
CENTER FOR TEACHING EXCELLENCE

ANNUAL REPORT 2018-2019

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YEAR IN REVIEW: *CURA PERSONALIS*

As we look back on the CTE's efforts in 2018-19, it is gratifying to see the core values that inform our practice echoed again and again in the feedback we receive from faculty and other instructors. In their responses to surveys and other feedback instruments, participants consistently remark on the professionalism and expertise of CTE staff, the valuable impact that CTE programs have on their teaching, and the spirit of community they find when they walk through our doors.

It is also gratifying to see evidence of the ways the CTE continues to support BC's mission, especially given the launch of the new strategic plan. This year the CTE contributed to a number of on-going campus conversations on: learning outcomes and assessment; equitable and holistic evaluation of teaching effectiveness; global engagement and the internationalization of the curriculum; and interdisciplinary inquiry in the Core Curriculum.

Most visible in our work this year, and what we highlight in this year's annual report, is the CTE's strong alignment with BC's Jesuit value of *cura personalis*. Whether in a guest lecture by Bryan Dewsbury that challenges faculty to learn more about who their students are or in our efforts to support graduate student formation, an attention to the care of the whole student – as well as the whole instructor – is interwoven throughout the CTE's programs and services.

INCLUSIVE EXCELLENCE

At the heart of the CTE's practice of *cura personalis* is a conviction that the pursuit of teaching excellence also demands a pursuit of inclusive excellence, and so a commitment to diversity, equity, and inclusion undergirds all of the CTE's programs and services. CTE staff are encouraged to raise questions about inclusion in one-on-one consultations and we seek to draw attention to inclusive teaching practices across all our various programs.

For example, this year we offered a Back-to-School Boot Camp workshop on "Intercultural Competence in the Classroom" and a Junior Faculty lunch focused on "The Role of Civility in the Classroom." We anchored the CTE's contributions to New Faculty Orientation with a plenary presentation on "Designing Inclusive Classrooms" and presented at a LSEHD faculty meeting about whether international students face particular challenges as they adapt to this country's norms around academic honesty. Excellence in Teaching Day included multiple breakouts addressing inclusive excellence, including "Disciplinary Approaches to Constructive Disagreement" and "Making Learning Visible in Culturally Diverse Classrooms."

In our graduate student programs, we included discussions of equity and inclusion in a number of our required ACT workshops, such as those on course design and effective learning environments, and offered electives on "Facilitating Difficult Dialogues," "Teaching in the US Classroom," and "Teaching From The Margins." As part of the Graduate Student Teaching Conference, we organized panels dedicated to the experiences of international instructors as well as underrepresented instructors, providing new TAs and TFs the chance to connect with others likely to face similar challenges in the classroom.

And in our collaborations on campus and with those in the local area, we also emphasized our commitment to inclusion. Both sessions that CTE staff facilitated as part of International Education Week focused on questions of inclusive teaching: "Cultivating Courageous Classroom Conversations" and "Managing Diverse Perspectives Through Faculty-Student Partnership." And two of the guest lectures we organized this year focused on inclusive excellence, with a particular emphasis on STEM disciplines: Dr. Bryan Dewsbury on "Teaching for Meaning and Purpose: Inclusive Practices in Higher Education" and Dr. Leena Akhtar on "Redesigning the Clubhouse: Supporting Women & Minorities in STEM."

FACULTY LEARNING COMMUNITIES ON INCLUSIVE TEACHING

Our most intensive engagement with questions of inclusive excellence happened this year in four different faculty learning communities focused on inclusive teaching, in which a total of **40 faculty devoted a collective 288 hours** to exploring what it means to teach for *all* our students. These programs included our third Faculty Cohort on Teaching focused on “Teaching for Inclusion and Social Justice” (discussed in more detail under the “Faculty Cohorts” section below), which again attracted more applicants than the CTE could accommodate.

“The readings really expanded my knowledge about the issues facing students of color in classroom settings. [. . .] Engaging with the materials was meaningful to me.”

They also included the expansion of the CTE’s school-specific programs on inclusive teaching, following on the success of the two inclusive teaching seminars the CTE organized for LSEHD and SSW faculty in FY18. This year the CTE launched *three* school-based seminars: again in LSEHD and SSW, as well as a new collaboration with CSON. A total of 26 faculty participated, meeting either for 10 hours over the course of a semester (SSW & CSON) or for 13.5 hours over the course of the year (LSEHD) to discuss areas of the inclusive teaching literature, such as classroom climate, student belonging, difficult dialogues, and designing for inclusion.

In an anonymous online survey sent to the three school-based seminars, 21 participants shared how much they agreed with the following statements:

	Agree or Strongly Agree
The seminar met my expectations.	100%
The CTE facilitator was effective in leading seminar discussions.	100%
I felt comfortable raising questions and sharing ideas with my colleagues in the seminar.	100%
I anticipate maintaining relationships with colleagues I met in the seminar.	100%
I would recommend the seminar to a colleague.	100%
I would consider participating in a seminar again in the future.	95%

In their open-ended responses, they expressed appreciation for having devoted time to discuss teaching and pedagogy with their disciplinary colleagues and for the readings and other materials provided by the CTE facilitators. We were also pleased to see that participants were leaving these programs thinking in new ways about what inclusion means in the classroom and how to pursue it.

Facilitating these kinds of conversations can be challenging, and so it was gratifying to receive this particular comment from one participant:

“I just want to say how much I valued our facilitator’s ability to both move through material and honor our need as a group of faculty to engage in meaningful conversation that sometimes strayed from the plan. Given that we are all opinionated, established faculty and in our case (as education faculty) have thought often about these issues as they relate to our students in their own schools, I appreciated that our facilitator was open to adapting the conversation based on our own expertise and interests.”

UCT GRANTS

The CTE's work with faculty in these various learning communities also set the stage for us to take advantage of a last-minute opportunity that arose in collaboration with the University Council on Teaching (UCT). The UCT realized a surplus in its budget mid-spring and voted to devote those funds to support CTE programming. We decided to make them available as mini-grants to the 40 faculty participating in the inclusive teaching cohort and seminars. The timeline was challenging – faculty had a short turn-around time to apply and they needed to propose a project that could be completed by the end of the fiscal year – and yet ten of them submitted proposals that were funded for a total of \$16,475.

The range and creativity of the proposals was inspiring. Some were simple – seeking funds to host students for a meal so as to reinforce the faculty member's investment in them – while others were much more ambitious. One faculty member from SSW organized a two-day seminar for doctoral students of color about strategies for success in the academy. Another faculty member, who primarily teaches Core courses, garnered support from her departmental leadership to organize an opportunity for undergraduates to share their feedback on how well their department's Core offerings engaged the diversity of students' experiences. And a cross-campus coalition of faculty collaborated to organize a teach-in, featuring numerous invited speakers, to address a racist incident that had happened the previous semester.

Applicant dept	Proposal focus	Award
Philosophy	Attending Black Women Philosophers Conference	\$900
History	Host a conversation with students about inclusion in Core history courses	\$420
SSW	Guest lecturers on impact of social identity in evaluation for a Program Evaluation course	\$600
LSEHD	Organizing afternoon teach-in on racism (in response to fall hate crime)	\$8,000
LSEHD	Covering poster printing costs for student group project on inclusion	\$2,260
Music	Purchasing resources on deaf culture	\$95
LSEHD	Event focused on attending to values in program evaluation	\$900
LSEHD	Engaging students in "real world" discussion of bias in the workplace	\$1,000
SSW	Two-day seminar on success strategies for underrepresented doctoral students	\$2,000
Economics	Hosting reunion dinner for students from fall Freshman Topic Seminar	\$300

Driving all of the proposals was a desire from faculty to connect more meaningfully with their students in the fullness of their lived experiences, whether by exploring the possibilities for diversifying the curriculum or connecting course content more clearly to students' personal and professional aspirations.

STUDENT AND INSTRUCTOR WELL-BEING

A growing emphasis in CTE programs has attended to concerns around student and instructor well-being. Driven in part by recent questions raised by the University Council on Teaching – as well as by requests we see coming in from faculty and other instructors – the CTE has focused more attention this year to the role that student and instructor well-being plays in teaching and learning.

Following on the success of our past cohorts on Contemplative Pedagogy, we organized a number of opportunities this year for faculty to extend their thinking in that area. We organized two reading groups, attracting a total of 25 faculty, to discuss Daniel Barbezat and Mirabai Bush's *Contemplative Practices in Higher Education* (2013). And we included a workshop on "Mindfulness Strategies for the Classroom" in this year's Back-to-School Boot Camp line-up.

"This seminar pushed me to [. . .] gain the confidence as a junior faculty to try and maybe fail. But trying was freeing and interesting. I am so thankful."

To our great excitement, we also partnered with Mission & Ministry's Intersections program to organize a public talk and workshop led by BC's own Dr. John Makransky (Associate Professor of Theology) on the topic of "sustainable compassion." In a feedback survey one faculty member expressed their appreciation for the event, noting that the "self-replenishing aspect of the contemplative practice" applied directly to "teaching and the emotional labor of supporting students."

In addition to our programs focused on mindfulness in the classroom, we also saw more general discussion of student and instructor well-being interwoven throughout our programs: a Junior Faculty lunch on "Student Well-Being," an ETD breakout on "Developing Brains, Developing Lives: Promoting Student Well-Being In The Classroom," a Graduate Student Teaching Conference workshop on "Recognizing and responding to students in distress," and an ACT workshop on "Teaching from the Margins" geared towards supporting graduate students from traditionally marginalized groups in claiming healthy spaces for themselves in the classroom.

"CALLED TO SERVE" COHORT

CTE staff have noticed over the years, during one-on-one consultations and in other CTE conversations, that faculty preparing students for service professions – from pre-med to social work to ministry – have particular questions in common. In this cohort, we brought nine faculty members from five schools together to strategize about how to address those questions: how to gauge students' ability to be effective practitioners and how to professionalize students while still encouraging them to critically reflect on the profession. At the center of this cohort's work was a pedagogical commitment to cultivating students' attentiveness to their own well-being and the well-being of their present and future clients as a matter of professional ethics and sustainability.

Participant feedback indicates that faculty left the program not only with a better understanding of the state of the question and more strategies for their pedagogical tool box but also a greater sense of the communal and collaborative nature of teaching. One participant's comment captured the spirit and mission of the program:

"As always the valuable feedback and brainstorming with faculty from across campus has invigorated me to not only truly get to know my students but to ensure that they truly get to know one another and value their different experiences as that will enable them to better transition to their professional role."

PARTICIPATION IN CTE PROGRAMS & SERVICES

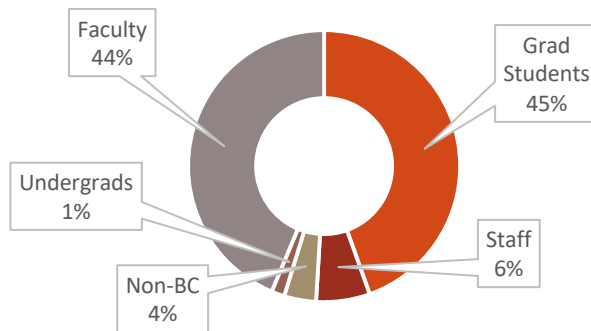
As part of its mission to support faculty and graduate student instructors throughout their teaching careers, the CTE offers a number of regular programs and services meant to provide opportunities for instructors to reflect on their teaching and to learn about innovative pedagogical practices and technologies.

CTE programs range from invited workshops for departments and schools to year-long cohorts open to faculty across campus, as well as individual consultation services for those seeking one-on-one support. Some of these programs are intended only for faculty, some only for graduate students and post-docs, and some welcome any and all instructors at BC.

CTE PROGRAM PARTICIPATION

During FY19, we had a total of **579 individuals** participate in at least one of our CTE-hosted programs for a total of approximately **2,800 participation hours** by BC instructors (this number doesn't include those who attended programs we were invited to facilitate for specific departments or schools).

Of these, 253 were faculty and 258 were graduate students, and **368 participated in two or more** programs or workshops.



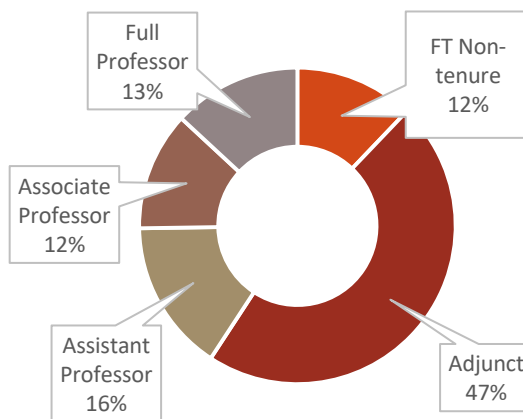
PARTICIPATION IN INVITED PROGRAMS AND OTHER COLLABORATIONS

The CTE also organizes workshops and other programs in response to requests from schools, departments, and other programs on campus. In FY19 the CTE connected with **over 260 faculty, graduate students, and undergraduate tutors** through programs and presentations we organized in collaboration with or at the request of partners across campus.

PARTICIPATION IN CONSULTATION SERVICES

CTE staff and graduate assistants also provide individual consultations to BC faculty, staff, and graduate students on a range of teaching and technology questions. These consultations are always initiated at the request of the instructor and remain confidential within Boston College.

In FY19, at least **278 individuals** – at all stages of their careers – sought out CTE staff for a total of 477 consultations* (with 29% of those conducted by CTE full-time staff and 71% by our part-time Graduate Assistants). 88% of those consultations were focused on a particular teaching technology tool and 12% were about more general teaching questions.



* For the purposes of data collection, we define a consultation as any set of one or more face-to-face or phone conversations with a BC employee on a discrete topic. This means that what we count as a single consultation may consist of multiple meetings, as well as many hours of preparation on the part of a staff member, as long as those meetings are all focused on the same general topic or question.

FACULTY PROGRAMS

Given the centrality of faculty's role in furthering student learning at BC, the CTE organizes a number of its signature programs to serve faculty exclusively. These programs place a heavy emphasis on both community-building and evidence-based practice, and they aspire to prepare faculty to be advocates for a stronger teaching culture in their own departments.

FACULTY COHORTS ON TEACHING

The CTE's Faculty Cohorts on Teaching program seeks to bring faculty together to explore innovative approaches to significant teaching and learning questions. Participating faculty spend a year investigating a new pedagogical approach that they also implement in a course taught during the cohort year. Monthly seminar meetings during the academic year are organized around relevant readings in the pedagogical literature and case studies developed by cohort participants.

PARTICIPANTS

20 faculty participated in two cohorts over the 2018-2019 school year. Cohort topics this year were "Teaching for Inclusion and Social Justice" and "Called to Serve: Preparing Students for Careers Working with and for Others." The University Council on Teaching provided significant financial support of this year's cohorts.

Cohort participants represented the following schools:

- Morrissey College of Arts and Sciences (10)
- Lynch School of Education (3)
- School of Social Work (3)
- Connell School of Nursing (1)
- School of Theology and Ministry (3)

"I think in the future I will be able to ask myself better questions about what I hope students will get out of my courses and how can I achieve those learning goals."

FEEDBACK

From an online survey distributed at the end of the year, 19 cohort participants shared their feedback about the program's strengths. Respondents were overwhelmingly appreciative of the opportunity to dig into a teaching question with colleagues from across the university and **in their open-ended comments, 85% of respondents expressed gratitude for the sense of community the program cultivated.** This appreciation for the program's focus on community-building is reflected in participants' likert ratings of the various components of the cohort: 100% of respondents agreed that open discussion with the group was useful or very useful, and 95% agreed that discussing their colleagues' case studies was useful or very useful.

"CTE has done outstanding work in energizing the University community to think creatively and continuously about our teaching. . . . These cohorts are vital."

Faculty were also grateful for the chance to give sustained, rigorous attention to a particular teaching question and the sense of pedagogical creativity and empowerment that accompanied that labor. Participants urged the facilitators to continue to think about how to integrate scholarship and non-BC examples of pedagogical excellence into the cohort. Overall, participants expressed strong satisfaction with the program:

	Agree or Strongly Agree
The cohort met my expectations.	100%
The CTE facilitators were effective in leading cohort sessions.	100%
I felt comfortable raising questions and sharing ideas with my colleagues in the cohort.	95%
I anticipate maintaining relationships with colleagues I met in the cohort.	100%
I would recommend the CTE's cohort program to a colleague.	100%
I would consider participating in a cohort again in the future.	100%

Although there are many comments from the feedback forms we could include to illustrate what faculty took away from the program, the following best represented the spirit of their collective responses:

“Having spaces of staged and sustained conversations has shifted my own lens of what, how, when, and why I structure my syllabi, assignments, office hours, and classroom spaces as I do. I have been able to take something away from every meeting, and form some really helpful relationships across the University. But more than anything I think I have been empowered to make explicit what I've been trying to do when I teach, to examine my own practices and implement new ones, and to articulate and ask questions across my department about how our ideological commitments to social justice are or are not implemented in our teaching.”

FACULTY TEACHING RETREAT

In early summer 2018, the CTE hosted its first teaching retreat, bringing nineteen faculty members together for a week-long, off-campus intensive pedagogical program intended to:

- Support individual faculty in their design and development of particular courses through individual consultation and small group facilitation
- Cultivate the idea that teaching is a set of skills and practices that can be developed and deepened rather than just a natural talent that one either has or doesn't have
- Continue to build an understanding of teaching as community property and to develop a shared vocabulary for talking about teaching at BC.
- Offer a concrete statement of university's support of and appreciation for teaching

94% of participants agreed or strongly agreed with the statement “I found the retreat to be time well spent in support of my work as a Boston College faculty member.” The retreat consisted of three plenary sessions offered by CTE staff members, small group discussion, and individual work. Participants were particularly pleased with the plenaries: 96% of participants agreed that the plenaries were valuable or very valuable.

JUNIOR FACULTY PROGRAMS

The CTE takes seriously its role in helping faculty new to BC – and new to teaching – transition successfully into their roles. In addition to consulting individually with new faculty upon their request, we also organize programs targeted specifically to the needs of new faculty.

NEW FACULTY ORIENTATION

In 2018 the CTE was again invited by the Associate Provost of Faculties to help plan the second day of New Faculty Orientation, which focused on the student experience at BC as well as faculty roles in the classroom. The CTE Executive Director kicked off the day with welcoming remarks for the new faculty, followed by an “Inclusive Classrooms” session led by the Director of Faculty Programs. CTE staff members then offered three different breakout sessions on “Lecturing for Learning,” “Grading Efficiently and Effectively,” and “Planning for Better Class Discussion.”

JUNIOR FACULTY CONVERSATIONS ON TEACHING

In part as a follow-up to New Faculty Orientation, the CTE also offered a series of lunches meant to provide an informal opportunity for faculty members in their first five years to talk with one another about the particular joys and challenges of teaching at Boston College. This year **27 different faculty members** attended at least one of six lunches that were organized over the year and ten faculty members attended more than one (attendance numbers listed in parentheses):

- Kids Today: Teaching the Post-Millennial Generation (11)
- The Role of Civility in the Classroom (5)
- Learning Smarter: What the Science of Learning Teaches Us (7)
- Class Discussion and Participation (7)
- (What) Are My Students Learning? (5)
- Student Well-Being (6)

While the CTE did not gather formal assessment data on this program, anecdotal evidence suggests that junior faculty appreciate an informal space to talk about their teaching and get to know their colleagues from across the university.

CORE CURRICULUM COURSE DESIGN WORKSHOPS

This spring the CTE partnered for the fifth time with BC’s Core Curriculum to offer a series of seminars to faculty preparing to teach Complex Problems and Enduring Questions courses. Renamed this year as “Course Design Workshops,” these sessions sought to invite faculty to think more intentionally about their pedagogical practices and to support them as they developed course syllabi in collaboration with their teaching partners.

Following on an initial workshop organized by the Core administrators (and featuring a presentation on Ignatian Pedagogy by the Dean of MCAS), the CTE took the lead in planning and facilitating the three remaining two-hour workshops on “Backwards Design and Aligning Course Goals”; “Reflection Sessions and Integrated Learning”; and “Assessment, Assignment Design, and Power in Faculty Partnerships.”



In an anonymous online survey sent to the participants in this year’s Core Course Design Workshops, participants remarked that they appreciated “having the dedicated time and space for course planning and brainstorming together” and found it “very well structured with both guidance and ‘free’ time to collaborate.”

Although we have yet to gather formal longitudinal data about the impact of these workshops, we did hear informally from a past participant this year – a long-term faculty member at BC – that he credited what he learned in the Core workshops with significantly changing how he approached teaching, not only in his Core courses but also in all the courses he teaches.

CAMPUS-WIDE PROGRAMS

In addition to programs for faculty, the CTE also organizes a number of campus-wide programs open to all faculty, graduate students, and staff at BC (and sometimes to colleagues in the Boston area). Programs are offered in various formats in order to best meet the diverse needs of the instructors we serve.

EXCELLENCE IN TEACHING DAY

Since its founding, the CTE has continued the tradition established by IDEs in 2004 of holding a signature annual event, now called Excellence in Teaching Day, where we invite the BC community to celebrate and reflect on the innovative teaching happening across campus. Our 2019 program was organized around the theme of “Making Learning Visible” and featured a keynote presentation by Dr. Claire Howell Major (University of Alabama).

“Was absolutely amazing to spend some time . . . thinking with such seasoned teachers.”

In addition to the keynote, the day included **ten breakout sessions featuring twenty-six faculty and staff** as facilitators and panelists, along with the Teaching Innovation Poster Session, which highlighted the groundbreaking work of fourteen faculty as well as CTE staff.

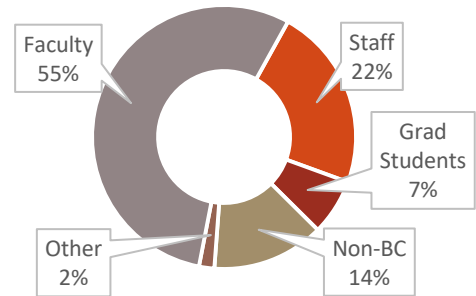
Session titles and attendance numbers for the breakout sessions are listed below, along with the titles of the various posters that were presented:

Breakout Sessions I	Breakout Sessions II	Teaching Innovation Posters
<p>Authentic Assignments: Helping Novices Think Like Experts (29)</p> <p>Creative Process as a Vehicle for Critical Thinking (21)</p> <p>Developing Brains, Developing Lives: Promoting Student Well-Being in the Classroom (17)</p> <p>Disciplinary Approaches to Constructive Disagreement (13)</p> <p>Making Learning Visible in Culturally Diverse Classrooms (15)</p>	<p>Making Learning Visible to Students: Crafting Assignments that Center Core Curriculum Learning Goals (32)</p> <p>Decolonizing the Mind: Disrupting Disciplinary and Classroom Assumptions and Practices (19)</p> <p>From Theory to Practice: Helping Students Apply What They Know (30)</p> <p>Geo-Spatial Mapping for Learning: Insights from the Libraries GIS Faculty Cohort (8)</p> <p>Inside Texts, Outside Comfort Zones: Helping Students Read Differently (16)</p>	<p>Designing for Learning</p> <p>Examining Culture Through Dance</p> <p>The ‘Syllabus Annotation Project’ in the English Department</p> <p>Fabricating Response: Mobilizing 3D Printing as Response to Literature</p> <p>Anonymous Grading in Canvas</p> <p>Synchronous Hybrid Learning: A Study of Student Experiences</p> <p>Advanced Clinical Decision-Making in Pediatric Primary Care</p> <p>Evaluating Science Learning without Tests: Sequential Concept Mapping Shows Increased Complexity & Clarity of Student Comprehension</p>

ATTENDANCE

This year 207 people registered for Excellence in Teaching Day and **157 participated** in some or all of the day.

95 attended the first set of breakout sessions and 106 attended the second set of breakout sessions. Over half of participants were BC faculty.



FEEDBACK

An online survey sent to participants following this year’s event generated responses from 74 participants (all from Boston College). The survey showed that participants were tremendously grateful for the breakout sessions and the opportunity to learn from their colleagues. One in particular noted that attending two different breakout sessions where two different faculty members presented variations on annotations projects helped them “imagine how I might help students see from other angles what the work of critical analysis involves.” Others reported that, given the busy point in the semester, they prioritize the breakout sessions.

“Really appreciate the content on improving inclusion and diversity - so important for us to lead the way for our students.”

Asked about their impression of the day overall, responses were largely positive:

	Agree or Strongly Agree
Overall, I found Excellence in Teaching Day to be valuable.	95%
I plan to make at least one change to my teaching because of what was discussed at Excellence in Teaching Day.	80%

And the large majority of breakout attendees agreed that the breakout sessions they attended were well-organized and worth their time:

	Agree or Strongly Agree
Overall, my attendance at this session was time well spent.	90%
The facilitator(s) effectively organized and led the session.	94%
I anticipate making changes to my teaching based on what I am taking away from this session.	80%

Feedback on this year’s keynote was also positive (82% agreed that it was valuable or very valuable), and several respondents noted their appreciation for its practicality. Some participants, however, found that the keynote did not quite reach the same level of creativity and specificity that was featured in the breakout sessions.

Again, it's difficult to select one comment to represent the variety of thoughts shared, but this speaks well to the appreciation expressed throughout the feedback for this year's ETD:

"It is so, so lovely to have a whole day to reflect on teaching practices and speak with colleagues from across BC who also care deeply about this. Events like this (and many of the other CTE programs) are a large part of why I feel so supported and valued as teaching faculty here at BC."

BACK-TO-SCHOOL BOOT CAMP

In order to target our workshop offerings to a time when faculty are least likely to have scheduling conflicts and most likely to be open to thinking about teaching, we organized our first "Back-to-School Boot Camp" in January 2016 and have continued offering them every semester since.

Scheduled during the week prior to the start of the semester, Boot Camp consists of morning and afternoon workshops offered over a four- or five-day period with lunch provided in between. Boot Camp workshops strive both to respond to ongoing needs among the faculty (e.g. orientations to Canvas and other learning technologies) and to invite faculty into new ways of thinking about teaching (e.g. our "Gauging Student Learning" and "Lecturing for Learning" workshops).

ATTENDANCE

We organized two Back-to-School Bootcamps for FY19 at the start of the fall and spring semesters. The total number of participants for the year was 171, with **92 participants in the fall and 79 in the spring**. Attendance breakdown per workshop was as follows:

August 2018	January 2019
Introduction to Canvas (17)	Introduction to Canvas (13)
Maximizing Canvas (16)	Maximizing Canvas (16)
Lecturing for Learning (12)	Collaborative Reading with Perusall (2)
DIY: Creating Online Lectures Using Panopto (6)	Tools and Techniques for Visual Thinking (7)
Mindfulness Strategies in the Classroom (5)	Teaching Through Disruption (5)
Intercultural Competence in the Classroom (9)	Drop-In Help: Canvas and Zoom (4)
Grading More Effectively and Efficiently (12)	Teaching with Case Studies (8)
Facilitating Better Peer Feedback (4)	Real News in the Classroom (5)
Drop-In Canvas Help (11)	Designing Better Exams (10)
	Gauging Student Learning (9)

FEEDBACK

A total of 110 participants provided feedback on Boot Camp workshops in FY19. In their feedback, participants routinely noted their appreciation for the clear and thorough guidance they received in learning technology-related programs. Regarding our more pedagogical offerings, participants were grateful for the chance to explore a new framework with an expert guide and for the chance to connect with their colleagues across the university.

A number of participants requested more time, a comment that prompts us to reconsider how we are balancing our commitment to making workshops accessible to as many instructors as possible and our commitment to making workshops as rigorous as possible. Moving forward, we will continue to consider how we can structure workshops to both quickly and effectively introduce a paradigm and give faculty the opportunity to reflect on how they might implement that paradigm in their own classrooms.

Overall, participants' feedback reflected clear satisfaction with the workshops and how they were facilitated:

	Agree or Strongly Agree
My attendance at this workshop was time well spent.	99%
The facilitator(s) effectively organized and led the session.	95%
I anticipate making changes to my teaching based on what I am taking away from the workshop.	91%
I would recommend this workshop to a colleague.	95%

PEDAGOGY READING GROUPS

Over the year, **nearly 50 faculty and graduate students** participated in one of the CTE's Pedagogy Reading Groups, which typically meet for 6 - 8 hours to discuss a particular author's work or a timely pedagogical text. Meetings are informal and are meant to provide an opportunity to share reactions, questions, and thoughts about how to implement the principles introduced in the reading.

In FY19, the CTE offered five reading groups: two on Daniel Barbezat and Mirabai Bush's *Contemplative Practices in Higher Education* (2013), two on Claire Howell Major's *Teaching Online: A Guide to Theory, Research, and Practice* (2015), and one organized with BC Libraries to investigate their new *Real News* resource.

In feedback collected from the *Teaching Online* group, one participant shared: "It was so great to be in a group of colleagues and to discuss the pedagogy of online education. By nature, such teaching is isolating, and this was wonderful to gain the confidence associated with teaching" from the group.

GUEST LECTURES

This year we took advantage of a number of opportunities for faculty and other instructors to engage with nationally-recognized scholars and artists from the local area.

Jordan Boatman & "The Niceties": Thanks to the efforts of LSEHD faculty member, Anne Homza, the CTE was able to organize a lunchtime conversation with Jordan Boatman, one of the lead actors from "The Niceties," a play that premiered in Boston in October. Centered around an office hours conversation between a white professor and a black student at an elite institution, the play raised important questions about race, power, and institutional change. Following the lunch with Ms. Boatman, the CTE organized a second lunch for faculty and staff to discuss the play and its connections to their own work as educators.



John Makransky: In October, the CTE partnered with Mission & Ministry’s Intersections program to organize a public talk and workshop led by BC’s own John Makransky, Associate Professor of Theology, on the topic of “sustainable compassion.” Sustainable Compassion Training (SCT) helps individuals cultivate a more inclusive and replenishing power of care and compassion for themselves and others that is less susceptible to bias, empathic distress, and burnout.



Bryan Dewsbury: In April the CTE hosted Dr. Bryan Dewsbury (Assistant Professor of Biology, University of Rhode Island) to give an afternoon lecture on “Teaching for Meaning and Purpose: Inclusive Practices in Higher Education.” Dewsbury invited participants to explore what the non-linear, sometimes unorthodox approaches necessary for the inclusive classroom look like in unique contexts, and unpack how these approaches can augur profound, inclusive experiences.

Lena Akhtar: Also in April, the CTE partnered with the Institute for the Liberal Arts to host a workshop by Dr. Leena Akhtar on “Redesigning the Clubhouse: Supporting Women & Minorities in STEM.” Dr. Akhtar’s workshop introduced instructors to a series of frameworks for supporting women and minorities in the sciences. In addition to considering the institutional and historical pressures that have led to discrimination and exclusion and pressing issues facing junior scientists today, she discussed strategies for more effectively connecting with and supporting women and minorities aspiring to STEM careers.

COLLABORATIONS AND INVITED PROGRAMS

In FY19 the CTE connected with over 235 faculty, graduate students, and undergraduate tutors through programs and presentations we organized in collaboration with – or at the request of – the following schools and departments:

- Lynch School of Education and Human Development
- School of Social Work
- Connell School of Nursing
- Boston College Libraries
- Connors Family Learning Center
- Student Athlete Academic Services
- Romance Languages and Literatures
- First Year Writing Program
- Theatre
- Philosophy
- Counseling, Developmental, and Educational Psychology
- English
- Theology
- Sociology
- Biology, Chemistry, and Physics (as part of NSF-funded grant project)

Sessions focused on topics such as “International Students and Academic Integrity,” “Cultural Awareness in Tutoring Contexts,” “Difficult Dialogues in the Classroom,” “Providing Effective Feedback,” and “Preparing for a Teaching Demonstration on the Job Market.”

GRADUATE STUDENT DEVELOPMENT PROGRAMS

The CTE supports graduate students at Boston College in two ways: 1) we partner with schools and departments as they develop programs to support their graduate student Teaching Assistants and Fellows and 2) we offer programs and services meant to help graduate students in preparing for careers teaching at the collegiate level. The following CTE programs are open to all graduate students and postdoctoral fellows at Boston College.

APPRENTICESHIP IN COLLEGE TEACHING PROGRAM

The Apprenticeship in College Teaching Program is a free, non-credit-bearing program that prepares graduate students for teaching careers in higher education. It consists of three components: ACT seminars (five required, two electives); classroom observations (one as observer, one being observed); and the Teaching Portfolio and reflective essay to encourage participants to synthesize what they're learning.

The program can be completed at the student's own pace, and successful completion of the program results in a robust teaching portfolio and certificate issued by the Office of the Provost. Each semester we offered all of our required workshops at least once, along with a variety of electives:

Required ACT Seminars	Elective ACT Seminars	
Course Design	Teaching Students with Disabilities	Responding to Student Writing
Assignment Design	Strategies for Effective Lecturing	Teaching from the Margins:
Active Learning	Teaching in The U.S. Classroom	Strategies for Instructors from
Creating Effective Learning	Facilitating Difficult Dialogues	Underrepresented Groups
Environments	Planning for Better Discussions	Getting Started in Online and
Grading for Learning	Effective Use of Technology	Hybrid Contexts

PARTICIPATION

172 students were active participants in the ACT program in FY19 (either attending workshops or submitting materials towards their certificates) and 22 successfully graduated from the program. 108 individuals newly joined the program in FY19, representing the following schools:

- Morrissey College of Arts and Sciences (58)
- Lynch School of Education & Human Development (36)
- School of Theology and Ministry (6)
- School of Social Work (2)
- Carroll School of Management (4)
- Connell School of Nursing (1)
- Woods College of Advancing Studies (1)

The past four years have shown an increase in demand for ACT seminars, prompting an increase from 20 seminars offered in FY16 to 34 offered in FY17 and 32 offered in FY18 and 37 in FY19. Seminar attendance ranged from 7 - 20 participants each, with an average participation of about 15 graduate students per seminar.

ACT SEMINARS OFFERED PER YEAR



FEEDBACK

ACT participants are asked to provide written feedback at the end of each seminar. Looking at total responses across all 37 seminars during FY19, participants expressed their strong satisfaction, remarking on the relevance of the material presented and their appreciation for CTE staff's efforts to model the pedagogical principles they're teaching about:

	Agree or Strongly Agree
Overall, my attendance at this seminar was time well spent.	96%
I'm leaving this seminar thinking about teaching in at least one new way.	96%

In exit interviews conducted with participants completing the program, we heard from a number of program graduates that they found the process of completing a teaching portfolio valuable, even when it took more time than expected and could be challenging. Many appreciated that the program is a supportive space for interdisciplinary conversations around teaching. Echoing the seminar feedback, program graduates commented that facilitators modeled effective teaching, including using active learning techniques and incorporating technology.

GRADUATE STUDENT TEACHING CONFERENCE

The Graduate Student Teaching Conference provides new and continuing Teaching Assistants and Teaching Fellows at Boston College the opportunity to reflect on their teaching in preparation for the coming academic year. The 2018 conference had 98 people register and **101 people attend**. It kicked off with a plenary faculty panel on "Engaging BC Students" – featuring Angela Ards (English), Julianna Belding (Math), & Daniel Bowles (German) – followed by three concurrent sessions.

Concurrent Sessions #1	Concurrent Sessions #2	Concurrent Sessions #3
Facilitating Classroom Discussions (17)	Experiences of BC Teaching Assistants (Panel) (21)	Experiences of International Instructors (Panel) (5)
Representing Your Teaching in the Non-Academic Job Search (13)	Experiences of BC Teaching Fellows (Panel) (10)	Experiences of Underrepresented Instructors (Panel) (3)
Tips for Grading Effectively and Efficiently (48)	Gathering and Interpreting Feedback on Your Teaching (8)	Teaching Natural Sciences in the Lab (35)
	Recognizing and Responding to Students in Distress (13)	Troubleshooting Challenging Classroom Moments (22)

FEEDBACK

In an online survey sent to participants, 25 respondents expressed their appreciation for the variety of sessions offered and the opportunity to build a greater sense of community with their colleagues. They lauded the opening panel and also expressed particular appreciation for the session on "Responding to Students in Distress" offered by Counseling Services. In general, they expressed strong satisfaction with the program:

	Agree or Strongly Agree
Overall, I found the Graduate Student Teaching Conference to be valuable.	100%
I plan to make at least one change to my teaching because of what was discussed at the Graduate Student Teaching Conference.	96%

OTHER GRADUATE STUDENT PROGRAMS

The CTE has also been working to develop new programs to serve the needs of graduate students, particularly those who are teaching as the instructor of record at BC and those who are preparing to go on the job market.

MID-SEMESTER FEEDBACK PROGRAM

The Mid-Semester Feedback Program was established in Spring 2017 to provide Teaching Fellows with anonymous, confidential mid-semester feedback from their students and/or CTE Staff. During FY19, 10 TFs requested a mid-semester feedback consultation, which involved an initial pre-meeting, a classroom visit (which may have involved a classroom observation and class interview), and a follow-up meeting to discuss the feedback gathered. Of those who responded to a feedback survey this year, **100% said they would definitely recommend the service to a colleague.**

ONLINE WORKSHOPS: TEACHING PHILOSOPHY AND PORTFOLIO

In Fall 2017, the CTE began offering online workshops to help Apprenticeship in College Teaching Program participants draft a teaching philosophy statement, and more broadly a teaching portfolio, as part of the program requirements. We continued these online workshops in FY19, offering “Drafting Your Teaching Philosophy Statement” twice and “Drafting Your Teaching Portfolio” once. Each workshop was asynchronous and fully online and consisted of three online modules requiring approximately 8 – 10 hours of work from participants. In total, 40 participants enrolled in the workshops and 19 fully completed all required elements.

Of the 9 respondents to an anonymous feedback survey, **100% said they would recommend the online workshop to a colleague** and 75% agreed that the workshop being offered online factored into their decision to participate.

GRADUATE STUDENT RESOURCES

To complement the work of our graduate student programs, CTE staff also developed a number of online resources for graduate students this year, providing guidance on developing teaching philosophy statements and teaching portfolios. A new resource for instructors interested in gathering their own mid-semester feedback will also be shared online soon.

STAFF PROFESSIONAL DEVELOPMENT AND SERVICE

As part of their efforts to stay current in the larger field of educational development as well as to build their connections to BC’s mission, CTE staff participate in various professional development and service activities at local, regional, and international levels.

CONFERENCE PRESENTATIONS & INVITED TALKS

Stacy Grooters: “How to Partner with Centers for Teaching and Learning” (with S. Tapp). American Conference of Academic Deans Institute, Atlanta, GA. Jan 23, 2019. (POD Network-sponsored session)

Stacy Grooters: “Inclusive Teaching Means Inclusive Grading, Too” (with D. Meizlish). Professional and Organizational Development Network Conference, Portland, OR. Nov 14-18, 2018.

Stacy Grooters: “Grading for Learning and Inclusion.” Massachusetts Bay Community College. Sept 21, 2018.

Francesca Minonne: “Increasing Access and Engagement: Developing Online Programming for Instructors,” (with N. Tuttle). Professional and Organizational Development Network Conference, Portland, OR. Nov 14-18, 2018.

CONFERENCE AND WORKSHOP ATTENDANCE

National and Regional Conferences and Workshops:

- POD Network Conference, Nov 14-18, 2018
- Common Ground Maryland, May 2-3, 2019
- ICED Conference on Institutional Change, Atlanta, GA, June 4-8, 2018
- NERCOMP workshop on Digital Service Learning, June 12, 2018
- Contemplative Education Symposium at Tufts University, Dec 11, 2018

Virtual Conferences and Workshops:

- James Lang’s talk on *Cheating Lessons* hosted by Simmons University, March 15, 2019
- Linda Nilson on “Creating Engaging Discussions”
- Paul Hanstedt on “Creating Wicked Students”
- POD Scholarly Reads discussion: “Strategies to mitigate student resistance to active learning”
- POD Graduate Student Development Special Interest Group discussion: “Longitudinal Studies of Graduate Student Development”
- Magna Online Seminar on “Building Professionalism in Professional-track Students”

Boston College Conferences and Workshops:

- BC’s “Voices of Diversity” event, Feb 26, 2019
- Communicating Across Cultures workshop (HR/OID) on Oct 11, 2018
- Boston Intercultural Skills Conference, March 1, 2019
- BC’s Diversity and Inclusion Summit, May 22, 2019

SERVICE & OUTREACH

Consultation & Outreach:

CTE staff were approached by colleagues from various universities seeking our input on professional questions:

- Simmons University
- Boston University
- College of the Atlantic
- Faculty delegation from universities in Georgia
- Northeastern University
- Dutch Universities of Applied Sciences
- Brown University

Professional Service:

Stacy Grooters: Completed three-year term on POD Network's Board of Directors; Chair, Awards Committee, POD Network; Co-chair, Captioning ad hoc Committee, POD Network

Francesca Minonne: Began a two-year term as a POD Interactive Sessions Co-Coordinator

BC Service:

Sarah Castricum: Developed and co-facilitated workshop on Courageous Conversations with Susan Tohn, SSW for International Education Week (Nov 13, 2018)

Matthew Goode: serves as faculty/staff advisor for Graduate Pride Alliance; Presenter, "Cultural Awareness in Tutoring Contexts," Connors Family Learning Center (Sep 19, 2018) & Student-Athlete Academic Services (Jan 27, 2019); attended BC IDI Qualified Administrator meeting (Apr 2, 2019)

Stacy Grooters: Committee member, University Council on Teaching; served as mentor at *Spectrum Retreat* (Feb 8 - 10, 2019); participant in graduate Student Formation working group; joined Course Evaluation Committee

Kim Humphrey: Advocate, Sexual Assault Network; Presenter, "Faith and Survivorship," Sexual Assault Network (April 11, 2019); Co-Teacher, "Responding to Campus Sexual Assault: Training for Future Faculty," (Spring 2019)

Francesca Minonne: participant in Graduate Student Formation working group

TEACHING

Matthew Goode: "Thinking Intercultural Competence," an in-person course in the Cross Currents Seminar program (Fall 2018)

Matthew Goode: Taught "Reflections on Being Abroad," an online course taken by BC semester abroad students (Spring 2019)

Kim Humphrey: "Exploring Catholicism I & II," an in-person course in the Theology core (Fall 2018 & Spring 2019)

Scott Kinder: Taught "Applications for Educators" for BC LSOE (Spring 2019)

Francesca Minonne: "College Writing," a fully asynchronous online course in the Woods College of Advancing Studies

CTE MISSION & VALUES STATEMENT

The Boston College Center for Teaching Excellence supports instructors throughout their careers to create engaging and inclusive learning environments for their students. We invite instructors to explore new pedagogical and technological approaches in their pursuit of teaching excellence. We partner with faculty and graduate student instructors to foster a culture of reflective teaching and to cultivate a supportive community of scholars through collaboration and informed conversation about teaching.

In support of this mission, we embrace the following values:

We serve. We seek to be a reliable source of support for faculty and all others committed to BC's mission of student learning and formation. We strive to help faculty find joy and meaning in their teaching throughout their careers and to celebrate instructors' efforts "ever to excel" in the classroom.

We learn. We approach our work from a place of critical curiosity — intentionally and continually working to expand our understanding of teaching and learning in higher education and in the Jesuit tradition — both through our engagement with the larger research literature as well as through our own systematic investigation into the impacts of our work.

We lead. We advocate to improve the teaching and learning environment at Boston College, and we inspire faculty to think in new and creative ways about their teaching.

We connect. We recognize the power of human connection in our work and seek to bridge the gaps that limit the potential of BC's teaching community. We help individuals find community, we translate across silos, and we actively seek out partnerships with others supporting teaching at BC.

We adapt. We shape our approach in response to the needs of the institution and to the particular contexts presented by the students, instructors, departments, and schools that we work with and work for.

We practice inclusion. We intentionally and actively work to attend to questions of diversity, justice, and accessibility in all that we do, and we engage in regular self-reflection about the role we play in cultivating a welcoming and inclusive environment at BC.