How Centers for Teaching and Learning Can Influence Campus Culture on Emerging Educational Trends

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Session Overview

❖ Your institutional context
❖ Strategic framework
❖ Case studies
❖ Discussion
Where are you coming from?

An administrator seeking to more effectively involve your CTL center in campus initiatives?

A CTL director seeking to “get a seat at the table” so you can contribute to a campus initiative?

A CTL director seeking to initiate institutional change?
Reflection

❖ What change do you hope to achieve?

❖ What is the impetus for this change? (Consider strategic plan, national trends, accreditation issues, compliance, curriculum challenges)

❖ What are the constraints in which you’re working? What resources do you have to draw on?
Strategizing Your Approach

Adapted from Connie Schroeder’s “Coming in from the Margins” (2010):

❖ Understand your center
❖ Align with institutional priorities
❖ Build relationships & reputation
❖ Build capacity
❖ Evaluate
Case Presentations

Tufts University
Tufts CELT Campus-Wide Shift to Inclusive Excellence

**National Trends:** Inclusive Excellence, changing demographics, STEM

**Institutional Priorities:** Tufts / CELT missions, strategic plan, diversity report

- Formed/chose strategic partners
- Appointed to relevant committees
- Leadership support

**Multi-pronged Approach**

- Faculty learning communities
- Open workshops (external experts)
- Dialogue focus partnering with CDO

**Integration Throughout CELT Programs** (CELT Fellows, CDI, ILA)

**Year 1**

- Secured external funding
- Re-allocated internal resources

**Year 1 Outcomes**

- Analyze pre-post, student evaluation question, interviews, artifacts

**Years 2, 3**

- New Faculty Orientation for 3 years
- Social Justice

**Year 2**

- Sharing Internally: Mini-Symposium

**Year 3**

- Sharing Through Regional Conference

**Evaluate**

**Outcomes**

- HHMI Grant | SEL-CI-DI | CELT New Hire | IDEA Grant
- Bridging Differences Initiative | CDO Search | Requests
Case Presentations

Boston College
Challenge
No centralized structure existed to support development of accessible material (e.g. video) at BC. The CTE wanted to advocate for institutionalizing captioning support, in particular, but did not have the capacity to provide that support itself.

Context
Understand your center

Align with Institutional Priorities
- Accessibility already a priority
- UDL
- Revised CTE mission

Build Relationships & Reputation
- BC is relational
- Accessibility Liaison Committee
- Shared research with other committees
- Outreach to Disability Services

Build Capacity
- Convened project group
- Began research
- Piloted vendor & captioning process
- Presentations

Evaluate
- Tracked time
- Captioning guide
- Findings report shared with stakeholders
Discussion
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