional staff last year, an increase of 48% from 2012.

**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 222 books in our growing collection, 52 of which were added this year. Borrowing rates have steadily increased as faculty become more aware of this resource. Recently added titles include: Teaching Naked: How Moving Technology out of Your College Classroom Will Improve Student Learning by Jose Antonio Bowen, Deconstructing Privilege: Teaching and Learning as Allies in the Classroom by Kim Case, and The Peak Performing Professor: Faculty Guide to Productivity and Happiness by Susan Robison.
Selected Books from CELT Lending Library

**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 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 1241 faculty and staff, and a growing number of external subscribers. In comparison to the 2012-2013 academic year, our subscription list has increased by 45%. Typically over 33% of those who receive the newsletter read and click through the links provided, an excellent rate according to industry standards. The newsletter provides faculty with information on programming and resources for support of 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 student motivation, mid-term feedback, and multimedia teaching tools. These articles are typically highlighted in the newsletter, and receive the largest number of “opens” by our readership.
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, we initiated the first full cohort this year. The Boston campus schools were particularly interested and, as a result, partnered with the Office of Educational Affairs at the medical school and recruited a cohort of 10 faculty 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.

Based on feedback from the program’s pilot cohort we added some additional features to this version. First, we had an initial two-hour meeting in which faculty were introduced to the concept and to each other. Mentees also spent a considerable amount of time mapping their career trajectories by identifying areas of strength and areas where they would seek additional mentors. We also changed the start date of the program to January as the last cohort stated that they could have been more involved during the summer months when there are fewer academic duties and potential mentors are more available. We added mid-course checks-in to bring the group together and continue to mentor each other and solicit suggestions. For example, at the spring mid-term meeting one of the mentees mentioned a book she had found invaluable so we invested in a lending library of books for career advancement. Lastly, each mentee completed a Mentoring Plan in which they identified their goals for the year and the products they hope to produce through their experiences.

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:

Six months into the program participants have made 63 contacts and achieved the following goals they set:

Grants:

- One proposal submitted and funded for a web-based program
- Two grant proposals written and submitted
- Two proposals in the final draft stages
- One proposal submitted and not funded but received positive feedback
- One proposal in development
Papers/Presentations:

- One paper published
- One conference abstract submitted
- One journal abstract submitted not published
- One conference presentation submitted

Teaching:

- Development of a cultural competency survey for students
- Pilot curriculum developed and submitted to curriculum committee
- One course designed for Med III and accepted

Other:

- One professional committee joined
- One intragroup collaboration on diversity issues

Mentoring, 2014

**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 personnel 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 generated for each class based on the information collected. CELT staff meet 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 seven sessions with faculty for fall and eight for spring. A number of requests are waitlisted for next year.

Assessment and Feedback:

The faculty feedback was very positive, below are some comments:

• “I had the best class evaluations I've ever had at Tufts with a 10 out of 11 students responding. Students commented that I had addressed everything from the mid-term evals.”
• “Mid-term feedback gave me so much information! I want to express my appreciation for what the Center does.”

C. New CELT Initiatives 2013-2014

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. In the fall of 2013, CELT met with the Deans of Arts, Sciences, & Engineering and the EEO directors and invited faculty across a wide range of departments to participate, later opening up the groups to all Arts, Sciences, & Engineering faculty.
Two groups have been meeting since January – one on the broad topic of teaching for inclusive excellence, and the other on the topic of difficult dialogues. Each participant has plans for a change in their teaching in the fall, and each learning community will summarize and share the group’s learning after the group has met for a year. Members of both groups participate in online reflection and conversation between meetings, and have Trunk sites where they share resources.

As part of the work of the difficult dialogues group, CELT engaged a consultant from the University of Alaska to offer a two-day workshop for all faculty. Twenty-one faculty from across Tufts engaged enthusiastically in the intensive workshop on how to use difficult dialogue in the classroom in an intentional way, and how to deal with challenging situations when they arise unexpectedly.

Feedback and Assessment:

- “This was a tremendously helpful hands-on workshop. [The facilitator] created an atmosphere of comfort that facilitated open and honest discussion about sensitive and timely issues. The take homes are practical and can be directly applied in the classroom. Bravo!”
- “My take away is that these techniques and skills are not just for class, but life skills; lots of techniques to get students who are disenfranchised for lots of reasons to feel more empowered to communicate.”
- “Engaging students in meaningful, difficult dialogue is a skill that can be cultivated and adapted to a wide range of teaching and learning contexts. Acknowledging the need for a culture shift in the university and society at large. This work is part of that effort.”

Large Lecture Symposium

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, among other things. This spring, to respond to their unique needs and challenges, CELT has convened a Large Lecture Symposium on the Medford campus as a pilot. It has the potential to have great impact on the learning environment for a large number of students.

CELT reached out to all Arts, Sciences, & Engineering faculty teaching courses with enrollment of over 100 students, and 18 responded to an initial survey. These faculty met this spring to create an agenda for the group moving forward. A fall meeting has been scheduled for September 26, and will include presentations from faculty members on strategies that are working for them. As the group continues to meet, faculty will share experiences, strategies and resources, and CELT will help to find resources and provide targeted workshops on topics that the group determines are important.
Course Design Institute

This year CELT offered its first two Course Design Institute (CDI) for Tufts faculty, one in January and one in May. CDI requires a four-day intensive commitment by faculty. Working together as a community of practice they design or redesign a course based on the principles of Backwards Design by Wiggins and McTighe. Starting with formulation of learning goals and learning objectives, and through rigorous facilitator and peer feedback, faculty are able to focus their courses for maximum learning. The institute is structured as an active engagement 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 in which to construct their syllabus. In the two sessions, 24 faculty from all three campuses attended.

Feedback and Assessment:

This program is emerging as one of our most successful programs in terms of creating real change in teaching practices. Participants feedback stated:

1. Overall value: Excellent – 100%
2. Material was useful – strongly agree/agree – 100%
3. Facilitators were effective – strongly agree/agree – 100%
4. Would you recommend – 100% said yes, one said “enthusiastically”

Course Design Institute, June 2014
Qualitative feedback supported the quantitative measurement:

- “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!”
- “I feel so lucky that I had the opportunity to do this workshop. Not only did I learn a whole lot of new things, but I really appreciate the wonderful atmosphere created the whole week. I loved it and will definitely use what I have learned in any future courses I create!”
- “Thank you for your wisdom and enthusiasm throughout the week. This was a very valuable contribution to my faculty development.”
- “I loved this workshop. It was eye opening. It will greatly enhance my effectiveness as a teacher.”

Feedback was so positive that several participants in the second offering were referred to the institute by colleagues who had attended the first. We are following up these institutes with a syllabus workshop as well as asking for pre/post syllabi to determine the effect of the CDI on participants’ courses. See the complete evaluations in Appendix A.

For the second session we were joined by our colleagues in ESTS and are now in the process of designing a CDI with a flipped learning focus that we will jointly offer. We also had requests from two universities, Ferris State in Michigan and Brandeis in Waltham, to allow faculty/designers to attend in the hopes of reproducing the workshop on their campuses.

**Digital Outreach**

To communicate and appeal to a new generation of faculty, CELT has initiated a Twitter account in which we “tweet” items of interest, new learning research, teaching conferences, etc., that might interest teaching faculty. Currently, the CELT twitter account has 63 tweets, 169 followers, and is following 203 users.

In October 2012, CELT redesigned its website and shifted to the most current version of Thinwire, which offers a modern look and additional functionality. Upgrades include a dynamic homepage, twitter and Google calendar integration. During the year, the CELT website had 6,724 visits from 4,271 unique visitors. This is a 13% increase in website visits and 34% increase in unique visitors from the previous year.

**CELT/ESTS 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 ESTS are
cooperating to create more synergistic programming to meet this need. Below is a summary of joint activities undertaken by the two units:

1. **Teaching@Tufts website** – An ongoing collaborative effort between CELT and ESTS, the site is an evolving resource where faculty can find information about best practices in teaching and learning. It highlights videos of Tufts faculty discussing their teaching, technologies available to support teaching and learning, and potential solutions to common teaching challenges. The site is currently being re-conceptualized to match the goals of the TALES initiative.

2. **Tufts’ campus-wide conferences** – ESTS collaborated with CELT on the annual Teaching Conference in December. For Teaching with Technology Symposium in June, CELT organized and facilitated two workshops and participated in the selection of Teaching with Technology faculty award recipients.

3. **Board participation** – ESTS is represented on the CELT Advisory Board by the Director.

4. **Faculty Developers Get –Together** – CELT with ESTS participation arranges a yearly get-together for all of those engaged in faculty development across the University to share information and resources.

5. **Course Development Institute Collaboration** – ESTS members attended CELT’s CDI in preparation for the collaborative development of a CDI with a flipped learning focus.

6. **Learning Spaces website** – CELT and ESTS 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:**


- Qualters, DM, (September, 2013). *Turning Your Teaching into Scholarship*. Faculty Focus, Magnum Publications.


• **Russell, A.** (accepted for publication). *Online Teaching as a Catalyst for Re-Examining Pedagogical Assumptions.* Journal on Excellence in College Teaching.

**Conference presentations:**

• “Turning Your Teaching into Scholarship”. (May, 2014), Invited Pre-Conference Workshop, 11\(^{th}\) Annual Teaching Professor Conference, Boston, MA (Donna Qualters & Annie Soisson)

• “Exploring the Influences that Impact Our Work with Faculty Learners”. (May, 2014) 11\(^{th}\) Annual Teaching Professor Conference, Boston, MA (Donna Qualters & Anne Benoit, Curry College)

• “Strategies for Constructive Collaborations Between Teaching and Learning Centers and Academic Technology Centers”. (Fall, 2014) POD Annual Conference, Pittsburgh, PA. (Annie Soisson and Rebecca Sholes, Tufts ESTS)

• “Developing Learner Centered Syllabi”. (2013) Tufts University-wide Teaching Conference. Medford, MA. (Annie Soisson)

**Invited Talks:**

• Invited speaker: *Innovations in Faculty Development.* 5\(^{th}\) Annual International Exposition and Conference in Higher Education (IECHE). Riyadh, Saudi, Arabia. (Donna Qualters)

• *Designing Learning for Student Success: Building Community, Developing Skills, and Creating Content.* Third Annual “Get Inspired SOTL Workshop, Middlesex Community College. (Alicia Russell)

• **Future of Experiential Education,** Keynote speaker, 43\(^{rd}\) Annual Conference, National Society of Experiential Education. Tampa, FL (Donna Qualters)
E. Service

Within the University

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

- University-wide Council on Teaching and Faculty Development
- Student Evaluation Committee
- Assessment Committee
- Tufts Distance Learning Consortium
- E-Portfolio Committee
- Graduate Institute for Teaching Selection Committee
- On-line – Distance Learning Working Group A&S
- Medical School Learning Strategies committee
- Tufts Classroom Committee
- Tufts Shared Spaces Program Working Group
- Learning Spaces Planning Committee
- Tufts Distance Learning Consortium
- Sharing Research for Research Education and Media (STREAM) working Group

Beyond the University

- Executive Committee Massachusetts ACE Women’s Leadership Network
- World Association of Cooperative Education Institute Member
- Higher Education Technology and Learning Consortium Advisory Board
- Teaching Professor – National 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 May 2014 to get feedback on faculty needs and challenges and assess the impact of CELT programming. The survey was sent to all faculty who have participated in CELT programs. This year the response rate was around 15%. While statistically within the range for survey returns, we surmise that because there were so many surveys sent as part of the strategic planning process faculty may have been feeling survey fatigue. 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 challenges this year were as varied as the number of participants and much broader than those reported in previous years. In general they fell under the following themes:

- Assessment – of students, of courses, of assignments
- Technology – flipping classrooms
- Inclusion – addressing stereotypes, challenges with diversity and inclusion
- Learning spaces – how to use inadequate space, make the most of new space
- Evidence-based – incorporating new ideas
- Diversity of student abilities – reaching everyone, different knowledge bases
- Class size – too large, not enough support
- Engaging students – how to do active learning, lack of attendance

And many more…..

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

This year there was more response to this question and greater diversity in the implementation and learning that faculty adopted.

Some of the topics mentioned were:

- Developing more student-centered in classroom approaches
- Designing alternative assignments for different styles
- Thinking more about activities to promote learning not content
- Questioning more and writing to think
- Changing exam construction
- Developing more pre-assessment of students
- Offering more diverse examples
- Developing more formative on-going assessment
• Paying attention to assessment and learning outcomes
• Developing new format of syllabus
• Flipping learning
• Evaluating at mid-term
• Focusing on learning objectives
• Trying digital stories
• Redesigning courses

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

• “I have remained conscious of pedagogy as an object worthy of thought and analysis and action”
• “I think MORE about how I [am] teaching and am hopefully meeting student needs”
• My thinking ABOUT teaching has changed and I will build on that”

2014-2015 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.

1. Develop two new Learning Communities – this year we will expand our current successful Learning Community offerings to include one on Contemplative Pedagogy and one on Supporting Faculty’s effective use of Flexible Learning Spaces.

2. Renew the Academic Leadership Program – the program will be offered in the spring of 2015 with a revised curriculum and partnership with human resources.

3. Launch our Flipped Learning Course Design Institute – with our ESTS partners we will offer a flipped learning version of our successful CDI.

4. Expand the CELT board – we are recruiting additional members from the Schools of Engineering and Medicine to enhance the effectiveness of our board.

5. Continue to enhance CELT’s and Tufts national reputation through research, publications and presentation.
Challenges

Our major challenge continues to be our success. As we continue to align our programming with Tufts faculty and administrative needs, increased participation and expanded programming combined with an increased call for CELT expertise has greatly overextended our resources. We are also much more active and visible on the Boston and Grafton campuses.

CELT’s prominence in the T-10 in moving the TALES initiative forward for faculty development makes increased staffing essential.

In order to fulfill our current mission and meet future needs, we are requesting staffing in the areas of Assessment, Instructional Design, and possibly Teaching Assistant Development. We continue to accomplish an incredible amount with limited staff and resources, but we are at the tipping point. Without increased staffing, we will not be able to meet the increased demands for faculty development.