

Center for the Enhancement of Learning and Teaching (CELT)

2016 - 2017 Annual Report

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Executive Summary

In 2016-17, CELT continued to support faculty at Tufts, grow our programming, become involved in multiple new areas of the University and continue to be inspired by the work of our colleagues. We have introduced new programming in leadership and teaching, continued our work in Inclusive Pedagogy, extended our reputation both nationally and internationally and faced some interesting challenges.

CELT has many accomplishments to report in this document. Here are a few highlights: In leadership we have created and supported the inaugural Chair's Roundtable which meets once a semester and is chaired by faculty chairs who set the agenda with their colleagues; we have revised the Academic Leadership Development Program to be on-line, asynchronous and open to more potential leaders. In teaching we have added a new, highly rated, program called Teaching Squares for our full-time lecturers that will be expanded next year to any faculty interested. We have partnered with Tisch College to enhance inclusion in the classroom through the Social Emotional Learning grant and we are part of the team that received the HHMI grant for Inclusion in the STEM Disciplines. Because of our expanding reputation, we have seen an increase in requests from international schools to visit our Center. We continue to play a significant role in moving the TALES initiative forward by crafting the Teacher Scholar Model.

The number of individual faculty we have worked with increased again this year. We are encouraged that more individual faculty who have never been to CELT have participated in our programming. We have continued our own scholarship in cutting edge areas of teaching and learning and we have seen our profile grow as we have been invited to present our work at international venues.

We have also had some challenges this year. We are currently down two staff members but are working to fill these positions in the fall. Meanwhile, we will continue to maintain our core programs and work with our Board to balance the needs of a large university with a small teaching and learning center staff.

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 2016-2017 Goals and Noteworthy Accomplishments

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

1. Continue our programming in Learning Assessment

“Culture of assessment” is a commonly used phrase, but it’s often not clear what it means. At CELT, we are clear that this means that teachers continually assess and measure student progress toward course, major, department, and university learning goals. CELT launched the Institute for Learning Assessment in the Spring of 2015, and offered it again last summer to 10 faculty who rated it very highly. Though our Associate Director for Assessment has left Tufts, we will continue to run the program. We have partnered with the Learning Outcomes Assessment Committee (LOAC) in Arts and Sciences (A&S) to pilot a project to measure the impact of general education outcomes, an area of concern for NEASC. CELT also partners with the Office of Research Administration to present workshops for faculty to support the development of assessment plans for those applying for NIH and/or NSF grants.

2. Measure the impact of CELT programming

This is an on-going goal. We have substantial data on attendance at programs, departments and schools we serve, rank and position of attendees, faculty evaluations of the quality and value of our programs, and great anecdotal information from our faculty about our success. This year we compiled several years of feedback and conducted a survey for the evaluation of our CELT Fellows Program. We are using a Logic Model that is proving very effective in helping us determine how to improve our impact on teaching and learning.

3. Develop TALES

The Teaching@Tufts website, a joint effort between CELT and ESTS, has grown more robust this year. Its blog has contributions highlighting faculty most of the colleges. We have also moved the Teaching Scholar Program (a program to recognize and reward faculty efforts to do evidence based teaching, and assessment) forward. We have met with various constituents throughout the university and will work this summer with UCTFD to present a final proposal for the program.

4. Continue to promote Inclusive Excellence

We continue our programming in this critical area and continue to partner with other departments at Tufts to continue this work. We have developed a robust section of the CELT website with the latest research on inclusion, the results of our work under the Davis grant, and resources to help faculty reflect on their own classroom teaching to make it more inclusive.

5. Expand our reach and reputation

CELT is becoming more prominent among teaching centers. This year faculty and administrators from Kanazawa University, Japan, UTEC, Peru and Merrimack College visited the Center. These Universities visited to discuss our programming and our approach to faculty development. We were invited by Northeastern University to collaborate with them to create a Mindfulness in the Classroom Institute as well as presenting our work on inclusion internationally and keynoting conferences.

6. Revise our current programming on an ongoing basis with faculty feedback

To model what we espouse, reflection in and on practice, we continually review and revise programming based on faculty feedback and ongoing assessment.

B. Comprehensive Programming 2016-2017

CORE PROGRAMS

CELT Faculty Fellows Seminar

The fall of 2016 marked the eleventh offering of the CELT Fellows Seminar, and there were 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.”

Participation by School 2006 – 2016	
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.	

CELT Fellows Fall 2016

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.

“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’s 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. We are almost ready with our first module entitled Coaching and Mentoring – it will include interactive videos, research, articles, and case studies on Feedback /Mentoring/Performance Review. Thanks to Patrick Connell’s group in ETS this should be a vibrant, informative and interactive experience. We will launch the first module in the Spring of 2018.

ALD Alumni Gathering/Rosemary Johnson Symposium

We had another very successful Symposium this year. Our guest speaker was Dr. Robin Chapman from Wellesley College. Her lecture topic was “Cultivating the Practice of Mindful Leadership”. This was followed by an interactive workshop for faculty leaders to assess their own practices and that of their departments.

Mutual Mentoring

We had eight participants in this year’s Mutual Mentoring Cohort from the Medical School and Dental Schools. This year we added more sessions based on participant feedback, including one with the Office of Research on successful grant writing skills and resources and time management for busy clinicians.

Results were impressive from this group:

1 – grant received



Mutual Mentoring

- 2 – grants submitted
- 9 – conference presentations
- 2 – poster presentations
- 4 – papers published
- 6 – papers in press/under review
- 3 – added new teaching techniques
- 1 – developed new curriculum
- 1 – developed new course

Feedback and Assessment

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

“This program was a great incentive to go out there and network people you would never meet otherwise.”

“The program simply taught me to ask – it’s amazing what will happen when you ask! I’m very thankful for this program in helping me continue along the trajectory that I want for my career.”

“This program is outstanding and provides all the necessary tools to excel in academics and path for promotion. It forces one to get out of their comfort zone and meet and talk with others.”

The word is spreading and we already have a full cohort for next year including some associate professors and professors from the Medford campus.

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 eleven sessions with faculty for fall and nine for spring.**

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.”

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. Six learning communities were developed during the grant.

This past year, the last year of the grant, we added two additional learning communities. The Inclusive Learning Assessment learning community completed its work and produced two valuable products from the efforts of the members. One document is a checklist faculty can use to the inclusiveness of their classroom. The second document is a rich resource document for faculty who wish to increase their pedagogy and make their assessment and class environment more inclusive and welcoming to students.

The second learning community this year was on Mindfulness in the Classroom. This group offered two workshops, one at CELT and one at the University Wide Teaching Conference. They also produced a rich resource of articles and videos on Mindfulness.

The products of both these Learning Communities are available on the CELT website and are easily accessible to all Tufts faculty.

To date 42 faculty have participated in a Faculty Learning Community, and many more in programs sponsored through the grant. We are currently assessing the outcome of this grant with another grant from the IDEA foundation. The report will be completed in the fall.

Large Lecture Consortium

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

During the fall, one of the faculty participants facilitated a discussion on “*How can we get students to learn more from tests?*” Spring meetings included a February discussion, facilitated by a faculty member on “*How to identify and help students who come into the class with weaker preparation*” and, in April, “*When is technology too much?*” As the group continues to meet, faculty will continue to share experiences and strategies, and

CELT will help find resources and provide targeted sessions on topics they select.

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

Course Design Institute

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



Course Design Institute, June 2017

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.

In the past academic year we had 23 faculty participate from 19 disciplines and 8 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 – 100% said yes

Qualitative Feedback:

“I leave this course profoundly changed and changing still. I can’t wait to tell my boss, who moved mountains to get me here.”

“Thank you Donna and Annie for a most thought-provoking experience. The environment was congenial, the tasks were clearly defined, and the amount of personal attention was extraordinary.”

“Every faculty member should do this workshop.”

“I’m so fired up! This workshop opened my mind to so many possibilities I’m eager to work with. Thank you! I am leaving inspired and confident!”

See the complete evaluations in Appendix A.

Faculty Institute for Learning Assessment (ILA)



Institute for Learning Assessment, August 2016

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. After a successful pilot we ran our second ILA this past fall. We had ten participants, including members from the Museum School. The Institute’s goal is to reframe assessment for faculty from evaluation to an overall model of continuous, inclusive and sustainable assessment.

Because of staffing, 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.

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

“I will keep my objectives in mind and make the students aware of those objectives, and why the objectives are valuable to all of us.”

“I will use new assessment techniques (and more often than I have used before). I will rewrite the questionnaire I am giving to my students in the beginning of the semester and I will connect it to my

teaching goals. I will rewrite my syllabus.”

“Grading rubrics rather than grading checklists helped me understand my current course challenges and how and why I am wrestling with the set of assessment decisions I have, and how to make better decisions based on my course goals and objectives.”

For the complete evaluation, see Appendix A.

NEW PROGRAMMING

Teaching Squares Program

This year CELT introduced a new program for full time lecturers. The Teaching Squares 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 pilot consisted of 8 faculty in two squares from seven disciplines. Evaluation by each square confirmed the value of this model and CELT will continue the program this year. We will also offer it to tenure/tenure track faculty as well, though keeping the emphasis on lecturer needs.

Lecturer response to the pilot program were thoughtful, insightful and reflective:

“Having someone else in the room [the observer] changes the dynamic. It made me self-reflective of my own processes. How I used my time and space and engaged with the students.”

“I liked meeting people in other departments. It felt like breaking down barriers. I've been here for seven years, but after visiting these classes, I felt more connected to the university.”

Visiting classes reminded me about my students' academic lives outside of my class and what it's like to be a student.”

“It was interesting to see critical thinking in different subjects. [In some cases] there are strategies in common. [It was] also interesting to see how the instructors managed the class, group work, and use of space.”

Department Chairs' Roundtable

This group formed at the request of faculty who had attended the ALD and wanted to continue to have an opportunity to speak with other faculty leaders, especially chairs. CELT worked with three ALD alumni – a former chair, a new chair, and an experienced chair to develop a program that would support and continue the work of the ALD program. We met once a semester last academic year – in the fall for breakfast and in the spring for lunch – to allow as many faculty as

possible to attend. We had approximately 11 chairs attend one or both last year. The program is facilitated by the chairs themselves and they set the agenda based on the topics that they are most interested in pursuing.

We had great feedback from participants who told us they valued coming together with colleagues, having a confidential venue to share struggles and successes, have a cohort of colleagues to problem solve issues with, and just have a chance to talk to each other in a straight forward honest exchange.

At their request, we will be continuing this program next year.

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. This year was particularly challenging as the faculty from the Museum School were included for the first time, increasing the mix of new and seasoned faculty.

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

“Useful session. It got me thinking about the coming semester and I appreciated sharing ideas and philosophies with other faculty.”

“Thank you for this day, this experience, this new opportunity! It was great to have so much interaction with the other faculty and hear their thoughts.”

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 four book groups during the past year – two on the Medford campus, one on the Boston campus, and one 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



Book Discussion Group

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.

This year's selections were:

- *The Art of Changing the Brain* by James Zull
- *Discussion As A Way of Teaching* by Stephen Brookfield
- *Thinking Fast and Slow* by Daniel Kahneman
- *How to Learn and Teach in Medical School* by Mark Quirk

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 have increased to include faculty from all schools. Faculty usually approach CELT on their own accord, 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 topics like 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 **192 consultations** (face-to-face, email, and phone) were provided by the four CELT professional staff.

Graduate Institute for Teaching (GIFT)

CELT continues its partnership with Arts, Science & Engineering Graduate School in the **Graduate Institute for Teaching (GIFT) program**, assisting the office of the Dean of Graduate Studies with selection and training of the GIFT Fellows. This year 40 students from across Arts, Sciences & Engineering Departments as well as Graduate students from Boston Campus participated. This was a very engaged and enthusiastic cohort who were talented, thoughtful and eager to both learn and share with each other and the presenters.

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

CELT has limited capacity to serve Teaching Assistants, but contributes through GIFT and by

request. This past year we also contributed to teaching sessions in 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 Boston Campus and managed by the Dental School. Because last year’s model was so successful, we offered another two-day conference.

Our keynote speaker on the first day was Bryan Alexander, a noted thinker on emerging trends in technology and teaching. On the second day Rebecca Kammer, a noted medical educator and specialist in Low Vision, focused on active learning.

In the afternoon of the second day we offered six workshops provided by Tufts faculty on various topics ranging from Problem Based Learning to Mindfulness in the Classroom. Attendance was the highest it has been on the Boston campus with over 100 faculty attending.

Conference Assessment and Feedback

Overall, feedback about the conference was positive from both participants and presenters. Bryan Alexander’s keynote address was well liked, but the “workshop” following which was to be hands-on and was more of an extension of the talk, thus received a lower rating. We did not have a strong return of the evaluation forms (see below), but conversations and the final session oral feedback still confirmed the value of this event for faculty.

Conference Evaluation Responses	Day 1 51 resp.	Day 2 49 resp.
Strongly agreed/agreed that they gathered new ideas	60%	100%
Strongly agreed/agreed that there was the right mix of theory/practice	67%	100%
Strongly/agreed that interacting with colleagues was valuable	92%	100%
Strongly/agreed or agreed that the overall conference experience was valuable	75%	97%

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

“It was great that so many sessions included time/opportunities to think about implementing what we had learned/discussed.”

“Different perspectives broadened my thought process, very powerful!”

“I loved the mindfulness workshop because it was new to me.”

“This is helpful as a reminder to always think of how to make my classroom / program and inclusive space.”

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

WORKSHOPS

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.

Mentoring: CELT presented a two hour workshop for pediatric residents on mentoring. Topics included how to be a mentor; responding to a mentor; communication between mentors and mentees.

Active Learning – CELT partnered with ETS to present a ½ day faculty development workshop on active learning techniques incorporating the best of evidence based learning and technology.

Using Mindfulness Effectively – This workshop offered faculty the opportunity to learn more about Mindfulness and how to incorporate it into their teaching. Students who practice mindfulness, and/or have been in classes where mindfulness is used, spoke eloquently about its value for their learning.

Mindfulness in the Classroom – This workshop was an extension of the above mentioned workshop. It was offered to a broader audience at the University Wide Teaching Conference. Faculty learned new techniques, shared their expertise, and discussed potential challenges.

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.

December Teaching Symposium

We capitalized on the space created in December by moving the University-wide Teaching Conference to May, and invited *The Bok Players*, a faculty development theater group from Harvard University, to campus. This was funded through CELT’s Davis Grant for Teaching for Inclusive Excellence. There were over 30 faculty and staff in attendance for the morning, and the session was robust, focusing on a classroom scene that on the surface seemed simple, but dug deeply into issues around diversity and inclusion, how our beliefs and stereotypes shape how we teach.

COMMUNICATIONS AND MARKETING

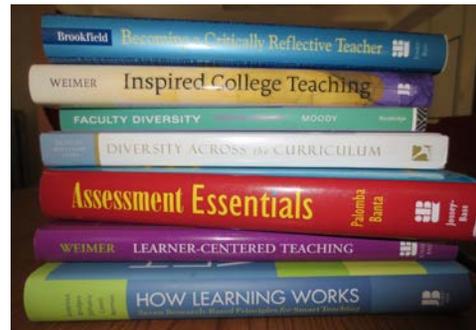
Teaching@Tufts Website

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.

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 395 books in our growing collection, 65 of which were added this year. Borrowing rates have steadily increased as faculty become more aware of this resource. Recently added titles include: *Teaching Across Cultural Strengths* by Alicia Chávez and Susan Longenbeam, *Race, Equity, and the Learning Environment* by Frank Tuitt, Chayla Haynes, and Saran Stewart, and *Teaching Inclusively* by Mathew Ouellett.

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



Selected Books from CELT Lending Library

This year CELT launched 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 via viral marketing. 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 over **1400 faculty and staff, and a growing number of external subscribers. Typically, over 33% of those who receive the newsletter open it, an excellent rate according to industry standards.** The newsletter provides faculty with information on programming and resources to support teaching and learning, a short article on a topic of teaching and learning, profiles of faculty who are doing innovative teaching, and articles from the national press on issues of importance to higher education.

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 562 followers and is following 216 users.

Website: CELT's website includes a dynamic homepage. **During the year, the CELT website had 7,096 visits from 3,870 users,** with an impressive number of **19,130** page views throughout the year. Some of our web content has been migrated to the Teaching@Tufts website but our site will continue to highlight our programming and faculty accomplishments and will be linked with Teaching@Tufts.

CELT/ETS Synergy

It is clear that teaching, learning 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 collaborated closely with CELT on the annual teaching conference in May.
3. **Board participation** – The Director of ETS is a member of the CELT Advisory Board.
4. **Learning Spaces website** – CELT and ETS members collaboratively developed and contribute to a website as a repository for resources and best practices aimed at making the best use of flexible learning spaces.
5. **Active Learning Workshop** – Personnel from CELT and ETS collaborated on a ½ day faculty development workshop on active learning techniques incorporating the best of evidence based learning and technology.

6. **ALD Modules** – with the re-conception of ALD as a hybrid model, CELT, HR, and TTS have collaborated to produce the new modules.
7. **CDI/ILA Modules** – CELT and ETS are collaborating to develop three online modules that focus on developing strong learning objectives. These will also be use with faculty developing online courses at Tufts.

C. CELT Publications, Presentations, and Invited Talks

Publications

Navigating Ethical Waters in the College Classroom, Faculty Focus, January 30, 2018.
<https://www.facultyfocus.com/articles/teaching-and-learning/navigating-ethical-waters-classroom/>

Conference Presentations

Inclusive Assessment, Society for Teaching and Learning in Higher Education (STHLE) 37th Annual Conference, Halifax, Nova Scotia.

Invited Talks and Workshops

Engaging Faculty in Assessing Experiential Education, 3rd Annual Chief Academic Officer Symposium, World Association of Cooperative Education, Boston, MA

Planning and Engaging Faculty in Experiential Education, Loyola University, New Orleans, Louisiana

Teaching for Inclusive Excellence, keynote address and day-long workshop for the entire faculty, Wabash College, Crawfordsville, Indiana

Knowing What our Students Know; Making Large Classes Work, UTEC, Lima, Peru – presentations to faculty at UTEC, a brand new innovative engineering university.

Grants

Davis Educational Foundation Grant. This past year we ended the Davis grant with a no-cost extension, allowing CELT to complete its commitment and summarize the results

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

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

Journal Reviewer

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

Leadership / Recognition in the Field

Executive Board Secretary for the New England Faculty Development Consortium (NEFDC) - Annie Soisson_

Mindfulness consortium – goal is to develop a regional 3-day institute for New England faculty understanding how to use mindfulness in the classroom - Donna Qualters

UTEC, Lima Peru – referred to CELT as an example of an effective teaching center. Invited Annie Soisson to deliver two full-day workshops and a day of consultation

Kanazawa University, Japan – two faculty from the University attended our Course Design Institute following CELT's invited visit to their campus the previous year

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
- Graduate Institute for Teaching Selection Committee
- TALES working group
- Tufts Classroom Committee
- Tufts Shared Spaces Program Working Group
- Learning Spaces Planning Committee
- Bridging Differences Provost Working Group
- CDO 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

2017-2018 Goals

- To successfully fill the two vacancies in our department. We will re-open the search for an Assistant/Associate Director for Inclusion and redesign the Learning Assessment position to be focused on teaching and assessing learning in the STEM disciplines. We anticipate this will take up most of our fall time but it is critical that we be fully staffed as soon as possible.
- To successfully transition the leadership and staffing of the Center over the next two years as Donna Qualters and Alicia Russell step back. We have developed a model that allows us to continue to deliver the services needed at Tufts while maintaining the expertise of our senior members. As part of this transition, Annie Soisson, now Senior Associate Director, will assume some of the Director level responsibilities.
- To maintain the quality (and quantity) of our programming as we search for two new department professional staff.