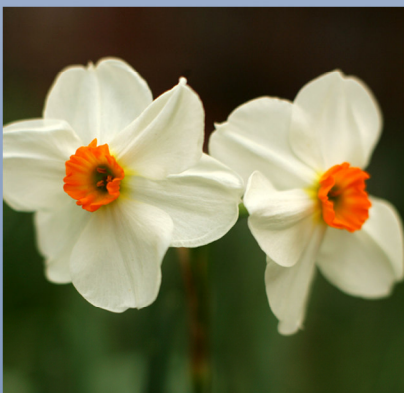




Center *for* Teaching



Annual Report
June 1, 2008 - May 31, 2009





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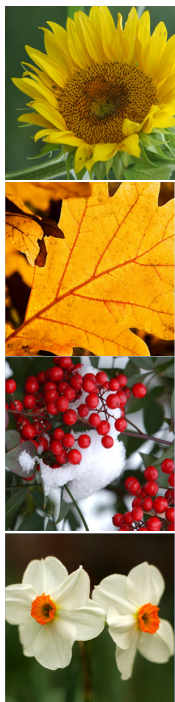
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*Teaching and learning—
 inquiry,
 experimentation,
 reflection.*



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

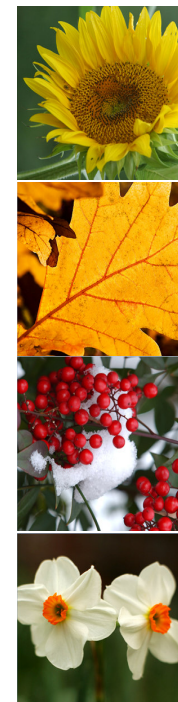
The Center for Teaching shares Vanderbilt University's commitment to excellence in research, teaching & learning, and service. We honor this commitment by promoting teaching and learning as forms of scholarly practice—that is, as ongoing and collaborative processes of inquiry, experimentation, and reflection.

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.

Director	Allison Pingree
Assistant Directors	Patricia Armstrong (<i>through June 2009</i>) Katharine Baker Derek Bruff
Educational Technologist	Rhett McDaniel
Program Coordinator	Melissa Krasnove
Administrative Assistants	Melissa Penix Julie Shadburne
Graduate Teaching Fellows 2008-2009	Patrick Ahern, <i>Philosophy</i> Maria Ebner, <i>German Literature</i> Erin Rehel, <i>Sociology</i> Juan Rojas, <i>Computer Science</i>
Student Assistants 2008-2009	David Hall, <i>Biological Sciences</i> John Hall, <i>Biomedical Engineering</i> Rachel Lisotta, <i>English & Political Science</i> Elisabeth Mendez, <i>Religious Studies & Sociology</i> Rebecca Ojeda, <i>Economics & English</i> Jasmine Wilson, <i>Medicine, Health & Society</i> Joey Zhao, <i>Economics</i>



Instances of Participation in Programs

861

Total Orientation Participants 348

- ITA Orientation 70
- Teaching Assistant Orientation 219
- Teaching at Vanderbilt 59

Total Workshop/Conference Participants 302

- Teaching Workshops 113
- Conversations on Teaching 101
- Junior Faculty Workshops 22
(Includes JFTS and spring Life on the Tenure Track sessions facilitated by CFT)
- GradSTEP 66

Total ITA Program* 162

- Teaching Practicum 31
- August Language Evaluations 56
- December Language Evaluations 47
- April Language Evaluations 28

**Only includes participants in CFT run programs.*

Total Active* in Teaching Certificate 49

- College of Arts & Science 18
- Divinity School 5
- Peabody College 3
- School of Engineering 5
- School of Medicine 18

**Active = Those who participated in some aspect of the program in 2008/09 or those who self-identified as still interested in completing the program, even if they did not make forward progress with completing the certificate this academic year.*

Instances of Participation in Consultations

394

- Graduate and Professional Students 173
- Faculty 166
- Post-docs 18
- Staff 22
- External 15

Total Visits to Electronic Resources

101,056

Website

- Total Visits 97,849
- Unique Visitors 72,554

Podcasts

- Episodes Released 12
- Site Visits 3207

Highlights in 2008—2009

This section showcases highlights from the Center’s year of activities. More information on these areas here can be found elsewhere in this report, as well as on our website at www.vanderbilt.edu/cft.



Rhett McDaniel
CFT Educational
Technologist

New Frontiers in Educational Technology

In January, the Center welcomed Rhett McDaniel as our new Educational Technologist. Rhett worked for over ten years as a Senior Instructional Technology Consultant and then as Director of Instructional Technology at the Center for Teaching and Learning at Indiana University-Purdue University Indianapolis, and more recently as the Learning Systems Manager at the Learning Center (VU Medical Center). He’s also an accomplished songwriter and musician, and so feels right at home in Nashville! This position will help us and our clients take advantage of a broad range of technologies to enhance teaching and learning: classroom response systems, wikis and blogs, tablet PCs, webinars, simulations, etc. More about educational technology resources is at www.vanderbilt.edu/cft/technology.htm.



New Space for Experimentation and Reflection

On July 30, 2008, the Center moved from its home at Calhoun Hall to 1114 19th Avenue, after extensive renovations to the third floor of the former Bill Wilkerson Center. The new space features a large, open workshop area with mobile walls and furniture that can be configured in a variety of formats, from large plenary gatherings to small group clusters; advanced technologies designed for university teaching and learning, such as classroom collaboration software, a tablet PC, digital cameras and audio recorders, projection systems, a SMARTboard, and classroom response systems; and an expanded library and reading room, including a coffee bar, comfortable seating, and wireless internet access.

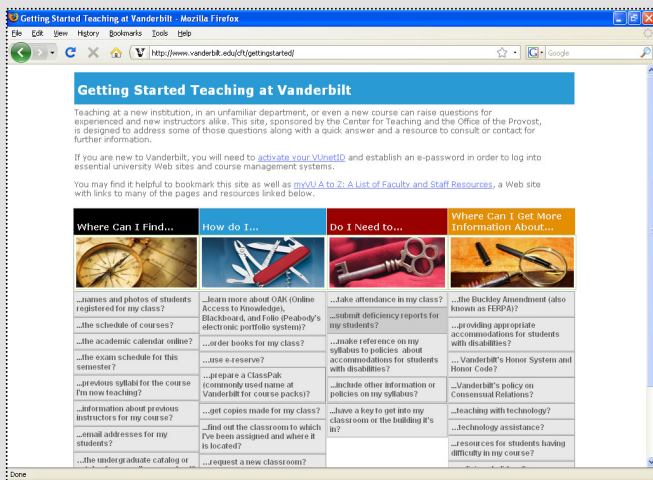


Photos of the workshop space at 1114 19th Avenue South before, during, and after renovation.

The Center invited the entire campus to celebrate and get to know the new location at an Open House in September 2008. And the Center has made good use of the new space by hosting over 40 workshops, seminars and discussion groups, as well as the new faculty orientations and the Celebration of Teaching, in addition to internal training and development meetings.

As an experimental pilot program, Professor of Religious Studies Daniel Patte taught his course on “Pauline Interpretation of Christianity: Romans” in the Center’s workshop space. His

New Website helps faculty with Getting Started Teaching at Vanderbilt



In response to suggestions from recently-new faculty, we created a virtual information hub addressing frequently-asked questions on teaching at Vanderbilt, such as “How do I order books for my class?”, “Do I need to submit deficiency reports for my students?”, or “Where can I find e-mail addresses for my students?” This site, co-sponsored by the Office of the Provost, is designed to address questions with a quick answer and resources to consult or contact for further information.

experience teaching the course, in which more than 30 graduate and undergraduate students were enrolled, was highlighted in the December 2008 issue of *the Vanderbilt View*. In reflecting on his experience, Professor Patte said: "Every time I teach this course it's different, because the students are different...The possibility of moving back and forth between plenary session and group discussions offered by this marvelous teaching setting is ideal for these pedagogical goals."



Professor Daniel Patte teaches his course "Pauline Interpretation of Christianity: Romans" in the Center's new workshop space. This experimental classroom boasts mobile furniture and advanced educational technologies.

Focus on Junior Faculty Development

The Center devoted particular attention to supporting and sustaining faculty on the tenure track this year, and this report emphasizes that focus in various sections. The Center hosted a series of workshops, consultations, podcasts, and social events; in addition, in partnership with the Provost's office and the Program in Career Development (A&S), we developed "Life on the Tenure Track," a professional development series of workshops designed to help tenure track faculty develop and thrive as researchers, scholars, teachers, and citizens of the university. Topics included making use of student course evaluations, grants, course design, and managing one's professional persona online.



Provost and Vice Chancellor for Academic Affairs Richard McCarty helps celebrates the Center for Teaching's new home at 1114 19th Avenue South by providing remarks at the Center for Teaching Open House on September 9, 2008.

The TA Experience at Vanderbilt

In partnership with the Vanderbilt Institutional Research Group and the Graduate Development Network, the CFT is exploring graduate students' experiences serving as Teaching Assistants at



Gladys Robalino works with undergraduate students enrolled in her course while serving as a Teaching Assistant for the Department of Spanish and Portuguese.

Vanderbilt. Using data from focus groups and surveys of current teaching assistants, interviews with Directors of Graduate Studies and existing data from the Vanderbilt Institutional Research Group, this project aims to understand recent experiences of teaching assistants and proffer recommendations to enhance the experience for teaching assistants and the departments and students they serve. The end result of this effort will be a report summarizing TA roles, responsibilities, and assignment timing; attitudes and perceptions about the teaching assistant role from the perspective of key stake holders such as graduate students and Directors of Graduate Studies; existing support structures, common challenges, current state assessment with a comparative identification of strengths and areas of concern for teaching assistants; and general recommendations.



CFT Assistant Director Kat Baker is researching the benefits of contemplative practice for teaching and learning.

Contemplative Pedagogy

In partnership with senior faculty and staff from the Law School, Medical School, Divinity School, the Center for Integrative Health, and Peabody, and led by Assistant Director Kat Baker, the Center convened a faculty working group on "contemplative pedagogy." The group follows the lead of programs at universities across the country, such as Brown University, in considering contemplation as a form of inquiry that fosters deep learning, focused attention and increased self-awareness. Meeting monthly for the past year, the group engages in contemplative practice, shares teaching strategies and experiences, researches the state of the field, and pursues initiatives such as applying for grants and developing courses.

Teaching Gender & Sexuality

In May, Associate Professor of Philosophy José Medina and the Center for Teaching offered a week-long seminar on “The Ethics and Pedagogy of Gender and Sexuality.” Drawing on a foundation built by the former Center for Ethics, this seminar was a forum for exploring the ethics of sexuality and gender in relation to college/university teaching, and discussed the teaching of gender and sexuality from a variety of theoretical and disciplinary perspectives.

The seminar was designed to enable participants to increase theoretical sophistication on ethical issues in relation to gender and sexuality; explore multidisciplinary approaches to these issues; and create individual projects that develop pedagogical and practical resources in relation to these topics. Fourteen

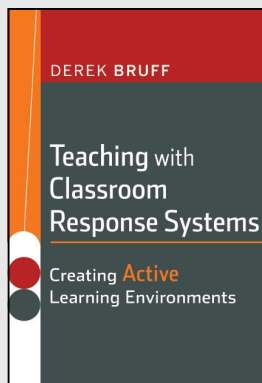
graduate students participated, from the following departments: English; French & Italian; History; Leadership, Policy & Organizations; Philosophy; Religion; Sociology; and Spanish & Portuguese. The seminar featured five morning plenary sessions led by interdisciplinary teams of Vanderbilt faculty working on a range of gender and sexuality issues; the faculty included Brooke Ackerly (Political Science), Ellen Armour (Divinity), Kat Baker (Center for Teaching), Laura Carpenter (Sociology), Katherine Crawford (History), José Medina (Philosophy), Allison Pingree (Center for Teaching), and Hortense Spillers (English). In the afternoons, participants worked in small groups to relate the readings, presentations, and discussions of the plenary sessions to their particular interests, and to develop their own projects which were shared at the end of the week; many of these also will be posted via websites to a broader public.



Members of the May 2009 seminar “The Ethics and Pedagogy of Gender and Sexuality” gather for a reunion. Pictured are (l-r) Sarah Tyson, José Medina, Jane Wanninger, Kat Baker, Allison Pingree, and Andrew Moe.

Teaching with Classroom Response Systems

Assistant Director Derek Bruff's book *Teaching with Classroom Response Systems: Creating Active Learning Environments* was published in February by Jossey-Bass. Derek was interviewed about the book by *Insider Higher Ed*, the *Chronicle of Higher Education*, and the *National Teaching & Learning Forum*. Additionally, Derek's blog, *Teaching with Classroom Response Systems* (<http://derekbruff.com/teachingwithcrs>), received over 15,000 pageviews during that time.



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



GTF Erin Rehel conducts a consultation with Sociology colleague, William Hale.

Program and a Teaching Practicum for the International Teaching Assistant Program. This year's GTFs were Patrick Ahern (Philosophy), Maria Ebner (German Literature), Erin Rehel (Sociology) and Juan Rojas (Computer Science).



Vice Provost for Faculty Timothy McNamara, Associate Dean of the College of Arts and Science John Sloop, and Senior Lecturer of Physics & Astronomy Ken Schriver enjoy conversation at this year's Celebration of Teaching.

Celebrating Teaching at Vanderbilt

Our end-of-year Celebration of Teaching invites the entire campus to honor both graduates of our Teaching Certificate program and recipients of university and school-based teaching awards granted during the year. This year's program featured opening remarks from Provost Richard McCarty, “Why I Teach” by Professor Nancy

Lea Hyer, winner of the E.M.B.A. Award for Teaching Excellence, reflections from Chris Paris, Teaching Certificate graduate, and music by a student string quartet from the Blair School of Music.

Nancy Lea Hyer, Associate Professor of Management at the Owen Graduate School of Management and 2008-2009 Executive M.B.A. Award for Teaching Excellence recipient reflects on “Why I Teach” at the Center's third annual Celebration of Teaching held on April, 29, 2009.



Consultations

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.

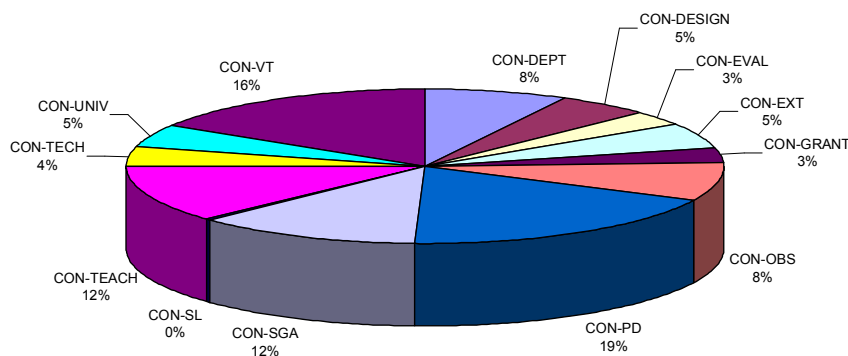


The Center for Teaching provides a wide range of confidential consultation services to individuals for developmental and formative purposes. Because these services are designed to complement one another, we encourage instructors to use them in whatever combination will help them meet their teaching goals. 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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **Teaching Observation**— A Center consultant can visit any 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.

Instances of Participation in Consultations by Consultation Type
(F2008-S2009)

n = 395



Consultation Codes

DEPT	Department
DESIGN	Syllabus & Course Design
EVAL	Student Evaluation
EXT	External to Vanderbilt
GRANT	Grant
OBS	Teaching Observation
PD	Professional Development
SGA	Small Group Analysis
TEACH	Teaching Documentation
TECH	Technology
UNIV	University
VT	Digital Video

Consultations

Departments, programs, schools, centers, and colleges served in 2008/09

African American & Diaspora Studies	French & Italian	Neuroscience
Anthropology	General Internal Medicine & Public Health	Nursing
Biochemistry	German & Slovic Languages	Office of Teaching & Learning in Medicine
Biological Sciences	Graduate Department of Religion	Owen Graduate School of Management
Biomedical Engineering	Hearing & Speech Sciences	Peabody College
Cancer Biology	History	Pharmacology
Cell Biology	History of Art	Philosophy
Center for Health Services	Human & Organizational Development	Physics & Astronomy
Center for Medicine, Health, & Society	Information Technology Services	Political Science
Chemical Engineering	International Programs	Psychology (A&S)
Chemistry	Jewish Studies	Psychology & Human Development
Civil & Environmental Engineering	Law	Religious Studies
Classical Studies	Leadership, Policy, & Organizations	Sociology
College of Arts & Science	Materials Science	Spanish & Portuguese
The Commons	Mathematics	Special Education
Communication Studies	Mechanical Engineering	Teaching & Learning
Continuing Medical Education	Medical Education & Administration	Theatre
Divinity	Microbiology & Immunology	Vanderbilt Internal Medicine
Earth & Environmental Sciences	Molecular Physiology & Biophysics	Vanderbilt International Office
Economics		Vanderbilt Institutional Research Group
Electrical Engineering & Computer Science		Vanderbilt Visions
English		Women's & Gender Studies

External Institutions Consulted with in 2008-2009

Adelphi University

Brigham Young University

California State Polytechnic University—Pomona

California State University—Fullerton

George Washington University

Hanover College

Harvard University

Hiroshima University

Lee University

Oberlin College

St. Louis Community College

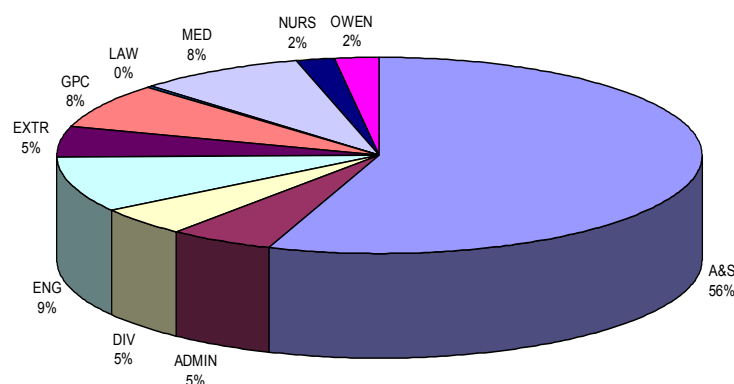
University of Cincinnati

University of Colorado—Boulder

University of Tennessee—Knoxville

Williams College

Instances of Participation in Consultations by School (F2008-S2009)
n = 395



Overall Participation

During the period of June 15, 2008—May 8, 2009 the Center for Teaching provided 395 consultations to 246 unique individuals. These consultations directly impacted over 65 departments, programs, centers, and schools within the university.

During 2008-2009 professional development, 19%, and videotaped, 16%, consults were the most requested types offered. Consults related to general teaching issues and small group analyses, each made up 12% of the total instances of services provided this year.

Faculty Participation

Of the 395 total consultations, 42% occurred with faculty members. In 2008-2009 the Center for Teaching saw a 5% increase in the number of consultations held with faculty when compared with the 2007-2008 academic year.

The most popular type of consultation requested by faculty was CON-TEACH, which are defined as consultations that deal with various teaching-related issues. Department consultations and small group analyses were the next most requested types of consultations with 28 and 27 instances respectively.

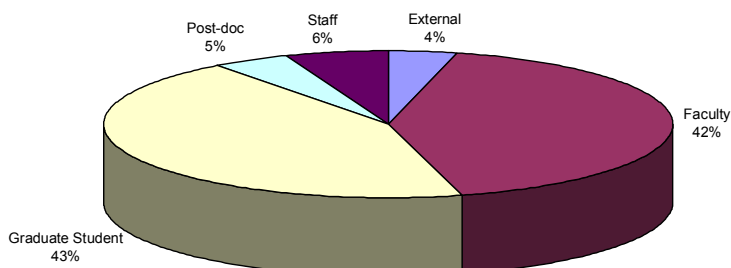
During 2008-2009 the Center for Teaching made a focused effort to reach out to junior faculty. Assistant professors requested CON-TEACH, 15, and CON-SGA, 13, most often, however the next two most popular types of consultations were CON-DESIGN, 9, and CON-TECH, 7.

Graduate Student and Post-Doc Participation

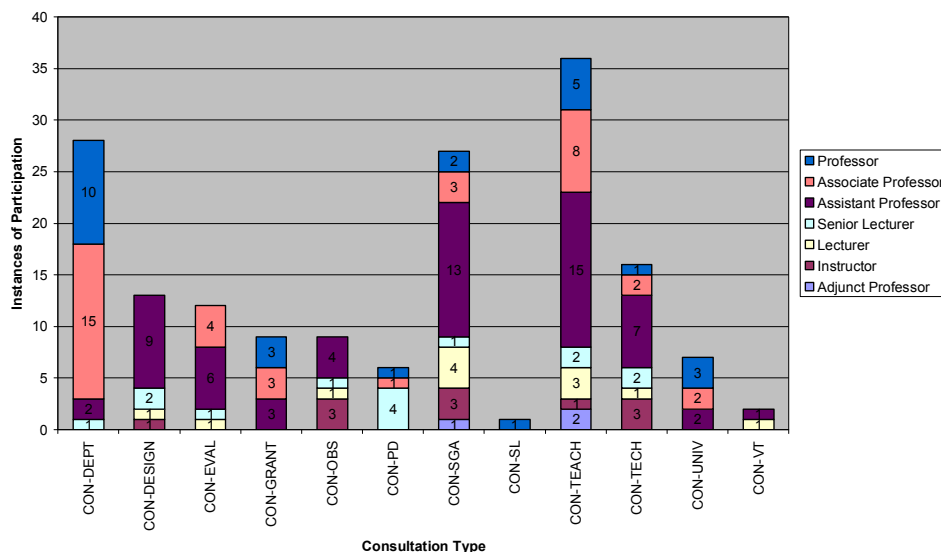
Graduate students and post-doctoral fellows made up 43% of the instances of consultations in 2008-2009, up from 35% in 2007-2008.

Overwhelmingly the most requested consultation types by this group were CON-PD, consultations related to professional development including those consultations related to the Teaching Certificate program; and CON-VT, video tape consultations which include consults associated with ITAP's Teaching Practicum course. This is consistent with the increase in activity from both the Teaching Certificate program and the Teaching Practicum.

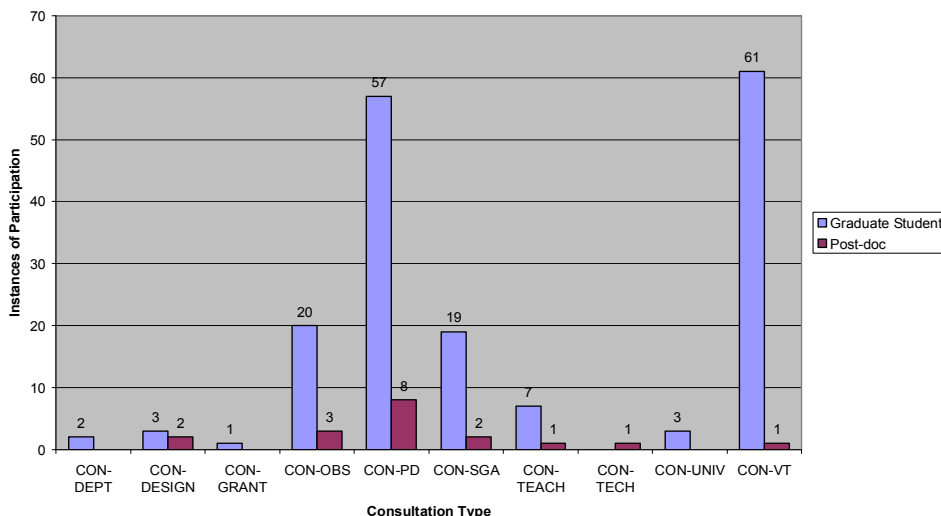
Instances of Participation in Consultations by Client Status (F2008-S2009)



Instances of Faculty Participation in Consultations by Consultation Type (F2008-S2009)



Instances of Post-Doc and Graduate Student Participation in Consultations by Consultation Type (F2008-S2009)



Consultations

Participant Feedback

At the end of each semester a brief web survey was sent to a select group of individuals who had completed a consultation during that semester. Of the 219 clients surveyed, 105 completed the questionnaire for a response rate of 48%.

Clients were asked to rate the effectiveness of their individual consultations on a 1-5 scale with 1 = not at all effective and 5 = extremely effective. Responses to the individual services are provided in the table below by semester.

Type of Consultation	Fall 2008 Rating Average	Fall 2008 Response Count	Spring 2009 Rating Average	Spring 2009 Response Count
Small Group Analysis (SGA)	4.39	18	4.9	10
Review of Student Evaluations of Instruction	4.17	12	4.5	8
Classroom Observation	4.06	16	4.5	14
Classroom Videotaping	4.00	11	3.57	7
Grant Preparation or Assessment	4.20	5	4.6	5
Course Design/Curriculum Design	4.36	22	4.11	9
Organizational Development	4.29	7	4.17	6
Professional Development	4.39	18	4.27	11
Instructional Technology	4.29	7	4.36	11
Teaching Issues Not Listed Above	4.36	11	4.64	11
Other	4.57	14	5.00	3

Respondents elaborated on their ratings by commenting further on their consultation experience:

"Your office is a fantastic resource and I wish all faculty - new and longstanding - availed themselves of this asset."

"I got very useful feedback on making the educational component in my CAREER proposal better and stronger. I am happy to mention that the NSF program manager has recommended funding my proposal. I am awaiting the actual award and hope I get it."

"I found all the sessions useful, with the one-on-one discussion of evaluations extremely helpful in contextualizing feedback and learning from that information."

"In a timely and concise way, received exactly the feedback I needed (which also helped lower my anxiety significantly)."

"I was quite concerned that I was not engaging my students in the course material. The SGA helped allay these concerns to a certain extent and identified areas where changes might be helpful. It particularly helped to brainstorm possible ways of addressing student concerns during the consultation following the SGA."

As a follow-up to the question "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?", respondents were asked to list a few of the most important forms this impact took. The following are a few of those responses:

"I began offering students the opportunity to ask questions after every class period via written slips of paper, and I reviewed homeworks and exams immediately after they were submitted."

"I thought about the course I would be teaching in a larger way, seeing how it fit into my students' overall education. I chose my course readings and class activities with the insight of their experience."

"Helping me to think about how to structure the syllabus in order to manage my own expectations and the student's expectation."

"I came away from the consultation with a clearer idea of how I might articulate to students the rationale behind important features of my courses (such as substantial readings in primary sources or discussion work in small groups). I also learned several new, concrete techniques for introducing a greater participatory component into my lectures. The consultation was so helpful for me in clarifying my teaching philosophy and strategies that I plan to make use of the Center's course development service in the future."

Programs

The CFT cultivates dialogue about teaching and learning through orientations, workshops, working groups, and other programs.

Teaching at Vanderbilt

The Center for Teaching and the Office of the Provost annually sponsor an orientation for all faculty new to Vanderbilt, including tenured, tenure-track, and non-tenure-track faculty members. Traditionally, this event is held prior to the beginning of classes in most schools. In 2008, however, we opted to hold the event after the beginning of classes because of the CFT's move to a new location at the end of July, 2008. Over fifty new faculty members joined members of the Center for Teaching staff for this orientation to teaching at Vanderbilt on either September 10th or 11th.

Program Overview

In addition to changing the timing of the event, we also changed the format: Instead of hosting a luncheon at which participants heard from two to three speakers and participated in small-group discussions at their assigned table, we offered a brief welcome session followed by three periods during which participants rotated among five stations, with a brief wrap-up session to close the event.

All stations were planned and coordinated by a CFT staff member. Most sessions included other administrators and faculty who served as co-facilitators of the discussion that took place at the station or as panelists associated with the station. The topics of discussion for the five stations were:

- Documenting and evaluating teaching effectiveness at Vanderbilt
- Getting to know Vanderbilt undergraduates
- Making the most of CFT services
- Making use of research on student learning
- Teaching graduate seminars

While individual coordinators and facilitators had individual goals for their particular sessions, overall goals for TaV were:

- to welcome faculty to Vanderbilt and underscore the institution's commitment to effective teaching
- to familiarize participants with teaching resources and services available to them at the CFT
- to encourage participants to use research on student learning to inform the teaching and learning process
- to make participants aware of the research on student learning and to suggest ways of making use of that research in course preparation and delivery
- to stress the important of receiving feedback about teaching from multiple sources
- to receive more information about the tenure and promotion process

Participant Feedback

Attendees were sent an eleven-question feedback survey via SurveyMonkey after TaV; 66% of the attendees completed the survey. Respondents strongly supported the statements "TAV provided useful insight into teaching at Vanderbilt" (Mean=4.15 on a scale of 5) and "I learned about CFT services and resources" (Mean=4.56 on a scale of 5).

The free response comments were generally very positive, citing as valuable the opportunity to meet fellow faculty members, information about CFT resources for supporting teaching, and discussions about teaching. Below are a few representative excerpts:

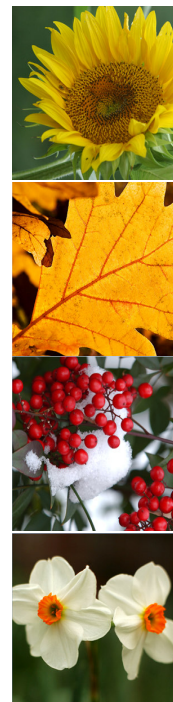
"When one comes from across the country and is thrown into a new teaching situation, social connections are often difficult to make. Meeting people from a variety of disciplines was especially good."

"... It was especially helpful for me to hear from and meet persons in other departments, and to observe the faculty members from my own department participate."

"Thank you for a wonderful session and an important bow to the importance of teaching."

Teaching at Vanderbilt Session Co-facilitators

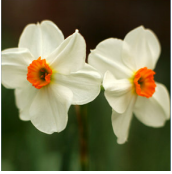
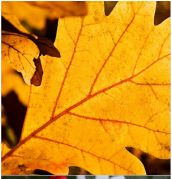
Brandi Brimmer, Assistant Professor of History
Karen Campbell, Associate Professor of Sociology
Steve Goodbred, Associate Professor of Earth & Environmental Sciences
Craig Anne Heflinger, Associate Dean of Peabody College; Professor of Human & Organizational Development
Richard Iannelli, Associate Director of Vanderbilt Institutional Research Group
Tim McNamara, Vice Provost for Faculty; Professor of Psychology
Jose Medina, Associate Professor of Philosophy
Keivan Stassun, Associate Professor of Physics & Astronomy



59
New Faculty Members Attended TaV

39%
of New Faculty attended TaV

27%
of TaV attendees followed-up with a consultation during the 2008-2009 academic year



On August 18 and 20, 2008 the Center for Teaching hosted the annual Teaching Assistant Orientation (TAO) in collaboration with the Graduate School. A total of 219 graduate students representing 39 Vanderbilt departments attended the two-day orientation to teaching at Vanderbilt designed for new graduate student teaching assistants. For more information on TAO 2008, see http://www.vanderbilt.edu/cft/programs/graduate_student/tao_2008.html.

Program Overview

Disciplinary Focus Sessions

Led by seasoned Teaching Assistants (TAs), 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 them. Participants also discussed a few of the many difficult situations that can arise in their work as TAs. Specifically, they explored 3 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 to help them develop an understanding of Vanderbilt students as learners.

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.

Participant Feedback

Shortly after TAO, all participants were asked to complete an online feedback survey. Of the 219 TAO participants, 140 completed the survey, a response rate of 64%.

Participants were in agreement with the statements “I now have a better sense about how to succeed as a TA at Vanderbilt” (Mean = 4.09 on a scale of 1 to 5) and “I learned about a variety of teaching strategies that I think will be useful to me when I teach” (Mean = 4.03 on a scale of 1 to 5).

Disciplinary Focus Sessions (DFSs)

The GTFs and Teaching Affiliates who led the DFSs were rated as “very” prepared, helpful, and enthusiastic by 96%, 92%, and 94% of respondents, respectively.

Following are representative responses to the question, “In what ways do you think the DFS was helpful as you prepare to be a TA this year?”

“It was helpful in giving me an idea of what to expect, which helps to ease some of the nerves associated with being a first time TA.”

“It gave me an idea of the types of students and situations that I will be facing as a TA at Vanderbilt.”

“I learned a great deal about the policies of Vanderbilt. I learned a great deal about the available resources, as well.”

Practice Teaching Sessions (PTSs)

The leaders of the PTSs were rated as “very” prepared, helpful, and enthusiastic by 92%, 94%, and 87% of respondents, respectively.

Following are representative responses to the question, “In what ways do you think the PTS was helpful as you prepare to be a TA this year?”

“I was able to get a feel for what the position might be like in practice.”

“The leaders and participants provided many great comments in helping me realize my strengths and weaknesses as a teacher.”

“Even though I've been teaching for several years I heard about new teaching strategies from my leaders that I found to be incredible helpful.”

271

Graduate Students impacted by TAO

219

Attendees at TAO

39

Departments Represented at TAO

5

Schools Represented at TAO

Teaching Assistant Orientation (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 TAs at Vanderbilt. These session leaders participated in a two-week training experience prior to TAO. Below is a list of the 2008 facilitators, their home department and the list of departments they worked with during TAO.

Focus Session Facilitator	Departments in Focus Session
Patrick Ahern, <i>Philosophy</i>	English; Philosophy
Rosario Basay, <i>Economics</i>	Human & Organizational Development; Leadership, Policy & Organizations; Special Education
Saurav Dhital, <i>Physics & Astronomy</i>	Physics & Astronomy
Maria Ebner, <i>German Literature</i>	Psychology (A&S); Psychology & Human Development (GPC)
Leanna Fuller, <i>Religion</i>	Graduate Department of Religion
Sarah Krentz, <i>Earth & Environmental Services</i>	Civil & Environmental Engineering; Earth & Environmental Sciences; Materials Science
Rachel Nisselson, <i>French & Italian</i>	History; Owen
Sri Pallavaram, <i>Computer Science</i>	Electrical Engineering & Computer Science
Erin Rehel, <i>Sociology</i>	Anthropology; Political Science; Sociology
Derek Riley, <i>Computer Science</i>	Economics; Mathematics
Jessica Riviere, <i>German & Slavic Languages</i>	Classical Studies; French & Italian; German & Slavic; Spanish & Portuguese
Juan Rojas, <i>Computer Science</i>	Biomedical Engineering; Chemical Engineering; Mechanical Engineering
Joshua Swartz, <i>Chemistry</i>	Chemistry
Jennell Talley, <i>Biological Sciences</i>	Biological Sciences; Neuroscience; Biomedical Informatics

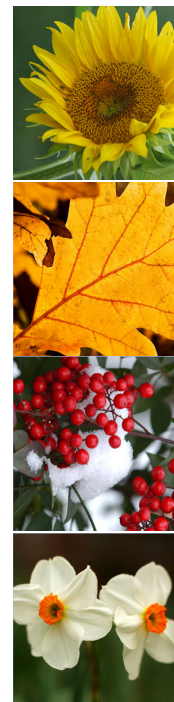
Practice Teaching Leaders

In addition to the 14 TAO leaders, 38 graduate students from 25 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 and insight into the unique aspects of teaching in their departments.

2008 Practice Teaching Leaders

Robin Bairley, *Biological Sciences*
 Virginia Bartlett, *Divinity*
 Rebecca Bria, *Anthropology*
 Laura Brown, *Biomedical Informatics*
 Christopher Ciarleglio, *Biomedical Research & Educational Training*
 Peter Ciesielski, *Materials Science*
 Karla Conn-Welch, *Electrical Engineering*
 Angela Cowser, *Divinity*
 Carolyn Cusick, *Philosophy*
 Ebony Duncan, *Sociology*
 Davon Ferrara, *Physics & Astronomy*
 Justin Fitzpatrick, *Mathematics*
 Amanda Furtado, *Chemical Engineering*
 Benjamin Graydon, *English*
 Justin Gregory, *Materials Science*
 Leslie Hiatt, *Chemistry*
 Dustin House, *Mechanical Engineering*
 Hande Kaymaz Keskinpala, *Electrical Engineering*

Arun Krishnan, *Civil Engineering*
 Danielle Kurin, *Anthropology*
 Katharine Lassiter, *Divinity*
 Deanna Matheuszik, *History*
 Ralf Mueller, *Chemistry*
 Sarah Musser, *Chemistry*
 David Pigg, *Physics*
 Eve Proper, *Leadership, Policy & Organization*
 Jennifer Richler, *Psychology*
 John Roseberry, *Environmental Engineering*
 Daniel Rucker, *Mechanical Engineering*
 Carrie Russell, *Political Science*
 Benjamin Schmidt, *Chemical Engineering*
 Kathrin Seidl-Gomez Zuluaga, *German*
 Janey Smith, *Environmental Engineering*
 Corey Snelson, *Biological Sciences*
 Dominik Stich, *Physics*
 Sean Thornton, *Computer Science*
 Beth Weinman, *Earth & Environmental Science*



“I didn't know anything about work as a TA before attending and now feel I have the groundwork I need to learn to perform this job well.”

~ TAO 2008 Participant



International Teaching Assistant Orientation (ITAO) and Language Evaluations

Hosted on Monday, August 18, 2008, ITAO provided those international graduate students who will teach sometime during their Vanderbilt career with information about teaching in the U.S. classroom and the International Teaching Assistant Program (ITAP). A total of 70 ITAs were in attendance: 37 from the College of Arts and Science (53% of total attendees), 27 from the School of Engineering (39%), 3 from the Owen Graduate School of Management (4%), 2 from the Divinity School (3%) and 1 from the Peabody College of Education and Human Development (1%).

Following ITAO, 56 ITAs participated in language evaluations. The goal of the language evaluations was to identify those ITAs with English skills satisfactory to the teaching duties they would be assuming in their departments or programs and to place all other ITAs in the appropriate English Language Center (ELC) English language course or the Teaching Practicum, offered by the CFT and the ELC.

Of the 56 ITAs who participated in the August, 2008 language evaluations, 13 were approved to teach and 1 was not assigned to a class; the placements for the remaining 42 were as follows:

- Teaching Practicum - 16
- Speaking and Listening - 11
- Communication Skills - 3
- Pronunciation - 12

International Teaching Assistant Program

ITAP consists 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 an institution where English is the language of instruction.

ITAP staff members, in collaboration with departmental representatives, evaluate ITAs' language skills as they enter Vanderbilt and place ITAs into appropriate English language courses, offered by the ELC. These courses typically include pronunciation, academic speaking, and teaching practicum, offered in conjunction with the CFT. 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.

Semester/Course	Pronunciation	Academic Speaking	Teaching Practicum	Total
Fall 2008	15	18	14	47
Spring 2009	6	5	17	28

Teaching Partner Program

The Teaching Partner program complements the work done in the Teaching Practicum 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 2008/09 academic year, 20 undergraduate students served as Teaching Partners.



Departments represented by Teaching Partners

- Anthropology
- Chemistry
- Creative Writing
- Economics
- Elementary Education
- English
- History
- Human & Organizational Development
- Medicine, Health, & Society
- Political Science
- Spanish
- Special Education
- Studio Arts

Workshops and Working Groups.....

From June 2008—May 2009, the Center for Teaching hosted 21 workshops with a total of 431 people registering and 233 attending. Twenty-six faculty members from various departments served as panelists or co-facilitators throughout the semester.

Conversations on Teaching

The Conversations on Teaching focused on emergent pedagogical issues in an informal, roundtable format. Typically co-sponsored with other campus partners, these sessions began with perspectives from panelists, and then opened to a larger group discussion. Average attendance for this series was approximately 17.

Junior Faculty Teaching Series/Life on the Tenure Track Series

A revived initiative in Fall 2008, the workshops in the Junior Faculty Teaching Series featured award-winning senior faculty as facilitators and were designed to be engaging, focused, practical, and relatively brief, providing participants with a high return on their investment of time.

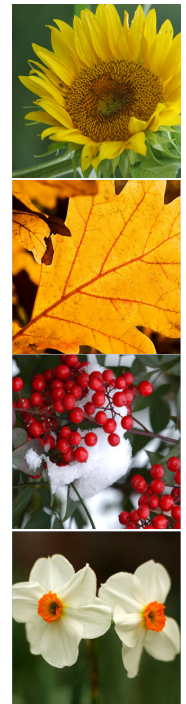
During the spring semester, the Center for Teaching partnered with the Office of the Provost and the Program in Career Development (Arts & Science) to host 5 workshops in the *Life on the Tenure Track: A Professional Development Series*. Drawing on the expertise and wisdom of senior faculty, as well as other university resources, the series was designed to help tenure-track faculty develop and thrive as researchers, scholars, teachers, and citizens of the university. The Center for Teaching facilitated two of the five workshops. Average attendance for junior faculty focused workshops throughout the year was 4.4 participants. The *Life on the Tenure Track* series contributed to an additional 21 instances of participation at the center.

Teaching Workshops

Facilitated by the Center's Graduate Teaching Fellows, these workshops focused on issues particularly relevant to first-time teachers and were open to graduate and professional students as well as post-doctoral fellows. Drawing on research-based approaches, facilitators enabled participants to identify and address common challenges and opportunities in their teaching practices. Average attendance for these workshops was approximately 12.

Working Groups

In 2008—2009 the Center for Teaching hosted three different working groups, each related to the



26

faculty served as either co-facilitators or presenters

21

workshops hosted

233

Instances of participation

154

unique participants

11

average number of attendees per workshop

2008/09 Workshop Offerings

Conversations on Teaching

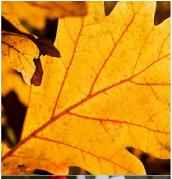
- Addressing Student Misconceptions: Part 1
- Addressing Student Misconceptions: Part 2
- Conversation on Evidence-Based Teaching: Teaching and Evidence (Co-sponsor: Center for Ethics)
- Conversation on Evidence-Based Teaching: Teaching Critical Inquiry (Co-sponsor: Center for Ethics)
- Conversation on Feminist Pedagogy (Co-sponsor: Global Feminisms Collaborative)
- Conversation on Globalizing Your Curriculum (Co-sponsor: Global Feminisms Collaborative)

Junior Faculty Teaching Series/Life on the Tenure Track Series

- Constructing and Grading Effective Assignments
- Course (Re)Design
- Designing and Delivering Effective Lectures
- Gathering and Responding to Mid-Semester Student Feedback
- Interpreting and Making Use of Student Evaluations

Teaching Workshops

- Course Design for Student Learning
- Discussion Leading
- Fostering Critical Thinking
- Learner-Centered Teaching Strategies
- Online Collaborative Learning Techniques
- Presenting with Confidence: Strategies for Effective Public Speaking
- Teaching Challenging Topics
- Writing a Teaching Statement (Fall 2008 and Spring 2009)



The CFT shares Vanderbilt's commitment to recruiting and retaining tenure-track faculty who are dynamic researchers and teachers. Research by Robert Boice (*Advice for New Faculty*, 2000) and others indicates that junior faculty often find teaching the most challenging and time-consuming part of their jobs. Engaging in professional development activities, such as the ones offered by the CFT, can help junior faculty become what Boice calls "quick starters" in their faculty careers.

The 2008-09 Junior Faculty Initiative consisted of the following components:

Junior Faculty Teaching Series (JFTS): A series of three workshops designed to help tenure track faculty develop and refine strategies for effective teaching. Topics included lecturing, designing assignments, and making use of mid-semester student feedback. Panelists included:

- Marshall Eakin (History)
- Malcolm Getz (Economics)
- Georgene Troseth (Psychology)

Life on the Tenure Track (LoTT): A professional development series of five workshops designed to help tenure track faculty develop and thrive as researchers, scholars, teachers, and citizens of the university. Topics included making use of student course evaluations, grants, course design, and managing one's professional persona online. Panelists included:

- Kathleen Hoover-Dempsey (Psychology)
- John Childress (Division of Sponsored Research)
- Shellie Richards (Chemistry)
- Michelle Vazin (Contract & Grant Accounting)
- Dennis Hall (Office of the Provost)
- Tracy Miller (History of Art)
- Clare McCabe (Chemical & Biomolecular Engineering)
- Susan Kuyper (Grants Resource Office)
- Anita Mahadevan-Jansen (Biomedical Engineering)
- Mark Johnson (Information Security)

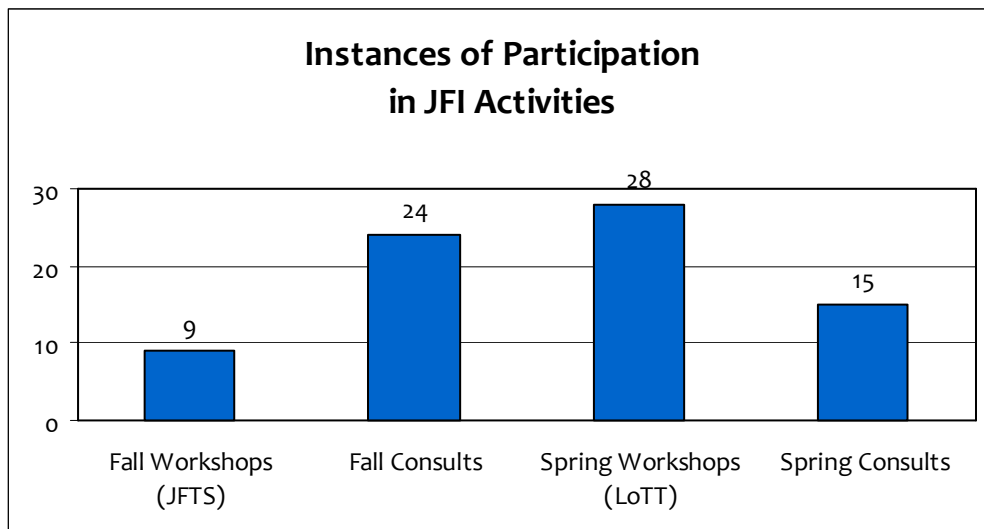
Consultations: The CFT professional staff provide tenure track faculty with information, perspectives, and ideas specific to their individual needs during these individual meetings.

Socials: These events provided opportunities for busy tenure track faculty to relax with colleagues from across the disciplines and connect with the teaching community at Vanderbilt. Two socials were held in the fall semester, with eleven participants between them. Due to budget constraints, spring socials were folded into LoTT.

Time-Efficient Teaching: This series of podcasts featured interviews with senior faculty in which they share ways they teach effectively while making good use of their time. Senior faculty interviewed for this series included:

- Todd Giorgio (Biomedical Engineering)
- Brooke Ackerly (Political Science)
- Tim McNamara (Psychology)
- Lynn Ramey (French)

**Instances of Participation
in JFI Activities**



32%
of tenure-track junior faculty in their first three years at Vanderbilt interacted with the CFT through consults or JFI workshops in 2008-2009

"...it was really a wonderful opportunity to stop and think about the class, and what are we trying to achieve and how to do it."

~2008-2009 junior faculty participant reflecting on the consultation experience

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.

Program Goals

Because there have been a variety of operating goals over the course of the Teaching Certificate's three-year history, the Center worked to synthesize and refine those goals in order to focus and enhance assessment efforts. Henceforth, the operating goals for the program are:

- Clarifying the goals participants have for current or future students' learning
- Developing proficiency in effective instructional methods that recognize cognitive diversity
- Improving a participants' capacity for assessing and understanding current or future students' learning
- Valuing teaching as a community endeavor
- Approaching teaching in a more scholarly manner in ways that have an impact on teaching practice

Snapshot of Participation

Participants by School		Participants by Discipline		Instances of Participation in Organized Groups	
College of Arts and Science	18	Humanities	8	Cycle 2 Reading Group	11
Divinity School	5	Social Sciences	11	Orientation to Cycle 3	13
Peabody College	3	STEM	30	Cycle 3 Working Group	10
School of Engineering	5				
School of Medicine	18				

According to our most updated records, we have 49 active participants in the Teaching Certificate. Of those, 43 are graduate students and 6 are post-doctoral fellows. These same active participants accounted for a total of 34 instances of participation in organized groups over the past year related to the Teaching Certificate program.

Participant Feedback

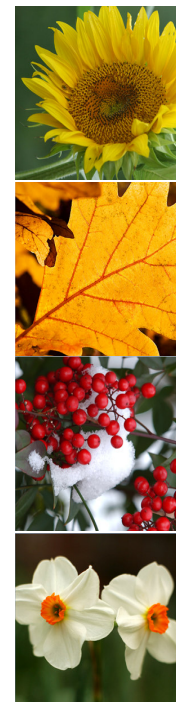
Five of the six graduates completed a brief survey of their experience in the Teaching Certificate. The five graduates in residence also participated in a focus group meeting about that same experience. Feedback from these two sources indicate that participating in the Teaching Certificate enriched participants' understanding of what constitutes students' learning; had a substantive impact on these participants' development as teachers; and helped them on the job market (for those who have sought employment at another university). All participants made extremely positive comments about their interactions with graduate teaching fellows (GTFs) both in individual consultations and in the reading and working group for Cycles 2 and 3, respectively. Other than in reference to the means by which participants document their work in the Teaching Certificate (see below), no participant had suggestions for changes to be made to the program.

Highlights from 2008-2009

- In July 2008 an orientation to Cycle 3 was instituted. This orientation provides an important introduction to the Scholarship of Teaching and Learning (SoTL) and helps to ensure that participants in the Cycle 3 working group have the conceptual tools necessary to begin and discuss their Cycle 3 projects.
- In response to participant feedback about the KEEP Toolkit, the portfolio system participants are asked to use for documenting their work in the Teaching Certificate, and to learning that the KEEP



2008-09 Teaching Certificate Graduates are honored at the annual Celebration of Teaching. Pictured (left to right) are Associate Provost Dennis Hall, Hollea Ryan, Chris Paris, Matt Hall, Karla Conn Welch, Provost Richard McCarty, Kevin Hadley, CFT Director Allison Pingree



2008-09 Teaching Certificate Program Graduates

Paige Baugher,
Cancer Biology

Kevin Hadley,
Chemical &
Biomolecular
Engineering

Matt Hall,
Information and
Technology Services

Chris Paris,
Graduate
Department of
Religion

Hollea Ryan,
Hearing and Speech
Sciences

Karla Conn Welch,
Electrical
Engineering

Graduate Student Teaching Event for Professional Development (GradSTEP)



Overview & Participation

Celebrating its tenth anniversary, GradSTEP 2009 was hosted by the Center for Teaching on Saturday, January 17th in Buttrick Hall. Planned and facilitated by the Graduate Teaching Fellows, GradSTEP is a one-day exploration of teaching, learning and professional development issues across the disciplines that is open to all graduate and professional students, as well as post-doctoral fellows, at Vanderbilt.

This year, 66 students participated in the event from 32 different departments. Of those in attendance, 62% were from the STEM (Science, Technology, Engineering, Math) disciplines, 11% from the Humanities, and 27% from the Social Sciences.

New This Year

Format

For 2009, the GradSTEP committee decided to try a new schedule format. In previous years GradSTEP was a whole day event with breakfast, lunch, multiple workshop sessions and possibly a plenary involved. This year, the event was shortened to a half day and included two workshop sessions followed by a happy hour. The abbreviated schedule was developed in response to attrition feedback from previous years as well as the decision not to host a plenary speaker this year.

The Blog

Another addition to this year's program was the introduction of a Blog. Registrants were invited to become a part of an ongoing discussion on workshop topics prior to the event. Each presenter posted information about their workshops along with resources on the topic. The blog was one attempt the Center for Teaching made at trying to infuse Web 2.0 technologies into its programs.

Participant Feedback

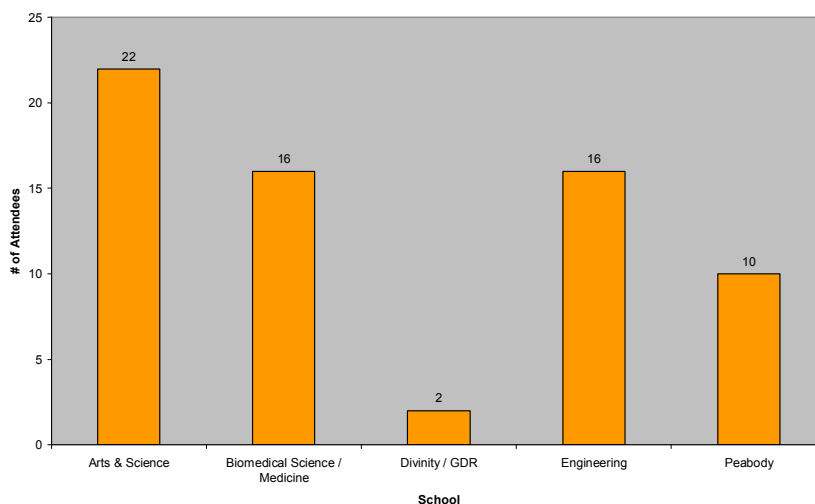
Following GradSTEP, a web-based survey was e-mailed to all program attendees. Of the 66 people who attended GradSTEP, 35 responded, a response rate of 53%.

Respondents were asked to select one of 5 reasons to indicate why they chose to attend GradSTEP 2009. "Develop a proficiency in effective instructional method" and "improve my ability to obtain and thrive in a faculty or other academic job" were the primary reasons respondents selected. After indicating their reason for attending GradSTEP, survey-takers were then asked to indicate their level of disagreement or agreement with the statement "Based on the reason for attending above, GradSTEP 2009 met my expectations." On a scale of 1 to 5 where 5 = Strongly Agree, survey responders rated GradSTEP 3.94.

When asked "The most important thing I am taking away from GradSTEP is..." 70% of the respondents indicated practical strategies/tips as most helpful. Strategies for integrating technology into the classroom and gain confidence as a teacher/rethinking teaching were each mentioned by 15% of the participants. Of particular note was a remark from a participant who stated the most important thing he/she was taking away was,

"a break-through in feeling confident in my ability to think of engaging learning activities. I have attended several CFT workshops and questioned whether I was actually improving as a teacher. I think I am and GradSTEP 2009 helped prove that to me."

GradSTEP 2009 Attendance by School (n = 66)



Workshops Offered

The Art of Effective Presentations

Assessment and Grading

Course Design for Student Learning

Fostering Critical Thinking

Learning by Discussion

New Online Productivity Collaboration Tools

Teaching with Clickers: Engaging Students with Classroom Response Systems

Web-based Learning

Writing a Teaching Statement

Research, Resources & Dissemination

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.



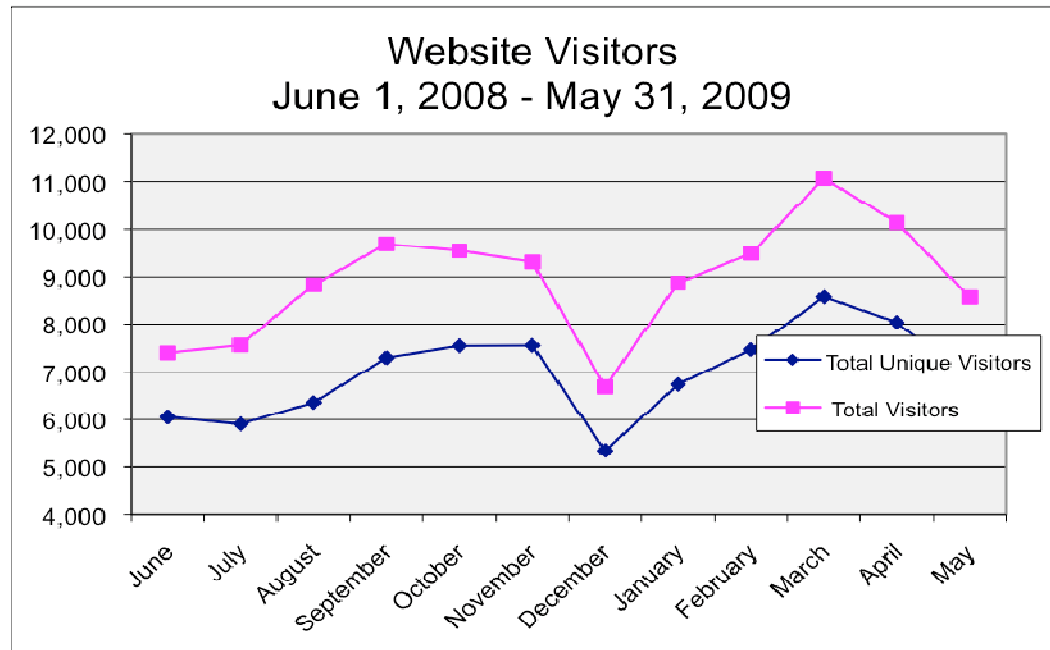
Website

The website continues to serve as an important tool for disseminating research-based best practices and information regarding center activities. Between the months of June 2008 and May 2009 the CFT website received 107,167 visits from 79,436 people.

Visitor Overview

107,167 visitors to CFT website
 79,436 unique visitors; 26.88% return rate
 73% were new visits
 13,917* visits were from Nashville

*This number only includes data from those visitors who have designated a city with their IP address; 109 have no designation, therefore the actual number may be higher.



Site Usage

77.95% of visitors spend less than 10 seconds on our site; average time is 1 min., 29 sec.
 Nashville visitor average time is 2 min., 40 sec.
 86.44% of the visitors to our site visit 2 pages or less
 Nashville visitor average is 1.72 pages

Content/Traffic Sources

Top 5 Teaching Guides (# page views)
 Classroom Response Systems (13,030)
 Motivating Students (10,250)
 Diversity & Inclusive Teaching (8,619)
 Classroom Assessment Techniques (4,956)
 Bloom's Taxonomy (4,873)

73,626 Visitors were directed to our site via a search engine keyword

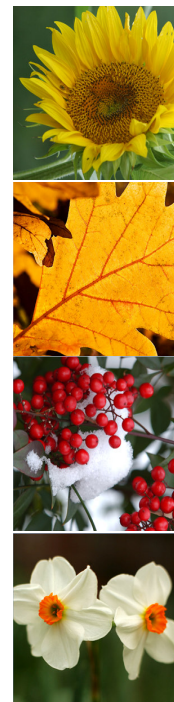
Top 5 Keywords (# visits from keyword)
 Motivating Students (1,804)
 Team Teaching (1,373)
 Diversity in the Classroom (751)
 Course Design (749)
 Vanderbilt (744)

Website, Podcasts, & Library

Podcasts

The Center for Teaching has continued to publish its popular Podcast episodes. During 2008—2009 the Center for Teaching developed 12 new podcasts. Of particular mention this year was the development of a four part series focusing on time-efficient teaching. For this series, senior faculty members were asked to share ways they teach effectively and balance a number of competing demands on their time, including teaching, research, and service. The Podcast website has received 3,207 visitors; 1,095 from the Nashville area, indicating that perhaps 34% of the podcast’s listeners are affiliated with Vanderbilt.

Episode	Podcast Title	Total Plays
1	Wikipedia	143
2	Clickers	154
3	SafeAssign	105
4	Laptops in the Classroom	77
5	Teaching First-Years	173
6	Teaching with a Tablet PC	134
7	Teaching in a Digital Age	279
8	The Mediated Classroom	124
9	Podcasting 101 (Part 1)	133
10	Podcasting 101 (Part 2)	168
11	Time-Efficient Teaching (Part 1)	142
12	Time-Efficient Teaching (Part 2)	172
13	Time-Efficient Teaching (Part 3)	152
14	Globalizing Your Curriculum	94
15	Undergraduate Journal Clubs	155
16	Time-Efficient Teaching (Part 4)	100
17	Student Projects in Google Earth	58
TOTAL OVERALL PODCAST PLAYS		2363



Library

- 726 Library Holdings Listed in ACORN
- 18 Journals Subscriptions
- 135 items checked out from June 2008—May 2009

<i>Status of those who checked out books</i>	
Faculty	50
Graduate Student	73
Staff	11
<i>School of those who checked out books</i>	
Arts & Science	86
Divinity	1
Engineering	11
Medicine	11
Peabody	13
VU Central	10
Unknown	3



The Center for Teaching’s library has over 700 teaching-related holdings for the Vanderbilt teaching community to utilize. Also available for use are computer stations and cozy spaces for inquiry.



In addition to their work in consultations and programs, CFT staff contribute to the Vanderbilt community by teaching credit-bearing courses, offering presentations and tailored workshops, and serving on committees and in other liaison capacities. The following represents highlights of this work from 2008/09:

Teaching at Vanderbilt

- Commons Seminar: Music and Selfhood
- French Composition and Grammar (*FREN 201*)
- Methods of Linear Algebra (*MATH 194*)
- Religion and Human Development (*RLST 123*)
- Vanderbilt Visions (2 sections)

Co-sponsored Programs

- Conversations on Teaching
 - Conversations on Evidence-Based Teaching: Teaching and Evidence (Center for Ethics)
 - Conversations on Evidence-Based Teaching: Teaching Critical Inquiry (Center for Ethics)
 - Conversation on Feminist Pedagogy (Global Feminisms Collaborative)
 - Conversation on Globalizing Your Curriculum (Global Feminisms Collaborative)
- Ethics and Pedagogy of Gender and Sexuality (Center for Ethics)
- Life on the Tenure Track (A&S Program in Career Development and Provost's Office)
- Prof. 101 (Graduate School)
- Teaching with Clickers (News Service—DigitalVU Month)

Invited Presentations and Workshops

- Art of Teaching (History Department)
- Teaching Innovations (Law School)
- Alternative Lecturing (Mathematics Department)
- Modeling Monopoly with Markov Chains (Mathematics Department)
- Improving One's Teaching (Psychology Department)
- Teaching with Classroom Response Systems (A&S Program in Career Development)

Committee Work / Other Service at Vanderbilt

- Ad Hoc Committee on Undergraduate Academic Policies
- CIRTL (Center for the Integration of Research, Teaching and Learning) @ Vanderbilt: Executive Board; Teaching-as-Research Fellows; Lab Coordinators Group
- Commons Seminars Program
- Educational Development Program—Office for Teaching & Learning in Medicine
- GIVME (Great Ideas for Vanderbilt Medical Education) Grant Evaluator
- Graduate Development Network
- Information Technology School Leaders Committee
- Jacqueline and Morris Wachs French Writing Prize Judge
- Master Clinical Teachers / Clinical Transactions Project (Medicine)
- Peabody College Faculty Teaching Committee
- Quality Enhancement Plan Assessment Committee
- Vanderbilt Assessment Implementation Committee
- Vanderbilt Visions Executive Committee
- VISAGE (Vanderbilt Initiative for Scholarship and Global Engagement) Program
- Web Spiders
- [Word.] Advisory Board
- Writing Studio Advisory Board

Contributions to the Broader Academic Community

Conferences and Invited Presentations

- Bruff, D. (2009, April). *Using clickers in the classroom*. Presented at Teaching, Learning, and Technology (TLT) Group's Online Institute.
- Bruff, D. (2009, March). *Using clickers to teach statistics*. Presented at Mathematical Association of America Southeastern Section Conference, Nashville, TN.
- Bruff, D. (2009, February). *Lessons from Teaching with Clickers: Using mobile devices as part of classroom response systems*. ConnectEd Summit, Abilene, TX.
- Bruff, D., Clinker, K., Parker, M., & Zullo, H. (2009, January). *Teaching with clickers and classroom voting*. Minicourse presented at the Joint Mathematics Meetings, Washington, DC.
- Bruff, D. (2009, January). Making the most of pre-class reading assignments in statistics. Presented at the Joint Mathematics Meetings, Washington, DC.
- Bruff, D. (2008, November). A taxonomy of clicker questions and activities: Reflecting on current and future uses of classroom response systems. Presented at the Inaugural Conference on Classroom Response Systems, Louisville, KY.
- Bruff, D. (2008, September). Teaching with clickers: Engaging students with classroom response systems. Presented at Appalachian State University, Boone, NC.
- Pingree, A. (2009, March). *Approaches to course design: teaching for learning, not 'coverage'*. Hanover College, Hanover, IN.

Publications

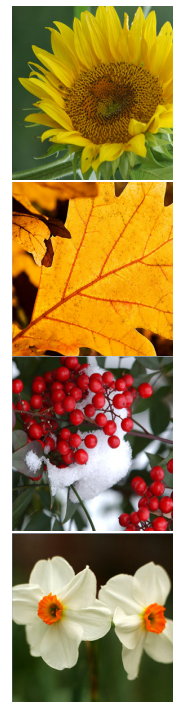
- Bruff, D. (2009) *Teaching with classroom response systems: Creating active learning environments*. San Francisco: Jossey-Bass.
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Members of the Center for Teaching staff at the campus Open House celebrate the opening of their new space at 1114 19th Avenue South. Pictured (left to right) are Allison Pingree, Patricia Armstrong, Kat Baker, Derek Bruff, Melissa Penix, Julie Shadburne, Melissa Krasnove.
Photo by John Russell/creative services





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