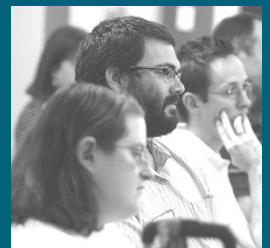
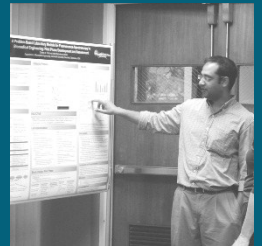




Vanderbilt University Center for Teaching

ANNUAL REPORT

2010-2011



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People of the CFT

CFT 2010-11 Advisory Board



Roberta Bell
Vanderbilt Institutional
Research Group

Stephen Buckles
A & S (Social Sciences)

Douglas Clark
Peabody College

Frank Dobson
Black Cultural Center
The Commons

Connie Vinita Dowell
Dean of Libraries

Nancy Lea Hyer
Owen Graduate School
of Management

Susan Hylen
Divinity School

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A & S (Sciences)

Kimberly Lomis
School of Medicine

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School of Engineering

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Learning in Medicine

Marianne Ploger
Blair School of Music

Jessica Riviere
Graduate Student
Council

Mark Schoenfield
A & S (Humanities)

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School of Nursing

Kevin Stack
Law School



CFT Staff

Allison Pingree, Director

Katharine Baker, Assistant Director

Joe Bandy, Assistant Director

Derek Bruff, Assistant Director

Rhett McDaniel, Educational Technologist

Stacey Kizer, Program Coordinator

Melissa Penix, Administrative Assistant

Julie Shadburne, Administrative Assistant

Graduate Teaching Fellows

Lily Claiborne Leanna Fuller
John Morrell Manya Whitaker

Student Assistants

Trey Brown Emily Garcia John Hall
Rebeca Ojeda Alex Sweet Jasmine Wilson

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 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.*

Letter from the Director

Once again the 2010-11 year brought exciting developments to the Center for Teaching. In the pages that follow, you'll see the focus that these changes have brought to our work.

We welcomed two wonderful new colleagues, Assistant Director Joe Bandy and Program Coordinator Stacey Kizer, and bid adieu to our dear friend, Assistant Director Kat Baker.

We attuned our planning efforts towards several key topical areas, including Academic Integrity, Diversity and Inclusiveness, Learning Spaces, Student Expectations, Sustainability and the Curriculum, Teaching Outside the Classroom, and Visual Thinking.



We partnered with colleagues across campus (such as American Studies, the Center for Nashville Studies and the Office for Active Citizenship and Service) to invest more deeply in building connections between the teaching and learning at Vanderbilt and social responsibility and community engagement.

We inaugurated our Junior Faculty Teaching Fellows program, a great success that was highlighted in the [Vanderbilt View](#). A “bumper crop” of 14 graduate students and post-doctoral fellows completed the Teaching Certificate Program and received recognition at this year’s Celebration of Teaching.

We elevated our information management processes to a new level, thanks to Stacey’s dexterity with devising databases, crafting engaging reports, and creating meaningful assessments. And all along the way, our individual consultation numbers have continued to rise, as has attendance at our programs and workshops.

We’ve also been gearing up for a grand celebration this fall, the CFT’s 25th Anniversary. We very much hope you’ll join us on September 8th and 9th, 2011 for a keynote session with Ken Bain (founding director of the CFT and author of the award-winning *What the Best Teachers Do*, Harvard 2004) and a symposium on crucial issues in teaching and learning that higher education is facing in the 21st century.

As we finish this academic year, I couldn’t be prouder of the work we’ve done together. I’m inspired and humbled every day by the opportunity to work with such wonderful colleagues, both at the Center and across the whole university.

A handwritten signature in black ink that reads "Allison Pingree".

Allison Pingree
Director

“

As we finish this academic year, I couldn’t be prouder of the work we’ve done together. I’m inspired and humbled every day by the opportunity to work with such wonderful colleagues, both at the Center and across the whole university.

”

Highlights 2010-2011

“Many of you in this room change lives on a regular basis, and your efforts are magnified by all of the students you teach.”

- Provost Richard McCarty



Teresa Goddu at the Celebration of Teaching



► Celebration of Teaching

Faculty and graduate students from across the university gathered on May 3 for the Celebration of Teaching. The annual event, held at the Center for Teaching, honored teaching across the university.

“Excellence in teaching is a fragile thing,” said Provost and Vice Chancellor for Academic Affairs Richard McCarty in his opening remarks. But it is something that Vanderbilt students seem to value and appreciate greatly.

“Undergraduates value the classroom experience,” McCarty said. “Many of you in this room change lives on a regular basis, and your efforts are magnified by all of the students you teach.”

Philip Ackerman-Lieberman, Teresa Goddu, and Gretchen Selcke also spoke at the event. Ackerman-Lieberman is an assistant professor of Jewish studies and law and a member of the Junior Faculty Teaching Fellows inaugural class. Goddu (pictured above) is an associate professor of English and director of the Program in American Studies. Goddu spoke about The Cumberland Project, a Vanderbilt faculty development workshop centered on sustainability and pedagogy.

“Sustainability is the educational question of the 21st century,” said Goddu, who collaborated with the CFT’s Allison Pingree and Joe Bandy to develop the workshop, which helps interested Vanderbilt faculty incorporate sustainability themes into their curricula.

Gretchen Selcke, a graduate student in the Department of Spanish and Portuguese, discussed her participation in the Teaching Certificate Program, which helps 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.

Fourteen participants who completed the program during 2010-11 received a teaching certificate from the Graduate School and the Center for Teaching.



(left to right) Dennis Hall, Tim McNamara, Cathy Jrade, and William Luis at the Celebration of Teaching



**The
New York
Times**

Derek Bruff, CFT Assistant Director, was quoted on three occasions in the national media during Spring 2011, including:

- ▶ **“The Rise of Clickers Is Starting to Change How College Professors Run their Classrooms,”** *Village Voice*, January 5, 2011
- ▶ **“When One Person’s Tech Treasure Is Another’s Trash,”** *Chronicle of Higher Education*, May 8, 2011
- ▶ **“Speaking Up in Class, Silently, Using Social Media,”** *New York Times*, May 12, 2011

▶ Campus Collaborations



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.

On the following pages, our work in collaboration with many partners on campus is showcased. We’d like to especially thank these partners:

- American Studies
- Alliance for Civic Engagement
- Center for the Integration of Research Teaching, & Learning
- 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
- Teaching-as-Research Fellows
- University Libraries / OAK
- Vanderbilt International Office
- Vanderbilt Institutional Research Group
- Vanderbilt Visions
- The Writing Studio

Highlights 2010-2011

The last thirty years have seen the growth of a movement within higher education to encourage colleges and universities to be more engaged in public life – by conducting “public scholarship,” by supporting public service and community development, and by teaching students to become more critical and effective citizens. This movement, most often taking the name of “community-” or “civic-engagement,” has as one of its supporting pillars the pedagogy of “service learning.”

“Service learning is what educators often call ‘high-impact pedagogy,’ because it tends to lead students to experiential learning in the community. It often asks them to engage in interdisciplinary thinking, critical problem-solving and sometimes group learning processes that are prime for leadership development.”

- Joe Bandy in the January 2011 edition of the [Vanderbilt View](#).

Vanderbilt University is home to a long and distinguished history of community engagement and service learning. The list of innovative faculty, staff, and students who have been exemplars in this area is very long, and those who are interested in contributing to these efforts today are present across the entire campus community.

Among the many units at Vanderbilt that support this work, The Center for Teaching has long been a resource for faculty of all levels of experience who seek to incorporate community engagement into their teaching. This year, in addition to ongoing workshops and consultations on service learning, the CFT is proud to serve as host for new resources for the development of service learning at Vanderbilt:

The Cumberland Project

On May 9-10, 2011, American Studies and the Center for Teaching convened the inaugural Cumberland Project, a



Cumberland Project participants. More information is available [online](#).



series of discussions among twelve faculty about multiple dimensions of sustainability in higher education. The primary goal was to inform and support the development of a curriculum on sustainability at Vanderbilt, in order to help Vanderbilt students achieve a critical understanding of social-environmental issues and problems.

The twelve participating faculty represented seven different departments, including Civil and Environmental Engineering, Earth and Environmental Sciences, Electrical Engineering and Computer Science, English, Philosophy, Psychology, Sociology, Spanish and Portuguese, as well as the Vanderbilt Institute for Global Health, the Ingram Commons, and the Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE).

Public Scholarship

discuss the challenges and opportunities of service learning and community engagement in higher education.

Conversations often focused on faculty presentations of community-based teaching and research projects, the scholarship on service learning, or other related subjects. Vanderbilt faculty and staff Sharon Shields, Liz Aleman, Marshall Eakin, Bryn Samuels, and Janet Eyler were featured speakers at these meetings.

Service Learning for Sustainability Event

On November 12, 2010, the CFT and the Tennessee Higher Education Sustainability Association (THESA) were proud to co-host a one day workshop integrating service learning and sustainability education entitled, "Service Learning for Sustainability."



Mayor Karl Dean

Both service learning and sustainability are areas of innovation in higher education that share a commitment to place, to community engagement, and to high-impact learning.

The event showcased the efforts of educators and community members across Nashville to create new synergies between teaching and community development, ones that yield high impacts for students and communities alike. The day began with a message of encouragement from Nashville Mayor Karl Dean, who highlighted the bright future that is possible when Nashville's institutions of higher education reinvigorate the already strong volunteer spirit among Nashville's communities.

“ This was, by far, the most useful faculty workshop I've been a part of at Vanderbilt. The knowledge I gained and connections I made will have a HUGE impact on my teaching, and I hope my research as well. I look forward to continuing to work with the other participants in the future. ”

- Leslie Kirby

Participant, The Cumberland Project



(left to right) Dana Nelson, Allison Pingree, John Morrell, Jonathan Gilligan, Joan Forry, and Joe Bandy during The Cumberland Project

The discussions were organized into four main areas: teaching sustainability, connecting to place, interdisciplinarity, and institutional transformation. The two days also included time for individual and group reflection, as well as moments of experiential learning as the participants learned from each other about elements of the Vanderbilt campus and the Dyer Observatory.

Service Learning Working Group

This year the CFT revived an earlier working group on service learning for educators across campus. The Working Group met monthly during the Spring term to

Highlights 2010-2011

► Teaching Gender and Sexuality

On May 16-20, 2011, the CFT partnered with José Medina, Associate Professor of Philosophy, to sponsor a seminar for humanities and social sciences graduate students on [“Teaching Gender and Sexuality.”](#)

This interdisciplinary initiative provided 12 participants (representing eight departments and three schools across the university) with theoretical and practical resources for engaging gender and sexuality issues effectively in the university classroom.

The seminar launched with a panel of five additional Vanderbilt faculty (Ellen Armour, Religious Studies and Theology; Richard Pitt, Sociology; David Rubin, Women’s and Gender Studies; Michelle Shepherd, Spanish and Portuguese; and John Sloop, Communication Studies) joining Professor Medina to share their experiences and reflections on “What key influences have shaped how I teach gender and sexuality?” and “What ethical challenges and choices have I encountered in teaching gender and sexuality?”

These faculty then partnered with graduate student alumni (who participated in a similar version of the seminar in 2009) to facilitate sessions on creating an inclusive classroom; understanding similarities and differences between feminist pedagogy, queer pedagogy and radical pedagogy; addressing the vulnerabilities of being a graduate student instructor or junior faculty member; and the ethical implications of teaching gender and sexuality in classroom.

The seminar also included presentations on Campus Resources for Teaching Gender & Sexuality, featuring staff from the Central Library and from the Margaret Cuninggim Women’s Center and the K.C. Potter

“In my view, the seminar provided a genuinely open and encouraging intellectual space for thinking critically about the promises and challenges of teaching gender and sexuality at the university level.”

- Participant, Teaching Gender & Sexuality Seminar



Center. All week long, participants worked on individual projects (a teaching philosophy statement, a course or syllabus design, or key pedagogical strategies) and then presented them to the group at the end.

Feedback from both participants and facilitators was uniformly positive and enthusiastic, emphasizing the pragmatic benefits of the individual projects as well as the impressive array of resources available at Vanderbilt to support faculty and students in teaching gender and sexuality. In addition, participants underscored that the seminar deepened their understanding of and engagement with not only the topics but also with their students and their teaching colleagues:

► “There really is no other space at Vanderbilt where graduate students and faculty from so many different disciplines and programs can come together to think collectively and individually about the stakes, implications, and significance of teaching gender and sexuality. The Center for Teaching is not only providing that necessary space, but also a set of truly invaluable tools for enriching conversations at Vanderbilt and beyond about pedagogy, ethics, disciplinarity, and other imperative topics for any teacher.”

► “I have no doubt that the resources made available to me through this seminar will help me become a better, more thoughtful, sensitive, and engaged teacher.”

► “This was a generative and deeply moving week for me. Underneath the preparations and organizing for the week’s learning was a profound move to care for

Creative Pedagogies



(left to right) Neal Palmer, Melinda Hall, Sandy Skene, and Manya Whitaker at the Teaching Gender and Sexuality Seminar.

Farewell to Kat Baker

Kat Baker left the Center for Teaching at the end of May, in order to pursue teaching opportunities and develop a consulting business in Louisville, KY. Kat leaves a strong legacy at the CFT, where she served as a Graduate Teaching Fellow for two years, and later, as an Assistant Director for three. During her time here, Kat led our Contemplative Pedagogy initiative—the first of its kind in the country—creating a working group, [web guide](#) and video documenting contemplative practices in Vanderbilt classrooms which will be screened this fall at a professional conference.



In addition, she supervised and mentored our Graduate Teaching Fellows; enriched our work in diversity and inclusive teaching, including this spring's [Teaching Gender & Sexuality seminar](#); oversaw our TA and new faculty orientations; and was a gifted and responsive consultant to instructors across the university.

We'll miss very much her optimism, diligence, wisdom, and generosity of spirit—and wish her all the best in the ventures ahead.



(left to right) Michelle Shepherd, Natalie Cisneros, Jose Medina, John Maddox, and David Rubin at the Teaching Gender and Sexuality Seminar.

our students by really teaching them - encouraging them - making a space for them to think; not just to deposit information, but to reach for, plan for, organize for transformed minds. . . . There are precious few workshops that I attend that encourage me to retain and integrate my learnings. TGS will be one of two over the past 20 years that will cause me to keep the papers out on my desk and really incorporate learnings into teaching and practice..."

▶ Contemplative Pedagogy

Under the leadership of Assistant Director Kat Baker, the CFT this year has further developed resources and community in the practice of contemplative pedagogy. A working

group, comprised of faculty and graduate students from across the university, has continued to meet; moreover, Kat and CFT Educational Technologist Rhett McDaniel are producing a video documenting contemplative practices in Vanderbilt classrooms and featuring interviews with faculty teaching in various contexts. The film will be screened at the Professional & Organizational Development (POD) Network in Higher Education Conference in October.

In June, the Center hosted a visit from Richard Sclove, project director for a new initiative by the [Center for Contemplative Mind in Society](#), the Teaching & Learning Centers (TLC) project. The project seeks to foster the

growth of contemplative pedagogy efforts at teaching and learning centers across the country, and included the CFT on its tour because of our path-breaking work in this area. The visit included a meeting with faculty from Vanderbilt's Center for Integrative Health and from the Vanderbilt Law School, focusing on the work with mindfulness and contemplative practice being contextualized into their various educational efforts.

As a follow-up, Vanderbilt will participate in a strategic planning workshop, to be held at Amherst College, on the interface of contemplative pedagogy and university centers for teaching and learning.

Resources

From our website's more than 60 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. These pages highlight the many electronic resources that the CFT creates for the teaching community at Vanderbilt University.

The CFT also uses many electronic tools—including Twitter, Facebook, and our newsletter—to spread the word about events and programs and to share our many electronic resources with the Vanderbilt teaching community. Participants at our events indicate that they most commonly use the CFT website, newsletter, and blog to stay up to date on news from the Center.



247,316
Pageviews

113,185
Visits

14%
(15,880) of
visits were
by
individuals
in the
greater
Nashville
area.

CFT Website



The top five keywords that visitors used to search for the CFT were:

- Understanding by design
- Classroom response system
- Motivating students
- Teaching statement
- Cooperative learning

CFT Podcasts



The CFT published 5 podcast episodes during the 2010-11 academic year. Podcasts featured Vanderbilt faculty and faculty at other institutions.

Topics included teaching outside the classroom, service learning, grading, and sustainability. The most popular podcast (571 pageviews) aired this spring and featured a conversation with Richard Arum, Professor of Sociology and Education at New York University and co-author of the book *Academically Adrift*.



CFT 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.

93

books were checked out of the CFT library during the 2010-11 academic year



CFT Facebook Use

All blog posts automatically appear on the CFT's Facebook page, so the Facebook page is functionally an alternative way for people to follow the blog. As of May 19, 2011, the page has 92 "fans," an increase from 42 at this time in 2010) which means 92 Facebook users see CFT updates in their news feeds when they login to Facebook.

CFT E-Newsletter



Electronic Resources

From August 1, 2010 to June 1, 2011, pages on the CFT website were viewed 247,316 times. Teaching Guides—which are online resource on a teaching topic with summaries of best practices, links to other online resources, and information about local Vanderbilt resources—continue to be a popular resource on the CFT website; all the most viewed pages (shown below) are Teaching Guides.

	<i>Page Title</i>	<i>Pageviews</i>
1	Classroom Response System Bibliography	15,282
2	Classroom Response Systems (“Clickers”)	14,382
3	Teaching Portfolios	11,794
4	Gathering Feedback from Students	11,686
5	Motivating Students	10,190
6	Diversity & Inclusive Teaching	8,684
7	Teaching Statements	8,410
8	Understanding by Design	7,406
9	Bloom’s Taxonomy	7,380
10	Classroom Assessment Techniques (CATs)	6,585

During the 2010-2011 academic year, CFT staff created or updated guides on these topics:

- Academic Integrity
- Service Learning
- Sustainability
- Teaching Outside the Classroom

During the 2010-11 academic year, the CFT continued distributing the electronic Newsletter via the CFT News LISTSERV. Subscribership to the list has increased from 284 in 2009-2010 to 298 in 2010-11. Each issue includes information about upcoming events, summaries of past events, highlights of CFT services and resources, and suggested readings from our library.



@vandycft

CFT Twitter Use

All blog posts automatically appear on the CFT’s Twitter feed

(@vandycft), as well as “tweets” sharing ideas and questions raised at some CFT workshops and relevant links noticed by the CFT. As of June 1, 2011, there have been 657 items posted to the CFT’s Twitter feed and there are 247 Twitter users “following” the CFT’s Twitter account, (an increase from 74 at this time in 2010) which means CFT updates appear in user’s Twitter streams when they login to Twitter. The CFT “follows” 112 twitter users, many of which are Vanderbilt units and Vanderbilt faculty, staff, or students.



CFT Blog

During the 2010-11 academic year (August 1, 2010-June 1, 2011), the CFT blog received 24,083 pageviews (19,335 of which were unique). Visitors spent an average of nearly two minutes on a page. The post [Tools for Grading – Sample Rubrics and Spreadsheets](#), which received 705 views during this time, was the most viewed blog post overall. The second overall most viewed blog post linked to the podcast [Episode 26 – A Conversation with Richard Arum: Are Students Really Learning in College?](#) which received 571 pageviews. Other popular blog posts included:

- [Show and Tell: Using Visual Thinking in the Classroom](#)
- [Ideas for Motivating Students](#)
- [Five Ideas for Mobile Learning \(#EDUSprint\)](#)
- [See What I Mean: Using Prezi for Presentations](#)

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 2010-2011.



Teaching at Vanderbilt

LPO 3340 – Learning and Performance in Organizations (Summer 2010)

Math 115F – Cryptography: The History and Mathematics of Codes and Code Breaking (Fall 2010)

Divinity – 2550 Pastoral Care (Spring 2011)

RLST 123 – Religion & Human Development (Spring 2011)

Sociology – 221: Environmental Inequality and Justice (Spring 2011)

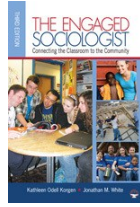
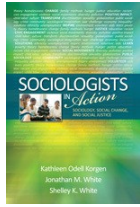
Divinity 4016 – Ministry & Spirituality (Summer 2011)

- ▶ **Guest Lectures:** Biomedical Engineering (Clickers); Digital VU (Presentations and Clickers); Ingram Scholar Lecture (Development, Poverty, and Sustainability); Peabody—Teaching & Learning (Visual Presentations); Sociology (Teaching); Peabody—Human & Organizational Development (Global Dimensions of Community Development); Vanderbilt School for Science & Math (Cryptography); Leadership Breakfast for Cal Turner Program for Moral Leadership in the Professions (Contemplating a New Story for Personal and Professional Development)
- ▶ **Discussant:** Brown Bag Discussion on Teaching for Political Science Faculty; Post-Film Discussant for International Lens: *Entre les murs* (“The Class”)
- ▶ **Specialized Workshops:** Peabody (Infusing Technology); Peabody (SMART Boards); School of Nursing (Plagiarism); Vanderbilt University Library (Learning Objectives); Vanderbilt Career Center (Interactive Presentations)
- ▶ **Vanderbilt Service:** Grant Evaluator, Great Ideas for Vanderbilt Medical Education (GIVME) Program; Planning Committee, Career 101: Life After the Ph.D.; Program in Career Development (College of Arts & Science) Advisory Board; Steering Committee, Master’s in Health Professions Education; Writing Studio Advisory Board
- ▶ **Working Group & Committee Participation:** Academic Services Working Group; CIRTL-at-Vanderbilt; Curriculum & Assessment -Commons Seminars Program; Digital Humanities Working Group; Imagining America: Artists & Scholars in Public Life Working Group; Digital VU; Graduate Development Network; IT School Leaders Group; Service Learning Working Group; Vanderbilt Assessment Implementation Committee; Vanderbilt Visions; VUcept Training

Contributions

to the Broader Academic Community

Publications



- Bandy, J. (2011). Sociologists in Action: Joe Bandy & Elspeth Benard. In K. O. Korgan, J. M. White, & S. K. White (Eds.), *Sociologists in Action*. (pp. 193-7). SAGE Publications.
- Bandy, J. & McEwen, C. (2011). Housing and Homelessness in Maine: A Case of Public Sociology in Practice. In K. O. Korgan, J. M. White, & S. K. White (Eds.), *Sociologists in Action*. (pp. 128-34). SAGE Publications.
- Bandy, J. (2010). Sociologists in Action: Joe Bandy. In K. O. Korgan & J. M. White (Eds.), *The Engaged Sociologist, Third Edition*. (pp. 9-10). SAGE Publications.
- Bruff, D. (2010). Multiple-choice questions you wouldn't put on a test: Promoting deep learning using clickers. *Essays on Teaching Excellence*, 21(3).

Conference Presentations

- Bandy, J., Pingree, A. & Morrell, J. (2010, November) Growing Sustainability in the Ecologies of Academe. Presented at the Professional and Organizational Development (POD) Network Annual Conference, St. Louis, MO.
- Bruff, D. & Claiborne, L. (2011, March). Teaching-as-research fellows: Encouraging scientific teaching. Presented at the AAC&U / Project Kaleidoscope "Engaged STEM Learning" Conference, Miami, FL.
- Bruff, D., Harapnuik, D., & Julius, J. (2010, November). Revolution or evolution? Social technologies and pedagogical change. Presented at the Professional and Organizational Development (POD) Network Annual Conference, St. Louis, MO.
- Julius, J., Bruff, D., Kelly, K., & Khera, O. (2010, December). Minding the gap: Social media revolution <=>

- education evolution. Presented virtually at the 25th Directors of Educational Technology – California Higher Education (DET/CHE) Annual Conference, San Diego, CA.
- McDaniel, R., & Bruff, D. (2010, November). Publicity 2.0: Creating an efficient publicity machine. Presented at the Professional and Organizational Development (POD) Network Annual Conference, St. Louis, MO.

- Washington, DC.
- Bruff, D. (2011, February). Class time reconsidered: Motivating student participation and engagement. Presented at Georgetown University, Washington, DC.
- Bruff, D. (2010, December). Teaching with clickers: Using classroom response systems for engagement and assessment. Presented at the 115th Southern Association of Colleges and Schools (SACS)



Derek Bruff presenting at Georgetown University

Invited Presentations

- Bandy, J. (2010, October). Introduction to Matthew Hindman, "Building Community in the 21st Century" Presented at the Tennessee Festival of Books, Nashville, TN.
- Bruff, D. (2011, June). The Wisdom of crowds: Clickers, crowdsourcing, and educational technology. Presented at the 2011 Clickers Conference, Houston, TX.
- Bruff, D. (2011, April). Connecting with participatory culture: Clickers and deep learning. Presented at the Turning Technologies Users Conference, Nashville, TN.
- Bruff, D. (2011, February). Teaching with clickers for deep learning. Presented at the University of Maryland-Baltimore County, Baltimore, MD.
- Bruff, D. (2011, February). Connecting with participatory culture: Clickers and deep learning. Presented at Georgetown University,

- Commission on Colleges Annual Meeting, Louisville, KY.
- Bruff, D. (2010, November). Clickers and backchannel: Engaging students with classroom response systems. Presented at the 30th Lilly Conference on College Teaching, Miami, OH.
- Bruff, D. (2010, November). Motivating engagement and learning using classroom response systems. Presented virtually at the 3rd Engaging Students Through In-Class Technologies (ESTICT) Conference, Bath, England.
- Bruff, D. (2010, October). Connecting with participatory culture: Clickers and deep learning. Presented at the Turning Technology Users Conference, Cambridge, MA.
- Bruff, D. (2010, August). Teaching mathematics with classroom response systems. Presented at the Muskegon Community College Math and Technology Workshop, Muskegon, MI.

Consultation Services



The CFT conducted **513 consultations** in 2010-11 for **356 unique individuals**

180 faculty or staff (including **113** tenure-line faculty)

152 grad students and postdocs (59% of which were part of the Teaching Certificate program)

24 external clients including individuals from: Duke University, Franklin College, Howard University Graduate School, Seattle University, The Johns Hopkins University, University of Colorado at Boulder, University of Louisville, University of Pennsylvania, University of Massachusetts Amherst, University of Texas at Austin, and the Halton District School Board.

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.

The Center for Teaching staff conducted 513 consultations with 356 unique individuals during the period of June 2010—May 2011. In four years, the CFT has nearly doubled both total consultations and unique individuals. The chart below provides an overview of total consultations provided over the past four years.

Center for Teaching consultants met with individuals from each of the nine schools, directly impacting over **75** departments, programs, centers, and schools.

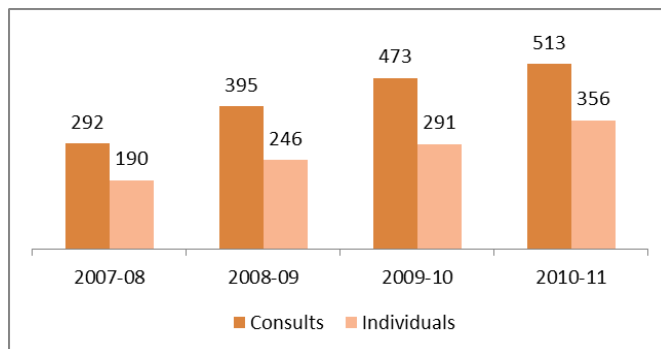
Additionally, twenty-four consultations were conducted with external colleagues.

The CFT 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 to the far right represent how many consultations of each type were conducted this year. The CFT's **most popular consultation services** were:

- Professional development consultations (94 total, about two-thirds of which were Teaching Certificate related),
- General consultations (83 total, 63% of which were with faculty clients),
- Departmental consultations (58), and
- Small group analyses (51 total, 77% of which were with faculty clients).

Faculty Participation

Of the 513 consultations conducted this past year, 280 consultations, or 55%, were held with 180 unique individuals from the



Total Consultations

Vanderbilt faculty community, including 113 tenure-line faculty. Of the faculty who consulted with us, 37 instances held the rank of professor, 24 associate professor, and 96 assistant professor. Thirty-six held the rank of either Senior Lecturer, Lecturer, Instructor, or Adjunct Instructor.

Among the most popular types of consultations requested by faculty were those related to general teaching issues (35), small group analyses (32), and using technology in the classroom (19).

Graduate Student and Post-Doc Participation

Graduate students and post-doctoral fellows represented 34%, or 176 instances, of the Center's consultation clients this year. Among the most popular types of consultations requested by this constituency were those related to professional development (65), classroom observations (20), and general teaching issues (29).

CONSULTATIONS BY TYPE

94

Professional Development

The CFT consults on various aspects of professional growth, including the preparation of teaching portfolios.

83

General Teaching Issues

The CFT consults on a wide range of dimensions of the instructional process, as identified by clients.

58

Departmental Consultations

The CFT works with departments to discuss departmental or school issues. CFT consultants also provide invited presentations for a department or school.

51

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

35

Technology

The CFT works with instructors to explore potential technologies to support student learning.

32

Teaching Observation

A Center consultant visits any Vanderbilt teaching setting to observe instructional practices, and then meets with the instructor.

32

Digital Video

Instructors arrange for the Center to create a digital video of any teaching session, and then view the DVD with a CFT consultant.

24

Syllabus & Course Design

Instructors 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.

12

Student Evaluations

A CFT consultant helps instructors interpret both the numerical ratings and the comments on student evaluations.

5

Service Learning

Instructors or units on campus consult with the CFT on plans for implementing service learning in a course or more broadly at Vanderbilt.

4

Grants

Principal investigators consult with the CFT about educational components involved in grant proposals.

Vanderbilt Schools & Centers served in 2010-11

College of Arts & Science

Blair School of Music

Divinity School

Law School

Owen Graduate School of Management

Academic Affairs Office

Biomedical Research Education and Training (BRET)

Bishop Johnson Black Cultural Center

Blair Library

Career Center

Center for Advanced Practice Nursing and Allied Health

Center for Experiential Learning & Assessment (CELA)

Center for Medicine, Health & Society

Dean of Students

Dean's Office, Peabody College

Dean's Office, School of Engineering

English Language Center

Peabody College of Education and Human Development

School of Engineering

School of Medicine

School of Nursing

General Counsel Office

Ingram Scholarship Program

Margaret Cuninggim Women's Center

Medical Education & Administration

Medical Student Affairs

Office of Active Citizenship and Service

Sarratt Student Center

Sustainability and Environmental Management Office

Undergraduate Medical Education

Vanderbilt Center for Better Health

Vanderbilt Student Government

VMG Administration

Junior Faculty Teaching Fellows



2010-11 JFTFs: (left to right) Assistant Director Joe Bandy, Shaul Kelner, Jinah Kim, Sean Polyn, Lijun Song, Vice Provost Tim McNamara, Kimberly Bess, Chris Bennett, and Director Allison Pingree. Not pictured: Phillip Ackerman-Lieberman and Haoxiang Luo.

“ My students clearly benefited from things I learned as a JFTF, as shown in their course evaluations. I got more than 4 points for several important criteria such as effectiveness of the instructor in communication, helpfulness, effectiveness in stimulating their interest, and overall rating of the instructor. ”

- 2011 Junior Faculty Teaching Fellow

The JFTF program, launched this year, represents a substantial step in the evolution of a supportive culture of teaching at Vanderbilt. The JFTF program organizes the benefits of the CFT's existing services into a coherent set of learning experiences for a group of eight junior faculty each year. This has the function of enabling its participants to have more extensive reflection on their teaching with CFT staff, and to enjoy a purposeful learning community of faculty colleagues at Vanderbilt, both senior and junior.

Supporting these faculty members is a high priority for the institution and the CFT thus makes strategic use of its strengths to aid in this effort. These faculty, provided they obtain tenure, will typically have long careers at Vanderbilt and impact the quality of education here in a variety of ways - whether it be as directors of undergraduate studies, department chairs,

or principle investigators on grants with educational components, just to name three. Greater teaching support for junior faculty will assist in their professional development towards tenure and promotion, and it will help Vanderbilt foster a collegial community of teachers and scholars, hopefully aiding faculty satisfaction and retention as well. The JFTF program involves several interrelated activities:

Course Design— Half of the group completed a course design sequence in the fall (for courses to be taught in the spring), and the other half in the spring (for courses to be taught the following year). These groups provide JFTFs with tools and feedback from their peers and from CFT senior staff as they design (or redesign) future courses. These cohorts were facilitated by Joe Bandy.

Participants indicated that their primary reason(s) for applying to the JFTF program were to: (1) learn new pedagogies, (2) prepare for tenure, (3) develop new methods of assessing student learning, (4) write a syllabus and receive feedback, and (5) assess teaching effectiveness.

At the program's end, participants reported that these skills were most improved on as a result of participation:

- Lecturing techniques
- Writing a course syllabus
- Developing a teaching philosophy
- Student engagement techniques
- Methods of assessing student learning
- Use of instructional technologies
- Knowledge of different pedagogies



The Vanderbilt View featured the program and Phillip Ackerman-Lieberman (pictured above) in an [article](#) in April 2011.

“Through the process of sharing about my own work and learning about the work of my colleagues, tacit aspects of my teaching philosophy became clearer to me.”

- 2011 Junior Faculty Teaching Fellow

Individual Consultations – Fellows also met individually with CFT teaching consultants at least twice each semester. The first consultation provided an opportunity for the Fellow and consultant to design a customized development plan. Consultations that followed included a variety of the CFT's standard consultation types including small group analyses and classroom observations. Of all of the aspects of the program, participants rated the one-on-one consultations the most useful giving this aspect a 5 out of 5 rating.

Teaching Visits – In both semesters, the CFT recruited senior faculty members to host visits in which the fellows observed the host's class, and then meets with the host afterwards to discuss the host's teaching choices. This activity was the second highest rated (4.67 out of 5) by the participants.

Dinner Discussions – Fellows met over dinner

twice a semester. These meetings were facilitated by CFT senior staff, and included accomplished senior faculty members as guests.

May Meeting – At the end of the year, the Fellows participated in a final meeting designed to help them reflect on their growth as teachers over the year, share their completed course designs for future courses, and write documents reflecting on their development as teachers during the year for inclusion in their future tenure dossiers.

Teaching Visits

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, fifteen opportunities were developed for tenure-track junior faculty.

2010-2011 Faculty Hosts included:

Brooke Ackerly, Political Science
Vanessa Beasley, Communication Studies
Michael Bess, History
Stephen Buckles, Economics
Bonnie Dow, Communication Studies
Mark Ellingham, Mathematics
Katherine Friedman, Biological Sciences
Malcolm Getz, Economics
Larry Isaac, Sociology
Jim Lovensheimer, Music History
Molly Miller, Earth Sciences
Ifeoma Nwankwo, English
Cynthia Paschal, Biomedical Engineering
Jim Patton, Biological Sciences
David Weintraub, Astrophysics

Teaching Certificate Program



2010-11 Teaching Certificate Recipients. (left to right) Dennis Hall, Allison Pingree, Gretchen Selcke, Jennifer Retherford, Chetan Patil, Elizabeth Vargis, Kelly Whitcomb, Joseph Conrad, Jeremy Federman, Richard McCarty, Elizabeth Weber, Shawn Mosher, Kate O'Doherty, Jennifer Samson, and Jim Wilburn. Not Pictured: Ayla Pamukchu and Hang Wang.

“ The Teaching Certificate Program has helped me gain confidence in a classroom setting, clearly articulate my teaching strategies ... and professionalize myself as an instructor. ”

- Gretchen Selcke

Dennis Hall, Vice Provost for Research and Dean of the Graduate School, presented certificates to Elizabeth Vargis (pictured above) and the other recipients at the Celebration of Teaching in May. The 2011 teaching



certificate recipients are:

Joseph Conrad, Microbiology and Immunology

Jeremy Federman, Hearing and Speech Pathology

Shawn Mosher, History

Kate O'Doherty, Psychology and Human Development

Ayla Pamukchu, Earth and Environmental Science

Chetan Patil, Biomedical Engineering

Jennifer Retherford, Civil Engineering

Jennifer Samson, Psychology and Human Development

Gretchen Selcke, Spanish and Portuguese

Elizabeth Vargis, Biomedical Engineering

Hang Wang, Mathematics

Elizabeth Weber, German and Slavic Languages

Kelly Whitcomb, Graduate Department of Religion

James Wilburn, Leadership, Policy and Organizations

The Teaching Certificate program is designed to help graduate students deepen their exploration into teaching and learning by having the opportunity to:

- approach teaching as an evidence-based and theory-framed endeavor;
- uncover their own private theories of teaching and learning and reconcile them with what learning theory and other education research tells us about teaching and learning;
- view teaching as a community endeavor, much as research is viewed as a community endeavor, and not a private process of trial and error.

In 2010-2011, there were **56** new applicants to the Program (27 in the Fall, and 29 in Spring). Participants complete three cycles of the program; each with a different focus that leads the participants through inquiry, experimentation and reflection. These cycles, and the participation in them during 2010-11, are described below.

Fall 2010

Cycle 1: 18 active
 Cycle 2: 7 active
 Cycle 3: 4 active

Spring 2011

Cycle 1: 23 active
 Cycle 2: 34 active
 Cycle 3: 17 active



Joseph Conrad at the SoTL Symposium.

SoTL Symposium Connects Research with Teaching

In April 2011, the CFT held a **Scholarship of Teaching and Learning Symposium** that offered a unique, interactive format that gave attendees practical knowledge for developing, analyzing, applying, and sharing scholarship of teaching and learning (SoTL) work.

Brought together to connect, exchange ideas and strengthen the research community in teaching and learning at Vanderbilt, the 26 attendees from five schools and 15 departments spent an hour engaged in 'speed dating'-style roundtable discussions with seven presenters who are participants in the Teaching Certificate Program.

Cycle One: Building a Teaching Foundation

The purpose of this cycle is to build a strong foundation of understanding and practice in basic teaching practices. During the cycle, participants will focus on one or more teaching practices to develop and/or refine.

Inquiry Participants attend one or more teaching workshops focusing on their chosen teaching practices.

Experimentation Participants then experiment with ideas encountered in the workshops through a classroom observation sequence in which a CFT consultant observes the participant teach.

Reflection After a post-observation discussion with the CFT consultant, participants write a summary of their experience in this cycle.

Cycle Two: Putting Pedagogical Theory into Practice

During the second cycle, participants directly engage the literature on teaching and learning in higher education.

Inquiry Participants explore the established literature on teaching and learning in higher education either on their own or in a CFT Reading Group.

Experimentation Participants then experiment with ideas encountered in the literature through a classroom observation sequence in which a CFT consultant observes the participant teach or conduct a workshop on teaching in their department.

Reflection After a post-observation discussion with the CFT consultant, participants write a summary of their experience in this cycle.

Cycle Three: The Scholarship of Teaching and Learning

In the third cycle, participants design and implement a scholarly project on student learning, joining a Scholarship of Teaching and Learning Working Group for this purpose. The goal is for participants to reflect on their own teaching by analyzing evidence of student learning.

Inquiry Participants draft a project proposal describing the goals or questions they have identified for their project and detailing the teaching and assessment activities planned to address those goals or questions.

Experimentation Participants conduct the teaching and assessment activities detailed in their project proposal.

Reflection Participants then analyze the evidence of student learning gathered during the Experimentation phase and share their project in a public setting.

Workshops & Events



(left to right) Panelists Jim Lovensheimer, Pearl Sims, Cherrie Clark, and facilitator Derek Bruff at the Wireless in the Classroom Conversation on Teaching

The CFT hosted **26 events** in 2010-11 for **277 unique individuals**.

51% (142) of workshop attendees also received at least one consultation service

13% (36) also participated in the Teaching Certificate Program

During the 2010-11 academic year, the Center for Teaching hosted **26** events (teaching workshops, conversation on teaching, and virtual brownbags) with **386** instances of participation from **277** unique individuals. This year's event attendance is the higher than any other year, including the previous two years which had 306 and 259 instances of attendance, respectively.

During the fall semester, **192** total attendees were at **14** sessions. During the spring semester, **194** total attendees were at **12** sessions. The overall average attendance at workshops was **14.94**, which is also an increase over previous years (11.8 in 2009-10 and 12.9 in 2008-09). The chart to the left displays attendance at CFT events for the past three academic years.

This year the Center worked with 24 workshop panelists who represented Blair, A&S, Law, Peabody, Engineering, Nursing,

“ I most valued hearing about the strategies and steps other professors had taken to improve their teaching. It was also helpful just to devote an hour and a half to discussing teaching with my colleagues. ”

- 2011 workshop participant

and University Central. Fall 2010 Panelists included: Cherrie Clark, Jay Clayton, Beth Conklin, Kenneth Debelak, Bonnie Dow, Andrea George, Matt Hall, Margaret Kennedy, Jim Lovensheimer, Melanie Moran, Jamie Pope, Jonathan Rattner, Kenneth Schriver, Pearl Sims, Michelle Sulikowski, Lacy Tite, and Michael Vandenberg.

Spring 2011 Panelists included: Steven Baskauf, David Furbish, Roger Moore, and

Fall 2010

Programs & Attendance

Discussion Leading (25)
Getting Ready for Review (23)
Lecturing (23)
Motivating Students (12)
Tell Your Story Now...Digitally! (5)
Writing a Teaching Statement (20)
Crafting a Professional Digital Identity (11)
Digital Storytelling: An Ancient Art Finds a New Age (9)
Grading with Rigor (14)
Sustainability in the Classroom: Ecological Footprints (9)
Wireless in the Classroom: Is a Ban on Student Laptop Use (25)
Wireless in the Classroom: Strategies for Leveraging (8)
Tools for Creating a Back Channel in Your Classroom (2)
Tools for Grading: Rubrics and Spreadsheets (6)

Spring 2011

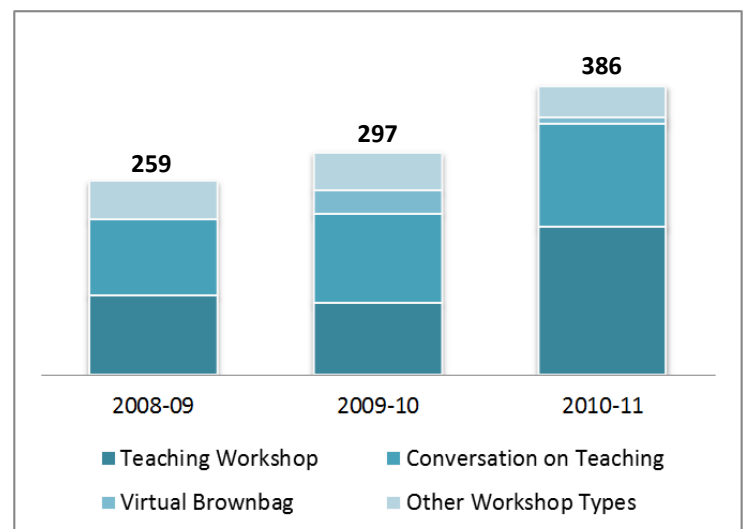
Programs & Attendance

Preventing Plagiarism and Teaching about Academic Discourse (12)
Student Expectations: Freedom & Responsibility (15)
Student Expectations: Grades and Goals (12)
Teaching Outside the Classroom (10)
Difficult Dialogues (18)
Interactive Lectures (37)
Leveraging Diversity (18)
Service Learning (8)
Course & Syllabus Design (9)
Liaison Workshop for the Career Center: Interactive Presentations (16)
Liaison Workshop for Nursing: Preventing Plagiarism (26)

Andrew Van Schaack. Two events were co-sponsored one by the A&S Undergraduate Writing Program and the other by Center for the Integration of Research, Teaching, & Learning (CIRTL).

Graduate students and post-docs continue to be the largest group of event participants, representing 46% (129) of all attendees. The next largest group, representing 38% of all attendees, are faculty members at VU.

The attendees of CFT workshops were asked to provide feedback on their experience via an online survey; 116 (72%) completed the survey in Fall 2010 and 148 (76%) in Spring 2011. Respondents were asked to rate their agreement with statements such as "This workshop helped me think about my teaching and/or my students' learning in new ways" to which 88% of respondents either agreed or strongly agreed. Additionally, 79% of survey respondents in the fall and spring combined strongly agreed or agreed that they would be likely to share something learned at a CFT workshop with a colleague.



Attendance at a CFT Workshop by year and event type

“I liked the experimental quality of the session; I've actually already shared some of the information with a colleague this morning, and I think both of us will use some of the resources we covered in the workshop. Also, I thought it was neat to see how some of the literature studied in my field can be used in the context of developing teaching strategies.”

- 2011 workshop participant

“ I was impressed with the emphasis on teaching and pedagogy at Vanderbilt. It gave me some sense of the students before actually entering the classroom. I also appreciated hearing about the services of the CFT. ”

- 2011 TaV participant



The Office of the Provost and the Center for Teaching hosted “Teaching at Vanderbilt,” an orientation for junior and senior faculty new to Vanderbilt, from 3 to 5 p.m. on Monday, August 16th, 2010, at the CFT. The event featured opening remarks by Provost Richard McCarty, an introduction to the CFT by Allison Pingree, and two concurrent sessions featuring three short workshops each:

Documenting and Evaluating Teaching Effectiveness at Vanderbilt – facilitated by Tim McNamara (Vice Provost for Faculty) and Allison Pingree

Getting to Know VU Undergrads – facilitated by Richard Ianelli (VIRG)

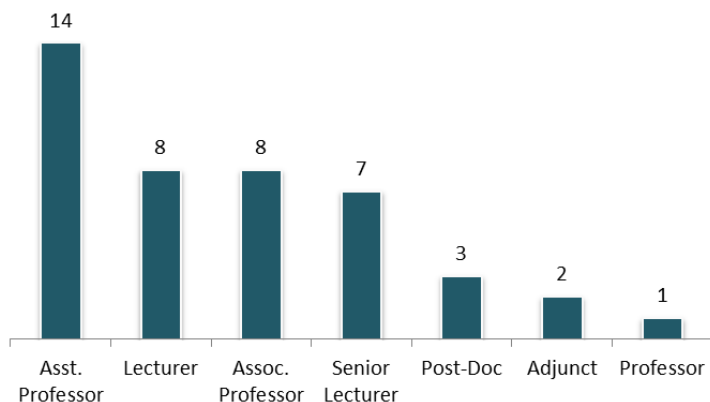
Reflections from Faculty Teaching Award Winners – panelists included Claire King (Communication Studies), Virginia Scott (French), Malcolm Getz (Economics), and Terry Page (Biological Sciences)

An academic resource fair and reception followed these concurrent sessions. Units represented at the resource fair include:

- A&S Pre-Major Academic Advising Resource Center (CASPAR)
- Central Library
- English Language Center
- Online Access to Knowledge (OAK)
- Rand Bookstore
- Stratton Foster Academic Center for Student Athletes
- Tutoring Services
- Undergraduate Honor Council
- Vanderbilt International Office
- Writing Studio

Additionally, CFT staff were available for teaching consultations throughout the following week, and a series of hands-on workshops addressing a variety of teaching topics (syllabus design, grading, and PowerPoint design) were offered.

44 new faculty members attended TaV



50% of attendees who held the rank of Assistant Professor returned to the CFT during 2010-11 for a consultation or to attend a workshop. **25%** of *all* attendees returned to the CFT during 2010-11.



“ I now have a better understanding of my own teaching philosophy. Before attending GradSTEP, I hadn't really given it much thought, but after sitting in on the panel and the other sessions, I was able to more clearly develop and articulate what characteristics I find important in a great teacher. ”

- 2011 GradSTEP participant

GradSTEP Faculty Panel

“Why Does Teaching Matter?” was a 1-hour panel discussion during which junior faculty members reflected on the shapes of success in contemporary higher education, focusing on the role that teaching has played in their journeys. GradSTEP 2011's panel featured:

Leigh Wadsworth, Lecturer, Department of Psychology and Human Development

Jennifer Holt, Director, Vanderbilt Writing Studio

Guilherme Gualda, Assistant Professor, Department of Earth & Environmental Sciences

“The panel was incredibly helpful. I thought the CFT did a great job in bringing in 3 persons from completely different backgrounds, in different fields, and with completely different approaches to teaching. I liked that the positions were also different; it reminded me that not all teaching positions are the same!”

- GradSTEP Panel Attendee



GradSTEP (Graduate Student Teaching Event for Professional Development) provides several workshops and discussions on teaching, learning, and professional development issues across the disciplines.

GradSTEP 2011, held on Saturday, January 22, 2011, in Wilson Hall, explored the many dimensions of teaching.

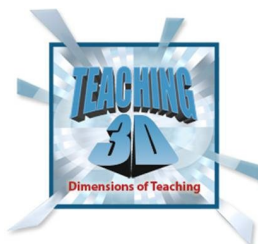
Graduate and professional students and post-docs from across campus joined members of the Center for Teaching staff for an array of workshops and a faculty panel.

Attendance at the event reached the highest number of registrants and attendees to date: **207** registered and **131** attended.

Following GradSTEP 2011, an anonymous online survey was sent to the 131 participants; 79 responded (60%). When asked to select one reason that best described why they chose to attend GradSTEP,

62 respondents chose one of these three choices: “Becoming a more reflective and intentional teacher” (28%), “Developing proficiency in effective instructional methods” (27%), and “Improving my ability to obtain and thrive in a faculty or other academic job” (25%).

Based on the reason they indicated for attending, **91%** of the respondents either agreed or strongly agreed that GradSTEP 2011 met their expectations.



Teaching Assistant Orientation



Participants in 2010 reported that the event eased their concerns and improved their overall teaching confidence. The event addressed the various roles and relationships involved in acting as a TA at Vanderbilt, including the relationships TAs have with their faculty supervisors and with their students. Participants learned strategies for clarifying expectations about these roles and relationships, and for navigating them successfully. Participants also experienced various teaching strategies that are relevant to their disciplines and to the types of teaching that are part of their TA duties.

The CFT's Teaching Assistant Orientation (TAO) is a two-day event held the week before classes begin each fall

263 new teaching assistants attended TAO.

83% of participants agreed or strongly agreed with the statement: **"I now have a better sense about how to succeed as a TA at Vanderbilt."**

designed to prepare new TAs for the various duties they will have while teaching at Vanderbilt. Since almost all new TAs at Vanderbilt participate in the event, TAO provides the CFT with an opportunity to have a positive impact on the teaching mission of the university on a large scale. It also serves as a chance for the CFT to begin relationships with graduate students, helping them to understand the ways in which the CFT can support their teaching efforts throughout their Vanderbilt careers and to value the role of teaching in their professional lives.

"The practice teaching is overall very effective. I had one very experienced TA who did a student-centered, engaging lesson that really impressed me."

- 2011 TAO participant

TAO Disciplinary Focus Sessions were designed and facilitated by 14 graduate students (listed to the right) from across Vanderbilt, employed and trained by the CFT to work with new TAs.

In addition to the 14 TAO leaders, 21 graduate students 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. 2010 Practice Teaching Leaders included: Chris Asplund, Robert Brucker, Mary Butterfield, Susan Carter, Natalie Cisneros, Angela Cowser, Chase Cox, Justin Fitzpatrick, Justin Gregory, Chris Gulka, Steve Harrison, Dustin House, Arun Krishnan, Danielle Kurin, Ralf Mueller, Kelly Puzio, Jessica Riviere, Josh Swartz, Srikanth Srinivasan, Jennell Talley, Kerri Tobin, and Elizabeth Vargis.

International Teaching Assistant Program

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.



In 2010, for the second year, the CFT offered ITAO - an online orientation to new international graduate students who plan to serve as teaching assistants while at Vanderbilt. The online orientation provides an overview of teaching at Vanderbilt, expectations of the American classroom. **Sixty-one (88%)** of ITAs identified by their departments participated in this orientation in August 2010.

ITAP staff members, in collaboration with departmental representatives, evaluate ITAs' teaching and language skills as they enter Vanderbilt and suggest an appropriate plan for language improvement. These evaluations were held in August, December and April; in 2010-11, a total of **101** evaluations were performed.

The Teaching Practicum is a semester-long course that presents ITAs a variety of practical means for improving their teaching. A combination of teaching workshops, classroom observations, interviews with undergraduates, and practice teaching gives ITAs the opportunity to learn more about teaching in the American classroom. In 2010-11, **15** ITAs participated in the Teaching Practicum.

Teaching Assistant Orientation Facilitators

TAO session leaders participated in a two-week training experience prior to TAO. Below is a list of the 2010 facilitators and the list of departments they worked with during TAO.

Facilitator	Disciplines
Robin Bairley	Biological Sciences; Neuroscience; Biomedical Informatics
Lily Claiborne	Civil & Environmental Engineering; Earth & Environmental Sciences; Mechanical Engineering
Jennifer DeBoer	Electrical Engineering & Computer Science
Saurav Dhital	Materials Science; Physics & Astronomy
Maida Finch	Human & Organizational Development; Leadership, Policy & Organizations; Special Education; Teaching & Learning
Leanna Fuller	Graduate Department of Religion
Leslie Hiatt	Chemistry
John Morrell	Biomedical Engineering; Chemical & Biomolecular Engineering
Kate O'Doherty	Psychology (A&S); Psychology & Human Development (Peabody)
Blaine Smith	History; Owen; Political Science
Katie Taylor	Economics; Mathematics
Jane Wanninger	English; Philosophy
Elizabeth Weber	Classical Studies; French & Italian; German & Slavic; Spanish & Portuguese
Manya Whitaker	Anthropology; Medicine, Health & Society; Sociology

VANDERBILT

CENTER for
TEACHING

25th

Anniversary
1986 ■ 2011

Join us as we celebrate 25 years.

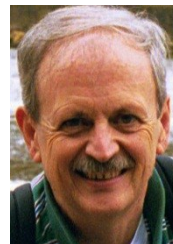
Thursday, September 8 & 9, 2011

SAVE THE
DATE!

Join us this fall to celebrate 25 years of the Vanderbilt Center for Teaching's commitment to excellence in teaching and learning. Anniversary events will begin at 4:00 pm on Thursday, September 8th,

featuring welcoming remarks from Vanderbilt Chancellor Nicholas Zeppos and a keynote presentation by Ken Bain, followed by a reception.

On Friday, September 9th, the Center will sponsor a symposium exploring the landscape of teaching and learning in higher education across the country, as well as innovative and exemplary models in place at Vanderbilt. A roundtable lunch discussion with Bain and selected Vanderbilt faculty, focusing on strategies and research-



based implications for the future, will conclude the symposium.

Ken Bain is Vice Provost for University Learning and Teaching and Professor of History at Montclair University. As the principal investigator of a 15-year study, he wrote *What the Best College Teachers Do* (Harvard University Press, 2004), an award-winning volume now

translated into 10 languages. He was the Founding Director of the Vanderbilt Center for Teaching, and then established three other major teaching and learning centers: the Searle Center for Teaching Excellence at Northwestern University, the Center for Teaching Excellence at New York University, and the Research Academy for University Learning at Montclair.