

Center for the Enhancement of
Learning and Teaching
(CELT)

2012- 2013 Annual Report

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Executive Summary

The Center for the Enhancement of Learning and Teaching (CELT) has had an extraordinary academic year. Our **number of unique faculty contacts has increased by 69%** this past academic year, and the number of contact hours is at an all-time high of 4,407. Concurrently, our programming has expanded to include four new longitudinal programs to meet the needs of faculty on all campuses and in all colleges while maintaining our current wide offerings of services to enhance learning and teaching. We have increased our external support, most especially with awarding of the Davis Foundation Grant on *Inclusive Excellence* and we continue our collaborations and partnerships with departments, both academic and non-academic. Our joint projects with ESTS have increased the visibility and viability of both units and we have jointly initiated new projects and new ideas. CELT’s national and international profile has increased with our publications, presentations, board memberships, national recognition and major role in the RESPOND grant in SE Asia and Africa.

All of this has been accomplished with a small but highly talented group of professionals who are creative, intelligent and highly skilled. Staffing continues to be our major challenge. This report provides a detailed description of the academic year 2012-13 at CELT, as well as CELT’s 2013-2014 goals.

CELT Mission and Vision

The work of CELT is guided through our mission and vision statements, which were renewed in partnership with our faculty advisory board this year.

***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 student learning.*

A. Review of 2012-2013 Goals and Noteworthy Accomplishments

In addition to continuing existing programs and events, and adding several new initiatives as needs arose, CELT set and met the following 4 goals for academic year 2012-13:

1. Increase Grant Writing and Grant Support.
2. Development of the Faculty Advisory Board.
3. Disseminate CELT Innovations to a National Audience.
4. Grow Tufts Community involvement with CELT.

Goal 1: Increase Grant Writing and Grant Support

This year CELT submitted two grants for educational programming. We are happy to report success in procuring additional funding for CELT through the Davis Educational Foundation funding of our *Inclusive Excellence Initiative* for \$95,000. In the times of severely limited funding for higher education teaching initiatives we are delighted that the Davis Foundation is supportive of our innovative efforts.

The second application, which was not funded, was to the Harvard Institute of Coaching COACHE program seeking support for a faculty Mutual Mentoring Project. While there

is a strong argument to combine mutual mentoring and coaching, the concept of mutual mentoring was unfamiliar to the COACHE grant committee who felt it did not meet their criteria.

CELT has increased our participation in and support of on-going grants. We supported the Office of the Provost's Tufts Innovates! Program by consulting with faculty applying for a grant to determine the education literature and assessment methods needed to provide their changes for grant funding. This year, in response to the success of the last workshop and the resulting greatly improved assessment plans for Innovates, CELT again offered an assessment workshop for all Tufts Innovates grantees. These have led to increased individual consultations by Tufts faculty.

CELT has also dedicated a significant amount of time and resources to the One Health Global Initiative RESPOND Grant administered by Cummings School of Veterinary Medicine. This past year we hosted 30 members from universities in SE Asia and Africa in a three day Course Design Institute which received extremely high ratings from our international participants and the request that this service be provided in more depth to our partners in SE Asia and Africa.

This year, CELT also provided expertise and support to Barry Trimmer's NSF IGERT grant "Soft Material Robotics: An Interdisciplinary Graduate Program in the New Field of High Deformation Devices," Chris Swan's School of Engineering NSF grant "Collaborative Research: Engineering Faculty Engagement in Learning Through Service," and has been active in Cummings School USAID Respond grant. CELT has also recently collaborated with the School of Engineering on their proposed NSF grant on *Confidence and Confidentiality: Building RCR-Attuned Attitudes in STEM Disciplines* submitted by Elena Naumova and the WIDER grant for *Exploring Student Thinking to Catalyze Adoption of Evidence-Based Practices in STEM Education* recently submitted by Chris Swan. While this has become an area of involvement that provides some additional resources to CELT, while helping faculty to secure grant funding, it also has been an enormous time commitment by Donna Qualters and Annie Soisson.

Goal 2: Development of the CELT Faculty Advisory Board

This year the CELT Faculty Advisory Board, with representation across all Tufts campuses, schools and a cross section of faculty ranks, more clearly defined its role and function. Faculty board members have been extremely active in helping CELT develop, market, and offer programming. Board members have collaborated with us to develop our new mission and vision statement. The board has contributed to this mission by organizing and conducting book groups in their colleges, conducting mid-term assessments for faculty colleagues, and promoting CELT programs within their departments and colleges. They have worked closely with CELT staff to develop the beginning stages of our strategic plan and in constructing and promoting CELT's year-end faculty survey. We are pleased this year that Roger Tobin, chair of the Physics Department has agreed to fill the Chair position on the board left vacant next year while Boris Hasselblatt is on sabbatical leave. (Appendix E)

Goal 3: Disseminate CELT Innovations to a National Audience

We have successfully raised the national profile of Tufts in the teaching, learning and higher education community through the following activities. CELT personnel have published a number of educational based research articles in peer review journals and presented CELT programming at 2 national conferences and one international conference); Donna Qualters was appointed National Chair of the *Teaching Professor Conference* for 2013 which attracts over 1,000 participants from higher education across the country. She also received an invitation to keynote the national conference for the National Society of Experiential Education. CELT remains active on several professional boards.

Goal 4: Grow Tufts Community Involvement in CELT

CELT has experienced a tremendous growth in Tufts community participation this year. **The 2012-13 contacts increased 69% from the previous academic year. Our number of unique contacts increased from 229 in 2011-12 to 387 this past academic year.**

In spite of limited staff consisting of 2 full time professionals, 1 part time temporary employee and our program coordinator, our work has expanded well beyond the Medford campus. We have also raised the campus conscientiousness regarding the value of evidence based teaching. This impact is evident in the responses to our faculty survey where faculty referred consistently to the literature and in the rising number of SoTL (Scholarship of Teaching and Learning) projects CELT is being asked to consult on or participate in. We have increased our collaborations within the Tufts community, and numerous requests for our participation in university and college wide committees demonstrates that teaching and learning are strongly valued at Tufts, and CELT's role is central and valued as well.

As we review our participation statistics, we are particularly pleased with the distribution of faculty who attended our programs and sought our services. Urban legend states that Teaching Centers are populated by either new faculty or those who are problematic. Our figures demonstrate something very different. We found fairly even distribution across faculty rank as well as participation from all colleges with Engineering, Cummings, and the Dental School being much more actively engaged this year than in the past. CELT has truly become a university wide resource where our colleagues come to learn about the newest research on teaching and learning, develop scholarly articles around teaching and join an engaged faculty community devoted to developing and promoting excellent teaching.

Our end of the year faculty survey results demonstrate that not only are our programs and activities appreciated, but that faculty who have participated in CELT programs are able to report real changes in their teaching practices that they attribute to their participation.

B. Continuing Initiatives 2012-2013

Programs

CELT Faculty Fellows

The Fall of 2012 marked the sixth offering of the CELT Fellows program, and over the six years, 87 faculty have participated from across the three campuses. Last year with limited advertising, there were 27 applicants for 12 spots in the program, indicating that the program has developed a very positive word of mouth reputation and is in demand. Faculty who participated this year noted in their evaluations that the cross-disciplinary collegial environment created in the seminar, combined with the opportunity to have time to discuss and reflect, were what they valued most. One 2012 CELT Fellow summarized it well, saying *“[I valued] the open atmosphere in which people felt comfortable to explore their questions. There were a variety of relevant topics, which, in the end, came out to be a coherent unit with practical advice.”* Most indicated that they had become more learner-centered in their approach to teaching over the course of the Seminar, stating that they learned *“that less is more,” “not every student learns the same way,” “[the importance of] giving attention to different skill levels,” “how to let students speak out more.”*

Many 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. These changes range from an increased focus on student discussions and peer teaching to soliciting student feedback for change, to using Trunk to begin student discussions prior to class time to reorganizing course content to better “scaffold” student learning. A general awareness of student engagement or non-engagement in their own learning and possible strategies for increasing that engagement was a key learning in the group. (Appendix A)



CELT Faculty Fellows, 2012-2013

The Academic Leadership Development Program

The **Academic Leadership Development Program (ALD)** was again offered in spring 2013 for 19 new faculty/academic leaders in collaboration with the Office of the Provost and Human Resources. For the first time two participants also attended from Brandeis University. Because of changes in the Office of the Provost in 2012, CELT has continued for a second year to assume a more intensive administrative role in ALD. Faculty and academic staff attended 5 4-hour sessions and engaged in discussion and reflection on their roles as academic leaders. Participants rated the program extremely highly, and highlighted the value of building cross campus collaboration, having access to senior leaders from the institution, gaining a strategic perspective, and learning new communication skills. (Appendix A)

We also hosted two well-received ALD Booster Sessions. The keynote speaker for the Fall booster was delivered by Brad Harrington entitled *Career-life integration: Is it really possible to 'have it all'?* The keynote for the Spring booster was delivered by Mary Dean Sorcinelli on *Mutual Mentoring: Moving Beyond One-Size-Fits-All Mentoring*. (Appendix D)



ALD Booster, Fall 2012

Graduate Institute for Teaching

CELT continued its strong partnership with Arts, Science & Engineering Graduate School in the **Graduate Institute for Teaching (GIFT) program**, assisting the office of the Dean of Graduate Studies with selection and training of the GIFT Fellows. This year 20 students participated with CELT offering three workshops in *Educational Planning*, *Giving Effective Feedback* and *Forming your Teaching Philosophy Statement*. CELT presentations were revised based on previous student feedback and our evaluations ranged in the 4.2-5.0 range indicating students found the activities and exercise of value to their future teaching careers.

CELT also assisted in running the daily Current Events Activity that prepares students for interactive discussions and played a large role in observing all 20 student teaching demonstrations and providing feedback for effective pedagogy.

CELT/OEA Scholars Program

Due to the success of this program last year, the **CELT/OEA Scholars Program** was again offered. The program was created in response to the popularity and success of the CELT Fellows Program and the limited number of faculty who can attend in a semester.

This year, thirteen faculty from the Medical, Dental and Veterinary Schools participated in four half-day sessions. Each session began with presentations and discussions around topics such as educational planning, active learning, precepting and peer observation and feedback. In the second part of each session, faculty participated in group-feedback sessions on their particular teaching challenges using an innovative technique called “step-back consultations,” developed at the Harvard Graduate School of Education.

Faculty feedback for the program was positive, as illustrated by the following comments from one participant:

“I cannot thank you and your team enough for a great learning opportunity. I must admit this is one of the so many conferences I attend that has created a very positive impact in me. I always felt there was something I lacked in my teaching skills. This course not only helped endorse some of the things I was already doing but also thought me even more teaching skills I can apply with my students. I truly feel more confident when I meet with my learners and have been recommending this course to my colleagues. It was all worth the sacrifices I made in order attend. So THANK YOU and I will keep in touch.”

University Seminar

CELT continues to work on course development with faculty from the University Seminar Program. A new course titled *Food For All: Technology: Biotechnology and Sustainability* was developed during the summer and fall of 2012 and taught in the spring of 2013. The University Seminar continues to anchor scholarship to civic engagement by inviting a multidisciplinary team of faculty and students to focus on issues of national or global import. The seminar knits together Tufts’ schools at a curricular level by promoting interdisciplinary teaching, learning, and research through faculty and student collaboration across schools. It also promotes active learning by minimizing lecturing and maximizing student engagement through multi-disciplinary faculty guidance of student presentations, discussions, and writing and utilizes web tools to disseminate the work product. (Appendix A)

New Faculty Orientation

CELT again organized and facilitated an afternoon workshop as part of the New Faculty Orientation for the School of Arts and Sciences. We worked with Carmen Lowe, the Dean of Undergraduate Education to provide interactive sessions on teaching and learning issues for new faculty, highlighting available support. Feedback from the session has led us to re-conceptualize this event to better meet and engage new faculty in Tuft's teaching mission.



Faculty Orientation, Fall 2012

Events

University-Wide Teaching Conference

CELT collaborated closely with the University-wide Committee on Teaching & Learning Faculty Development (UCTFD) and the Office for Educational Affairs at TUSM to offer the annual teaching conference in December 2012. This year's theme *Engage and Inspire Learning through Teamwork* attracted over 100 participants from Tufts schools. CELT personnel in collaboration with ESTS staff facilitated two workshops on forming and evaluating effective small groups. For the first time CELT organized the Second and Third Year Faculty Orientation prior to the Teaching Conference where junior faculty

met with Provost Harris and shared *Tufts Hidden Gems* to alert them to resources available on campus to support their career development. (Appendix C)

CELT is taking to lead for organizing next year's 2013 University-wide Teaching Conference on *The Science of Learning*.

Workshops

CELT had the opportunity this year to offer a range of workshops for faculty, and in some cases, for students by faculty request. We have had requests from several departments, including Physics and Romance Languages, and hope to do more of this type of targeted workshop in the future.

- Tense, Voice, Mood, and Everything Else Academic Writers Need to Know to Seduce Readers and Impress Colleagues. Co-Sponsored with the Philosophy Department. Invited Speaker: Constance Hale
- Student Feedback to Guide Your Teaching: Mid-Term Feedback by CELT - Teaching with Technology Symposium, Panel session
- Tufts Innovates Assessment Workshop – University-wide
- Teaching to Diverse Students – CMPH faculty
- Effective Peer Review – Physics Department faculty
- Creating Effective Multiple Choice questions - Cummings faculty
- Scholarship of Teaching and Learning - Cummings Faculty
- The Dilemma of Teamwork: How to Grade Fairly - December teaching conference
- Setting the Stage for Successful Teams: Both Process and Outcomes - December teaching conference
- Effective Team Collaborations - Masters in Conservation Program students
- Building Successful Teams - Urban and Environmental Planning students



CELT Workshop, Fall 2012

Book Discussion Groups

The intent of the book group discussions is to engage faculty in a range of research-based topics around teaching and learning. CELT hosted four book groups this past year including the Grafton campus, and all three were fully subscribed with 12 participants. Each faculty member received a book, CELT provided lunch, and members of the CELT Board facilitated the sessions. The discussions were robust, and helped to engage faculty who might not have the time to attend some of the longer programs, but who have an interest in a particular topic. This year's selections were *Generation Me*, by Jean Twenge, *Situations Matter*, by Sam Sommers, *Why Students Don't like School* by Daniel Willingham, and *What the Best College Teachers Do* by Ken Bain. These groups have enable CELT to extend the conversation around teaching and learning to a larger number of faculty. (Appendix C)

Afternoon Teas

The teas are informal get-togethers for faculty to discuss and process issues around teaching and learning. They originated from feedback from the Arts and Sciences faculty meetings where faculty suggested a number of topics they would like to explore. This

year we offered one tea on *Soliciting Mid-term Feedback* to support course success. Attendance has been lower than anticipated therefore next year we will shift the focus of the teas to meet the needs of lecturers, a groups that is often neglected, but has a increasing responsibility for teaching. We will be consulting with Laura Rogers, a senior lecturer in Education who is on our Advisory Board to help us conceptualize how to make these relevant and valuable to Tufts dedicated lecturing staff. (Appendix C)

Additional CELT Services and Resources for Faculty

Teaching @ Tufts Website

The **Teaching @ Tufts website** is an ongoing collaborative effort between CELT and ESTS. With support from ESTS staff, the Word Press template was upgraded to allow for future improved functionality and the graphics were redesigned. The site continues to be an 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 and teaching), videos of Tufts faculty discussing their teaching, technologies available to support teaching and learning, and potential solutions to common teaching challenges. CELT showcased the site at the *Teaching with Technology* conference in May, 2013. CELT and ESTS are planning a university-wide launch in Fall 2013. (Appendix B)

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 progressed over the last five years, requests for consultations have increased. Faculty either approached CELT on their own accord, or who were encouraged to get a consultation with CELT by their Department Chairs or Deans. As teaching has changed, so have consultations. While the face-to-face meeting is still the most common, classroom observations, reassuring telephone conversations, and e-mail consultations have increased. Topics for consultations include: teaching a large lecture class;

incorporating formative feedback; leading a discussion; and time-management. A total of **147 consultations** (face-to-face, email, and phone) were provided by the three CELT professional staff last year, **an increase of 77%** from the previous year.

Lending Library

CELT continues to acquire some of the best books on teaching and learning and makes them available to faculty on loan. We have 170 books in our growing collection, 48 of which were added this year. Borrowing rates have steadily increased as faculty become more aware of this resource.



Selected Books from CELT Lending Library

CELT Communications

CELT reaches a wide range of constituents through a variety of publications. Currently, publications include the CELT Newsletter, the CELT brochure, and CELT feature stories. All of the CELT publications are readily available on the CELT website. (Appendix B)

CELT continues to publish its electronic newsletter several times a year. Our current subscription list includes 1126 faculty and staff, and a growing number of external subscribers. Typically over 35% of those who receive the newsletter read and click

through the links provided - this is an excellent rate according to industry standards. The newsletter provides faculty with: information on programming and resources for support of teaching and learning; a short article on a topic of teaching and learning; profiles of faculty who are doing innovative teaching; and articles from the national press on issues of importance to higher education. We will be revisiting the newsletter this year to add updates on Tufts Innovates! projects in order to disseminate these ideas across Tufts.

The CELT brochure, available digitally or in hard copy, provides a comprehensive overview of CELT's programs, events, and services. The brochure gives readers a window into the work that CELT does by providing detailed descriptions and illustrations.

In order to highlight the effective teaching practices and innovative strategies employed by Tufts faculty, CELT writes feature stories for its website. Topics of the feature stories this past year have included distance learning, mid-term feedback and multimedia teaching tools. These articles are typically highlighted in the newsletter, and receive the most number of "opens" by our readership.

C. New CELT Initiatives 2012-2013

As is the CELT custom, we continually grow and adjust programming to meet the needs of our ever-growing faculty and academic staff population. This academic year we initiated several new resources for faculty.

Mutual Mentoring

CELT introduced a pilot program gaining momentum in the academy called Mutual Mentoring. Mutual Mentoring differs from traditional one to one mentoring programs and is designed to help faculty advance their careers in a world that no longer provides all the necessary contacts and resources for success in a single department or even within their own institution. This program encourages faculty to set up networks across their department, college, and the rich local Boston higher education community. With seed

money from the Office of the Provost, Cummings School of Veterinary Medicine, the Department of Public Health and Community Medicine at Tufts Medical School and CELT, we piloted the program through an RFP and awarded 7 grants that we supported and evaluated. Results were encouraging and participants provided valuable feedback for next year's iteration. (Appendix A)



Mutual Mentoring Booster, Spring 2013

Mid-Term Feedback

CELT piloted a new program to provide faculty with mid-term student feedback to make timely adjustments in courses during the semester. This voluntary program allows CELT personnel to visit classes and through a research based protocol debrief the class to elicit what activities promotes learning, what can be done to enhance learning, and how can students contribute to the class learning environment. Final reports are generated for each class and a consultation with CELT occurs after each session to report the findings and discuss strategies to improve teaching. Initially we intended to conduct 5 feedback sessions as they are labor intensive, but due to the high demand we conducted 7 sessions with faculty and waitlisted the rest for next year. The faculty feedback was very positive but the level of CELT staffing will determine the number that we can realistically sustain. Link to mid-term feedback session: <http://provost.tufts.edu/celt/mid-term-feedback/>



In-class Mid-Term Feedback, Spring 2013

Faculty Luncheon Series

As part of our mission is to bring together faculty to build communities of practice to share ideas, CELT initiated the Friday Faculty Lunch series. These lunches are informal gatherings at various campuses for faculty to meet and greet and talk about teaching. While the weather forced the cancellation of some we were able to successfully have one at the Dental School. It is our hope to continue these this year to build community and fellowship among faculty.

Digital Outreach

To communicate and appeal to a new generation of faculty, CELT has initiated a Twitter account in which we “tweet” items of interest, new learning research, teaching conferences, and so on, that might interest teaching faculty. Currently, the CELT twitter account has 25 tweets, 74 followers, and is following 202 users.

In October 2012, CELT redesigned its website and shifted to the most current version of Thinwire, which has a modern look and additional functionality. Upgrades include a dynamic homepage, twitter and Google calendar integration. **During the academic year, the CELT website has had 5,950 visits from 3,185 unique visitors.** (Appendix F)

Link to CELT Website: <http://provost.tufts.edu/celt/>

CELT/ESTS Synergy

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

1. **E-portfolio service** - CELT and ESTS have partnered to offer a joint service for ePortfolios for faculty and student use. CELT will use ePortfolios in the next year with its faculty learning communities and with the CELT Fellows to determine creative applications for faculty development.
2. **I-Pad Project** - CELT consulted with ESTS on the assessment of their innovative project to provide I-Pads to faculty to experiment with in their classroom and to report the successes and suggestions on how to utilize these to their maximum value in classroom settings. ESTS has moved the project into a second phase where a few faculty provide their students with the iPads to use jointly in classroom instruction and outside of class work.
3. **Teaching with Technology website** – a true collaboration to provide a useful virtual site with resources for faculty development at Tufts and beyond. The site contains videos and articles to help faculty who are interested in improving their teaching based on research. The site will be open though its primary target is Tufts faculty.
4. **Joint presentations** – CELT joined a panel for the Teaching with Technology Symposium, and will attend a national conference to present on collaborative efforts between teaching centers and academic technology centers.
5. **Fall Tea** – ESTS and CELT provided joint facilitation and resources for faculty with the hope of continuing to provide sessions that are seen as teaching and technology in a holistic sense.
6. **Board participation** – Gina Siesing graciously agreed to serve on the CELT Advisory Board to strengthen our planning and collaboration. With her departure, Sheryl Barnes will serve as the ESTS representative.

7. **CELT and ESTS** held two meeting for all of those engaged in faculty development across the University to share information and resources.

D. CELT Publications, Presentations and Invited Talks

Publications:

- **Qualters, D.** (in press). Book Review “Success on the Tenure Track: Five Keys to Faculty Job Satisfaction.” Teaching Theology and Religion.. John Hopkins University Press.
- **Qualters, D.M,** McDaniels, M, and P. Cohen (August, 2013). *Reflective Ethical Inquiry*, IDEA Research Papers. Kansas City, MS.
- Wang, J., E. Patten, R. Shelby, F. Ansari, L McCahan, S., H.K. Ault, E. Tsang, M.R. Henderson, S.P. Magleby, **A. Soisson**. 2012. A multi-dimensional model for the representation of learning through service activities in engineering. AC 2012-3475. 16 pp.
- D. Kazmer, B. Tucker, **A. Soisson**. 2013. Faculty Perspectives on Service-Learning in Engineering Education: Challenges and Opportunities. ASEE
- A. Bielefeldts, **A. Soisson**. 2013. Spectra of Learning Through Service Programs. ASEE
- **Qualters, D., Soisson A.** 2013. Making the Most of Learning Outside the Classroom. Proceedings from the Higher Education Teaching and Learning Conference (HETL).

Conference presentations:

- “Turning Your Teaching into Scholarship”. (May, 2013) 10th Annual Teaching Professor Conference, New Orleans, LA (Donna Qualters)
- *Maintaining Faculty Development Excellence in Times of Transition.* (2012) POD Annual Conference, Seattle, WA. (Soisson, A., Linder, K. Qualters, D.)

Invited Talks

- “Infusing Experiential Education into Courses”. (April, 2013), Invited for LASPAU: Academic and Professional Program for the Americas. Harvard University (Donna Qualters)

- “Assessment for Competencies Needed After Graduation”. (December, 2012). New England Association of Schools and Colleges, 127th Annual Meeting. Boston, MA. (Donna Qualters)
- “Engaging and Re-Engaging Students in their Learning”. (October, 2012). Annual Teaching Day, Carroll School of Management, Boston College, Chestnut Hill, MA (Donna Qualters)

E. Service

Within the University

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

- University-wide Council on Teaching and Faculty Development
- Student Evaluation Committee
- Assessment Committee
- First Year Working Group in Engineering
- Tufts Distance Learning Consortium
- E-Portfolio Committee
- Graduate Institute for Teaching Selection Committee
- On-line – Distance Learning Working Group A&S
- Teaching and Learning Core Committee – T10

Beyond the University

- Executive Committee Massachusetts ACE Women’s Leadership Network
- World Association of Cooperative Education Institute Member
- Higher Education Technology and Learning Consortium Advisory Board
- Teaching Professor – National Advisory Board and National Conference Chair
- Human Resources Leadership Forum – Membership Committee
- New England Faculty Development Consortium

F. CELT Assessment

CELT continues to survey faculty on the value they get from programs and events. This feedback provides key data for refining and shaping current and new CELT initiatives.

CELT Faculty Fellows

CELT conducted a mid-term feedback that provided important data to help refine the second half of the program as well as shape the 2013-2014 program. In addition to the thanks and appreciation included in all the comments, the program was highly rated in the ‘Excellent’ and ‘Very Good’ categories:

Rating how the format of the Seminar works for participant’s learning

- **Excellent (5), Very good (5), Good (1), Fair (0), Poor (0)**

Rating the overall Seminar

- **Excellent (8), Very good (3), Good (0), Fair (0), Poor (0)**

Consistent themes emerged in the feedback about what they valued in the CELT Fellows program, changes they have made in their teaching, and suggestions for improvement.

What Faculty Value in the CELT Fellows program

Cross Campus and Cohort Connections

- The opportunity to listen and speak to other faculty members about their experiences teaching at Tufts and gain other perspectives
- Meeting colleagues and a mix of faculty in other departments/ schools; provides an environment of collegiality and helps isolation from working at one school

Ability to share openly in a supportive environment

- Safe environment where participants are open, courteous, friendly and genuine; sense of comfort where people don’t feel judged
- An opportunity to talk about teaching where you don’t have to justify that you care about teaching
- Knowing that other faculty face the same issues; seeing the similarity of questions and concerns across disciplines; hearing about challenges and solutions all share

Access to Resources

- Articles, books, websites
- Drawing on the experience of colleagues

Changes in *thinking* about teaching as a result of the CELT Fellows program

- Mind-opening presentations to think about teaching in a more self-conscious way that is more insightful and meaningful
- An alternative thought process to consider current practices and integrate effective ways of learning
- An opportunity to think about teaching in a more student-centered way and gain the language to understand and optimize what works effectively

Changes *implemented* in teaching as a result of CELT Fellows program

Course Design

- Providing more scaffolding and organization to students who are novices in the area; designing the course with the understanding more how learners acquire/have successfully acquired information
- Keeping the expectations of students within parameter of goals and objectives of the course; designing assessment that align with the course objectives

Integrating Assessment

- Using pre-assessment and ‘boot-camp’ for students with less prior knowledge
- Incorporating timely self -assessment for students
- Using formative feedback – incorporating suggestions from classroom observation in subsequent classes
- Providing more targeted feedback to students
- Directly asking students how and what they are learning and what they are learning early on in the semester

Student Engagement

- Asking more probing and thoughtful questions when speaking to students
- Letting students answer their own questions in group discussion
- Specific tips and techniques to promote interaction amongst students

Changes suggested by CELT Faculty Fellows

- More open time to ask question and debate ideas; time to draw on the expertise of the other faculty fellows in the cohort
- Understanding teaching within the larger “structure” of the university; how deans, department heads, course directors, etc. think about the role of teaching; learning more about the teaching culture at Tufts and career guidance

CELT response to CELT Faculty Fellows Feedback

Building on the feedback from the 2012-2013 program as well as all prior programs, the 2013-2014 CELT Fellows program has been re-conceptualized. Donna Qualters and Annie Soisson have developed a faculty-centered curriculum using the latest research on the principles of learning and will introduce e-portfolios for faculty learning assessment.

Academic Leadership Development Program

Based on participant feedback after each of the 5 modules as well as a phone conversation mid-way through the program, the following themes emerged (the closed bullets below highlight themes appreciated by participants (the open bullets highlight critiques, suggestions, or requests):

What ALD Participants Value in the ALD program

Cross Campus and Cohort Connections

- Connection with other schools, practices, models, faculty and diverse perspectives
- Identifying more strongly as being part of Tufts and the larger university policies
- Request to connect with people with similar backgrounds who face similar on0the0ground issues, eg. chairs to talk among themselves

Access to Resources

- Knowing to call HR when one has an issue!
- Accessing resources from across the whole university (which further reinforces the sense of being part of the larger university)
- Guest speakers (from legal, HR, provost, president) helps demystify offices and allows for a personal connection; participants would previously not have accessed these offices that have either been unknown or seemingly inaccessible
 - Request for more specific resources for specific roles

Strategic Perspective

- Thinking of their positions in relation to the overall strategic vision for Tufts, and thinking strategically about their own positions in relation to the whole
- Very positive response to the Provost's visit to understand the strategic plan and have the provost's office be more personable and approachable

Applicability to Specific Challenges

- Bringing in real issues greatly valued
 - Request for information that applies more specifically to the challenges that apply to their roles
 - Requests for more scenarios of specific challenges, to allow more analysis of the consequences of decisions and time to brainstorm new approaches

Personal Reflection / Action Plan

- Opened up opportunities for reflection and self assessment
- Revealed that what some participants thought they needed to work on was not ultimately helping to be effective in their leadership role or drive results
- An opportunity to take a break from everyday pressures and enter a mindset that allows more calm reflection
 - Request for more time to focus on the action plan

Thinking about Leadership within a new framework

- New to many to be thinking about leadership in the context of competencies and as being stewards of the university (would have like more work on this)
- Important shift in thinking about performance assessments and how to give feedback

Communication

- High value on learning more about interpersonal communication, the importance of listening (and listening early), and resolving conflict
- Very positive response to the Ladder of Inference and highlighting how underlying assumptions play an important role
- Appreciation for focusing on the work and the “non-work”
- Focus on moving beyond the us vs them

Varied Structure of Sessions

- Appreciation for the mix of guest speakers, presentation, whole group discussion, small group work, case studies, etc.
- Request for more time to complete the case study discussions and explore the nuances and implications of each case; more time focused on assigned readings
- Request for how to better include introverts

Changes suggested by ALD Participants

Better context for Leadership in relation to emerging trends

- A better understanding of how the pace and scope of change at Tufts is affecting schools and faculty, and how this influences their leadership roles
- More opportunities for dialogue to understand the vision for Tufts within a changing educational climate and the drivers for change
- More focus on the increasing role of technology and the implications on their work and the future of the university

Highlighting the Academic Context

- Addressing what’s specific about leadership in academia and which ways this might be distinctive
- Some participants reacting against the language of HR and discussions about financial drivers within decision making

Financial Planning and Time Management

- Basic needs for doing a cost analysis, using spreadsheets, selecting from the different financial software packages
- Specific strategies to manage demands

ALD Team Response to Feedback

ALD remains a well-established and well-received program. The ALD team leaders (drawn from HR, CELT, and the Provost's Office) continue to integrate participant feedback to refine the individual sessions as well as the overall program.

University Seminar

Since the University Seminar started 6 years ago, CELT has continued to evaluate and improve the courses year, and have constructed some very effective teaching and learning models for faculty to draw from in designing future seminars. This past year, there was particularly positive student feedback on the overall course, as evidenced by the following comment: "This class was phenomenal. Literally the best class I've taken at Tufts. More classes should be this interdisciplinary, discussion-based, and a mix of student body. It was worlds better than most other classes I've taken here. I'm so glad I did it. I loved almost every second of it!"

What Students Value in the University Seminar

Interdisciplinary work

- Challenged assumptions and ideas students had previously taken for granted
- Pushed students to think about ideas they had not previously seen as important or pressing, or concepts they hadn't known how to articulate
- Supported students to see the greater complexity of issues

Mix of students and professors

- Direct and supportive communication between the professors and students
- Mix of graduate and undergraduate students
- Students from a variety of different majors

Final Digital Story Assignment

- Mostly rated the final digital project as a highlight of the course; provided the opportunity to work closely with students from other disciplines, perspectives, and skills and address different understandings of what counts as evidence

- Some students faced logistical challenges to properly coordinate with students from different parts of the campus

What Faculty Value in the University Seminar

Collaboration and Support

- Working closely with students at different stages of their academic careers
- Co-designing, teaching and learning from and with faculty in other disciplines over an extended period; chance to challenge their own disciplinary frameworks
- Opportunity to work closely with CELT and experiment and collect feedback on effective course design, team teaching and interdisciplinary teaching

Ongoing challenges of University Seminar

Coordination and Administration

- Coordinating faculty schedules during the course design process and carving out time for faculty to meet while teaching the course
- Consistent interdisciplinary assessment
- Smooth recruitment and registration that work with varying schedules

CELT Response to Feedback

Since no new University Seminar is scheduled for this upcoming academic year, CELT will revisit the program when a new course is next scheduled. Please contact CELT for a full report summarizing key learning and recommended changes on interdisciplinary course design, teaching, team teaching, and institutional support for the University Seminar program.

Mutual Mentoring

Since this is a new program to Tufts, CELT conducted two evaluations, the first mid-way through the process and the second at the end. For the first evaluation, Donna Qualters brought together one group from CMPH and a separate group from Cummings to discuss how they were progressing, answer questions and get general feedback from participants. At the end of the project, awardees were asked for a brief report and suggestions for improvement. Qualitative analysis of their recorded responses yielded the follow themes regarding the value of the grant. The funding had allowed them to:

1. Move forward in areas that would advance their research
2. Formalize previous informal relationships
3. Create connections among the grantees
4. Create opportunities to explore career diversification
5. Validate the work they were trying to establish
6. Provide a metric for their career path
7. Improve their teaching through observation
8. Become inspired and motivated them to undertake work they knew they should do but just seemed to busy to accomplish
9. Feel supported by Tufts that they would provide this funding and support their career advancement financially
10. Lead two grant collaborations and one connection on publication

What Awardees Value in the Mutual Mentoring Program

Interestingly each grantee shared a highly individualized response

- Motivation needed to do the tasks I often felt I didn't have time for
- Opportunity to meet and work with a well-known name in the field
- Meeting with colleagues mid-way through to share strategies was critical
- Opportunity to structure research program and meet new potential collaborators
- Work with a writer to improve my skills for publication
- Opened the door to career potentials and to conceptualize a plan to move forward

Connections and Opportunities that emerged based on Individual Faculty's Needs

- Three found the connections and benefits were in relation to their research
- One person took the opportunity to meet a board certified mentor who connected them to current researchers
- One connected with someone who is doing similar research and they are putting together a collaborative grant
- One connected with a senior researcher in the field and he facilitated her attending a closed seminar in the field

Ways in which the Mutual Mentoring Grant supported Teaching and/or Research

- One attended a conference that resulted in an invitation to present a session at the next conference; she was also able to attend a student alumni reception and talked to former students candidly about her classes
- One established contact to get beneficial advice on teaching
- One was able to work with a professional writer to benefit both research and teaching; this grantee was able to become a better writer to support research, and support teaching by turning their notes into a Tufts specific textbook on their subject

Changes Suggested by Mutual Mentoring Awardees

Participants gave some very good suggestions for improvement that we will incorporate into the program. The most frequent suggestion was an orientation to the program, another was a career and networking seminar, a third was more frequent meetings.

CELT Response to Awardee Feedback

It is clear that the program had the flexibility to provide faculty with needed mentoring and guidance in the areas that they felt were most valuable to their own career trajectory. Based on their feedback CELT intends to plan a session for grantees that will function as both an orientation and a career/networking seminar. We will also plan to hold quarterly meetings with the whole group (at various campuses) to check in and continue mutual mentoring of each other.

CELT End of Year Faculty Survey

In an effort to strategize for future initiatives, CELT conducted an end-of-year survey in May 2013 to get feedback on faculty needs and challenges, and assess the impact of CELT programming. The survey was sent to faculty who have participated in CELT programs, and received an 18% response rate.

Current Challenges Highlighted by Faculty

Time Commitment

- Finding the time to spend on teaching; not enough time to follow through on intentions
- Having enough time to update courses, plan lectures, and respond to student questions
- When committing time to teaching, needing confirmation and encouragement to know that teaching is valued and counts

Integrating technology

- Designing and assessing online coursework
- Building online learning communities
- Needing more up-to-date classroom facilities
- Needing to learn about technology that can be integrated into classes

Assessment

- The switch to online assessment has caused a significant drop in response rate. It makes it hard to get an accurate assessment
- How to do effective peer assessment
- Deciding what is most important to measure and creating specific assessments
- Addressing the growing number of student questions and complaints about grades
- Assessing competencies such as group facilitation, leadership, client relations, cultural competency, group work
- Incorporating regular assignments without drowning in grading and evaluation

Student Engagement

- Engaging students in discussion, particularly when addressing difficult topics

- Engaging students with diverse backgrounds, knowledge, learning style; deeper appreciation for the challenges and opportunities different students bring
- Engaging students in critical thinking
- Building motivation among students

Current Students

- Increased stress and anxiety and focus on good grades
- Increasing difficulty with writing; lack of preparation for graduate level courses

Large Classes

- Designing interactive activities in large lectures
- Incorporating self-learning in large classes when time is at a premium and there are limited venues for small groups
- Teaching when no one shows up for lectures
- Incorporating blended learning when teaching large classes

Social and Emotional Interaction and Support

- Communication among colleagues
- Mentoring and evaluating junior faculty
- Finding ways to address trauma with students, e.g. post- Boston bombing

Changes in *thinking* about teaching as a result of attending a CELT event

Common Themes (number of recurrences in parentheses)

- Understanding the importance of being more methodical about course design and re-design, How to approach lesson plans (7)
- The role and importance of active learning (5)
- Adopting new approaches to critical thinking (4)
- Thinking about a teaching from a learner's perspective; focusing on competencies rather than only on conveying specific factual knowledge (4)
- The importance of integrating thoughtful evaluations (3)
- Time management (2)

Changes implemented in teaching as a result of attending a CELT event

61% responded that as a direct result of attending a CELT program, they had implemented a new teaching practice. As one commented:

“CELT has dramatically influenced my teaching. A few things that I applied this semester: 1) more discussion, 2) more student involvement, 3) more fun, 4) topics driven by student interests, and most importantly 5) I shifted the responsibility of student-driven topic/interests to the students themselves by making participation and presentation a part of the class.”

Common Themes (number of recurrences in parentheses)

- Utilizing new techniques not used before (8)
- Incorporating opportunities for student feedback (5)
- Increasing discussion in class and designing more effective discussion groups (3)
- Designing assessments more systematically, including applying this to interdisciplinary assessment (3)

When asked if they would recommend CELT, 87% were likely to recommend a CELT program or service, or which 63% are very likely to recommend CELT.

CELT based its new programming goals for 2013-2014 on this comprehensive feedback.

2013-2014 Goals

In an effort to balance faculty needs and requests with current CELT resources, CELT has set the following goals for next academic year. Depending on the results of the T10 Strategic Planning Process these may need to be revisited.

1. Development of a Faculty Learning Community on Inclusive Excellence as part of our successful Davis Grant application.
2. Develop a full-fledged Mutual Mentoring Program – this year we will develop our pilot project and offer up to 10 small grants to faculty to encourage the development of mutual mentoring networks.

3. Course Design Institute – the foundation of innovation and faculty teaching improvement begins with course design. We will offer a 4 day intensive course design institute modeled on our successful Course Design Institute for the RESPOND grant.



Course Design Institute, RESPOND Grant, Spring 2013

Challenges

Our major challenge is our success! Because of the increased faculty participation and programming that CELT has developed over the past two years combined with an increased call for CELT expertise for individual department activities and on university and college committees, we are greatly overextended. Not only has our usage increased, but the number of contact hours has expanded as well. CELT's prominence in the T-10 reports as well as the new TALES initiative for faculty development makes increased staffing essential. In order to fulfill our current mission and meet future needs we are in need of staffing in the areas of Assessment, Instructional Design, and possibly Teaching Assistant Development. We have accomplished an incredible amount with limited staff and resources but we are at the tipping point. Without increased staffing we will not be able to meet the increased demands for faculty development. A comparison chart of

similar schools (see Appendix F) demonstrates that CELT is at the bottom of staffing among our peer institutions. Increasingly we are seeing advertisements for both Assessment and Instructional personnel being hired at teaching centers. As Teaching Centers position themselves for the 21st Century they are moving to an integrated format of teaching, learning, assessment, and technology under one roof to provide easy access to increased demand for these services. It is our opinion that this is an efficient model, and makes sense for Tufts to consider in its planning.