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## FROM THE DIRECTOR

Greetings:

It's been another busy and productive year for teaching and learning at Vanderbilt University, and for us at the Center for Teaching.

As you'll see in the pages that follow, the work of the Center takes many shapes and durations, ranging from single conversations to multi-year collaborative projects. In all of it, the real power comes from connections – whether face to face or virtual, crossing departmental and disciplinary lines to solve problems, re-define and innovate ways to support learning, and to share our discoveries with each other.

We've continued with our long-standing and well-developed offerings: orientations for new faculty and new teaching assistants each August, workshops on a range of topics for a broad range of audiences throughout the year, and a wonderful staff of full-time professionals, graduate student fellows, and undergraduate assistants.

New areas of emphasis and growth have emerged, as well: a visit from the University's Board of Trust; a substantial increase in individual faculty consultations with us; exciting steps into electronic communication frontiers; a new member of our senior staff; and ever-expanding modes of learning and understanding through contemplative practice, through visual thinking, through embodied pedagogy, and through attention to sustainable and environmentally conscious practices.

Our thanks goes to all who have joined us in this venture – from our campus partners, panelists and presenters, to deans and department chairs and other administrative advocates. Each plays an important part in fulfilling our mission of supporting a culture at Vanderbilt that practices, values, and rewards university teaching and learning as vital forms of scholarship.



Allison Pingree, Director

### Center for Teaching Staff



*Back Row (left to right): Allison Pingree, Director; Derek Bruff, Assistant Director; Joe Bandy, Assistant Director; Rhett McDaniel, Educational Technologist*

*Front Row (left to right): Kat Baker, Assistant Director; Julie Shadburne, Administrative Assistant; Melissa Krasnove, Program Coordinator; Melissa Penix, Administrative Assistant*

# OUR MISSION

The Center was founded in 1986 to advance teaching excellence in the College of Arts and Science, and expanded in 1997 to serve the entire university. The Center's programs and services are thus available to any member of the university's teaching community, including full-time and part-time faculty, teaching assistants, post-doctoral fellows, and anyone else involved in the instructional process at Vanderbilt.

## Mission Statement

The Center for Teaching shares Vanderbilt University's commitment to excellence in research, teaching & learning, and service. We honor this commitment by promoting teaching and learning as forms of scholarly practice—that is, as ongoing and collaborative processes of inquiry, experimentation, and reflection.

In this way, we underscore that teaching and learning as intellectual invention differ from research only in kind, not in degree and importance, and require equal attention of the community of scholars. In order to foster and sustain a culture that practices, values, and rewards university teaching and learning as vital forms of scholarship, the Center takes as its mission to:

- *Promote deep understanding of teaching and learning processes by helping instructors to gather, analyze, and reflect on information about their teaching, and about their students' learning. In turn, instructors can then develop new strategies for teaching.*
- *Sponsor dialogue about teaching and learning through orientations, workshops, working groups, and other programs.*
- *Create and disseminate research-based best practices, models, and approaches to university teaching and learning—and facilitate access to resources that support them.*

To fulfill these facets of our mission most effectively, we build strong collaborative partnerships with individuals, departments, schools and centers across the university, and foster an ethic of teamwork and continuous learning within the Center.

## People of the Center for Teaching

### 2009—2010 Full Time Staff

Allison Pingree, *Director*  
Katharine Baker, *Assistant Director*  
Derek Bruff, *Assistant Director*  
Rhett McDaniel, *Educational Technologist*  
Melissa Krasnove, *Program Coordinator*  
Melissa Penix, *Administrative Assistant*  
Julie Shadburne, *Administrative Assistant*

### 2009—2010 Graduate Student Staff

#### *Graduate Programs Assistant*

Maria Ebner, *German*

#### *Graduate Teaching Fellows*

Deanna Matheuszik, *History*  
John Morrell, *English*  
Christopher Paris, *Graduate Department of Religion*  
Kezia Shirkey, *Psychology & Human Development*

### 2009—2010 Undergraduate Student Assistants

Nick Breaux, *Economics*  
John Hall, *Biomedical Engineering*  
Elisabeth Mendez, *Religious Studies and Sociology*  
Rebecca Ojeda, *Economics and English*  
Alex Sweet, *Political Science*  
Jasmine Wilson, *Medicine, Health, & Society*

### 2009—2010 Advisory Board

Joshua Arnold, *Graduate Student Council*  
Roberta Bell, *Vanderbilt Institutional Research Group*  
Stephen Buckles, *Economics*  
Connie Vinita Dowell, *Dean of Libraries*  
Chalene Helmuth, *Spanish & Portuguese*  
Nancy Lea Hyer, *Owen Graduate School of Management*  
Kimberly Lomis, *Division of General Surgery*  
Anita Mahadevan-Jansen, *Biomedical Engineering*  
Emil Petrusa, *Medical Education*  
C. Melissa Snarr, *Graduate Department of Religion*  
Patricia Trangenstein, *School of Nursing*  
Mark Wait, *Blair School of Music*

# 2009—2010

## Highlights

<http://cft.vanderbilt.edu>

This section showcases highlights from the Center's year of activities. More information on these areas can be found elsewhere in this report, as well as on our website.

### VU BOARD OF TRUST VISITS THE CFT

On November 19<sup>th</sup>, the Center was honored by a visit from the Vanderbilt University Board of Trust during a joint meeting of their Academic Programs and Student Life Committees. Over lunch, more than 20 Trustees learned about the programs and services of the Center and explored strategic issues impacting the teaching and learning landscape of the University. Using the flexible space of our experimental classroom, they discussed in small groups the undergraduate teachers who had impacted them, and then collaborated to identify characteristics of excellent teaching, listing their outcomes on whiteboards. Trustees also got the chance to experience some of the educational technology used across the university, as they answered multiple choice questions about current Vanderbilt students with classroom response systems ("clickers"). The session came to a close with final thoughts on the most pressing educational opportunities and challenges facing research universities today.



From left to right: Board of Trust Chairman Martha R. Ingram; Academic Programs Committee Chair Sheryll D. Cashin; Student Life Committee Chair Darryl D. Berger

### CFT WELCOMES NEW ASSISTANT DIRECTOR



We're delighted to announce the appointment of Joe Bandy as a new Assistant Director. Joe grew up in Nashville, received his B.A. from Rhodes College, and his Ph.D. in Sociology from the University of California, Santa Barbara. Most recently, Joe served as Associate Professor of Sociology at Bowdoin College, where he taught a variety of courses in Sociology/Anthropology, Environmental Studies and Latin American Studies, on topics including globalization and social change, environmental sociology,

poverty and social policy, social movements, revolutions, identity, and U.S./Mexican relations. He is the recipient of several teaching awards, and has played an active role in facilitating teaching workshops, seminars, peer consultations and other events for faculty both at Bowdoin and across the country.

### SUSTAINABILITY ACROSS THE CURRICULUM

In a globalizing world of limited resources, colleges and universities play a vital role in preparing students to meet the sustainability challenges of the future. The dimensions of sustainability point not only to new course content, but also to new ways of teaching that content. Thus, this year, the Center launched a set of initiatives on sustainability and the curriculum. Through various discussions and workshops, a diverse group of faculty and graduate students have come together to share perspectives from across the disciplines. At our GradSTEP conference in January, Graduate Teaching Fellow John Morrell hosted a panel called "Toward an Ecological Pedagogy" which considered the place of environmentalism in the classroom and the implications of ecology for interdisciplinarity. In March, John expanded on these efforts by coordinating a faculty panel (see photos below) on "Sustainability Across the Curriculum" that explored the roles colleges and universities—particularly through their curricula—can play in addressing these issues. As a follow-up to this panel discussion, a "Sustainability Course Design and Resource Swap" workshop was held in May, led by Earth and Environmental Sciences Professor John Ayers. This workshop served as a practical opportunity for instructors who plan to teach units or courses on sustainability to share experience and resources across disciplinary boundaries. Finally, we've developed a Teaching Guide on Sustainability and Pedagogy, available in the Resources section of our website.



From left to right: Sustainability Across the Curriculum Workshop Panelists Beth Conklin, Anthropology; Cecelia Tichi, English; Jack Barkenbus, Vanderbilt Institute for Energy and Environment; James Clarke, Civil & Environmental Engineering

### GRADSTEP 2010: WHOLE TEACHERS

Our annual graduate student professional development in teaching conference, GradSTEP, focused this year on "Whole Teachers." The event, attended by over 100 graduate students and post-doctoral fellows, featured a plenary session with Bonnie J. Miller-McLemore, the E. Rhodes and Leona B. Carpenter Professor of Pastoral Theology, and then leading into workshops dealing with the full range of academic life, featuring such topics as course design, teaching relationships, and understanding student evaluations. Other workshops focused on technology and civic engagement in the classroom.



Graduate Teaching Fellow Chris Paris facilitates the GradSTEP 2010 session titled What's Up With Kanye: Role Playing Hot Moments In and Outside of the Classroom.



Bonnie Miller-McLemore (E. Rhodes and Leona B. Carpenter Professor of Pastoral Theology), offers keynote address at GradSTEP 2010: Whole Teachers.

Complementing this session on visual thinking were workshops offered by the CFT's Educational Technologist, Rhett McDaniel, which introduced participants to Prezi, a presentation software, and then offered them hands-on time to create their own interesting and dynamic presentations in an atmosphere where they could find advice for creating a visually engaging educational presentation for their courses.

## CELEBRATION OF TEACHING

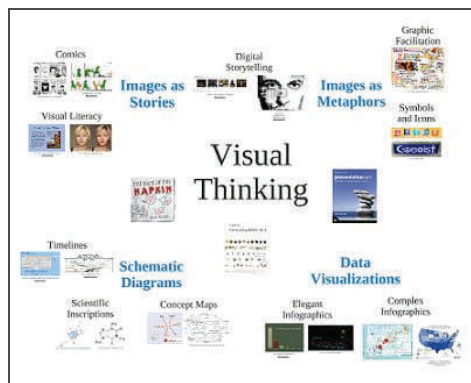
At this year's Celebration of Teaching, the Graduate School joined with the Center for Teaching to honor eight graduate students and post-doctoral fellows at the completion of their work in the Teaching Certificate Program. In addition, brief reflections were offered by Provost Richard McCarty and Professor Bruce McCandliss (Patricia & Rodes Hart Professor of Psychology & Human Development). McCandliss highlighted a Commons Seminar he co-taught with Linda Manning (Assistant Professor of Psychiatry and Clinical Psychologist, Center for Integrative Health) called "Innerspace: Explorations of Meditation Practice for Self and Society." First-year students in this seminar explored the use of meditation for both personal and professional development, through individual practice and through sessions with faculty and staff at Peabody, the Law School, the Psychological & Counseling Center, the Divinity School and the Center for Teaching. Both before and after the formal program, guests were treated to music from a Blair student jazz ensemble and refreshments.



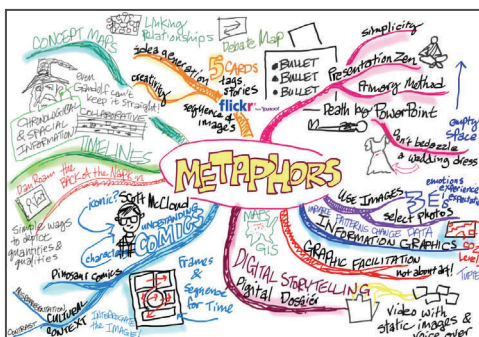
Bruce McCandliss offers remarks about his research and teaching on incorporating meditative practice into learning and other academic and professional pursuits.

## INTEGRATING VISUAL THINKING IN YOUR TEACHING

Our brains are wired to rapidly make sense of and remember visual input. Visualizations in the form of diagrams, charts, drawings, pictures, and a variety of other ways can help students understand complex information. A well-designed visual image can yield a much more powerful and memorable learning experience than a mere verbal or textual description.



This spring, the CFT hosted a workshop "Show and Tell: Integrating Visual Thinking in Your Teaching" in order to begin dialogue about how we might tap into our students' ability to think visually when teaching. The workshop was co-facilitated by CFT graduate programs assistant Maria Ebner and assistant director Derek Bruff. Leveraging resources collected in the workshop, we've created a guide on integrating visual thinking tools in teaching. The guide describes ways to use images as metaphors and as stories, resources on digital storytelling and visual literacy, uses of schematic diagrams like timelines and concept maps, tools for data visualization, and notes from the workshop.



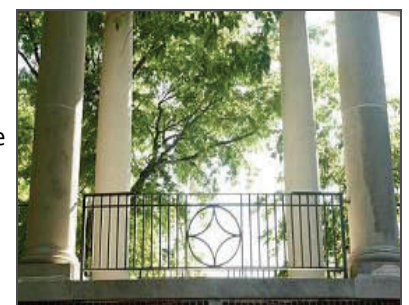
## REFLECTING ON AND



Left: A Blair student jazz ensemble enlivens the reception. Right: David Bader (Gladys P. Stahlman Professor of Medicine & Cell Biology) with advisees and Teaching Certificate graduates Hillary Hager Carter and Katherine Moynihan.

## DOCUMENTING TEACHING EFFECTIVENESS

As the academic year drew to a close, 23 faculty gathered at the CFT to reflect on their teaching and their students' learning over the course of the past two semesters, exploring how to write about teaching, why it's important to do so, audiences and purposes for



such reflections, and concrete strategies for refining teaching documents throughout an academic career. Participants worked individually, in small groups, and with CFT consultants to refine pieces of writing, such as statements of teaching endeavors for upcoming reviews, make sense of the year, and plan for the future.

## SCIENCE, MATH, AND ENGINEERING GRAD STUDENTS ENGAGE IN TEACHING-AS-RESEARCH

As part of the CIRT Network activities at Vanderbilt, the CFT co-sponsors the Teaching-as-Research (TAR) Fellows program for graduate students and post-doctoral fellows in the STEM (science, technology, engineering, mathematics) fields at Vanderbilt. Teaching-as-Research involves the “deliberate, systematic, and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and outcomes of students and teachers.”

Each fall, a number of TAR Fellows are selected to conduct projects exploring aspects of undergraduate education in their disciplines. Each Fellow works with a faculty mentor, and each project typically focuses on an undergraduate course taught by that mentor. Each January the TAR Fellows share their projects with the campus in a poster session hosted by CIRT-at-Vanderbilt. Fellows’ projects (and faculty mentors) from the 2009-10 cohort were: Tara Davis & Anneliese Spaeth, Mathematics (Jo Ann Staples) - The Effect of Journal Writing Upon Mathematical Learning Ayla Pamukcu, Earth & Environmental Sciences (Guilherme Gualda) - The Influence of Student Diversity and the Effectiveness of Flowcharting on Student Success: A Case Study From an Upper Level Geology Course; Nicholas Roberts, Mechanical Engineering (Greg Walker) - Investigation of Computational and Visual Modules to Enhance Learning in Undergraduate Heat Transfer; Brian Robertson, Biological Sciences (Steve Baskauf) - Evaluating the Effectiveness of Clickers in a Biology Lab; Elizabeth Vargis, Biomedical Engineering (Anita Mahadevan-Jansen) - Implementing and Assessing a Challenge-Based Module for Spectroscopy in a Biomedical Optics Class; Jonathan Wellons, Computer Science (Julie Johnston) - Novice Programmer Planning: A Grounded Theory Approach. Three of these students (Roberts, Vargis, and Wellons) have had presentations accepted at national conferences being held this summer.

## GRADUATE TEACHING FELLOWS

The Graduate Teaching Fellows work 20 hours per week to foster the development of graduate student teaching assistants across the university. Trained as pedagogical consultants, they offer one-on-one assistance to TAs on teaching issues, conduct small-group analyses and observe sections and labs of TAs (on digital videotape or live), develop and present workshops for TA Orientation, the

Teaching Certificate Program, the Teaching Workshop series, and the Graduate Student Teaching Event for Professional Development, as well as in response to special requests from departments. They also facilitate working groups for the Teaching Certificate Program and a Teaching Practicum for the International Teaching Assistant Program. This year’s GTFs were Deanna Matheuszik (History), John Morrell (English), Chris Paris (Graduate Department of Religion), and Kezia Shirkey (Psychology & Human Development).



2009—2010 Graduate Teaching Fellows Deanna Matheuszik, John Morrell, Chris Paris, and Kezia Shirkey

## CFT PUBLICITY 2.0

This year, the CFT ramped up efforts to get the word out about our programs and services through an ambitious and exciting publicity campaign. Over the course of just a few months, we launched a CFT blog, a monthly electronic newsletter, a Facebook page, and a Twitter account – all of which are being followed by an increasing number of on-line aficionados of university teaching and learning, both at Vanderbilt and beyond. In fact, Educational Technologist Rhett McDaniel and Assistant Director Derek Bruff, who led us in these efforts, will be presenting on these innovations at our annual professional association conference in November. Check us out!



CFT Educational Technologist Rhett McDaniel served as a virtual host during one of the Center’s first Virtual Brownbag workshops. “Digital Rhett” guided participants through the process of using the Prezi presentation tool and introduced ways to integrate it into their teaching.



# CONSULTATION SERVICES

The CFT promotes deep understanding of teaching and learning processes by helping both individuals and groups of instructors to gather, analyze, and reflect on information about their own teaching and their students' learning. In addition, the Center consults with deans, department chairs, center directors, curriculum committees, course heads, and others in their roles in designing, implementing, assessing, and evaluating teaching and learning at Vanderbilt.

## Instances of Participation in 2009-2010 Center for Teaching Consultations

The Center's staff provided **473** consultations to **291** individuals throughout **2009-2010**.

Faculty **224**

Administrators **13**

**157** Graduate & Undergraduate Students

**39** Staff

External **27**

**13** Post-doctoral Fellows

# Consultation Services

<http://cft.vanderbilt.edu/services/>

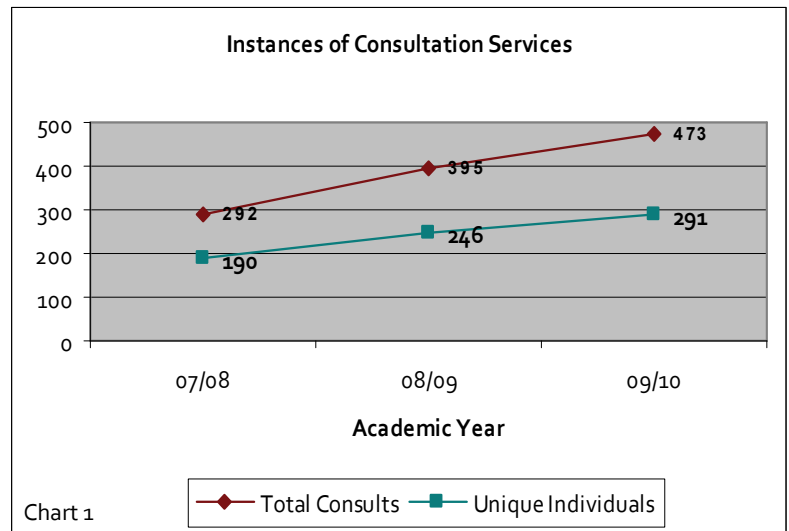
The Center for Teaching staff conducted 473 consultations with 291 unique individuals during the period of June 2009—May 2010. This is almost a 20% increase in both total consultations and unique individuals from the previous year. Chart 1 provides an overview of total consultations provided over the past three years.

Center for Teaching consultants met with individuals from each of the nine schools, directly impacting over 75 departments, programs, centers, and schools. Additionally, twenty-six consultations were conducted with external colleagues.

## Faculty Participation

Of the 473 consultations conducted this past year, 224 consultations, or 47%, were held with 117 unique individuals from the Vanderbilt faculty community. Of the faculty who consulted with us, 35 instances held the rank of professor, 29 associate professor, and 120 assistant professor. Forty held the rank of either Senior Lecturer, Lecturer, Instructor, Research Associate, or Adjunct Instructor. There were 57 unique individuals with the rank assistant professor, 35 of whom were tenure-track.

Among the most popular types of consultations requested by faculty were those related to general teaching issues (52), small group analyses (46), and using technology in the classroom (27). Chart 2 below provides an overview of all consultations utilized by faculty from June 2009—May 2010.



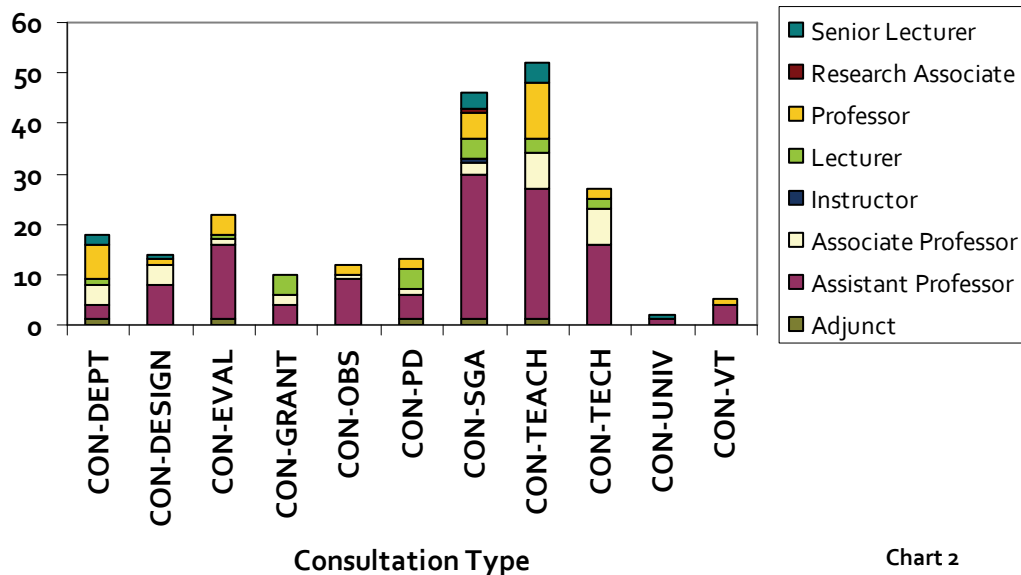
## Graduate Student and Post-Doc Participation

Graduate students and post-doctoral fellows represented 36%, or 169 instances, of the Center's consultation clients during 2009—2010. Among the most popular types of consultations requested by this constituency were those related to professional development (59), classroom observations (31), and the International Teaching Assistant Program (31).

## Instances of Faculty Participation in Consultations by Consultation Type

June 2009 - May 2010

n = 221



The Center for Teaching provides a wide range of confidential consultation services to individuals for developmental and formative purposes. Because these services are designed to complement one another, we encourage instructors to use them in whatever combination will help them meet their teaching goals. While we welcome the opportunity to work with instructors on any teaching topic of interest to them, the services listed below are among those most requested. The numbers represent the instances of consultations conducted during 2009-2010 for that particular type.

**18** **Digital Video**—Instructors can arrange for the Center to create a digital video of any teaching session, and then view the DVD with a CFT consultant. This kind of analysis offers instructors the chance to observe their practice through a different "lens" than when involved in the moment-to-moment teaching process.

**12** **Grant**—Principal investigators can consult with the CFT about educational components involved in grant proposals, including design, assessment, and evaluation. CFT consultants are well versed in current research and literature on best practices in university teaching.

**60** **Small Group Analysis (SGA)**—A Center consultant meets with students in a class to collect their thoughts about the class, and then meets with the instructor to discuss student responses. An SGA can provide valuable insight into what students think is working well in the classroom.

**20** **Syllabus & Course Design**—Instructors can work with a CFT consultant at any stage of designing a course, from defining the topic for a course to putting the finishing touches on the syllabus. Consultants help instructors identify learning goals for their students, develop meaningful, well-timed assignments, and determine ways of assessing whether and how students have achieved those goals.

**24** **Student Evaluations**—A CFT consultant can help instructors interpret both the numerical ratings and the comments on student evaluations. This type of consultation shifts the focus from viewing evaluations as judgment or critique to recognizing them as a rich source of information about student learning in our disciplines.

**38** **Teaching Documentation**—The Center consults on the preparation of teaching statements, course portfolios, teaching portfolios, and other forms of documentation. Preparing such materials helps instructors to reflect deliberately on their teaching practice--deepening their understanding of pedagogical goals and methods, and linking those goals and methods to student learning.

**43** **Teaching Observation**—A Center consultant can visit any Vanderbilt teaching setting to observe instructional practices. After the visit, the consultant discusses with the instructor what she or he has observed; together, they develop strategies for further experimentation and refinement, and identify areas for ongoing reflection. A teaching observation works particularly well for instructors who have engaged already in some analysis of their own teaching, but would like another perspective.

**35** **Technology**—The CFT Educational Technologist works with instructors to explore potential technologies to support student learning. Complementing local supports providers who offer basic hardware and software training, the CFT works with individual or groups of instructors to develop a plan for successful integration of technology into their teaching. This may include assistance with course web sites, electronic communication tools, course presentation technologies, and a range of other issues geared to the needs and expertise of the instructor.

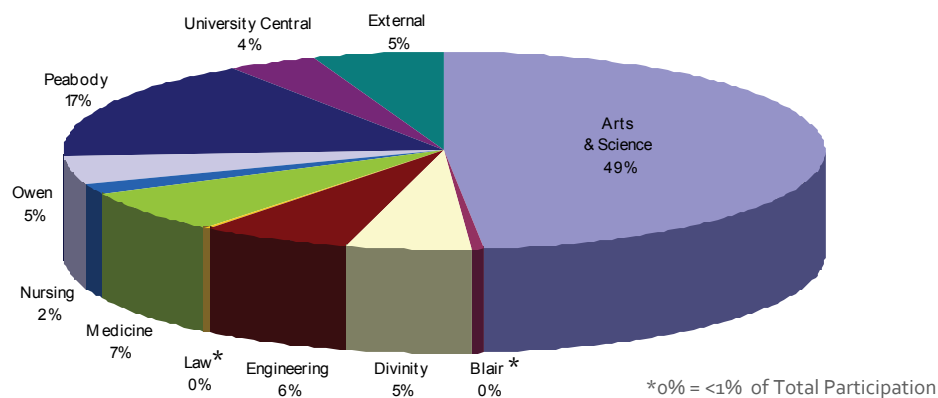
**63** **General Teaching Issues**—The CFT consults on a wide range of other dimensions of the instructional process, as identified by individual clients. Examples include effective discussion-leading, case studies and other forms of experiential learning, managing classroom incivilities, or establishing clear criteria for grading student work.

**“My classroom observation and consultation was incredibly helpful in identifying teaching skills that worked for me or that might be altered slightly to facilitate better student learning. I learned a great deal about myself as a teacher through the consultation process.”** *-Graduate Student Consultation Client*

## Vanderbilt Departments, programs, schools, centers, and colleges served in 2009—2010

African American & Diaspora Studies	Earth & Environmental Sciences	Molecular Physiology & Biophysics
Anthropology	East Asian Studies	Neuroscience
Art	Economics	Office of Active Citizenship & Service
Biochemistry	Electrical Engineering & Computer Science	Owen Graduate School of Management
Biological Sciences	English	Peabody College
Biomedical Engineering	Finance	Philosophy
Biomedical Research Education & Training	French & Italian	Physics & Astronomy
Bishop Johnson Black Cultural Center	General Counsel	Political Science
Blair School of Music	General Internal Medicine & Public Health	Psychological & Counseling Center
Cancer Biology	German & Slavic Languages	Psychology (A&S)
Cell & Developmental Biology	Graduate Department of Religion	Psychology & Human Development
Center for Experiential Learning & Assessment	Hearing & Speech Sciences	Religious Studies
Center for Medicine, Health, & Society	History	School of Nursing
Center for Nashville Studies	History of Art	Sociology
Center for Science Outreach	Human & Organizational Development	Spanish & Portuguese
Chemical Engineering	Infectious Disease	Special Education
Chemistry	Information Technology Services	Sustainability & Environmental Mgmt. Office
Civil & Environmental Engineering	Jewish Studies	Teaching & Learning
Classical Studies	Law School	Vanderbilt International Office
College of Arts & Science	Leadership, Policy, & Organizations	Vanderbilt Medical Center
Community Research & Action	Materials Science	Vanderbilt Visions
Continuing Medical Education	Mathematics	VUMC Learning Center
Curb Center for Art, Enterprise, & Public Policy	Mechanical Engineering	Writing Studio
Dean of Students	Medical Education & Administration	
Divinity School	Microbiology & Immunology	

**Instances of Participation in Consultation Services by Client School**  
June 2009 - May 2010  
(n=473)



### External Institutions Consulted with in 2009—2010

Ball State University	Meharry Medical College	University of Colorado at Boulder
California Polytechnic University—Pomona	Michigan State University	University of Georgia
Duke University	Muskegon Community College	University of Illinois at Chicago
Franklin College	New York University	University of Missouri—St. Louis
Harvard University	Philadelphia College of Osteopathic Medicine	University of North Alabama
Lamar University	St. Mary's College of California	University of North Carolina at Greensboro
Lipscomb University	Temple University	University of South Carolina Upstate
Louisiana State University	University of California—San Diego	University of Tulsa

## Participant Feedback

At the end of each semester a brief online survey was sent to a select group of individuals who had completed a consultation during that semester. Of the 279 clients surveyed, 85 completed the questionnaire for a response rate of 30%. The top five reasons noted for requesting a consultation by survey respondents were to gather feedback on a course (20), learn more about effective teaching and classroom management methods (15), fulfill a Teaching Certificate requirement (13), discover more about integrating classroom technologies (6), and gain assistance with preparing teaching statements and portfolios (5).

Respondents were asked to rate the effectiveness of the consultations they utilized; their responses can be found in the table to the right. Overall the respondents felt the consultations were extremely helpful, with most rating averages 4.50 or higher on a 5-point scale where 5 = extremely helpful.

81% of the respondents felt that their consultation had a good to great deal of impact on their teaching, their students' learning, and/or other aspects of their scholarly/professional practice. The chart below provides a breakdown of the respondents' answers. When asked to share a few of the most important forms this impact took, the following were mentioned more than once: improved teaching style to incorporate new techniques; increased understanding of how to communicate effectively with students regarding classroom goals; developed a teaching philosophy; increased use of technology in the classroom; and discovered new ways to incorporate student interaction in a lecture course. Others noted that they planned to incorporate changes in future courses taught. Some specific reflections clients provided were:

*"It reinforced the things that were going well and provided suggestions for improvement. Students recognized and appreciated the modifications for the second half of class."*

*"[I] felt like the mid-semester evaluation improved my connection with the students, who were happy to give feedback and see their recommendations taken seriously."*

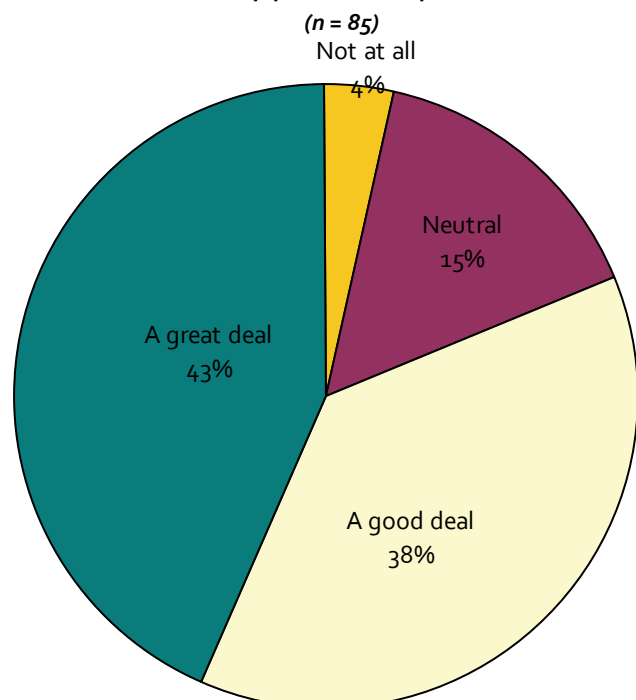
*"It taught me to reconsider the goal of the discussion not just from what I wanted to achieve, but ... what would be beneficial for the students participating in the discussion. The discussion went really well ... and some positive changes have come about as a result of the goals the students set together."*

*"Positively altered my philosophy of teaching, and introduced me to assessment techniques I didn't know of before."*

Type of Consultation	Rating Average	Response Count
Small Group Analysis (SGA)	4.59	32
Review of Student Evaluations of Instruction	4.69	16
Classroom Observation	4.69	19
Classroom Videotaping	4.67	3
Grant Preparation or Assessment	5.00	5
Course Design/Curriculum Design	4.50	26
Organizational Development	4.54	13
Professional Development	4.16	19
Instructional Technology	4.35	20
Teaching Issues Not Listed Above	4.78	10
Other	4.30	10

*Survey Respondent Feedback on Effectiveness of Consultations Utilized in 2009-2010*

**Overall, to what extent did your consultation(s) with the CFT have a meaningful impact on your teaching, on your students' learning, and/or on other aspects of your scholarly/professional practice?**



**"CFT staff were educated and experienced on variety of topics in which I had never received any formal training, and they were very collaborative with creative ideas and help in developing custom-tailored programs for grant/research/education needs."** ~Faculty Consultation Client

# PROGRAMS

**T**he CFT cultivates dialogue about teaching and learning through orientations, workshops, working groups, and other programs. Throughout the year, we offer a variety of programs designed to meet the needs of instructors at every stage of their teaching career. From graduate students entering the teaching ranks to senior faculty fine-tuning their craft, we hope that all instructors find participation in Center programs an avenue for exploration and discovery in a collegial setting.

## Instances of Participation in 2009-2010 Center for Teaching Programs

**1,117** instances of participation from members of the Vanderbilt teaching community at **43 CFT** programs throughout **2009-2010**.

GradSTEP **100**

**75** International Teaching Assistant Program

**375** Orientation Programs

Teaching Certificate Program **77**

Workshops, Working Groups, & Teaching Visits **390**

“It [is] good to have **direct contact** with the Center for Teaching early in my career. I’m more likely to use their resources because of this event.”

~TaV 2009 Participant

## Teaching at Vanderbilt (TAV)

<http://cft.vanderbilt.edu/programs/tav/>

Co-hosted by the Office of the Provost, Teaching at Vanderbilt welcomes new faculty and introduces them to the teaching resources available to them. Over 50 new faculty participated in this year’s event. Sessions included:

- Documenting and Evaluating Teaching Effectiveness at Vanderbilt
- Getting to Know VU Undergrads
- Making Use of Research on Student Learning
- Mentoring Graduate Students
- Teaching Professional Students
- Teaching with Technology

Enhancements to TaV:

- *Getting Started Teaching at Vanderbilt* is a web resource created to provide quick answers and resources to commonly asked questions raised by experienced and new instructors alike.
- The *Academic Resource Fair* provided participants with the chance to socialize with each other and with other Vanderbilt faculty, as well as get practical questions answered by representatives from various services across campus. Representatives from *Academic Support for Student Athletes*, the *Bookstore*, *English Language Center*, the *Library*, *OAK*, *Tutoring Services*, *Vanderbilt International Office*, and the *Writing Studio* were present.

### Feedback

65% of those who attended TaV completed an electronic feedback survey. Respondents strongly supported the statements “TaV provided useful insight into teaching at Vanderbilt” (mean = 4.22 on a scale of 5) and “I learned about CFT services and resources” (mean = 4.46 on a scale of 5).

The free response comments cited as valuable meeting CFT staff and fellow faculty members, learning about the teaching-related services and resources available to faculty, and learning demographic information about Vanderbilt undergrads.



Participants hear about documenting and evaluating their teaching from Associate Provost of Faculty, Timothy McNamara.

57

New Faculty Members Attended TaV

83%

of Tenure-Track Assistant Professors Invited to TaV Attended

53%

of TaV Attendees Followed Up with a Consultation During the 2009-2010 Academic Year

“Mostly, I was impressed by the level of **commitment** to fostering **good teaching skills**, and I was also encouraged by the **strong enthusiasm** that people at Vanderbilt have for the university and its students.”

~TaV 2009 Participant

# Teaching Assistant Orientation (TAO)

<http://cft.vanderbilt.edu/programs/tao/>

"A TA is a teacher. For so many reasons, that is not a statement that is often embraced. Emphasizing that you are in fact prepared to take on this role was very empowering."

~TAO 2009 participant responding to a question about the most important thing learned at TAO.

The Center offers Teaching Assistant Orientation to assist new Teaching Assistants (TAs) as they prepare for their duties. The program is divided into two sessions over two days.

- **Day One—Disciplinary Focus Sessions**

Led by seasoned Teaching Assistants, new TAs learned about teaching methods relevant to their disciplines and their TA functions. Policies and resources relevant to their work as TAs were presented to them. Participants also discussed a few of the many difficult situations that can arise in their work as TAs. Specifically, they explored three scenarios, the first involving FERPA and student privacy; the second cheating, plagiarism, and the Vanderbilt Honor System; and the third sexual harassment.

The Disciplinary Focus Sessions were also designed to help TAs develop strategies for navigating the complex set of roles and relationships they would encounter as new TAs, as well as an understanding of Vanderbilt students as learners.

- **Day Two—Practice Teaching Sessions**

During Practice Teaching, new TAs met in groups of at most six to deliver five-minute teaching demonstrations. These sessions gave new TAs the opportunity to practice the teaching methods explored in the Disciplinary Focus Sessions and receive feedback from CFT staff and their peers. One goal of these sessions was to help new TAs identify their strengths as teachers, as well as areas for further development.

## Feedback

Of the 215 TAO participants, 142 completed the post-event electronic feedback survey, a response rate of 66%. Respondents were asked to specify their agreement with a number of statements on a 5-point scale where 1 = strongly disagree, 5 = strongly agree. This year's participants indicated that they now have a better sense about how to succeed as a TA at Vanderbilt (4.11) and are now more familiar with campus resources and policies related to teaching (4.15)

According to survey results, the disciplinary focus sessions helped new TAs better understand the students they will be teaching, clarified department and faculty expectations for TAs, provided information about relevant policies and resources for TA work, raised issues and scenarios TAs might not have thought to consider on their own, and helped the TAs learn from the experiences of both new and veteran TAs. One respondent noted,

*"Policies were covered in an engaging way. The content of the discussion was useful, but the focus session leader also conducted the discussion using techniques that I could use for my own group leadership."*

Respondents also noted that the practice teaching sessions helped them identify their strengths and weaknesses as teachers, helped build their confidence, provided them with useful personalized feedback about their teaching, and provided them with multiple models of teaching as they observed their peers teach. One participant reflected on a change in opinion from initial hesitation about the practice teaching session .

*"At first I was really not looking forward to this session (and thinking of avoiding it). But it was very helpful and not nearly as scary as I had thought. As a new student, it was nice to just connect with other people and see their teaching styles. I also really appreciated the feedback I received from my group,*

# 262

Graduate Students Impacted by TAO

# 215

Attendees at TAO

# 32

Departments Represented at TAO

# 5

Schools Represented at TAO



## Teaching Assistant Orientation Facilitators

TAO Disciplinary Focus Sessions were designed and facilitated by 14 graduate students from across Vanderbilt, employed and trained by the CFT to work with new TAs. These session leaders participated in a two-week training experience prior to TAO. Below is a list of the 2009 facilitators, their home department, and the list of departments they worked with during TAO.

Focus Session Facilitator	Departments in Focus Session
Robin Bairley, <i>Biological Sciences</i>	Biological Sciences; Neuroscience; Biomedical Informatics
Saurav Dhital, <i>Physics &amp; Astronomy</i>	Physics & Astronomy
Maria Ebner, <i>German</i>	Asian Studies; Classical Studies; French & Italian; German & Slavic; Spanish & Portuguese
Maida Finch, <i>Leadership, Policy, &amp; Organizations</i>	Human & Organizational Development; Leadership, Policy, & Organizations; Special Education; Teaching & Learning
Leslie Hiatt, <i>Chemistry</i>	Chemistry
Deanna Matheuszik, <i>History</i>	History; Owen; Political Science
Jill Mecklenborg, <i>Biomedical Engineering</i>	Biomedical Engineering; Chemical & Biomolecular Engineering; Mechanical Engineering
John Morrell, <i>English</i>	Civil & Environmental Engineering; Earth & Environmental Sciences; Materials Science
Sri Pallavaram, <i>Electrical Engineering</i>	Electrical Engineering & Computer Science
Chris Paris, <i>Graduate Department of Religion</i>	Graduate Department of Religion
Erin Rehel, <i>Sociology</i>	Anthropology; Medicine, Health & Society; Sociology
Kezia Shirkey, <i>Psychology &amp; Human Development</i>	Human Development Counseling; Human & Organization Development ; Psychology (A&S); Psychology & Human Development
Katie Taylor, <i>Teaching &amp; Learning</i>	Economics; Mathematics
Jane Wanninger, <i>English</i>	English; Philosophy

## Practice Teaching Leaders

In addition to the 14 TAO leaders, 23 graduate students from 18 different departments helped lead the Practice Teaching sessions on day two of TAO. These "near peers" were able to provide the new TAs with feedback on their teaching, as well as insight into the unique aspects of teaching in their departments. Listed below are the 2009 Practice Teaching Leaders and their home departments.

Virginia Bartlett, <i>Graduate Department of Religion</i>	Arun Krishnan, <i>Civil Engineering</i>
Nathan Brewer, <i>Physics &amp; Astronomy</i>	Whitney Laster, <i>Sociology</i>
Susan Carter, <i>Economics</i>	Ralf Mueller, <i>Chemistry</i>
Christina Cerkevich, <i>Psychology</i>	Rachel Nisselson, <i>French &amp; Italian</i>
Stephen Chau, <i>Chemistry</i>	Jennifer Piscionere, <i>Physics &amp; Astronomy</i>
Lily Claiborne, <i>Earth &amp; Environmental Science</i>	Eve Proper, <i>Leadership, Policy, &amp; Organizations</i>
Elizabeth Covington, <i>English</i>	Jessica Riviere, <i>German</i>
Angela Cowser, <i>Graduate Department of Religion</i>	Lindsay Satterwhite, <i>Human &amp; Organizational Development</i>
Sarah Crews, <i>Physics &amp; Astronomy</i>	Josh Swartz, <i>Chemistry</i>
Justin Fitzpatrick, <i>Mathematics</i>	Jennell Talley, <i>Biological Sciences</i>
Jennifer Gilbert, <i>Psychology &amp; Human Development</i>	Elizabeth Vargis, <i>Biomedical Engineering</i>
Dustin House, <i>Mechanical Engineering</i>	

"I went into this with no specific expectations. I feel like it was **much more helpful** than I **anticipated!** My leader made it a **fun, relaxed experience.** It was more than just a 'required' orientation for me, as I feel **more prepared and confident** about being a TA this year for the first time." ~TAO 2009 Participant

# International Teaching Assistant Program (ITAP)

<http://cft.vanderbilt.edu/programs/itap/>

ITAP is a collaboration of English Language Center (ELC) and Center for Teaching (CFT) staff members working to assist and support international graduate students as they prepare for and begin their teaching duties at Vanderbilt. It is specifically designed for those international teaching assistants (ITAs) for whom English is not their first language and who have not completed a baccalaureate degree at a North American institution.

## Participation in ITAP Courses

Semester/ Course	Pronunciation	Academic Speaking	Teaching Practicum	Total
Fall 2009	8	7	7	22
Spring 2010	4	5	4	13

practicum, offered in conjunction with the ELC. Language courses typically include pronunciation and academic speaking. In all courses, the emphasis is on helping ITAs improve their oral English language skills for the classroom so that they can become fully integrated into the academic community at Vanderbilt.

The Teaching Partner Program complements the work done in the Teaching Practice course. Undergraduate students, working in pairs with one or more ITAs, assist international graduate students with language acquisition, familiarize ITAs with expectations in the American classroom, and serve as a resource about Vanderbilt culture. During the 2009-2010 academic year, seven undergraduate students served as Teaching Partners.

## Online Orientation

In June of 2009, the Center implemented an online orientation for new international graduate students who plan to serve as teaching assistants while at Vanderbilt. The online program replaced the former two-hour, lecture-style format. The online format provides an overview of teaching at Vanderbilt, expectations of the American classroom, and an introduction to the August teaching and language evaluation process. Also included is a video that gives the perspective of several Vanderbilt undergraduates and teaching assistants about teaching at Vanderbilt.

The new online orientation allows participants to review the information provided multiple times. This is especially helpful when conveying information about the teaching and language evaluation process. In its first year, the online program boasted a 98% participation rate, which is consistent with participation rates from the previous program.

ITAP staff members, in collaboration with departmental representatives, evaluate ITAs' teaching and language skills as they enter Vanderbilt and place ITAs into an appropriate language course offered by the ELC or the teaching

# 56

New ITAs Completed the Online Orientation; a Participation Rate of 98% in the First Year

# 64

Teaching & Language Evaluations Conducted Throughout the Year

*The Center rolled out its new online orientation for International Teaching Assistants in June 2009. The site allows new ITAs the opportunity to complete the orientation on their own time prior to arriving to Nashville and to review the content as many times as they wish.*

# GradSTEP 2010

# WHOLE TEACHERS



# Graduate Student Teaching Event for Professional Development (GradSTEP)

<http://cft.vanderbilt.edu/programs/gradstep/>

Held on Saturday, January 23rd at the Divinity School, GradSTEP 2010 explored what it means to be a "Whole Teacher." Graduate and professional students and post-docs from across campus joined members of the Center for Teaching staff for an array of workshops, lunch-time conversations, and a social gathering.

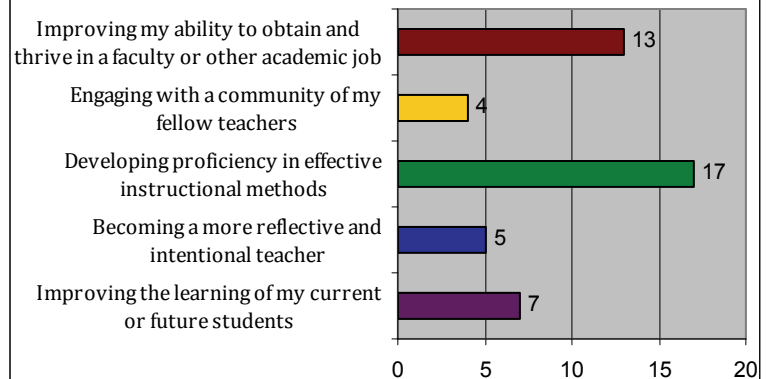
100 students from 33 departments representing six of Vanderbilt's schools attended this one-day conference. Of those, 39% were from STEM (Science, Technology, Engineering, & Math) disciplines, the social sciences made up 22%, and 38% represented the humanities—a significant increase from last year's 11%.

This year's event offered attendees the opportunity to hear from keynote speaker Bonnie Miller-McLemore, Carpenter Professor of Pastoral Theology at Vanderbilt University, participate in two workshops, share in conversation about a focused topic during lunch,

## GradSTEP 2010 Workshop / Conversational Table Topics

- Effective Presentations
- Integrating Classroom and Community
- Course and Syllabus Design
- Teaching Relationships
- Hot Moments in and Outside of the Classroom
- Teaching with Technology
- Ecological Pedagogy
- Work / Life Balance
- Understanding Your Teaching Evaluations and Student Feedback
- Diversity in Your Classroom
- Engaging Students in Large Lectures
- Generations and Learning

## Which of the following best describes your reason for attending GradSTEP 2010?



## Feedback

Participants were sent an anonymous online survey following the event; 46% responded. When asked to select the reason that best described why they chose to attend the event, 37% indicated "developing proficiency in effective instructional methods" and 28% chose "improving my ability to obtain and thrive in a faculty or other academic job." Based on the reason they indicated for attending, 82.2% of the respondents either agreed or strongly agreed that GradSTEP 2010 met their expectations.

Respondents were also asked to rank their agreement with how well each of the workshops and the lunch conversation tables met their expectations. Overall, 78.3% agreed or strongly agreed that the workshop they attended during session one met their expectations; 64% agreed or strongly agreed that the session two workshop met their expectations. Of those who responded regarding the lunch conversation tables, 60% agreed that that portion of the event met their expectations.

Of the 33 respondents who finished the statement "The most important thing I am taking away from GradSTEP is...", 36% mentioned an awareness of new pedagogies, gaining ideas for new approaches to teaching, or developing an understanding that teaching can be cultivated as most helpful. Both becoming more aware of the pedagogical development resources available on campus and the importance of being a whole teacher were mentioned by more than one respondent. Of particular note was a remark from one participant who left the conference realizing that:

*"In a field dominated by research, it is critically important to take time to emphasize teaching and this comes with a great degree of balancing."*

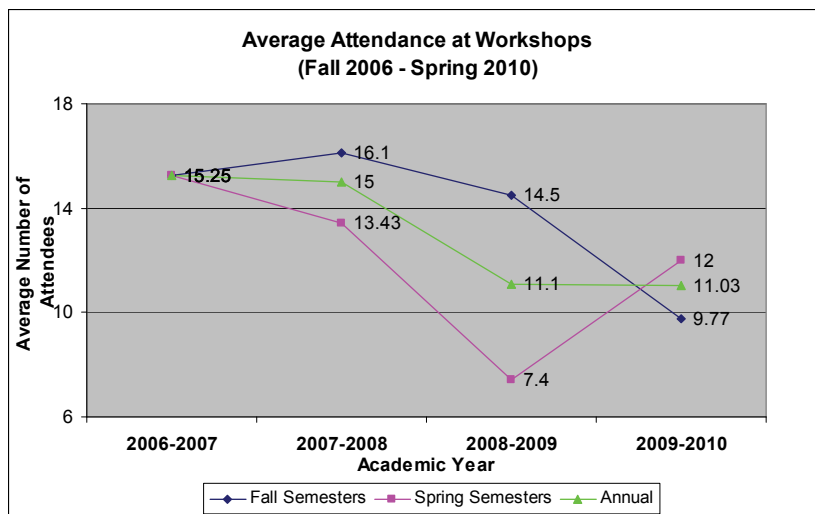
# Workshops, Working Groups, & Teaching Visits

<http://cft.vanderbilt.edu/programs/workshops/>

“This was one of the **best workshops** I have attended. The demonstration of tools and **modeling of methods** left me with many practical tips that I could **put into practice.**”

~Teaching Workshop Participant

During the 2009-2010 academic year, the Center for Teaching hosted 30 workshops with 331 instances of participation from 224 unique individuals. This is a significant increase in attendance from the previous year when 154 unique individuals provided 233 instances of participation at 21 workshops. The overall average attendance



for workshops was 11, while the breakdown of average for each type of workshops was as follows:

Conversation on Teaching – 14, Junior Faculty Teaching Series – 9, and Teaching Workshops – 11. The Center conducted its first ever virtual workshops known as Virtual Brownbags. These workshops were offered via the online program *Centra* and allowed participants to follow a workshop facilitator through a presentation as well as interact with them by chat. An average of 8 people participated in this year’s four Virtual Brownbags.

**25**  
Faculty Served  
as Workshop  
Panelists

**30**  
Workshops  
Hosted

**331**  
Instances of  
Participation

In addition to its own workshop offerings, the Center also collaborated with the Department of English during the spring semester to co-host faculty from the Creativity and Performance in Teaching and Learning (CAPITAL) Centre at the University of Warwick. The CAPITAL Centre staff facilitated two experiential workshop sessions on “performance pedagogy” to nearly two dozen faculty and graduate student instructors.

This year the Center worked with 35 workshop panelists who represented 22 Vanderbilt departments. Panelists included 25 faculty members, 5 graduate students, an undergraduate student, a staff member, a university administrator, and a non-university industry expert.

**224**  
Unique  
Instances of  
Participation

**11**  
Average  
Number of  
Attendees per  
Workshop

## Feedback

Following each workshop (excluding two offered in the fall to Teaching Certificate participants only) an online survey was sent to participants asking them to provide both quantitative and qualitative feedback. Of the 331 instances of participation in those workshops, 53% provided feedback. Respondents were asked to rate their agreement with the questions below using a scale of 1 to 5; 1 = strongly disagree and 5 = strongly agree. Each question’s average response rate by workshop type as well as overall are included in the table.

Survey Question	Average Response Rate
This workshop helped me think about my teaching and/or my students’ learning in new ways.	4.15
Ideas and perspectives shared at this workshop are likely to impact my teaching in positive ways.	4.17
I am likely to share something I learned at this workshop with a colleague.	4.13
I benefited from hearing the perspectives of other members of the Vanderbilt teaching community during this workshop.	4.19
I am likely to attend future CFT workshops.	4.48
I am likely to take advantage of CFT consultation services in the future.	4.12

## 2009—2010 Workshop Offerings

### Conversations on Teaching

*Conversations on Teaching focus on emergent pedagogical issues in an informal, roundtable format. Sometimes co-sponsored with other campus partners, these sessions often begin with perspectives from panelists, and then open up to a larger group discussion.*

- Digital Writing: Using Social Media to Enhance the Teaching of Writing (Co-sponsored by Undergraduate Writing Program)
- Mentoring Graduate Students (for faculty in the STEM disciplines)
- Show and Tell: Ideas for Integrating Visual Thinking in Your Teaching
- Sustainability Across the Curriculum
- Teaching First-Year Students: Cognitive Challenges of the First Year
- Teaching First-Year Students: The Myth of First-Year Enlightenment
- Teaching Student in Different Majors
- The Technology Horizon at Vanderbilt
- To Friend or Not to Friend: Connecting with Students Online

### Junior Faculty Teaching Series

*The Junior Faculty Teaching Series is designed to help junior faculty focus on strategies for effective teaching. The workshops are engaging, focused, practical, and relatively brief, providing a high return on the investment of a faculty's time.*

- Beyond Memorization: Encouraging Deep Learning In and Out of the Classroom
  - for the Humanities & Social Sciences
  - for Science, Engineering, and Math faculty
- Managing Incivilities in the Classroom
  - for the Humanities & Social Sciences
  - for Science, Engineering, and Math faculty
- More than 150 Minutes a Week: Integrating In and Out of Class Learning
- The Lecture: Presenting Dynamically and Effectively

### Teaching Workshops

*Teaching Workshops focus on issues particularly relevant to first-time teachers. Drawing on research-based approaches, workshop facilitators will enable participants to identify and address common challenges and opportunities in their teaching.*

- Designing in Prezi: A Hands-on Workshop
- Engaging Students in Large Lecture Classes
- Feminist Strategies in the Classroom (Co-sponsored by Women's and Gender Studies)
- Getting Ready for Review: Reflecting On and Documenting This Year's Teaching
- Grading 101
  - in the Humanities & Social Sciences
  - in Quantitative Disciplines
- Leading Effective Discussions
- Sustainability Course Design and Resource Swap
- Writing a Teaching Statement

### Virtual Brownbags

*Virtual Brownbags are hosted online via a Web conferencing platform during the noon hour. The workshop facilitator provides a brief overview of the topics which is then followed up with a live discussion amongst the workshop participants via a text-based chat room.*

- Breaking the PowerPoint Habit: An Introduction to Prezi
- Gathering and Making Use of Midsemester Student Feedback
- Teaching with Blogs: It's Not About Sharing What You Had for Breakfast
- To Friend or Not to Friend: Connecting with Students Online

"...[T]he whole idea of two hours devoted to thinking about the prospect of writing a summary like the T[eaching] S[tatement] was probably the greatest benefit--loved the idea of a focused and relaxed...space to think in." ~Faculty Participant in Teaching Workshop

## Teaching Visits Revisited

Originally launched for faculty in 2001, the Teaching Visit program offers its participants an opportunity to peek inside the window of a fellow faculty member's classroom and have an informal conversation about their observations afterwards. This year, three opportunities were developed for tenure-track junior faculty and two for graduate students.

Participants reflected positively on each of the teaching visits. A faculty participant said "Thanks for organizing a visit to José Medina's class. What a great opportunity to learn and discuss strategies in teaching."

The faculty hosts also felt the visits were successful. One host reflected "I so enjoyed our discussion after the class. Maybe it is narcissism, but it is wonderful to have an opportunity to explain one's choices and discuss specific challenges with other teachers. I think this program is terrific..."

### Faculty Teaching Visits

- CMST 244: Mass Media and Politics (4)
  - Faculty: Vanessa Beasley, Communication Studies
- MATH 175: Vector Calculus (2)
  - Faculty: Michael Mihalik, Mathematics
- PHIL 246: Philosophy of Language (3)
  - Faculty: José Medina, Philosophy

### Graduate Student Teaching Visits

- CMST 254: Methods of Rhetorical Analysis (3)
  - Faculty: Vanessa Beasley, Communication Studies
- CS 151: Computers and Ethics (6)
  - Faculty: Derek Riley, Computer Science

# 35

Participants in the Contemplative Pedagogy Working Group

# 8

Participants in the Teaching-as-Research Fellows Working Group

# Teaching Certificate Program

<http://cft.vanderbilt.edu/programs/teaching-certificate-program/>

The Teaching Certificate program is designed to help Vanderbilt graduate students, professional students, and post-doctoral fellows develop and refine their teaching skills through three cycles of teaching activities, each consisting of inquiry, experimentation, and reflection phases. Participants who complete the program receive a Teaching Certificate from the Graduate School and the Center for Teaching.

More applicants than ever before joined the Teaching Certificate program in 2009-2010. There are currently 77 active participants in the program. Of those, 73 are graduate students and 4 are post-doctoral fellows. The chart below provides a breakdown of participants according to schools and disciplines. Many of these program participants were involved in organized groups over the past year; participation numbers from Fall 2009 and Spring 2010 are indicated below.

## 2009—2010 Snapshot of Participation

Participants by School		Participants by Discipline		Instances of Participation in Organized Groups	
College of Arts and Science	34	Humanities	18	Cycle 2 Reading Group	11
Divinity School	9	Social Sciences	24	Orientation to Cycle 3	6
Peabody College	13	STEM	35	Cycle 3 Working Group	11
School of Engineering	7				
School of Medicine	14				

## Highlights

Improvements to the program this year included a new documentation system employing template “wiki” websites that participants use to track their individual progress through the certificate program. As they proceed through the step-by-step process delineated on-line, participants create electronic teaching portfolios, useful when they enter the job market. This increase in electronic instruction has

enhanced the self-directed aspect of the program, and resulted in less staff time and effort in managing participants’ questions and activities. Overall, the teaching certificate program has become more streamlined and accessible.

### 2009—2010 Teaching Certificate Program Graduates

Allison Atwood,  
*Cancer Biology*

Hillary Hager Carter,  
*Cell & Developmental Biology*

Christina Kaighen  
*Graduate Department of Religion*

Katherine Moynihan,  
*Cell & Developmental Biology*

Eve Proper,  
*Leadership, Policy, & Organizations*

Alisha Russell,  
*Cancer Biology*

Brad Teague,  
*Teaching & Learning*

David Vaught,  
*Cancer Biology*

## Feedback

Graduates of the program were asked to complete a brief survey of their experience and to participate in a follow-up exit interview. The exit interview focus group brought up several important issues in the Teaching Certificate program, particularly related to the importance of ongoing feedback. Having discourse and feedback from other participants, in working groups for example, was seen as very useful, especially when this feedback was from across disciplines. The use of video recorded teaching as a supplement to the required in person observations was also seen as very useful. The interactions and feedback with GTFs was seen as helpful.



The 2009-2010 Teaching Certificate graduates were honored at the annual Celebration of Teaching on Thursday, May 6, 2010. Pictured are (l-r, seated) Katherine Moynihan, David Vaught, Hillary Hager Carter, (l-r, standing) CFT Director Allison Pingree, Eve Proper, Christina Kaighen, Brad Teague, Allison Atwood, Provost and Vice Chancellor for Academics Richard McCarty, and Vice Provost for Research and Dean of the Graduate School Dennis Hall.

# Campus Collaborations

<http://cft.vandrebilt.edu/about/campus-partners/>

The work of the Center to support teaching and learning at Vanderbilt takes many shapes and durations, ranging from single conversations to multi-year collaborative projects. In partnership with many other units across campus, we build bridges within the University, bringing together people with shared visions for teaching and learning who might not otherwise recognize the interests they have in common. We thank our campus partners, as well as all those who have served as panelists and presenters at our events, for these alliances; such collaborations are crucial in helping us to support Vanderbilt in practicing, valuing, and rewarding university teaching and learning as vital forms of scholarship.

In addition to the university divisions, departments, and schools that we collaborate with, the Center for Teaching would like to thank the following campus partners:

- Center for the Integration of Research, Teaching, & Learning /Teaching-as-Research Fellows
- The Commons
- The Curb Center for Art, Enterprise, & Public Policy
- The Division of Public Affairs
- English Language Center
- Graduate Development Network
- Information Technology Services
- The Office for Teaching & Learning in Medicine
- The Office of Career Development & Outcomes Analysis
- Program for Career Development of the College of Arts & Science
- Robert Penn Warren Center for the Humanities
- Undergraduate Writing Program
- Sustainability & Environmental Management Office
- University Libraries / OAK
- Vanderbilt International Office
- Vanderbilt Institutional Research Group
- Vanderbilt Visions
- The Writing Studio



*The Center for Teaching partnered with the Department of English to co-host faculty from the Creativity and Performance in Teaching and Learning (CAPITAL) Centre at the University of Warwick. Above participants practice a movement exercise while reading a passage from one of Shakespeare's plays.*

## 2009—2010 Presenters and Panelists

Jack Barkenbus, *Vanderbilt Center for Environmental Management*  
Michael Bess, *History*  
Hillary Hager Carter, *Cell & Developmental Biology*  
Gabriel Cervantes, *English*  
Douglas Christiansen, *Vice Provost for Enrollment & Dean of Admissions*  
James Clarke, *Environmental Engineering*  
Jay Clayton, *English*  
Beth Conklin, *Anthropology*  
Mark Dalhouse, *History*  
Bonnie Dow, *Communication Studies*  
Peter Durand, *Alphachimp Studios*  
Ellen Fanning, *Biological Sciences*  
Ted Fischer, *Anthropology*  
Ed Friedman, *Spanish & Portuguese*  
Katherine Friedman, *Biological Sciences*  
Isabel Gauthier, *Psychology*  
Ryan Gillespie, *Psychological & Counseling Center*  
Todd Giorgio, *Biomedical Engineering*  
Sarah Glynn, *Sociology*  
Michael Goldfarb, *Mechanical Engineering*  
Vicki Greene, *Physics & Astronomy*  
Sarah Hansen, *Philosophy*  
Nancy Lea Hyer, *Owen Graduate School of Management*  
Richard Iannelli, *Vanderbilt Institutional Research Group*  
Linda Isaacs, *Human & Organizational Development*

Donald Jellerson, *English*  
Anita Jenious, *Equal Opportunity, Affirmative Action, & Disability Services*  
Susan Kevra, *French & Italian*  
Doug Knight, *Divinity School*  
Adam List, *Chemistry*  
Roark Luskin, *Class of 2012*  
Bruce McCandliss, *Psychology & Human Development*  
Timothy McNamara, *Office of the Provost*  
Dana Nelson, *English & American Studies*  
Rachel Nisselson, *French & Italian*  
Jim Patton, *Biological Sciences*  
Erin Rehel, *Sociology*  
Jane Robbins, *Organizational Leadership*  
Bridget Rogers, *Chemical & Biomolecular Engineering*  
Howard Sandler, *Psychology & Human Development*  
Jeffrey Schoenblum, *Law School*  
Mark Schoenfield, *English*  
Ron Schrimpf, *Electrical Engineering*  
Keivan Stassun, *Astronomy*  
Monte Talley Hendrickson, *Anthropology*  
Cecelia Tichi, *English*  
Sarah Tyson, *Philosophy*  
Jane Wanninger, *English*  
Joseph Wehby, *Special Education*  
David Weintraub, *Astronomy*

## RESOURCES & CONTRIBUTIONS

**F**rom our website's more than 50 topic-based Teaching Guides, to our podcast series, ACORN-available library holdings, e-journal subscriptions, and other offerings, the CFT creates and disseminates research-based best practices, models, and approaches to university teaching and learning—and facilitates access to resources that support them.

### 2009-2010 Use of Electronic Resources

Webpage Visits **131,188**

**1,883** Visits to CFT BLOG

**116** Facebook Fans & Twitter Followers

Podcast Downloads **542**

**284** CFT News LISTSERV Subscribers

Of the 131,188 visitors to the CFT website, **73%** were **new visitors** to the CFT website in **2009-2010**.



# Electronic Resources & Library

<http://cft.vanderbilt.edu/>

## Website

The website continues to serve as an important tool for disseminating research-based best practices and information regarding center activities.

### Visitor Overview

131,188 visits to CFT website  
97,723 unique visitors; 26.75% return rate  
73.25% were new visits

### Top 5 Teaching Guides (# page views)

Classroom Response Systems (13,211)  
Motivating Students (12,335)  
Diversity & Inclusive Teaching (9,044)  
Bloom's Taxonomy (7,808)  
Teaching Portfolios (7,149)

### Top 5 Keywords (# visits from keyword)

Motivating Students (1,614)  
Cooperative Learning (1,594)  
Classroom Assessment Techniques (1,233)  
Teaching Statement (1,166)  
Diversity in the Classroom (957)

## Library

The Center has over 700 library holdings related to teaching and learning, including books, journals, and DVDs. Listed in ACORN, Vanderbilt's online library catalog, these holdings address a variety of issues, and are particularly rich in the areas of active and collaborative learning, course design, assessment, educational theory, and professional development.

In an effort to become more sustainable, the Center reduced its number of print journal subscriptions from 15 to 2. Access to these journals is still available electronically.

### Status of those who checked out books

Faculty	18
Graduate Student	65
Staff	11

### School of those who checked out books

Arts & Science	55
Divinity	8
Engineering	1
Medicine	8
Nursing	1
Peabody	12
VU Central	7

# 227

Visitors Clicked on Additional Resources from Podcast Page

# 74

Twitter Followers

# 2:05

Average Podcast Listening Time

# 93

Items Checked Out from the CFT Library

# 310

Tweets from the CFT on Twitter

# 42

Facebook Fans



## BLOG

The new CFT blog acts as a marketing tool to distribute information about CFT happenings. It allows the Center to "go viral" by simultaneously feeding other social media applications such as Twitter and Facebook. To date, over 1,833 visitors have viewed over 100 postings.



## E-NEWSLETTER

In February, the CFT began distribution of an electronic newsletter distributed via the CFT News mailing list. Subscribership to the list has increased from 233 to 284 people since then. E-newsletters include information about upcoming events, summaries of past events, highlights of CFT services and resources, and suggested readings from our library.



## FACEBOOK

In February, the CFT created its own Facebook page to promote CFT efforts and to use social media to create dialogue around teaching and learning. As of June 14, 2010, the page has 42 "fans," which means 42 Facebook users see CFT updates in their news feeds when they login to Facebook.



## PODCASTS

The CFT has published 5 podcast episodes this year. Topics included teaching first-year students, sustainability across the curriculum, teaching challenging topics, and dealing with student misconceptions. The Podcast website received 2,290 visitors and 5,136 page views, with 79.87% of these being new visitors.

The CFT's new Facebook Fan Page and Twitter feed have also generated access to our Podcast site:

- 15 visits from Twitter feeds
- 98 visits generated from Facebook
- 6 visits from smart phones



## TWITTER

The CFT is using Twitter to "tweet" (@vandycft) ideas and questions raised at some CFT workshops and share relevant links noticed by the CFT. As of June 14, 2010, there have been 310 items posted to the CFT's Twitter feed and there are 74 Twitter users "following" the CFT's Twitter account. Of these 74 followers, many are teaching centers at other universities, individual instructional developers at other universities, and other Vanderbilt units with Twitter accounts. A smaller number appear to be current Vanderbilt faculty, staff, or students.

# Contributions to the Vanderbilt Community

In addition to consultations and programs, CFT staff contribute to Vanderbilt, as well as to national and international teaching and learning communities, by teaching credit-bearing courses, researching and publishing on cutting-edge issues, offering presentations and tailored workshops, and serving on committees and in other liaison capacities. The following represents highlights of this work from 2009—2010.

## Committee Work / Other Service at Vanderbilt

Center for the Integration of Research, Teaching and Learning @ Vanderbilt  
Contemplative Pedagogy Working Group  
Emphasis Program Medical Education Area Committee  
Graduate Development Network  
Great Ideas for Vanderbilt Medical Education (GIVME) Grants Program  
Imagining America: Artists & Scholars in Public Life  
Information Technology Support Leaders  
Quality Enhancement Plan Assessment Committee  
Steering Committee for Master's in Health Professions Education  
Vanderbilt Assessment Implementation Committee  
Vanderbilt Visions and VUcept  
Web Spiders  
Writing Studio



## Invited Presentations and Workshops

A Brief Introduction to Cryptography (*School for Science and Math at Vanderbilt*)  
Cryptography: Nby Bcnnils uhx Gunb iz Wixym uhx Wcjbylm (*Mathematics*)  
Developing and Enhancing Effective Teaching in Colleges and Universities (*Hubert H. Humphrey Fellowship Program*)  
Discussion Leading (*Interdisciplinary Graduate Program in the Biological Sciences*)  
Discussion Leading (*Medical Scientist Training Program*)  
Educator Development (*Master Clinical Teachers Program*)  
Engaging Students with Clickers (*Nursing*)  
Explorations in Teaching & Learning (*VUMC Department of Finance*)  
Guest Discussant – Teaching and the Job Market; New Frontiers in Educational Technology; Student Evaluations (*History*)  
How to Win at Monopoly (*Mathematics*)  
Lecture “Change-Ups” (*Mathematics*)  
Mentoring Graduate Students (*Psychology*)  
Student Engagement Through Technology (*Library*)  
Teaching Resources to Support Junior Faculty (*A&S Program in Career Development*)  
Teaching with Clickers in Lab Settings (*Biological Sciences*)  
The Center for Teaching as a Strategic Resource for Teaching and Learning at Vanderbilt (*Vanderbilt University Board of Trust*)  
Who Are Vanderbilt First-Years? (*Vanderbilt Visions*)

## Teaching at Vanderbilt

Cryptography: The History and Mathematics of Codes and Code Breaking (*MLAS 280-07*)  
Learning and Performance in Organizations (*LPO 3340*)  
Methods of Linear Algebra (*MATH 194*)  
Quilting and Jazz: American Modes of Creativity (*AMST 100W*)  
Religion and Human Development (*RLST 123*)  
Spirituality and Ministry (*DIV 4016*)  
Vanderbilt Visions (*2 sections*)

# Contributions to the Broader Academic Community

## Publications

- Bruff, D. (2010, March 5). Multiple-choice questions on exams. *ProfHacker Blog*.
- Bruff, D. (2010, March 25). Getting students to do the reading: Pre-class quizzes on WordPress. *ProfHacker Blog*.
- Bruff, D. (2010, June 15). Motivating students with application projects and poster sessions. *ProfHacker Blog*.

## Other Service

- Bruff, D. (2009) *Electronic Communication and Resources Committee*, Professional & Organizational Development (POD) Network in Higher Education.
- Bruff, D. (2009) *Evaluator, Conference Proposals*, Professional & Organizational Development (POD) Network in Higher Education.
- Bruff, D. (2009) *External Evaluator*, MathVote: Teaching Mathematics with Classroom Voting, a National Science Foundation (NSF) Division of Undergraduate Education (DUE) Course Curriculum and Laboratory Improvement Program (CCLI) Phase 1 Grant.
- Bruff, D. (2010) *Core Committee*, Professional & Organizational Development (POD) Network in Higher Education.
- Pingree, A. (2010) *External Reviewer*, Paul Weber Awards for Departmental Excellence in Teaching, University of Louisville.

## Conferences & Invited Presentations

- Baker, K., & Pingree, A. (2009, October). *Contemplative Pedagogy: Fostering Attention for a New Generation*. Presented at the Professional and Organizational Development (POD) Network Annual Conference, Houston, TX.
- Bruff, D. (2009, September). *Classrooms reconsidered: Understanding and engaging students with clickers*. Presented at the University of Iowa Clicker User Conference, Iowa City, IA.
- Bruff, D. (2009, October). *Classrooms reconsidered: Understanding and engaging students with clickers*. Presented at the Turning Technologies National Users Conference, Las Vegas, NV.
- Bruff, D. (2009, October). *Classrooms reconsidered: Understanding and engaging students with clickers*. Presented at Youngstown State University, Youngstown, OH.
- Bruff, D. (2009, October). *Clicker pedagogies: Supporting faculty use of classroom response systems*. Presented at the Professional and Organizational Development (POD) Network Annual Conference, Houston, TX.
- Bruff, D. (2009, November). *Using clickers in the classroom*. Presented at the Teaching, Learning, and Technology (TLT) Group's Online Institute.
- Bruff, D. (2009, December). *Designing effective questions that engage college students*. Presented at a Higher Ed Hero webinar.
- Bruff, D. (2010, January). *Classrooms reconsidered: Understanding and engaging students with clickers*. Presented at the Nova Southeastern University Health Professional Educational Research Symposium, Ft. Lauderdale, FL.
- Bruff, D., & Lucas, A. (2010, January). *Teaching with clickers and classroom voting*. Minicourse presented at the Joint Mathematics Meetings, San Francisco, CA.
- Bruff, D. (2010, February). *Classrooms reconsidered: Teaching with classroom response systems*. Presented at the University System of Georgia, Athens, GA.
- Bruff, D. (2010, May). *Class time reconsidered: Motivating student participation and engagement*. Presented at the Central Michigan University Great Lakes Conference on Teaching and Learning, Mt. Pleasant, MI.
- Bruff, D. (2010, May). *Classrooms reconsidered: Teaching with classroom response systems*. Presented at the University of Tennessee at Knoxville, TN.
- Bruff, D. (2010, May). *Teaching with clickers: Engaging students with classroom response systems*. Presented at the Central Michigan University Great Lakes Conference on Teaching and Learning, Mt. Pleasant, MI.
- Bruff, D. (2010, June). *Connecting with participatory culture: Clickers and deep learning*. Presented at the University of Louisville Clickers Conference, Louisville, KY.
- McDaniel, R., Newbrough, R., & Weissinger, P. (2009, June). *Power Up Your Pedagogy: Teaching Tech Savvy Millennials*. Presented at The Teaching Professor Conference, Washington, DC.

## **Center for Teaching**

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