8-2023

CTL Impact Report (FY23)

Center for Teaching & Learning
Sacred Heart University

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INTRODUCTION

The Sacred Heart University CTL was founded in 2022 as an integrated scaffold of teaching and learning support. Its founding brought together instructional development for SHU faculty with academic support services for SHU undergraduate and graduate students. In this report, we share our center's reach and impact during FY23 (July 1, 2022 – June 30, 2023), marking the first full academic year in which the CTL has operated in its current model.

Mission
The Sacred Heart University Center for Teaching & Learning (CTL) promotes excellence and equity in teaching and learning to enable all to reach their fullest potential as students and as instructors.

Vision
The Sacred Heart University Center for Teaching and Learning seeks to build a university-wide community of teachers and learners, renowned for its open and collaborative spirit, its deep commitment to equity and excellence, and its embodiment of care of the whole person.

Values
- We advocate for **inclusion, equity, and access** for all community members. We identify and promote opportunities to better include our students, faculty, and staff across their diverse identities, abilities and strengths.
- We prioritize **care of the whole person**. We recognize that teaching and learning do not occur in a vacuum, but within the full context of the human experience, and seek to meet students and instructors where they are.
- We embrace **multiple ways of knowing**. We draw from the educational research literature as well as the lived experiences of our students, instructors and staff to inform our practice.
- We seek **continuous improvement** for the SHU community and for ourselves via a growth mindset. We collect and use data to engage in reflection, to iterate, and to better meet the needs of our community.
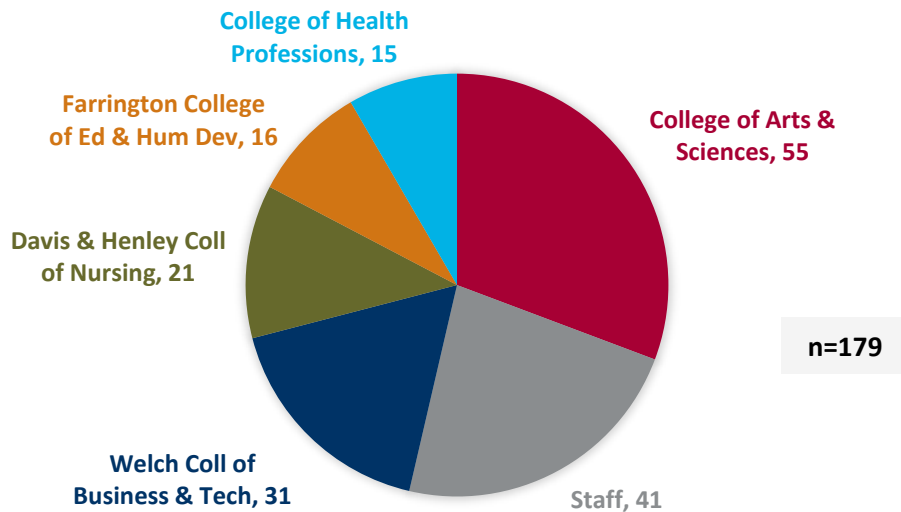
TEACHING

Overall Reach

During FY23, the Sacred Heart University CTL worked with **49%** of full-time faculty and **12%** of part-time faculty to enhance the quality of SHU teaching through consultations, faculty learning communities, classroom observations, workshops, peer coaching, tech studio trainings, events, and more. CTL faculty reach spanned **38 departments across all 5 colleges**.

Teaching Services

Individual Consultations & Classroom Observations

All Sacred Heart instructors may request a confidential, non-evaluative consultation or classroom observation with a CTL team member to discuss teaching strategies, course design, engaging students, and more. Inclusive teaching consultations are offered in collaboration with Dr. Lee Morgan and the Office of Inclusive Excellence. During FY23, the CTL consulted with **99** unique faculty and staff members across **179** total consultations, with the highest engagement from Social Work, Nursing, Computer Science & Engineering, Psychology, and Communication Studies.

TOTAL # OF CONSULTS PER COLLEGE

College of Health Professions, 15

Farrington College of Ed & Hum Dev, 16

Davis & Henley Coll of Nursing, 21

College of Arts & Sciences, 55

Welch Coll of Business & Tech, 31

Staff, 41

n=179

> "
>
> I just [taught] a grad psych course (Diversity & Cross-Cultural Issues Within Organizations) and I wouldn't have been able to do it without [CTL] guidance and help over the past six months. I was somewhat anxious because it was my first time teaching a grad level course and [I was guided] every step of the way regarding best practices.
>
> - **Rob Johnson, adjunct instructor, Industrial/Organizational Psychology, CAS**

>
>
> A classroom observation by CTL helped me to put into place strategies tailored for the content I teach. During a pre-observation meeting […] we spoke about my course objectives and delivery approach, and identified a specific area of focus for the observation: learner engagement. During a post-observation debrief, CTL helped me to identify approaches that were working, new strategies to try, and readings to learn more about evidence-based pedagogical practices. The supportive, non-evaluative, focused discussions provided me with evidence-based, actionable strategies to expand my skills, and an excitement to learn more.
>
> - **Ciara Leydon, professor, Communication Disorders, CHP**

Departmental Consultations

The CTL also partners directly with departments to assist with curricular design, develop a shared vision for program learning outcomes, align learning activities to assessments, offer tailored professional development, and more. During FY23, the CTL partnered with:

- Office of Student Accessibility and Student Advising & Success to develop the **Academic Strategies Program ASP 099** course
- Welch College of Business and Technology senior leadership and program directors to develop and launch asynchronous summer support for **25** faculty converting courses to the fully online environment
- Psychology department to re-articulate program learning outcomes and seek alignment with course-level assessments
- Health Sciences to offer a tailored "Teaching as Evidence Based Practice" workshop attended by **21** faculty members

Faculty Learning Communities

Faculty Learning Communities (FLCs) are open to all full-time and part-time SHU faculty interested in regularly discussing their teaching practice in community with their colleagues. FLCs meet periodically throughout the semester (typically every 2-3 weeks) to engage in reading related to teaching and to discuss how it informs their current practice.

During FY23, the CTL facilitated 3 FLCs, *What Inclusive Instructors Do* (Fall 2022, Spring 2023) and *Picture a Professor: Interrupting Biases about Faculty and Increasing Student Learning* (Spring 2023) with 34 unique participants, 10 of whom elected to participate in both a fall and spring FLC, for a total of **44** participants.
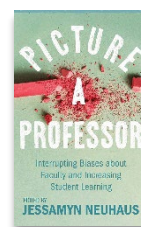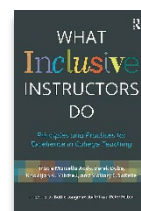
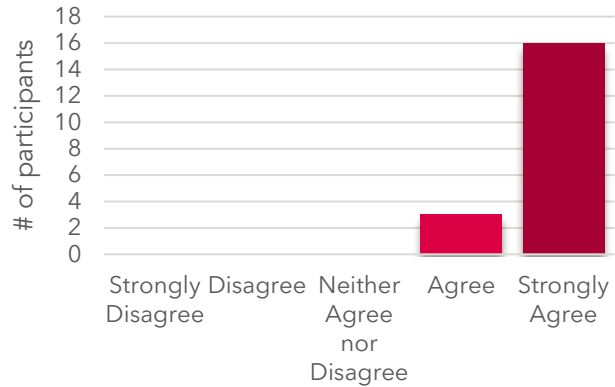## Did your participation in this FLC result in changes to your teaching practice?

Chart showing # of participants: Yes approximately 17, No 0, I'm not sure approximately 2.
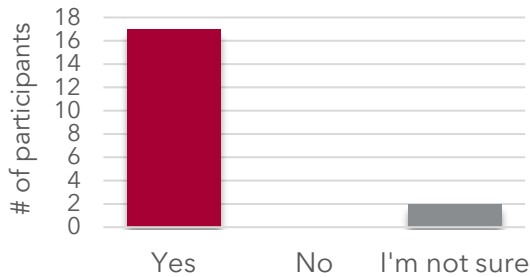
I felt supported as an instructor throughout my experience in this FLC.

Chart showing # of participants: Strongly Disagree 0, Disagree 0, Neither Agree nor Disagree approximately 3, Agree 0, Strongly Agree approximately 16.

In exit surveys and embedded program assessments, FLC participants frequently comment on the value of regularly reflecting on their teaching practice with faculty from across disciplines and departments, such as considering the impact they have with students, revealing more of who they are to their students, adjusting their teaching practice to support student positionality and learning goals, and providing a safe space for students to share their authentic selves.

> "
>
> I have integrated a lot of the style points discussed in the FLC, such as including more explanation on the rationale for every assignment. I am integrating what we learned about syllabus creation next fall, looking through content, and of course making class expectations clearer.
>
> - **Faculty Learning Community participant,** *What Inclusive Instructors Do*, **Spring 2023**
>
> I am revealing more of who I am in the classroom. I am also providing opportunities for students to share who they are. I am also thinking of ways to incorporate more formative feedback.
>
> - **Faculty Learning Community participant,** *Picture a Professor*, **Spring 2023**

Faculty Peer Coaching

Led by SHU faculty members Kristin Rainville and David Title, the CTL Faculty Peer Coaching program pairs full-time faculty members to participate in reciprocal confidential classroom observations. Through pre- and post-observation discussions, faculty use formative feedback to improve their teaching practices. As part of the observation process, faculty participate in a faculty cohort to hone their coaching skills and discuss effective teaching strategies. During FY23, **46** unique faculty members across all 5 colleges were participants in Faculty Peer Coaching.

> **"**
>
> It felt energizing to talk with a peer that was as excited as me about teaching practices and self-improvement.
>
> - **Faculty Peer Coaching participant**
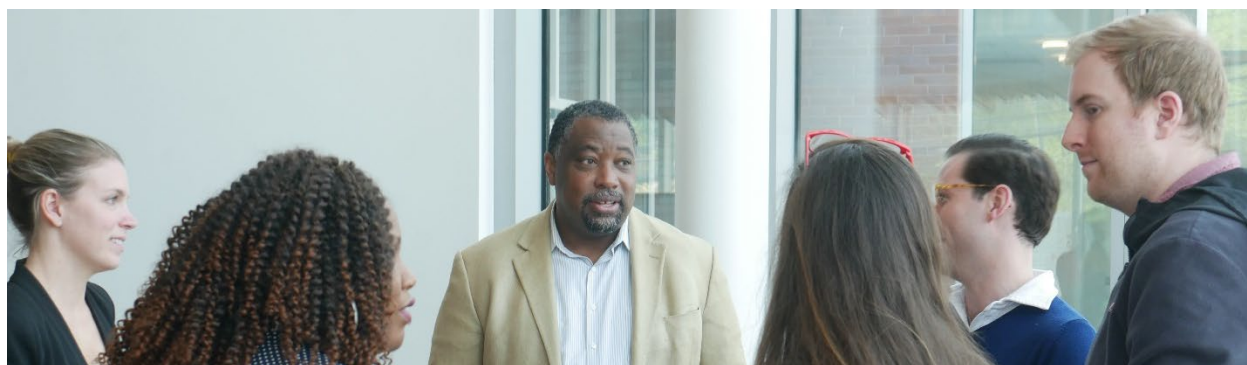
Workshops & Events

The CTL offers professional development for all SHU instructors via in-person and virtual workshops, panels, and events. Wherever possible, workshops and events are recorded and posted on the CTL Instructor Resource site for those who were unable to attend. The CTL also contributes annually to university events, such as New Faculty Orientation and the Faculty Institute.

FY23 Workshops (54 unique participants)

- **New Faculty Fridays** - 22 attendees
  - Engaging Students through Active Learning – With Nikki Wingate, SHU
  - Gathering Feedback from Your Students
  - Supporting Student Well-Being – With Analisa Gagnon, SHU
  - Reflecting on Your First Semester of Teaching at SHU
  - New Faculty Feedback Lunch
- **Accessible from the Start: Implementing Digital Accessibility Practices for Your Teaching and Work at SHU** – With Michelle Morgan, Yale – 13 attendees
- **Gathering Midsemester Feedback from Your Students** – 9 attendees
- **Theory and Practice of Accessible Teaching** – With Sara Misgen, Yale – 13 attendees

Events (76 unique participants)

- **Academics for Creative Teaching (ACT) Grant Information Session** (in collaboration with ACT Grant Committee and the Office of Research & Sponsored Programs) - 15 attendees
- **Better than a Bot: Teaching in the Age of Artificial Intelligence** (in collaboration with Steven Michels, Katie Cunningham, Jeff Naftzinger, and Colleen Butler-Sweet) – 50 attendees
- **Open Educational Resources Panel** (in collaboration with Office of Research & Sponsored Programs and the SHU Library) - 5 attendees
- **Service Learning Faculty Information Session** (in collaboration with Office of Volunteer Programs & Service Learning) - 9 attendees

CTL Tech Studios

Our center on West Campus (West Building, 2nd floor) is home to our CTL Tech Studios, where faculty and staff can record instructional materials in our Podcast or Lightboard studios after a brief training. The CTL Lightboard Studio is used to develop instructional videos through illuminated writing on a transparent board. The CTL Podcast Studio is a soundproof room with two high quality microphones that provide a quiet place to record high quality audio, typically to make podcasts or audio narration. During FY23, **9** unique instructors booked a total of **43** sessions in the CTL Tech Studios to generate educational content.
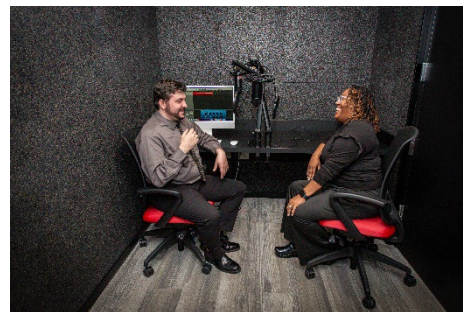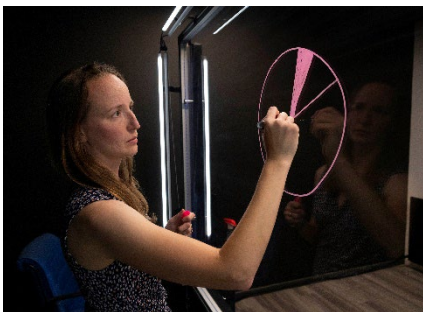
LEARNING

Overall Reach

During FY23, the CTL held **9,232** tutoring sessions for **1,370** students, and reviewed **2,637** papers for **1,051** students through the Online Writing Lab. The CTL also trained **102** peer tutors according to the College Reading and Learning Association's (CRLA) best practices.

Learning Services

Tutoring

CTL professional and peer tutors are available for in-person and online course-specific tutoring appointments from 8 a.m. until 10 p.m. daily, including weekends. This year we expanded our drop-in tutoring access to five locations throughout campus where students can meet with a tutor without an appointment. CTL further trained **102** peer tutors according to the College Reading and Learning Association's (CRLA) best practices and will apply for CRLA certification in Fall 2023.

Who engaged with CTL tutorial services?

1370 Unique Students

Undergraduate	Graduate
85%	15%

9232 Appointments

Undergraduate	Graduate
74%	26%
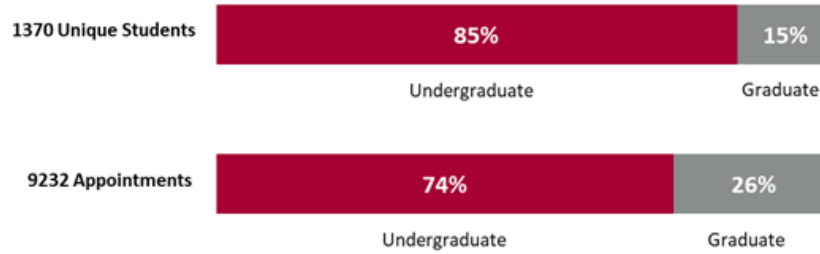
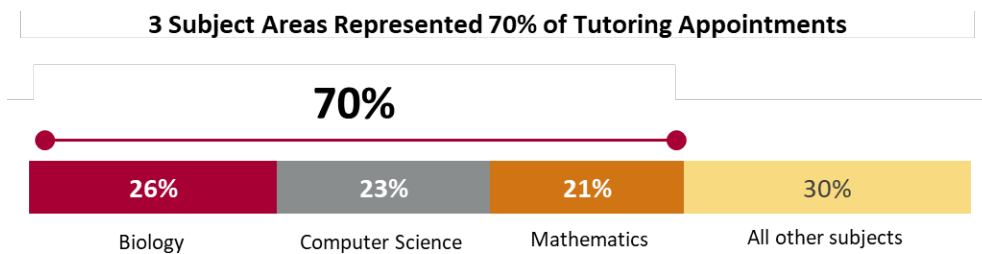During FY23, the CTL held **9,232** tutoring sessions for **1,370** students, totaling **7,965** hours of supplemental instruction.

The CTL tutored **1155** undergraduates in **118** courses in **47** majors and **215** graduate students in **35** courses in **5** programs. Students sought the most help in math, biology and computer science courses, which represented **70%** of all tutoring appointments.

3 Subject Areas Represented 70% of Tutoring Appointments

70%

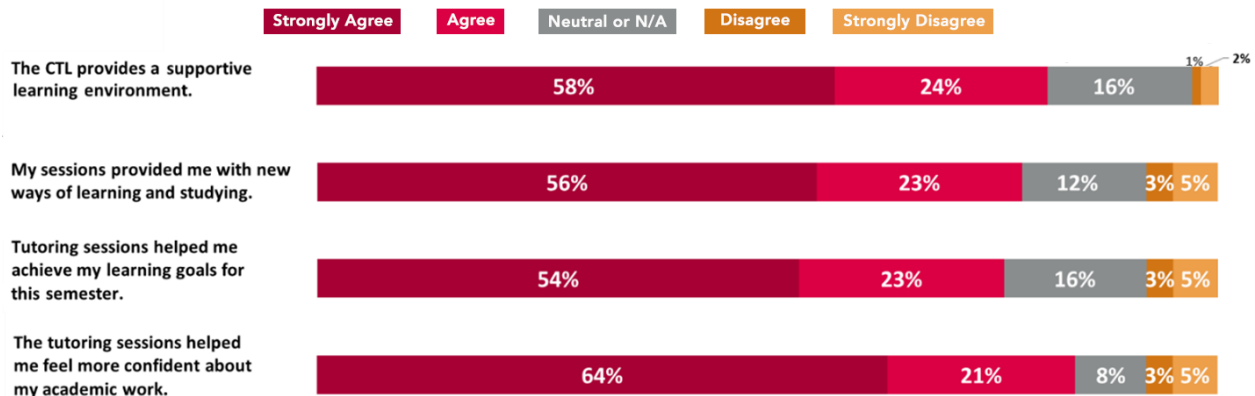| Biology	Computer Science	Mathematics	All other subjects
26%	23%	21%	30%

There were **5,495** online appointments and **3,737** in-person appointments, with **522** of the in-person sessions held at one of five drop-in locations.

Students Preferred Online Tutoring Appointments

Online Appointments	In-person Appointments
60%	40%

Students completed **269** after-session feedback surveys and overwhelmingly reported a positive experience with CTL tutorial services.

Student Survey Feedback on Tutoring Experience

	Strongly Agree	Agree	Neutral or N/A	Disagree	Strongly Disagree
The CTL provides a supportive learning environment.	58%	24%	16%	1%	2%
My sessions provided me with new ways of learning and studying.	56%	23%	12%	3%	5%
Tutoring sessions helped me achieve my learning goals for this semester.	54%	23%	16%	3%	5%
The tutoring sessions helped me feel more confident about my academic work.	64%	21%	8%	3%	5%

> The Tutor was just amazing! She not only helped me to resolve the errors in the codes, she took time and explained me the reason we are using each word to get the desired output. I'm very happy and pleased to have taken her assistance in resolving my homework.10/10. Thumbs Up!
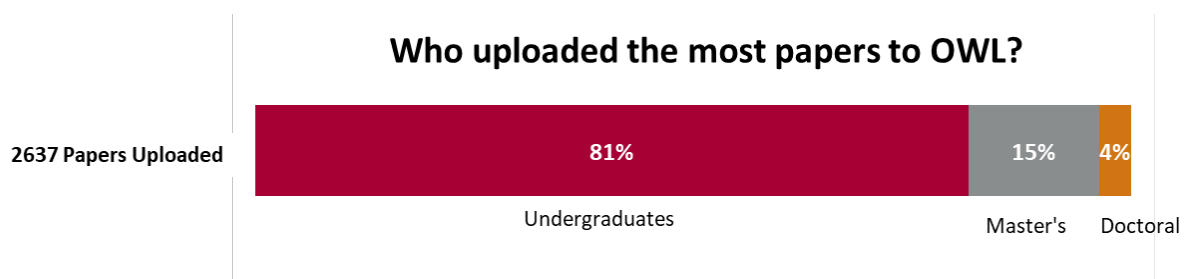
- **Anonymous tutee**

> Sacred Heart University has made the CTL tutoring sessions available to students especially online students […] by utilizing Zoom meetings […]. I am very happy that I have access to this awesome service.

- **Anonymous tutee**

Writing Support and Online Writing Lab

The CTL provides writing support to all SHU students through 1-on-1 appointments or through asynchronous paper submission to the Online Writing Lab (OWL) for review by professional writing tutors. During FY23, the CTL employed **10** professional and **6** peer writing tutors. Of the **9,232** tutoring sessions, **315** were for 1:1 writing support with **96** sessions held by peer writing tutors and **219** by professional tutors. The Online Writing Lab reviewed **2,637** papers for **1,051** students.

Who uploaded the most papers to OWL?

2637 Papers Uploaded	81%	15%	4%
	Undergraduates	Master's	Doctoral

Classroom Learning Assistants (CLAs)

CLAs are faculty-nominated students who work closely with faculty in select courses and sections to develop study materials and host weekly review and study sessions. CLA sessions are specific to a class, section, and instructor. During FY23, **156** regular CLAs covered **211** courses and sections, and the CTL hired **15** WCBT CLAs for Spring 2023 and **29** for Late Spring 2023, covering M.S. Computer Science, M.S. Business Analytics, and M.S. Accounting courses.

Learning Labs

Learning Labs are peer-led review sessions covering specific courses. Peer learning lab leaders have a high mastery of the course content and review content delivered during lectures. Students may attend a learning lab if they are enrolled in a course with a learning lab, regardless of the instructor or course section. During FY23, CTL hired **41** Lab Leaders for Fall 2022 and **33** Lab Leaders for Spring 2023 for A & P, Physics, Biology, Chemistry courses.

The CTL developed an academic integrity consultation program to educate students about the university's academic policy and promote honesty, fairness, respect, and responsibility in academic work among students. The program is designed to empower students to make better academic decisions. CTL collaborated with the Graduate Student Affairs and Academic Technology departments to create a SafeAssign Checker on the Academic Resources Organization for students to check their papers for potential plagiarism.

CTL TEAM

The Center for Teaching and Learning team includes:

- **Alex D'Adamo**, Instructional Design Specialist
- **Ann Devine**, Coordinator, Academic & Tutoring Support
- **Lisa Henderson**, Manager, Academic & Tutoring Support
- **Beth Luoma**, Director

During FY23 we also employed graduate students, **Quianna Daniels-Smart** (CTL Equitable & Inclusive Pedagogy Lead), and **Kassem Jaber** (Graduate Media Assistant), as well as a devoted team of undergraduate work study students to support essential CTL functions. We have also partnered closely with faculty members **Kristin Rainville** and **David Title** in administration of the Faculty Peer Coaching program, and faculty member **Lee Morgan** to facilitate inclusive teaching consultations and faculty learning communities, and with Lee Morgan and **Jen Wilson** to plan our upcoming 2023 Equity at the Heart of Teaching Symposium. These faculty and others who co-facilitate CTL cohort experiences will take on CTL Faculty Fellow roles in FY24.

Strategic & Administrative Accomplishments

The CTL team accomplished the following strategic and administrative accomplishments during FY23:

- Creation of CTL mission, vision, and values [see inset on page 1]
- Launch of PASS (Pioneer Academic Support Services) Portal, consolidating and simplifying student access to university academic support services
- Restructuring and update of public facing CTL website: www.sacredheart.edu/ctl
- Update and expansion of CTL Sharepoint instructor resource site to include CTL News, CTL Events, & CTL Tech Studio reservations: www.sacredheart.edu/ctlsupport
- Alignment of academic support practices with College Reading and Learning Association (CRLA) recommendations to prepare to apply for Level 1 CRLA certification
- Collaboration with Academic Technology to conduct Learning Management System (LMS) pilot
- Launch of faculty-facing CTL email newsletter
- Launch of student-facing Instagram social media account
- Hire of new coordinator of academic and student support
- Development of community gathering spaces within CTL suite at West Campus

Scholarly Activity

The CTL team actively contributes to the scholarship of educational development and related fields through peer-reviewed publications, presentations, grants, and awards. Below is a list of 2022-2023 CTL scholarship, including scholarship of CTL faculty associates directly pertaining to CTL work.

Invited Presentations

Luoma, E. (2023, February). Panelist, ESTEEM (Engaging Students to Enliven the Ecclesial Mission) Capstone Conference, Washington, DC.

Luoma, E. (2022, May). *Engaging Students Across Modalities.* University of Colorado Boulder, (virtual).

Conference Presentations

Rainville, K. N. & Title, D. (2023, April). *Faculty Peer Coaching: Partnerships to Support equitable, engaging, and Rigorous Classrooms in Higher Education.* American Educational Research Association Annual Meeting, Chicago, IL.

Luoma, E. & Glazer, F. (2022, November) *Leaders Who Listen First: Crowdsourcing Insights for Listening Tours.* Professional and Organizational Development (POD) Network Conference, Seattle, WA.

Rainville, K. N., Title, D. (2022, October). *Peer Coaching in Higher Education: Faculty Coaching Partnerships to Support Rigorous, Equitable, and Engaging Classrooms.* Northeastern Education Research Association (NERA), Trumbull, CT.

Rainville, K.N. & Title, D., & Luoma, E. (October, 2022). Peer coaching in higher education: Faculty coaching partnerships to support rigorous, equitable, and engaging classrooms. New England Faculty Development Consortium (NEFDC), Worcester, MA.

Books

Rainville, K. N., Title, D. G. & Desrochers, C.G. (2023). Faculty Peer Coaching in Higher Education: Partnerships to Support Improved Instructional Practices. Information Age Publishing.

Grants & Awards

Rainville, K.N., Title, D., & Desrochers, C.G. (2022-23). "Peer Coaching in Higher Education: Exploring the Impact of Faculty Coaching Partnerships on Inclusive, Equitable, and Effective Teaching Practices." Professional and Organizational Development (POD) Network in Higher Education Research Grant: $1750.

Luoma, E. (2022). *"POD Network Adjunct Faculty SIG (Special Interest Group) Scholarship"* Professional and Organizational Development (POD) Network in Higher Education Conference Grant: $1385.

Daniels-Smart, Q (2022). *"GPPD (Graduate Student, Professional Student & Postdoctoral Development) Career Development Grant."* Professional and Organizational Development (POD) Network in Higher Education Conference Grant: $410.