

**Committee on Teaching Development Annual Report
Lawrence University
May 2013**

2012-2013 Committee on Teaching Development: Sonja Downing, Carla Daughtry (chair), Megan Pickett (Director of Freshman Studies), Peter Thomas, Ruth Lanouette (the Associate Dean of the Faculty), Julie Haurykiewicz (the Director of the Center for Teaching and Learning), David Berk (the Director of Instructional Technology), and Peter Gilbert (Director of the Library).

The Committee on Teaching Development (CTD) spent much of 2012-13 working on two major fronts—CTD events and course evaluation response rate issues.

CTD Events

Fall Term:

S/W Workshop

A GER workshop and luncheon hosted by the Committee for Teaching Development
THURSDAY, OCTOBER 25, 2012 FROM 11:10 AM - 12:20 PM

WHAT: Professors Beth De Stasio (Biology) and Ruth Lunt (German, Linguistics) will talk about designing and teaching “S” and “W” courses.

WHERE: Memorial Hall 116

Winter Term:

Coping with High Stakes Performance Anxiety

When: 3:15-4:15pm on Tuesday, January 22nd

Where: Shattuck 156

What: Ever wondered how help a student perform his or her best in a high-stakes environment? From tests to music/theatre performances to class presentations to athletic events, we all encounter occasions which require focused attention instead of a “freak out.” If you want to know more about strategies to assist students (or even yourself!) in successfully managing these high-stakes situations, this panel discussion provides a great place to begin a dialogue, learn new ideas, and share your own expertise. Light refreshments will be served!

Panelists:

Kathleen Fuchs, Lifeline Program Coordinator and Adjunct Associate Professor of Psychology

Julie Haurykiewicz, Director of the Center for Teaching and Learning

Karen Leigh-Post, Associate Professor of Music and Teacher of Voice

Kathy Privatt, Associate Professor of Theatre Arts and James G. and Ethel M. Barber Professor of Theatre and Drama

Spring Term:

Mentoring Dinner

April 17, 2013

Dominica Chang led a discussion of how to do effective classroom observations.

Course Evaluation Response Rate Issues

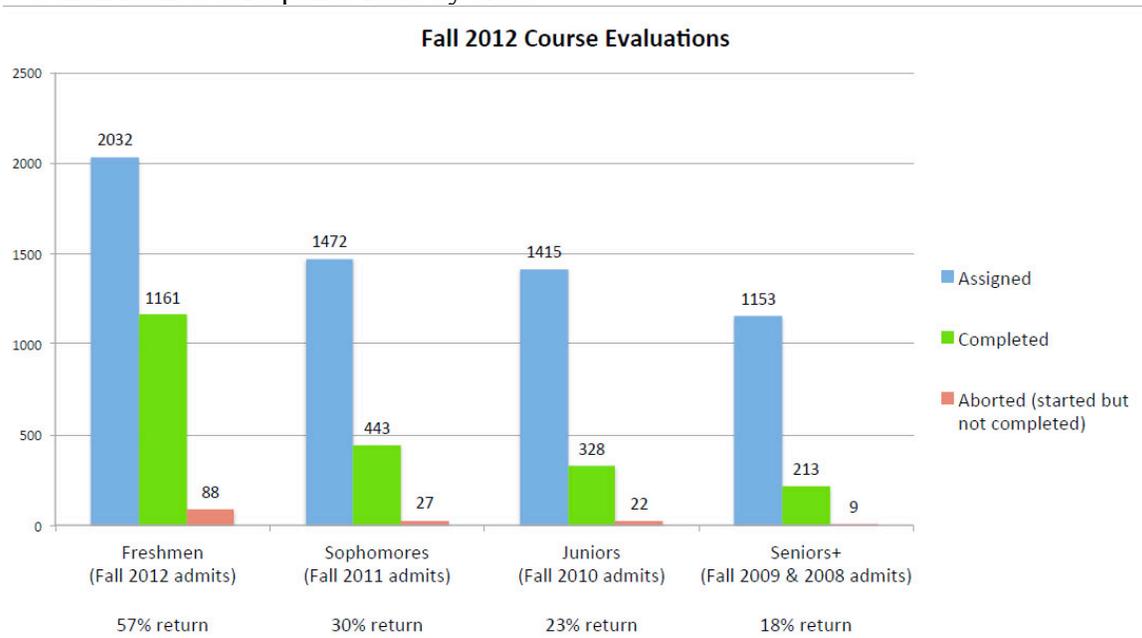
We started the year by asking various groups of students (classes, tutors, student workers, etc.) four questions about course evaluations:

- Do you complete course evaluations? If not, why?
- What would make it more likely that you would complete evaluations? Length? Format? Incentives? Penalties? Nothing?
- What do you think course evaluations are used for?
- Should we eliminate course evaluations?

Responses included:

- Time is the major issue that keeps students from completing evaluations. Some suggested leaving them open for longer after the end of term.
- Students report filling out evaluations for very good and very bad courses, but not for the middle-of-the-road course.
- Students tend to fill them out for courses in a sequence, but not for an individual course. Some observed that there doesn't seem to be any benefit for them in such an evaluation because they won't be there to enjoy the changes.
- The format (1 question at a time) seems to be something of an issue, but not a deal-breaker.
- Many students saw nothing wrong with using holds on grades as an incentive.
- Most students do not think we should do away with evaluations. Committee members pointed out that the students asked were probably a skewed sample of serious, high-achieving types.

We then looked at response rates by class:



And decided to hand the whole project off to the Curriculum Committee.