



i2a

Ideas to Action

ANNUAL REPORT
2014-2015



2014 i2a Institute

Executive Summary

The 2014-2015 academic year was a pivotal year for Ideas to Action as we entered the final phase of our ten-year launch focused on fostering critical thinking and culminating undergraduate experiences (CUEs) across the undergraduate curriculum. We launched the 2014-2016 Assessment Plan in order to help units assess their i2a integration and curricular structures and close the gaps as needed.

We also helped cement the i2a infrastructure on our campus by placing a PDF of the Critical Thinking: Concepts and Tools miniature guide into every Blackboard course shell and finalized our i2a video titled "Snapshots from Across Campus" to help introduce i2a to campus partners. We refreshed our approach to the i2a Institute, holding the 7th annual Institute at a new location on Belknap campus and bringing in new speakers. Throughout the year, we continued hallmark projects and programs, such as the SUN Grants and the Critical Thinking Book-in-Common Essay Contest, and sponsored a new program with critical reflection scholar Patti Clayton. In anticipation of the institution's SACS reaccreditation efforts in 2017, we will be launching a new university-wide committee to lead the development of the next quality enhancement plan (QEP).

i2a Steering Committee

The i2a Steering Committee is a university-wide advisor group that aids the i2a staff team in the implementation of i2a Phase II priorities and provides support and guidance for the i2a Leadership Committees at the unit/department level. In 2014-2015, the group continued to meet monthly to discuss the strategic directions and needs of the initiative.

Members of the 2014-2015 Steering Committee included:

Name	Campus Unit/Department
Alan Attaway	College of Business
IL Barrow	Ideas to Action
Dale Billingsley	Undergraduate Affairs/Enrollment Management
Justin Cooper	College of Education & Human Development
Henry Cunningham	Office of Community Engagement
Darcy DeLoach	School of Music
Stephanie Dooper	Undergraduate Student Representative
Cheryl Gilchrist	Institutional Effectiveness
Bob Goldstein	Institutional Research, Effectiveness & Analytics
Nisha Gupta	Ideas to Action
Michelle Massey	Division of Student Affairs
Rose Mills	Part-time Faculty Representative
Jessica Musselwhite	Ideas to Action
Jennifer Osborne Rudy	School of Dentistry
Patty Payette	Ideas to Action/Delphi Center
Armon Perry	Kent School
Gale Rhodes	Delphi Center
Edna Ross	Ideas to Action
Kimberly Smith	Ideas to Action
Montray Smith	School of Nursing
David Swanson	College of Arts & Sciences
Nancy Theriot	College of Arts & Sciences
Pete Walton	School of Public Health & Information Sciences
Beth Willey	College of Arts & Sciences/Faculty Senate
Jerry Willing	J.B. Speed School of Engineering

Subcommittees of the i2a Steering Committee in the 2014-2015 academic year included:

Assessment Subcommittee

The two primary accomplishments of this subcommittee in 2014-2015 were 1) assisting in the articulation of the i2a Integration Map At-a-Glance for undergraduate programs and 2) providing guidance on assessing course artifacts submitted to i2a through the 2014-16 i2a Assessment Plan. The assessment committee provided valuable feedback and suggestions to the various undergraduate units regarding the fine-tuning of each unit's implementation of the 2014-16 i2a Assessment Plan. Learn more about this assessment plan on page 5.

Addressing Community Issues (ACI) Subcommittee

During the 2014-2015 academic year, the ACI subcommittee convened in fall 2014 and finalized the ACI. During this process the ACI subcommittee determined that the ACI is both duplicative and unnecessary, as its definition is embedded within the CUE Defining Features (#3 and #4). The committee recommended that there not be a separate student learning outcome for ACI. Instead the student learning outcome for the CUE will be directed to ensure that we are capturing, as much as possible, evidence of CUE Defining Feature #3 and CUE Defining Feature #4. The ACI Rubric was renamed the "Critical Thinking Applied" Rubric and was distributed to units via the Assessment Plan. The work of the ACI subcommittee concluded at the end of January 2015.

Culminating Undergraduate Experiences (CUE) Subcommittee

The CUE subcommittee reconvened during the spring semester with a central goal to develop messaging about the CUE and to increase the capacity for departments and programs to deepen their alignment of CUEs with the SLO reporting mechanism. In response to these goals, the CUE subcommittee

developed new and revised existing resource materials for the CUE website. For more information about the CUE, see page 13.

Digital Tools

The central goal for this subcommittee is to develop an organized, public repository of digital tools related to i2a and aimed at UofL faculty and staff to help them adopt and implement i2a-related approaches in their work. Over the course of the 2014-2015 academic year, a PDF of Paul and Linda Elder's Critical Thinking Concepts and Tools book was posted in all Blackboard course shells under the 'University Resources' tab. A collection of strategies and tips developed by UofL faculty who have adopted the Miniature Guide in their respective courses is also posted as a resource for using the Miniature Guide to Critical thinking. The tips and strategies show how faculty and staff foster the critical thinking they want their students to practice and demonstrate in their respective fields of study.

i2a Institute Subcommittee

This year, the Institute Planning Subcommittee convened in late 2014 and served as a resource to the i2a team for planning and program development for the 2015 i2a Institute. The goals of this subcommittee were to develop ways to engage units and departments with the Institute, to provide feedback on the theme and on components of previous Institutes, and to offer new ideas for Institute programming. See page 9 or visit our [website](#) for information on the i2a Institute.

General Education Subcommittee

The main goals of the General Education Subcommittee for 2014-2015 were to target high enrollment general-education courses for focused infusion of critical thinking strategies and to work closely with the university's gen-ed curriculum committee.

Because of the decision to revise the gen-ed curriculum, however, we postponed focus on our original goals and instead piloted the Learning Critical Thinking Inventory (LCTI), and the Teaching Critical Thinking Inventory (TCTI) in selected courses, including several gen-ed courses. The inventories were developed and published by Riann van Zyl, Cathy Bayes, and Cheryl Gilchrist and were designed to measure faculty and student perceptions of the teaching and learning environment as it relates to critical thinking. The committee recommended that the LCTI be made available to all courses identified by unit/departmental i2a integration plans as critical thinking courses. For more information about the LCTI and TCTI, see page 5.

2014 i2a Institute



Assessment and i2a

2014-16 Assessment Plan

In collaboration with the Office of Academic Planning and Accountability, the i2a team developed the 2014-16 i2a Assessment Plan for our current quality enhancement program (QEP) in order to report to our regional accreditors (SACS-COC) in 2017 on the level of integration of the i2a initiative in academic programs. This plan entails a university-wide data collection effort assessing the integration of critical thinking and the culminating undergraduate experiences (CUEs) between 2014 and 2016. The 2014-16 Assessment Plan began in Fall 2014 with artifacts submitted from 78 course sections. By Spring 2015, 217 course sections were invited to participate with an 87% participation rate.

This assessment process facilitates the university's ability to gauge, address, and speak to the integration efforts of i2a within our undergraduate programs beyond the academic programs' self-reporting of integration. Currently, all academic programs are required to report out annually on student learning outcomes program assessments, which include program outcomes for critical thinking and the CUE. The 2014-16 i2a Assessment Plan provides an additional snapshot of an academic program's integration of i2a within the curriculum and the learning environment in specific courses. Not only do we want to be able to tell UofL's story of i2a integration, we also needed a way to ensure continuous improvement in regard to our QEP. The i2a Assessment Plan allows us to "drill down" to the learning environment at the course level and facilitates our ability to strategically and pointedly address possible gaps and reallocate resources as needed.

The 2014-16 i2a Integration Plan requires academic program personnel to review and update each program's undergraduate Integration Map At-a-Glance. This map consists of courses identified by the program where critical thinking skills are explicitly and intentionally being developed. Maps created for each unit during this academic year included courses designated as a CUE in which students are asked to demonstrate their ability to address "real world," authentic problems within the discipline using their critical thinking skills. Faculty teaching one of these courses are asked to submit a course syllabus, one or more key student assignments, and grading rubrics or narratives for the selected assignments.

Learn more about the 2014-16 Assessment Plan on the [i2a website](#).

The Critical Thinking Inventories (CTIs)

Despite a nationwide emphasis on critical thinking in higher education by both higher education institutions and potential employers of college graduates for the last three decades, there are no standardized instruments available to assess actual or perceived abilities of faculty to develop students' critical thinking skills (van Zyl, Bays, and Gilchrist, 2013). The Critical Thinking Inventories were developed here at UofL to address this gap in the field and to support our institution's self-identified goal of fostering our students' critical thinking skills.

The CTIs are short, Likert-item instruments designed to help assess the learning environment as it relates to critical thinking at the course level. There are two separate instruments: 1) Learning Critical Thinking Inventory (LCTI) to be completed by students and 2) Teaching Critical Thinking Inventory (TCTI) to be completed by faculty. The LCTI assesses a student's perception of faculty's facilitation of their learning of critical thinking in a specific course learning environment. The TCTI assesses a faculty member's perception of his/her teaching of critical thinking within a specific course learning environment.

For Fall 2014, the i2a team included a pilot effort of administering CTIs to select courses where faculty agreed to participate. The LCTI was built into Blackboard shells of those participating courses. Faculty were sent electronic copies of the TCTI and were encouraged to complete and return the instrument to the i2a team. Faculty from 36 course sections were asked to participate. The results from the fall administration were inconclusive due to inconsistencies in messaging to faculty and students as well as inconsistencies in the administration of both the TCTI and LCTI. The administration of the CTIs for Spring 2015 were put on hold until further training, messaging, and administration guidelines were established. The i2a Assessment Plan will reintegrate the use of the CTIs starting in Fall 2015.

i2a Snapshots Across Campus

A 20-minute video documenting the impact i2a has had on students, faculty/staff, and the University of Louisville community at large was edited into a six-minute version during the 2014-2015 academic year. The i2a team uses the six-minute version to introduce students, families, faculty, staff, and other constituents to our work by showing the video at freshman orientation, new employee orientations, and other venues in which a short, focused exposure to i2a is needed. Visit the [media page](#) on our website to view the six-minute video.

Development of the 2017 QEP

In late 2014, faculty and staff representatives from each school and college on campus—along with selected individuals from other campus programs—were tapped to lead the two-year development of the university's new quality enhancement plan (QEP). Committee co-chairs are Patty Payette, executive director of Ideas to Action, and Riaan van Zyl, professor and associate dean for research in the Kent School of Social Work.

At the beginning of the Spring 2015 semester, the group worked with Connie Shumake to set out for this new committee the expectations for the nature of the project; the criteria for selecting the QEP; and the protocol for engaging our campus stakeholders in the two-year development and proposal process. The work of the committee revolves around providing leadership to ensure the campus is compliant with principle 2.12 below:

SACS Principle 2.12:

The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.

The committee knew the focus of the QEP needs to foster “engaged student learning” with a targeted undergraduate student population.

The committee members were divided into three subcommittees in order to explore and summarize these topics that inform QEP development: 1) institutional mission/priorities; 2) best practices in engaged student learning; 3) institutional data on student learning. Each subcommittee delved into readings on their topic, summarized themes and relevant issues and presented their findings to the larger committee.

This process led our committee to then delve more deeply into articulating the criteria we will use to develop and narrow our QEP topic in conjunction with feedback and input from across campus stakeholder groups.

The following were criteria for selection to determine our QEP topic:

1. The project serves undergraduate students;
2. It addresses a certain population of students with learning/engagement needs not currently being served;
3. It is connected to fostering engaged student learning;
4. It addresses a need or fills a gap related to the student learning as determined by institutional data;
5. It provides an opportunity to extend/continue our current i2a in some way(s)
6. Measurable learning outcomes can be developed on this topic;
7. The project can be done by tapping faculty/staff/student leadership (without mandating it for everyone);
8. It is clearly connected to university mission and/or institutional priorities;
9. It aligns with best practices related to student learning;
10. It meets SACS expectations (realistic five-year project, innovative, focuses on student learning);
11. It requires reasonable and realistic allocation of resources;
12. It can be piloted, launched and assessed within five years;



After organizing our criteria, the committee generated ideas for learning outcomes and learning activities (based on our readings) and discussed emergent themes and priorities that appeared common across subcommittees. In the final meeting of the semester on April 21, the committee came to agreement on a tentative topic and recommendation for future QEP exploration and circulated a report and recommendations to the campus QEP leadership team and other campus leaders for feedback.

Eleven faculty, staff, and graduate students sat on the review committee to score the essays. To ensure consistent scoring among the reviewers, reviewers participated in one of three training and calibration sessions through which reviewers practiced and discussed the scoring rubric.

Twenty-four students (19 first-year and five upper-class) submitted essays for this contest. First Year Initiatives gave a \$350 scholarship to the top first-year student and a \$150 scholarship to the top upper-class student. Four first-year students received Honorable Mention and were each awarded a \$100 scholarship. First Year Winner was Hanna Sullivan. Upper-class Winner was John Simmons. Honorable Mentions included Ronica Hutchison, Morgan Fritz, Benjamin Jones, and Amanda Nelson.

i2a Collaborators

FYI

The i2a staff team continued its collaborations with the Office of First Year Initiatives (FYI). Ideas to Action partnered with FYI to support the development of the SOUL program (Student Outreach Uniting Louisville) during welcome week, August 2014. The Book-in-Common (BinC) program coordinated outreach and faculty integration of the book *This I Believe* through a faculty development program of two reading circles in July 2014. An i2a staff member also served on the selection committee for the new Director of FYI during Fall 2014.

For the annual Book-in-Common essay contest, FYI and i2a revised the essay prompt based on critical thinking. The essay contest was expanded to include a new category of competition among students in their second year or beyond. i2a staff assumed responsibility for the much of the review process for this essay contest, including assembling and training a review committee and organizing the scoring of essays.

Admissions

The i2a team partnered with the Office of Admissions to enhance the programs offered by Admissions and put the i2a tools and goals in front of prospective and new students and their parents, as well as staff and faculty. The i2a staff members had an active presence at the following Admissions programs:

- Campus Preview Day
- Advanced Program Summer Institute (APSI)
- Summer Orientation



2015 TEDxUofL Event

Office of Academic Planning and Accountability

Throughout 2014-15, the i2a team and the Office of Academic Planning and Accountability (OAPA) continued to work collaboratively on ensuring the alignment between i2a assessment activities with the overall university assessment plan which is led by OAPA. Throughout the 2014-15 academic year, members of the i2a team and OAPA met regularly through ongoing monthly strategic meetings and biweekly informational meetings. The Executive Director of Institutional Effectiveness (which falls under OAPA) co-chairs the i2a Assessment subcommittee with the i2a Specialist for Assessment, IL Barrow.

Office of Community Engagement

Ideas to Action works closely with the Office of Community Engagement (OCE) to evaluate the curricular recommendations from the Carnegie reclassification application process, which included developing strategies for increasing more Community-Based Learning courses. In November 2014, a group of stakeholders including representatives from Undergraduate Affairs, Institutional Research, and OCE met to discuss the finalization of the Community-Based Experiences Assessment Instrument. During this meeting recommendations were made to rename the instrument the Community-Based Learning Survey and to direct the administration of this instrument via OCE initiatives.

Other collaborations with the Office of Community Engagement include ongoing i2a representation on the Community Engagement Steering Committee, and i2a representation on the application for Carnegie reclassification as a Community Engaged campus. The University of Louisville received notification of reclassification in December of 2014.

Delphi Programs

During the 2014-2015 academic year, Ideas to Action partnered with the Delphi Center for Teaching and Learning on a number of significant projects, programs, and efforts. These include:

- Graduate Teaching Assistant Academy sessions
- Dine and Discover workshops
- The 2014-2015 Faculty Learning Community for Part-time Faculty
- The 2015 Celebration of Teaching and Learning

University-Wide Undergraduate Research and Community Engagement Symposium

Together, staff members from Ideas to Action; the Office of the Executive Vice President for Research and Innovation; the Office of Community Engagement; and the Office of Civic Engagement, Leadership, and Service worked to organize and sponsor this annual event as part of the ongoing plan to bring together several showcase programs held at the end of the academic year. Thirty-four undergraduate research posters were presented at this event and over 450 people attended to learn more about students' research projects.

TEDxUofL 2015: Interconnected

Ideas to Action provided financial support as well as critical thinking consultation to the planning and implementation of the 2015 TEDxUofL event. The 2015 program focused on the interconnected nature of life through a series of short presentations by speakers from many different fields of study. The event director used the Elements from the Paul-Elder critical thinking framework to choose the theme, invite and solicit speakers, and design the conference programming. The i2a critical thinking consultant assisted with the development of session reflection questions, which were designed to promote dialog and deep thinking at each of the conference sessions. i2a also provided custom handouts on the Paul-Elder critical thinking framework for each attendee.

Hotel Louisville

The collaboration between i2a and Hotel Louisville continued through the 2014-2015 academic year to maintain an i2a presence in programming for the residents at Hotel Louisville and the Wayside Christian Mission emergency shelter. i2a's involvement in this programming included creating critical thinking scenarios for the addiction recovery clients and designing critical thinking seminars for residents.

2015 Institute

The seventh annual i2a Institute took place over two days at the University Club on Belknap Campus on Monday, May 18th and Tuesday, May 19th, 2015. This was a significant change from past institutes, which were held on the Shelby Campus over three or four days. In 2015, 137 individuals attended the Institute. The two-day event included a keynote speaker, breakout sessions, a plenary session, lightning talks, student panel, and a poster session highlighting some of the great work happening here at the University of Louisville.

Day 1

Dr. Stephen Brookfield was selected as the 2015 i2a Institute's keynote speaker. On the first day of the institute, Dr. Brookfield led a three hour workshop titled "Teaching for Critical Thinking: Tools and Techniques to Help Students Question their Assumptions."

The afternoon began with a student panel in which three talented undergraduate students shared their stories of putting the Paul-Elder framework into practice both in and outside the classroom. Following the student panel, four breakout sessions were held to provide the basics of Paul-Elder for those new to i2a and to demonstrate practical applications of the foundational principles for i2a veterans.

Day 2

The second day of the Institute began with a plenary session to provide a big picture overview of i2a assessment processes and findings, as well as what these mean for our future.

A new session format was introduced to the Institute in 2015: Lightning Talks. In this "unconference" format, faculty and staff presented innovative ideas or strategies in just 6-minutes each. Then participants followed up with speakers at roundtable discussions. Two Lightning Talk rounds were held during the 2015 Institute—one focusing on critical thinking strategies and the other on community engagement strategies. This new format was well received by attendees; many respondents to the Institute evaluation survey named the Lightning Talks sessions as the most helpful component of the Institute.

To wrap up the Institute, an i2a Poster Showcase was held which provided an opportunity for attendees to network with faculty and staff from across the institution who were showcasing their i2a-related best practices, research projects, and programs.

Participation at the 2015 Institute included 118 attendees from UofL as well as 19 attendees from other schools or colleges. Over 30 of the Institute attendees also served as presenters. On the whole, Institute attendees were highly satisfied with the conference, ranking Stephen Brookfield's workshop and Lightning Talk sessions among their favorite experiences. Attendees' satisfaction with the variety of session topics improved significantly from 2014.

Attendee comments pulled from our evaluation include:

"I very much like the Lightning Talks format. It provided a general overview of several topics, with the opportunity to explore selected topics in greater depth."

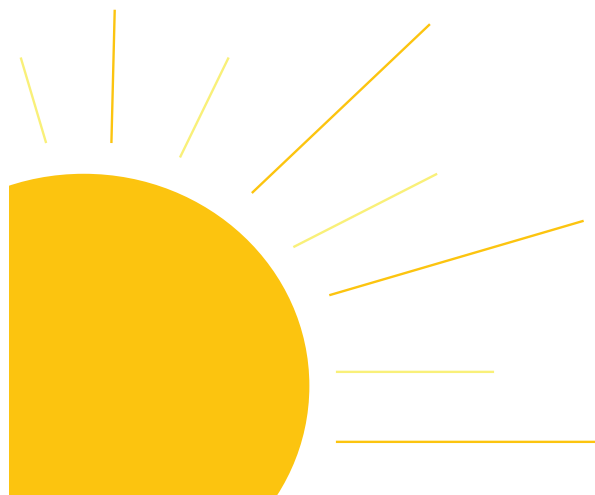
"There is no other university event comparable to the i2a institute for networking with colleagues across the entirety of campus."

"This year every session was beneficial. Like Goldilocks...just right."

SUN Grants

The i2a SUN Grants program was created in 2008 to support the development and integration of i2a innovations at UofL. In 2010, the SUN Grant program was revised and expanded to fund small-scale individual projects and large-scale departmental projects.

For the second phase of i2a, which began in summer 2013, undergraduate schools and colleges created i2a Leadership Committees to support the sustained integration of the two i2a outcomes at the unit level. In 2014, the i2a Steering Committee awarded monies to proposals submitted by the unit i2a Leadership Committee chair in support of their 2014-15 prioritized i2a-related projects or activities. The SUN Grants funded select proposals up to \$4,000. More information can be found on the [SUN Grant homepage](#). In 2015, a total of three projects impacting 5,620 students were funded for \$10,399 through the SUN Grant program. All three recipients focused on enhancing sustained, curricular integration of the Paul-Elder critical thinking model. View the project summaries on [i2a's website](#).



Award Recipients	Project Title
Brenda Brueggemann <i>A&S - English</i>	Squaring Composition at the University of Louisville: Enhancing Critical Thinking and Engagement with Community Issues through Increased Understanding of Cultural Diversity and Strengthening Skills in Digital Composing
Judith Danovitch <i>A&S - Psychology</i>	Giving Psychology Away: Teaching students to communicate with the public about science
Brian Robinson <i>Speed - Engineering Fundamentals</i>	Enhancing Critical Thinking in an Introduction to Engineering Course using Hands-on Study of Vectors

2014 – 2015 SUN Grant Project Final Reports

As a requirement of receiving an i2a Sun Grant, recipients must submit a report describing the outcomes of their grant project. The final reports submitted during 2014-2015 from funded SUN Grant projects are listed below:

Project	Annual Student Impact	Project Summary Excerpts
<p>Using Photography with Introduction to Sociology Students as a Means to Apply Critical Thinking Skills to the Real World: Pilot Project</p> <p>Mark Austin; Department of Sociology</p>	<p>25 (pilot); 240 (future)</p>	<p>“The primary objective of this project was to apply the Paul-Elder Critical Thinking Model, as adopted by the University of Louisville, to a project assigned in SOC 201: Introduction to Sociology. This course meets a Social and Behavioral Sciences General Education requirement. Students, working in groups, were required to photograph real world images to illustrate sociological concepts. They were also required to provide a detailed description using critical thinking of each photograph and explain how it portrayed the corresponding sociological concept.”</p>
<p>Improving CUEs in Health and Human Performance Undergraduate (BS) Program</p> <p>Kathy Carter; Department of Health and Sports Sciences</p> <p>Stephanie Wooten; Department of Health and Sports Sciences</p>	<p>260</p>	<p>“This project was designed to assess and improve the effectiveness of the CUE courses in Health and Human Performance (HHP) program. Each HSS program has a senior level course which fulfills the CUE requirements (HSS 486; HSS 455; HSS 412). Each of these courses were assessed utilizing the Paul-Elder critical thinking concepts and tools. In addition, Hallmark projects were restructured to add critical thinking, analytical, and reflection skills with HAT rubrics rewritten to more accurately measure these goals.”</p>
<p>Encouraging Critical Thinking in an Introduction to Engineering Course using the Grand Challenges for Engineers</p> <p>Angela Thompson; Department of Engineering Fundamentals</p>	<p>630</p>	<p>“The purpose of this project was to enhance critical thinking instruction in the Introduction to Engineering course by providing students with more meaningful opportunities to apply the Paul-Elder (PE) framework (already an integral component of the course). Written assignments were crafted around the National Academic of Engineering’s “Grand Challenges”. In addition to development of critical thinking skills, it was hoped that students would gain an awareness of engineers’ roles in the global community by exposure to the Grand Challenges. The assignments were implemented in fall 2014 semester.”</p>

National Scholars

Dr. Patti Clayton

In August 2014, Ideas to Action hosted international scholar, consultant, and trainer on community engagement, critical reflection, and engagement analysis, Dr. Patti Clayton. Patti Clayton spent a full day of consultation meetings with various stakeholders related to community engagement and with the i2a staff team. During these meetings, Dr. Clayton helped our staff to consider conceptual shifts around community engaged research – suggesting that we think differently about what engaged research means for scholarly identity, rather than tacking on community engagement to existing research conceptualizations. Also discussed was the concept of “Deep, Pervasive, and Integrated” practices and the importance of being explicit and clear about why we are having this conversation about engagement.

Dr. Clayton presented a full day workshop on critical reflection entitled, “Generating, Deepening and Documenting Learning through Critical Reflection.” Forty-three faculty and staff from various schools and colleges attended this workshop, which was overall rated highly. Overall, Patti Clayton was very well received. Attendees appreciated that she presented a useful model for critical thinking and reflection, led exercises, gave examples of assignments and cases, and demonstrated knowledge of the topic. Those who attended her various meetings and workshops felt that her presentations and discussion points were informative and useful.

Dr. James Rhem

In February of 2015, Ideas to Action and Delphi’s Teaching and Learning team hosted POD luminary and founder/editor of the National Teaching and Learning Forum Dr. James Rhem for a month-long residency here at the Delphi Center for Teaching and Learning at the University of Louisville.

His visit to UofL was part of a series of month-long visits to various teaching centers and campuses around the country to plug into conversations and activities across higher education contexts and bring his expertise to our door. Dr. Rhem met individual faculty members while he was here, visiting classes and meeting with those instructors to discuss and provide insights and advice on teaching. Several of the faculty members who met with Dr. Rhem commented on how helpful, affirmative and constructive their conversations were with him. One faculty member said that Dr. Rhem recommended a teaching book that was a “just in time” resource to help her address a teaching challenge she was facing this semester.

During his visit, Dr. Rhem also participated in a weekly Faculty Reading Circle, attended our annual Celebration of Teaching and Learning, along with other campus events. His presentation for faculty that looked closely at the teacher persona in the movies was thought-provoking and well received. As a photography scholar, Dr. Rhem also had important conversations and collaborations with our archivists and planned an exhibit to take place during the summer of 2015.

Culminating Undergraduate Experience (CUE): Integration Update

During the 2014-2015 academic year, UofL reached 100% CUE integration, meaning that all academic programs had established at least one Culminating Undergraduate Experience.

Additionally, UofL’s Course Inventory Form (CIF) was modified to include the CUE designation option for those developing new courses, and the CUE appeared for the first time as a program requirement in the Undergraduate Catalog. All programs included their CUE courses on their individual program of study pages in the catalog. View the 2014-2015 catalog [online](#).

Leadership and Scholarly Activity

As part of our commitment to fostering critical thinking, members of the i2a team consistently produce research and scholarship or adopt leadership roles to enhance the understanding and impact of their work. Below is a list of presentations and leadership roles produced or held by the i2a team from the 2014-2015 academic year.

Leadership Roles

- IL Barrow, i2a Specialist for Assessment, participated as a non-voting member to the General Education Curriculum Committee for 2014-15 academic year. As an i2a team member, IL's main priority is to provide input and recommendation on issues pertaining to critical thinking within general education. He also sits on the General Education Assessment Committee providing insight and recommendations on critical thinking assessment.
- Nisha Gupta, i2a Specialist for Culminating Experiences, serves as a member of the KY Campus Compact, a statewide consortium of colleges and universities. The group meets semi-annually to set the agenda for community engagement work across the state and to provide the development of resources and training around service learning, engagement, and social support for community organizations.
- Patty Payette, i2a Executive Director, continues to serve as an active peer reviewer for the national journal titled *College Teaching*.
- Payette also serves as an advisory board member for the IDEA Papers. Patty provides guidance on policies and reviews proposals and draft papers for this national series of teaching and learning articles.
- Payette continued her association with the Professional and Organizational Development (POD) Network and took on the new role of conference co-chair for the POD unconference sessions at the national POD conference, including creating and facilitating the new "Lightning Talk" and "SpeedGeeking" sessions.
- Edna Ross, i2a Specialist for Critical Thinking, continues to serve as the critical thinking consultant for the New York Times Education Division. The critical thinking consultant creates bi-weekly online critical thinking assignments based on NYT content for first-year college students.
- Ross continues collaboration efforts with Hotel Louisville staff to assist in embedding critical thinking in programming for residents.

Ideas to Action Team



Presentations

- Gupta, N. (2014, November). *Building Engagement Capacity among Faculty: The Faculty Learning Community (FLC) Model*. Presentation at the Kentucky Engagement Conference, Morehead, KY.
- Payette, P. (2014, July). *QEP Impact Report: The Balancing Act of Theory and Practice*. Breakout session at the SACS-COC Summer Institute on Quality Enhancement and Accreditation, New Orleans, LA.
- Ross, E. (2015, April). *Critical Thinking and the Paul-Elder Framework*. Invited workshop. Eastern Kentucky University, Richmond, KY.
- Ross, E. (2015, March). *Classroom Management*. Invited workshop. Simmons College of Kentucky, Louisville, KY.
- Ross, E. (2015, February). *Improving Student Metacognitive and Critical Thinking Skills: Putting the Pieces Together*. Invited workshop. Alabama A&M University, Normal, AL.
- Ross, E. (2015, February). *Helping Students Articulate and Examine Their Assumptions*. Invited workshop. Alabama A&M University, Normal, AL.

In addition to the i2a team members, UofL faculty and staff participating in i2a initiatives are also generating scholarly presentations and publications for dissemination outside the university. Publications and presentations by faculty and staff are highlighted on i2a's website.



Dr. Patti Clayton

Looking Ahead

As the i2a team prepares to wrap up the launch of the Ideas to Action project, we will continue to find ways to support the sustainability of i2a on our campus and in our undergraduate curricula. We will finish the 2014-2016 Assessment Plan and “close the loop” with academic units on our findings. We will reflect on our lessons learned in creating change at the University of Louisville over the past decade and leverage those insights as we continue to develop our new QEP.

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