Implementing the Boyer Model: The train has left the station but needs fuel

By Gail Rathbun, Director, CELT

IPFW is one of 25 AASC&U (American Association of State Colleges and Universities) institutions represented on the steering committee of the Red Balloon Project, a national initiative to re-imagine undergraduate education. While Vice-Chancellor William McKinney planned for a series of open fora this fall about important aspects of our re-invention, a team of IPFW faculty and administrators participated in "Integrating the Boyer Model: An Executive Retreat," hosted by the Coulter Faculty Center at Western Carolina University in Asheville, North Carolina, from September 20-23, 2010. Similarly composed teams from Stetson University in Deland, Florida; Metropolitan State University in Denver, Colorado; University of North Carolina at Winston-Salem and Western Carolina University met for four days of sharing experiences, learning, and planning around the theme of re-inventing scholarship at our respective institutions.

The IPFW team, comprised of Kathleen O’Connell, Associate Vice-Chancellor for Community Engagement; Connie Kracher, Chair of the Department of Dental Education; Michael Bendele, Continuing Lecturer, Psychology; and Gail Rathbun, Director of CELT, found itself among teams from other comprehensive universities in a variety of stages of changing faculty roles and rewards systems.

(Continued on page 2)

Best Practices from Award Winning Teachers

By Michelle Drouin, Assistant Professor, Psychology

Each spring, a select group of IPFW teachers are recognized for their outstanding contributions to students. CELT would like to honor two of these awardees in a two-part series to highlight some of the best teaching practices for which they were being recognized. In this issue, we would like to focus the spotlight on Mary Cooper, Dental Education, recipient of the Friends of the University Outstanding Teaching Award for 2010.

Can you give me an example of a way you stimulate students’ desire to learn? I believe most students want to learn and enjoy learning. First, it is important to show the student that you care about his/her learning. Then, get to know each student and determine what his/her needs are. An educator must be open to different learning styles and abilities. Knowing this, you have to be able to give several examples and go to
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To prepare for the retreat, we had brought copies of IPFW’s Promotion and Tenure procedures and the “examples of evidence” rubrics for Teaching, Service, and Research. Kathleen O’Connell and her predecessor, Jeanette Clausen, had done considerable work in trying to integrate Teaching, Service, and Research—“the three-legged stool” as we came to refer to them during the retreat—cross referencing research across the three facets of faculty work, using Boyer either explicitly or implicitly as the basis for the integration. They had even integrated Advising. The team noted also the campus SoTL initiatives, our SoTL Fellow, our Carnegie CASTL affiliation, and our recent Scholarship of Engagement conference. Though we immediately felt ourselves among fellow travelers, we realized after a day or so that IPFW is at a much earlier stage of transition than we had thought.

The other universities were bravely moving forward with campus-wide criteria for promotion and tenure. IPFW has campus-wide procedures, but not campus-wide criteria. (We were pleased to discover, however, that we have a peer review process in place for entire promotion and tenure dossiers whereas the other universities seemed to send each piece of the dossier to separate reviewers; we shuddered at the time and expense.) As to a shared set of criteria for P & T, we wondered how we might get the IPFW departments to agree on criteria? But that is an implementation question. The first questions that must be addressed are philosophical, epistemological, and practical—why do we need change to begin with?

Western Carolina Chancellor John W. Bordo was able to answer that practical question. He spoke to us about state universities being “Stewards of Place,” a term used by the AAC&U task force as the title of a 2002 report about public engagement. (To read or download the report, go to http://www.aascu.org/pdf/stewardsofplace_02.pdf) He stated simply that if your campus sees itself as taking care of its region through the application and co-creation of knowledge, then faculty roles and rewards must be designed to help achieve that purpose. The old three-legged stool of faculty duties and responsibilities does an inadequate job of supporting the engaged campus. It skews incentives toward rewarding work (discovery scholarship) that is necessary but not sufficient to achieve the mission of the university. The old framework—the three-legged stool—leaves much necessary work undervalued and unrewarded. In short, if campuses truly wish to educate responsible citizens and maximize knowledge creation and application for the common good, another framework—one that is better aligned with these goals—is needed.

Boyer’s four scholarships—discovery, application, integration, and teaching—knit together through engagement with the larger world of people, places, and ideas, provide a foundation for the re-conceptualization of faculty roles and for a reconfiguration of the old triumvirate into a new pattern. Image courtesy of Stephanie Stephenson.

Above: A representation of Boyer’s model of the four scholarships. Boyer’s four scholarships—discovery, application, integration, and teaching—knit together through engagement with the larger world of people, places, and ideas, provide a foundation for the re-conceptualization of faculty roles and for a reconfiguration of the old triumvirate into a new pattern. Image courtesy of Stephanie Stephenson.

Chancellor Bordo pointed out that unlike the “stool,” which focuses on the inputs of teaching, research, and service, the Boyer model focuses on outputs: learning, scholarship, and outreach (engagement). These outputs, Bordo said, are connected to what it really means to educate. Bordo’s message resonated with our team. IPFW clearly sees itself as a steward of place, but our faculty reward system is out of alignment with the mission of an engaged campus such as ours. Too much of the wonderful work our faculty and staff and students do goes unrewarded, is unpublished, and is not evaluated in a meaningful, rigorous way. It doesn’t “count,”—or count as much as, traditional forms of research. Many times, scholarly activity, including scholarly teaching, the necessary precursor to the scholarship of teaching, is not encouraged because it would mean taking time and resources away from attaining more highly valued goals.

In another session with our wonderful Western Carolina University facilitator, James Scifers, Director of the School of Health Sciences, we admitted that service learning needed to become more widespread in the design of our courses. Service learning is important to engaged teaching and engaged learning. It is a primary vehicle for educating students, for achieving the goals of the Baccalaureate Framework.

We also saw that the success of Red Balloon, LEAP, COAS “Big Questions,” and the engaged campus, all rest on the alignment of faculty roles and rewards with the shared objectives of these initiatives. If any of these initiatives is ever going to gain traction, we have to change the fuel.
plan B, when plan A fails. An educator should also provide a healthy environment. I try to reduce stress when students are anxious about a particular subject area or competency evaluation. In these situations I rely on my humor and ability to communicate. Also, I give students the opportunity to apply what has been presented. This helps tie the learning process together. Application is essential.

How do you motivate students beyond the classroom? Today’s students bring new challenges, and understanding these challenges is essential when trying to motivate students. I feel it is easier to motivate students when you, as a teacher, are motivated. After all these years of teaching, I still love what I do. I have a passion for dentistry and for the patients I treat. In our discipline, we have the perfect environment to become actively involved with the needs of the student since we work with the same group for two years. They learn through example about how they can be fulfilled treating a diverse group of patients. We also provide them with multiple opportunities for this by having students at extramural sites such as Matthew 25 Dental Clinic and AHEC, and with community agencies such as Healthy Cities. It is important to teach them the importance of giving to those less fortunate.

Your pass rate for your students’ dental hygiene exams is exceptional. What aspects of your pedagogy are keys to this success? The use of educational technology has made teaching dental hygiene students much easier. We have Elmo as well as computers and individual monitors in lab. I take continuing education courses that pertain to the subjects I teach. It is important to have the ability to make complicated material understandable. I feel this is a strong area for me. Also, I feel combining my extensive background in dentistry with my experience and knowledge of teaching and learning has helped students relate to the information being taught. These combined experiences allow me to share practical case examples, the latest techniques being used, and current topics and skills necessary in the dental healthcare delivery system with students.

A major portion of their Dental Hygiene National Board Examination consists of case-based questions. To increase student understanding and test scores, I made a major change in one of my classes that helped students be able to “pull together” the information they were learning from all of their dental hygiene classes. For the case-based applications, I have them work in small groups. I give them a clinical patient, including the patient’s age, gender, medical history, intraoral photos, radiographs, and a

...this is where my teaching strengths lie—having the ability to build confidence in students, stressing the importance of collegiality, and sharing the significance of compassion.

...certain condition or disease. As a group, they determine the best way to treat the patient. Is there only one way? Not necessarily. They each assess the case individually, then as a group. Once the treatment plan is presented to the class, then they have another group assess their plan. Finally, I review the decisions made by everyone and offer my assessment of the case. At the end of the review, we have multiple assessment measures which are useful.

If you had to pass on 3 Teaching Tips for IPFW instructors, what would they be? I have 3 teaching principles—called the “Cooper three Cs”—that I continuously strive to instill into my teaching. I want students to gain Confidence, Collegiality, and Compassion. Our students had to have a high GPA on their prerequisite requirements for acceptance into the dental hygiene program. Despite this high GPA, many students suffer from low self confidence. Therefore, I utilize strategies to build students’ confidence and self esteem so they can be surer of themselves and their decision making in class as well as in clinic. Next, without confidence, one cannot have collegiality. Dental hygienists are part of a dental “team,” and teamwork needs to be modeled in the classroom so it can take root in the office. I encourage students to work together in all aspects of their education. An environment that does not foster teamwork results in a cohort that may be competitive and ultimately undermine its own success. Finally, once students develop self confidence in themselves and collegial harmony in the classroom, showing compassion towards others follows. The difference between being a good dental hygienist and an excellent one is not natural ability or outstanding clinical skills, but one who has the ability to show compassion. I feel this is where my teaching strengths lie—having the ability to build confidence in students, stressing the importance of collegiality, and sharing the significance of compassion.
Outreaching, Engaging and Educating: Revisiting SoE

By Suin Roberts, Assistant Professor, International Language and Culture Studies

There have been many conversations on campus lately about the Scholarship of Engagement (SoE). It was the focus of the Fall Conference (CELT and FACET sponsored) and the topic of a recent Red Balloon Project discussion (November 1). Recently, several of our colleagues attended the 11th Annual National Outreach Scholarship Conference in Raleigh. CELT interviewed two of these colleagues (Kitty Luo, COM and Talia Bugel, ILCS) about their experiences at the conference and how their attendance changed their concept and implementation of SoE at IPFW.

Kitty Luo

Kitty, you attended the 11th Annual National Outreach Scholarship Conference in Raleigh. Can you tell us a little bit about what you learned there? During the four days at Raleigh, I was able to attend more than 10 panel presentations. I was inspired by the presenters’ enthusiasm for and engagement in service-learning projects of various scales. I realized that my incorporation of service-learning pedagogy in my intercultural communication class had been a rewarding experience for myself and my students and that my efforts contributed to a much grander picture of civic engagement that is advocated in America’s higher education. Like many others at the conference, I believe sustaining civic engagement starts in a classroom, which has great impact on upholding the values of a democratic society.

What stood out most for you during the presentations you attended? I was most impressed by the joint efforts of institutionalizing scholarship of engagement by many state universities. North Carolina State University, for instance, stood out as a strong example. In one of their team presentations, they shared the action plans by the institution’s Scholarship of Engagement Task Force to assess the work of faculty involved in community engagement. Importantly, this institution assured that scholarship of engagement would be valued and assessed by reappointment, promotion and tenure committees, and during annual performance review. Action plans like these greatly encouraged their faculty to incorporate service-learning projects, as reflected in another team presentation from the same university, in which the faculty members of different disciplines shared their teaching and research experiences in community engagement. Their co-authored, prolific publications demonstrated their success in their endeavors.

How do you perceive the role of service learning currently at IPFW? As a relatively new faculty member at IPFW, I am fortunate to join the group of instructors who actively adopt service learning in their classrooms. I do hope that our institution can pull together more resources to facilitate both students’ and faculty members’ civic engagement.

Talia Bugel

Could you tell us why you went to the outreach conference? I went to the outreach conference because I wanted to get ideas to enhance my service learning course. Currently, I am teaching a Spanish translation class in the modality of service learning. My students and I are translating parent-reading and parent-writing packs to be used by students at Abbott elementary school in Fort Wayne. Approximately 35 percent of the children at Abbott come from Spanish-monolingual homes. Although this gives them a great advantage in terms of bilingualism and biculturalism, they presently do not have the same opportunities as the students of English-speaking parents to review and study school learning materials with their Spanish-monolingual parents. Therefore, we are translating the learning material from English to Spanish so that these children from Spanish-monolingual homes will have the same home learning opportunities as the children from English-speaking homes. During the conference, I attended six or seven presentations, three of which were directly related to service learning and Spanish speakers. So I was able to take away some valuable information that was directly applicable to my current service-learning course.

With regard to my choice of attending this particular conference, I had won a grant from Indiana Campus Compact (ICC), and a portion of the funds was to be spent for a conference. The AVCCE (Kathleen O’Connell) also had funds available for faculty to attend an outreach conference, so this outreach conference was an ideal choice. During my time there, I was fortunate enough to spend quality time with other IPFW faculty working with service learning – Kitty Luo (COM) and Adam Dircksen (COM).

How do you think you can apply what you learned at the conference to your own teaching? I am certain that I will use what I learned in my next Spanish translation class (from now on I will be teaching it only as service learning). And I am also excited about the connection I have formed with my fellow attendees and administrators (Kathleen O’Connell and the VCAA) who all have interest in outreach.

Planning to use Scantron forms for your finals?

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Got questions about using Scantron forms or equipment? Call Stephanie at the CELT office (x16354) or email her at scantron@ipfw.edu.
The Mack Center at Indiana University for Inquiry on Teaching and Learning has put out the call for Mack Fellows. The Indiana University Faculty Colloquium on Excellence in Teaching (FACET) administers the Mack Center Fellowships; however, applicants do not need to be members of FACET. The Mack Center is an organization of scholars from the Indiana University campuses that have a strong commitment to the scholarship of teaching and learning (SoTL). Their vision statement reads:

The Mack Center exists to stimulate inquiry in the Scholarship of Teaching and Learning, to recognize, honor, and increase the influence of that scholarly inquiry, and to foster change with the underlying goal of promoting excellence in education at Indiana University, in the United States, and internationally.

Mack Fellows conduct SoTL research during their appointments and are ultimately expected to publish their work in a scholarly journal. Fellowship applicants are encouraged to propose enterprising SoTL projects that can be completed within an obtainable timeframe. Applications for the 2011-2012 Mack Center Fellows are due February 1, 2011. The fellowship will run from March, 2011 through May, 2012.

To stimulate interest in the Mack Fellow program and help faculty pursue evidence-based teaching and learning, on November 15 FACET co-sponsored a presentation entitled “Tools and Processes for the Scholarship of Teaching and Learning” by Carol Hostetter of the IU Mack Center for Inquiry on Teaching and Learning. Twenty-five faculty and staff attended.

More information and application materials are available on the Mack Fellows Program page http://www.iupui.edu/~facet/mackfellows.php located on the FACET Web site http://www.facet.iupui.edu/index.php. IPFW applicants are also encouraged to contact Patrick Ashton, (Sociology; Charter Mack Fellow) at ashton@ipfw.edu for additional information. CELT SoTL Fellow and FACET Liaison Yvonne Zubovic (zubovic@ipfw.edu) is available to assist with proposals.

14th Annual Fort Wayne Teaching Conference

with keynote speaker
Lorne Oke, Ed.D
Executive Director, Center for Innovation
Assistant Vice President for Information Technology

The focus of Lorne's work is on the integration of technology into the teaching/learning communities of the institution. That includes assisting faculty, chairs and deans as they strive to develop intentional learning experiences for the students. He also oversees the institutional Web presence, works with the end-users services group and assists the Vice President for IT as needed. Lorne is very enthusiastic about the new and varied ways that technology can foster critical thinking and communication.

Friday, February 25, 2011
8:15 am - 3:30 pm
Walb Student Union Ballroom

Upcoming Events

CELT events are open to IPFW and Ivy Tech staff, full and part-time faculty, and graduate students.

**Take Five:** A “Take Five” workshop can be arranged for anyone who has at least five people who are interested in a workshop on a particular topic. Like an improvised jazz arrangement, we can begin the planning when our office is notified and together create a time, place, and activities customized to your interests and needs.

ITS conducts training in a wide variety of software, including Blackboard Vista. Register for ITS workshops by clicking here. CELT’s workshops will help you apply the software to support specific teaching and learning opportunities.

**Excellent Blackboard Tutorials** are available from the elearning.ipfw.edu page.

**Online tutorials** in all of the software you want to use are now available with your IPFW login at Lynda.com. CELT also provides “how-to” information about instructional software such as Safe Assign, ScreenCorder, Adobe Connect and others on its “Instructional Software” web page accessible within the Teaching with Technology menu on the CELT main web page.

And May We Introduce: Overview of Instructional Technologies at IPFW
Friday, January 14, 12-1:15 pm in KT 128

12 O’clock Scholars Brown Bag Discussion: “I’m not your buddy’: Student behavior in the classroom and online”
Tuesday, January 18, 12-1:15 pm in SB 178

Storyboarding and Scriptwriting for Educational Multimedia
Friday, January 21, 11 am-1 pm in KT 234

Re-Visioning the Course Syllabus
Monday, January 24, 12-1:15 pm in KT 128

Summer Instructional Development Grant Showcase
Tuesday, January 25, 12-1:15 pm in SB 178

SoTL Work Group
Thursday, January 27, 12-1:15 pm in NF 140

Making Images that Work for the Classroom and Web
Friday, January 28, 11 am-1 pm in KT 234

Summer Instructional Development Grant Briefing
Tuesday, February 1, 12-1:15 pm in SB 178

Reading Circle: Classroom Research
Thursday, February 3, 12-15 pm in KT 247

Visual Design for Learning with PowerPoint
Friday, February 4, 12-2 pm in NF 240E

Summer Instructional Development Grant Showcase
Monday, February 7, 12-1:15 pm in KT 128

Increasing Student Motivation: How the ARCS Model Can Help
Tuesday, February 8, 12-1:15 pm in SB 178

SoTL Work Group
Thursday, February 10, 12-1:15 pm in NF 140

Active Learning with PowerPoint
Friday, February 11, 12-2 pm in NF 240E

12 O’clock Scholars Brown Bag Discussion: Especially for Graduate Students Who are Teaching
Tuesday, February 15, 12-1:15 pm in SB 178

Giving Voice with Adobe Presenter
Friday, February 18, 11 am-1 pm in KT 234

FYE Brown Bag Discussion: Interdisciplinary Learning Communities
Monday, February 21, 12-1:15 pm in KT 128

Content, Presentation and Learning
Tuesday, February 22, 12-1:15 pm in SB 178

SoTL Work Group
Thursday, February 24, 12-1:15 pm in NF 355

Reading Circle: Classroom Research
Monday, February 28, 12-1:15 pm in KT 128

12 O’clock Scholars Brown Bag Discussion: “Going up” on Teaching for Promotion and Tenure
Tuesday, March 15, 12-1:15 pm in SB 178

SoTL Work Group
Thursday, March 17, 12-1:15 pm in NF 355

Video Editing to Enhance Teaching and Learning
Friday, March 18, 11 am-1 pm in KT 234

FYE Panel Discussion: “Community Hour” and how it helps students learn
Monday, March 21, 12-1:15 pm in KT 128

Making eLearning Come to Life with Adobe Presenter
Friday, March 25, 11 am-1 pm in KT 234

Reading Circle: Classroom Research
Wednesday, March 30, 12-1:15 pm in KT 128

SoTL Work Group
Thursday, March 31, 12-1:15 pm in NF 140

Interactive Student Learning with ScreenCorder
Friday, April 1, 11 am-1 pm in KT 234

12 O’clock Scholars Brown Bag Discussion: Teaching “here” vs. “there” - Cultural differences in student and professor expectations about teaching
Tuesday, April 5, 12-1:15 pm in SB 178

Registration is required for all CELT events. It will be available within the next few weeks at www.ipfw.edu/celt.