



## New Directions for CELT Workshops

*By Adam Dirksen, CELT Director, & Katie Jia, CELT Consultant/Designer*

Change is in the air and we are adapting. Student needs and preferences are changing, and we need to find ways to meet them where they are. According to Continuing Studies, nearly 90% of all IUPUI students who graduated with a bachelor's degree last year completed a minimum of one course online, and many of those students completed dozens of online credits. While these student preferences are changing, departments can take advantage of that to not only increase enrollments in their courses, but more importantly to adapt their courses to create more opportunities for increased student learning.

While CELT's workshops will always focus on developing best practices to strengthen student learning in classes of all formats (face-to-face, hybrid, online), we are also adapting in strategic ways to meet the changing needs of students and departments alike. Specific departments reached out to us to help them as their faculty transition some of their courses and some of their programs to online and hybrid. We are working closely with faculty from Education, Organizational Leadership, and Engineering as we offer a series of eight workshops, spread through the semester, helping them as they develop their online/hybrid courses. This format has

tripled our workshop attendance from the previous semester. It offers faculty a more strategic and robust means by which to improve learning and student success in their courses. We encourage you, as a faculty member, chair, or dean to reach out to CELT, soon, if you have interest in working through a similar program with us in the Fall.

When designing the Spring 2018 workshops, we surveyed the faculty members who were committed to a semester-long program to determine their needs. Workshops are now driven by specific needs of a department/group of faculty. The CELT consultants proposed workshop topics on the best practices of online teaching. The participating faculty members reviewed and helped make revisions to identify eight topics that are most relevant to them. These eight workshops are scheduled in the same room every other Wednesdays, each workshop lasting two hours. The final workshop topics chosen for this semester are:

1. Goal Setting and Sharing
2. Best Practices in Assessment in Online Teaching
3. Best Practices in Student-Content Interaction and Student-Instructor Interaction in Online Teaching

4. Best Practices in Student-Student and Active Learning in Online Teaching
5. Incorporating Appropriate and the Most Effective Technologies in Online Teaching
6. Online Course Design with Accessibility in Mind
7. Retention and Student Success in Online Courses
8. Peer Review Training, Teaching Fellows, CELT Consultants

Additionally, we are offering follow-up sessions, also on Wednesdays to (1) offer hands-on enrichment activities, (2) provide additional individual consultation, and (3) share examples and perspectives from experienced online instructors. While all of these workshops were designed to focus on specific needs of specific departments, all workshops are open to all faculty and staff who are interested in any particular topic. You can still attend any remaining workshops this semester. Please register on the [CELT register for events page](#).

In our workshops, we are partnering with many experienced and award-winning instructors, who share their best practices of online teaching during each session.

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## New Directions cont.

We also collaborate with ITS's Blackboard Team and User Support Team, with librarians, with DCS staff, and many others across campus to bring a comprehensive approach to course design. This coupled with presentations and activities designed by CELT's experienced Instructional and Technology Consultants results in a rich and efficient way for faculty to design their courses, using best practices that suit their teaching styles and goals.

Workshops are not dedicated solely to online teaching pedagogies-but also offer demonstrations on how to practically implement teaching strategies using various online teaching tools (i.e. Blackboard tools, WebEx, Camtasia, etc.). Each session engages faculty members by inviting their concerns and their own best practices.

Improving teaching is not a one-shot practice. We acknowledge that it is a long-term process that needs constant and individualized support. In addition to these workshops, CELT continues offering

workshops at the request of departments. If you are interested in attending or just seeing what is yet to be offered this Spring semester, visit the [CELT register for events page](#).

Further, if you are interested in a similar program (as an individual or as a department), please reach out to [Adam Dircksen](#), CELT Director. We look forward to working with more faculty members and departments, to offer programs that support teaching excellence and student success. It's our mission.



## 2017 Fall Writing and Project Development Institute

By Ludwika Goodson, CELT Associate Director, Faculty

Development

Edits to journal articles, development of a grant proposal, and answers to IRB questions are just a few of the accomplishments of the nine faculty who participated in the *2017 Fall Writing and Project Development Institute!* Sponsored by the Committee for the Advancement of the Scholarship of Teaching and Learning Excellence (CASTLE) and the Faculty Academy on Excellence in Teaching (FACET), this space of uninterrupted writing

time at the Helmke Library gave faculty time to focus on their writing projects, connect with others with similar research interests, receive feedback from mentors, and experience camaraderie with each other and the eight mentors, four librarians, three editors, and one IRB consultant who served as consultants. One mentor also was able to set aside time to work on his own writing projects, and one of the faculty writers developed a system of organization and a schedule of writing "that freed my mind for this important year."

Our writers shared with each other their interests in manuscripts, curriculum guides, and grant proposals. Topics included: an approach to the objective analysis of user experience; a comparative analysis of an immersive technology; measures of mental alertness of construction workers; STEM workshops focused on women, minorities, and first generation college students;

curricular change through instructor resources; an analysis of streamflow, precipitation, and nutrient loading trends within Lake Michigan; an auto-ethnographic journey into breast-feeding; stigma and new mothering; student engagement in a literacy project; and online instructors' perceptions of providing feedback, their practices, and their challenges.

*Writers:* Xiaokai Jia (Katie), Sarah Symonds LeBlanc, Pam Reese, Kimberly O'Connor, Debrah Huffman, Behin Elahi, Becca Essig, Atefeh Mohammadpour, and Aleshia Hayes  
*Mentors:* Marcia Dixon, Michelle Drouin, Don Mueller, Carrie Stumph, Ludy Goodson, Kathie Surface, Jordan Marshall  
*Librarians:* Shannon Johnson, Denise Buhr, Sue Skekloff, and Sarah Wagner  
*Editors:* Cathleen Carosella, Linda Finke, and Rachel Hile

## Investigations

*Investigations* (<https://investigations.pfw.edu>) is a peer-reviewed, open-access journal dedicated to the publication and dissemination of research, scholarship, and creative endeavor by IPFW students and their mentors. *Investigations* accepts submissions of research articles from any IPFW student or recent graduate (within 12 months of graduation). Each

submission must be the original work of at least one IPFW student with at least one faculty mentor. *Investigations* endeavors to (1) encourage and promote scholarly work and research by IPFW students, (2) disseminate work by faculty mentors on student research mentorship, best practices, and related topics, (3) provide students with learning experiences that will enhance their professional and academic development, and (4) actively promote and disseminate the research,

ideas, and creative concepts of IPFW students. Additional submission guidelines can be found at <https://investigations.ipfw.edu/submittin-g-and-formatting/>. If you are interested in assisting with the journal or serving as a peer reviewer, please contact the editors at [Investigations@pfw.edu](mailto:Investigations@pfw.edu).

## Student Diversity in College



Rama Cousik, Assistant Professor of CEPP; James Burg, Dean, CEPP (left); Monica Ochola, Accommodation Specialist, BGSU (right); Ranada Clark, Assistant to the Dean, CEPP

According to *U.S. News and World Report* (2018), “College-bound students who believe that studying with people of different racial and ethnic backgrounds is important will want to consider student-body diversity when choosing a school.” The same report provides a diversity index of the proportion of students from diverse racial and ethnic backgrounds attending colleges across the United States. Some institutions, including Rutgers and Stanford, have percentages at or close to 0.75, whereas regional universities in and around Indiana including IPFW, score as low as .25. While students belonging to racial minority groups are notably underrepresented in institutions of higher education, the underrepresentation of students from low-income groups is even greater (Carnevale & Rose, 2003).

In an ongoing effort to recruit, retain, and promote the success of students from underrepresented backgrounds, an initiative by the College of Education and Public Policy at IPFW aims to better equip our population of under-resourced, first-generation, and 21st-Century Scholar students by providing meaningful, doable, and sustainable supports. We as faculty and staff are learning to accomplish this by becoming more intentional in our actions. We provide a faculty mentor for all first-year students in our college. Although the program is designed for first-year students, the relationships are encouraged to continue throughout the students’ academic career. We are also learning that investing time in students outside of the classroom, as well as inside the classroom, strengthens faculty/student relationships. Stronger relationships offer

feelings of inclusiveness, support, and respect, which help motivate and empower our students to reach their highest potential as future educators. Advisors play a key role in this initiative by working diligently with faculty to connect with our students prior to their arrival on campus. These efforts to connect include everything from handwritten letters from faculty and, personal phone calls from department chairs congratulating them on their acceptance to regular distribution of newsletters filled with meaningful and relevant resources. Our most recent event has been our “Did You Know” lunch where we offered students an opportunity to come together and hear from faculty and staff about additional resources provided by our campus in a relaxed atmosphere. We will continue to look for opportunities to connect with students, but particularly those from underrepresented groups, in an effort to ensure success for our students.

Personal narratives can serve as strong tools in recruitment and retention efforts. For example, when Rama Cousik searched for colleges in the U.S. to do her Ph.D., what attracted her were the compelling stories by international students and students from diverse backgrounds that some of the universities showcased on their websites. This reassures a prospective student that the campus is a space where “others” are welcome, a place where diversity is embraced, and an institution that values global perspectives.

Here’s one such story from one of “our own” recent IPFW graduates who has continued to seek our guidance in her career and higher education goals. Monica Ochola and Rama recently presented a paper from Monica’s master’s thesis/project at the 2018 Annual Convention & Expo held by the Council for Exceptional Children (Ochola & Cousik, 2018).

*My name is Monica Ochola and I am from Kenya. I went to Concordia Lutheran High School and had always loved IPFW after I took a tour of it the summer of my sophomore year. Even after I moved back home to Kenya for my undergraduate degree, I dreamed of one day coming back to Fort Wayne and attending IPFW. Two years after graduation, I was privileged to return not only to Fort Wayne but to IPFW. The decision to do a master’s degree in Special Education was one I was very*

*excited to make. My interest with working with students with disabilities led me to inquire about the SPED program at IPFW. I researched the SPED department website and had several interactions with its faculty members via email about the program. The decision to move halfway across the world, though exciting and adventurous, can be very challenging and frankly very scary for any person. Hence, I was very glad to find a community at IPFW that embraced me and made me feel like part of a family. The people who inspired me included the faculty members of the SPED department, like Dr. Rama Cousik, as well as other staff members, like Julie Schrader of SSD and Dr. Barton Price from CASA. Currently I am an accessibility specialist at the Office of Accessibility Services at Bowling Green State University. The office provides accommodations for faculty, staff and students with disabilities. I have developed such an appreciation and a love for working with students with disabilities in higher education, and I hope to learn and grow in this field. It is important for international students coming to IPFW to make connections with their peers and faculty and staff members. The IPFW community promotes diversity and an inclusive environment through various activities and opportunities, creating a learning environment that is fundamental to achieving career goals and, frankly, fun to be part of. I am honored to be an IPFW alumni and, as result, to have created lasting connections that have followed me even after graduation.*

### References

- Carnevale, A. P., & Rose, S. J. (2003). *Socioeconomic status, race/ethnicity, and selective college admissions*. New York, NY: The Century Foundation.
- Ochola, M., & Cousik, R. (2018). Faculty perception of accommodations for college students with disabilities. Presented at the CEC Convention & Expo, Tampa, FL.
- U.S. News and World Report. (2018). Campus ethnic diversity. Retrieved from <https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>

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**Upcoming CELT Workshops**

**APRIL**

**Creating Accessible Content**, April 4, 11AM-12:15PM, LB 440A. IT Services and CELT will work with you to help create accessible content files in your course. [Register for this event](#). For more information, contact Ludy Goodson, [goodsonl@pfw.edu](mailto:goodsonl@pfw.edu).

**Retention, Student Success, and Teaching Support**, April 11, 10AM-12PM, LB 440A. We will explore how to integrate CASA, tutoring services, and the options of embedded tutors in your courses. [Register for this event](#). For more information, contact Adam Dircksen, [dircksea@pfw.edu](mailto:dircksea@pfw.edu)

**“Enlighten Us, But Make it Quick!” Innovations in Teaching**, April 18, 11AM-12:15PM, LB 440A. In a fast-paced ignite format, faculty will showcase their innovations and best practices. [Register for this event](#). For more information, contact Ludy Goodson, [goodsonl@pfw.edu](mailto:goodsonl@pfw.edu).

**Spring Program Wrap up and Celebration**, April 25, 10AM-12PM, LB 440A. Representatives from the peer review team, teaching fellows, and the CELT consultants will discuss how they can support your teaching. [Register for this event](#). For more information, contact Katie Jia, [jjax@pfw.edu](mailto:jjax@pfw.edu)

ABOUT CELT EVENTS

A workshop denoted as “**Certificate Eligible**” (CE) means that a participant may apply to receive a certificate in recognition of the time spent attending the event and the effort expended toward applying the content to enhance the participant’s teaching. For more information go to [“Document your Teaching.”](#)

CELT NEWS

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**Pam Reese**, Editor  
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