This past spring the LTC underwent its first-ever comprehensive review. The review process included the preparation of a self-study document, an internal review (conducted by SERC, the Science Education Resource Center), and an external review (conducted by Peter Felten, the Assistant Provost and Director of the Center for the Advancement of Teaching and Learning at Elon University, and Richard Gale, Director, Institute for Scholarship of Teaching and Learning at Mount Royal University).

Like all reviews, this process both highlighted the LTC’s successes and identified areas for further growth and improvement. Among the key findings were:

- The LTC enjoys extremely strong support from faculty, staff and the administration.
- The LTC plays a central role in faculty development programs and in sustaining a culture of collegiality and collaboration across the campus.
- In many ways the LTC supports individual faculty in their efforts to reflect on and improve their teaching, by providing confidential consultation services for faculty.
- That the LTC would benefit from more regular self-assessment, especially through conducting surveys about the effectiveness of its programs. Gathering data from those who typically do not avail themselves of the LTC’s programs would also be important.
- The composition and role of the LTC advisory committee could be reviewed, along with the LTC’s mission statement. Some greater clarity about how the LTC serves its varied constituencies (and especially the role of students in LTC programs) would be beneficial.
- That the LTC should consider moving to a model of a full-time, professional director (rather than a half-time faculty member who rotates every three years). The LTC should also aspire to play a more prominent role in the national conversations about teaching and learning.

Thanks to everyone who participated in focus groups and/or met with our external reviewers when they were on campus. This review process has given us much to think about as the LTC enters its third decade.

All of the review documents, including the response of the director to the internal and external reviewers’ reports, can be found on the LTC website.

LTC Celebrates Its 20th Anniversary with Special Speaker Series

Back in 1992, the idea of a “learning and teaching center” was novel, and not without its detractors. Surely everyone on the faculty here knows how to teach! And what would such a center do, anyway? After all, the whole college is a “learning and teaching center!”

No doubt, even its biggest supporters could not have imagined back then how integral the LTC would become to the culture of the College. Now most every curricular initiative, educational policy question, and pedagogical issue finds its way into the LTC’s regular lunch programs. It has become our de facto “think tank” on every imaginable learning and teaching issue. And along the way it has become an essential venue for building community, sharing ideas and sparking collegial conversation.

(Continued, inside.)
In honor of the LTC’s twentieth anniversary, we have arranged to bring back to campus former LTC directors who have retired or moved on to other institutions. Each of them has been invited to share his reflections on learning and teaching in general on or the LTC in particular.

This term we were delighted to welcome back to Carleton, Peter Frederick, Professor of History Emeritus from Wabash College. Peter was our founding director in 1992-93 (and remained on campus in 1993-94), both teaching in our History Department and doing some of the first in-depth interviews with faculty about their experiences of teaching and the trajectories of their careers.

Peter’s talk, presented on October 4, was “Head/Heart: Reflections on 50+ Year of Learning and Teaching in Liberal Arts Colleges.” His presentation reminded us just how far we’ve come since those early days and invited us to consider the ways in which teaching and learning encompass emotive, cognitive, spiritual and physical dimensions.

John Ramsay will be giving an LTC talk in January and Frank Morral will do so in April.

Meet the LTC Student Fellows, 2012-13

Each year we recruit several students to serve as LTC student fellows. These students both serve as observers for faculty, when requested, and create programs that engage other students in reflecting on their own learning and the learning environment at Carleton more generally. The student fellows undergo significant training and meet with the LTC director bi-weekly throughout the year. This year we are pleased to welcome back Rachel Ades and Yuvika Diwan, who were student fellows last year, and to introduce you to four new student fellows.

Rachel Ades
Rachel is a senior philosophy major from Santa Monica, California. She spent the summer working at a civics program for high-school students and writing a paper on the ethics of cochlear implants. At Carleton, Rachel is involved with the student-faculty discussion group IDEA and she also works at the CCCE.

Yuvika Diwan
Yuvika is a senior from India majoring in International Relations. She loves to work with inter-cultural groups through the OIIL office and the Chapel. At Carleton, she is learning how to play the violin, to speak French and to do social dancing. She hopes to pursue further studies in her field of interest after Carleton and is considering a career in academia.
Chris Frills

Chris is a senior psychology major from Chicago, Illinois. He spends his time practicing and competing as a varsity diver on the Swim & Dive team. A Posse scholar and passionate about enriching and diversifying our campus, he is involved with the OIIl office and co-facilitated a term-long course on diversity and multiculturalism. Chris is on the Prague Program this fall and will return to campus in the winter.

Rhys Lindmark

Rhys is a senior Computer Science major from Denver, CO. Things he likes to do include (but are not limited to): games, both physical and mental; trains; making beats with his hands. More specifically, he captains the Carleton - GOP Frisbee team, DJ’s at KRLX, and tutors in the Computer Science lab. After Carleton, Rhys wants to teach underprivileged students, at home or abroad.

Taylor Want

Taylor is a senior physics major from Denver, Colorado. She is an ultimate frisbee enthusiast, and plays for both Syzygy (a women’s club team) and several intramural teams. She also does volunteer tutoring through the ACT center and has spent summers teaching middle school students with the Breakthrough Collaborative. She hopes to find a job working in education reform when she graduates.

Rachel White

Rachel is a senior English major from Oak Park, Illinois. At Carleton, she is the editor of the Lens magazine and works as a designer for the publications department. She can also be seen walking backwards around campus, leading tours for the admissions office. As a teacher licensure candidate, she loves talking about teaching and learning and is thrilled to be starting with the ETC this year.
And You Thought Lunch was Free

Here’s a quick quiz for you:

Q: How much does an LTC lunch cost?

a. $375  
b. $475  
c. $675  
d. $875

A: None of the above.

In fact, as of this term, LTC lunches cost nearly $900 each. And since we have roughly nine each term over the course of the year, well, you can do the math. Needless to say, food costs represent a very significant portion of our annual budget.

As prices have risen dramatically this year, we have been in conversation with Bon Appetit (as well as other potential providers in Northfield) to determine what sorts of options we have for holding down costs. While we haven’t made any definite decisions yet, we are considering scaling back on the number of entrees and side dishes we provide, making sure that we have food for exactly 50 and no more, and/or simply offering box lunches or sandwiches and salads.

Of course, there is a longstanding tradition of creating a nice, collegial atmosphere for our LTC lunch sessions, and offering a full buffet has become part of that tradition. But it is our hope that the content of our programming is nourishing enough that people will continue to come in large numbers even if the fare is more limited.

So, if you notice that lunch is somewhat less extensive in the future, you’ll know it is because we’re doing our best to preserve our limited funds for the programs—book groups, teaching circles, speakers, etc.—that really impact our collective learning and teaching. And, of course, for everyone who comes to LTC events, lunch is, and always will be, free.

LTC Advisory Committee, 2012-13:
Roger Jackson, Religion Department  
Sharon Akimoto, Psychology Department  
Kathryn Steed, Classical Languages Department  
Carol Rutz, College Writing Program and English Department  
Mitchell Madsen, TRIO/SSS Office  
Andrea Nixon, Curricular & Research Support  
Kathy Evertz, Academic Support Center

Spaced Out?

Sometimes finding a free space on campus is a real hassle, especially at times when there are lots of special events happening or during trustees' weekend. Need space? We have it!

The LTC lounge, Weitz 146, is one of the coziest, most inviting spaces on campus. It's available for meetings, receptions or (as a few savvy faculty have discovered) just for sitting quietly and working. If you want to reserve the lounge for an event, contact Charlene Hamblin at x4192.