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

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

This year the Center worked with 24 workshop panelists who represented Blair, A&S, Law, Peabody, Engineering, Nursing, and University Central. Fall 2010 Panelists included: Cherrie Clark, Jay Clayton, Beth Conklin, Kenneth Debelak, Bonnie Dow, Andrea George, Matt Hall, Margaret Kennedy, Jim Lovensheimer, Melanie Moran, Jamie Pope, Jonathan Rattner, Kenneth Schriver, Pearl Sims, Michelle Sulikowski, Lacy Tite, and Michael Vandenbergh.

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

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

- 2011 workshop participant
Andrew Van Schaack. Two events were co-sponsored one by the A&S Undergraduate Writing Program and the other by Center for the Integration of Research, Teaching, & Learning (CIRTL).

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

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

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

- 2011 workshop participant
The Office of the Provost and the Center for Teaching hosted “Teaching at Vanderbilt,” an orientation for junior and senior faculty new to Vanderbilt, from 3 to 5 p.m. on Monday, August 16th, 2010, at the CFT. The event featured opening remarks by Provost Richard McCarty, an introduction to the CFT by Allison Pingree, and two concurrent sessions featuring three short workshops each:

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

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

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

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

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

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

Additionally, CFT staff were available for teaching consultations throughout the following week, and a series of hands-on workshops addressing a variety of teaching topics (syllabus design, grading, and PowerPoint design) were offered.
GradSTEP (Graduate Student Teaching Event for Professional Development) provides several workshops and discussions on teaching, learning, and professional development issues across the disciplines. GradSTEP 2011, held on Saturday, January 22, 2011, in Wilson Hall, explored the many dimensions of teaching. Graduate and professional students and post-docs from across campus joined members of the Center for Teaching staff for an array of workshops and a faculty panel.

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

Following GradSTEP 2011, an anonymous online survey was sent to the 131 participants; 79 responded (60%). When asked to select one reason that best described why they chose to attend GradSTEP, 62 respondents chose one of these three choices: “Becoming a more reflective and intentional teacher” (28%), “Developing proficiency in effective instructional methods” (27%), and “Improving my ability to obtain and thrive in a faculty or other academic job” (25%).

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

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

- 2011 GradSTEP participant

GradSTEP Faculty Panel

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

Leigh Wadsworth, Lecturer, Department of Psychology and Human Development

Jennifer Holt, Director, Vanderbilt Writing Studio

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

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

- GradSTEP Panel Attendee
The CFT’s Teaching Assistant Orientation (TAO) is a two-day event held the week before classes begin each fall designed to prepare new TAs for the various duties they will have while teaching at Vanderbilt. Since almost all new TAs at Vanderbilt participate in the event, TAO provides the CFT with an opportunity to have a positive impact on the teaching mission of the university on a large scale. It also serves as a chance for the CFT to begin relationships with graduate students, helping them to understand the ways in which the CFT can support their teaching efforts throughout their Vanderbilt careers and to value the role of teaching in their professional lives.

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

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

- 2011 TAO participant

263 new teaching assistants attended TAO.

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

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

In addition to the 14 TAO leaders, 21 graduate students helped lead the Practice Teaching sessions on day two of TAO. These “near peers” were able to provide the new TAs with feedback on their teaching, as well as insight into the unique aspects of teaching in their departments. 2010 Practice Teaching Leaders included: Chris Asplund, Robert Brucker, Mary Butterfield, Susan Carter, Natalie Cisneros, Angela Cowser, Chase Cox, Justin Fitzpatrick, Justin Gregory, Chris Gulka, Steve Harrison, Dustin House, Arun Krishnan, Danielle Kurin, Ralf Mueller, Kelly Puzio, Jessica Riviere, Josh Swartz, Srikanth Srinivasan, Jennell Talley, Kerri Tobin, and Elizabeth Vargis.
International Teaching Assistant Program

ITAP is a collaboration of English Language Center (ELC) and Center for Teaching (CFT) staff members working to assist and support international graduate students as they prepare for and begin their teaching duties at Vanderbilt.

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

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

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

Teaching Assistant Orientation Facilitators

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

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