After participating in a CELT program, SMFA instructor Lizi Brown asked her students to design and paint a piece representing CELT’s spirit and philosophy. This year’s CELT’s Highlights draws on this painting to share where we are and where we see opportunities for growth in the coming years.

Actualizing Our Mission

CELT continues to evolve as an innovative Center with new programming that supports faculty and advances the Tufts teaching mission. As the higher education landscape shifts, our student body is becoming increasingly diverse, and faculty roles are expanding. CELT seeks to remain on the cutting edge of best practices in teaching and leadership while helping faculty maintain balance and thrive in this challenging environment. We endeavor to meet faculty where they are.

In this year’s CELT Highlights we review our current work and identify opportunities for growth in our contributions to the following areas:

- Diversity and inclusion
- Integrated learning
- Environments that enhance learning
- The expanding role of faculty
“In the classroom I am just more aware of the fact that there are students in populations that may not have had ... opportunities that I or many of the other students in the classroom have had... That can put students at a disadvantage in the classroom if people are not cognizant of that.” – Faculty Learning Community participant

Diversity and Inclusion

Where We Are Now

From 2014- 2017, supported by a grant from the Davis Educational Foundation, CELT worked with faculty to explore what it means to teach inclusively. During that period, we supported eight faculty learning communities, invited experts from across the United States to come to Tufts, and held a regional conference on “Teaching for Inclusive Excellence.” Over 230 faculty participated in the conference. Recently data collected through completed outcomes for the Davis grant showed that those who participated in multiple programs substantially changed their thinking and practices to be more inclusive. In addition, on the student evaluations questions related to inclusion, Arts and Sciences faculty participants were rated significantly higher than their peers.

Another byproduct of the Davis grant was that faculty from the STEM learning community, with CELT support, applied for, and were awarded, a Howard Hughes Medical Institute (HHMI) grant for $1 Million over the next five years to improve inclusive teaching in STEM fields. Professor of Physics, Roger Tobin, is the PI.

Opportunities for Growth

While the work done under the Davis grant reached a significant number of faculty and may have resulted in important changes to their teaching, we have just touched the surface. To sustain the progress already made, CELT recently hired an Associate Director who will continue CELT’s focus on fostering inclusive teaching. Part of this work will be to continuously provide resources through the CELT website and offer ongoing multi-session programming on inclusive teaching for faculty across Tufts’ schools.
“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.” — Course Design Institute faculty participant

### Integrated Learning

#### Where We Are Now

When we design developmental opportunities for faculty, we know that for real change to occur, sustained time and attention are essential. CELT’s Course Design Institute (CDI) and Institute for Learning Assessment (ILA) are multi-day experiences structured to help faculty look intensively at their courses. Activities and discussions help them ensure that the goals, teaching methodologies and assessments are aligned to foster integrated learning. These two institutes complement each other, stimulating faculty to make deep and sustainable changes. The Faculty Learning Community on Teaching Strategies and the half-day Active Learning Workshop further enhance the CDI and ILA by allowing faculty who have participated in these programs to continue exploring ways to use research-based methods as they plan and teach their courses.

#### Opportunities for Growth

While these programs make a great difference for individual faculty, they could be markedly more effective in the context of an entire department. Once a critical mass of faculty from one department shares the same mindset (through reflecting on the curriculum and engaging in targeted departmental teaching conversations), they can significantly increase their impact on student learning. Consequently, the next opportunity to increase CELT’s impact is to offer increased support to departments for structured teaching conversations. These conversations will allow faculty to reflect on the curriculum with integrated learning experiences in mind.
"I was reminded about the way you feel when you are a student. As a teacher in control I forget that as a student you need time to think. I realized the importance of silence." – CELT Faculty Fellow

Environments to Enhance Learning

Where We Are Now

CELT’s interdisciplinary structured learning communities allow faculty to delve deeply into the complexity of teaching as they share common and individual challenges and explore evidence-based teaching practices to resolve those challenges. The CELT Fellows program, Teaching Squares and the Large Lecture Consortium offer opportunities for participants to meet regularly with colleagues from departments and colleges across Tufts. The participant-driven model helps us meet faculty where they are, and draws from the vast experience they bring to each program. Both the CELT Faculty Fellows and Teaching Squares provide faculty an opportunity to gain new insights by observing each other in the classroom in a non-evaluative, collegial way that fosters support and self-reflection. Peer classroom observations are one of the most valued opportunities we offer.

The Large Lecture Consortium brings together faculty who teach large enrollment courses to explore the unique challenges and opportunities these courses pose. Working collaboratively, these faculty address ways to increase student engagement and vary the ways they assess students. The agenda they set prioritizes practical approaches and commitment to the group’s success.

Opportunities for Growth

The Large Lecture Consortium is a small, but dedicated, group of faculty. Because the model has worked well, we plan to extend this type of learning community to the Boston and Grafton campuses, where large enrollment classes are the norm. Teaching and learning in large enrollment classes and in the STEM disciplines can be challenging, and these faculty can benefit from additional support. We recently hired an Associate Director for Teaching, Learning, STEM and the Professional Schools who will assess the needs in those areas and develop targeted programming and support.
“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.”
—ALD program participant

The Expanding Role of Faculty

Where We Are Now

For faculty members, time is at a premium. Consequently, CELT continually explores effective ways to allow more faculty from all Tufts campuses to participate in our programs. This year, with the support of Educational Technology Services and Human Resources, we redesigned the Academic Leadership Development (ALD) program as a hybrid model. The combination of online modules and face-to-face meetings allows faculty from all Tufts campuses to participate more easily. Modules feature engaging interactive videos, research, articles, and case studies.

CELT’s Mutual Mentoring program offers faculty modest funding to develop support outside their department or school. With advances in technology, mentors and research partners can connect virtually as well as face-to-face. This year’s cohort from the Medical and Dental Schools and AS&E focused on time management for clinicians.

Opportunities for Growth

With faculty roles becoming more complex, our ongoing challenge at CELT is how to promote effective teaching for learning in ways that enable faculty to participate easily. Building on the ALD hybrid model, we plan to develop additional online modules that complement our effective face-to-face programs. We will also explore ways to provide support for faculty as they reframe priorities at different phases of their career. This will require both established support networks for faculty through all stages of their development, and professional development opportunities that are targeted to each stage.

We are also exploring ways to complement our current portfolio of programs with additional support for writing. We currently offer a space and time for writing in community, and will continue to grow this area of support.
**CELT Outreach**

CELT reaches a wide range of constituents via the [CELT website](#), the Teaching@Tufts Website, the CELT Newsletter, Twitter, and targeted mailings for ALD and new faculty.

CELT’s website receives over 7,000 visits annually.

CELT tweets regularly to help faculty stay abreast of current research and news related to teaching and learning.

Over 1400 faculty and staff subscribe to the CELT newsletter.

CELT maintains a robust [lending library](#), and its holdings can be viewed via [Library Thing](#), an online catalog.