2021 Scholarly Teaching Symposium

Call for Proposals

Proposals due by Tuesday, September 7, 11:59 p.m. Eastern Time

The Scholarly Teaching Symposium celebrates teaching devoted to pursuing student learning and success through reflective, evidence-based teaching practices. Scholarly teaching enhances the learning experiences of students, enriches the teaching careers of faculty, and deepens the connection of community partners with the campus. This year's symposium is cosponsored by the IUPUI Center for Teaching and Learning, the IUPUI Institute for Engaged Learning, and LEAP Indiana.

The symposium will be held virtually on Zoom on Friday, October 1 from 10 a.m. - 2 p.m. The keynote address will feature Jillian Kinzie, associate director of the Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Indiana University School of Education, who will focus on assessment of quality and equity in high-impact practices. Some concurrent sessions will feature presentations and roundtable discussions on scholarly approaches to high-impact practices in courses, programs, or co-curricular experiences, especially those that address quality and equity. Others will discuss results of the IUPUI Center for Teaching and Learning's 2020 Curriculum Enhancement Grant projects.

The symposium planning committee seeks proposals for two types of presentations:

1. Micro-presentation, which would involve a 10-minute presentation followed by five minutes for Q&A
2. Roundtable discussion on promising practices, which would start with a five-minute introduction to the topic followed by 10 minutes of discussion

This symposium will showcase work by course instructors, program directors, and co-curricular experience leaders who take a scholarly approach to teaching and focus on the following high-impact practices (HIPs):

1. First-year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. ePortfolios
9. Service Learning, Community-Based Learning
10. Internships
11. Capstone Courses and Projects
12. Other applied/experiential learning components that incorporate high-impact elements (e.g., effective peer mentoring, supplemental instruction, and student employment)

Kuh (2008) noted that HIPs have been widely tested and have been shown to increase retention and engagement for students from many backgrounds. HIPs have also been shown to promote active and

deep learning, critical thinking, enhanced communication, problem-solving skills, and greater appreciation for diversity.

Further research demonstrated that not all HIPs are created equal, and attention to quality design and implementation is critical to impact on student performance (Kuh & O'Donnell, 2013). Additional studies of HIPs showed that students in underserved populations experienced greater benefits though were less likely to participate (Finley & McNair, 2013). Those using a scholarly approach to teaching with HIPs, with attention to quality and equity, are encouraged to submit a proposal.

Proposal Format for Micro-presentations

1. Presenter(s) Information

   - First Name:
   - Last Name:
   - Email:
   - Phone Number:
   - Title:
   - School:
   - Department:
   - Institution:
   - Campus:

2. Course title, program name, or co-curricular experience that uses high-impact practices.

3. Number of students in your course/program/co-curricular experience.

4. Which of the following high-impact practices will be the focus of your presentation? Select all that apply.

   - ❑ First-year Seminars and Experiences
   - ❑ Common Intellectual Experiences
   - ❑ Learning Communities
   - ❑ Writing Intensive Courses
   - ❑ Collaborative Assignments and Projects
   - ❑ Undergraduate Research
   - ❑ Diversity/Global Learning
   - ❑ ePortfolios
   - ❑ Service Learning, Community-Based Learning
   - ❑ Internships
   - ❑ Capstone Courses and Projects

- ❑ Other applied/experiential learning components that incorporate [high-impact elements](#) (e.g., effective peer mentoring, supplemental instruction, and student employment)

5. Presentation Title (10 words max)

6. Provide an abstract of your proposal for the symposium program (60 words max)

7. What teaching and learning challenge(s) or goal(s) will your presentation address? (75 words max)

8. What did you implement or try out with your students? (75 words max)

9. What specific access or equity issues did you consider when designing your HIP experience? How did you approach them? What did you learn? (75 words max)

10. If applicable, how are you working with communities in your courses, programs, or co-curricular experiences as part of planning, implementation, and assessment? (75 words max)

11. How did you or will you capture the impact of your work on student learning and student success? (75 words max)

12. In what ways does your work affirm, challenge, or extend information that you have encountered in the teaching or HIPs literature? (50 words max)

13. What have you learned that will shape your future teaching or work using HIPs? (50 words max)

14. Enter up to 3 session keywords for your presentation (press enter between then)

Proposal Format for Roundtable Discussion on Promising Practices

1. Presenter(s) Information

    a. First Name:

    b. Last Name:

    c. Email:

    d. Phone Number:

    e. Title:

    f. School:

    g. Department:

    h. Institution:

    i. Campus:

2. Course title, program name, or co-curricular experience that uses high-impact practices.

3. Number of students in your course/program/co-curricular experience.

4. Which of the following high-impact practices will be the focus of your roundtable discussion? Select all that apply.

    - ❑   First-year Seminars and Experiences

    - ❑   Common Intellectual Experiences

    - ❑   Learning Communities

    - ❑   Writing Intensive Courses

    - ❑   Collaborative Assignments and Projects

    - ❑   Undergraduate Research

    - ❑   Diversity/Global Learning

    - ❑   ePortfolios

    - ❑   Service Learning, Community-Based Learning

    - ❑   Internships

    - ❑   Capstone Courses and Projects

    - ❑   Other applied/experiential learning components that incorporate high-impact elements (e.g., effective peer mentoring, supplemental instruction, and student employment)

5. Presentation Title (10 words max)

6. Provide an abstract of your proposal for the symposium program (60 words max)

7. What is the promising practice you will introduce at the roundtable? (75 words max)

8. How does the literature on teaching or HIPs inform your promising practice? (50 words max)

9. What specific access or equity issues are relevant to your promising practice? How did you approach them? (75 words max)

10. If applicable, how does your promising practice incorporate working with communities in your courses, programs, or co-curricular experiences? (75 words max)

11. How did you or will you capture the impact of your work on student learning and student success? (75 words max)

12. List two to three questions or prompts that you will use to elicit discussion of or feedback on your promising practice.

13. Enter up to 3 session keywords for your roundtable discussion (press enter between then)

Proposal Review Criteria

Decisions on proposals will be communicated by Tuesday, September 14, 2021.

Proposals for the two types of sessions will be reviewed by the planning committee based on the following criteria:

Micro-presentations

- Course title, program name, or co-curricular experience that uses high-impact practices is specified
- Number of students in course/program/co-curricular experience is specified
- One or more high-impact practices are identified
- Abstract provides detailed description of the session
- Teaching and learning challenge(s) or goal(s) are clearly articulated
- Implementation details are clearly described
- Specific equity and/or access issues are identified and strategies for addressing them are outlined
- If applicable, working with community partners is explained clearly in the context of planning, implementation, and/or assessment.
- A meaningful plan for assessment or clear evidence of student learning outcomes and/or experiences is presented
- Project work is grounded in literature on teaching and/or HIPs
- Reflections from current work clearly addressed impact on future teaching or work in HIPs.

Roundtable Discussions

- Course title, program name, or co-curricular experience that uses high-impact practices is specified
- Number of students in course/program/co-curricular experience is specified
- One or more high-impact practices are identified
- Abstract provides detailed description of the session
- Implementation of promising practice is clearly described
- Promising practice is grounded in literature on teaching and/or HIPs
- Specific equity and access issues are identified and strategies for addressing them are outlined
- If applicable, working with community partners is explained clearly in the context of planning, implementation, and/or assessment.
- A meaningful plan for assessment or clear evidence of student learning outcomes and/or experiences is presented
- Prompts for discussion or questions for feedback are relevant and stimulating