



Impact Report

A MESSAGE FROM THE DIRECTOR

In the Center for Inclusive Teaching and Learning's (CITL) second year, we focused on building community and helping educators implement evidence-based pedagogies.

A YEAR WITH UNIQUE CHALLENGES

2023-2024 included the tragic Lewiston mass shooting and lock down, which greatly impacted students, educators, and our community. CITL shifted focus in the fall semester to trauma-informed pedagogies and community building. Additionally, Bates had the largest incoming cohort of new faculty ever leading to greatly increased mentoring needs.

CITL hired an assistant director this year which allowed for more high-touch programming.

IMPACT SNAPSHOT

4128

Hours of professional development

264

Individual and Unit-Level
CITL Consultations

123

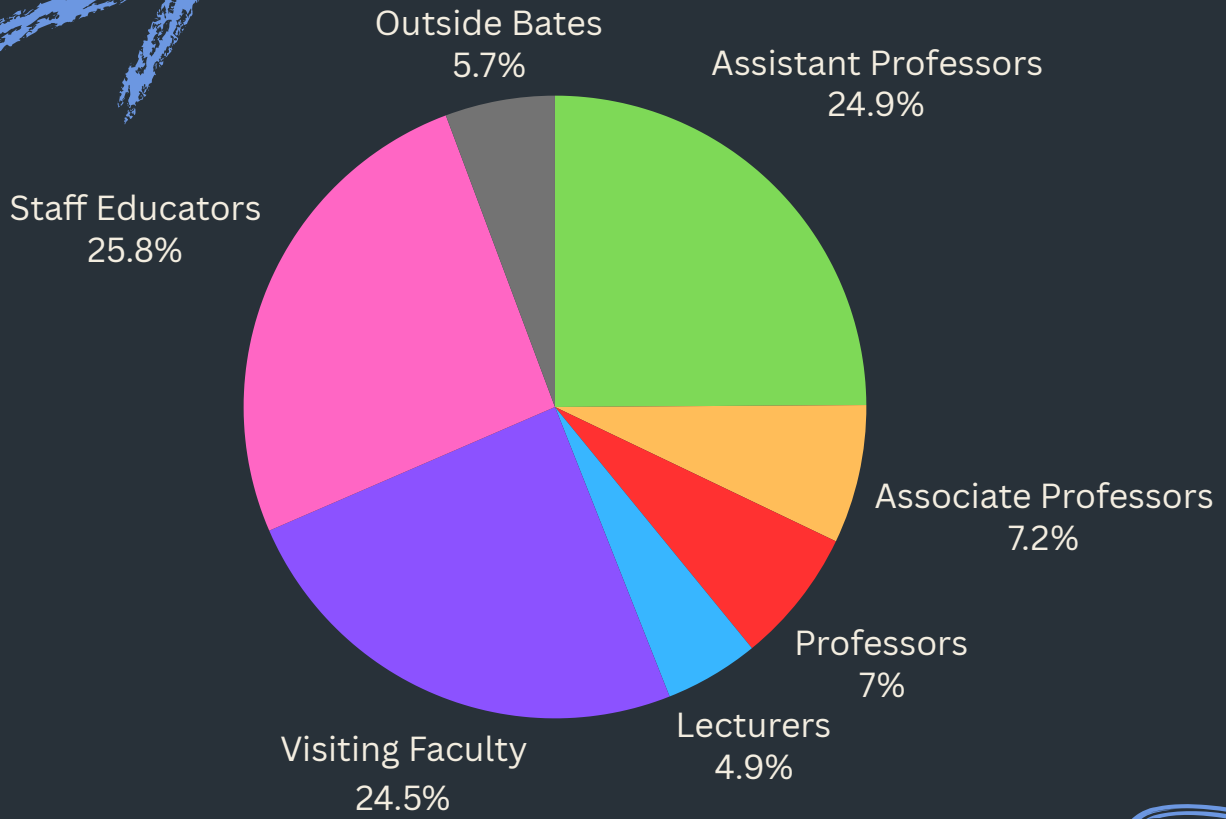
CITL Programs Offered

80%

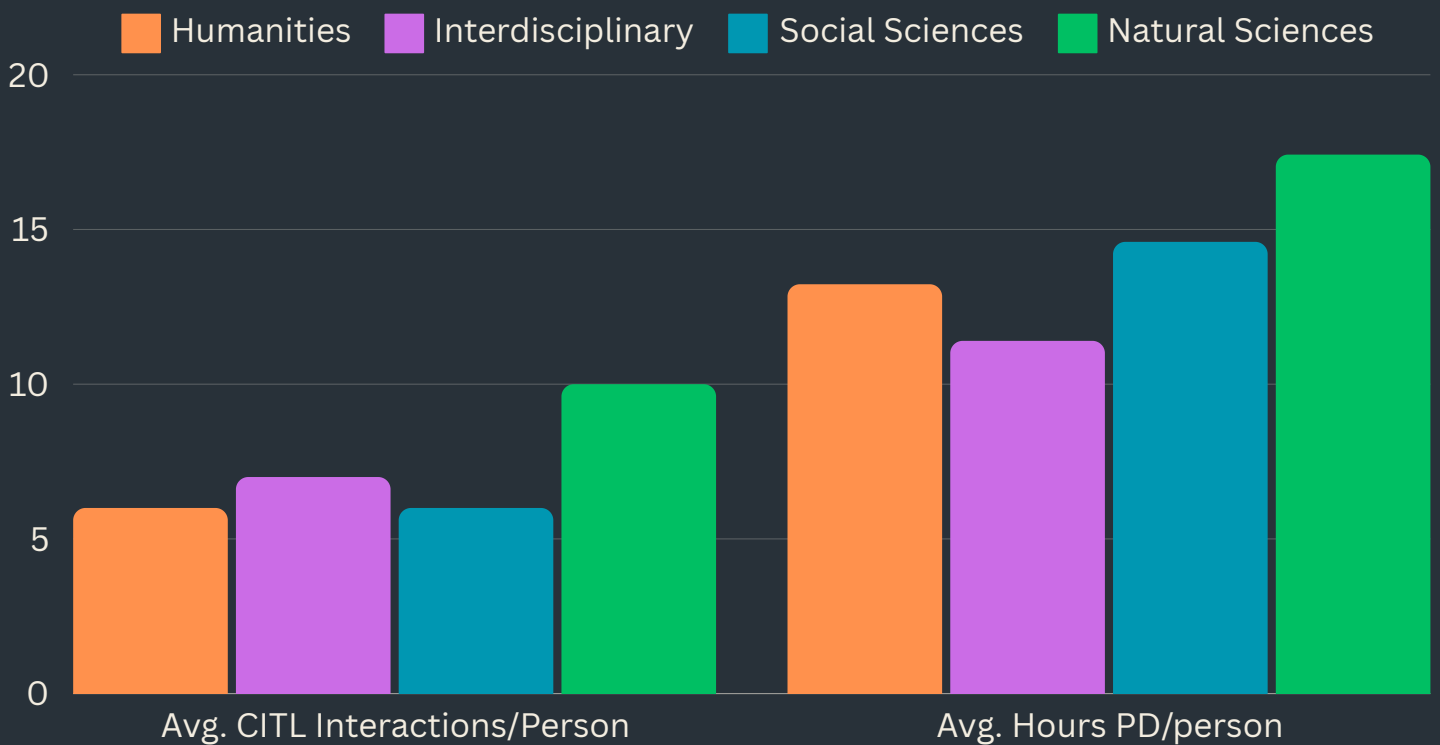
of faculty participated in
CITL programming



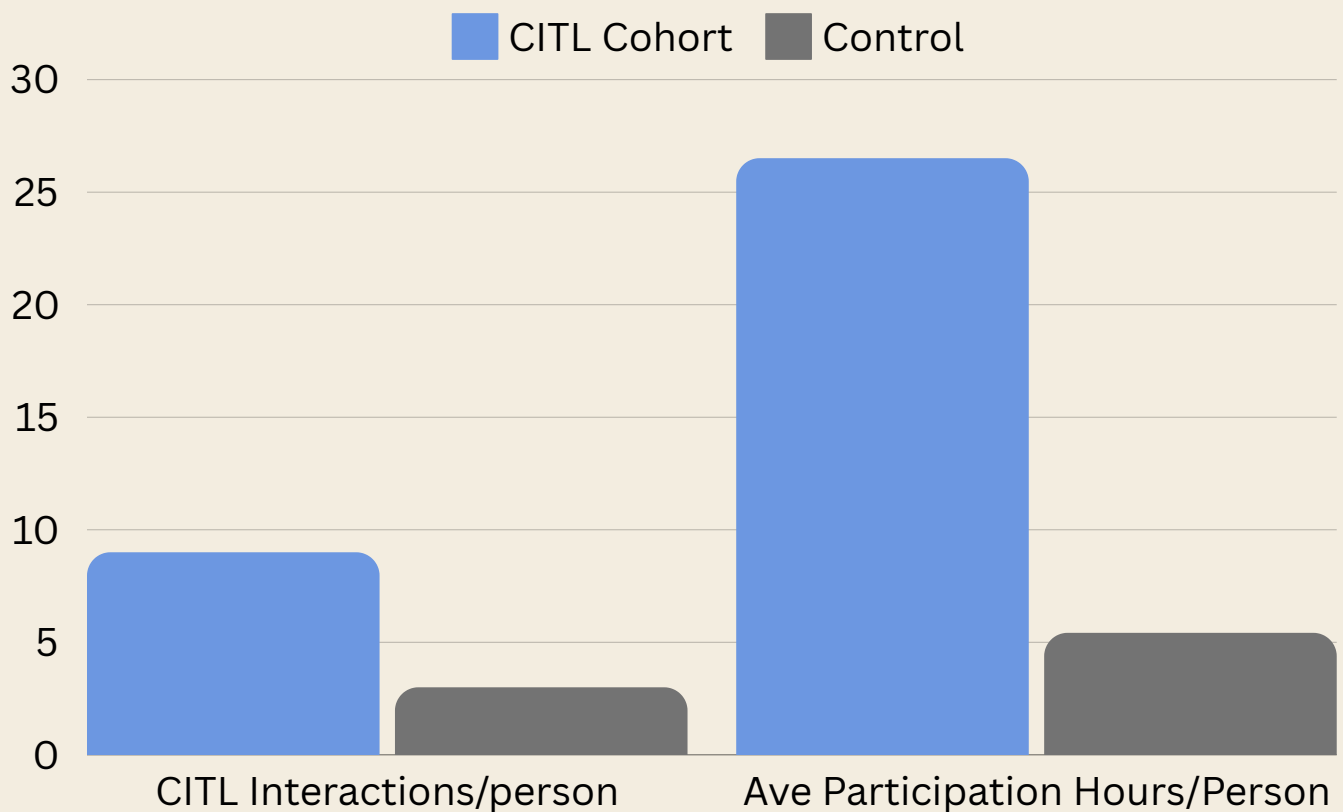
CITL PARTICIPATION HOURS BY TITLE



CITL INTERACTIONS AND PARTICIPATION HOURS BY DIVISION



CITL *impact* will grow with the growing faculty body.



CITL cohort are all educators who joined Bates during CITL's existence in the last two years (Fall 2022-Winter 2024). The Control cohort are all educators who joined Bates in the three years prior to CITL's existence (Fall 2019-Winter 2022).

As more and more educators onboard with CITL, we can anticipate CITL playing a broader role on campus in supporting operational needs, strategic aims, campus culture, and organizational change.

Feedback on CITL events, programs, and consultations



"The Course (Re)Design Institute taught me to think about what I am asking my students to do in terms of operationalizable learning objectives. This really helped me make sense of my syllabus and start figuring out what parts of my courses are essential, which parts might be working, and which parts are not working."

"The FYS community of practice introduced me to ideas about the value of formative writing assessments, and that helped me to redesign my formative assessment homework prompts to evoke more productive (and interesting!) submissions from students."

"I am super grateful for CITL and its programming! It is my first year, and I don't know how I would have made it through my teaching responsibilities without CITL. I am much happier than friends at other institutions that don't provide as much teaching training/support, and I think that a large part of that has to do with not feeling lost and alone while I learn how to teach and engage more meaningfully with students!"

"I love the CITL! I always get great ideas for my classes and love the community as well."

"As someone who has several years of teaching experience, I still found new things to learn to help me keep optimizing my courses such as learning new ways of assessing, strategies for balancing structure (consistency, fairness, organization) with flexibility (adapting to specific individual needs)."

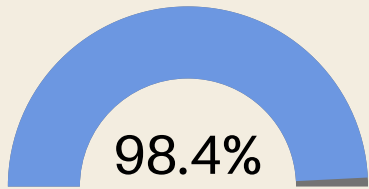
"It was extremely helpful to see Lindsey and Wells work through their thought processes/start to parse pedagogical problems. They got me started with things to try/ways to assess what's working and what's not, and this gave me what I needed to get started on improving the state of affairs in my classroom."

"Lindsey and Wells helped my department rethink the curriculum for our major based on learning outcomes rather than course requirements. They provided a framework that my group can start to use to address our needs."



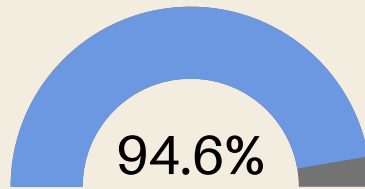
Feedback on CITL events, programs, and consultations

% of faculty that strongly agreed or agreed:



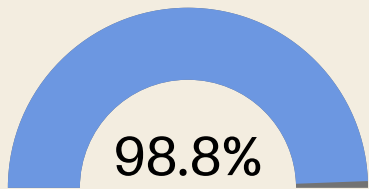
98.4%

felt supported during a consultation



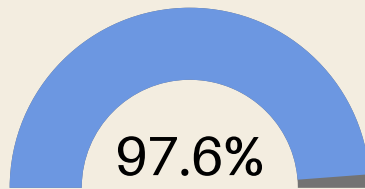
94.6%

felt their needs were met well after a consultation



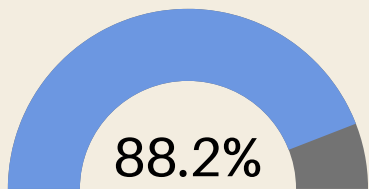
98.8%

exposed to evidence-based content at CITL programs



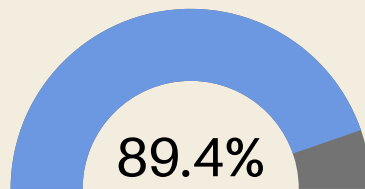
97.6%

felt CITL programs were organized



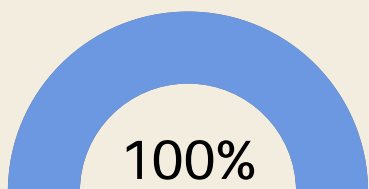
88.2%

were able to apply CITL program content to their teaching practice



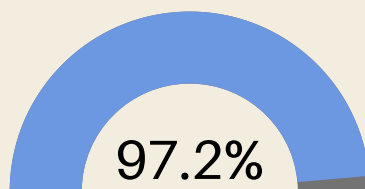
89.4%

had an opportunity to exchange in reflective dialogues with colleagues in other units



100%

found the mid-semester evaluation process useful as an instructor



97.2%

felt the mid-semester evaluation process had a positive influence on their relationship with students

