



ANNUAL REPORT AY2018-2019

“Harnessing Diversity and Difference in the Classroom”



CENTRE FOR TEACHING
& LEARNING

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CTL AY 2018-19 Snapshot: by the Numbers



3,891 one-on-one peer tutoring sessions



2,714 total peer tutoring hours



33 exams proctored for students with learning accommodations



20 classroom observations of Yale-NUS faculty



27 consultations with individual faculty



2 Teaching Award recipients honoured



9 existing Teaching Innovation Grants supported and completed



7 new Teaching Innovation Grants awarded



13 workshops hosted with visiting experts from 6 countries



1 “Diversity and Inclusion” source guide published

AY 2018-2019 Theme: Harnessing Diversity and Difference in the Classroom

As in years past, in AY 2018-19, we focused our efforts around one theme to build institutional capacity in a specific area and to harness the highest possible impact of our limited human resources. In the previous academic year 2017-18, the CTL focused on *Making Teaching Visible*, initiating the Teaching Award, the Peer Observation process, and the Teaching Recognition Dinner. This year the CTL's animating theme has been diversity and inclusive pedagogy. One of our most significant achievements this year is that, after several years of research and community consultation, we released a diversity and inclusion sourcebook: *Diversity and Inclusion in Curriculum and Classroom: A Community Resource for Yale-NUS Faculty and International Liberal Arts Educators*.

Diversity and Inclusion in Curriculum and Classroom addresses distinctive features of our student body and faculty, and it provides tangible strategies for capitalizing on our community's diversity to enhance learning. Importantly, it provides detailed information on the Singapore primary and secondary education landscape for faculty who may be unfamiliar with the varied educational backgrounds of Yale-NUS' Singaporean students. The process of developing this resource was deliberately time consuming and comprehensive. We undertook iterative consultations with students, faculty, and staff who contributed ideas, content, and feedback.

While semester 1 was spent refining the document and getting community feedback, semester 2 was spent rolling out the document in hard copy, online, and through in-person meetings and briefings. We distributed 300 copies of the sourcebook across the faculty and staff at Yale-NUS College. We shared copies with all members of NUS Teaching Academy's and, at their request, colleagues at CAPT and Tembusu College. We have shared copies with relevant colleagues at Yale University and our US-based networks as well. The detailed rollout plan was intended to make all faculty aware of this important resource and begin to engage students and faculty on what will be an ongoing effort for the College to harness our differences for impactful learning.

In addition, during the second semester we invited two speakers to share research relevant to the Diversity and Inclusion theme. Both speakers are from this region, and offer extensive expertise on diversity and inclusion issues in a Singaporean/South-East Asian context. Ho Li-Ching of University of Wisconsin-Madison came in March to discuss the Singapore education system and how it shapes perceptions of diversity. Shelen Ho of the University of Reading, Malaysia came in April to share strategies for promoting active learning techniques that might challenge students' preconceptions and norms. Longer descriptions of these events appear later in this report. Further, Deputy Director of the CTL Catherine Sanger and Mira Seo, Associate Professor in Humanities, travelled to NYU-Shanghai and Duke-Kunshan to debut the *Diversity and Inclusion* booklet and more generally share about Yale-NUS curriculum. Our intention was to share our work with international educators across Asia, and to stay ahead of best practice in these areas.

In the year ahead, we will continue this theme and create spaces for faculty to engage on these issues with each other, with students, and with experts from the region.

Faculty Development

Supporting the faculty in their curricular design, teaching, and advising remains the core function of the Centre. We do this through individual consultations, classroom observations, sponsoring teaching-related professional development opportunities, and organizing faculty development workshops and programs.

Individual Faculty Consultations and Classroom Observations

In addition to hosting large-scale workshops and seminars open to the entire faculty, CTL staff performed 27 individual faculty consultations and 20 classroom observations this academic year, supporting over 40 faculty in this individualized manner.

Individual consultations and classroom observations are almost always initiated by faculty and tend to cover a host of different teaching and course design issues. Depending on the issue that faculty want to address, an individual consultation can be a relatively short 20-minute conversation or an hour-long discussion with subsequent follow-up. Classroom observations typically require 4-5 hours, and involve a 30-60 minute pre-observation conversation, review of course materials (syllabus, assignments, Canvas site), one or more classroom visits, a 30-60 minute post-observation conversation, and then writing a letter for the faculty member's file.

Common issues that faculty seek advice and resources on include: generating active discussion among students, soliciting useful student feedback, and designing and grading assessments. This academic year we also had faculty seek our advice on designing student-to-student peer review exercises, holding office hours, and creating visually-oriented assignments. Faculty also came to us for advice on handling repeated non-attendance, lack of engagement, suspected mental health concerns, and disruptive behaviour during class.

Workshops, Seminars, and Large-Scale Events

The CTL organised and facilitated 13 events this year, most of them aligned with our theme of inclusive pedagogy and celebrating diversity.

1. Teaching & Tonics: Starting a New Semester & Creating an Inclusive Classroom Environment

23 August 2018



Teaching & Tonics is the CTL's signature series of peer-led collegial sharing and discussion sessions where faculty are invited to facilitate a workshop or discussion on pedagogical techniques they use in their own courses. The purpose of these workshops is for faculty to share teaching strategies with one another, within and across disciplines. These informal sessions also serve as a space for faculty to connect and build community over good conversation, food, and drink. The CTL hosted our start-of-the-year session led by Professors Shaffique Adam (Physics) and Malcolm Keating (Philosophy), who shared some of their own strategies for cultivating an inclusive environment early in the semester.

2. Can We Predict the Future of New Universities? Lessons from India

18 September 2018



The CTL hosted Debananda Misra, Doctor of Education candidate at the University College London's Institute of Education, to give a talk on the role of regional stakeholders (e.g. industry bodies, government agencies, development organizations) in the development of new higher educational institutions across India. As new universities get established to cater to the growing needs of mass higher education, they respond differently to the expectations and demands of their stakeholders that often compete with their research and teaching missions. The talk was based on a study carried out in seven national-level higher educational institutions (HEIs) in India. Both

faculty and students attended this talk, as several were interested in seeing how this research applies to the Yale-NUS context, being a relatively new educational institution in a dynamic country.

3. Integrating Learner's Prior Knowledge into the Common Curriculum: Teaching Strategies for First Year Students

11 October 2018



In this workshop, William Rando, Executive Director of the University of Chicago Center for Teaching, presented several strategies for teaching firstyears in the common curriculum. Professor Rando shared lessons from the University of Chicago Common Core on approaches to teaching and learning that activate students' prior knowledge to enable deeper learning of new information and new skills. This session emphasised a shifting of students' relationship to knowledge and learning as well as faculty being more reflective and intentional in their teaching.

4. Integrating Research Skills and Information Literacy into your Syllabus

12 November 2018



CTL Director Nancy Gleason collaborated with College Librarian Bethany Wilkes on a session to equip faculty on how to incorporate activities that foster information literacy into existing syllabi and assignments. Information literacy skills and attitudes empower students to be thoughtful researchers and effective participants in the information environment. These skills and attitudes equip students to select relevant, reliable sources for their papers, avoid plagiarism, and critically evaluate information.

5. Rubrics: Transparent Assessment in Support of Students' Learning

14 November 2018



Kiruthika Ragupathi, Associate Director for Educational Technology and Research at the Centre for Development of Teaching & Learning at NUS, led a workshop on how to develop quality rubrics that deepen student learning by prompting students to reflect on their work and receive clear feedback on their strengths and areas for improvement.

6. Teaching Recognition Dinner 2019

16 January 2019



The CTL organized the second annual President's Teaching Recognition Dinner. In addition to recognizing Teaching Innovation Grant projects, this year's dinner debuted our new Teaching Awards. Associate Professor Mira Seo (Literature, Humanities Division) was honored with the inaugural Distinguished Teaching Excellence Award and Assistant Professor Ng Hui Khoon (Physics, Sciences Division) was awarded the inaugural Early Career Teaching Award.

7. Closing the Gender Gap, Balancing for Better: Higher Education Access for Women in Asia

8 March 2019



To celebrate International Women's Day 2019, the CTL hosted Professor Nirmala Rao, the Vice Chancellor of the Asian University for Women in Bangladesh. Despite progress in recent years, girls continue to suffer severe disadvantages and exclusion in education systems throughout their lives. Girls' education is both an intrinsic right and a critical lever to reaching other development objectives. Professor Nirmala Rao spoke to how institutions of higher education in Asia need to provide the right education to accelerate the economic, social and political empowerment of women and to become active

contributors to all aspects of national development. The Asian University for Women demonstrates the extraordinary potential education has to transform women's lives and the societies in which they participate.

11. Thank You Reception

15 April 2019



To end the academic year, the CTL hosted a Thank You Reception in the office to thank faculty and staff for their continued engagement with the Centre and teaching mission of the College. It was very well attended, and several attendees commented that it was one of the only events of the year that brought together faculty and staff in such a collegial environment.

Written Materials and Online Resources

Our major output in this category during AY 2018-19 was the sourcebook titled *Diversity and Inclusion in Curriculum and Classroom: A Community Resource for Yale-NUS Faculty and International Liberal Arts Educators*.

The guide draws on research conducted at Yale-NUS, as well as existing literature on inclusive pedagogy and curriculum design drawn from other contexts. Many of our findings and recommendations are intentionally site-specific to Singapore and the distinctive Yale-NUS environment. However, several chapters of the sourcebook are also useful for our colleagues in other liberal arts colleges in Asia and worldwide.

The process of developing the book was highly consultative. We shared drafts and received feedback from two-dozen community members. This proved useful in promoting discourse around diversity and inclusion on campus, and in bringing together different stakeholders around the shared conviction that excellence in international education necessitates attention to student diversity and proactive inclusion. The book has been very well received, with faculty telling us that they wish it had been available when they started at Yale-NUS. We hope to use the book in future New Faculty Orientations and see it as a living document to be amended and expanded as needed in the coming years.

In addition to this faculty-facing document, in AY2018-19 we revised the *Peer Tutoring Handbook*, updating content regarding job responsibilities and expectations and adding new material on tutoring technics, responding to suspected academic integrity violations, and mental health concerns.

In total, the CTL printed roughly 1,000 copies of the *Diversity and Inclusion* sourcebook, *Peer Tutoring Handbook*, and reprints of existing materials such as our *Peer Observation of Teaching* guidebook.

Beyond these major institutional documents, CTL staff helped produce the following reports, informal memos, and other documentation. Some examples include:

1. **Mid-Semester Student Evaluations:** A new questionnaire for students to provide mid-semester formative feedback to professors. This questionnaire is now automatically released via Canvas to students in all semester-length classes unless faculty decide to opt-out.

2. **Revised Syllabus Template:** Centre staff worked with representatives from student government, the Diversity and Inclusion Committee, and the TLA Committee to update the College's Syllabus Template. The new Template takes greater account of Wellness resources, the new Attendance and Late Submission language in the Academic Regulations, and addresses topics we have learned are were previously unclear to students (e.g. proper ways to approach professors with feedback or concerns). The new template is now available on the CTL web site and will be circulated to faculty.
3. **Self-Evaluation of Teaching Techniques:** A How-To guide for faculty on different methods of evaluating your own teaching.
4. **Peer Review Exercises in Teaching:** A How-To guide for faculty on creating peer review exercises for students to provide each other with formative feedback.
5. **Office Hours Strategies:** A How-To guide for faculty on strategies for running office hours.

Peer Observation of Teaching Program

The CTL has continued to support the Peer Observation program, just completing its second year. The CTL has conducted over 20 summative and formative peer observations of teaching in this Academic Year. Overall, the experience and feedback from individual faculty have been excellent. The conversations are very fruitful, and though time consuming this work has made good teaching more visible at the College while also giving us an avenue to share techniques to improve student learning.

We have dedicated our time to this important process because we believe it supports a culture of teaching excellence and innovation. Open classrooms improve teaching and we have already had excellent feedback from colleagues as we conduct these in-depth observations of their pedagogy. We hope that the fact that over 40 faculty have invited us into their classrooms over the past two years signals that these faculty members broadly trust the CTL, which is very important to us. The goal has always been to avoid being a remedial centre, and rather a place where people can seek support in whatever their teaching curiosity or needs might be. We have achieved that.

Teaching Innovation Grant

The Teaching Innovation Grants (TIGs) continue to have very positive effect on individual faculty and the community as a whole. The projects are designed to capture impact, so it is possible to assess their positive influence on individual faculty, the broader teaching community, and students. In the best case scenario, faculty are integrating their teaching and their research, which the CTL is very keen to support and has emphasized in the TIG application process. We have again managed to support projects from across the three divisions and in a variety of different teaching areas. Furthermore, the collaboration with ERT on this effort has been productive and at times has saved the College money and confusion. It is excellent to work with our ERT colleagues and TIG recipients on these projects.

The Teaching Recognition Dinner has become a wonderful vehicle to spotlight the efforts of our faculty, to allow others to learn from their experiences, and to give recognition to those who are examining and innovating their teaching. Below are the numbers for those projects being completed this year, and the new TIGs we have funded for this current fiscal budget to end March 1, 2020.

Projects Funded Complete in FY2018-2019

No.	Name	Division	Project Title
1	Heidi Stalla	Humanities	Modernism through the Oscillator: A Creative Response to Gertrude Stein
2	Malcolm Keating	Humanities	Yale-NUS College Philosophy Student Survey
3	Robin Zheng	Humanities	Writing A Collaborative Philosophy Textbook
4	Sandra Field	Humanities	Applying political philosophy to real-world cases
5	Chan Kiat Hwa	Science	Understanding Problem-Based Learning in Chemistry
6	Nicholas Tolwinski	Science	Developing Effective Strategies for Undergraduate Mentorship in the Life Sciences
7	Jean Liu	Social Sciences	Psychology in the Public: Website Development for Student Coursework
8	Paul A. O'Keefe	Social Sciences	Promoting A Growth Mindset of Interest and Intelligence Among Yale-NUS College Students
9	Shian-Ling Keng	Social Sciences	Exploring the Role of Contemplative Inquiry and Education at Yale-NUS

Projects vetted and chosen for next FY AY2019-2020

No.	Name	Division	Project Title
1	Nienke Boer	Humanities	Keywords for Oceanic Literary Study
2	Matthew Walker	Humanities	Exploring Philosophy as a Way of Life Pedagogy
3	Kevin Goldstein	Humanities	The Form of World Literature: A Student-Generated Compendium of Literary Devices
4	Stanislav Presolski	Science	Feeling the Invisible: Building 3D models of molecular structures to improve intuition of the nanoscopic world
5	Valentina Zuin	Social Sciences	Experiential and Service Learning in a Liberal Arts Environment: Learning from faculty and programs at Swarthmore and Williams Colleges
6	Parashar Kulkarni	Social Sciences	Training for Contemplative Pedagogies in the Social Sciences
7	Jane M Jacobs	Social Sciences	Singapore Building Archive: Using Digital Humanities with Classroom Learning to Generate a Public Resource on Singapore's Architectural and Urban History

Teaching Award

The CTL supported the Teaching Award Committee (TAC) in administration of the the inaugural teaching award process. This included managing the Teaching Award webpage, attending to all email inquiries, publicity, creating nomination forms, collating data for review, communicating with shortlisted nominees, requesting letters of support, and scheduling committee meetings to review the nominations.

The Teaching Award Committee reviewed all the nominations and selected two award recipients.

Associate Professor Mira Seo (Literature, Humanities Division) received the inaugural Distinguished Teaching Excellence Award. Professor Seo is acknowledged for her commitment to teaching and learning across the Common Curriculum, and teaching strategies and instructional techniques that demonstrate enthusiasm for and command of her discipline. She has served the College through tireless leadership of key initiatives, committee chairship, and mentorship to colleagues.

Assistant Professor Ng Hui Khoon (Physics, Sciences Division) received the inaugural Early Career Teaching Award for her commitment to teaching and learning across the Common Curriculum, especially intellectual leadership in Scientific Inquiry. Her dedication to student learning within the Physical Science major was demonstrated through teaching the innovative Classical Mechanics course.

Student Learning Support

Our student learning support continues to focus in two areas: 1) Peer Tutoring and 2) Learning Accommodations. Both programs are growing and serving their intended goals. With more staff, the CTL could do even more in these areas but is serving student needs well given available resources.

Peer Tutoring Program

As discussed above, the Peer Tutoring Manual was revised in AY 2018-19, as was our training. We conducted two mandatory training sessions for new tutors this year, which are increasingly interactive and focused on building hands-on skills and comfort in dealing with the most difficult tutoring scenarios, for example regarding mental health, academic integrity, and related issues. We have recruited seasoned tutors to help us lead new tutor training. During AY 2018-19 we also experimented with having more non-mandatory training and gathering spaces for tutors throughout the year, focused on a different theme at each gathering.

The peer tutoring program has continued to grow in the number of peer tutors, subject areas covered, and popularity. The CTL has managed the recruitment, hiring, timesheets, and faculty liaison for this program and coordinated with the Writers' Centre, Language program, and individual disciplines on training and mentoring tutors.

Learning Accommodation

The demand for learning accommodations support continues to grow, and we expect an increase in students qualifying for learning accommodations given 1) increasing enrollment, 2) growing numbers of study abroad students, and 3) that mental health diagnoses are being sought after and tied to learning accommodations with more frequency.

In Semester 1, we worked with the EVPAA to develop a new financial assistance protocol for students to seek specialized testing for learning needs even if they have financial need. We also worked with the Octant, DOS, Wellness, and Residential Life staff to publicize and de-mystify the learning accommodations process so that all students who may be curious can access these resources. Deputy Director Catherine Sanger did briefings across the College to help clarify our Learning Accommodations program and continues to be in communication with colleagues at the University Health Centre to smooth the process for individual students as needed. We conducted a survey of students who receive learning accommodations in Semester 2, and though the response rate was low, those who did respond seem generally content with current offerings.

External Publications, Research Projects, and Outreach

Diversity and Inclusion

Building on the work of producing the internal volume on Diversity and Inclusion, we reached out to experts across Asia to create an edited volume of research and case studies on inclusive pedagogy in the Asia. This has resulted in Catherine Sanger and Nancy Gleason eds., *Higher Education, Diversity, and Inclusive Pedagogy in Asia*, which is under contract with Palgrave Macmillan and will be published Open Access to allow for our work in this area to be accessible to higher education professionals and students world-wide.

Also based on the Diversity and Inclusion sourcebook developed for internal consumption, Catherine Sanger wrote an article for *Liberal Arts Global Lens*, an online magazine published at NYU-Shanghai, about the process of developing the sourcebook.

Grade-free Learning

Nancy Gleason and Catherine Sanger are collaborating on research into faculty experiences and strategies for teaching in a grade-free higher education context, focusing on Yale-NUS' grade free first semester. We secured IRB approval for the project and presented initial findings at the POD Network Annual Conference in November (the premier US conference for higher education teaching and learning professionals). We have conducted interviews with roughly 20 faculty members and will continue this work into AY 2019-2020.

Catherine S. Sanger and Nancy W. Gleason, "Developing a Pedagogy of Grade-Free Learning for Higher Education," accepted to the International Society for the Scholarship of Teaching and Learning (ISSOTL) Annual Conference, Bergen Norway (October 2018) and presented at the POD Network Annual Conference, "Leading in Times of Change," Portland, Oregon (November 2018)

Higher Education and 4IR

Nancy Gleason's edited volume, *Higher Education in the Era of the Fourth Industrial Revolution*, came out in June 2018. By March 31st, 2019 it had over 120,000 downloads via open access. This publication has helped share how Yale-NUS College curriculum and pedagogy is delivering highly relevant education for the automation economy.

Gleason, N. W. "Trends in preparing cyber-physical systems engineers" *Cyber-Physical Systems*, Vol 5, 2019. With Thi Bich Lieu Tran, Martin Törngren, Huu Duc Nguyen, Radoslav Paulen, Nancy Webster Gleason & Trong Hai Duong.

Gleason, N. with Luie Tran et al. "Approaches in Developing Undergraduate IT Engineering Curriculum for the Fourth Industrial Revolution in Malaysia and Vietnam" *Creative Education*, Forthcoming Jan 2019.

Conferences, Outreach and Public Appearances

In AY 2018-19 the CTL has focused on building relationships and outreach within Singapore and other liberal arts institutions in Asia. Given this priority, the CTL has participated in forging a Singapore-wide consortium of Academic Developers from NTU, SIT, Institute for Adult Learning Singapore, SUSS, SMU, and NUS, which we brought to the campus in January. We have been sharing research and initiatives across the group throughout the year. Nancy Gleason gave an invited workshop for faculty at Nanyang Technical College on integrating visual techniques for learning.

Additionally, CTL staff travelled the Centre for Teaching and Learning at SUSS to learn about their initiatives and share our own. We have frequent exchanges with NUS' Centre for the Development of Teaching and Learning.

In the spirit of building relationships with colleagues at liberal arts colleges within Asia, we invited Nirmala Rao from the Asian University for Women to the College in March.

The CTL also sponsored a visit to Duke-Kunshan (DKU) and NYU-Shanghai (NYUS) from 23 – 26 April the CTL. Catherine Sanger (Deputy Director, CTL) and Mira Seo (Associate Professor, Humanities) met with a variety of colleagues at both institutions. The goals of the trip were to: 1. Build relationships with colleagues at similar institutions; 2. Identify strengths and innovations at these institutions we might adapt to our context; 3. Share strengths and innovations from Yale-NUS that might be useful to these institutions. It was a very productive visit. Collegial relations have been established with both institutions. One of the administrators who hosted us sent these kind words after the trip: "I'd like to offer huge gratitude to your genericity of sharing your resources, experiences, lessons learned to our community. We have learned a lot from various sessions and conversations with both of you! I hope we continually nurture our relationship, stay connected and learn from each other." For all these reasons, we felt this was a very productive visit.

Academic Policy and Curriculum Development

The CTL has an informed policy and curriculum development directly and through service on the TLA and D&I Committees. For example, the CTL has contributed to the following policy areas.

Teaching Award

In collaboration with the TLA Committee and Dean of Faculty, we helped develop the first Teaching Awards for the College, providing vision and implementation to that process. The CTL helped develop the criteria, smooth the nomination and decision process, and advertise the award through the Teaching Recognition Dinner and a communication strategy.

Diverse Faculty Hiring Initiative

Through CTL membership on the Diversity and Inclusion Committee, we helped contribute to a new hiring protocol to help Yale-NUS recruit a diverse faculty. CTL staff researched practices in this area at peer institutions to support the D&I Committees' recommendations to the full faculty.

Faculty Portal

CTL staff contributed to the new design and rollout of the Faculty Portal, collaborating with colleagues across the College to create a more informative and user-friendly Portal.

Continuity Planning

The CTL continues to work with ERT in support of Continuity Planning and anticipating faculty and student needs in the event of a campus shutdown, quarantine, or other disruption.

Service to the Community

CTL staff has been of service to the Yale-NUS community in a number of formats and events. For example,

CTL staff did speaking engagements for the following Yale-NUS events:

- CIPE-hosted Colombian students visit.
- ASEAN Student Leaders visit hosted by Institutional Affairs and CIPE.
- Admission's Counselor Fly-in
- Dean of Student's Office Diversity Week
- Experience Yale-NUS Weekend

CTL staff has also served on the following Yale-NUS and NUS committees and initiatives:

- NUS Teaching Academy
- Business Continuity Planning
- FPOP (Faculty Portal)
- Diversity and Inclusion Committee
- Teaching Learning and Advising Committee

Reflections and The Year Ahead

Over the past three years the CTL has been moving at breakneck pace, creating new initiatives such as peer tutoring, learning accommodations, the teaching award, peer observation scheme, and a revamped web site. AY 2018-19 was a great year for the CTL. We brought in a diverse set of voices from the region and beyond to discuss and workshop with our faculty on their pedagogy. We continue to develop our Peer Tutoring, Learning Accommodations, and TIG programs. We also bring our work and expertise out of the CTL and into the broader Yale-NUS community through service on many committees and initiatives. Further still we contribute to discourse on education across Singapore through public speaking engagements, media appearances, and proactive collaboration with colleagues at institutions of higher education across the island and the world.

Given this context, in AY 2019-20 our goal is not to create new programs, but rather to consolidate and concretize what we have already created. This is important to ensure quality and sustainability of these programs -- to take what we have from very good to truly excellent. Additionally, as the CTL enters its fourth year, this is an opportune moment to reflect and consolidate.

Additionally, the CTL will face a leadership change in AY 2019-20, with the departure of Centre Director Nancy Gleason. Deputy Director Catherine Sanger will serve as Interim Director until a search can be launched and a new Director appointed. This leadership transition makes it even more important to take time to document our processes and create sustainable protocols that will facilitate a smooth hand-over and continuity of services.

We are very proud of the work we do in the CTL, and it would not be possible without the collaboration and enthusiasm of the broader Yale-NUS community. We end AY 2018-19, and launch into AY 2019-20, with gratitude for the continued support and engagement of our faculty, our students, and the College leadership.