

A Multidisciplinary Evaluation of Pedagogy Courses' Influence on Graduate Student Development as Teacher-Scholars

Summary of Original Proposal

Valerie O'Loughlin (Medical Sciences), Catherine Sherwood-Laughlin (Applied Health Science), Jennifer Robinson (Anthropology)

The impact of graduate pedagogy courses on the development of graduate student instructors is great. Most previous research on pedagogy courses has been limited to participant satisfaction surveys. In response to this gap, the co-investigators have examined the impact of pedagogy courses within their own disciplines. Still needed are multi-disciplinary and large-scale studies that assess how pedagogy courses prepare graduate students to develop as teacher-scholars.

The research described in this grant proposal seeks to examine graduate student instructor development across multiple disciplines within a variety of pedagogy courses taught at Indiana University Bloomington. Syllabi and online faculty surveys will provide data to compare and contrast how different disciplines educate graduate student instructors for their teaching roles. In addition, systematic evaluation of draft and final teaching statements from the graduate students participating in these courses will allow the researchers to compare how graduate students develop as teacher-scholars. The larger sample sizes of this research should allow for generalizable results that may expand beyond IU Bloomington. Ultimately, we predict this research will help improve how research universities educate graduate students to be effective instructors at colleges and universities throughout the US.

Indiana University 2015 SOTL Grant Proposal Cover Sheet

- a. **Title of Project:** *A Multidisciplinary Evaluation of Pedagogy Courses' Influence on Graduate Student Development as Teacher-Scholars*
- b. **Name and Department/School of each Investigator:**
- Valerie O'Loughlin, PhD, Associate Professor
Medical Sciences Program
Indiana University School of Medicine-Bloomington
- Catherine Sherwood-Laughlin, HSD, MPH, Clinical Professor
Department of Applied Health Science
School of Public Health-Bloomington
- Jennifer Meta Robinson, PhD, Professor of Practice
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Department of Anthropology
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- c. **Contact Email:** Valerie O'Loughlin, vdean@indiana.edu
- d. **Funding Level Requested:** Phase II

Indiana University 2015 SOTL Grant Proposal

A Multidisciplinary Evaluation of Pedagogy Courses' Influence on Graduate Student Development as Teacher-Scholars

Abstract: The impact of graduate pedagogy courses on the development of graduate student instructors is great. Most previous research on pedagogy courses has been limited to participant satisfaction surveys. In response to this gap, the co-investigators have examined the impact of pedagogy courses within their own disciplines. Still needed are multi-disciplinary and large-scale studies that assess how pedagogy courses prepare graduate students to develop as teacher-scholars. The research described in this grant proposal seeks to examine graduate student instructor development across multiple disciplines within a variety of pedagogy courses taught at Indiana University, Bloomington. Syllabi and online faculty surveys will provide data to compare and contrast how different disciplines educate graduate student instructors for their teaching roles. In addition, systematic evaluation of draft and final teaching statements from the graduate students participating in these courses will allow the researchers to compare how graduate students develop as teacher-scholars. The larger sample sizes of this research should allow for generalizable results that may expand beyond IU Bloomington. Ultimately, we predict this research will help improve how research universities educate graduate students to be effective instructors at colleges and universities throughout the US.

Purpose and Research Objectives:

Indiana University is among a small group of research institutions that devotes substantial resources and expertise to the preparation of graduate students for their teaching responsibilities. In addition to intensive workshops and individual consulting offered by the Center for Innovative Teaching and Learning (CITL), IU is remarkable for its emphasis on *faculty-taught* courses in college pedagogy, offered in over two dozen academic departments and schools across campus. These courses are designed to educate graduate students in the best practices for teaching their particular subjects and the more general demands of the teaching role with which all faculty members are charged. Moreover, many graduate pedagogy courses assist with representing one's teaching qualifications on the higher education job market by requiring the development of statements of teaching philosophy, among other assignments. The investment in these courses is high: faculty devote time and expertise, graduate students labor in teaching thousands of IU undergraduates, undergraduates hope to gain knowledge and skills from AIs that will make a difference for themselves and their families in the future, and colleges and universities around the world hire IU-educated new faculty. Thus, the impact of successfully teaching graduate students to teach is enormous.

Despite external recognition of the importance of graduate pedagogy classes (Marincovich, 1998; Schönwetter et al., 2008), most *assessment* of graduate pedagogy courses typically has been limited to participant satisfaction surveys. Abbott et al (1989) reviewed the literature on TA training and concluded more empirical research is needed that employs methods that lead to more valid conclusions. Despite Abbott's (1989) call, the sparse literature tends to rely on single courses and single disciplines (Shannon et al, 1998, and Schonwetter et al., 2008 are exceptions). Still needed are multi-disciplinary and large-scale studies that assess how pedagogy course assignments prepare graduate students as teacher-scholars.

This project systematically examines the vertical transmission of knowledge from experienced teacher, to novice teacher, to undergraduate learner. It capitalizes on earlier studies at IU by all three PIs: on disciplinary and interdisciplinary pedagogy courses, on assignments that promote the learning of both graduate student instructors and their undergraduate students, and on discourses used in talking about teaching by graduate-student instructors. This new project synthesizes this complementary work into a collaborative research agenda that assesses what we know about the landscape of pedagogy courses offered at IU, the particular assets each offers, and the causal connection between what is taught and what is learned, all with special attention to disciplinary context and graduate students' development as disciplinary experts.

A particular focus of the proposed study is to use statements of teaching philosophy, a staple of many higher education job and fellowship applications, to assess the impact of the pedagogy courses and the development of graduate students as teacher-scholars. This project will help us understand the similarities and differences among discipline-specific pedagogy courses and improve our ability to effectively prepare graduate students for their teaching responsibilities at IU and in the future.

The *main goals* of this multidisciplinary research endeavor are to:

- Substantiate the value of Indiana University discipline-based pedagogy courses for graduate student development as teacher-scholars
- Increase the sample size of students by pooling participants from multiple Indiana University-based pedagogy courses (and in so doing, have results with sufficient statistical and narrative richness persuasiveness)
- Gather data about and broadly compare and contrast disciplinary ways of preparing Indiana University graduate students to become teacher-scholars.

The specific *research questions* are as follows:

Research Question 1: How do graduate students' visions of themselves as teacher-scholars develop as part of a pedagogy course?

Research Question 2: Does the *timing* of a pedagogy course in a graduate student's career (i.e., early courses for beginning teachers vs. later courses for more experienced teachers) affect the development of graduate students as teacher-scholars?

Research Question 3a: What are the disciplinary similarities and differences regarding preparing graduate students to become teacher scholars, as evidenced by examining pedagogy course structure and assignments?

Research Question 3b: What are the disciplinary similarities and differences regarding statement of teaching philosophy preparation and format? Are there disciplinary differences in the structure, style, content, format and type of evidence used?

Previous Research Results:

This grant builds on the research previously examined by the co-investigators of the study. Firstly, O'Loughlin and colleagues examined a pedagogy course (MSCI M620) in 2007. They discovered that graduate students were more reflexive, gained confidence in the classroom, and had a better understanding of how their students learned as a result of participating in the pedagogy course (Miller et al., 2010). Students enrolled in this class tend to be more advanced in their MS or PhD programs and have had prior academic teaching experience. O'Loughlin continues to collect data from this course since that publication and will incorporate this new data into this research.

Sherwood-Laughlin and colleagues have since developed and evaluated a doctoral-level public health pedagogy course (H750) to determine the participant's teaching self-efficacy and their perceptions of the course (Lederer et al., 2015). Students enrolled in H750 reported better teaching outcome and improved self-efficacy by the end of the course. Students enrolled in this class tend to be beginning graduate student instructors (as opposed to more experienced teachers). Sherwood-Laughlin also continues to collect data from this course and will incorporate this new data into this research.

Robinson and colleagues (2013, 2015) designed and studied an interdisciplinary seminar for graduate students that taught classroom-based research principles for higher education through multidisciplinary conversation and critique. Funded by the Teagle Foundation, the project identified enablers and constraints of disciplinary discourse among novice teachers in structured interaction with faculty mentors and recommended practices for developing a shared language that supports teaching.

Significance and Impact on Undergraduate and Graduate Teaching and Learning:

Our study helps fill a gap in the literature about the efficacy of using discipline-based pedagogy courses to prepare graduate students to be more reflective and scholarly future faculty. The findings will inform the implementation of a proposed Graduate Certificate in College Pedagogy sponsored by the College of Arts and Sciences and the School of Education (spearheaded by Robinson). The larger sample sizes of our research should allow for generalizable results that may expand beyond IU Bloomington. The comparative nature of the study will allow us to develop “best practices” and greatest impact practices for said courses. By assessing these courses, we ultimately will be able to improve how research universities educate graduate students to be effective instructors at colleges and universities throughout the US—a mission that responds to both ethical concerns and the recent public outcry for improvement in higher education. Thus, this research has the potential to improve both graduate- and undergraduate-level teaching and learning. In addition, this study will contribute to future study that assesses the importance of teaching statements in faculty hiring.

Methodology:

Valerie O’Loughlin, Jennifer Meta Robinson, and Catherine Sherwood-Laughlin are the co-PIs of this grant. They will be working in close collaboration with Katherine Kearns (of CITL).

Study Sample

Instructors of and graduate student participants in multiple discipline-specific pedagogy courses at IUB will be included in this research. The research co-investigators already received preliminary approval from the following pedagogy course instructors to collect data from student assignments. These instructors will be considered contributors to this project:

IU Pedagogy Course Instructors who have agreed to participate in this study (as of 2/2015)		
Instructor	Department	Pedagogy Course Title/number
Valerie O’Loughlin	Medical Sciences (IU School of Medicine)	MSCI M620 Pedagogical Methods in Health Sciences
Catherine Sherwood-Laughlin	Applied Health Science (IUB School of Public Health)	H750 Pedagogy in Health Behavior
Jennifer Meta Robinson	Communication and Culture Anthropology	ANTH A521 Internship in Teaching Anthropology
George Rehrey	SPEA	V621 Seminar in Teaching Public Affairs
Jennifer Lee	Sociology	S506 Teaching of Undergraduate Sociology
Laura Gurzynski-Weiss	Spanish and Portuguese	S517 Methods of Teaching Spanish
Leah Savion	Graduate School	G700 Excellence in Teaching
Margie Hershey	Political Science	Y550 Political Science and Professional Development
Adam Maltese	School of Education	Q620 University Science Teaching

Each of the above contributors has confirmed that he/she will:

- Teach or lead a pedagogy course beginning spring 2015-fall 2016;
- Provide the co-investigators with students’ draft and final teaching statements;
- Provide to students and to the researchers the instructions for developing a teaching statement;
- Provide a written paragraph about their discipline's constructs and expectations for a teaching statement; and
- Be willing to be observed by a CITL staff member student participation in the study.

Additional instructors of pedagogy courses may be added to expand this list.

Pedagogy Instructor Data to be Collected:

As mentioned previously, we are asking pedagogy instructors to provide us with the following data:

- Current course syllabus
- A copy of the written instructions they provide their students about constructing a teaching philosophy statement
- A written paragraph about their discipline's constructs and expectations for a teaching statement.

In addition, instructors will be asked to complete an online survey (developed by the co-investigators) that will gather information about the pedagogy course such as class composition (students' disciplines and experience in graduate school), class size, course length (full, summer, or 8-week semester), assignment timing, and assignment preparation. The survey also will include questions related to how long the instructor has taught the course and his /her prior experiences with pedagogy (e.g., long-time teacher, pedagogy course or teaching workshop, degree in education, SOTL participation, publication, and/or presentation).

The data from the pedagogy instructors and students will allow us to compare the practices and success of different course designs at IUB in educating their graduate students for teaching. In addition, the co-investigators will be able to compare those courses designed for newer/younger graduate student instructors versus those for more experienced graduate student instructors and be able to see to what extent the timing of the course affects graduate students' development as teacher-scholars.

Graduate Student Instructor Data to be Collected:

Of the graduate students who agree to participate in the study (who sign an informed consent document), we will compare how graduate students describe their learning goals, teaching methods, learning assessments, and reflections on practice between their draft and final teaching philosophy statements. These statements will be submitted in completion of their regular pedagogy course assignments. Teaching statements will be de-identified, but random numbers will link draft and final statements from a particular student, and another random generated identifier (for the pedagogy course) will be listed on the statement itself. Thus, the scorers will review teaching statements while blind to author identity and course participation.

Graduate student participants in these pedagogy courses also will be invited to participate in an online survey (to be developed by the co-investigators) about their development as teacher-scholars, as reflected in their teaching statements. Specifically, we will ask them about revisions they made to their teaching statements, the rationale for the revisions, and the origin of those revisions. Additional questions will ask them to compare draft vs. final teaching statements and describe whether and how the revision process reflected their development as teacher-scholars.

IRB approval:

Co-investigator Valerie O'Loughlin is spearheading progress on human subjects approval by the IRB. The process has begun, and we hope approval will be obtained by early April at the latest. We expect both instructors and students of the graduate pedagogy courses will complete informed consent statements.

Dissemination of Results:

The co-investigators have a proven track record of disseminating their educational research findings through multiple venues (see "previous research experience" document). We will share results with all

participants of this study in order to improve local practice. Our findings will be presented for review to the Indiana University Collaborative on Advanced Research on Teaching and Learning throughout the grant timeline (see "Research Timeline"). It will also be shared with administrators and stakeholders of the proposed Graduate Certificate in College Teaching.

Once enough data has been gathered, the co-investigators plan to present their findings at multiple discipline-specific (as well as multidisciplinary) venues. Meeting presentations may include Experimental Biology, POD, IS-SOTL, American Public Health Association, and the Lilly Conference on College Teaching. Finally, the investigators have a plan (see research timeline) to draft and submit multiple manuscripts on this research.

Reflective Teaching Practices:

By its nature, a teaching philosophy statement is a reflective document in which the author articulates and self-evaluates her assumptions, theories, practices, and goals for teaching and student learning. This study makes this reflective process more transparent in order to draw conclusions about the efficacy of pedagogy courses within and across disciplines. In particular, our multidisciplinary approach allows the comparison of teacher-scholar development in diverse fields. In addition, we will tap the reflective process as a research resource by reviewing multiple drafts of teaching statements within pedagogy courses, surveying graduate students about revisions to their statement, examining writing prompts for statements, and surveying instructors about the construction and expected outcomes of their assignments. After review by on-campus peers, the conclusions from this research will be shared with all stakeholders.

References Cited:

- Abbott, RD, Wulff, DH and Szego, CK (1989) Review of Research on TA Training. In JD Nyquist, RD Abbott and DH Wulff (eds.) *Teaching Assistant Training in the 1990s*. New Directions for Teaching and Learning, No. 39. San Francisco: Jossey-Bass.
- Lederer, AM, Sherwood-Laughlin, CM, Kearns, KD, and O'Loughlin, VD. Development and Evaluation of a Doctoral-Level Health Promotion Pedagogy Course for Graduate Student Instructors. *College Teaching* (accepted pending minor revision).
- Marincovich, M. (1998). Teaching teaching: The importance of courses on teaching in TA training programs. In M. Marincovich, J. Prostko, & F. Stout (Eds.), *The Professional Development of Graduate Teaching Assistants*. Bolton, MA: Anker Publishing Company, Inc. 145-162.
- Miller, L.E., O'Loughlin, V.D., Kearns, K.D., Braun, M., & Heacock, I. (2010). A pedagogy course's influence on graduate students' self-awareness as teacher-scholars. *Studies in Graduate and Professional Student Development*: 13, 59-82.
- Robinson, J. M., K. Kearns, M. Gresalfi, A. Sievert, and T. Christensen (2015). Teaching on Purpose: A Collegium Community Model for Supporting Intentional Teaching. *Journal on Excellence in College Teaching*, 26 (1): 81-110.
- Robinson, J. M., M. Gresalfi, A. K. Sievert, T. B. Christensen, K. D. Kearns, and M. E. Zolan (2013). Talking Across the Disciplines: Building Communicative Competence in a Multidisciplinary Graduate-Student Seminar on Inquiry in Teaching and Learning." In *The Scholarship of Teaching and Learning In and Across the Disciplines*, K. McKinney, ed, Bloomington: Indiana University Press. 186-199.
- Schönwetter, D.J., Ellis, D.E., Taylor, K.L., & Koop, V. (2008). An exploration of the landscape of graduate courses on college and university teaching in Canada and the USA. *Studies in Graduate and Professional Student Development*, 11: 22-44.
- Shannon, DM, Twale, DJ, and Moore, MS. (1998) TA Teaching Effectiveness: The Impact of Training and Teaching Experience. *Journal of Higher Education*, 69(4): 440-466.

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Budget Narrative

EXPENSE	Justification	COST
(3) Graduate student scorers of teaching statements	In order to ensure unbiased results, the research team (who also are involved in the instruction of some of these pedagogy courses) should not be scoring said teaching statements. Instead, graduate students will be hired to review and score teaching statements. Due to the number of statements (~50 draft and 50 final statements for M620, ~20 draft and 20 final for H750, and about 10 draft and 10 final statements for each additional pedagogy class), multiple graduate students may be needed. These students will undergo a 'norming' session for scoring all draft and final teaching statements.	\$15/hr per student Estimated 250-300 teaching statements to be scored (at rate of 2-3 statements per hour) Total cost: \$1500
Research Coordinator	The research coordinator will assist with de-identification of draft and final teaching statements, data collection and analysis and assist with manuscript preparation.	\$20/hr for approximately 100 hours Total cost: \$2000
Travel to selected conferences (IS-SOTL)	In order to disseminate results, funds are needed to help defray travel costs for each researcher to attend one conference	\$500/researcher Total: \$1500
		Total: \$5000.00

Previous research presentations and publications about graduate student development as teacher-scholars.

Presentation	Venue	Date
O'Loughlin, VD and Braun, M. Can Graduate Pedagogy Classes Promote Lasting Scholarly Approaches to Classroom Teaching? Lessons Learned from Medical Sciences. (Keynote speakers)	Indiana University Scholarship of Teaching and Learning (SOTL) symposia series (Bloomington)	February 2008
Kearns, KD, O'Loughlin, VD , Braun, MW, and Sullivan, CS. Intersections of Disciplinary Graduate Instructor Preparation at a Research University	CIRTL Forum: Aligning the Preparation of Graduate Students for STEM Early Faculty Careers (Madison, WI)	June 2008
Kearns, KD and O'Loughlin, VD . New Threads of Inquiry into Statements of Teaching Philosophy	2008 Professional and Organizational Development Network in Higher Education (POD) (Reno, NV)	October 2008
Miller, LE, Kearns, KD, Heacock, I, O'Loughlin, VD , and Braun, MW. The Role of Pedagogy Courses in Graduate Students' Socialization as Future Faculty in STEM Disciplines	Indiana University Scholarship of Teaching and Learning (SOTL) poster session (Bloomington)	April 2009
O'Loughlin, VD , Braun, MW, Kearns, KD, Heacock, I, Sullivan, CS, and Miller, LE. Lasting Effects of a Graduate Pedagogy Course on the Development of Teacher-Scholars	International Society of Scholarship of Teaching and Learning (IS-SOTL) Conference (Bloomington)	October 2009
Kearns, KD, O'Loughlin, VD and Griffith, LM. Developing evidence-based tools to assess pedagogy course outcomes for multiple teacher-scholar populations.	International Society of Scholarship of Teaching and Learning (IS-SOTL) Conference (Bloomington)	October 2009
O'Loughlin, VD . Do pedagogy courses matter? Assessing the role of a graduate pedagogy course in the development of future teacher-scholars	29 th International Lilly Conference on College Teaching (Oxford, OH)	November 2009
O'Loughlin, VD , Braun, MW and Kearns, KD. Assessing the role of a graduate pedagogy course in the development of future teacher-scholars	Indiana University's Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN)	March 2010

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<p>O'Loughlin, VD, Braun, MW, Kearns, KD, Heacock, I, Sullivan, CS, and Miller, LE. Lasting Effects of a Graduate Pedagogy Course on the Development of Teacher-Scholars</p>	<p>Indiana University's Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN)</p>	<p>March 2010</p>
<p>Griffith, LM, Braun, MW, Kearns, KD and O'Loughlin, VD. A Pedagogy Course's influence on Graduate Students' Self-Awareness as Teacher Scholars</p>	<p>2010 Professional and Organizational Development Network in Higher Education (POD) (St. Louis, MO)</p>	<p>October 2010</p>
<p>Lederer, A, Sherwood-Laughlin, C, Kearns, K, O'Loughlin, V, & Lohrmann, D. Lessons learned from the development, implementation, and evaluation of a doctoral-level public health pedagogy training course.</p>	<p>American Public Health Association 2013 Annual Meeting. (Boston, MA)</p>	<p>November 2013</p>
<p>Lederer, A, Sherwood-Laughlin, C., Kearns, K, O'Loughlin, V, and Lohrmann, D. Implementing a Doctoral Pedagogy Class in Health Behavior</p>	<p>Indiana University's Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN)</p>	<p>March 2014</p>
<p>Lederer, A, Sherwood-Laughlin, C, Kearns, K, & O'Loughlin, V. Training Matters: The Development and Multi-Method Evaluation of a Doctoral-level Pedagogy Course for Graduate Instructors</p>	<p>34th Annual Lilly International Conference on College Teaching (Oxford, OH)</p>	<p>November 2014</p>
<p>Robinson, J. M. "Graduate Certificate in College Pedagogy: Resistance and Resilience in Institutional Change."</p>	<p>International Society for the Scholarship of Teaching and Learning, Quebec City, Canada.</p>	<p>October 2014.</p>
<p>Robinson, J. M., M. Gresalfi, A. Sievert, K. Kearns, T. Christensen. "Designs, Maps, and Tools: A Model for Supporting Intentional Teaching."</p>	<p>Scholarship of Teaching and Learning Program and Indiana University Teaching and Learning Celebration. Indiana University, Bloomington.</p>	<p>October and November 2011.</p>
<p>Robinson, J. M., T. Christensen, M. Gresalfi, K. Kearns, P. Sievert, M. Zolan. "Teagle Collegium on Inquiry in Action: Supporting Transformations in Graduate Student Teaching through Critical Reflection."</p>	<p>Vice Provost's Associate Instructor Preparation for Teaching meeting, Indiana University.</p>	<p>February 2010.</p>
<p>Robinson, J. M., M. Zolan, T. Christensen, M. Gresalfi, K. Kearns, A. Sievert, "The Teagle Collegium on Inquiry in Action: Report on the Second Year of Supporting Transformations in Graduate</p>	<p>Teagle Foundation, New York City.</p>	<p>April 2010.</p>

Student Teaching through Critical Reflection."		
McKinney, K., J. M. Robinson , N. Chick, G. Poole, L. Scharff. "The Scholarship of Teaching and Learning In and Across the Disciplines."	International Society for the Scholarship of Teaching and Learning, Milwaukee.	October 2011.
Robinson , J. M. "Talking Across the Disciplines: Building Communicative Competence in a Multidisciplinary Graduate-Student Seminar on Inquiry in Teaching and Learning."	International Society for the Scholarship of Teaching and Learning, Milwaukee.	October 2011.
Robinson , J. M. and D. Hickey. "The Future of SOTL: A Case for Spreadability."	International Society for the Scholarship of Teaching and Learning, Milwaukee.	October 2011.
Robinson , J. M., T. Christensen, S. Florini, M. Gresalfi, K. Kearns, E. Middleton, A. Sievert, D. Soper, M. Zolan. "Supporting Transformations in Graduate Student Teaching through Critical Reflection: An Interdisciplinary Learning Community Approach through Indiana University's Teagle Collegium on Inquiry in Action."	International Society for the Scholarship of Teaching and Learning, Bloomington, Indiana.	October 2009.
Robinson , J. M., T. Christensen, M. Gresalfi, K. Kearns, P. Sievert, M. Zolan. "Teagle Collegium on Inquiry in Action: Supporting Transformations in Graduate Student Teaching through Critical Reflection."	The Scholarship of Teaching and Learning Community Poster Session, Indiana University.	April 2009.
Bruff, D. O., D. Wulff, D. L Gillian-Daniel, and J. M. Robinson . "Supporting Graduate Student Scholarship of Teaching and Learning."	Professional and Organizational Development Conference, Pittsburgh.	October 2007.
Kearns, K. and J. M. Robinson . "Campus Initiative Supporting And Disseminating Disciplinary Graduate Instructor Development."	Professional and Organizational Development Network in Higher Education Conference, Portland, OR.	October 2006.

Publications

1. Griffith, LM, **O'Loughlin**, **VD**, Kearns, KD, Braun, M and Heacock, I. (2010) Chapter 4: A Pedagogy Course's Influence on Graduate Students' Self-Awareness as Teacher-Scholars. In: L. Border (ed.) *Studies in Graduate and Professional Student Development*, No. 13, pp. 59-82, Stillwater, OK: New Forums Press.

2. Kearns, KD, Sullivan, CS, **O'Loughlin, VD**, and Braun, M. (2010) A Scoring Rubric for Teaching Statements: A Tool for Inquiry into Graduate Student Writing about Teaching and Learning. *Journal on Excellence in College Teaching*, 21(1): 73-96.
3. Lederer, AM, Sherwood-Laughlin, C, Kearns, KD, and **O'Loughlin, VD**. Development and Evaluation of a Doctoral-Level Health Promotion Pedagogy Course for Graduate Student Instructors. *College Teaching (accepted pending minor revision)*.
4. **Robinson**, J. M., K. Kearns, M. Gresalfi, A. Sievert, and T. Christensen, "Teaching on Purpose: A Collegium Community Model for Supporting Intentional Teaching." *Journal on Excellence in College Teaching*, 26(1), 81-110.
5. **Robinson**, J. M., M. Gresalfi, A. K. Sievert, T. B. Christensen, K. D. Kearns, and M. E. Zolan. "Talking Across the Disciplines: Building Communicative Competence in a Multidisciplinary Graduate-Student Seminar on Inquiry in Teaching and Learning." In *The Scholarship of Teaching and Learning In and Across the Disciplines*, K. McKinney, ed, Bloomington: Indiana University Press, 2013. 186-199.

Research Timeline

Dates	Research Events
Spring 2015	<ul style="list-style-type: none"> • Submit IRB approval for study • Obtain consent forms and collect data (i.e., draft vs. final teaching statements) from MSCI M620 class participants • Develop online survey (administered to instructors of pedagogy classes) to gather data for comparison including class composition, teaching statement assignment preparation, average enrollment, prerequisites, etc. • Develop online survey for graduate students about their development as teacher-scholars reflected in their teaching philosophy statements • Collect formal consent, syllabi, and survey responses from IU instructors of graduate pedagogy classes <ul style="list-style-type: none"> ○ Determine timing and frequency of pedagogy classes, so as to best map when data collection will occur for each class
Summer 2015	<ul style="list-style-type: none"> • Obtain consent forms and data from G700 graduate pedagogy class • Solicit graduate student survey participants from M620 and G700 classes • Organize and collect draft versus final statements of teaching philosophy from past M620 and H750 classes (<i>note – this data was approved for use with a previous IRB</i>) • Edit and revise rubric to score draft versus final teaching statements • Hire graduate student research assistant(s) to assist with the scoring of teaching statements, organization of disciplinary class data
Fall 2015	<ul style="list-style-type: none"> • Graduate students to score of draft vs. final teaching evaluations from all semesters of M620 and H750 • Prepare draft of manuscript comparing these teaching philosophy statements of H750 and M620 - two health sciences disciplines (with Alyssa Lederer) • Begin examination and comparison of syllabi, teaching statement instructions, and survey responses from instructors of all pedagogy classes in study <ul style="list-style-type: none"> ○ (<i>note: this analysis will not be complete until the data from the last pedagogy class is collected</i>) • Obtain consent forms, statements, survey responses from graduate pedagogy classes offered this semester, including: SPH H750, ANTH A521 • Share preliminary results with INCARTL (Indiana Consortium on Advanced Research on Teaching and Learning) and gather feedback from members
Spring 2016	<ul style="list-style-type: none"> • Obtain consent forms, statements, survey responses from students in graduate pedagogy classes offered this semester • Present multiple-year findings about MSCI M620 class at the Experimental Biology/American Association of Anatomists meetings (April) • Submit manuscript comparing multiple semesters of M620 and H750 • Graduate students to score draft vs. final teaching evaluations from summer and fall 2015 semester • Update INCARTL about more recent data
Summer 2016	<ul style="list-style-type: none"> • Obtain consent forms, data, survey responses from students in G700 graduate pedagogy class • Graduate students to score draft vs. final teaching evaluations from Spring 2016 semester
Fall 2016	<ul style="list-style-type: none"> • Obtain consent forms, data, survey responses from students in graduate pedagogy classes offered this semester (including those pedagogy courses that may be offered

	<p>only once every two years)</p> <ul style="list-style-type: none">• Finish examination and comparison of syllabi, teaching statement instructions, and survey responses from instructors of graduate pedagogy courses• Present updated findings to INCARTL, gather further feedback from INCARTL members• Present disciplinary class comparison findings at selected conferences (e.g., IS-SOTL, Lilly conference, POD, and/or APHA)• Prepare draft of manuscript that summarizes disciplinary differences among graduate pedagogy courses in terms of student composition, timing in a graduate student's career, and their development as teacher-scholars
Spring 2017	<ul style="list-style-type: none">• Graduate students to score draft vs. final teaching evaluations from Summer and Fall 2016 semester• Review and analyze all teaching statement scoring data across disciplines• Review student survey responses about their own development as teacher-scholars, as reflected in their teaching statement• Compare/contrast disciplinary instructions about how to develop a teaching statement• Update INCARTL about our research findings• Prepare draft(s) of journal manuscript(s) to report results of disciplinary differences and similarities about teaching philosophy statement preparation and development

Curriculum Vitae (abridged and teaching-focused)**NAME: O'Loughlin, Valerie Dean** (maiden name: Valerie Lynn Dean)**EDUCATION:**

<u>GRADUATE</u>	<u>Degree</u>	<u>Date</u>
Indiana University, Bloomington	Ph.D., Biological Anthropology (outside minor in Anatomy)	June 1995
Indiana University, Bloomington	M.A. Biological Anthropology (outside minor in Anatomy)	June 1992
<u>UNDERGRADUATE</u>	<u>Degree</u>	<u>Date</u>
College of William and Mary in Virginia	B.S., Physics & Anthropology	May 1989

APPOINTMENTS:**ACADEMIC** (*in-rank position marked with an asterisk*)

<u>INSTITUTION</u>	<u>RANK/TITLE</u>	<u>Inclusive Dates</u>
Indiana University School of Medicine, Bloomington	Assistant Professor of Anatomy and Director of Undergraduate Human Anatomy	1997-2006
Indiana University School of Medicine, Bloomington	Associate Professor of Anatomy and Director of Undergraduate Human Anatomy	2006-2010
*Indiana University School of Medicine, Bloomington	Associate Professor of Anatomy and Cell Biology, (<i>tenure track position</i>)	2010-present

PROFESSIONAL ORGANIZATION MEMBERSHIPS: (*all memberships are in-rank*)

American Association of Anatomists (AAA)	2002-present
American Association of Clinical Anatomists (AACA)	2003-6, 2011-present
Human Anatomy and Physiology Society (HAPS)	2001-present
International Society for the Scholarship of Teaching and Learning (IS-SOTL)	2004-present
National Science Teachers Association	2001-2013
Sigma Xi	1991-present
American Association of Physical Anthropologists (AAPA)	1992-present
International Association for Medical Science Educators (IAMSE)	2014-present

PROFESSIONAL TEACHING HONORS AND AWARDS: (*in-rank activities marked with an asterisk*)

<u>Award Name</u>	<u>Granted by</u>	<u>Date Awarded</u>
Trustee Teaching Award	Indiana University	2001
Elected member of FACET (Faculty Colloquium on Excellence in Teaching)	Indiana University	2002
Nominated for outstanding professor in the Student Choice Awards Program	Student Alumni Association Indiana University	2003, 2004, 2005, 2008, 2009, 2012
Basmajian Award (<i>in recognition of excellence in teaching gross anatomy and outstanding accomplishments in biomedical research or scholarship in education</i>)	American Association of Anatomists	2007
*Who's Who in America	Marquis' Who's Who	2007-present
Trustee Teaching Award (\$2500)	IU School of Medicine (IUSM)	2008
*Who's Who in Science and Engineering	Marquis' Who's Who	2008-present
*Who's Who in the World	Marquis' Who's Who	2008-present
*Trustee Teaching Award	IU School of Medicine (IUSM)	2012
*Trustee Teaching Award	IU School of Medicine (IUSM)	2014
* IUSM Scholar Educator Award (<i>Honors a faculty member who approaches teaching and learning from a scholarly lens</i>)	IU School of Medicine	2014

TEACHING: *(in-rank activities marked with an asterisk)*

- *1995-Present: **Basic Human Anatomy (Anatomy A215)**
 Role: Course Director and Lecturer (Fall and Summer sessions)
- *2010-Present: **Human Anatomy for Medical Imaging Evaluation (ANAT A480/580)**
 Role: Course Developer, Course Director and Instructor
- *1995-Present: **Human Gross Anatomy (Anatomy A550-551):**
 Role: Course Director (since 2008) and Lecturer
- *2007-Present: **Pedagogical Methods in Health Sciences (MSCI M620)**
 Role: Course developer, Co-Course Director and Instructor
- *2008-Present: **Anatomy Seminar (Anatomy A850):**
 Role: Co-Course Director and Instructor
- *2008-Present: **Research in Anatomy (Anatomy A800):**
 Role: Co-Course Director and Mentor
- *2009-Present: **Anatomy Teaching Practicum (Anatomy A878):**
 Role: Course Director and Instructor/Mentor
- *Selected Semesters: **Anatomy Readings (Anatomy A530):**
 Role: Instructor/Mentor

GRANTS/ FELLOWSHIPS IN TEACHING: *(in-rank activities marked with an asterisk)*

1. Indiana University, Teaching and Learning Technologies Centers, Media Assistant Grant, \$1500, (November 2001)
2. Indiana University, Scholarship of Teaching and Learning (SOTL) Research Grant, \$1500, Valerie O'Loughlin, PI (8/2001-8/2002)
3. SBC/Ameritech Fellows Program Grant for "Cardiovascular Embryology Modules for Medical Students and Medical Professionals," \$15,000, Valerie O'Loughlin, PI (12/2001-5/2003)
4. Indiana University School of Medicine, Education Research and Development Grant for "Human Cardiovascular Embryology Animation Modules for Medical Students and Medical Professionals," \$7195, Valerie O'Loughlin, PI (4/2002 – 4/2003)
5. IHETS (Indiana Higher Education Telecommunication System), Course and Module Development Grant for "Interactive Human Embryology Animation Modules for Medical Students, Medical Professionals and Patients," \$19,780, Valerie O'Loughlin, PI (6/1/03-3/31/05)
6. Indiana University, Scholarship of Teaching and Learning (SOTL) Research Grant, \$2500, Valerie O'Loughlin and Mark Braun, co-PIs (6/2007-6/2008)
7. *Indiana University 2013 Scholarship of Teaching and Learning (SOTL) Grant for "The Role of a Doctoral Level Public Health Pedagogy Course: Enhancing Associate Instructors' Pedagogical Practices and Undergraduate Student Learning" (Catherine Sherwood-Laughlin, PI, Valerie O'Loughlin, Co-Investigator) (2/2013-2/2015)

TEACHING PRESENTATIONS FROM LAST 5 YEARS: *(in-rank activities marked with an asterisk)*

REGIONAL

<u>Title</u>	<u>Organization</u>	<u>Date</u>
O'Loughlin, VD , Braun, MW and Kearns, KD. Assessing the role of a graduate pedagogy course in the development of future teacher-scholars	Indiana University's Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN)	March 2010
O'Loughlin, VD , Braun, MW, Kearns, KD, Heacock, I, Sullivan, CS, and Miller, LE. Lasting Effects of a Graduate Pedagogy Course on the Development of Teacher-Scholars	Indiana University's Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN)	March 2010
* O'Loughlin, VD . A 'How-to' Guide for Developing a Publishable Scholarship of Teaching and Learning Project	IU School of Medicine Academy of Teaching Scholars Program (Indianapolis)	June 2011

*Lederer, A, Sherwood-Laughlin, C., Kearns, K, O'Loughlin, V , and Lohrmann, D. Implementing a Doctoral Pedagogy Class in Health Behavior	Indiana University's Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN)	March 2014
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NATIONAL

<u>Title</u>	<u>Organization</u>	<u>Date</u>
*Griffith, LM, Braun, MW, Kearns, KD and O'Loughlin, VD . A Pedagogy Course's influence on Graduate Students' Self-Awareness as Teacher Scholars	2010 Professional and Organizational Development Network in Higher Education (POD) (St. Louis, MO)	October 2010
* O'Loughlin, VD and Griffith, LM. Developing Metacognitive Skills Through the Use of Blogs in an Upper-Level Undergraduate Anatomy Course	American Association of Anatomists, 2011 Experimental Biology Meetings (Washington, DC)	April 2011
* O'Loughlin, VD . A Mixed Methods Assessment of the Role of a Graduate Pedagogy Class on Teacher-Scholar Development	American Association of Clinical Anatomists (AACCA) (Columbus, OH)	July 2011
*Thompson, AR, Braun, MW and O'Loughlin, VD . How Do Block Scheduling and Integrated Testing Affect Medical Student Performance?	American Association of Anatomists, 2012 Experimental Biology Meetings (San Diego, CA)	April 2012
*Thompson, AR and O'Loughlin, VD . Evaluating an Anatomy-Specific Tool for Blooming Exam Questions	American Association of Anatomists, 2013 Experimental Biology Meetings (Boston, MA)	April 2013
*Waggoner, JS, Braun, MW and O'Loughlin, VD . Student Perceptions and Preferences of Two TBL Modalities in the Second Year Medical Curriculum	American Association of Anatomists, 2013 Experimental Biology Meetings (Boston, MA)	April 2013
*Hanson, DC, Braun, MW, Bauman, M and O'Loughlin, VD . Attitudes toward the implementation of computerized testing at IU School of Medicine	American Association of Anatomists, 2014 Experimental Biology Meetings (San Diego, CA)	April 2014

INTERNATIONAL

<u>Title</u>	<u>Organization</u>	<u>Date</u>
* O'Loughlin, VD . Educational Research on and Pedagogical Methods for Teaching Anatomy to Pre-medical (Undergraduate) Students	22 nd International Symposium on Morphological Sciences (Sao Paulo, Brazil)	February 2012
* O'Loughlin, VD . Performing Educational Research in Gross Anatomy and Microscopic Anatomy (<i>keynote speaker</i>)	1 st Annual International Conference on Microscopic and Macroscopic Anatomy (Singapore)	July 2014
*Lederer, A, Sherwood-Laughlin, C, Kearns, K, & O'Loughlin, V . Training Matters: The Development and Multi-Method Evaluation of a Doctoral-level Pedagogy Course for Graduate Instructors	34 th Annual Lilly International Conference on College Teaching (Oxford, OH)	November 2014

TEACHING PUBLICATIONS (*in-rank activities marked with an asterisk*)**Textbooks**

- *McKinley, MP and **O'Loughlin, VD**. Human Anatomy, Dubuque, IA: McGraw-Hill Publishing, © 2005 (1e), © 2008 (2e), © 2012 (3e), © 2015 (4e)
- *McKinley, MP, **O'Loughlin, VD**, and Bidle, T. Human Anatomy and Physiology: An Integrative Approach, Dubuque, IA: McGraw-Hill Publishing, © 2013 (1e), © 2016 (2e).

Published Book Chapters on Teaching

1. *Griffith, LM, **O'Loughlin, VD**, Kearns, KD, Braun, M and Heacock, I. (2010) Chapter 4: A Pedagogy Course's Influence on Graduate Students' Self-Awareness as Teacher-Scholars. In: L. Border (ed.) *Studies in Graduate and Professional Student Development, No. 13*, pp. 59-82, Stillwater, OK: New Forums Press.
2. ***O'Loughlin, VD**. (2015) Chapter 46: Educational Research Opportunities in Anatomy. In: LK Chan and W. Pawlina (eds.) *Teaching Anatomy – A Practical Guide*. New York, NY: Springer Publishing.

Published Papers on Teaching (last 5 years)

1. **O'Loughlin, VD**. (2002) Assessing the Effects of Interactive Learning Activities in a Large Science Class: One Neophyte's Adventures in the Scholarship of Teaching. *Journal on Excellence in College Teaching*, 13(1): 29-42.
2. **O'Loughlin, VD**. (2002) Implementing Interactive Learning Activities in Anatomy Lectures. *HAPS-Educator*, pp. 15-17.
3. **O'Loughlin, VD**. Using Cadaver Labs for Community Outreach. *HAPS-Educator*, 7-8 (2006)
4. **O'Loughlin, VD**. (2006) A "How to" Guide for Developing a Publishable Scholarship of Teaching Project. *Advances in Physiology Education*, 30:83-88.
5. Husmann, P, **O'Loughlin, VD**, and Braun, MW. (2009) Quantitative and Qualitative Changes in Teaching Histology by means of Virtual Microscopy in an Introductory Course in Human Anatomy. *Anatomical Sciences Education* 2(5):218-226.
6. *Kearns, KD, Sullivan, CS, Braun, M and **O'Loughlin, VD**. (2010) A Scoring Rubric for Teaching Statements: A Tool for Inquiry into Graduate Student Writing about Teaching and Learning. *Journal on Excellence in College Teaching*, 21(1): 73-96.
7. *Doubleday, EG, **O'Loughlin, VD**, and Doubleday, AF. (2011) The Virtual Anatomy Laboratory: Usability Testing to Improve an Online Learning Resource for Anatomy Education. *Anatomical Sciences Education*, 4(6): 318-326.
8. *Collier, L, Dunham, S, Braun, M, and **O'Loughlin, V** (2012) Optical vs. Virtual: Instructor Perceptions of the Use of Virtual Microscopy in an Undergraduate Human Anatomy Course. *Anatomical Sciences Education*.5(1): 10-19
9. ***O'Loughlin, VD**, Collier, L, Dunham, S and Braun, M. (2013) Virtual Microscopy is a Superior and Reputable Pedagogical Tool for Histology Learning: Response to Xu. *Anatomical Sciences Education*. 6(2): 139-140.
10. *Thompson, AT, Braun, MW and **O'Loughlin, VD**. A Comparison of Student Performance on Discipline-Specific versus Integrated Exams in a Medical School Course. *Advances in Physiology Education*. 37(4): 370-6.
11. *Thompson, AR and **O'Loughlin, VD**. The Blooming Anatomy Tool (BAT): A Discipline-Specific Rubric for Utilizing Bloom's Taxonomy in the Design and Evaluation of Assessments in the Anatomical Sciences. *Anatomical Sciences Education (online published December 2014)*.
12. *Brokaw, J and **O'Loughlin, VD**. The Education-Focused PhD Program in Anatomy and Cell Biology at Indiana University: Lessons Learned and Future Challenges. *Anatomical Sciences Education (online published August 2014)*.
13. *Lederer, AM, Sherwood-Laughlin, C, Kearns, KD, and **O'Loughlin, VD**. Development and Evaluation of a Doctoral-Level Health Promotion Pedagogy Course for Graduate Student Instructors. *College Teaching (submitted)*.

CATHERINE M. SHERWOOD-LAUGHLIN, HSD, MPH, MA

Clinical Professor
Assistant Department Chair
Department of Applied Health Science

Director, Public Health Programs
School of Public Health-Bloomington

Department of Applied Health Science
Indiana University
E-mail: csherwoo@indiana.edu

EDUCATION

Doctorate of Health and Safety (HSD), June 1998

School of Public Health, Indiana University, Bloomington, IN

Major: School and College Health Education, Minor: Human Sexuality

Dissertation: *"Health Motivation and HIV Risk Behaviors among Urban and Rural College Students"*

Master of Public Health (MPH), June 2006

School of Public Health, Indiana University, Bloomington, IN

Concentration: Social and Behavioral Health (Accredited Program of the Council on Education for Public Health)

Master of Arts in Health Science (MA), August 1989

Department of Physiology and Health Science, Ball State University, Muncie, IN

Major: School Health Education

Bachelor of Science (BS), August 1988

Central Michigan University, Mt. Pleasant, MI

Major: School Health Education, K-12 grades, Minor: Chemistry, Secondary Education, 7-12 grades

PROFESSIONAL EXPERIENCE

July 2014-present **Clinical Professor**, Department of Applied Health Science
School of Public Health, Indiana University-Bloomington

August 2008-present **Assistant Department Chair**, Department of Applied Health Science
School of Public Health, Indiana University-Bloomington
Supervise the Associate Instructors, Evaluate the Associate Instructors' teaching and performance in the classroom, Coordinate, plan and implement the Associate Instructor Orientation, Coordinate, plan and implement the Associate Instructor Workshops, Serve as the faculty of record for the Associate Instructor Pedagogy course

August 2011-present **Director, Public Health Programs**
School of Public Health, Indiana University-Bloomington
Responsible for oversight of the current CEPH accreditation status of the public health program
Chair, Public Health Leadership Team
Responsible for ensuring the concentrations of the MPH Program are implemented consistently across the SPH in accordance with all policies and procedures outlined in the most current self-study, Implementation of the MPH Program Management Plan

AWARDS AND RECOGNITIONS

2014 **Tony and Mary Hulman Health Achievement Award for Innovative Public Health Programming**, Indiana Public Health Association, Indianapolis, IN

2011 **Women Excel Bloomington Award**, Bloomington Chamber of Commerce, Bloomington, IN

2011, 2004, 2003, 2002, 2001 **Outstanding Professors Recognition**, Student Choice Awards, Student Alumni Association, Indiana University, Bloomington, IN

2008, 2005, 2003 **Trustee's Teaching Award**, Indiana University, Bloomington, IN

AWARDED GRANTS AND CONTRACTS

December 2014-present **Co-Project Coordinator**
Proposal awarded by the Community Foundation of Bloomington and Monroe County to fund the support of a school health coordinator for the Monroe County Community School Corporation and surrounding counties.

January 2012-December 2012 **Principal Investigator**
Awarded financial support from the School of Public Health-Bloomington, Dean's Office for

\$3,000 Community-Based Research Partnerships in Indiana. Funding supported the development and implementation of an anti-bullying curriculum in a 4th grade classroom at Stalker Elementary School in Mitchell, IN.

PUBLICATIONS

Sherwood-Laughlin, C.M., Angermeier, L., Herbert, P., & Henry, D. (Fall 2014). Topics and content in human sexuality: what are school-based sexuality health educators teaching in the classroom? *Indiana Journal for Health, Physical Education, Recreation and Dance*.

Herbert, P., Henry, D., Sherwood-Laughlin, C.M., & Angermeier, L. (2014). Teacher and health service staff values regarding sexuality education in an urban school district in Indiana. *Electronic Journal of Human Sexuality*, 17.

Comprehensive Sex Ed in Schools: What is "Age Appropriate"? By Bianca Jarvis, published on February 17, 2014 on the Kinsey Confidential website, <http://kinseyconfidential.org/school-sex-education-comprehensive/>

Butler, S., Hartzell, R. & **Sherwood, C.M.** (2008) Perceived benefits of human sexuality peer facilitators. *Perspectives in Peer Programs*, 21 (1). (Reprinted with permission).

Sherwood-Laughlin, C.M. (2008). *Parent's role in sexuality education*. Office of Media Relations, Indiana University, published on September 24, 2008, <http://newsinfo.iu.edu/news/page/normal/8878.html>

BOOKS AND CHAPTERS

Editorial Consultant (2010-2011) Intimate relationships and sexual health: a curriculum for teaching adolescents/adults with high-functioning Autism Spectrum Disorders and other social challenges. Written by C. Davies & M. A. Dubie (2011). AAPC Publishing Shawnee Mission, KS.

Provided consulting and editing for a teacher's textbook on teaching methods in human sexuality for students with autism spectrum disorders.

PRESENTATIONS

Lederer, A., **Sherwood-Laughlin, C.M.**, Kearns, K., & O'Loughlin, V. (2014). *Training matters: the development and multi-method evaluation of a doctoral-level pedagogy course for graduate instructors*. Poster presentation at the Lilly International Conference on College Teaching, Miami University, Oxford, OH

Barnhart, K. & Sherwood-Laughlin, C.M. (2014). *What's happening in the middle and high school sexuality education classroom in a "generally" sex-positive rural community: where you live impacts what students learn*. Poster presentation at the American Public Health Association annual conference, New Orleans, LA.

Lederer, A., **Sherwood-Laughlin, C.M.**, & Kearns, K. (2014). *Implementing an academic doctoral pedagogy class: lessons learned from a pilot course and research study*. Presented at the E.C. Moore Symposium on Excellence in Teaching, IUPUI, Indianapolis, IN

Lederer, A. & **Sherwood-Laughlin, C.M.** (2013). *Lessons learned from the development, implementation, and evaluation of a doctoral-level public health pedagogy training course*. Presented at the American Public Health Association annual conference, Boston, MA

Sherwood-Laughlin, C.M. (2013). *Sexuality Education: values clarification and answering difficult questions*. Presented at the Family and Consumer Science Teachers Annual Conference, Sponsored by the Indiana Department of Education, Indianapolis, IN

Sherwood-Laughlin, C.M. (2013). *Healthy relationships with yourself and others*. Presented at the "Youth to Youth" conference for middle and high school students sponsored by the West Central Indiana Educational Service Center, Bloomington Convention Center, Bloomington, IN

Sherwood-Laughlin, C.M., Lesch, K., & Henry, S. (2011). *Getting re-energized to teach health and sex education: updates and best practices*. Presented at the Indiana State Department of Education Teacher Training Workshops for the Jasper County Community School Corporation, Jasper, IN

Sherwood-Laughlin, C.M. & Laughlin, J. (2014). *Talking with children and teenagers about sex*. Bloomington Sex Salon, Hosted by Dr. Debby Herbenick, Bloomington, IN

Sherwood-Laughlin, C.M. (2012). *Sexual health has no boundaries: Sexual health education and resources for parents with*

children with disabilities and special health care needs. Presented at the Monroe County Disabilities Resource Fair, Bloomington, IN

PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

- Fall 2014-present **Educational Consultant- Olcott Center for Cancer IU Health Bloomington Hospital**
Assisting with the revisions and development of the BSE and TSE educational materials for high school students in the IU Health Bloomington Hospital service area.
- June 2014-present **Educational and Program Consultant- IU Health Bloomington Hospital, Community Health**
Developed a module related to developmental milestones among students in K-6th grades that accompanies the GOAL University Program. GOAL U is a weight management program focused on healthy eating and physical activity designed for children in afterschool programs. The module was developed and presented to IU School of Nursing sophomore students during their community health engagement course.
- April 2013-April 2014 **Principal Investigator- Monroe County Community School Corporation, Sexuality Education Teaching Methods of Middle and High School Teachers**
Responsible for assess the current sexuality education methods used by MCCSC health teachers.
- January 2011-December 2011 **Evaluation Consultant, Monroe County Community School Corporation, Bloomington, IN**
Responsible for providing evaluation services to MCCSC regarding their parent, staff and faculty health and wellness survey. Assisted with survey development, data analysis and development of final report.
- January 2011-2013 **Evaluation Consultant, Indiana State Department of Education, Indianapolis, IN**
Responsible for developing, conducting, and analyzing a formal follow-up evaluation with participants of the "HIV and Sexuality Education Improvement Initiative".
- May 2011-present **Evaluation Consultant- G.O.A.L., IU Health Bloomington, Bloomington, IN**
Responsibilities include the development and the implementation of the Evaluation Plan for the G.O.A.L. program. G.O.A.L. (Get Onboard Active Living) is a free family-focused, community approach to decreasing childhood overweight/obesity and encouraging healthy lifestyles for children and their families through education and activity.
- Spring 2010-present **Consultant- Lawrence County Domestic Violence Coalition, Bedford, IN**
Responsibilities include providing consulting services to the DV coalition related to the piloting and implementation of a school curriculum on interpersonal violence and bullying developed by SPH graduate students which is designed for 3-5th grade students and currently implemented in 4th grade classes at the North Lawrence Community Schools and Mitchell Community Schools; a Parenting Toolbox is a "companion" piece to the school program and provides parents with information on bullying prevention and child safety; the Lawrence County Superior Court 1's development of Indiana's first Domestic Violence Problem Solving court by providing technical assistance which included assistance with drafting mission, goals and objectives, compiling portfolio of DV court models throughout the country; general presentations to rural communities focused on the prevention of bullying
- April 2007-present **Sexuality Education Training Facilitator-Indiana Department of Education**
Assisted with the development, implementation, and evaluation of the IDOE program, *"What Do Teachers Need to Know: Sexuality Education- Linking Facts, Skills and Strategies."* The primary goal of this program is to provide Indiana teachers with the skills to develop a comfortable learning environment in the classroom, leading effective role playing, addressing and responding to difficult student questions, utilization of multiple classroom strategies for effective sexuality education instruction.

SCHOLARSHIP OF TEACHING AND LEARNING, PROFESSIONAL DEVELOPMENT

- April 2013-present **Principal Investigator**
Proposal awarded by the Center for Innovative Teaching and Learning, Indiana University-Bloomington, Scholarship of Teaching and Learning Program Grants. The grant provides funding for new and ongoing students about teaching and learning. The project, *"The Role of a Doctoral Level Public Health Pedagogy Course: Enhancing Associate Instructors' Pedagogical Practices and Undergraduate Student Learning"*, will assist in determining the extent to which AIs have demonstrated more effective ways to engage students in learning, exhibited varied teaching methods, and developed a deeper appreciation for the scholarship of teaching and learning. The

team will work towards understanding whether or not the pedagogy course is able to effectively prepare graduate students for their teaching responsibilities and their understanding of the pedagogical demands of faculty in a university setting. Co-PIs: Dr. David Lohrmann, School of Public Health-Bloomington, Ms. Kathy Finley, School of Public Health-Bloomington, Dr. Valerie O'Loughlin, School of Medicine-Medical Sciences, IUB, and School of Public Health Doctoral Candidate Ms. Alyssa Lederer

- Fall 2012-present **Faculty Member**, Preparing Future Professors, Faculty Learning Community, Center for Innovative Teaching and Learning, Indiana University
This faculty experience is a forum for sharing and disseminating resources to enhance departmental pedagogy courses and an advocacy group for improving graduate teaching assistant (associate instructor or AI) preparation across campus.
- Fall 2012-Spring 2014 **Faculty Member**, Engaging Differences Community of Practice, Faculty Learning Community, Center for Innovative Teaching and Learning, Indiana University
The Engaging Differences Community of Practice utilizes the Decoding the Disciplines method to explore bottlenecks in the classroom. The differences and intersections of these projects provide insights into how to teach the crucial operations in various fields.
- Summer 2011 **Faculty Member**, Course Development Institute, Center for Innovative Teaching and Learning, Attended a four day course development institute to revised *HPER-C 403 Public Health Program Planning*.
- Bloomington, 2010 **Award Recipient**, Active Learning Grant, Center for Innovative Teaching and Learning, Indiana University
Awarded \$1,500 for the development of a new course, *HPER-H317 Teaching Methods in Human Sexuality*. The accepted proposal contained documentation to show how students are more actively engaged in learning and the opportunity for transformative learning experiences through the development of this new course.

CLASSROOM TEACHING EXPERIENCE

Indiana University- Bloomington School of Public Health Department of Applied Health Science	Indiana University-Indianapolis School of Medicine Department of Public Health	Ball State University Department of Physiology and Health Science
C403 *Public Health Program Planning	H617 Human Disease and Prevention	C 317 Community Health
C444 Field Experience in Public Health		
C505 Public Health Foundations and Leadership (Co-taught with MPH Faculty)		
C696 *Field Experience in Public Health		
F255 Human Sexuality		(* have taught within the past year)
H205 Introduction to Health Education		
H311 Human Diseases and Epidemiology		
H350 *Teaching Human Sexuality		
H320 Nature of Cancer		
H340 Practicum in College Human Sexuality		
H540 Practicum in College Human Sexuality		
H610 *Applications in Health Education		
H750 *Pedagogy in Health Behavior		

COMMUNITY AND PROFESSIONAL MEMBERSHIPS, LEADERSHIP ROLES

- American Public Health Association
- Indiana Public Health Association
- American School Health Association
- Association of Schools and Programs in Public Health
- Monroe County Community School Corporation, Health Council
- CHART, Achieve Monroe County

JENNIFER META ROBINSON

February 2015

Indiana University
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EDUCATION

Ph.D. in English, Doctoral Minor in Folklore. Indiana University 2001.

Master of Arts in English. Northeastern University 1991.

Bachelor of Arts, Magna Cum Laude in English. Western Kentucky University 1988. General Studies: Oberlin College 1980-1982.

ACADEMIC AND PROFESSIONAL APPOINTMENTS

Indiana University, Bloomington

Professor of Practice, Department of Communication and Culture, 2013-present, and Department of Anthropology, beginning July 1, 2015.

Course Director for Interpersonal Communication, 2008-present.

Affiliated faculty, Integrated Program on the Environment, 2013-present.

Affiliated faculty, Center for the Study of Global Change, 2007-present.

Senior Lecturer, Department of Communication and Culture, 2008-2013.

Adjunct Assistant Professor, Department of Communication and Culture, 2000, 2006-2008.

Director, Campus Instructional Consulting, Indiana University, 2002-2008.

Director, Instructional Consulting, Indiana University, 2000-2002.

Associate Director, Instructional Consulting, Kelley School of Business, 1999-2000.

Instructional Consultant, Kelley School of Business, 1998-1999.

PUBLICATIONS, *Selected*

Books

Monaghan, L., J. Goodman, J. M. Robinson, eds. *A Cultural Approach to Interpersonal Communication: Essential Readings, Second Edition*. Malden, MA: Blackwell, 2012.

Reynolds, H., E. Brondizio, and J. M. Robinson, eds. *Teaching Environmental Literacy: Across Campus and Across the Curriculum*. Bloomington: Indiana University Press, 2010.

Robinson, J. M., and J. A. Hartenfeld. *The Farmers' Market Book: Growing Food, Cultivating Community*. Bloomington: Indiana University Press, 2007.

Book Series Editor

Robinson, J. M., W. M. Schlegel, P. Hutchings, M. T. Huber, eds. *Scholarship of Teaching and Learning*. Bloomington: Indiana University Press. 2009-present.

Articles and Book Chapters—Performance and Environment—*redacted for short CV*

Articles and Book Chapters—Scholarship of Teaching and Learning, *Selected*

Robinson, J. M., K. Kearns, M. Gresalfi, A. Sievert, and T. Christensen, "Teaching on Purpose: A Collegium Community Model for Supporting Intentional Teaching." *Journal on Excellence in College Teaching*.

Forthcoming 2015.

- Robinson, J. M., M. Gresalfi, A. K. Sievert, T. B. Christensen, M. K. D. Kearns, and M. E. Zolan. "Talking Across the Disciplines: Building Communicative Competence in a Multidisciplinary Graduate-Student Seminar on Inquiry in Teaching and Learning." In *The Scholarship of Teaching and Learning In and Across the Disciplines*, K. McKinney, ed, Bloomington: Indiana University Press, 2013. 186-199.
- Robinson, J. M. "Learning Abroad and the Scholarship of Teaching and Learning." In *Student Learning Abroad: What They're Learning, What They're Not, and What You Can Do about It*. Michael Vande Berg, Michael Paige, and Kris Lou, eds. Sterling, VA: Stylus, 2012. 239-257.
- Robinson, J. M. "Building Faculty Inquiry Networks to Support Teaching and Learning." In *Building Networks in Higher Education*. Kayo Matsushita, ed. Tokyo: Toshindo, 2011. In Japanese and English.
- Robinson, J. M. "A Model for Grassroots, Multidisciplinary Faculty Inquiry." In *Teaching Environmental Literacy: Across Campus and Across the Curriculum*. H. Reynolds, E. Brondizio, and J. M. Robinson, eds. Bloomington: Indiana University Press, 2010. 1-16.
- Robinson, J. M. "Can a Repository Make the Scholarship of Teaching and Learning Usable?" *Academic Commons* (January 2009). Electronic publication: <http://www.academiccommons.org/commons/essay/can-repository-make-sotl-usable>. With introduction, "Building a Network, Expanding the Commons, Shaping the Field: Two Perspectives on Developing a SOTL Repository." T. Carey, J. M. Robinson, J. Rakestraw. *Academic Commons* (January 2009). Electronic publication: <http://www.academiccommons.org/commons/essay/building-network-expanding-commons>.
- Robinson, J. M., A. F. Wise, and T. M. Duffy. "Authentic Design and Collaboration: Involving University Faculty as Clients in Project-Based Learning Technology Design Courses." In *Educating Learning Technology Designers*. Eds. C. DiGiano and S. Goldman. NY: Routledge, 2009. 80-100.
- Nelson, C. E., and J. M. Robinson. "The Scholarship of Teaching and Learning and Change in Higher Education." In *Realities of Educational Change: Interventions to Promote Learning and Teaching in Higher Education*. Eds. L. Hunt, A. Bromage, and B. Tomkinson. London: RoutledgeFalmer, 2006.
- Robinson, J. M. "Instructional Development through Faculty Inquiry and Community." *Project Kaleidoscope, Volume IV: What Works, What Matters, What Lasts*. Alison Morrison-Shetlar, ed. 2006. Electronic publication: www.pkal.org/collections/VolumeIV.cfm.
- Ochoa, T., and J. M. Robinson. "Revisiting Consensus: Collaborative Learning Dynamics during a Problem-Based Learning Activity in Education." *Journal of Teacher Education and Special Education* 28 (2005): 10-20.
- Robinson, J. M. "Multiple Sites of Authority." In *Campus Progress: Supporting the Scholarship of Teaching and Learning*. Ed. B. Cambridge. Washington, D.C.: AAHE, 2004. 125-128.
- Robinson, J. M., and C. E. Nelson. "Institutionalizing and Diversifying a Vision of Scholarship of Teaching and Learning." *Journal on Excellence in College Teaching* 14 (2003): 95-118.
- Robinson, J. M. "When Popular Software Goes Away: Helping Faculty Transition to New Products." In *Developing Faculty to Use Technology: Programs and Strategies to Enhance Teaching*. Ed. David G. Brown. Anker. 2003. 65-70.
- Robinson, J. M. "A Question of Authority: Dealing With Disruptive Students." In *Our Own Voice: Graduate Students Teach Writing*. Eds. T. Good and L. Warshauer. Needham Heights: Allyn & Bacon, 1999.

PRESENTATIONS AND CONFERENCE PAPERS, *Selected*

Keynote and Plenary Presentations

- "Educational Impact and the Scholarship of Teaching and Learning in North America." Research on Teaching and Learning: Integrating Practices Conference. McMaster University, Hamilton, Ontario, Canada. December 11, 2014.
- "ISSOTL founding members on the past, present & possible futures of SOTL." International Society for the

- Scholarship of Teaching and Learning, Hamilton, Ontario, Canada. October 27, 2012.
- “The Ecology of SoTL: The Long-Term Impact of a Learning Community on Environmental Literacy.”
International Institute for SOTL Scholars and Mentors, Loyola Marymount University, Los Angeles, June 3, 2012.
- Plenary Panel with Mary Taylor Huber and Jacqueline Dewar. International Institute for SOTL Scholars and Mentors, Loyola Marymount University, Los Angeles, June 1, 2012.
- “Stories from the Field: Space, Place, and the Performance of Self.” Association for the Study of Literature and Environment biannual meeting, Bloomington, IN, June 2011.
- “Faculty Inquiry Networks in the Scholarship of Teaching and Learning” SOTL Commons Conference, Statesboro, GA, March 2011.
- “Building Faculty Development Networks.” International Symposium, Future of Faculty Development in Japan: Building the Core in Faculty Development, Kyoto University. January 2009.
- “Taking Teaching Seriously: Fostering a Climate of Instructional Development.” Section plenary panelist on “Leadership for Learning: Building Culture of Teaching in Academic Libraries” with S. C. Curzon, J. L. Mullins, P. B. Yocum, and S. Walter. “The Scholarship of Teaching and Learning.” American Library Association, New Orleans, June 2006.
- “Going Public: Non-traditional Approaches to the Scholarship of Teaching and Learning.” Plenary panelist at the annual International Conference on the Scholarship of Teaching and Learning, City University, London, May 2004.
- “Expanding the Scholarship of Teaching and Learning.” Continuous Improvement Symposium of the Association for the Advancement of Collegiate Schools of Business, St. Louis, October 2001.

Invited Presentations, *Selected*

- Robinson, J. M. “Environmental Literacy and a Sustainable Teaching Practice: Improving teaching and learning across campus.” The Schaefer Distinguished Lecturer Program. Gallaudet University. April 2013.
- Robinson, J. M. “Scholarship of Teaching and Learning at Illinois State University: Research, Learning, and Leadership.” Indiana State University. February 2013.
- Robinson, J. M. “Local Food: Who Grows It, Who Buys It, and Why Does It Matter?” Earlham College. Sponsored by the Peace and Global Studies Department. September 2012.
- Robinson, J. M. “The Ecology of SoTL: Influence and Impact of SOTL on a Campus Learning Community about Environmental Literacy.” Illinois State University. March 2012.
- Robinson, J. M., M. Gresalfi, A. Sievert, K. Kearns, T. Christensen. “Designs, Maps, and Tools: A Model for Supporting Intentional Teaching.” Scholarship of Teaching and Learning Program, Indiana University, Bloomington, November 2011.
- Robinson, J. M., M. Zolan, T. Christensen, M. Gresalfi, K. Kearns, A. Sievert, “The Teagle Collegium on Inquiry in Action: Report on the Second Year of Supporting Transformations in Graduate Student Teaching through Critical Reflection.” Teagle Foundation, New York City, April 2010.
- Robinson, J. M. “How will they be different at the end of the semester? Aligning student learning with course objectives.” University of Wisconsin Faculty College. Richland Center, Wisconsin. May 26-29, 2009.

Conference Papers and Presentations (Peer Reviewed), *Selected*

- Robinson, J. M. “Graduate Certificate in College Pedagogy: Resistance and Resilience in Institutional Change.” International Society for the Scholarship of Teaching and Learning, Quebec City, Canada. October 2014.
- Robinson, J. M. “Making the Land Connection: Local Food Farms and Sustainability of Place.” Greening of Everyday Life: Reimagining Environmentalism in Postindustrial Societies. Rachel Carson Center for Environment and Society. Munich, Germany. June 19-21, 2014. Funded participation in symposium.
- Robinson, J. M., Hewson, K., K. Mårtensson, D. Gregory. “From Classroom to Lobby?: A Roundtable on Advocacy

- by ISSOTL." Featured Presentation. International Society for the Scholarship of Teaching and Learning. Raleigh, NC. October 2013. Available: <http://www.elon.edu/e-web/academics/ce/issotl/livestream.xhtml>.
- Robinson, J. M. "Talking Across the Disciplines: Building Communicative Competence in a Multidisciplinary Graduate-Student Seminar on Inquiry in Teaching and Learning." International Society for the Scholarship of Teaching and Learning, Milwaukee. October 2011.
- Hickey, D. and J. M. Robinson. "Assessing '21st Century Skills' in University Contexts: Not so Fast!" International Society for the Scholarship of Teaching and Learning, Milwaukee. October 2011.
-

GRANTS, Selected

- Robinson, J. M., (PI), C. Hostetter, D. Pace, and G. Rehrey. "Planning Grant for Networking Advanced Research Collaborations on Teaching, Learning, and Student Success." Vice Provost for Undergraduate Education. Indiana University. 2015. \$12,500.
- Robinson, J. M. "The HumAn Learning Project: Humanities, Analytics, & Learning in a Multi-Section General-Education Course." Learning Analytics Fellows Program. Vice Provost for Undergraduate Education. Indiana University. 2015. \$2000.
- Pyburn, A., A. Sievert, and J.L. Thomas, PIs. Study of the training of students and professional archaeologists and biological anthropologists in the Native American Graves Protection and Repatriation Act. National Science Foundation. Advisory member. 2014-2015. 180,000.
- Pezzullo, P. and J. M. Robinson "Teaching Sustainability and Environmental Literacy in the Humanities: Phase 1, Communicating Sustainability." Proposal for Sustainability Course Development Fellowship. Indiana University Office of the Vice Provost for Faculty and Academic Affairs, 2009. \$8000.
- Robinson, J.M (PI), M. Zolan, A. Sievert, M. Gresalfi. "The Indiana University Collegium: Graduate Student-Faculty Inquiry Communities on Learning and Teaching." Teagle Foundation. \$150,000. 2008-2012. Project web site <http://www.indiana.edu/~collegia/>.
- Robinson, J. M. Carnegie Cluster Leadership Grant, \$5,000. American Association of Higher Education. Principal author. 2004.
-

AWARDS, Selected

- Trustees Teaching Award, \$2500, 2012. Indiana University.
- Theodore M. Hesburgh Faculty Development Award, for the Scholarship of Teaching and Learning Initiative. Sponsored by TIAA-CREF. Initiative director and proposal co-author. \$30,000. 2003.
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SERVICE, Selected

Guest Lectures, Selected

- "Teaching in Community: Pedagogical Communication across the Four Fields." E521 Internship in Teaching Anthropology, sponsored by Chancellor's Professor Anya Peterson Royce. Anthropology Department, Indiana University, November 6, 2014.
- "Scholarship of Teaching and Learning." In C750 The Scholarship of Teaching and Learning in Higher Education, sponsored by Professors Megan Palmer and Tony Ribera. Department of Higher Education and Student Affairs, IUPUI, October 10, 2013.
- "Teaching and Learning Institute: Sustainability across the Curriculum." A one-day workshop, Indiana University. August 20, 2010. With H. Reynolds and L. Kurz.

International Society for the Scholarship of Teaching and Learning, Selected

- President, 2008-2011 (president-elect, 2008-2009; president 2009-2010; past president 2010-2011). Acting President Elect, 2007-2008.



INDIANA UNIVERSITY
MEDICAL SCIENCES PROGRAM
SCHOOL OF MEDICINE
Bloomington

February 13, 2015

SOTL Grant Committee
Center for Innovative Teaching and Learning
Wells Library, 2nd Floor
Indiana University
Bloomington, IN 47405

Dear Members of the Grant Committee:

This letter is provided to enthusiastically support of the 2015 Scholarship of Teaching and Learning (SoTL) grant proposal submitted by Dr. Valerie O'Loughlin of the Medical Sciences Program, Dr. Catherine Sherwood-Laughlin of the Department of Applied Health Science and Dr. Jennifer Robinson of the Department of Communication and Culture, entitled "A Multidisciplinary Evaluation of Pedagogy Courses' Influence on Graduate Student Development as Teacher-Scholars." The multidisciplinary team of productive scholars have developed an outstanding proposal that is absolutely worthy of your recognition with an award.

Dr. Valerie O'Loughlin and colleagues have previously demonstrated the effectiveness of a Medical Sciences pedagogy course on the development of graduate students as teacher-scholars, and they have presented and published their current findings in top-tier journals and at regional national and international meetings. More recently, Drs. O'Loughlin, Sherwood-Laughlin, Kearns, and Alyssa Lederer have examined similar questions asked of a doctoral-level public health pedagogy class. Both educational research projects have contributed to our understanding of graduate student teacher development, but more global questions remain unanswered. For example, would similar results be found in pedagogy courses offered by *multiple* different disciplines? Does the *timing* of a pedagogy course in a graduate student's career affect the research outcomes? This current proposal seeks to expand on this earlier work by comparing IU graduate pedagogy course outcomes from multiple disciplines. The research team has already obtained interest in study participation from IU pedagogy instructors in Communication and Culture, Anthropology, Political Science, SPEA, the Graduate School, Public Health, HISP, Sociology, and the School of Education. This multi-disciplinary approach should provide large sample sizes so the educational research results may be more generalizable. This research team hopes to expand our knowledge of graduate student development as teacher-scholars, and provide needed data about the timing and efficacy of graduate pedagogy training.

Please strongly consider this worthy proposal for a 2015 SoTL grant. This office and our faculty are strongly committed to this project and are eager to share the results of our educational research efforts. Thank you.

Sincerely,

John B. Watkins III, Ph.D.
Associate Dean and Director
Professor of Pharmacology & Toxicology
Adjunct Professor of Optometry



SCHOOL OF PUBLIC HEALTH

INDIANA UNIVERSITY

Bloomington

February 17, 2015

SOTL Grant Committee
Center for Innovative Teaching and Learning
Wells Library, E250
Indiana University Bloomington

Dear Members of the Grant Committee,

This letter is in strong support of the SOTL grant application submitted by Dr. Catherine Sherwood-Laughlin. Dr. Sherwood-Laughlin is a respected member in the Department of Applied Health Science is acknowledged for her dedication to teaching and learning. Dr. Sherwood-Laughlin is a co-PI on this project with Dr. Valerie O'Loughlin in Medical Sciences, Dr. Katherine Kearns in the Center for Innovative Teaching and Learning (CITL), and Dr. Jennifer Robinson from the Department of Communication and Culture. The SOTL grant is focused on a multidisciplinary analysis of pedagogy courses taught on the IUB campus, specifically focusing on an assessment of teaching philosophy statements developed by the graduate students enrolled in those courses. This team brings knowledge and skills related the scholarship of teaching and learning along with many years of combined teaching experiences in a variety of settings and with a variety of learners. The title of the project is, *"A Multidisciplinary Evaluation of Pedagogy Courses' Influence on Graduate Student Development as Teacher-Scholars."*

I am confident that this highly skilled team will be able to assess the disciplinary differences among graduate students' development as a scholarly teacher. They will accomplish this by comparing teaching philosophy statements, conducting interview sessions with graduate students, content analysis of the pedagogy course syllabi, a survey of the instructors of the pedagogy courses regarding the assignment requirements, and a final survey of the graduate students at the conclusion of the course to determine how the students have evolved as scholarly teachers over the course of the semester. The research team has already identified and obtained interest in this study from pedagogy instructors from the following disciplines: Public Health, HISP, Communication and Culture, Medical Sciences, Education, Graduate School, Political Science, Public and Environmental Affairs, and Sociology. The depth and breadth of the disciplines included in this project will provide SOTL researchers with a better understanding of how graduate students begin to think of themselves as scholarly teachers within their specific field of study.

Please extend my gratitude to the SOTL grant review committee and to all of the staff at CITL for their hard work and dedication towards supporting faculty in their teaching responsibilities. Thank you for your consideration.

Sincerely,

David K. Lohrmann, Ph.D., MCHES
Professor and Chair
Applied Health Science



DEPARTMENT OF ANTHROPOLOGY

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

February 13, 2015

SOTL Grant Committee
Center for Innovative Teaching and Learning
Wells Library, E250
Indiana University Bloomington

Dear Colleagues,

I am delighted to offer enthusiastic support for Dr. Jennifer Meta Robinson's proposal for a Scholarship of Teaching and Learning grant. Dr. Robinson is currently a valued member of the Department of Communication and Culture and will be joining the Department of Anthropology on July 1, 2015. As a professor of practice, her central commitments to the University lie in the practice and study of pedagogy. Thus, this grant will provide important resources for her work, which provides evidence-based impact on pedagogy at IU and beyond. Dr. Robinson is a co-PI on this project with Dr. Valerie O'Loughlin in Medical Sciences and Dr. Catherine Sherwood-Laughlin with the School of Public Health. The SOTL grant proposal is focused on a multidisciplinary analysis of pedagogy courses taught on the IUB campus, specifically focusing on an assessment of teaching philosophy statements developed by the graduate students enrolled in those courses. This research team brings knowledge and skills related to scholarship of teaching and learning and to the teaching of graduate students in pedagogy.

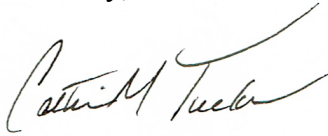
This project will have an immediate impact on the preparation of Indiana University graduate students for their roles as future faculty. The project assesses the disciplinary differences among graduate students' development as scholarly teachers and the role of IU's pedagogy courses in that development. The study will compare teaching philosophy statements written during these courses, conduct interviews with graduate students, analyze the content of pedagogy course syllabi, and survey the instructors and students of these courses. The research team has already confirmed that other IU faculty members will also contribute documentation from their courses, from the departments of Public Health, Spanish and Portuguese, Communication and Culture, Medical Sciences, Biology, Philosophy, Political Science, Public and Environmental Affairs, and Sociology. The breadth of disciplines included in this project speaks to the widespread concern to know more about the real impact of the University's pedagogy courses and the developmental trajectory of graduate students as they prepare for the job market and their professional roles. Moreover, this research will

Celebrating 60 years of teaching and research in anthropology 1947-2007

inform the proposed graduate certificate in college pedagogy that the College of Arts and Sciences is submitting under the leadership of Professor Robinson.

I am confident that this team will make a far-reaching contribution to graduate student education. Thank you for your consideration of this important initiative.

Sincerely,

A handwritten signature in cursive script that reads "Catherine M. Tucker". The signature is written in black ink and is positioned below the word "Sincerely,".

Catherine M. Tucker, Ph.D.
Chair and Associate Professor