

**CELT
ANNUAL
REPORT**

2022-2023

To the UK Teaching Community

At CELT we are inspired and motivated by the outstanding educators at the University of Kentucky.

Over the last year it was common to engage in discussions and projects about rethinking our approaches to teaching and learning—whether in response to the emerging long-term effects of the pandemic or to the sudden availability of generative AI tools. Behind these conversations was the perception that the forms and functions of a university education were changing, and rapidly so.

So too for a teaching and learning center, as we continued to anticipate and engage the issues facing instructors and students at UK. A noteworthy trend over the last few years is the simple, yet striking increase in the volume of traffic through CELT's doors. The story that this tells us—and it is a heartening one—is about a teaching community that rallies around innovative, inclusive instruction and student learning and success.

We do not take for granted the trust and confidence that the teaching community has placed in us, and we strive to be good citizens and collaborators for colleagues across the institution, in all roles. The following report gives a glimpse into the work that CELT has done over the past year, as well as what we're looking forward to in the next one. Each number, graphic, and line in the following pages represents a complex and energetic inquiry into what it means to teach and learn, in and across our fields of study. We are inspired and motivated by the mosaic that all those moments form, and we are eager to continue serving the UK teaching community in a time of change.



With gratitude,

A stylized, handwritten signature in black ink, likely belonging to Trey Conatser.

Trey Conatser, PhD
Director, CELT

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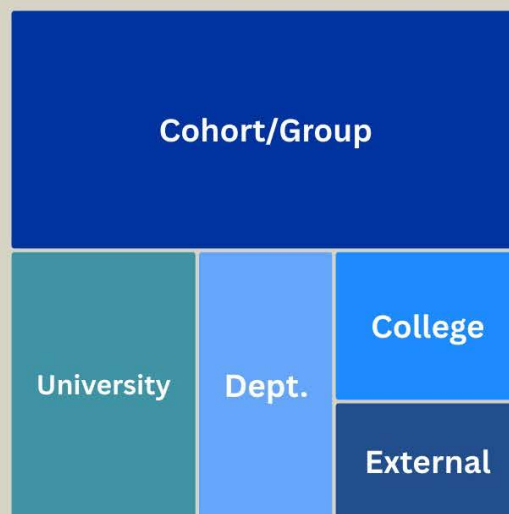
Workshops & Events



“What I appreciate most about CELT is how they are in front of emerging issues like (most recently) ChatGPT...and at this same time, they don’t prescribe specific solutions. They provide ideas, guidance, and best practices, and then encourage us to think through what makes the most sense for our programs.”

—Associate Professor, College of Health Sciences

CELT events provide an instructor-centered forum to explore both emerging and perennial issues in teaching and learning. Every year, CELT advertises a series of events to the UK community that bring together instructors of all types from across the disciplines. In addition we also respond to event requests for specific audiences for deeper dives in an organizational or disciplinary setting. Our events are informed by research and scholarship, involve interactive elements and discussion, and focus on practical take-aways for instructors. The box chart to the right proportionally shows the audiences that we engaged over the last academic year.



119

CELT events held
in 2022-2023

2022-2023 CELT events included:

- Transparent Assignment Design
- Critical Pedagogy for Challenging Times
- Regulating Our Executive Functions
- Encouraging Attendance & Engagement
- AI & Writing-Based Assessment
- Setting Up an Inclusive Classroom
- Inclusive Teaching with UDL
- Facilitating Effective Discussions

Consultations

"Over the past few years of working on [a] specific topic with CELT I have seen concrete improvements in student engagement and success, as well as a change in the teaching culture of our department."

—Assistant Professor, College of Arts & Sciences

745

consultations
during 2022-2023
academic year

19

colleges plus other
units engaged in
CELT consultations

35%

of consultations
involved sustained
interactions

Consultations with CELT are confidential and flexible to instructors' needs. We approach each situation as a unique one and take a dialogic, constructivist approach that seeks to combine our insights with instructors' expertise and experience. Consultations can involve just one instructor or several, as well as just one CELT staff or several. We consult in person and over Zoom, and we're always eager to have follow-up consultations to keep working on things.

Consultations represent a quick, responsive way to address questions, issues, and interests with CELT. All UK faculty, staff, grad students, and postdocs are encouraged to reach out to CELT at celt.uky.edu.



Consultations cover topics such as:

- Curriculum design
- Assessments
- Teaching strategies
- Instructional technologies
- Evaluation and feedback
- Inclusion, equity, and belonging
- Student learning
- Designing accessible materials
- Student engagement
- Research on teaching and learning
- Class management
- Designing instructional materials
- Teaching portfolio materials
- Emerging issues in higher ed
- Responding to challenges and opportunities in the classroom

Mid-Semester Student Feedback

Instructors know the value of student feedback that focuses on learning. With a CELT facilitator, mid-semester student feedback is collaborative with students—as we guide them to articulate and make sense of their learning in the course—and with instructors as we similarly seek to explore and interpret student feedback as it informs the instructor's approach. We offer three formats: an in-person class visit, a virtual class visit, and a survey.

"CELT's midsemester course feedback...has helped me to better adapt to the specific needs of the students in my class that semester. The focus group style that CELT uses has led to incredibly useful feedback that I am able to implement immediately or take note of for later iterations of the course."

—Assistant Professor,
Pigman College of Engineering

Demand for mid-semester student feedback has risen dramatically; number of sessions has risen by 491% (AY2022-23 measured against the pre-AY2020-21 average). These numbers point to a larger story about how instructors are seeking to involve student voice in decisions about curricula and teaching strategies, all the while inviting students to reflect intentionally on their own learning strategies and success in the course.

2022-2023 Academic Year

17

colleges participated
in student feedback

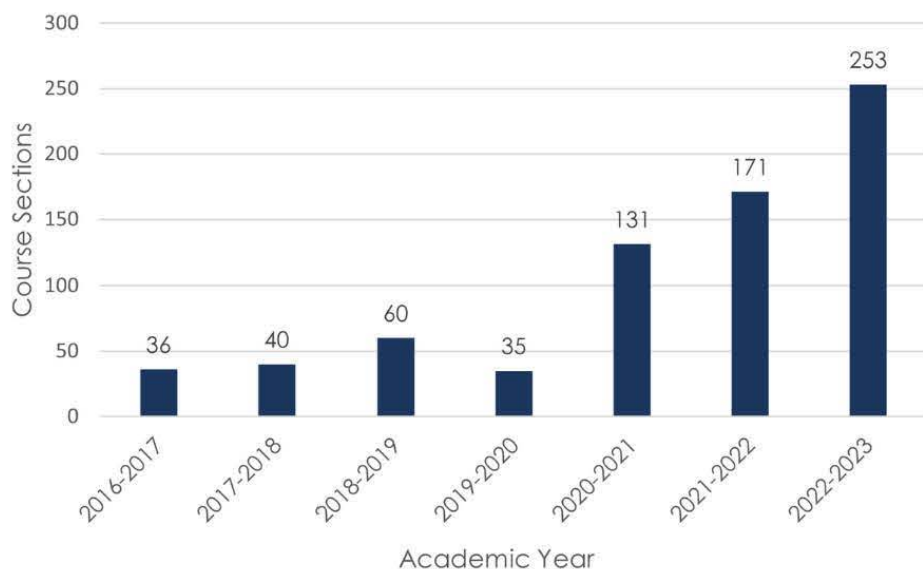
253

course sections gave
student feedback

8305

total enrollment for
all student feedback

2016-2023 Mid-Semester Feedback # of Course Sections





Teaching Innovation Institute

CELT's Teaching Innovation Institute is a responsive, transdisciplinary learning community that addresses emergent issues in higher education. Using a cohort model, TII draws faculty from across the disciplines into conversation and collaboration to address the opportunities and challenges in their classrooms. Participants work collectively across two semesters to research, experience, and reflect on strategies for teaching and learning rooted loosely in the theoretical underpinnings of critical digital pedagogies and inclusive pedagogies. These experiences prioritize inquiry around the structures and dynamics of teaching and learning with the goal of inspiring students to be curious and active. The Institute is open to full-time faculty of any kind and level with teaching responsibilities. After participating in the Institute, faculty continue to serve as educational leaders in their programs as well as across the University.

The 2022-2023 academic year saw the third cohort complete the Institute, with the successful recruitment of a fourth cohort for the 2023-2024 academic year. The first cohort of the Institute was featured in the 2022 issue of CELT's *Greater Faculties: A Review of Teaching and Learning* at bit.ly/greaterfaculties2022.

81

faculty
participants
since 2020

16

colleges
& 49 departments
represented

4

cohorts
since the institute's
launch in 2020

"Working with the CELT staff, especially during the Teaching Innovation Institute...has helped me identify innovative practices and implement them in my in-person and asynchronous classes. This has helped make my classes more engaging and more rigorous. I've noticed that my students are turning in higher-quality work and asking more thoughtful questions."

—Assistant Professor, College of Education

Grad Student & Postdoc Learning Community: Scholarship of Teaching & Learning (SoTL)



Spanning disciplines and methodologies, SoTL aims to understand the effects of curricular design and teaching strategies. SoTL offers an opportunity to leverage research skills for instructional development, student learning, and UK's teaching mission.

The group brought together participants from the Departments of Biology, English, Gender and Women's Studies, and Writing, Rhetoric, and Digital Studies in the College of Arts and Sciences. They spent the fall semester designing and setting up studies on topics such as gaming in first-year writing, textbook usage in large biology courses, and threshold concepts in gender and women's studies. During the spring semester, they collected and analyzed data in their classes. While it can be difficult to conduct these studies in isolation, the learning community provided space and time for participants to undertake this work together in an interdisciplinary environment.

College of Health Sciences Faculty Learning Community: Scholarship of Teaching & Learning

Involving faculty from eight programs across the College of Health Sciences, the inaugural CHS SoTL faculty learning community explored the aims, design, and methods of SoTL in the context of health sciences and professional healthcare education. The group then launched original research projects during the spring.

These projects include student use of group chats, telehealth evaluation tools, team-building in problem-based learning, development of an emotional intelligence workshop, and the use of gamification in medical laboratory science education. A second cohort will launch for the 2023-24 academic year, while the first cohort will continue working with CELT support.



"The learning community has provided an especially supportive and inspiring space to further my knowledge of the scholarship of teaching and learning (SoTL) and develop wonderful partnerships with colleagues from a variety of departments. CELT's team of experts...provided personalized consultations to further guide development of our SoTL research projects. CELT is a UK treasure!"

—Assistant Professor, College of Health Sciences

UK-JHF Holocaust Education Initiative

Funded by the Jewish Heritage Fund and led by faculty in the Jewish Studies program in the College of Arts and Sciences and CELT, the UK-JHF Holocaust Education Initiative creates opportunities for interdisciplinary content sharing, pedagogical training, and collaborative planning among Kentucky middle and high school teachers. The initiative aims to empower Kentucky teachers to meet the requirements of the Ann Klein and Fred Gross Holocaust Education Act. The goals of the initiative are:

- Recruit and train middle and high school teachers across the Commonwealth to ethically educate about the Holocaust
- Collaborate with these teachers to create model curricular materials that can be used by other teachers across the state
- Create regional teacher cohorts to support and implement Holocaust curricula

To date, the initiative has offered 13 workshops to 171 teacher participants representing 32 Kentucky school districts. The initiative has already secured funding for another year.

"Our entire purpose is to help teachers teach about the difficult topic of the Holocaust, and CELT has enabled us to offer teachers sound pedagogical practices...Our teachers have become more confident in approaching 'hard histories' and navigating students' responses to difficult topics. Thanks to CELT we have empowered teachers."

—Dr. Karen Petrone, Co-Director, UK-JHF Holocaust Education Initiative
College of Arts & Sciences

NSF GeoPaths Appalachian SUCCESS Program

NSF GeoPaths Appalachian SUCCESS Program primarily supports first-generation students from the Kentucky and West Virginia Appalachian region in gaining access to geoscience MS or PhD degree programs at the University of Kentucky, Marshall University (WV), and Eastern Kentucky University.

The program seeks to increase graduate student access to geoscience training and research in the areas of karst and hyporheic science. Through this training, students will develop skills in sensor technology for monitoring rivers and waterways while opening doors to future research and career pathways. CELT supports GeoPaths by designing and coordinating the program evaluation.

Collaborations

Collaboration is at the heart of CELT's mission. The following are representative examples of the range of work that CELT has pursued across UK during the 2022-23 academic year.

41

projects

with

13

colleges

and

7

other units

High Performance Brain Training

This program provides graduate and professional students with latest evidence about high performance brain functioning. It explores both the biology of the brain and specific actions students can take to enhance cognitive performance and well-being. This transdisciplinary program assembles faculty from the College of Medicine, College of Nursing, J David Rosenberg College of Law, and Gatton College of Business & Economics, as well as CELT staff. In Fall 2023 CELT will collaborate with UK Invests to to maximize the benefit of this program for students.

Jim Beam Institute Apprentice Program

CELT is proud to support the James B Beam Whiskey Apprenticeship program, a partnership between James B Beam Institute for Kentucky Spirits at UK and the James B Beam Distilling Company. Involving UK faculty from multiple disciplines, the program aims to educate distillery employees on the science behind various aspects of the distillation process and the day-to-day running of a distillery. CELT assists with the design of the program's online courses and course assessments, and conducts end-of-course evaluations with learners.

College and Career Studies Program

CELT collaborates with the Human Development Institute (HDI) to support UK's new College and Career Studies program. The program is for students with intellectual disabilities who want to move forward in meeting their academic and career goals. The students choose UK classes that are relevant to their interests and work with the program supervisor and their instructors to gain experience that will make them competitive in their future careers.

TEK

Beginning last year, CELT participated in the QEP development committee and other efforts led by the Office of the Provost that led to the creation of TEK: Transdisciplinary Educational approaches to advance Kentucky. During the following semester, CELT eagerly accepted the charge to coordinate the faculty development activities for the TEK Faculty Fellows, a series of learning communities that will launch in the fall 2023 semester. This five-year program seeks to leverage the wide range of expertise and experiences across our institution in the creation or revision of courses that feature transdisciplinary approaches to problem-solving with a focus on navigating multiple perspectives, communicating effectively, reflecting on progress and growth, and collaborating both within the course and with community partners.

Focus Areas

While CELT work spans all issues relevant to UK's educational mission, we devoted a considerable amount of our efforts to the following areas.

Generative AI

With the release of ChatGPT on Nov. 30, 2022, instructors began to contend with a novel and disruptive technology with significant implications for teaching and learning. Since then, CELT has closely followed the developments and supported instructors across UK with events, consultations, and resources, in addition to participating in the UK ADVANCE team and the University Senate Ad Hoc Committee on Artificial Intelligence.

Equity, Inclusion, & Belonging

CELT has a longstanding commitment to supporting instructors with respect to teaching for equity, inclusion, access, and belonging. While certain events and projects focused on these core values, they were a stated aspect of all of our work, from ways of engaging in critical conversations with students to designing structural aspects of curricula that foster equity of learning for a diverse student body.

Student Learning & Success

There have been lasting changes to the culture of higher education since the emergence of the pandemic in 2020. In particular, students benefit from support for executive functions, self-regulation, and motivation, as well as practice with effective learning strategies. From assignment design to attendance, CELT worked with instructors on ways of setting students up for academic success.

Scholarship of Teaching & Learning

Through both individual partnerships and structured group settings, CELT fostered the pursuit of scholarship around curricular design and instructional approaches as they impact student learning and other experiences. Spanning disciplinary and methodological boundaries, the scholarship of teaching and learning promotes active reflection on teaching as well as increased self-efficacy for instructors.

On the Horizon

CELT is eager to continue to serve the UK teaching community proactively and responsively. Among the considerable work we'll be doing together in the future, keep an eye out for:

1

Generative AI and the Future of Education

CELT will continue to track the development of this technology and provide guidance for instructors at UK.

2

Credentials for Instructional Development

CELT will explore ways of maximizing the benefit of instructional development for career advancement.

3

Transdisciplinary Teaching and Learning at UK

CELT will collaborate with TEK to imagine how coursework can engage students in innovative learning experiences.



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