

# CITL NEWSLETTER

## JANUARY ISSUE

### ▶ New Reports

We share the CITL first semester report. Find out the important stats and see how many people participated on page 2.

### ▶ New Partner

The CITL is proud to announce our inaugural Faculty Fellow, Erica Rand! Learn more about her exciting work on page 3.

### ▶ New Programs

The CITL is has an exciting slate of winter semester programming. There's something for everyone! See page 4-6 for more information.

## NEW YEAR NEW PLANS

Do you have an idea for a session? [Tell us!](#)

Did you implement something new last semester after a CITL session? [Tell us!](#)

Is there a teaching topic you want to discuss across the Bates community? [Tell us!](#)

Please take a few minutes to fill out a brief [survey](#) about CITL programming so we can start planning for next year. The results of the survey will allow us to better meet the needs and wants of the educator community and we will share the results in the upcoming March newsletter.

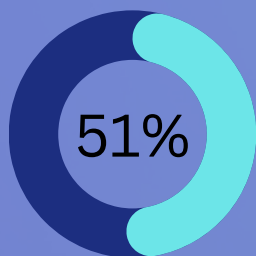
Two survey participants will be randomly selected to win a prize!



# The first semester

"Inclusive teaching is effective teaching!"

The CITL was able to establish a full programming calendar including consultations and teaching observations, a monthly lunch and learn workshop series, a midterm feedback program, a book club, and communities of practice.



51% of the faculty participated in at least one CITL program



100% of participants would recommend CITL programs to their colleagues



I enjoyed the fact that many of the inclusive practices were used to conduct the workshop. Also appreciated the responses to nuanced questions.

– Workshop participant feedback

## CITL BY THE NUMBERS

64 individual consultations

14 Group Instructional Feedback Technique (GIFT) mid-semester reports

5 departmental/program-level consultations

# 323

**HOURS OF PROGRAMMING PARTICIPATION**

Center for Inclusive  
Teaching and Learning

# Faculty Fellow



'23-'24

## Erica Rand

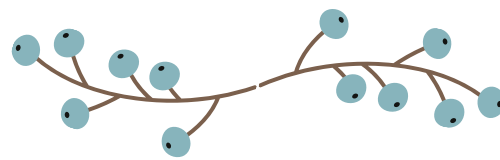
Erica Rand, Professor of Art and Visual Culture and of Gender and Sexuality Studies, will be exploring pedagogical opportunities to recognize, consider, and dislodge gender binarisms in teaching and learning.



# Join a Winter Community of Practice

A community of practice (CoP) is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals. Our CITL communities of practice will focus on sharing effective practices and creating new knowledge around the topic.

[REGISTER NOW](#)



*Winter meeting dates are currently scheduled for:*

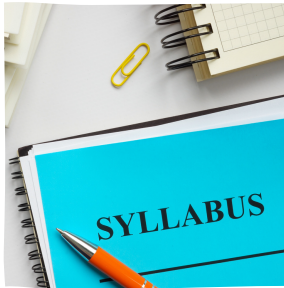
**Staff Educators** - 1st Mondays, 2-3 pm, Dana 216

**LAVA** (Lecturers, AIs, Visiting, and Applied Faculty) - 3rd Wednesdays, 12-1 pm, Commons 211

**Inclusive STEM** - 3rd Thursdays, 12-1 pm, Commons 221

**Ungrading** - last Tuesdays, 4:15 pm-5:15 pm, Dana 216

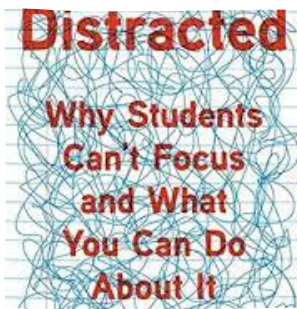
# JOIN-IN! JANUARY PROGRAMMING



## SYLLABUS FINALIZATION WORKSHOP

January 9th 9-11:30 am Dana 219

Save the date for a syllabus finalization workshop and great ideas for making the first day of the course as effective as possible.



## GUILT-FREE BOOK CLUB: DISTRACTED

Week of January 9-13 Dana 220

If you registered for the winter book club, pick up your copy of *Distracted* by James Lang anytime this week in Lindsey's office.



## STUDENT EVALUATIONS OF TEACHING

January 26th 4:15-5:15 pm Dana 219

In this second part of a series on student evaluations of teaching, we will discuss how to interpret student feedback. How can you categorize student comments on the evaluations?



## ON THE MENU: UNGRADING

January 31st 12-1 pm Commons 201

This workshop will focus on evidence-based practices for more equitable grading practices. Learn about the wide variety of practices that fit under the umbrella term ungrading.

# Request a GIFT now!



Interested in having the CITL perform a non-evaluative midterm focus group with your class? Request one soon! We anticipated being able to support 10-12 Group Instructional Feedback Techniques (GIFT) for this winter semester and spaces fill up quickly!

You request a GIFT to schedule 20-30 minutes of class time for CITL to lead a focus group. Students are encouraged to create constructive feedback using open ended questions in small groups and then in a full group discussion to reach consensus. You get a full confidential report on what your students are thinking!

GIFT has been empirically tied to higher student satisfaction as measured by students' perception of the course, the instructor, and their motivation towards learning (Mauger, 2010; Gray and DiLoreto, 2016). GIFT allows students to feel heard, allows you to receive constructive suggestions mid-semester allows time for educator adaptation, until waiting until the end of the semester. Examining your teaching through the student lens is an important reflective practice.

## What colleagues think

***"I found the entire process to be very helpful and rewarding as my students felt heard."***

***"I particularly enjoyed the coaching on how to talk to students about the feedback."***

***"This was an excellent tool and I got a lot of feedback about the course and course design that I was able to incorporate into my pedagogy during the class and it helped me connect with my class more effectively."***



***"Can I do it again every semester?"***