

Teaching Matters

The Teaching and Learning Center of the University of the Sciences in Philadelphia

Volume 5, Issue 2

2003 Winter

Assessment Drives the Learning Phyllis Blumberg

How many times have we realized that what and how we assess our students greatly influences how and what the students learn? Assessment can drive learning in both positive and negative ways. One consequence of the commonly used evaluation system is that it leads our students, society in general, and perhaps even ourselves to focus on grades and not learning. The purposes and practices of evaluation must be realigned to promote learning over grades.

Assessment can drive learning in negative ways. This overemphasis on grades results in many of our students spending time figuring out what it will take to get the grades they need in a course and not thinking about what they should be learning. Lisa Davis

Continued on Page 2

Register for these Workshops

Wednesday, January 8, 2003

Dr. Barbara Millis, The Air Force Academy

Promoting and Assessing Deep Learning

Friday, January 10, 2003

Dr. Maryellen Weimer, Berks Leigh Valley Campus of Penn State University
Implementing Learner-Centered Teaching

Monday, March 10, 2003

Dr. Marilla Svinicki, The University of Texas at Austin
Practical Implications of the Psychology of Learning

IN THIS ISSUE

- 1-4** Assessment Drives the Learning
- 5** Schedule of January 2003 workshops
- 6** Spring 2003 TableTalk Schedule
- 7.** Call for Nominations for the Patricia Leahy Award for Learning Innovation
- 8.** Call for Nominations for Outstanding Adjunct/Part time Faculty
- 8.** Grant Money Available
- 9-11.** Overview of previous events
- 12.** Registration form for January workshops

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The Teaching and Learning Center is an educational resource for all USP faculty who are interested in helping their students become more effective learners. It maintains a current collection of books and periodicals relating to teaching and learning and student assessment. The Teaching and Learning Center web page is www.usip.edu/teching

Assessment Drives the Learning (continued)

found that pharmacy students in their professional years are strategic learners, in that they learn whatever is necessary to get through the course even at the expense of learning for meaning.¹

A further consequence of the overemphasis on grades opposed to learning may have led us to our current cheating concerns and mark grubbing. Research shows that the more pressure students have to obtain good grades, the more they cheat. For example, grade eligibility requirements for financial aid and the perceived importance of a high GPA to reach one's long term goals are top reasons students give for cheating.² Our point systems within courses convey the message that all worthwhile learning is given points or credit. Therefore, students' motivation stems from their earning points and not from their desire to learn or an understanding of why material should be learned. Without getting credit for something, many of our students question why bother to learn it. Faculty and students agree that both groups are too grade oriented and would like to see the focus shifted more to learning.³

A philosophical change in the role of assessment greatly fosters the attainment of the goal of assessment to promote learning. Currently a major role of assessment is to gather information to provide teachers a basis to assign student grades. This grading purpose places assessment outside the learning process. When assessment is seen as an essential component in the entire learning process, then it can promote more learning.⁴ A major purpose of assessment then becomes to give constructive feedback to the students on how they can improve. Thus, time devoted to assessment is not seen as taking away from learning. Once we accept that assessment is a key part of the learning process, many other aspects of assessment change. For example, the implications for how to, what to, when to assess and who should assess change. The attached table describes each of these implications. As a result of faculty only doing evaluations with our current system, students remain too dependent on teachers. If self and peer assessment plays a larger role, students learn how to judge the quality of their own and others' efforts. If these implications are put in place, faculty have found that problems with cheating and grade grubbing markedly decrease. **MaryEllen Weimer**⁴ will be showing us how assessment can promote learning and how we can help students to take responsibility for their own assessment in a **workshop on Friday, Jan. 10, 2003**. (For a complete schedule of the 2-day special workshops, see the schedule in this newsletter.)

If we want our students to be self-directed, lifelong learners we need to help them acquire these skills and assess their ability on these components required for lifelong learning. Information management skills, a basis for lifelong learning, includes the abilities to know when a person has an information need, to formulate researchable questions, to access information, to evaluate the appropriateness and usefulness of the information obtained, to synthesize information and finally to use the information to solve a problem. Assignments that assess students' information management skills might include asking students to formulate researchable questions, document their search strategies and resources used, or require students to find and synthesize information of a limited scope within a limited time.

Key outcome indicators

Outcome domains	Desirable outcome indicators	Unsatisfactory outcome indicators
	Learning -centered teaching	May occur with faculty-centered teaching
<i>Who is responsible for learning to occur?</i>	<i>Students take responsibility for their own learning</i>	<i>Faculty define what and how learning should occur</i>
What roles do assessments play in courses?	Assessment is part of the learning process with students engaged in self and peer assessment. Faculty and peers give constructive feedback on how to improve ⁴	Assessment provides information to assign student grades; may be seen as taking away time from teaching content
What is assessed?	Fundamental knowledge, skills, critical thinking, integration, values, learning how to learn ⁶	May evaluate rote or surface learning of content at the expense of other objectives
What can students do with acquired knowledge?	Students are inquisitive explainers ⁷	Students are fact collectors ⁷
	Students are active users of knowledge ⁷	Students are repositories of inert knowledge ⁷
How are students evaluated?	Multiple assessment methods should emphasize forward assessment (tests on ability to use what was covered in the class in a new way, career applications) ⁶	Evaluation often emphasizes backward assessments (covers mostly what was covered in the class) ⁶ Such a system may foster cheating ²
How do students see assessments?	Opportunities to demonstrate their learning, get feedback on performance and ways to improve	Hurdles to be overcome
Who should assess students?	Self, peer, faculty, professional/practitioner assessments	Faculty
Is there an end point to this learning?	Students become self-directed, lifelong learners	Learning about a discipline ends when the course is over
What characterizes graduates as learners?	They are intentional learners ⁵ in that they are purposeful and self aware both about the use of learning and the process of gaining it	They have learned material to pass courses without seeing the value of learning it, nor how it should be learned
	They are responsible and prepared to act as a citizen of their country and the world ⁵	They see little relationship between their education and the ways they act as citizens.
	As enabled learners ⁵ they can retrieve and evaluate information, use knowledge to solve problems and communicate their knowledge in real settings	They can recall a body of knowledge

Assessment Drives the Learning (continued)

If our graduates should be intentional, responsible and enabled learners, as a national panel of educators has indicated,⁵ then we also need to assess these skills while they are in school. To assess if our students are intentional learners we need to see if they are integrative thinkers and can see connections among disciplines.⁵ We also need to assess their ability to reflect on their acquired knowledge and their learning to learn skills. Since responsibility to act as informed citizens is based on values, principles and commitments, we need to evaluate students on their understanding of these values and principles. Responsible citizens are active participants in their society and can see consequences of their own and others' actions and decisions.⁵ Assessment of responsible learners might involve observations of students while engaged in service learning or asking students to discuss how they would act in real life-type situations. Enabled learners can use their knowledge and skills to communicate their ideas, solve complex problems and manage practical situations.⁵ Each of these components of the enabled learner should be evaluated.

As you review, revise and plan your courses for next semester ask yourself how are you assessing how well or how much are students taking responsibility for their own learning. Next think about ways that you can use all kinds of assessments to provide feedback to students. This thought process may allow you to incorporate more desirable outcome indicators without making huge changes to your course structure. It may also change how students think about assessment from a hurdle to be overcome to an opportunity to get feedback and to see how to improve. Ensuring that a few of the desirable outcome indicators on the table become part of your evaluation system will go a long way to helping students to take responsibility for their own learning and for you to be able to assess if they had done so.

References:

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4. Weimer, M. Learner-Centered Teaching. San Francisco: Jossey-Bass, 2002.
5. Association of American Colleges and Universities. Greater expectations for undergraduate education. Report on a national task force. www.greaterexpectations.org/pdf/GEX.FINAL.pdf
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6. Fink, LD. Higher-level learning: the First Step toward more significant learning. In Lieberman, D & Wehlburg, (Eds.) To Improve the Academy, Bolton, Mass: Anker Publishing Co., Inc., 2001.
7. Graesser, AC, Person, NK, Hu, X, Improving Comprehension through Discourse Processing. In Halpern, DF & Hakel, MD, (Eds.) Applying the Science of Learning to University Teaching and Beyond. New Directions for Teaching and Learning. San Francisco: Jossey-Bass, Spring, 2002, #89.

Workshop schedules

Wednesday January 8, 2003 Barbara Millis, The Air Force Academy in RH 101/102

- 8:45- 9:45** Interactive Plenary session: A Focus on Learning: Rethinking Effective Teaching.
- 10- 12** Workshop on Using the Power of Groups to Foster Student Learning in Small and Large Classes
- 12-1** Faculty lunch to continue the discussions in small groups.
- 1-3** Workshop on Promoting Learning in Large Classes: A Look at Both Theory and Practice.
- 3:15-4** Roundtable Discussions Looking at Courses Taught by Multiple Instructors
- 4:15--5** Meeting with the Academic Leadership Group. Topic: Supporting faculty as they become learning centered

Workshop schedules

Friday January 10, 2003 MaryEllen Weimer, The Penn. State University in RH 101/102

- 8:45- 9:45** Plenary session: Making learner-centered teaching work by using a developmental approach.
- 10- 12** Workshop on planning learner-centered courses with an emphasis on how content is covered and learned.
- 12-1** Faculty lunch to continue the discussions in small groups.
- 1-3** Workshop on how to evaluate students within a learner-centered class: Using assignments to promote learning and the mechanics of grading student work given learner-centered assumptions about teaching.
- 3:15 - 4:15** Meeting with the Academic Leadership Group. Topic: Supporting and evaluating faculty as they become learning centered.

Spring 2003 TableTalk Series

Date-Time	Location	Topic	Presenters
Tuesday January 7 th @ Noon	WCR	A science course model without lectures and exams	Alison Mostrom
Wednesday January 8 th All Day-see separate schedule	Rosenberger 101 & 102	Promoting deep Learning	Barbara Millis
Friday January 10 th All Day-see separate schedule	Rosenberger 101 & 102	Implementing learner-centered teaching	MaryEllen Weimer
Monday January 13 th @4PM	WCR	A science course model without lectures and exams	Alison Mostrom
Tuesday January 21 st @ Noon	WCR	Integrating A Large multi-component course	Michael Cawley, Cindy Sanoski, Cathy Poon
Monday January 27 th @4PM	WCR	Integrating A Large multi-component course	Michael Cawley, Cindy Sanoski, Cathy Poon
Tuesday February 4 th @ Noon	TBA	Turning the classroom on its side: Learning Through Action	Mac Turner–note this presentation will occur only once
Monday February 10 th @4PM	WCR	Turning the classroom on its side: Learning Through Action	Janie Choate- note this presentation will occur only once
Tuesday February 18 th @ Noon	WCR	Progress in Assessment at the University	Eric Boyce
Monday February 24 th @4PM	WCR	Progress in Assessment at the University	Eric Boyce
Tuesday March 4 th @ Noon	WCR	An Update on the Core Curriculum Review	Peter Hoffer, Core Curriculum Steering Committee
Monday March 10 th All Day, various workshops-see separate schedule later	TBA	Practical implications of the Psychology of Learning	Marilla Svinicki
Tuesday March 11 th All Day various workshops-see separate schedule	TBA	Implementing service-learning at USP	
Monday, March 17 th @4	WCR	An Update on the Core Curriculum Review	Peter Hoffer, Paula Kramer Core Curriculum Steering Committee
Tuesday March 25 th @ Noon	GH 208 N	What can Blackboard do for you?	Tarlok Aurora, Jeanette McVeigh, Cathy Poon
Monday March 31 @4	GH 208 N	What can Blackboard do for you?	Tarlok Aurora, Jeanette McVeigh, Cathy Poon
Tuesday April 8 th @Noon	WCR	Helping our students to acquire information literacy	Leslie Bowman, Grace Earl
Monday April 14 th @4	WCR	Helping our students to acquire information literacy	Leslie Bowman, Grace Earl
Tuesday April 22 nd @Noon	WCR	Learning centered teaching in large classes	Andrew Peterson, Liza Takiya, Shanaz Tejani-Butt
Monday April 28 th @4	WCR	Learning centered teaching in large classes	Andrew Peterson, Liza Takiya, Shanaz Tejani-Butt

Call for Nominations for the Patricia Leahy Award for Learning Innovation

Description of the award. This award was established in memory of Patricia Leahy, a PT faculty member here, to acknowledge faculty's innovative efforts to increase their students' learning. This award is endowed by Dr.Charlie Gibley. As the title implies, this award's emphasis is on innovations that increase student learning. For a full description of the award, see www.usip.edu/teaching/owlaward.html.

Appropriate innovations: All innovations that have a large impact on student learning will be considered. Examples of large impact on student learning include a more desirable outcome of learning especially compared to a previous approach; or a more positive attitude towards learning the material. These innovation might include completely revising a course, revising an entire educational program, integrating several courses or disciplines, greatly changing how students learn or are assessed in a course, or a course with a new approach. The innovation must have had an impact on the students' learning. The faculty must have an understanding of why the innovation had an impact. The number of students who participate in the course is not a relevant consideration. An innovation need not be a success, but it must have been implemented at least once.

Eligibility: Full-time faculty members who are in at least their third year of employment at USP may apply. The innovation must have been developed by the submitter and implemented within the last two years. The strategy need not be totally original, it can be an adaptation of innovations tried elsewhere.

Submission materials: Each of the following should be submitted as a paper copy and an electronic copy. For the abstracts and summaries use 12 font size and a standard easy to read font.

- Complete Document of Innovation Abstract form (see www.usip.edu/teaching/submit.htm) so that the innovation will be included in this year's edition. This abstract is limited to two pages.
- Attach additional materials on any section, if necessary. Supplemental course materials or examples of assignments may be submitted.
- <200 word summary for publication in the Teaching and Learning Center's Newsletter

Selection Criteria: how innovative is the idea; clear description of what was done; quality of each of the parts of the submission; large scale impact, according to the definition above; major impact on student learning; good analysis or understanding of the impact of the innovation; an analysis of how the innovation will be improved in the future; and present a poster for Talking About Teaching Day this year.

Deadline for Submission: March 17, 2003.

Recognition: The winner will be announced at the annual Faculty Council Recognition Luncheon. The Patricia Leahy Award for Learning Innovation award winner will be given a cash prize, a plaque and his/her name will be inscribed on the cumulative plaque. Top candidates will also be recognized.

Call for submission for the Outstanding Adjunct or Part-time Faculty Awards

Adjunct and part-time faculty members contribute significantly, though often thanklessly, to USP. To recognize them, Vice President Byrne has authorized awarding outstanding adjunct and part-time faculty members a stipend which they may use for continuing their education, attending a conference, or participating in a workshop.

Students, faculty members, or chairs may make nominations, which a committee of chairs will judge.

To nominate an instructor for this award please describe the instructor in terms of the following qualities:

- Enthusiasm for teaching/content
- Organizational/ presentation
- Motivation/current ness
- Accessibility

Nominations should be sent to Mary Rafferty, m.raffer@usip.edu

Grant Money Available for Educational, Travel, Instructional Technology, Innovations, Learning-Centered Teaching

Teaching Learning grants of up to \$400.00 will be available for: 1) attendance at a conference that focuses on teaching and learning, 2) the costs of learning about or integrating technology or other innovations into your courses. The money need not be spent at conferences. Grant money can also be spent on software or educational resources to be used by students, 3) a travel grant may also be used to visit another campus to observe learning-centered teaching, talk to faculty and students, 4) the money also may be used to bring someone to USP.

Application Procedures

Please send electronically, to Mary Rafferty, m.raffer@usip.edu, a one to two page letter of application describing each of the following points. 1) The activity or resource that you wish considered for funding. 2) The specific ways in which this activity or resource will enhance the teaching and learning process in your course(s). 3) Amount of money requested. 4) Specific plans for sharing with members of your department or other USP faculty members the ideas and/or information that result from your participation in this activity. 5) Your rank and status in the department concerning tenure; non-tenure faculty, or tenure-track appointment. Grant applications will be reviewed by the Teaching and Learning Center Advisory Committee, composed of your colleagues from across the University. Awards will be made on a rolling basis in accordance with the fiscal year cycle. Faculty may only receive 1 award per fiscal year. Preference is given to non-tenure tract faculty, and faculty below the ranks of Associate Professor.

Overview of Previous Events: TableTalks

September 2002 De-scamming the scammers in professional settings Grace Earl

- A few clinical students often find excuses for not doing what they are supposed to do. The preceptors need to be wise to the scammers
- Grace prepared a series of vignettes describing scammers she had encountered
- The audience discussed ways to de-scam the students
- Suggestions were made such as adding specific statements to syllabus on attendance, dress, and absences. Other tools that may be helpful are written contracts, providing feedback in writing, and referring students to counseling services.
- Students attempt to fool part-time faculty or non-faculty preceptors more often than full time faculty
- A scammer will try to cut corners or trick the faculty repeatedly. Preceptors must deal with the pattern as well the individual scams.

September 2002 Core Curriculum: Its History at USP and current issues Peter Hoffer, Paula Kramer, Ken Leibowitz

- The Core Curriculum was implemented in the early 1990's as a result of administration and faculty realizing that the students needed a more broad education and not just training for their careers
- It was a long and difficult process to get the Core Curriculum implemented
- The committee who developed the original Core Curriculum looked at what other schools were doing and scholarly writings on this topic
- The number of required credits were reduced about five years ago
- Some faculty feel that the Core Curriculum should stay the way it is now for many reasons including that it is too difficult to change it, turf issues are at the heart of it
- Some faculty feel the nine disciplines from which the students must take courses is still appropriate today
- Some faculty feel that the total number of credits should remain the same, but some flexibility could be built into the specific courses. Other faculty feel the number of credits could be reduced
- While much data exists on the Core Curriculum, it has not been well assessed
- For some of the newer majors, the required number of natural science courses is a deterrent to recruiting and matriculating students in those majors. Our competition in these majors require less science.
- The Core Curriculum is a very emotional issue on this campus. Any changes to the Core Curriculum need to be well thought out and may be difficult to achieve.
- Faculty are responsible for deciding on what is the Core Curriculum and only they can change the Core Curriculum

Overview of Previous Events: TableTalks continued

October 2002

Student-Centered Exam preparation: A new way to answer the same old question, "Are you giving us a review for the exam?" Anne Marie Flanagan

- Prior to implementing this exam review system, Anne Marie did not like giving a review because she felt that class time could be better spent. Since she implemented this system, she feels this review very worthwhile learning takes place during the review
- This system helps students prioritize concepts, connect ideas and develop schemata on the material
- Within the same groups that the students are accustomed to working in, the students develop an appropriate essay exam question
- Many students find this a difficult exercise
- After each group write their question on the board, the students discuss possible ways to answer the question
- The instructor does not get involved in this discussion
- After the discussion the teacher and the students talk about ways to improve the questions
- Some of the student generated questions actually appear on the exam
- Anne Marie feels this exercise helps students take responsibility for their learning gain, confidence in their knowledge and reduce anxiety over the exam
- Weaker students realize that they couldn't contribute much to the discussion and have time to remediate prior to the exam
- Students seem to like these review sessions and they get better developing appropriate questions as they gain experience doing it

October 2002

Student-centered learning and living: Plans for USP Catherine Bentzley, Aminta Breaux

- As a result of the Strategic Planning process, six strategic imperatives were developed. A Tactical Planning Group was started for each strategic imperative. This session reported on the thinking and work of one of these groups. It also served as a feedback and validity mechanism.
- A definition of student-centered learning and living is to develop students who are engaged and actively responsible for their own learning and living and assessment in partnership with faculty, staff and administrators.
- Faculty question whether student-centered learning can be done with large classes and with our current teaching loads
- Student-centered learning and living requires a change in how students are treated and focuses attention on learning and meeting students' service or business needs
- Buy-in by faculty, staff and students will be difficult
- Student-centered learning and living can be accomplished here if we take small manageable steps and not try to make radical changes at once
- Covering material as we now do often is faculty centered. We need to put the onus on the students to learn
- Some of our policies and practices are paternalistic
- Faculty need to hear about many models of student-centered learning and given resources to make changes
- Recognition that many elements and examples of student-centered learning and living already exist here

Overview of Previous Events: TableTalks continued

October- November 2002 Working Effectively with the Student Discipline Committee Elena Umland, Greg Manco, Cindy Sanoski

- Inconsistencies in ways academic violations are handled
- Faculty must clearly define their academic honesty policies in their syllabi and discuss them with students in class
- Many situations of plagiarism arise in clinical settings. Preceptors there have different standards than we have
- Students should be told that faculty can spot plagiarism examples from Websites easily.
- If a faculty is going to bring a case, that person needs to develop the supporting evidence
- If a faculty needs guidance on how to prepare a case, they should seek advice from a current committee member. All faculty committee members are happy to help.
- Documentation and forwarding to the Student Discipline Committee should be done promptly
- Some faculty feel that the punishments are not severe enough. Probation may not have much impact on the student, except to keep them from graduating.
- The penalties are not always reinforced and enacted by the student's Dean.
- What we consider plagiarism in this country may not be so in other cultures. Students come from other cultures and need to be made aware of our standards.
- The most frequent cases brought to the Student Discipline Committee involve plagiarism, cheating and drugs and alcohol. There are more academic integrity issues than the social or legal discipline issues

November 2002 What are the philosophical implications of a culture of learning-centered teaching? Catherine Bentzley, Leslie Ann Bowman, Peter Miller, Andrew Peterson

- Faculty prefer the phrase learning-centered teaching over student-centered learning
- Hard to overcome the emphasis on grades, especially in the professional programs, yet we need to focus on learning
- As learning-centered teaching may not be as efficient for faculty, we may need to make some hard decisions in terms of content coverage, teaching loads, other responsibilities, etc.
- Student pride in accomplishments is an important aspect in this culture of learning-centered teaching. Currently students see what they need to do as another hurdle to overcome
- Must work with students on learning how to learn
- Allowing students to redo and revise promotes greater learning
- Memorization of facts is not intent; intent is ability to apply facts to solve real problems
- Students may take more responsibility for their learning if they can see connections
- Individual feedback and ideas on how to improve are important
- Group learning often works well in large classes
- Faculty must be willing to share more power with students
- Self and peer assessment is essential, with student ownership over assessment criteria
- Faculty need to learn about many different models, be given time (release or summer pay) to make changes

REGISTRATION FORM

Please send your registrations to the Teaching and Learning Center, Box #68, or e-mail m.raffer@usip.edu

Name of Registrant (please print) _____

Department: _____ Box #: _____ e-mail: _____

Please check off if you plan to attend each specific event

Workshop schedules
Wednesday January 8, 2003
Barbara Millis,
The Air Force Academy
in RH 101/102

Workshop schedules
Friday January 10, 2003
MaryEllen Weimer,
The Penn. State University
in RH 101/102

8:45- 9:45 YES _____
Interactive Plenary session:
A Focus on Learning: Rethinking Effective
Teaching.

8:45- 9:45 YES _____
Interactive plenary session: Making learner-
centered teaching work

10- 12 YES _____
Workshop on Using the Power of Groups
to Foster Student Learning in Small and
Large Classes

10- 12 YES _____
Workshop on 5 key changes to practice to
implement learner-centered teaching

12-1 YES _____
Faculty lunch to continue the discussions in
small groups.

12-1 YES _____
Faculty lunch to continue the discussions
in small groups.

1-3 YES _____
Workshop on Promoting Learning in Large
Classes: A Look at Both Theory and
Practice.

1-3 YES _____
Workshop on how to evaluate students
Within a learner-centered class: Using
assignments to promote learning and the
mechanics of grading student work given
learner-centered assumptions about teaching.

3:15-4 YES _____
Roundtable Discussions Looking at Courses
Taught by Multiple Instructors

3:15 - 4:15 YES _____
Meeting with the Academic Leadership
Group. Topic: Supporting and evaluating
faculty as they become learning centered

4:15--5 YES _____
Meeting with the Academic Leadership
Group. Topic: Supporting faculty as
they become learning centered

