

Circulating the CTL: A Message from the Coeditor-in-Chief

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Discussing the Center for Teaching and Learning (CTL) at my own campus, I mention in an earlier issue of *JCTL* that “I hope not so much for our CTL to be just everywhere but everywhere to serve as a catalyst for ongoing dialogues geared to pedagogical innovation and to the institutional changes needed to motivate and maintain that innovation” (Tassoni, 2010, pg. 1). This intention has marked a principal aim of our CTL, one we nurture not only through public sessions on teaching issues and innovations, listserv conversations, and small group instructional diagnoses, but also through the number of faculty, staff, and students who provide service to our CTL as part of its Leadership Collaborative (LC).

Multiple members of our campus community have circulated through our CTL as LC members. As LC members, they help maintain standard practices associated with our CTL, such as publishing a newsletter, coordinating presentations, and providing consultations during assigned staff hours, to name just a few. However, an additional expectation of LC members has been that each will develop a project of her/his own that might persist in some form even after that LC member’s term with our CTL has ended. In one case, a faculty member used his time on the LC to enhance his knowledge of service learning, knowledge he later marshalled toward development of our Office for Community Engagement and Service (OCES). *JCTL* itself grew out of my first term as LC member, and like our OCES, the journal represents the centrifugal role we see for CTL work, work that perpetuates beyond the CTL to coalesce in multiple areas across any institution of learning.

JCTL’s readers participate as well in this practice of dissemination, buoyed by authors who themselves detail efforts to extend CTL work at their own schools. In this issue, **Nelson Nunez Rodriguez, Sarah Brennan, Antonios Varelas, Christine Hutchins, and Jacqueline DiSanto**, in “Center for Teaching and Learning on Tour,” discuss an instructional development initiative in which CTL workers move across campus in bi-weekly events that take programming into the various offices and meeting rooms in which faculty

typically meet. The initiative facilitates discussions on teaching issues and innovations in environments safe and familiar to many faculty, while it also generates cross-disciplinary exchanges as other teachers venture into the camps of their colleagues to share best practices. In a similarly transformative vein, **Gili Marbach-Ad, Phyllis Katz, and Katerina V. Thompson's** "The Value of a Disciplinary Teaching Certificate Program for Chemistry and Biology Graduate Students" documents ways a teaching certificate program designed for graduate students in biology and chemistry challenges the research culture at a university that might otherwise discourage science students from devoting time to developing their teaching skills and conducting pedagogy research. Attempting to expand instructor participation in such research at their school in Qatar, **Brad Johnson and Ken Ryba** developed an ecological model to help them discern sites of possible change and to operationalize that change. In "Cultivating a Culture for the Scholarship of Teaching and Learning," they discuss how they placed scholarship for teaching and learning projects at individual, community, and institutional levels toward deep changes at their school; at the same time, they underscore the powerful role CTLs can play in the development and maintenance of such cultural change. Likewise, among other ways they advocate for the dissemination of CTL work, **Karen E. Brinkley-Etzkorn and David W. Schumann**, in "One Instructor at a Time," indicate how an increased presence for faculty development on campuses, through partnerships with entities such as Libraries, Disability Studies, and Technology Services, and through opportunities for informal consultations, can create a culture in which conversations about teaching and learning permeate, rather than one in which faculty seek a CTL's services merely out of a sense of insecurity.

With this issue, *JCTL* hopefully extends its own reach through its new, open-source platform. This platform invites anyone coming to our site with an interest in the possibilities of CTLs to examine previous issues as well as this current volume. And, like any scholarly journal, we will continue to rely on submissions, the life's blood of our work, to help us enhance *JCTL's* role as a central point through which the insights and accomplishments of CTLs across the world might circulate.

Reference

- Tassoni, J. P. (2010). Beyond the retrofit—CTLs as centers for institutional change: A message from the coeditor-in-chief. *Journal on Centers for Teaching and Learning*, 2, 1-6.