# '22-'23

# Annual Report



**Submitted by**

Lindsey Hamilton, Director

Center for Inclusive Teaching and Learning

# Table Of Content
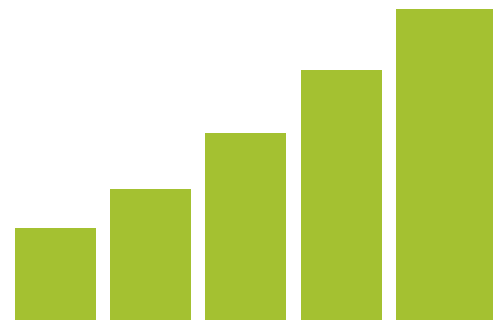
# About us

Lindsey Hamilton was hired to be the inaugural CITL director and arrived at Bates in August 2022. Over the past ten months, the CITL has been established as a much-needed campus hub for professional development in order to deepen pedagogical practices aligned with evolving student expectations and demographics.

Having a CITL that focuses on identifying, coordinating, and planning faculty learning opportunities benefits all students, helps Bates step even more deeply into our mission, and solidifies our place as a college committed to the proposition that every student who attends Bates should have the opportunity to fully participate and succeed in fulfilling their educational goals.

**We have been successful this year in embedding the CITL in essential structures on campus involved in educational policies and making the CITL a valued partner for all campus discussions about teaching and learning.**

**"Great teaching is at the heart of student success."**

# Meet Our Team

### LINDSEY HAMILTON
DIRECTOR

Lindsey Hamilton is a Bates alumnus (Class of 2005) who is thrilled to return to campus as the inaugural Director of CITL. She is an experienced neuroscientist and educator who has championed the use of evidence-based inclusive pedagogical practices to help students learn, persist, succeed, and ultimately thrive. Areas of expertise: metacognition and reflective practice, the science of teaching and learning, inclusive pedagogy for equitable learning.

### SHAUNA'H FUEGEN
STAFF FELLOW

Shauna'h Fuegen is senior academic technology consultant and manager of the Language Resource Center in the Curricular & Research Computing Group. Shauna'h is a primary contributor to the Course (re)Design Institute and Envision YourCourse Reflection Workshop.

### ERICA RAND
FACULTY FELLOW

Erica Rand is a Professor of Arts and Visual Culture and Gender and Sexuality Studies who has been at Bates since 1990. She teaches courses on race, sexuality, and gender with a focus in queer and trans studies. Dr. Rand's Fellowship began in Winter 2023 and is focusing on exploring pedagogical opportunities to recognize, consider, and dislodge gender binarisms in teaching and learning.

# Mission and Goals

## Mission

The Center for Inclusive Teaching and Learning promotes student success by supporting faculty and staff educators through ongoing professional development, including work in developing reflective, innovative, and inclusive pedagogies. Holding the values of collaboration and co-creation, the Center aspires to be a hub where Bates celebrates its educators while helping them hone their skills to ensure that all students experience equitable and learner-centered spaces that contribute to their thriving at Bates.

## Goals

The Center for Inclusive Teaching and Learning strives for excellence in:

- Fostering equitable student learning through creative, inclusive, and evidence-based approaches, assessments, and technologies

- Promoting an educator culture of lifelong learning and commitment to effective and equitable teaching

- Advancing and translating the scholarship of teaching and learning for the classroom and beyond

- Developing and nurturing cross-disciplinary communities for scholarly exchange around learning and teaching

- Supporting the cultivation of inclusive curricula and classroom environments

- Building institutional capacity for supporting excellence in inclusive teaching and learning

# Services

Promoting intentional, inclusive, equitable, and effective learning and teaching environments across campus.



| Consultations | Observations | GIFT |
|---|---|---|
| Each typically hour-long consultation is focused on individual faculty or unit needs, allowing targeted approaches to address their context and their goals. | A collaborative observation model is used. First, we meet with educators to discuss their pedagogy and what they want the focus of the observation to be, then attend their class, and then meet with them to share our feedback and reflections. | Group Instructional Feedback Technique (GIFT) is a non-evaluative midterm focus groups for educators with CITL serving as a neutral third party, collecting anonymous feedback and reporting it back to educators. |
| Common topics included:<br>• assessment strategies<br>• group work<br>• participation and engagement<br>• effective feedback | All class observations are confidential and formative.<br><br>Observations are intended to help educators become more reflective and intentional teachers, | Benefits:<br>• all students feel heard<br>• time for adaptation to pedagogies<br>• improvements in faculty-student communication |
| I am likely to recommend a consultation to colleagues.<br>• 99% Highly likely<br><br>The process provided me with insightful, applicable information about my teaching practice.<br>• 99% Strongly agree | "This was an excellent service 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." | "I found the entire process to be very helpful + rewarding. My students felt "heard" + this aspect of the process alone is worth engaging in it. I particularly enjoyed the coaching on how to talk to students about the feedback." |

# Featured Programs

CITL's college-wide professional development programs are structured, frequently occurring events that support faculty and staff educators. Our offerings range from a multi-session semester-long program to single-session workshops on targeted topics of interest.



| Communities of Practice | Guilt-free Book Club | On the Menu Workshops |
|---|---|---|
| A communities of practice (CoP) provides opportunities to engage and discuss teaching and learning with other educators in a relatively informal setting. CoPs meet once a month and are dedicated to exploring a specific dimension or element of teaching. | Book club was designed to motivate educators' thinking about teaching and connect with other pedagogically-inclined colleagues. Each book resulted in 3-4 facilitated discussions over the course of a semester. | This workshop series is held the last weekday of each month and is designed to provide educators with appetizing opportunities to learn about innovations and effective practices and discover concrete strategies for teaching success over a luncheon. |
| Four CoPs convened:<br>• Inclusive STEM<br>• Ungrading<br>• Staff Educators<br>• LAVA (Lecturers, assistants in instruction, visiting, & applied faculty) | Three books were discussed:<br>• Inclusive Teaching by Kelly A. Hogan & Viji Sathy<br>• Distracted: Why Students Can't Focus by James Lang<br>• The Privileged Poor by Anthony Abraham Jack | Topics:<br>• Chilling Teaching Tales<br>• Inclusive Group Work<br>• Ungrading<br>• Metacognitive Practice<br>• Interpreting Student Feedback |
| The members of communities of practice relationships across disciplines, and shared relevant information and resources.<br><br>I would recommend a CoP to a colleague.<br>• 98% strongly agree | Book club had the most diverse participation with 18 units represented.<br><br>Educators voted for Fall 2023's book club selection: Geeky Pedagogy by Jessamyn Neuhaus | I used information from the workshop to make changes to my class or my teaching practice.<br><br>• 42% Yes<br>• 48% I plan to<br>• 10% Not sure |

# Featured Fun

CITL programming tried to serve the need for connection by having celebratory events to intentionally create community. Educators responded well to the focus being on fun and well-being for these programs. These events also highlighted the new renovated space in Dana where CITL is located.

| De-stress Fest | May Conference |
|---|---|
| De-stress Fest was designed to help relieve faculty stress before finals week each semester.<br><br>De-stress Fest was a week long event with a different theme each day. | In celebration of the first year of the CITL, we planned an exciting variety of workshops, moments of reflection, and discussions with colleagues. The new May Conference is an all short term festival!<br><br>We invited educators to participate in as much as they were interested in. Half the events are virtual or asynchronous activities to allow every educator to participate. |
| Events:<br>• Care Packages<br>• Morning Mug Mingle<br>• Bates Out and About Happy Hour<br>• Grade in Community<br>• Yoga and Meditation | Highlights:<br>• Dr. Anthony Jack's Keynote on supporting low-income students<br>• Thinking with Things: Tangible Teaching Workshop by Dr. Sarah Kuhn<br>• Meet the Authors of Inclusive Teaching<br>• Teaching Games including PowerPoint Karaoke and Cards Against Pedagogy |
| "It was so nice to connect with colleagues and feel appreciated during the most stressful time of the semester!"<br><br>"The wellness kits were just what we needed! Yay for boost-our-grading-spirits swag!" | "I can't imagine how Bates could have operated without a dedicated Center like this. Also, big props go to Lindsey Hamilton for her energy and drive. Every event I went to for May Conference was amazing!"<br><br>"Thank you for helping me improve as an instructor this year!"<br><br>"I laughed until I cried watching an interpretive dance of 'pet'-agogy. Can we play the Teaching Games again next year?" |

# RESOURCES DEVELOPED

### WEBSITE
Developed and kept updated a comprehensive CITL website.
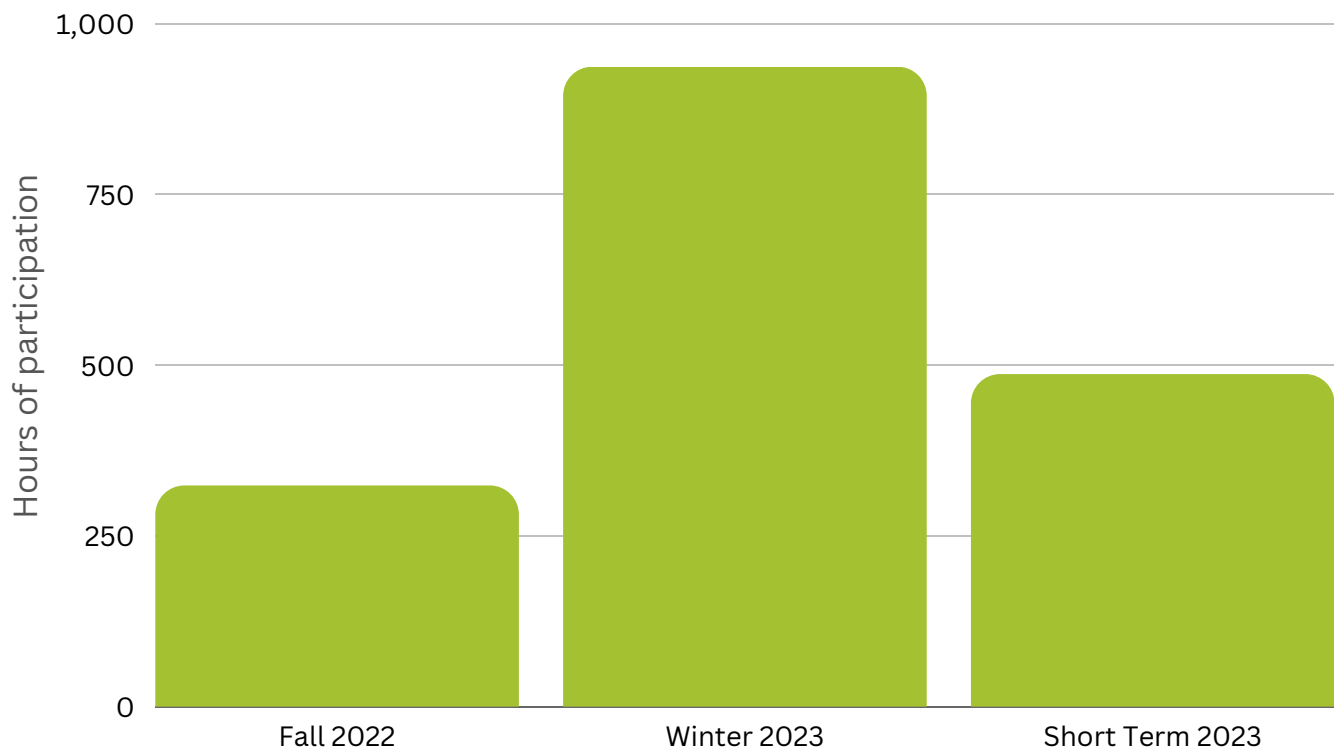
### NEWSLETTERS
CITL has published a monthly newsletter since October 2022. Newsletters are kept brief and bright to encourage reading and are released on the 1st of each month to the faculty and staff listservs.

**"NEWSLETTER IS GREAT! ATTRACTIVE, CONCISE AND HIGHLY USABLE INFORMATION!"**

### COURSE WORKLOAD ESTIMATOR
This valuable tool helps educators get a better feel for the approximate workload of their out-of-class assignments. The calculator can be found on the CITL website.

# Participation Hours



Hours of participation

| | | |
|---|---|---|
| 1,000 | | |
| 750 | | |
| 500 | | |
| 250 | | |
| 0 | | |

Fall 2022      Winter 2023      Short Term 2023

## 1745 hours total

The implementation of robust and diverse programming resulted in CITL having high engagement and enthusiasm from Bates' educators.

# Services & Programs

| | August-December 2022 | January-May 2023 |
|---|---|---|
| Individual Consultations | 64 | 121 |
| Academic Unit Consultations | 5 | 11 |
| Course Observations | 1 | 5 |
| Group Instructional Feedback Technique | 14 | 16 |
| Programs/Events | 19 | 49 |

The major services offered by CITL included consultations (1:1 and group), classroom observations, and Group Instructional Feedback Technique (mid-term assessments). The CITL provided 185 individual consultations, 16 departmental consultations, 6 course observations, and 30 Group Instructional Feedback Technique sessions.

The CITL offered 68 workshops and programs between September 2022 and May 2023. We strategically offered a diverse array of programs designed to reach broad campus constituencies. CITL offered five main types of programs: semester-long book clubs, a monthly workshop series, communities of practice, socializing and networking events, and and workshops or panels around timely topics.

# Faculty Participation
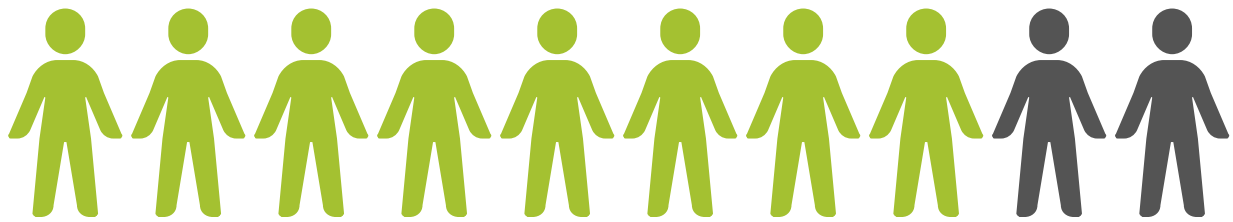


# 78% of faculty participated in at least one CITL program

## 313 unique educators

Three hundred and thirteen unique educators participated in programming. When analyzed for faculty status or staff educator status, 78% of the faculty (average 240 rostered faculty in 2022-2023) participated in at least one CITL program this academic year.

To contextualize this piece of data, Bishop and Keehn's (2015) study of 171 institutions suggests that typical estimated reach ranges from 12-49% of full-time faculty and 17-34% of part-time faculty. It has been proposed that more than 16% of instructors participating in teaching center programming is a marker for proficient reach to scale beyond innovators/early adopters or past "token status" (Kanter, 1977).

Based on our campus size and mission, CITL has reached a critical mass of educators in our inaugural year and is currently experiencing exemplary reach.

# Feedback on CITL Programs

**Percent in strong agreement in post-programming surveys with the following statements:**

CITL programs are well-organized.
**93%**

CITL programs are relevant and useful to my practice as an educator.
**96%**

CITL programs are engaging.
**98%**

**Sample quotes from participants in CITL programming:**

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

"Great ideas and helpful resources! I will definitely use! The way Lindsey presents and facilitates allows us to BOTH think about our teaching AND be in discussion with others about theirs."

"The best part of the workshop was the sharing of cross-domain ways of thinking!"

"Being able to share teaching challenges with each other was very inspiring for adding new techniques in my classroom."

"I walked away from the workshop with several great ideas for how I can teach more inclusively."

"Welcoming and low stress environment. It felt ok to share what we thought and the process highlighted really nice insights into how we learn."

"I noticed that my students' attention in class improved when I implemented the strategies we discussed in our consultation."

"Big concepts often don't click until they become small and tangible. Lindsey helped me click into a few teaching techniques I had been wary of by making it simple."

"Thank you for taking the time to meet last week. I really enjoyed our conversation and it helped me reflect on what I want to do differently. I am super excited about ideas for next semester! "

# FEATURED COLLABORATORS

### CENTER FOR PURPOSEFUL WORK

CITL provides support for practitioner-led short term courses

### GRANTS AND FOUNDATIONS

Partnerships with HHMI Inclusive Excellence, Davis Educational Foundation, Mellon Foundation, and Schuler Access Initiative

### HARWARD CENTER FOR COMMUNITY ENGAGEMENT

Programming around best practices for faculty integrating community-engaged learning in their courses

### INFORMATION & LIBRARY SERVICES

Programming partnerships around ChatGPT, open educational resources, Lyceum, and Mentimeter

### STUDENT ACADEMIC SUPPORT CENTER

Collaborations to train student tutors in effective study practices, metacognition, and how people learn

### STUDENT WRITING AND LANGUAGE CENTER

Programming around supporting educators in the teaching of writing

# Looking Ahead: 2023-2024

## CITL Growth

Dr. Wells Castonguay will join as the CITL Assistant Director in August 2023. They have a PhD in Language Science and German Linguistics and will help diversify the disciplinary background of CITL. Their humanities background is well suited for them to play a key role in the development of writing and language teaching resources as well as supporting the Mellon Foundation work.

Dr. Stephanie Kelley-Romano, Professor of Rhetoric, Film, and Screen Studies, will join as a Faculty Fellow in August 2023. Committed to interrogating power and privilege, de-centering whiteness, and finding ways to expand practices of inclusivity and equity, she will be documenting her process of revising the curriculum of a key introductory course, "What is Rhetoric?" to create a guidebook for other faculty that wish to decolonize their syllabi.

## Areas of Focus for 2023-2024

- Writing across the curriculum
    - Develop and implement teaching writing workshops and resources about writing to learn, peer review, and efficient feedback on writing.
    - In communication with Writing Committee and the Student Writing and Language Center, host panels about successful writing assignments in W1 and W2 courses.

- 3 in 3
    - Year-long campaign focusing on having faculty have 3 assessments in the first 3 weeks of the semester. Too often assessments occur too late in the teaching and learning interaction. Early feedback will help faculty know which students might be struggling earlier (and raise appropriate flags in Bates Reach).

- Mentimeter in influential courses
    - First year seminar courses and large introductory STEM courses will be given preferential access to the Mentimeter pro licenses available.

- Accessibility - Microphones
    - Year-long campaign in partnership with Accessible Education, Office of Equity and Inclusion, and Information and Library Services, focusing on best practices on using microphones in classrooms and meetings.

- Student evaluations of teaching
    - Working with the Teaching and Learning Committee and the Registrar, reimagine the student course evaluation instrument and procedures.
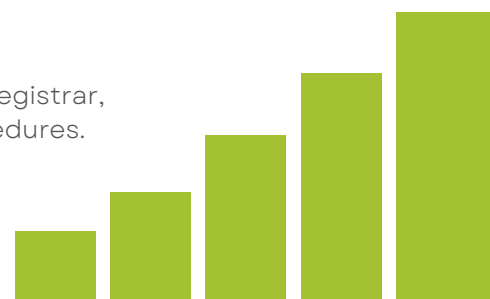
# Looking Ahead: 5 Year Plans

## CITL Growth

- Faculty Fellows - continue having 1 new Faculty Fellows on board each semester so there is steady recruitment, planning, and implementation of projects.

- Staff Fellow - recruit and partner with 1 new staff educator each year to expand reach across campus and bring different perspectives and skills to CITL.

- Student Fellows - develop a students as pedagogical partners model where students can work as consultants with faculty members to promote engaged learning and create more inclusive learning environments.

## Cultivate a culture of:

- Accessibility
  - Accessibility is a mindset and an ongoing process of planning, designing, and adapting our teaching around the needs of our students. While designing accessible, inclusive learning environments is essential for meeting the needs of students with disabilities, doing so will ultimately help all of our students learn and succeed.

- Assessment
  - A culture of assessment can be defined as a commitment to continuous improvement through assessment at all levels of the college, understanding of assessment, assessment processes, and assessment practices by all members of the college, faculty feeling ownership of assessment practices, and use of teaching and learning assessment data to drive decisions at all levels of the college.

- Scholarship of Teaching and Learning (SoTL)
  - All educators will understand that we all are scholars of our discipline as well as teaching and learning. Phase one will consist of an individual faculty needs analysis to document faculty experience with teaching, knowledge of SoTL, perspectives and theories on learning, research training, and interests in undertaking professional inquiries into teaching practice. Phase two will focus on the development of an ecological model to help understand and place SoTL projects at the individual, academic unit, and college level.

- Writing
  - Writing is a highly complex and situated activity that cannot be mastered in a single course, but is learned over a lifetime. In seeking to promote a cultural shift on campus in how writing is perceived and valued, this initiative will require sustained conversations among faculty that extend beyond a single workshop or consultation.

# ACKNOWLEDGEMENTS

Thank you to our educators for their continued support as we focus on ensuring students receive the best education. By ensuring educator success, we work towards the success of our students. We strongly believe when our students succeed - we all succeed.

Special Thanks For Support:
- Matt Duvall
- Krista Aronson
- Don Dearborn
- Steve Engel
- Malcolm Hill
- Clayton Spencer

## "INCLUSIVE TEACHING IS EFFECTIVE TEACHING."