Tufts UNIVERSITY

Center for the Enhancement of Learning and Teaching

2012- 2013 Annual Report

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Tufts UNIVERSITY Center for the Enhancement of Learning and Teaching

CELT Faculty Fellows Report, 2012-2013

The intent of the CELT Faculty Fellows program is to create a learning community where faculty can reflect on effective teaching to enhance learning, and share insights and best practices from their teaching through conversation and observation.

In the fall of 2012, the CELT Faculty Fellows program entered its sixth year. We had 26 applicants for the 12 available places. We meet for eight times over the fall semester for a half a day at a time.

We enrolled 5 faculty from Arts and Sciences, 2 from the Dental School, 2 from the TUSM, 2 from Cummings, and 1 from Friedman. While the diversity of teaching contexts poses some challenges at the beginning of the Seminar, participants found value in the cross-campus model. One participant reported: "I loved hearing from the other faculty about the issues that they faced in all our different disciplines and then the group thinking that we did to solve or manage some of the issues. It has been a very thoughtful, open environment with varied perspectives."

The model for the program continues to work well, though each year we assess the outcomes to make improvements, which are noted below in our reflections. A common text that faculty read over the summer creates some commonality across the diverse group of faculty and provides a scholarly basis upon which to discuss teaching and learning. We continue to invite a select few guest speakers on key topics, but keep the Seminar participant-driven and conversation-based.

We will incorporate ePortfolios this year for the first time as a way to encourage reflective practice, and to have faculty document their change. For the past three years, we have used peer observation of teaching and this continues to be one of the highlights of the program. One participant commented "The first thing that changed my teaching was observing and being observed." Another said "In being observed, I got an outsider's perspective that helped me to see what was and was not working in my class."

In order to keep faculty who have participated in the program connected and continue their learning, each semester, Julie Dobrow, from Arts and Sciences and Ralph Aarons, from TUSM, two previous CELT Fellows, organize and run a "CELT Extension" program.

Reflections:

1. This is clearly a well-respected program, judging by the number of applicants. We prefer not to turn away applicants, though the past several years, this has been necessary. We continue to coordinate a similar program called the OEA/CELT Scholars, in coordination with Maria Blanco at TUSM. In this 5 session model on the Boston campus, Donna Qualters, and Annie Soisson from CELT, and Maria Blanco from OEA/TUSM, and we were able to host 13 faculty.

2. The model of Faculty Fellows works well partially because we mix faculty by level and experience in addition to by school. Through our assessment of the outcomes and faculty perceptions, we have, for the coming year, developed a more structured approach for the sessions, but will remain participant and discussion focused. We will be revisiting this idea as part of our strategic planning and resource allocation talks.

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2012-2013 CELT Faculty Fellows Contact List

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Roberta Sullivan, CELT Program Coordinator, Roberta.sullivan@tufts.edu, (617) 627-4000

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Pirie, Christopher	Clinical Sciences - Veterinary School	chris.pirie@tufts.edu (508) 887-4696
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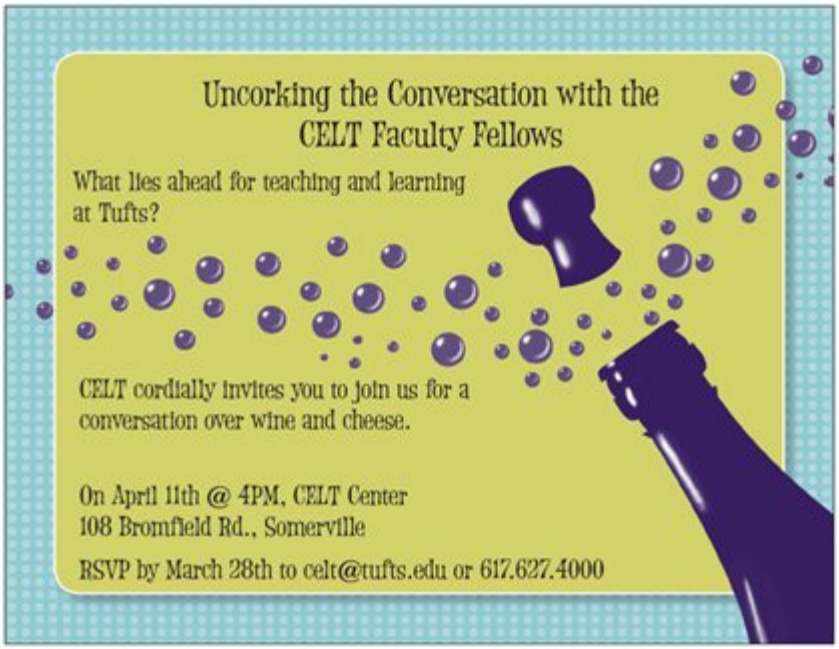
Invitation to CELT Faculty Fellows



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Academic Leadership Development Program (ALD), 2012-2013

The ALD comprises five half-day modules offered over 10-12 weeks in each semester to a group of 12-16 academic leaders from Tufts' schools and academic programs from across its three campuses. The invited participants include new department chairs, program directors, research directors, academic deans, and other faculty members who supervise faculty and staff. ALD modules address: the Role of the Academic Leader; Academic Leader as a Representative of their School and the University; Communications and Conflict Resolution; Managing Change; and Academic Leader as Coach and Mentor. The program is co-sponsored by the Office of the Provost, the Center for the Enhancement of Learning and Teaching (CELT), and Human Resources/Organizational Development and Training. (Office of the Provost website description)

After having been managed for 3 years through the Office of the Provost and Human Resources, the Academic Leadership Development program was run through CELT for the first time in the spring of 2012. In AY 2011–2012 and AY 2012–2013 the program was run one semester a year rather than both semesters. We determined that the flow of leaders through the program would be more robust in the once a year offering now that we have had a critical mass participate.

In the spring of 2013 we enrolled 19 participants representing most Tufts schools: 5 from Arts & Sciences, 4 from Cummings, 3 from Dental, 2 from Medical School, 1 from Engineering, 1 from Fletcher, 1 from Friedman, and 2 from Brandeis University. Similar to the CELT Faculty Fellows, the cross-campus selection of participants has some limitations, but offers a university-wide perspective on academic leadership at Tufts, and allows for connections between leaders that foster cross-campus collaborations.

In addition to the cross-campus nature of the program, the content of the program and the highly interactive nature of the sessions continue to be highly valued by participants. With a new President and Provost, participants valued the opportunity to interact with this new leadership in a small environment.

<u>ALD Boosters</u>
Each semester, an "ALD Booster" session is held for all past participants to firmly establish the connection between faculty over semesters and to continue their on-going growth as teachers.

Spring 2013 Academic Leadership Development Program - Participant Roster						
	Last Name	**First Name**	**Title**	**Division/School**	**Campus**	**Campus Address**
1	Akiyoshi	Donna	Associate Research Professor	Cummings	Grafton	RBL, 3 Discovery Drive
2	Art	David	Associate Professor	A&S	Medford	Packard Hall
3	Graddy	Kathryn	Professor - Economics Department	Brandeis University	Waltham	Lemberg Academic Center, MS 021, Brandeis University, Waltham, MA
4	Iacomini	John	Professor and Director of Translational Immuninology Science Center	Medical/ Sackler	Boston	15 Kneeland St, Tupper 11
5	Simone-Kang	Susan	Program Director - LLM Program	Fletcher	Medford	160 Packard Avenue
6	Knoll	Joyce	Associate Professor and Acting Pathology Section Head	Cummings	Grafton	Room 1404 Large Animal Hospital
7	Leveille-Webster	Cynthia	Professor & Chair, Faculty Council and Associate Chair	Cummings	Grafton	Administration Building
8	Liscum	Laura	Professor and Program Director for Building Diversity in Biomedical Sciences Program	Medical	Boston	M&V - 710
9	Masters	William	Professor & Chair	Friedman	Boston	Jaharis Bldg -150 Harrison Ave
10	McCobb	Emily	Clinical Assistant Professor & Director/Asst/. Director Shelter Medicine Program/Center for Animals and	Cummings	Grafton	Building 5/ Center for Animals and Public Policy
11	Nehring	Mark	Professor & Chair, Dept. of Public Health and Comm. Service	Dental	Boston	One Kneeland Street; Suite 1534
12	Parish	Susan	Director, Lurie Institute for Disability Policy, and Director, PhD Program	Brandeis University	Waltham	MS 035, 415 South Street, Brandeis, Waltham, MA 02454
13	Rankin	Charles	Professor & Chair, Endodontics - Diagnostics & Health promotion	Dental	Boston	One Kneeland Street
14	Remick	Elizabeth	Associate Professor - Political Science	A&S	Medford	Packard Hall
15	Ruane	Kim	Professor and Director of Graduate Studies - Mathematics	A&S	Medford	211 Bromfield-Pearson Building
16	Saksena	Yun	Clinical Associate Professor & Course Director	Dental	Boston	One Kneeland Street
17	Sonkusale	Sameer	Associate Professor & Associate Dean of Graduate Education	Engineering	Medford	231A Halligan - 105 Anderson
18	Vaught	Sabina	Associate Professor - Education	A&S	Medford	Paige Hall
19	Wu	Weiping	Professor and Chair of Urban & Environmental Policy and Planning	A&S	Medford	97 Talbot Ave

Tufts UNIVERSITY Center for the Enhancement of Learning and Teaching

University Seminar Report, 2012-2013

In the Spring of 2013, the *Food For All: Technology: Biotechnology and Sustainability* Seminar was offered for the first time with three faculty teaching: Colin Orians (Professor of Biology), Timothy Griffin (Associate Professor of Agriculture, Food, and the Environments at the Friedman School of Nutrition) and Sara Gomez (Visiting Instructor in Biology in Arts & Sciences).

Over the course of the summer and the fall, the three instructors met regularly to design this interdisciplinary course. CELT provided support in the course development, and a highly skilled graduate student, Nicole Tichenor, provided logistical and technical support throughout the course.
The main question informing the seminar was how -- with the human population expected to exceed 9 billion by 2050 – are we to meet the increasing demand for food in an ecologically sustainable way? In exploring the urgent need for new approaches to food production without destroying the environment, the course examined the pros and cons of two divergent approaches to meeting this food demand: organic farming and genetic engineering.
The course was designed with the following three learning outcomes:

1. Develop *disciplinary literacy* on ecological and biotechnological approaches to meeting future security needs
2. Explore *interdisciplinary solutions* to complex problems related to the food syste*m*
3. Gain skills in persuasive communication to and from contrasting stakeholder positions

Reflections on the University Seminar for Spring 2013:

As with prior University Seminars, the challenges with Infrastructure continue:

1. The lack of an infrastructure continues to make it cumbersome to offer University Seminar courses. Each school has a different schedule for registering students and different credit hour requirements as well as different methods of marketing the courses to students.
2. Listing the courses in the College of Interdisciplinary Studies does not allow for high visibility, and it is difficult to get the course syllabi in a complete state in time to petition for cross listing. This then necessitates a marketing process across all of the schools to recruit applicants.

Themes based on Student and Faculty Feedback:

1. In one semester, it is always a challenge to bring students to a deep enough understanding of a few disciplines such that they can produce truly interdisciplinary

work by the end of the course. As one student suggested in the feedback on the final day, "I would consider making this a year long seminar or cutting the material in half."

2. Because of this challenge, faculty struggle with the balance of content delivery and conversation. There is consistent feedback that more conversation is highly valued by students for their learning, and this course emphasized group discussion and work.
3. The real changes that seem to take place are in broadening perspectives, and increasing understanding of how complex the issues under study are. As one student said, "there are a lot of things we take for granted and those of us who have specialized interests can easily find ourselves pigeonholed. This course forced us to think about things we ay not have thought about as important or as pressing."
4. Keeping the class size to between 15- and 20 students is optimal for developing a seminar structure that allows for students to discuss their positions in depth.
5. The interplay between the theoretical and the practical seems to engage students.
6. An area we continue to develop is how to help students to develop truly integrative and interdisciplinary work that is beyond multidisciplinary. Some example assignments from the past few years are: poster sessions, debates, mock court sessions, online discussions, and case development. This year, the students formed groups to produce digital story projects.
7. Students very much appreciate the opportunity to engage closely with faculty and students from other disciplines in the seminars. Students reported the following as strengths of the courses: "The mix of students – grad and undergrad, all sorts of majors definitely added a lot of perspectives to our discussions that I would have never thought about;" I learned a lot from students rather than professors, which I think is a great strength;" "the people!" and the "interdisciplinary nature, expert professors, incredible readings, organized and divided into different conceptual components." (comments from 2013 participants)

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Mutual Mentoring Report, 2012-2013

In the fall of 2012, CELT initiated a pilot project for junior faculty developed around the concept of Mutual Mentoring. Mutual Mentoring was developed by the University of Massachusetts with funding from the Mellon Foundation. It was developed on the premise that junior faculty can no longer rely on a single senior mentor in their department to provide all the necessary information and guidance they will need to advance their careers. Many factors contribute to this change including more strenuous tenure requirements, globalization of research opportunities, advances in the science of learning, new methodologies involving technology and the need expressed by junior faculty for work/life balance. By providing faculty with the opportunity to create a mutual mentoring network, a junior faculty has the opportunity to put together a group of scholars that will meet various and individualized needs. For example, they might have a relationship with a senior member of their home department, a senior scholar from another institution, a peer in a similar position at another university, and an administrator in a role they aspire to. Mutual mentoring provides a more flexible model that assumes junior or mid-career faculty need the expertise of a diverse and wide ranging group of individuals.

The initial pilot was approved by the University Council on Teaching and Faculty Development (UCTFD) and supported with funds from the CMPH department, the Provost Office, and CELT. A call was sent to a targeted group of junior faculty from the Medical and Veterinary Schools informing them that $1000 grants were available to apply for to establish a mutual mentoring network. Each grant outlined the reason for application, the network of connections they were planning on establishing and the benefit to their current position and future career aspirations. We awarded 7 grants and 6 were completed. The grant applications were reviewed by Angie Warner from Cummings Aviva Must from CMPH, and Donna Qualters from CELT. The grants were awarded to 5 faculty from Cummings and 2 faculty from CMPH. Awardees were provided with a list of frequently asked questions and the number of CELT for any questions. Awardees were notified in October that the grant would begin and need to be completed by June, 2013.

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Appendix B: CELT Communications

1. CELT Brochure
2. CELT Website Homepage
3. CELT Twitter Page
4. Teaching @Tufts Homepage
5. CELT Newsletter

Tufts CELT

Center for the Enhancement of Learning and Teaching

108 Bromfield Road
Somerville, MA 02144
(617) 627-4000

celt.tufts.edu | celt@tufts.edu

About CELT

CELT is a division of the Office of the Provost and a university-wide resource that supports faculty to think critically and collaboratively about their teaching. Through a range of services and programs, we provide opportunities for faculty to understand the latest research on teaching and learning, develop new and often innovative approaches to their teaching, and develop assessment strategies for these new approaches.

DESIGN

TEACH

ASSESS

Communities of Practice

CELT Faculty Fellows

The CELT Faculty Fellows Program is a semester long opportunity for faculty who would like to reflect more deeply about their teaching. Twelve faculty members meet for eight mornings throughout the semester.

The intent of the seminar is to create a learning community where faculty can reflect on effective teaching to enhance learning.

The agenda for the program is largely based on the needs of each group, and facilitated by a teaching and learning professional. During the eight weeks, participants have the opportunity to have in depth conversations about their teaching, read a common text, share best practices, observe each other in the classroom and give feedback, and research teaching and learning topics to share with each other.

Over the past six years, seventy-two faculty have participated in the program, creating an increasingly large community of practice.

"The best part of the seminar was the opportunity to meet and learn from CELT staff and faculty from across campus who are passionate and dedicated to teaching. The workshop is a highly effective tool for building and nurturing a community of teacher-scholars across the campus."

Former CELT Faculty Fellow

Academic Leadership Development Program (ALD)

The ALD program is a collaborative effort between CELT, the Office of the Provost, and the Organizational Development and Training department / HR. The program provides faculty leaders with the tools and skills to navigate the myriad of issues that arise with leadership roles. Designed for Tufts' academic leaders (academic deans, department chairs, program directors, etc.), the ALD is a five-module program offered in half-day sessions over three months that addresses: 1) the role of an academic leader; 2) the academic leader as university agent; 3) communication skills and conflict resolution; 4) managing change; and 5) the leader's role as coach and mentor.

Over the past five years, over 100 academic leaders have participated in this program, not only creating a positive culture among academics leaders, but also a community of practitioners who can work across schools.

Office of Educational Affairs (OEA)/CELT Scholars Program

Tufts University faculty are eligible to participate in the OEA/CELT Teaching Scholars Program, which takes place on the Tufts University School of Medicine (TUSM) Campus. Up to 24 teaching faculty are enrolled each session, which takes place over four mornings. Some of the topic areas covered include learner-centered teaching, active learning, peer observation of teaching with collegial feedback, and reflection and analysis of participants' own teaching practices, using the step-back consultation approach.

> *"I just have to say (again!) how impressed I am by your passion for the advancement of faculty's educational skills and the enthusiasm with which you and your colleagues convey this. The availability of the OEA/CELT program is a wonderful "fringe benefit" of being a Tufts faculty member."*
>
> *~ Faculty Participant 2012*

Collaboration and Discussion

Collaborations

Educational and Scholarly Technology Services (ESTS)

CELT and ESTS partner closely to offer seamless services to Tufts faculty. Two examples of ways in which we collaborate are:

Veterinary Mini-symposium: **ESTS conducts a daylong faculty development workshop on teaching with technology at Cummings School of Veterinary Medicine. CELT offers a workshop within the day to discuss teaching strategies within which faculty can integrate available technologies.**

Teaching at Tufts Website: **On page seven of this publication, you can read more about a website for teaching and learning resources that is a collaborative effort between CELT and ESTS.**

Graduate Institute for Teaching (GIFT)

CELT plays a significant role in this three-week workshop, which is primarily for doctoral students who are TA's and would like to become college faculty. In addition to teaching and facilitating some sessions, CELT offers teaching feedback to students at the end of the course.

Tufts Institute of the Environment (TIE)

Each summer, TIE offers a several day workshop called the Tufts Environmental Literacy Institute (TELI) for faculty who would like to incorporate environmental topics into their course(s). CELT works with faculty during the sessions to design learning objectives and assessment strategies for their topics.

Discussion Groups

Afternoon Teas

The Afternoon Teas, co-sponsored by CELT and ESTS, originated during an Arts and Sciences faculty meeting. The sessions present an informal, largely unstructured opportunity for faculty to share ideas, explore challenges, and discuss best practices on a range of topics in teaching.

Book Discussion Groups

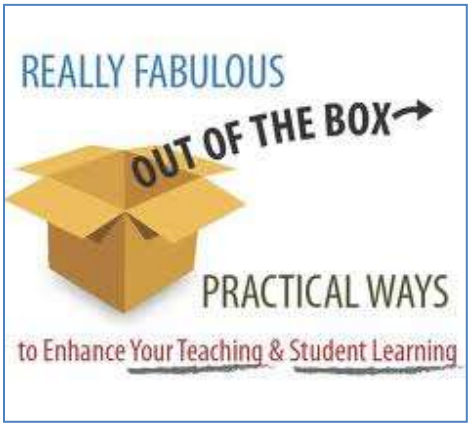
Twice a semester, CELT offers faculty the chance to read a selected book that they receive for free, and to discuss it over lunch with their colleagues. Some of the books we have read thus far include *Leaving the Lectern*, by Professor Dean McManus, and *Learner Centered Teaching*, by Mary Ellen Weimer.

Individual or Group Consultations

CELT provides confidential consultations to faculty. These consultations can include, but are not limited to, advice about teaching and learning; curriculum and course development; classroom management strategies; ideas for alternative teaching methodologies, and confidential classroom observations and feedback.

University-wide

Events | Supporting Innovation | Committees



Annual Teaching Conference

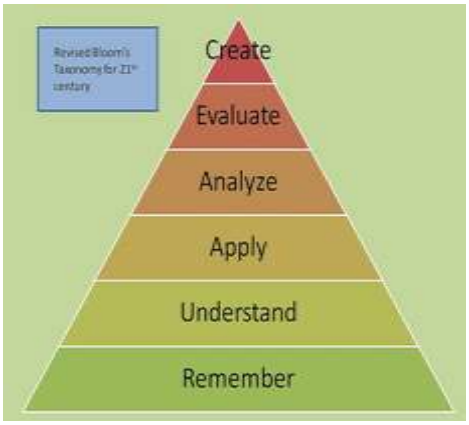
Each year, in December, the University-wide Council on Teaching and Faculty Development (UCTFD) co-sponsors, with CELT and ESTS, a conference on teaching and learning. The conference rotates between the Boston, Grafton and Medford campuses. These highly interactive conferences have taken place for twenty-five years, and each year, the attendance has grown.

Tufts Innovates Support

The Tufts Innovates! seed grant program, an initiative of the Office of the Provost, seeks to spark imaginative ideas to enhance learning and teaching, including approaches that integrate research and are interdisciplinary. CELT assists awardees in developing assessment strategies for their work.

University Seminars

The University Seminar program began in 2007, through the Office of the Provost, as a way to encourage faculty to work across disciplines and campuses to develop team taught interdisciplinary seminars on topics of global importance. CELT has worked with the University Seminars from the beginning to work toward effective team teaching, and building strong interdisciplinary courses.



Committee Representation

CELT is represented on a variety of committees, allowing us to learn about and be connected to efforts that relate to or impact our work, and to help shape those efforts.

University-wide Council on Teaching and Faculty Development (UCTFD)

Tufts Distance Learning Consortium (TDLC)

Learning Management System Steering Committee (LMS/Trunk)

Arts and Sciences Assessment Committee

Arts and Sciences Educational Policy Committee

GIFT Selection Committee

Engineering Faculty Seminar Committee

Reaching out

Communication and Publications

To broaden our accessibility, CELT promotes collaborations with other departments, and works to effectively use electronic communication tools and print resources.

Teaching at Tufts Website

This website is a collaborative effort between CELT and ESTS. The site is a constantly evolving resource where faculty can find information about teaching and learning best practices. It highlights elements of the teaching cycle (the design, teaching and assessment of courses), videos of Tufts faculty discussing their teaching, technologies available to support teaching and learning, and potential solutions to common teaching challenges. Users are encouraged to offer feedback to improve the site. http://sites.tufts.edu/teachtufts/

CELT Website

The CELT website is often the point of contact for those new to the Center, but also a source of information for returning visitors. On the homepage, we feature rotating stories about faculty from across the university. We host information about all of our programs, resources and services on the website, and highlight non-CELT faculty development opportunities across Tufts as well.
http://provost.tufts.edu/celt/

CELT Newsletter

The CELT newsletter is published electronically, and currently reaches over 1,000 faculty and staff, including a growing non-Tufts audience. In each issue, we highlight an aspect of teaching that we have taken from our recent conversations with faculty. In addition to offering a brief description of the topic, based on the literature, we try to identify a few practical suggestions for how this might be implemented in the classroom.

CELT Library

Over time, we have collected what we think are some of the best books on teaching and learning. They cover a wide range of content areas, including teaching in a diverse classroom, active large lecture teaching, effective assessment strategies and more. Books in the collection are available for loan from CELT, and we are always adding to the collection.

Donna Qualters,
Director
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CELT

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Roberta Sullivan,
Program
Coordinator
roberta.sullivan@tufts.edu

CELT Board Members 2012: Ralph Aarons (TUSM), Julie Dobrow (A&S), Nick Frank (Cummings), Boris Hasselblatt (A&S), Linda Hudson, (TUSM), Dominique Penninck (Cummings), Norman Ramsey (Engineering), Laura Rogers (A&S), Yun Saksena (TUSM), Gina Siesing (UIT/ESTS), Evan Simpson (Libraries) (A&S), Chris Swan (Engineering), Jean Wu (A&S)

Center for the Enhancement of Learning and Teaching

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Tufts Innovates! Grants in Action

Click here to read more about the Tufts Innovates! seed grant awarded to Dominique Penninck, DVM, PhD. (Principal Investigator), Olivier Taeymans, DVM, PhD., James Sutherland-Smith, BVSc, and Ryan King, DVM

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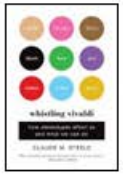
CELT Book Discussions



Come spend some time with your colleagues, enjoy lunch, and participate in a lively discussion about teaching and learning. We will provide the book and lunch, so that all you have to do is read and show up!

Next book group: *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Dr. Claude Steele
Friday, October 25th, 2013 – 12:00-1:30pm
Location: CELT Conference Room, 108 Bromfield Rd., Somerville
RSVP by emailing celt@tufts.edu

CELT Newsletters

May 2013: Fall 2013 Events

March 2013: Why Students Don't Apply What They've Learned?

Dec 2012: Becoming a Critically Reflective Teacher

Sept 2012: Do Students Actually do the Assigned Reading?

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General Electric @generalel...
Followed by edutopia and others
Follow · Promoted

ICTS Iowa @ICTSIowa
Follow

Kelvin Thompson @kthompso
Followed by Academic Impressio...
Follow

Popular accounts · Find friends

Trends · Change

#WhiteHouseDown Promoted
#RYH4ED
#NPRaspen
#edchat
#IfMyMomHadATwitter
#TheSecretToLifeIs
Medical Examiner

CELT Tufts

@TuftsCELT

Tufts University's Center for the Enhancement of Learning and Teaching (CELT) strives to promote teaching innovation and support teaching-related initiatives.

Somerville, MA · provost.tufts.edu/celt/

25 TWEETS	202 FOLLOWING	74 FOLLOWERS	Edit profile

Tweets

CELT Tufts @TuftsCELT 17 Jun
Six Tips for Keeping Students Engaged
facultyfocus.com/articles/teach... via @facultyfocus
Expand

CELT Tufts @TuftsCELT 14 Jun
Reflections on Teaching: Learning from Our Stories
facultyfocus.com/articles/teach... via @facultyfocus
Expand

CELT Tufts @TuftsCELT 31 May
'Not Your Grandfather's Comp. Class': Model Mixes Face Time and Technology shar.es/wqlEp via @chronicle

TEACHING AT TUFTS

Resources for Teaching and Learning

Home | The Teaching Cycle | Teaching Challenges | Tufts Teaching Profiles | Educational Technologies | About Us

Welcome to Teaching at Tufts

"Teaching at Tufts" provides teaching and learning resources for faculty at different stages of their careers and across diverse disciplines and fields at Tufts.

We invite Tufts faculty, as well as the broader academic community, to explore and make use of these resources, and hope that they will enrich your thinking about teaching and learning at Tufts and beyond.

Interactive Lectures

Roger Tobin
Tufts Department of Physics and Astronomy

Sections In This Site

The Teaching Cycle:
Resources to help design a course, teach a course, assess student learning, and assess and revise a course

Search

Questions/Feedback?

This site is a work in progress.
We would very much like to hear from you about any changes or additional content you would like to see here.

Please email your thoughts to us at teachtufts@tufts.edu.

Tufts University

Center for the Enhancement of Learning and Teaching

CELT Newsletter

March 2013

Letter from the Director

As the snow is falling outside it seems strange to be talking about the end of the academic year, yet in many ways this climate oddity in the beginning of spring reflects much of what is happening on campus. This is certainly not a traditional end of the year as we look at the Strategic Planning process and the **T10 findings** that are available.

Faculty Spotlight

Psychology professor, Heather Urry, shares her insights on collecting and sharing student feedback. See the CELT website to read the full feature article

Why Students Don't Apply What They've Learned

In a series of recent articles in the Chronicle of Higher Education, Professor James Lang reflected on the fact that most university professors hope that their students will not only remember what they have taught them, but that their students will be able to apply or "transfer" that knowledge across other disciplines and contexts. (Transfer is the application of skills - knowledge, strategies, approaches or habits - learned in one context and then applied to another, novel context. "Near transfer" is when the learning and transfer contexts are similar. "Far transfer" is when the

At CELT we know that faculty development will build on the best practices of the past but also realize we will need to work together to develop best practices for the future. In devising our courses we often remember our favorite teaches and what they did and how they engaged us, yet no such model exists as we think about how advances in learning science and the explosion of technology will influence how we construct our classes to maximize student learning.

CELT is continually developing new ways to communicate with faculty to keep you abreast of the latest research findings on teaching, learning, assessment, and technology including our enhanced website, increased programming, and news modes of communication from this newsletter to **twitter**. While this is the end of the semester, in many ways it is also a beginning of working together to help set the strategic direction

learning and transfer contexts are not similar to one another.)

In *How Learning Works*, Susan Ambrose and her colleagues argue that "far transfer is arguably the central goal of education. Yet most research has found that (a) transfer occurs neither often nor automatically, and (b) the more dissimilar the learning and transfer contexts, the less likely transfer will occur. In other words, much as we would like them to, students often do not successfully apply relevant skills or knowledge in novel contexts." (Ambrose, Bridges, DiPietro, Lovett and Norman, 2010, p.108)

Ambrose and her co-authors highlight two reasons for the failure-to-transfer on the part of students. First, they may tie whatever knowledge or skill we are teaching too closely to the context in which they learned it. So within a particular course a student can perform well, but in subsequent courses he or she may not know how to apply their learning, or may make the connections between the two. Second, the inability to transfer a skill or information to a novel context might indicate that students understand what to do, but not why. Lang elaborates, "If students are capable of performing well in your class according to some formula they have learned, they might not have grasped the underlying principles of our course content. Without that deeper knowledge of what lies beneath the formula, they can't pick up what they are learning and put it back down in an unrelated context." (Chronicle of Higher Education, March, 2013)

Based on their research, Ambrose suggests instructional strategies that "reinforce a robust understanding of deep structures and underlying principles, provide sufficiently diverse contexts in which to apply these principles, and help students make appropriate connections between the knowledge and skills they possess and new contexts in which those skills apply." (Ambrose, p112) What strategies do facilitate this knowledge transfer according to Ambrose?

- Discuss conditions of applicability. Learning a skill and applying it are two different learning

of Tufts teaching. We hope you enjoy this issue and have a safe and productive summer.

Donna

New in the CELT Library

On Course: A Week-by-Week Guide to Your First Semester of College Teaching (2010)

Check out or other new offerings **here**.

In the News

Check out these interesting articles!

You're Distracted. This Profesor Can Help

The myth of multi-tasking with technology, and

processes. Exploring with the different contexts where a skill is or is not applicable can help students be more successful in transferring successfully.
- Give students diverse opportunities to apply skills or knowledge in diverse contexts. Using varied case studies, taking field trips are just two ways to do this.
- Ask students to generalize to larger principles. Stepping back from the details and looking at the big picture can help students to be more flexible with their knowledge application.
- Use comparisons to help students identify deep features. Structured comparisons can help students focus on the underlying similarities or differences.
- Provide prompts to relevant knowledge. Ask, for example, "Where have we seen this before?" Or "Remember last week when we discussed..."

If you would like to learn more about this topic, you can borrow *How Learning Works* from the **CELT Lending Library**, or read Professor Lang's articles, linked below.

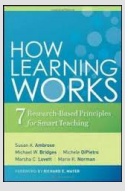
References:

Why Don't They Apply What They've Learned? Part 1

Why Don't They Apply What They've Learned? Part 2

Ambrose, S., Bridges, M., DiPietro, M., Lovett, M. Norman, M. (2010). *How Learning Works: 7 Research-Based Principles for Smart Teaching*.

Jossey-Bass, San Francisco, CA.



mindfulness.

Not Your Grandfather's Comp. Class. Model Mixes Face Time and Technology

The benefit of small student group contact with professors.

Quick Links

Educational and Scholarly Technology Services

CELT Website

Office of Educational Affairs, Boston

Tufts Libraries

follow us on twitter

While in the space available we can only pique your interest, the CELT staff is always happy to consult with you or provide you with more information. We also welcome feedback and ideas for future newsletter topics. Please email us at celt@tufts.edu.

CELT News and Notes: Some Highlights

We are now accepting applications for the **Fall 2013 CELT Faculty Fellows Program**. For more information about the program and to apply, **click here**.

CELT introduced a new program offering **mid-term evaluations** for faculty. The program has proven very popular, and we were at full capacity for this semester! Keep you eyes open for the fall announcement.

The **CELT book groups** are very popular, and fill up each time! The next book on the agenda: *Why Students Don't Like School* by Daniel Willingham. Though we have a full group, if you would like to borrow a copy from the CELT Lending Library, email us at **celt@tufts.edu**

For next academic year, CELT will offer a four day course design / redesign workshop for faculty. Keep your eyes open for the dates!

The Center for the Enhancement of Learning and Teaching (CELT) is a division of the Office of the Provost, and is a resource for teaching-related initiatives on all three campuses at Tufts University. Please visit our website or email us to find out more about what we offer! For an up-to-date listing of seminars and workshops, as well as other resources, please visit our website.

Tufts UNIVERSITY Center for the Enhancement of Learning and Teaching

Appendix C: CELT Program and Event Schedules

1. CELT Faculty Fellows Schedule
2. Academic Leadership Development Program
3. 26th Annual University-Wide Conference on Teaching and Learning

CELT Faculty Fellows 2012 – 2013	
Coffee and a light breakfast will be served beginning at 8:15, and the program will begin promptly at 8:30am. We will end at 11:45am.	
Date	Topic / Agenda
September 13	• Introductions and laying out the semester • Visit a large lecture class taught by Juliet Fuhrman: 10:30 – 11:20 • 11:20 – 11:45 Debrief lecture observation Homework: • Complete the observation form • Bring calendars to the next session • Reflect on what type of personalized experience you would like to sign up for (See descriptions below)
September 20	• Tutorial on effective observation and feedback • Debrief on the observation experience • Assign observation partners / arrange times • Choose personalized experience • Discuss How Learning Works
	Conduct 1st observation
October 4	• 8:45 – 10:00 Chris Rogers, CEEO: "The Advantages of an Active Learning Environment" • 10:45 – 11:30 Presentation and discussion
October 18	• 8:30 – 9:15 Presentation and discussion • 9:15 – 10:00 Presentation and discussion • Break and Mid-term evaluation • 10:30 – 11:15 Presentation and discussion
	Conduct 2nd observation
November 1	• 8:30 – 9:15 Presentation and discussion • 9:15 – 10:00 Presentation and discussion • Discuss how the observations are going • 10:30 – 11:15 Presentation and discussion
November 15	• 8:45 – 10:00 Sam Sommers, Psychology Department: "Diversity in the Classroom" • Presentation and discussion
November 29	• Presentation and discussion • Presentation and discussion • Presentation and discussion
December 6	• Presentation and discussion • Presentation and discussion • Closing and evaluations • LUNCH and program with former Fellows "The CELT Extension" 12 – 2pm?

ACADEMIC LEADERSHIP DEVELOPMENT PROGRAM
Spring 2013

Modules	Dates*	Facilitators and Guest Speakers
1. Role of the Academic Leader • Develop an common understanding of the role of academic leader-ship within Tufts • Establish school and University expectations of academic leaders • Provide an opportunity to address common issues of concern • Set the stage for subsequent sessions by surfacing professional development needs and priorities	Friday, February 15 8:30-1:00	Joyce Sackey, Nick Frank, Colin Orians
2. Academic Leadership Styles • Gain an understanding of Human Resources and legal concerns • Discuss common issues and gain advice for avoiding them • Learn about University processes and resources for managing difficult situations • Learn knowledge and tools to more effectively act as representative of the University	Friday, March 1 8:30-1:00	Kathe Cronin, Dickens Mathieu Anthony Monaco
3. Communication and Conflict Resolution • Identify several modes of handling conflict • Discuss tools and strategies to resolve conflict constructively • Understand how your assumptions and values influence your actions • Practice the skills – listening, inquiry, reflection – that support positive communication	Friday, March 15 8:30-1:00	Maggie Chernin Mary R. Jeka
4. Managing Change • Understand the role of senior leadership in managing change • Learn about the conditions of successful change • Identify challenges and strategies for leading and managing in uncertain times	Friday, March 29 8:30-1:00	David Harris
5. Academic Leader as Coach and Mentor • Gain an understanding of the various coaching roles you hold as an academic leader • Learn approaches to support the professional development of your faculty, postdocs and staff in support of the goals of your department or center • Learn about University resources that support performance and professional	Friday, April 12 8:30-1:30	Mary Y. Lee Regina Corrao
'Booster' sessions for all ALD graduates	Friday, April 26th 8:30-1:00	Mary Deane Sorcinelli

Each module is scheduled to begin promptly at 8:30 a.m. and conclude at 1:00 p.m., including lunch; coffee, tea and breakfast snacks will be served at 8:00 a.m. The last module will conclude at 1:30 p.m.

26th Annual University-Wide Conference on Teaching and Learning
Sponsored by the Office of the Provost and the University Committee on Teaching and Faculty Development

Engage and Inspire Learning through Teamwork

WEDNESDAY, DECEMBER 12, 2012
9:30 A.M. – 3:45 P.M.
TUFTS UNIVERSITY SCHOOL OF DENTAL MEDICINE
1 KNEELAND STREET, BOSTON, MA

PROGRAM

9:30 a.m. – 10:00 a.m. **Registration & Continental Breakfast**
Location: Merritt Auditorium, School of Dental Medicine, 1 Kneeland Street, 7th Floor

10:00 a.m. – 10:05 a.m. **Welcome**
Mary Y. Lee, MD, MS, Associate Provost, Tufts University
Location: Merritt Auditorium, School of Dental Medicine, 1 Kneeland Street, 7th Floor

10:05 a.m. – 11:00 a.m. **Keynote Presentation: Teamwork, it's so much more than Sports**
Peter Roby, Athletics Director, Northeastern University
Location: Merritt Auditorium, School of Dental Medicine, 1 Kneeland Street, 7th Floor

11:00 a.m. – 12:30 p.m. **Panel Presentation & Discussion: Approaches to Teamwork in Different Educational Settings**
Facilitator: Maria Blanco, EdD, Associate Dean for Faculty Development, Office of Education Affairs, Tufts University School of Medicine

Panelists:
11:10 am – 11:20 am: Panelist 1 - Virtual Teamwork
Diane McKay, PhD, Scientist, HNRC

11:20 am – 11: 30 am: Panelist 2 - Classroom Teamwork
Colin Orians, PhD, Professor, Biology, School of Arts and Sciences

11:30 am – 11:40 am: Panelist 3 – Clinical Teamwork
Gladys Fernandez, MD, Assistant Professor, School of Medicine

11:40 am – 12:30 pm: Audience & Panelists Questions and Answers

Location: Merritt Auditorium, School of Dental Medicine, 1 Kneeland Street, 7th Floor

12:30 p.m. – 1:30 p.m. **Lunch**
Goal: To encourage participants to sit with colleagues they have never met before and speak about changes occurring and processes and challenges.
Location: Alumni Lounge, School of Dental Medicine, 1 Kneeland Street, 15th Floor

1:30 p.m. – 2:30 p.m. **Workshop Sessions #1: Participants may attend one of the following workshops**

Workshop #1A: The Dilemma of Teamwork: How to Grade Fairly
Facilitator and Presenter: Donna Qualters, PhD, Director, CELT
Presenter: Rebecca Sholes, MALD, Senior Faculty Development Consultant, UIT/ESTS
Location: DHS-773, School of Dental Medicine, 1 Kneeland Street, 7th Floor

Workshop #1B: Setting the Stage for Successful Teams: Both Process and Outcomes
Presenters: Mary Viola, PhD, Director, Engineering Management Program, Gordon Institute
Annie Soisson, EdD, Associate Director, CELT
Location: DHS-1415, School of Dental Medicine, 1 Kneeland Street, 14th Floor

Workshop #1C: Bridging Time and Space: Technologies for Collaboration
Presenter: David Grogan, EdM, Senior Solutions Specialist, UIT/ESTS
Location: DHS-1533, School of Dental Medicine, 1 Kneeland Street, 15th Floor

Workshop #1D: High Impact Teaching: Civic Learning through Teamwork and Collaboration
Presenters: Jonathan Garlick, DDS, PhD, Professor, School of Dental Medicine; Faculty, School of Medicine
Chris Swan, PhD, Associate Professor, Civil and Environmental Engineering; Associate Dean, School of Engineering
Mindy Nierenberg, Senior Program Manager, Tisch College of Citizenship and Public Service
Location: DHS-771, School of Dental Medicine, 1 Kneeland Street, 7th Floor

2:30 p.m. – 2:45 p.m. **Break: Coffee and Snacks**
Location: Alumni Lounge, School of Dental Medicine, 1 Kneeland Street, 15th Floor

2:45 p.m. – 3:45 p.m. **Workshop Sessions #2: Participants may attend one of the following workshops**

Workshop #2A: The Dilemma of Teamwork: How to Grade Fairly
Facilitator and Presenter: Donna Qualters, PhD, Director, CELT
Presenter: Rebecca Sholes, MALD, Senior Faculty Development Consultant, UIT/ESTS
Location: DHS-773, School of Dental Medicine, 1 Kneeland Street, 7th Floor

Workshop #2B: Setting the Stage for Successful Teams: Both Process and Outcomes
Presenters: Mary Viola, PhD, Director, Engineering Management Program, Gordon Institute
Annie Soisson, EdD, Associate Director, CELT
Location: DHS-1415, School of Dental Medicine, 1 Kneeland Street, 14th Floor

Workshop #2C: Bridging Time and Space: Technologies for Collaboration
Presenter: David Grogan, EdM, Senior Solutions Specialist, UIT/ESTS
Location: DHS-1533, School of Dental Medicine, 1 Kneeland Street, 15th Floor

Workshop #2D: High Impact Teaching: Civic Learning through Teamwork and Collaboration

Presenters: Jonathan Garlick, DDS, PhD, Professor, School of Dental Medicine; Faculty, School of Medicine
Chris Swan, PhD, Associate Professor, Civil and Environmental Engineering; Associate Dean, School of Engineering
Mindy Nierenberg, Senior Program Manager, Tisch College of Citizenship and Public Service

Location: DHS-771, School of Dental Medicine, 1 Kneeland Street, 7th Floor

Your feedback is important to us – please go to:
https://tufts.qualtrics.com/SE/?SID=SV_czIOHhpGARWMRzT ***to complete the conference evaluation. This link will also be sent to you via email. Program materials will be posted on TUSK after the conference.***

Tufts UNIVERSITY Center for the Enhancement of Learning and Teaching

Appendix D: CELT Event Flyers

1. Academic Leadership Development Program Booster
    - Fall, 2012
    - Spring 2013
2. Faculty Writing Workshop
3. CELT Book Discussion Groups
4. Afternoon Tea

Tufts UNIVERSITY

Center for the Enhancement of Learning and Teaching

Academic Leadership Development (ALD) Program
Booster Session

Career-life integration:

Is it really possible to "have it all"?

Friday, October 19, 2012

8:30am - 1:00pm

Cabot, 702, Medford Campus

RSVP:

celt@tufts.edu

Career-life integration: Is it really possible to "have it all"?

The struggle of balancing work and personal lives has become a major challenge for professionals across a wide spectrum of organizations and professions. How can we address the underlying conflict inherent in succeeding at highly demanding careers AND meaningful personal/family

lives.

Professor Brad Harrington from Boston College will lead this highly experiential and interactive session to explore how we can each better manage our complex work and life priorities. We will dialogue about how we, as academic leaders at Tufts, can help create a culture that fosters exemplary work performance while nurturing and supporting the desire to also have rich and rewarding personal lives for ourselves and our employees.

Come prepared to engage with your colleagues about your successes and you challenges in finding and keeping the balance that's right for you.

Please RSVP now to celt@tufts.edu We look forward to seeing you there!

The ALD Team,

Mary Lee, Regina Corrao, and Donna Qualters

The Center for the Enhancement of Learning and Teaching (CELT), the University's Office of Human Resources/Organizational Development and Training (ODT), and the Office of the Provost (OP) partner to offer the Academic Leadership Development Program (ALD).

Academic Leadership Development (ALD) Program Booster Session
Mutual Mentoring:
Moving Beyond One-Size-Fits-All Mentoring
Friday, April 26, 2013
8:30am – 1:00pm
Chase Center, Medford Campus

Mentoring offers a vital contribution to a successful academic career. Recent literature, however, has indicated the emergence of new, more flexible approaches to mentoring in which faculty build a network of "multiple mentors" who can address a variety of career competencies. In this session, you will identify priority mentoring needs of faculty; explore both traditional and emerging models of mentoring; examine the benefits and drawbacks of formal mentoring programs; and explore best practices for effective mentoring in the department, college and university.

Dr. Mary Deane Sorcinelli is Associate Provost for Faculty Development, Professor of Educational Policy, Research, and Administration, and Director of the Center for Teaching and Faculty Development (CTFD) at the University of Massachusetts Amherst. Dr. Sorcinelli is a well-known researcher in the areas of academic careers, faculty professional development, teaching and learning, and the evaluation of teaching. She has written over 100 articles, book chapters, and books in a wide range of sources. Selected co-authored books include *Mutual Mentoring Guide* (2009), *Creating the Future of Faculty Development* (2006), *Heeding New Voices: Academic Careers for a New Generation* (2000), Assigning *and Responding to Student Writing Across the Disciplines* (1997), and *Developing New and Junior Faculty* (1992).

Mark your calendars - we look forward to seeing you there! We will be serving a light breakfast and a buffet lunch!

The ALD Team,
Mary Lee, Regina Corrao, and Donna Qualters

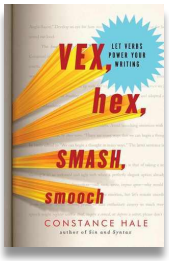
Faculty Writing Workshop with Constance Hale

"Tense, Voice, Mood, and Everything Else Academic Writers Need to Know about How to Seduce Readers and Impress Colleagues."

Constance (Connie) Hale, author and New York Times writer, will turn the principles in her latest book, *Vex, Hex, Smash, and Smooch: Let Verbs power Your Writing** into surprising insights and hilarious exercises that will allow you to try new writing muscles!

Monday, October 15 at 3:00-4:30pm
Cabot Intercultural Center, 7th floor, Medford Campus
Tea and cookies provided!

Please RSVP to celt@tufts.edu



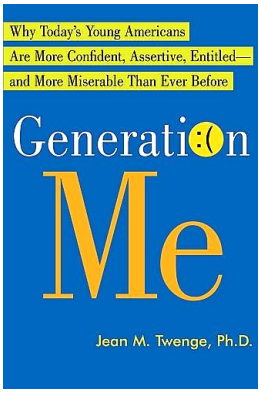
*We have purchased 10 copies of her new book which will be given out by lottery at the workshop!

Co-sponsored by the Philosophy Department, the Office of the Dean of Arts and Sciences, and CELT

CELT Book Discussion Groups 2012 – 2013

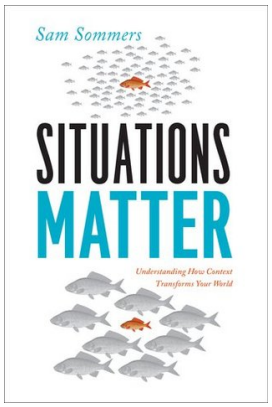
Come spend some time with your colleagues, enjoy lunch, and participate in a lively discussion about teaching and learning.
We will provide the book and lunch, so that all you have to do is read and show up!

Tuesday October 30th – Medford Campus



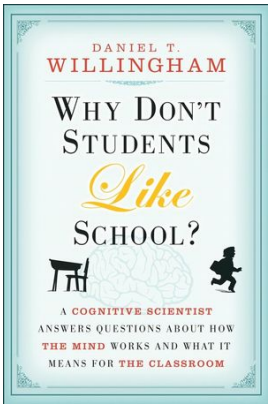
Twenge suggests a different interpretation of some of the commonly held conceptions of the generation variously referred to as Generation Y, iGeneration, the Millenials, and in this case, Generation Me. The first half of the book makes the case that this is a generation in which the importance of the individual supersedes all other concerns, focusing on the cultural and demographic forces that have influenced this generational cohort. The second half of the book explores how this individual focus affects members of Generation Me, their relationships with each other and with other generations. Twenge closes the book with a number of suggestions for how institutions can be better prepared to deal with Generation Me.

Wednesday, February 6th – Medford Campus



Sam Sommers is an Associate Professor in the Psychology Department here at Tufts. "With a conversational, laid-back tone and a penchant for storytelling," (Publishers Weekly, 9/19/11), Situations Matter draws on behavioral science, popular culture, and humorous anecdote to explore the invisible forces influencing your life. By understanding the powerful influence context has on our daily existence, we can rethink how we see the world and be more effective at work, at home, and in regular interactions with others.

Thursday, April 4th – Medford Campus



In Why Students Don't like School, Willingham maintains that every day, teachers and parents are operating on incorrect assumptions and an incomplete understanding of teaching and learning. He takes the most recent findings in neuroscience and cognitive psychology, and reframes best practices for student learning.

Wednesday, April 11th –Grafton Campus

What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators. The short answer is--it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subjects inside and out--but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and that students can learn.

Afternoon Tea
Discussions on Teaching and Learning

The Center for the Enhancement of Learning and Teaching (CELT) and UIT Educational and Scholarly Technology Services (ESTS) are hosting a series of "teas" to engage faculty in discussion around teaching and learning issues that are of common interest. Afternoon Teas offer an informal opportunity for faculty to share innovative ideas, explore challenges, and discuss best practices. A facilitator will begin the discussion with some initial thoughts or questions, and participants can direct the discussion in ways that meet the needs of the group.

Space is limited so please RSVP to celt@tufts.edu
Teas will be held in the CELT/ESTS conference room
at 108 Bromfield Road, Medford Campus
3:00pm – 4:30pm
Tea and pastries will be served!

****

September 25th: "My Students Are Not All the Same...."

Whether thinking about different levels of preparation abilities, learning preferences, and/or demographic and cultural backgrounds, your classroom is a place of significant student differences. This gathering will be a chance to explore how to support learning for every student. What approaches work for you as you aim to address the reality of differences among students in your courses?

October 30th: Mid-term Feedback: Soliciting Students' Input to Support Course Success"

Asking your students for feedback mid-way through the semester is a helpful way to determine whether the course is working well to support their learning. Instructors often use this mid-term feedback to make small adjustments to the second half of the course to ensure a better learning experience and success for students in the class. What tools can you use to gather mid-term feedback? What questions might you ask to yield helpful responses?

November 28th: "Setting Up Student Project Teams to Maximize Rewards & Minimize Frustrations"

One of the ways to provide students with practical skills and experience they can carry with them into future endeavors is to build team projects into the curriculum; however, teamwork can be vexing for students and challenging to evaluate. What are the benefits and pitfalls of collaborative student work, and how do you maximize the benefits while avoiding or minimizing the pitfalls?

Appendix E: CELT 2012-2013 Advisory Board

CELT Advisory Board Members

- Roster
- Bios

Tufts UNIVERSITY

Center for the Enhancement of Learning and Teaching

CELT Faculty Advisory Board

Name	School	Department	E-mail
Ralph Aarons	Medical	Educational Affairs	ralph.aarons@tufts.edu
Julie Dobrow	A&S	Ex College	julie.dobrow@tufts.edu
Nick Frank	Veterinary	Clinical Sciences	nicholas.frank@tufts.edu
Roger Tobin	A&S	Physics & Astronomy	roger.tobin@tufts.edu
Linda Hudson	Medical	Public Health & Community Med.	Linda.Hudson@tufts.edu
Dominique Penninck	Veterinary	Clinical Sciences	dominique.penninck@tufts.edu
Norman Ramsey	Engineering	Computer Science	norman.ramsey@tufts.edu
Laura Rogers	A&S	Education	Laura.Rogers@tufts.edu
Yun Saksena	Dental	Prosthodontics & Operative	yun.saksena@tufts.edu
Sheryl Barnes	UIT	ESTS	sheryl.barnes@tufts.edu
Evan Simpson	AS&E	Tisch Library	Evan.Simpson@tufts.edu
Chris Swan	Engineering	Civil & Envir. Eng	chris.swan@tufts.edu
Jean Wu	A&S	American Studies	jean.wu@tufts.edu

Updated 6/17/13

CELT 2013 Faculty Advisory Board

CELT formed a Faculty Advisory Board in the Spring of 2012 to guide their strategic programming.

Ralph Aarons, MD, Ph.D. Director, Problem-Based Learning Program, School of Medicine

Ralph Aarons is a practicing neonatologist at the Elliot Hospital and has been a leader in the Problem Based Learning (PBL) program at Tufts Medical School for the last 12 years. His role as Course Director for the program during the last three years in addition to his work with I-Clickers has made him invaluable to Tufts.

Sheryl Barnes, Assistant Director, Client Services, Educational & Scholarly Technology Services (ESTS) Tufts Technology Services (TTS)

Sheryl helps faculty, students, and the university as a whole leverage technology to improve teaching and learning and collaborates very closely with CELT on many aspects of this endeavor. Sheryl also guides students through their transition from high school to college as an academic adviser & former proctor in residence at Harvard College. Prior to joining Tufts, Sheryl was the webmaster at Harvard's Arnold Arboretum. She received her Ed.M. in Technology in Education from the Harvard Graduate School of Education and her B.A. in Biology & Society/Government from Cornell University.

Julie Dobrow, Program Director, Experimental College, Communications and Media Studies, School of Arts & Sciences

Julie Dobrow is the Director of the Communications & Media Studies Program and a Lecturer in the Department of Child Development. Her lifelong interest in teaching and learning led her to be a CELT Fellow in 2009. Believing the CELT experience to be so formative and important, she collaborated with co-Fellow Ralph Aarons to create the CELT Extension Program, which offers ongoing opportunities for faculty on all campuses to explore issues that percolated in CELT.

CELT 2013 Faculty Advisory Board

Nick Frank, Professor and Chair, Clinical Sciences, The Cummings School of Veterinary Medicine

Dr. Frank joined the faculty of Tufts University in June 2011 and serves as chair of the Department of Clinical Sciences at Tufts Cummings School of Veterinary Medicine. His professional interests include veterinary education and pedagogical research and he strongly encourages faculty members in his department to expand their interests in teaching and learning. Serving on the CELT Faculty Advisory Board affords Dr. Frank the opportunity to engage with educators from other schools and involve his department and school in new programs and initiatives. In 2006, Dr. Frank joined the University of Nottingham on a part-time basis one year after the first class of students was admitted. The University of Nottingham has the newest veterinary school in the United Kingdom and takes a novel approach to veterinary education, and this provides Dr. Frank with many opportunities to compare and contrast programs.

Boris Hasselblatt, Professor and Chair, Department of Mathematics, School of Arts & Sciences

I have been on the Tufts faculty since 1989, conducting research on dynamical systems (also popularly known as chaos theory) and teaching at all levels from first-year calculus courses to advanced graduate and seminar courses, plus the online courses of the Poincaré Institute in Mathematics. I complement my research with expository writing, and my first book is among the most cited ones in all of mathematics. I am an alumnus of CELT's ALD program and a happy occasional participant in the “teas” at CELT.

Linda Hudson, Sc.D., M.S.P.H., Sc., Department of Public Health & Community Medicine, School of Medicine

Relationship to CELT: 2011-2012 Faculty Fellow; Faculty in the Department of Public Health (TUSM) and Community Medicine, teaching within the health communication concentration, TUSM; Interests in health communication, Academic-Community partnership; Chronic Disease Prevention behaviors among vulnerable populations

CELT 2013 Faculty Advisory Board

Dominique Penninck, D.V.M., D.V.Sc., Professor, Clinical Sciences, The Cummings School of Veterinary Medicine

My first exposure to CELT was via the Academic Leadership Development program. I then discovered the CELT group, committed to provide resourceful support to faculty interested in bringing their teaching to the next level. Teaching veterinary ultrasonography is a challenging task that need to be refined to adapt to the changing clinical needs and the changing student profile. CELT represents the natural niche to foster this type of effort, and to inspire faculty from all campuses to develop pedagogic tools best suited to the material to be delivered. Being part of the Advisory Board is an unique opportunity to contribute to the future development of the center.

Norman Ramsey, Associate Professor, Computer Science, Engineering

Norman Ramsey was a CELT Fellow in 2009--2010. He teaches in Computer Science, where students say that his courses push them to their limits and give them confidence in their own abilities. His teaching interests include technical writing and curricular development.

Laura Rogers, Ed.D., Lecturer, Department of Education, School of Arts & Sciences

Laura Rogers is a licensed psychologist and a licensed school psychologist. For the past thirteen years, Laura has served as the school psychologist and special education administrator in the Francis W. Parker Charter Essential School, a school she helped to found. Aside from serving on the CELT board, Laura Rogers also helps CELT facilitate mid-term feedback sessions.

CELT 2013 Faculty Advisory Board

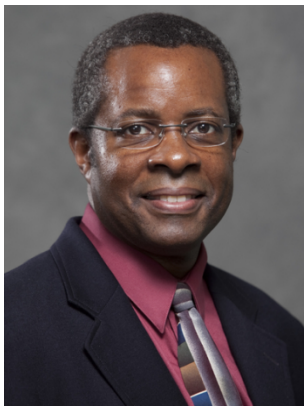
Yun Saksena, Clinical Associate Professor, Department of Prosthodontics & Operative, School of Dental Medicine

I'm a Clinical Associate Professor, in the Department of Prosthodontics and Operative Dentistry at Tufts University School of Dental Medicine (TUSDM). I was a CELT Faculty Fellow in 2011. My primary responsibility at TUSDM is clinical teaching, though I'm also a pre-clinical course director. I love working with students and mentoring them.

Evan Simpson, Head of Reference and Instruction, Tisch Library, School of Arts, Sciences & Engineering

Evan leads Tisch Library's Research and Instruction group in the provision and development of library research services supporting of teaching, learning, and scholarship in the School of Arts and Sciences and the School of Engineering

Chris Swan, Associate Professor and Associate Dean, Civil and Environmental Engineering, School of Engineering



Dr. Swan was an inaugural CELT Fellow in 2007 and is currently performing a number of engineering education research projects in coordination with the center. He is also affiliated with the Center for Engineering Education and Outreach at Tufts, and serves as program chair of the Community Engagement in Engineering Education Constituent Committee of the American Society for Engineering Education. Dr. Swan's current research interests in engineering education focus on project-based learning and service-based pedagogies.

CELT 2013 Faculty Advisory Board

Roger Tobin, Professor and Chair, Physics and Astronomy

Roger Tobin came to Tufts in 1995 from positions at Michigan State University and AT&T Bell Laboratories. His research is in the area of experimental condensed matter physics, studying the interactions of gases with metal surfaces. He has taught physics classes at all levels from introductory mechanics to graduate quantum theory, and is a recipient of the Lillian and Joseph Leibner Award for Distinguished Teaching and Advising. He has strong interests in methods of engaging students as active participants in learning and in improving pre-college science education, especially at the elementary school level.

Jean Wu, Senior Lecturer, American Studies, School of Arts and Sciences

Jean Wu is Senior Lecturer in the American Studies Program at Tufts. Her research and teaching are in the areas of race in America, comparative race studies, Asian American Studies, the creation of antiracist inclusive learning environments, and community-based anti-racist social justice.

Tufts UNIVERSITY

Center for the Enhancement of Learning and Teaching

Appendix F: CELT Data

1. CELT Comparison Data: AY 2011-2012 and 2012-2013
    - Contacts, Contact Hours, Unique Faculty (by Academic Year)
    - Contacts, Contact Hours, Unique Faculty (by Semester and AY)
2. CELT Services: Volume Comparisons AY 2011-2012 and AY 2012-2013
3. CELT Outreach Data: By Rank and Schools
4. Participation in CELT Programs: End-of-Year Faculty Survey, May 2013
5. CELT Website: Number of Visits
6. CELT Website: Top Ten Pages Visited
7. Peer Institutions: Comparison of Staffing at Teaching Centers

CELT Comparison Data, AY 2012-2013 (by Academic Year)

CELT COMPARISON DATA: # of contacts & contact hours, AY 2011-2012 and 2012-2013	# of Contacts	# of Contacts	# of Contacts		Contact Hours	Contact Hours	Contact Hours
	AY 2011-2012	AY 2012 - 2013	% change from AY 2011-2012 to AY 2012-2013		AY 2011-2012	AY 2012 - 2013	% change from AY 2011-2012 to AY 2012-2013
Consultations (Teaching, Grants, SoTL)							
In person, phone, email, observations	83	151	81.9%		260	449	72.7%
Programs							
ALD	16	19	18.8%		400	475	18.8%
ALD Booster	27	21			108	164	51.9%
CELT Extension	12	22	83.3%		48	112	133.3%
CELT Fellows	12	12	0.0%		336	354	
OEA/CELT	26	13	-50.0%		520	260	-50.0%
GIFT	20	26	30.0%		720	939	30.4%
Grand Rounds Vet School (New)		42				42	
New Faculty Orientations	15	26	73.3%		60	104	73.3%
Mutual Mentoring (New)	6	13	116.7%		12	26	
Mid-Term Feedback Sessions (New)		11				45	
TOTAL	134	205	53.0%		2204	2521	14.4%
Events							
CELT/AT Teas and CELT Faculty Lunch (New)	13	16	23.1%		20	43	115.0%
CELT Book Groups (New)	10	22	120.0%		20	74	270.0%
Workshops	81	140	72.8%		148	270	82.4%
Mini Vet Symposium	31	42	35.5%		186	252	35.5%
Teaching Conference	102	104	2.0%		714	728	2.0%
STREAM (New)		45				70	
TOTAL	237	369	55.7%		1088	1437	32.1%
GRAND TOTAL: CONTACTS and CONTACT HOURS	454	725	59.7%		3552	4407	24.1%

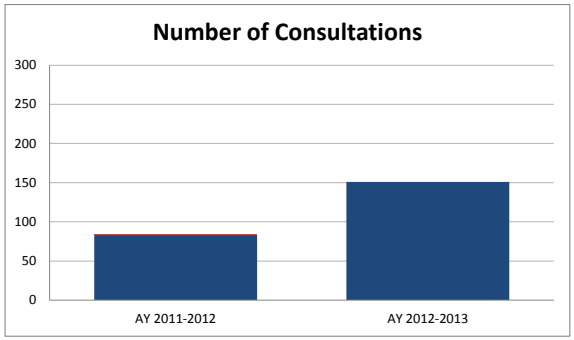
GRAND TOTAL: Number of unique faculty	229	387	69.0%				

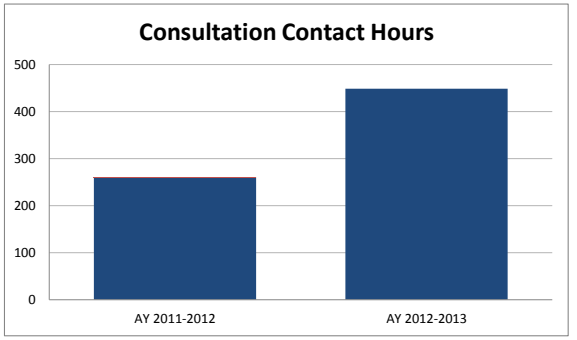
CELT Comparison Data, AY 2012-2013 (by Semester and Academic Year)

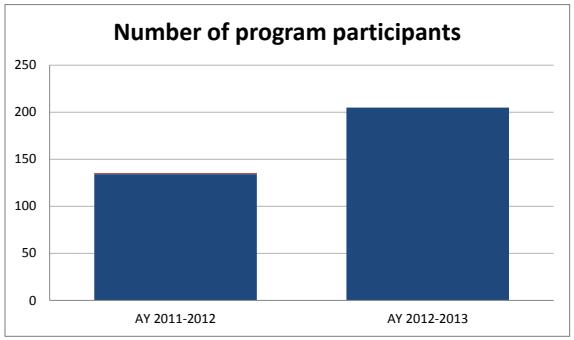
CELT COMPARISON DATA: # of contacts & contact hours for AY 2011-2012 and 2012-2013	# of Contacts	# of Contact	# of Contacts	# of Contacts	# of Contacts	# of Contacts	# of Contacts		Contact Hours	Contact Hours	Contact Hours
	Fall 2011	Spring 2012	Fall 2012	Spring 2013	AY 2011-2012	AY 2012 - 2013	% change from AY 2011-2012 to AY 2012-2013		AY 2011-2012	AY 2012 - 2013	% change from AY 2011-2012 to AY 2012-2013
Consultations (Teaching, Grants, SoTL)											
In person, phone, email, observations	41	42	68	81	83	151	81.9%		260	449	72.7%
Programs											
ALD		16		19	16	19	18.8%		400	475	18.8%
ALD Booster		27	21	20	27	21			108	164	51.9%
CELT Extension	12		22	12	12	22	83.3%		48	112	133.3%
CELT Fellows	12		12	12	12	12	0.0%		336	354	
OEA/CELT		26		13	26	13	-50.0%		520	260	-50.0%
GIFT		20			20	26	30.0%		720	939	30.4%
Grand Rounds Vet School (New)				42		42				42	
New Faculty Orientations	15		26		15	26	73.3%		60	104	73.3%
Mutual Mentoring (New)		6	13		6	13	116.7%		12	26	
Mid-Term Feedback Sessions (New)			3	8		11				45	
TOTAL	39	95	97	126	134	205	53.0%		2204	2521	14.4%
Events											
CELT/AT Teas and CELT Faculty Lunch (New)		13	4	25	13	16	23.1%		20	43	115.0%
CELT Book Groups (New)		10	12	49	10	22	120.0%		20	74	270.0%
Workshops	27	54	104	45	81	140	72.8%		148	270	82.4%
Mini Vet Symposium		31	12	30	31	42	35.5%		186	252	35.5%
Teaching Conference	102		104		102	104	2.0%		714	728	2.0%
STREAM (New)				30		45				70	
TOTAL	129	108	236	179	237	369	55.7%		1088	1437	32.1%
GRAND TOTAL: CONTACTS and CONTACT HOURS	209	245	401	386	454	725	59.7%		3552	4407	24.1%

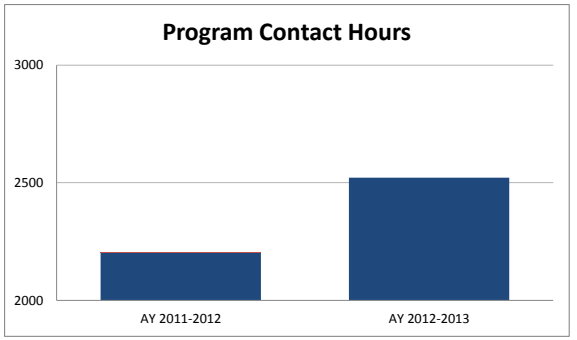
GRAND TOTAL: Number of unique faculty					229	387	69.0%				

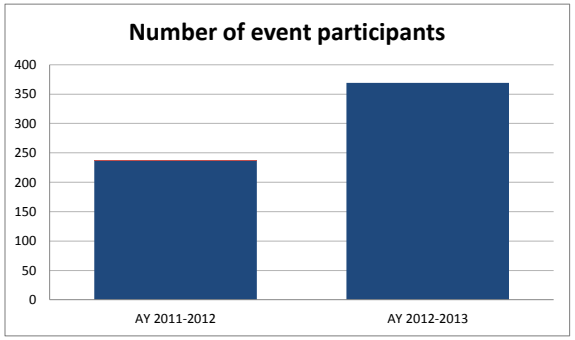
CELT Services: Volume Comparisons AY 2011-2012 and AY 2012-2013

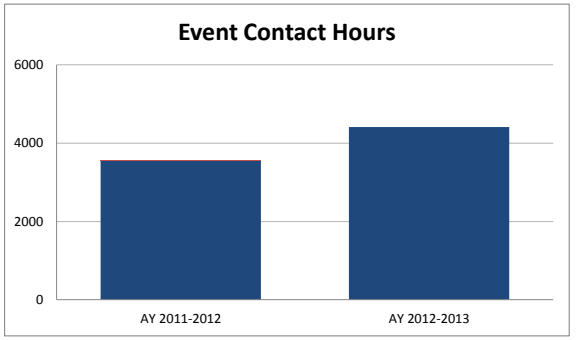












CELT Outreach Data

CELT Outreach: Distribution By Rank

Rank	Number of Participants	Percentage
Professor	52	14.33%
Associate Professor	47	12.95%
Assistant Professor	81	22.31%
Clinical Professor	21	5.79%
Research Professor	9	2.48%
Lecturer	29	7.99%
Central Administration	14	3.86%
Other	110	30.30%
TOTAL	**363**	100%

CELT Outreach: Distribution by Tufts Schools

School	Number of Participants	Percentage
Arts & Sciences	94	33.33%
Engineering	22	7.80%
Dental	33	11.70%
Medical	70	24.82%
Veterinary	63	22.34%
Total	**282**	100%

Participation in CELT Programs: End-of-Year Faculty Survey, May 2013

#	Answer		Response	%
1	CELT Faculty Fellows		13	24%
2	Academic Leadership Development Program (ALD)		15	28%
3	CELT/OEA Scholars		6	11%
4	Midterm Feedback		7	13%
5	University Seminar		9	17%
6	CELT Tea Discussions		4	7%
7	CELT Book Group Discussions		13	24%
8	University-Wide Teaching Conference		21	39%
9	Faculty Lunch		10	19%
10	Personal Consultation		12	22%
11	CELT Fellow Extension		4	7%
12	Academic Leadership Development (ALD) Booster		8	15%
13	CELT Newsletter		13	24%
14	CELT Website		20	37%
15	Educational Research Collaboration		2	4%
16	Other (Please elaborate)		7	13%
17	Mutual Mentoring Program		3	6%

Provost Subsites - http://provost.tufts.edu
CELT [DEFAULT]

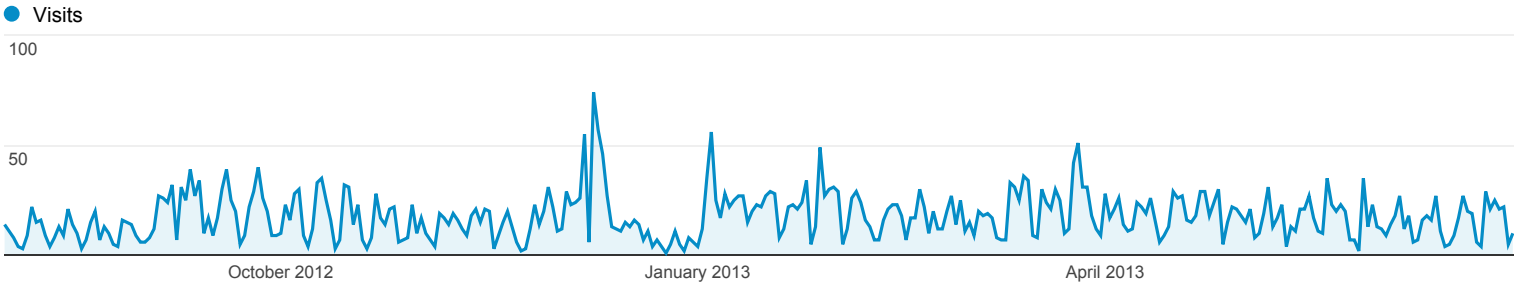
CELT Website: Number of Visits

Aug 1, 2012 - Jun 30, 2013

Audience Overview

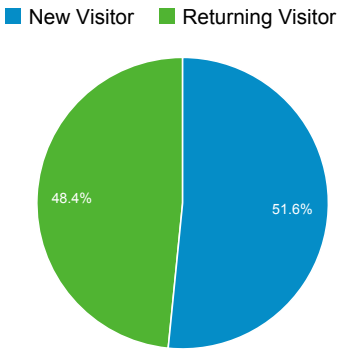
% of visits: 100.00%

Overview



3,185 people visited this site

Visits	5,950
Unique Visitors	3,185
Pageviews	16,229
Pages / Visit	2.73
Avg. Visit Duration	00:02:41
Bounce Rate	62.59%
% New Visits	51.41%



	Language	Visits	% Visits
1.	en-us	5,656	95.06%
2.	en-gb	48	0.81%
3.	en	40	0.67%
4.	fr	29	0.49%
5.	fr-fr	19	0.32%
6.	zh-cn	16	0.27%
7.	es	14	0.24%
8.	ko	10	0.17%
9.	es-es	9	0.15%
10.	de-de	8	0.13%

view full report

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CELT Website: Top Ten Pages Visited
http://provost.tufts.edu/celt/

Ranking	Page	Page views	Unique Page views
1.	CELT Homepage	4,198	2,396
2.	CELT Staff	1,089	811
3.	Teaching Resources	1,081	995
4.	CELT Faculty Fellows	654	474
5.	CELT Events	561	331
6.	Academic Leadership Program	555	435
7.	December Teaching Conference	511	337
8.	Mission Statement	449	336
9.	CELT Initiatives	361	274
10.	Teach Resources/Teaching Tipsheet	317	241

Peer Institution Staffing Comparison: Teaching Centers

Institution	Center Name	General Staff	Graduate Assistants	Total Staff
Tufts University	Center for the Enhancement of Learning and Teaching	3.5	1	4.5
Columbia University	Columbia Center for New Media Teaching and Learning	31		31
University of Pennsylvania	Center for Teaching and Learning	5	14	19
Northwestern University	Searle Center for Advancing Learning & Teaching	15	16	31
Washington U – St. Louis	The Teaching Center	11		11
Dartmouth College	Dartmouth Center for the Advancement of Learning	11		11
Duke University	Center for Instructional Technology	13 + 5 Online Course Staff		18
Brown University	The Harriet W. Sheridan Center for Teaching and Learning	6		6
Johns Hopkins University	Center for Teaching and Learning with Technology	22		22
Georgetown University	Center for New Designs in Learning & Scholarship	20	10	30
Cornell University	Center for Teaching Excellence	12		12
Boston College	Instructional Design and eTeaching Services	15	5	20