

Center for the Enhancement of Learning and Teaching (CELT)

2017 - 2018 Annual Report

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Executive Summary

The past academic year has been exhausting but exciting for CELT. With the addition of two new associate directors in Inclusion and STEM & Professional Schools, we now have the bandwidth to continue and expand our work on Inclusive Excellence and to work more closely with the STEM disciplines and our professional schools in Boston and Grafton.

CELT has many accomplishments to report in this document. Below I would like to highlight a few:

- In leadership, we delivered our first module for the ALD program in the hybrid model. Feedback from faculty was very positive, they enjoyed having the ability to work on materials at their own pace and then come together with their colleagues to have in-depth discussions. We are currently putting our second module online.
- In teaching, we have continued to develop our inclusive excellence work in collaboration with University partners; we have revised our signature programs; and continued to collaborate with our ETS partners. Because of our expanding reputation, we have seen an increase in requests from international universities to visit our Center and requests for our expertise.
- In the department structure, we have successfully completed two searches for associate directors to work in the Inclusive excellence area and to increase our interactions with the STEM disciplines and Boston and Grafton. We are delighted to welcome two new talented individuals with new energies and ideas.

The number of individual faculty we have worked with has seen an interesting pattern shift. Our individual consultations have decreased. However, the number of faculty in our more robust long-term programs has increased. This is in line with our strategic direction for CELT, which is to shift our emphasis from short term individual interactions to longer term sustainable programming that has been shown to produce more growth and change in faculty practice. We are encouraged that faculty who have never been to CELT have also participated in CELT activities as well as the shift in demographics of who attends our programs. This year we had more full and associate professors attend than in past years. This may be a sign that CELT is now viewed by all faculty as the place to go if you want to innovate or learn about new trends, as opposed to where you go for generic teaching help. We have continued our own scholarship in new areas of teaching and learning and we have seen our profile grow and have been invited to present our work both nationally and internationally.

CELT Mission and Vision

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

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

This mission is even more relevant today as we face a diversified demographic population of students, increased pressure for more grant funding and publications, and the continuously evolving findings in educational research and technology.

A. Review of 2017-2018 Goals and Noteworthy Accomplishments

This was an extremely busy year for us, and a very productive one.

1. Conducted two successful searches for new staff

We ran two searches simultaneously this fall/spring to fill the two vacancies in Inclusive Excellence and STEM/Professional schools. We brought a number of talented individuals to campus and are happy to report that we have hired Ryan Rideau from Virginia Tech to fill the Associate Director for Inclusive Excellence and Carie Cardamone, formerly with the Brown University Teaching Center, for the Associate Director for STEM & Professional Schools. Both these individuals bring new ideas and energy to CELT and we're excited to work together to develop programming in areas that we have not been able to previously address.

2. Transitioning the leadership of CELT

In preparation for the retirement of two key CELT personnel in 2019, Donna Qualters and Alicia Russell, Annie Soisson was promoted to Senior Associate Director. In this role Annie is now supervising staff, developing programming, and working with the Director on budget and leadership issues in the Center. The transition has been smooth, and Annie has done an outstanding job in her new leadership role.

3. Continue the level of service while understaffed

We are pleased to say that we were able to maintain the quality and quantity of our programming with a reduced staff both in number and time. Both the Director and Associate Director reduced their time, 80% and 60% respectively, yet we conducted the searches, ran our programs, updated others and continued to add a few less intensive programs. We are looking forward to launching new programs next year with our new staff positions.

B. Comprehensive Programming 2017-2018

CORE PROGRAMS

CELT Faculty Fellows Seminar

The fall of 2017 marked the eleventh offering of the CELT Fellows Seminar with 9 faculty participants. Over the past eleven years *131 faculty have participated from across the three campuses*, and 9 more have been accepted for this fall. This program requires a strong commitment on the part of faculty, who attend eight three hour sessions over the fall semester.



We continue to focus the Seminar curriculum by using a common text, *How Students Learn* (Ambrose, et.al). This text provides a framework that allows the group to get a broad understanding of the complexity of teaching, while exploring in greater depth areas most valuable to the participants. Participants lead sessions, collaboratively problem-solve, and conduct peer observations with feedback on each other’s classroom teaching.

Fellows Assessment and Feedback

The feedback this year was again very positive. All 9 participants stated that they would strongly recommend the Seminar to their peers. **They rated the overall seminar a 5 out of 5.** In the final evaluation, all 9 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 have already incorporated so many new and exciting techniques and can’t wait to continue trying new/more things. Hopefully my students will be as excited as I am.”

“[I] Plan to introduce an additional activity/assignment to decrease exam anxiety, provide another means of reinforcing concepts, and be more inclusive of different learning preferences.”

One of our goals is to increase the comfort faculty have in opening up their classrooms and sharing their teaching challenges with colleagues. This year’s final evaluation indicates that we are achieving that goal.

| Participation in Fellows by School 2006 – 2017 | |
|---|----|
| School of Arts and Sciences | 68 |
| School of Engineering | 15 |
| School of Medicine* | 14 |
| School of Veterinary Medicine | 14 |
| School of Dental Medicine | 10 |
| School of Nutrition and Science Policy | 6 |
| Fletcher School of Law and Diplomacy | 3 |
| School of the Museum of Fine Arts | 1 |
| * CELT also works with the TUSM Office of Educational Affairs to deliver a similar program on that campus, and 54 faculty have participated in that program since 2013. | |

“I am so much more comfortable with efforts to improve my teaching and have a much more comprehensive understanding of the field.”

“I was nervous going into this. I came out of it feeling like I learned a lot, and with a new perspective on my teaching, as well as my colleagues teaching.”

“At first I was petrified of this process (classroom observations). As a novice instructor, I felt that I didn’t want feedback on my “performance,” but after it happened, I felt supported by the process and it made me feel as though I actually knew what I was doing and that I was good at it.”

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

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

For the complete evaluation, see Appendix A.

The Academic Leadership Development Program (ALD)

With the establishment by the Medical School of a new leadership development program, we have redesigned the ALD program to be more focused on the Medford and Grafton campuses. This is, and continues to be, a very labor and time intensive project. This year we launched the first cohort in the new ALD hybrid model. The hybrid model’s first online module, entitled “Coaching and Mentoring”, combined with two face-to-face meetings of the group occurred in the Spring of 2018. We had 16 participants this year from 7 schools in our first cohort. They will be in the program as a cohort for the next three semesters to complete all four modules.

A survey conducted at the last meeting of the first semester asked faculty to comment on what worked for their learning in this new model, what were their take-aways, and what suggestions did they have as we continue to develop modules.

The following themes emerged from the data:

- They liked the self-pacing element of the modules and found that this method allowed them to have the time to be reflective and work at a pace that matched the rhythm of their semester
- They especially valued the in-person sessions and group discussions
- They expressed that this model created a community for them both virtual and face to face
- Key learning areas participants identified matched our learning goals for the module
- They would like to meet in person rather than through Webex for both check-in meetings
- The online discussion forum didn’t work for many of them – we will revisit this for next semester

We are in the process of developing the second module on Managing Change and will continue

to refine this project as we get more feedback from participants.

ALD Alumni Gathering/Rosemary Johnson Symposium

We had another very successful Rosemary Johnson Symposium this past spring. Our guest speaker Reverend Liz Walker gave a talk titled, “Grace in the Times of Incivility”. The speaker and the topic clearly resonated with our ALD alumni as we received the most enthusiastic feedback from participants than for any other speaker in the history of the program. Even though it was not a “traditional” talk about leadership, her words struck a chord with those who attended. The Rosemary Johnson family were particularly effusive about how this speaker really met the goals set out by the bequest.



Rosemary Johnson/ALD Gathering

Mutual Mentoring

We had nine participants in this year’s Mutual Mentoring Cohort from the Medical School and Dental School and for the first time members from A&S and Engineering. As in the past cohorts, we scheduled meetings and presenters as the group requested. This year’s cohort were more interested in working together rather than hearing from people outside the group, so our four meetings were a series of mutual mentoring meetings guided by the facilitators.

Results were impressive from this group. Together they had a total of 98 mutual mentoring connections during the course of the year, this is the highest number since the program began 4 years ago.

In addition, the group achieved the following outcomes:

- 2 – grant received
- 5 – grants submitted/pending
- 6 – conference presentations
- 3 – poster presentations
- 4 – papers /book chapters published
- 4 – manuscripts in preparation
- 3 – IRB’s in process
- 1 – editorial board new member
- 1 – papers in press/under review
- 2 – took on new leadership roles
- 2 – curriculum designed or redesign
- 1 – dossier submitted for promotion
- 1 – organized an international leadership conference
- 1 – received certification as a faculty developer in medicine

Feedback and Assessment

A follow-up to solicit feedback about the value of the program elicited some of the following comments from participants.

“Again, thank you for the opportunity. It has been fun and I do hope to continue working on my professional and personal goals”

“I’ve had a very successful year and learned so much from you both and from the amazing group of faculty who participated! Thank you so much again for this opportunity and I look forward to a reunion in the fall.”

“Thank you so much for the wonderful workshops and I have gained so much from it!

“Thank you so much for all of your help and guidance this year, I think it was an excellent program that really helped me focus in on how to accomplish my goals and work on professional development.”

Next year we will again select a new cohort. The funding now will be split between the CELT budget and the OEA budget.

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.



Mid-Term Feedback Session

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 twelve sessions with faculty for fall and eight for spring.** We have also modified the protocol to allow us to conduct feedback sessions in large classes in an efficient manner.

Feedback and Assessment

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

Faculty Learning Communities:

Learning Community on Student-Centered Learning

CELT invited faculty who had participated in either the CDI or the ILA to join a learning community to explore ways to promote student-centered learning. Eight faculty members from different disciplines identified topics they were interested in, and then attended in a series of meetings facilitated by the participants. The group generated documents to share and contributed to a blog post for Teaching@Tufts.

Large Lecture Consortium

Faculty across all schools at Tufts teach large lecture courses. These courses can be very challenging in terms of organization, student engagement, and assessment. To respond to the unique needs and challenges of these faculty, CELT initiated the Large Lecture Consortium on the Medford campus. Now in its second year, the members of the group facilitate discussions on topics of interest to the members.



Large Lecture Faculty Presentation

During the fall, one of the faculty participants facilitated a discussion on “Tufts HHMI Inclusive Excellence for STEM courses.” Other topics included suggestions for advising and office hours. Even when members of the group were not able to meet, they shared resources via a Trunk site and email.

As the group continues to meet, some sessions will feature host speakers and faculty will continue to share experiences and strategies. CELT staff assist by sharing resources and expertise, and helping to identify speakers.

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

Course Design Institute

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



Course Design Institute, June 2018

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

Because of the complexity of the course design process, we continuously review and adapt the Institute according to faculty feedback and participant needs. The Institute evolves each time we offer it, but that is its strength. As faculty from more disciplines join, we get a larger perspective on the course design processes and challenges of Tufts faculty.

This year we again redesigned the four days, based on our observations and faculty feedback, to emphasize formulating better learning objectives and integrating inclusive pedagogy into courses. Through the development of an online module in formulating goals and objectives, this year’s participants were much more prepared and this allowed more interactive time with colleagues.

In the past academic year, we had 13 faculty participate from 12 disciplines and 3 Schools.

Feedback and Assessment:

1. Overall value: Good/Excellent – 100%
2. Intend to make changes as a result of CDI—strongly agree/agree- 100%
3. Material was useful – strongly agree/agree – 100%
4. Facilitators were effective – strongly agree/agree – 100%
5. Would you recommend – 83% said yes, 17% maybe

Qualitative Feedback:

“The facilitation and discussions and small group. I believe these three items really helped me get the most [out] of the materials presented. You both excelled in sharing info. Plus listening and discussing it with everyone helped me appreciate the value and/or see things in a different way.”

“This should be required for all early career STEM faculty. Seriously. This is the first time that I have had any training in teaching. This is the first time that I feel like I embody all facets of what it means to be a “professor” and not just a “scientist talking at people”

“Extremely well facilitated, organized, and managed. Exercises, toolkit, and feedback were extremely beneficial (specifically, I found the pre-assignments and homework assignments to be value-added and they helped me to organize, expand upon, and implement my thoughts accordingly.)”

“Thank you very much for affording me the opportunity to participate in this workshop. I found it to be extremely inspiring and beneficial to my professional development. It was such a pleasure learning from you and I look forward to applying the knowledge and skills obtained to my teaching and learning practices. Thank you!”

See the complete evaluations in Appendix A.

Faculty Institute for Learning Assessment (ILA)



Institute for Learning Assessment, August 2017

Learning assessment has always been an important component of the Course Design Institute, but there has never been sufficient time in that institute to answer all the thoughtful and challenging questions faculty raise about the process of assessment. This year marks our third ILA. As always based on participant feedback we made changes to the curriculum to focus more on the needs of this cohort. We had 7 participants from 4 schools and 7 departments. The Institute’s goal is to reframe assessment for faculty from evaluation to an overall model of continuous, inclusive and sustainable assessment. We offer this once a year in August before

classes begin.

ILA Feedback and Assessment

The post-workshop evaluation survey contains questions about the quality of information, materials, and facilitation.

Overall value of the institute: Excellent/good – 100%

I intend to make changes: Strongly agree - 100%

The material provided was useful – strongly agree – 100%

The facilitation was effective – strongly agree – 100%

Would you recommend the ILA to colleagues – strongly agree -100%/ “emphatically”

Responses to the question: What were the single most important lessons from the ILA?

“The workshop has boosted my confidence to self-assess the strengths and areas of weakness in my course. I will pay very close attention moving forward to inputs, and continuously evaluating the effectiveness of my teaching.”

“At the start, I didn’t know what I didn’t know and this really opened my eyes and greatly increased my ability to improve my course.”

“Be creative about learning assessment methodology!”

For the complete evaluation, see Appendix A.

Teaching Squares Program

This year CELT expanded the Teaching Squares program to include both lecturers and tenured/tenure track faculty. The program provides faculty an opportunity to gain new insight into their teaching through a non-evaluative, collegial process of reciprocal classroom observation followed by self-reflection. The four faculty in each square agree to visit each other's classes over the course of a semester and then meet to discuss what they learned about their own teaching from observing others. Teaching Squares open up spaces for reflection and conversation about teaching. This year's program consisted of 6 faculty in two trios from six disciplines. Evaluation by each square confirmed the value of this model and CELT will continue the program next year.

Department Chairs' Roundtable

This is the second year of the program for AS&E Chairs. The group was originally formed last year to provide chairs with a forum to create community; share ideas and techniques, and problem solve challenges in a collegial environment.

The program has slowly been developing as the value of coming together has become more apparent to the group. This year we had 7-10 chairs at each of the three sessions as well as significant contact between meetings around issue of importance to the chairs.

OTHER FACULTY DEVELOPMENT PROGRAMS

New Faculty Orientation

Whether teachers are brand new or experienced, their success in the classroom involves understanding the environment and culture of an institution. CELT again collaborated with AS&E to help organize and facilitate an afternoon workshop as part of the New Faculty Orientation for the School of Arts, Sciences, & Engineering. As in the past, we collaborated with the Dean's office staff to plan an interactive participatory afternoon session. We once again focused on the topic of Inclusive Excellence. New faculty shared ideas on teaching and assessing in a more inclusive manner as well as reviewing their syllabus under the guidance of the facilitators

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

"I need to think more about incorporating diverse perspectives/voices in the sources I choose for students."

"Teaching is engagement; it's how you bring yourself to the task of fostering an environment of collaboration and inclusive learning."

"I learned that the syllabus can be used as a "warm" invitation to learn."

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 three book groups during the past year – one on the Medford campus, one on the Boston campus, and one on the Grafton campus. The three groups were fully subscribed, with a total of 31 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 individual teaching practices.



Book Discussion Group

This year’s selection for all campuses, after a campus workshop by the author, was:

- *Small Teaching: Everyday Lessons from the Science of Learning* by James Lang

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

Confidential Consultations

Part of CELT’s on-going mission is to provide support in a confidential, time-responsive and individualized manner to faculty. As the reputation of, and trust in CELT has advanced over the last five years, requests for consultations include faculty from all schools. Faculty usually approach CELT on their own volition, though some are encouraged by their department chairs or deans to get a consultation with CELT, but it is always confidential. As teaching has changed, so have consultations. While the face-to-face meeting is still the most common, consultations have expanded to include classroom observations, reassuring telephone conversations, and e-mail consultations. Topics for consultations may include, teaching a large lecture class, refining a syllabus, incorporating formative feedback, leading a discussion, effective use of technology and many similar topics. A total of **61** consultations (face-to-face, email, and phone) were provided by the CELT professional staff.

Graduate Institute for Teaching (GIFT)

CELT continues its partnership with Arts, Science & Engineering Graduate School in the **Graduate Institute for Teaching (GIFT) program**, assisting the office of the Dean of Graduate Studies with selection and training of the GIFT Fellows. This year 20 students from

across Arts, Sciences & Engineering Departments as well as Graduate students from Boston Campus participated. This was a very engaged and enthusiastic cohort who were talented, thoughtful and eager to both learn and share with each other and the presenters.

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

CELT has limited capacity to serve Teaching Assistants, but contributes through GIFT and through workshops during the academic year for the GSAS professional development series for graduate students.

EVENTS

University-wide Teaching Conference



This year, the University-wide Conference was located on the Medford Campus. The topic of this year's conference was: Student Motivation and Engagement: We're all in this together! This year, 127 faculty/staff attended the first day, and 113 faculty/staff attended the second day (142 participants in total, with some participants attending both days).

Our keynote speaker on the first day was David Dockterman, from the Harvard Education Graduate School. Susan Robison, a noted faculty

development and leadership speaker, keynoted the second day.

In an effort to engage more faculty, we initiated a Call for Proposals to faculty on all campuses as a pilot. To our delight, we received a number of strong proposals and chose eight as presenters. With the success of the pilot we will continue the practice next year.

Conference Assessment and Feedback

Overall, feedback about the conference was positive from both participants and presenters. Both keynotes this year received strong evaluations. We did not have a strong return of the evaluation forms (see below), but conversations and informal feedback confirmed the value of this event for faculty.

| Conference Evaluation Responses | Day 1 39/127 resp. | Day 2 27/113 resp. |
|---|--------------------------|--------------------------|
| Strongly agreed/agreed that they gathered new ideas | 89% | 89% |
| Strongly agreed/agreed that there was the right mix of theory/practice | 89% | 92% |
| Strongly/agreed that interacting with colleagues was valuable | 95% | 85% |
| Strongly/agreed or agreed that the overall conference experience was valuable | 97% | 100% |

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

“I liked meeting faculty from many schools and trying to apply the same principle to a variety of situations.”

“I would encourage all faculty to experience something like this!”

“Much more aware of the impact of my level of engagement has on my teaching. More mindful of bringing my “A game” to teaching.”

“I am planning to incorporate more explicit discussion of learning processes and build attention to process more fully in my assessment of student performance.”

All results of the final evaluation are available in Appendix A.

WORKSHOPS



Small Teaching Workshop

Over the last few years we have had regular requests from departments and campuses to conduct workshops. These workshops fit with the CELT philosophy of creating communities of practice, establishing common language, and creating a conversation within the departments that increases the likelihood of developing a positive and ongoing culture around teaching. In addition, we offer workshops based on trends we are seeing in higher education or topics we hear repeated interest in.

Clinical Teaching: Engaging the Reluctant Learner- CELT presented at Grand Rounds for first year residents on running clinical sessions that engaged their students.

Active Learning – CELT partnered with ETS to present a half-day faculty development workshop on active learning techniques incorporating the best of evidence-based learning and technology.

Difficult Dialogues – in conjunction with a book group, CELT facilitated a two-part workshop on how to facilitate difficult dialogues in the classroom. This continues to be a topic of interest for faculty who teach small courses, and courses related to social justice issues.

Small Teaching: Everyday Lessons from the Science of Teaching. Author James Lang presented two workshops – one on research-based strategies for improving student learning through a series of modest but powerful changes, the second workshop is described below.

Building a Culture of Academic Integrity: The Role of Students and Faculty. “In this workshop James Lang offered strategies for “creating effective learning environments that foster intrinsic motivation, promote mastery, and instill the sense of self-efficacy that students need for deep learning” – Harvard University Press.

Library Workshops: As part of the Reflective Practice workshop series for Tisch librarians, CELT staff led three workshops – “Writing Student Learning Outcomes,” “Active Learning Techniques” and “Effective Classroom Facilitation.”

COMMUNICATIONS AND MARKETING

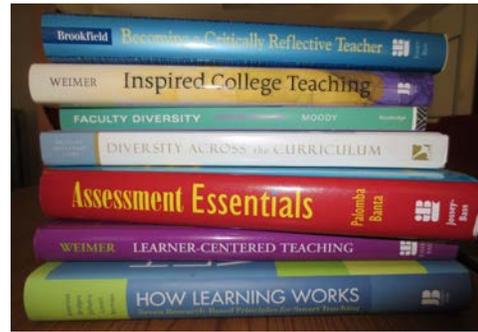
Teaching@Tufts Website

The Teaching@Tufts website is an ongoing collaborative effort between CELT and ETS. It is an evolving resource where faculty can find best practices for teaching and learning. The centerpiece of the site features frequent blog posts by Tufts faculty discussing their teaching and interviews with faculty who have participated in Tufts Innovates projects. Faculty can easily search for resources through sections on Teaching Strategies, Teaching Resources, Teaching Challenges, Assessment and Evaluation, Learning Spaces and Classrooms and Teaching with Technology. The site also provides a listing of events at both the University and College level that relate to teaching.

During the year, the Teaching @ Tufts website had 5,993 visits from 4,861 users, with 10,158 page views throughout the year.

Lending Library

CELT continues to acquire some of the best available books on teaching and learning and makes them available to faculty to borrow. We have 442 books in our growing collection, 47 of which were added this year. Borrowing rates have steadily increased as faculty become more aware of this resource. Recently added titles include: Integrating Pedagogy and Technology: Improving Teaching and Learning in Higher Education by James A. Bernauer, Centering Women of Color in Academic Counterspaces: A Critical Race Analysis of Teaching, Learning, and Classroom Dynamics (Race and Education in the Twenty-First Century) by Annemarie Vaccaro, and Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization by Cia Verschelden.



Selected Books from CELT Lending Library

See Appendix F for complete list of new CELT library books.

CELT also offers an online, searchable library catalog of our books. The library enables searching by title, author, tag, subject or “new arrival.” Faculty can search for books, then come to CELT to check them out or have them sent to them. The site can be accessed from CELT’s website or directly via [CELT’s Online Library Catalog](#).

CELT Communications

CELT reaches a wide range of constituents through social media, its website, and a newsletter using a viral marketing tool, Constant Contact. All of the CELT publications are accessible on the CELT website. (Appendix B)

Newsletter: CELT continues to publish its electronic newsletter several times a year. Our current subscription list includes almost **1500 faculty and staff, and a growing number of external subscribers. Typically, over 33% of those who receive the newsletter open it, and many more read it in the pane, 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. External subscribers include faculty from Yale, MIT, Columbia, Boston University, Boston College, Northeastern University, Brandeis, University of Massachusetts, Virginia Commonwealth University, University of Calgary. And several other international Universities.

Twitter: CELT tweets regularly to help faculty stay abreast of current research and news related to teaching and learning. Currently, the CELT Twitter account has 713 followers and is following 216 users.

Website: CELT's website includes a dynamic homepage. During the year, the CELT website had 8,323 visits from 5,518 users, with an impressive number of 17,230 page views throughout the year. Some of our web content has been migrated to the Teaching@Tufts website but our site will continue to highlight our programming and faculty accomplishments and will be linked with Teaching@Tufts.

COLLABORATIONS

Educational Technology Services

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

1. **Teaching@Tufts website** – An ongoing collaborative effort between CELT and ETS, the site is an evolving resource where faculty can find information about best practices in teaching and learning. The site includes posts by and about faculty experiences with innovative teaching and technology. It is available at teaching.tufts.edu
2. **Tufts' University-wide Teaching Conference** – ETS collaborates closely with CELT on the annual teaching conference in May.
3. **Board participation** – The Director of ETS is a member of the CELT Advisory Board.
4. **Active Learning Workshop** – Personnel from CELT and ETS collaborated on a half-day faculty development workshop on active learning techniques incorporating the best of evidence based learning and technology.
5. **ALD Modules** – with the re-conception of ALD as a hybrid model, CELT, HR, and TTS have collaborated to produce the new modules.
6. **CDI/ILA Modules** – CELT and ETS collaborated to develop three online modules that focus on developing strong learning objectives. These will also be used with faculty developing online courses at Tufts. They have been heavily used across all three campuses.

Jonathan Tisch College of Civic Life

[Initiative on Social Emotional Learning and Civic Engagement](#)

CELT is part of the advisory board for this initiative, and we are collaborating to find synergies between our work. The theme of diversity and inclusion, a strength for CELT, is integral in thinking about social emotional learning and civic engagement.

[Tufts University Prison Initiative](#)

CELT is collaborating with the initiative to develop and assess pedagogical strategies for Tufts faculty teaching in the program.

C. CELT Scholarship

Publications

Qualters, D. (January, 2018) *Navigating Ethical Waters in the College Classroom*, Faculty Focus. <https://www.facultyfocus.com/articles/teaching-and-learning/navigating-ethical-waters-cassroom/>

Rideau, R., & Robbins, C. K. (2018). Critical race and spatial analysis: Mapping to understand and address educational inequity [Review of the book]. Teachers College Record. Retrieved from <http://www.tcrecord.org>

Soisson, A. (2018). Chapter proposal, *under review: Strategy, Focus and Connection for Teaching Center Success*, Publisher: Palgrave, London, UK.

Garlick, J., Bergom, I., Soisson, A. (2018). *Article, under review*. Design and Impact of an Undergraduate Civic Science Course, Journal of College Science Teaching.

Conference Presentations

How Centers for Teaching and Learning Can Influence Campus Culture on Emerging Educational Trends. AAC&U Conference, Washington DC, Annie Soisson and Donna Qualters with Stacy Grooters and Cristina Mirshekari. (2018)

Invited Talks and Workshops

Engaging Faculty in Assessing Experiential Education, World Association of Cooperative Education Fall Institute, Merrimack College, October, 2018.

Engaging Faculty in Their Own Development (October, 2018), Academic Leadership Development Conference, Baltimore, MD

Infusing Experiential Education into Courses (May, 2018), Merrimack College, N. Andover, MA

Addressing Racism and Sexism in Non-Tenure-Track Faculty Members, Contingent Faculty Symposium, American Federation of Teachers (AFT), Philadelphia, PA

Grants

Inclusive Excellence Grant, Co-PI, Howard Hughes Medical Institute, 5 years/ 1,000,000.

Journal Reviewer

Journal of Dental Education
Journal of Faculty Development

Leadership / Recognition in the Field

Executive Board Vice President for the New England Faculty Development Consortium (NEFDC) - Annie Soisson

Kanazawa University, Japan – visiting scholar will join us from September to February to study CELT’s model of faculty development as a possible model for implementation at Kanazawa University.

D. Service

Within the University

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

- Diversity and Inclusion Working Group
- University-wide Council on Teaching and Faculty Development (UCTFD)
- Learning Outcomes Assessment Committee
- Tufts University Prison Initiative
- Advisory Board for the Social and Emotional Learning Initiative
- Graduate Institute for Teaching Selection Committee
- Tufts Classroom Committee
- Tufts Shared Spaces Program Working Group
- Learning Spaces Planning Committee
- Provost’s Bridging Differences Task Force
- ILRI Director Search Committee

Beyond the University

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

2018-2019 Goals

- To successfully fill the two vacancies left by the retirement of the Director and Associate Director. These searches will begin in the fall, with the hope of hiring someone by the Spring to begin in July of 2019.
- To successfully launch a “Institute for Inclusive Teaching” as an extension of our work in inclusive excellence. The institute will be modeled on our current institutes meaning it will be 3-4 days of intensive work within an interdisciplinary community of faculty.
- To collaborate with the new co-CDOs to increase our collaboration in recruiting, retaining and supporting faculty of color on all campuses.
- To work with our new colleagues to develop appropriate programming in each of their areas of expertise.
- To maintain the quality (and quantity) of our programming as we search for two new colleagues.