Opportunities created by the merger for teaching and learning

- Learning Ventures created as support for teaching and learning
- How do we have students help us with assessment online for on-line courses?
- Exponential growth has occurred in support for technology
- Need tools for online course assessment
- Capturing adjunct feedback also problematic
- HSHS:
  o Great number of exemplars for new teaching/learning synergies
  o College pulled together research courses to create an interdisciplinary research course that is module-based - HSHS6000
  o Cross-college, interdisciplinary get-togethers that resulted in grant development
  o Embedding interdisciplinary and interprofessional throughout curriculum.
  o Encourage interdisciplinarity through sharing information, guest lectures
  o Dual degree PT and OT with PhD as part of it
  o Takes trust
  o Workload issue
  o Autism clinic – OT and PT students now doing clinical
  o Certificate programs (e.g., Elder Law certification all DL-only one in nation; patient advocacy health and law)
- COGS – merged college
  o Graduate Council discussions
  o Catalog update
- Law & Medicine
  o Death, Dying and Decision Making; Malpractice and Informed Consent
  o Looking at JD/MD program
- PhD in Biomedical Engineering

Support for Teaching and Learning

- Administration is investing in people to create opportunities
- Developing pathways for undergraduate to graduate degrees for students (e.g., BS to MD)
- Learning Enhancement Center – tutor everything but writing
- Supplemental Instruction – funding cut
  o Run data on classes with >30% failure rate and contact students with offer of assistance
- Olympiad – 1st year students
- With Math department – train GAs on pedagogy
- Testing Services
Notes from Open Forum #2, October 29, 2010
Special Emphasis: Teaching and Learning Synergies
Criterion 3: Student Learning & Effective Teaching
Criterion 4: Acquisition, Discovery, & Application of Knowledge

- Teach/Learning within graduate programs
  o Professional development for grad students – went from one resume workshop to 14 seminars that include writing, career, etc.
  o Coupled resources with career planning, writing center, shift to electronic resources. Will move to offering on both campuses. Sessions being assessed.

Assessment and Evaluation – What types are occurring?

- Assessing orientation
- Academic Journey = matching students to general education courses, BAJ courses
- Identifying students at risk (e.g., MapWorks)
- How students do in first two years and its impact on major courses
- Faculty consistently evaluate curriculum by feedback from students
- CCI – theater students learn how to present self as traumatic brain injury patient
- Video services that enhance classes. Improve classes from number of ways

What evidence exists that we are looking at curriculum regarding global, diverse, technological outcomes and the usefulness of the curriculum in achieving this

- Accreditations require this
- Advisory committees – look at the horizon. What will students need?
- Post-grad surveys of employers and grads (however, we experience low return rates)
- Develop common skills and abilities that students should master. What do we as a university want students to be?
- To get at usefulness, use longitudinal assessment. Target alumni.
- Biosciences worked with alumni office – competencies, how well prepared, usefulness of particular courses (e.g., Writing Across the Curriculum)
- Multicultural requirement gets at global/diversity
- Development of international, SU Ing. etc.
- COBA – Global...
  o Meet with employers for feedback regarding students, curriculum
  o Follow up with student placements and career progression
  o 85% students do an internship though not required
  o Workshops – interviewing, etiquette
  o Have placed career development courses in curriculum
- COM – follow up survey
- Need to define what we mean by these terms
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Other thoughts

- Where do we deposit data from students? (e.g. letters, comments) How do we coordinate and use?
- Need standard way of collecting data across courses

Balance of teaching and research

- Complimentary terms/actions
- Department Personnel Committees expect a balance of both (e.g., Philosophy). No inherent tension
- Workload agreements are important
- Issue – shifting priorities – need guiding principle rather than reactiveness
- What is “scholarly endeavor”?
- How do we tie in global citizen, etc.?
- Bench sciences – expectation to bring in undergrads to research. Do very good job. Demonstrated through recognition in national presentations, etc. Students have time with major professors
- Tension exists between teaching and research because of limited time to do both. Think about doing both as developing talent of students. Involve students in your research
- Balance between materials coming in and materials going out
- Contentious issue
- Opportunity for collaboration across campus (e.g., dissertation, thesis)
- Doesn’t need to be 50/50 for each individual
- UTLC – Arena for student research and student learning, engagement
- Visual and Performing Arts – creative faculty engaged with students. 100% of students participate, perform, create
- We are all preparing students for evidence-based practice (Nursing). Scholarship of helping students integrate knowledge.
- Delicate important topic especially for the College of Medicine. Integrated courses are demanding for faculty – takes away from research
- Give credit for teaching in research lab – not just classroom
- Define the terms – what is teaching? What is research?
- Faculty need help prioritizing
- Collaborative research opportunities (e.g., Business and Hospital)
- Clinical requirements
- Support for grants reporting
- Enhancement between the activities
- Give people credit for these activities – not just counting