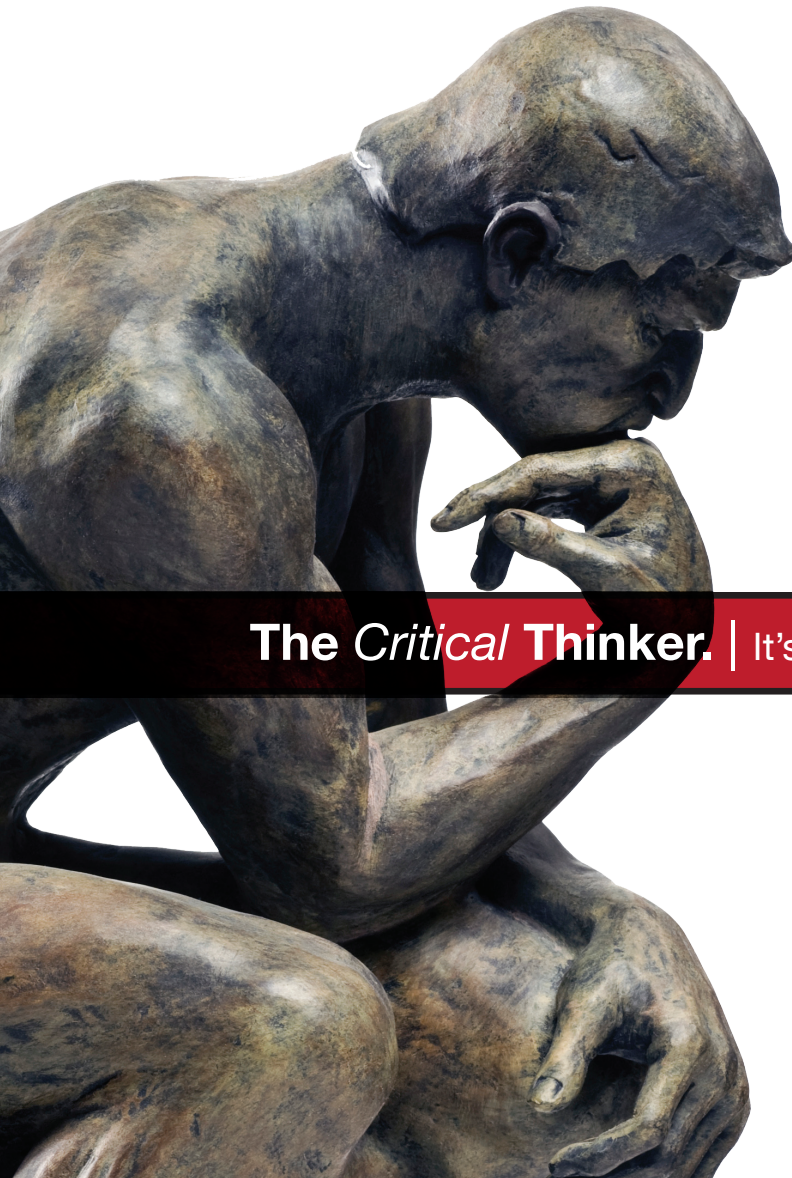


Welcome to the 3rd Annual i2a Institute: Developing Critical Thinkers

May 23-25, 2011 | Shelby Campus @ ShelbyHurst, University of Louisville

Institute Program



The *Critical* Thinker. | It's Happening Here.

UNIVERSITY OF
LOUISVILLE
DELPHI CENTER FOR
TEACHING & LEARNING

Welcome



Dear Colleagues,

Welcome to the third annual i2a Institute: Developing Critical Thinkers.

Thank you for joining us to connect with colleagues and explore new strategies, ideas, and tools for fostering critical thinking across our campus. This year, we're pleased to offer new sessions featuring the work of faculty, staff, and students and to bring back returning favorites like Dr. Gerald Nosich.


We have brought together another notable roster of presenters and participants from across departments, disciplines and learning institutions to create dialogue around teaching critical thinking and to share innovative practices for promoting the thinking and learning we value most. Some of last year's participants are featured presenters this year, continuing the cycle of innovation and sharing that is a hallmark of our i2a initiative.

The i2a Institute supports our quality enhancement plan (QEP) titled Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement. The themes of i2a are tied closely to our long-term university commitment to promoting educational excellence. Our aim is to create a university community where great thinking thrives: where each student has the tools needed to face the diverse challenges of 21st century citizenship.

If our students are to succeed in a world of constant change, they must be able to solve tough problems, make sound decisions, collaborate effectively with others, and learn and grow in every area of their lives. Our students can only do this by becoming effective critical thinkers.

We encourage you to take advantage of the interactive sessions and meals to get to know your fellow Institute participants. We have included in your Institute packet an alphabetical contact list of participants and presenters so you may continue your conversations even after the Institute has concluded.

Whether you are joining us for one or for all three days of the Institute, we hope you will find this year's Institute to be rewarding and to have lasting benefits for you, your students and our institution.


Shirley Willihnganz
Executive Vice President and University Provost

Conference Schedule at a Glance

Monday, May 23, 2011

8:00 - 8:30 a.m.	Registration & Breakfast	Lobby/Room 218
8:30 - 8:45 a.m.	Welcome & Announcements	Room 218
8:45 a.m. - Noon	<i>Critical Thinking across the Curriculum: An Introduction to the Fundamentals of Teaching Critical Thinking</i>	Room 218
*Two 15-minute breaks are scheduled.	Day 1: Dr. Gerald Nosich	
12:00 - 1:00 p.m.	Buffet Lunch	Room 218
1:00 - 4:15 p.m.	<i>Critical Thinking across the Curriculum: An Introduction to the Fundamentals of Teaching Critical Thinking</i>	Room 218
*One 15-minute break is scheduled.	Day 1: Dr. Gerald Nosich	
4:15 - 4:30 p.m.	Daily Wrap-Up/Door Prizes	Room 218

Tuesday, May 24, 2011

8:00 - 8:30 a.m.	Registration & Breakfast	Lobby/Room 218
8:30 - 8:45 a.m.	Welcome & Announcements	Room 218
8:45 a.m. - Noon	<i>Critical Thinking across the Curriculum: An Introduction to the Fundamentals of Teaching Critical Thinking</i>	Room 218
*Two 15-minute breaks are scheduled.	Day 2: Dr. Gerald Nosich	
12:00 - 1:00 p.m.	Buffet Lunch	Room 218
1:00 - 4:15 p.m.	<i>Critical Thinking across the Curriculum: An Introduction to the Fundamentals of Teaching Critical Thinking</i>	Room 218
*One 15-minute break is scheduled.	Day 2: Dr. Gerald Nosich	
4:15 - 4:30 p.m.	Daily Wrap-Up/Door Prizes	Room 218

Wednesday, May 25, 2011

8:00 - 8:30 a.m.	Registration & Breakfast	Lobby/Room 218
8:30 - 8:45 a.m.	Welcome & Announcements	Room 218
8:45 - 10:45 a.m.	<i>Ask the Expert: Navigating the Challenges of Teaching Critical Thinking</i> Dr. Gerald Nosich	Room 218
10:45 - 11:00 a.m.	Break	
11:00 - 12:15 p.m.	Concurrent Sessions I For session titles and locations, see page 6	
12:15 - 1:30 p.m.	<i>Lunch and SUN Grants poster session: linger and learn at lunch about creative and innovative faculty and staff projects for infusing critical thinking in the experiences of undergraduates at UofL.</i>	
1:30 - 2:45 p.m.	Concurrent Sessions II For session titles and locations, see page 8	Room 218
2:45 - 3:00 p.m.	Break	
3:00 - 4:15 p.m.	<i>Next Steps: Translating your Ideas into Action</i> Harry Pickens	Room 218
4:15 - 4:30 p.m.	Institute Wrap-Up/Door Prizes	Room 218

Institute Schedule

Monday, May 23	
8:00 - 8:30 a.m.	Registration & Breakfast (Room 218)
8:30 - 8:45 a.m.	Welcome & Announcements (Room 218) Gale S. Rhodes, Ed.D. Associate University Provost Executive Director, Delphi Center for Teaching and Learning Dale Billingsley, Ph.D. Professor and Vice Provost Undergraduate Affairs/Enrollment Management Patty Payette, Ph.D. Executive Director, Ideas to Action Associate Director, Delphi Center for Teaching and Learning
8:45 - Noon	Part I: Critical Thinking across the Curriculum: An Introduction to the Fundamentals of Teaching Critical Thinking Gerald Nosich, Ph.D. Professor, Buffalo State University (Room 218) These workshop sessions will introduce you to the basic components of critical thinking, ways to build those components into the design of what you teach, and ways to make that design effective. The sessions approach critical thinking not as something additional to content, but rather as skills, insights, and values integral to understanding and internalizing content. The focus, therefore, is on illustrating how students can come to see what they are learning not as random bits and pieces of information to be memorized, but as a system with a definite set of logical relationships, and as an organized structure of concepts, principles, and understandings they must think their way through in order to learn content. This workshop will focus on the most central concepts and dimensions of critical thinking: the elements of reasoning, the standards of critical thinking, the intellectual traits of a critical thinker, fundamental and powerful concepts and the central question in a course or discipline. The central task of the workshop overall is (a) to analyze, synthesize, and internalize the main concepts of critical thinking, and (b) to contextualize and apply them to one’s own teaching. The guiding question throughout is: “How can I help my students learn to think more critically in classes, in their disciplines, and in their lives outside the classroom?”
Noon - 1:00 p.m.	Lunch (Room 218)

Institute Schedule

1:00 - 4:15 p.m.	Part II: Critical Thinking across the Curriculum: An Introduction to the Fundamentals of Teaching Critical Thinking Gerald Nosich, Ph.D. Professor, Buffalo State University (Room 218)
4:15 - 4:30 p.m.	Daily Wrap-Up/Door Prizes Edna Ross, Ph.D. Specialist for Critical Thinking, Ideas to Action
Tuesday, May 24	
8:00 - 8:30 a.m.	Registration & Breakfast (Room 218)
8:30 - 8:45 a.m.	Welcome & Announcements (Room 218) Cathy Bays, Ph.D. Specialist for Assessment, Ideas to Action
8:45 a.m.- Noon	Part III: Critical Thinking across the Curriculum: An Introduction to the Fundamentals of Teaching Critical Thinking Gerald Nosich, Ph.D., Professor, Buffalo State University (Room 218)
Noon - 1:00 p.m.	Lunch (Room 218)
1:00 - 4:15 p.m.	Part IV: Critical Thinking across the Curriculum: An Introduction to the Fundamentals of Teaching Critical Thinking Gerald Nosich, Ph.D. Professor, Buffalo State University (Room 218)
4:15 - 4:30 p.m.	Daily Wrap Up/Door Prizes Nisha Gupta, Ph.D Specialist for Culminating Undergraduate Experiences, Ideas to Action
Wednesday, May 25	
8:00 - 8:30 a.m.	Registration & Breakfast (Room 218)
8:30 - 8:45 a.m.	Welcome & Announcements (Room 218) Patty Payette, Ph.D. Executive Director, Ideas to Action Associate Director, Delphi Center for Teaching and Learning Shirley Willihnganz, Ph.D. Executive Vice President University Provost

Institute Schedule

8:45 - 10:45 a.m.	<p><i>Ask the Expert: Navigating the Challenges of Teaching Critical Thinking</i> Gerald Nosich, Ph.D. Professor, Buffalo State University (Room 218)</p> <p>During this morning general session, you will interact with Gerald Nosich and your peers and have the opportunity to work on taking your critical thinking teaching/mentoring to the next level. Dr. Nosich will address the typical challenges that faculty and staff at UofL encounter as they infuse critical thinking strategies, concepts, or tools into their work with students. Whether you have been trying new critical thinking teaching techniques for several semesters, or are new to these ideas and are anticipating challenges, this session is for you. We gathered feedback from UofL faculty and staff ahead of time. Based on that feedback and the topics you bring to the session, we will structure our time to address critical thinking questions and challenges uppermost in your mind on your journey of fostering critical thinking.</p>
10:45 - 11:00 a.m.	<p>Break</p>
11:00 - 12:15 p.m.	<p>Concurrent Sessions I</p> <p>These concurrent sessions feature faculty and staff sharing their strategies and successes with infusing critical thinking concepts and languages into their courses, programs and conversations with students and colleagues.</p> <p>Concurrent session chairs and presenters are all from the University of Louisville unless otherwise noted.</p> <p>■ Building Performance-Based Assignments Using the Paul-Elder Critical Thinking Model (Room 136B) Presenters: Joanne Webb, M.A., Accountability Coordinator (Session Chair); Katie Hunt, M.Ed., Assessment Coordinator; Saori Hanaki-Martin, Ph.D., Exercise Science; Betty Doyle, M.Ed., Teaching and Learning; Jason Curry, Ed.S., Workforce Leadership; Antonette MacDonald, Ph.D., Workforce Leadership</p> <p>The University of Louisville’s Quality Enhancement Plan (QEP) for SACS continuing accreditation focuses on infusing critical thinking in undergraduate work. In 2010, UofL’s College of Education and Human Development began a project to revise Hallmark Assessment Tasks (performance-based classroom assignments) and evaluation rubrics in undergraduate major course work to embed the language and components of the Paul-Elder critical thinking model. Faculty working</p>

Institute Schedule

<p>on the revisions learned how to apply the Paul-Elder Elements of Thought and Intellectual Standards to the course assignments as a way to strengthen both the critical thinking in the assignment and the assessment of student performance surrounding critical thinking. The revisions made the critical thinking activities embedded and evaluated clearer to both students and faculty. Presenters in this session will share techniques and help participants to strengthen the critical thinking components in their own assignments.</p> <p>■ What’s Next For Applying Fundamental and Powerful Concepts In Your Course (Room 14) Session chair: Rich Lewine, Ph.D, Department of Psychology and Brain Sciences Presenter: John Ernst, Ph.D., Thomas More College</p> <p>This session will focus on one faculty member’s experiences with translating fundamental and powerful concepts (FPCs) into concrete learning and assessment tools for his psychology course. He will guide participants in thinking through how to make FPCs meaningful for one’s teaching and for students’ learning. This session will review examples from his course of student learning outcomes, syllabus changes, how to introduce FPCs to students, interactive exercises, group work, assessment, and other strategies for putting FPCs at the center of one’s course.</p> <p>■ Infusing Critical Thinking into Curriculum through a Custom Textbook (Room 15) Session chair: Christy Metzger, M.A., Office of First Year Initiatives Presenter: Erin Barnett, M.F.A., First Year Courses, Eastern Kentucky University</p> <p>The staff members guiding the First Year Courses at Eastern Kentucky University created a new textbook, written entirely by faculty and staff, that incorporates critical thinking explicitly into a first year seminar on critical thinking. The presenter of this session will share the SEE-I activities, critical thinking reflections and other activities integrated throughout the book which are designed to reinforce the critical thinking focus of the course. Session participants will learn about the course and the new textbook and consider how to apply the text’s strategies and learning approaches to their own work with students.</p> <p>■ Practicing the Art of Critical Thinking: the PACT course at Huntingdon College (Room 136A) Session chair: Nisha Gupta, Ph.D., Ideas to Action Presenters: James Truman, Ph.D., Huntingdon College; Eva Shoop-Shafor, Ph.D., Huntingdon College; Eric Kidwell, M.L.S., Huntingdon College; Maureen Murphy, Ph.D., Huntingdon College; Frank Buckner, Ph.D., Huntingdon College</p>
--

The Quality Enhance Plan (QEP) for Huntingdon College (a small liberal-arts college in Montgomery, AL) focuses on enhancing the teaching of critical thinking across the curriculum. The core of the plan is a required first-year interdisciplinary critical thinking course titled “Practicing the Art of Critical Thinking,” or PACT 103. In this session the facilitators will engage participants in a discussion of the development and initial offering of the class in 2010, focusing particularly on the structure and content of the course as well as the assessment of student learning data. Participants will explore some strategies for using the Paul-Elder framework of critical thinking as part of faculty development, as well as ways they have tried to use critical thinking to both “acculturate” incoming students to the intellectual life of college and bridge the interdisciplinary divide between the sciences and humanities. The presenters will provide specific examples of course materials (such as writing assignments, classroom exercises, and student responses) to facilitate discussion of what was successful (and less successful) about this project.

12:15 - 1:30 p.m.

Lunch and SUN Grants Poster Session
Linger and learn at lunch about creative and innovative faculty and staff projects for infusing critical thinking in the experiences of undergraduates at UofL.

Poster session details available on page 12

1:30 - 2:45 p.m.

Concurrent Sessions II

These concurrent sessions feature faculty and staff sharing their strategies and successes with infusing critical thinking concepts and languages into their courses, programs and conversations with students and colleagues. Concurrent session chairs and presenters are all from the University of Louisville unless otherwise noted.

■ **One Wheel, Many Texts: Using the Elements of Thought as a Versatile Teaching Tool** (Room 201)
Session chair: Edna Ross, Ph.D., Ideas to Action
Presenter: Rose Mills, M.A., Department of English/Delphi Center for Teaching and Learning

“Going around the wheel” is a phrase that describes the application of the Paul-Elder Elements of Thought “wheel” to a question, topic or text as a way to more deeply understand the topic or issue at hand. The presenter of this session will share strategies used to incorporate the Elements of Thought into a first-year writing course revised to focus explicitly on the development of critical thinking skills. The strategies presented are applicable to any course in which students are asked to read, analyze, or produce texts and is especially valuable for those incorporating the Paul-Elder framework into their classes for the first time. The presenter will

share examples of using the Elements of Thought as a heuristic and also as an analytical tool for print and non-print texts.

■ **Fostering Critical Thinking Skills in and outside the Classroom** (Room 136A)
Session chair: Margo Smith, MSLS, University Libraries
Presenters: Angela Cline, M.Ed., Engineering Career Development & Cooperative Education; Natasha Ramsey, M.Ed., Office of Civic Engagement, Leadership and Service; Mark Woolwine, M.Ed., REACH

The i2a initiative has given staff members across campus an opportunity to develop students’ critical thinking skills in a variety of new ways. The panelists will share their work in student affairs, academic support and co-curricular programs that prepare students for success in the classroom and beyond. The panelists will share the ways in which they are developing student learning outcomes, assessment tools, and instructional strategies to foster the critical thinking abilities of their students. They will provide examples of tools and techniques for integrating the Paul-Elder framework into their work and assessing student learning.

■ **Beyond the Classroom: Students Speak about their Experiences with Ideas to Action** (Room 136B)
Session chair: Patty Payette, P.h.D., Ideas to Action
Presenters: Natasha Alvarez, sophomore, Political Science, Student Government Association; Tom Mowen, recent M.A. graduate, Department of Sociology Adjunct Instructor; Alex Riedinger, recent B.S. and B.A. graduate, Life and Faith Founder and Leader

This panel puts students in the spotlight as they reflect and share on their experiences with learning and implementing the i2a critical thinking concepts both inside and outside the classroom at UofL. From serving as a critical thinking peer mentor for other students, to subsequently teaching critical thinking as graduate teaching assistants, these panelists have a wealth of i2a experiences to share, and will offer lessons learned, demonstrate teaching and assessment techniques, and provide insights into how we might better reach all of our students to develop their abilities as critical thinkers.

■ **Teaching Critical Thinking as a Journey of Discovery** (Room 14)
Session chair: Cathy Bays, Ph.D., Ideas to Action
Presenter: Mary Jo Nead, M.S., Thomas More College

In this session, a faculty member from the Department of Communication and Drama at Thomas More College will share her journey (both bumpy and smooth) building critical thinking into her “Fundamentals of Public Speech” course using an incremental approach

for both her and her students. She will share her methods for developing and implementing her central course question, fundamental and powerful concepts, and an original rubric using the Element of Thought and Universal Standards. Participants will get involved in the journey by actively considering and trying out ways they can apply these ideas to their work. The presenter will outline the changes made to her course and share what she has learned about teaching, about her students, and about herself on her critical thinking journey.

■ **Critical Thinking in Business Writing: Teaching Critical Thinking Skills to Improve Professional Communication** (Room 15)
Session chair: Nisha Gupta, Ph.D., Ideas to Action
Presenters: Sean Fenty, Ph.D., Department of English; Steve Smith, M.A., Department of English

During this session, two faculty members of the Department of English will describe how they and some of their colleagues redesigned their business writing courses to include the teaching and application of the Paul-Elder critical thinking framework in professional communication. The presenters will guide attendees through the stages of developing a new curriculum that incorporates elements from the Paul-Elder framework, and outline how these changes have led to a curriculum that better meets the needs of business writing students as they enter the workforce. The presenters will also share materials developed during the i2a SUN grant work by engaging attendees in the application of the revised business writing outcomes to student writing samples.

2:45 - 3:00 p.m.

Break

3:00 - 4:15 p.m.

■ **Next Steps: Translating your Ideas into Action** (Room 218)
Presenter: Harry Pickens, Special Assistant to the Provost for New Initiatives

Realizing that the journey toward critical thinking mastery is a lifelong, intellectually-disciplined, reflective process, this session will give you tools to identify and plan for your next steps. Through fast-paced, interactive exercises, you will sharpen your thinking about how to put critical thinking ideas to work for you and your students. You will:

- reflect on your new knowledge and past experiences with fostering critical thinking,
- integrate and consolidate your most significant insights, and
- explore next steps to apply what you’ve learned to your work with students.

You will experience tools and techniques for incorporating critical thinking concepts and competencies into varied learning contexts. Each participant will receive a copy of the Thinker’s Guide titled *How to Improve Student Learning* and have the opportunity to use this resource-rich handbook.

4:15 – 4:30 p.m.

Institute Wrap-Up/Door Prizes

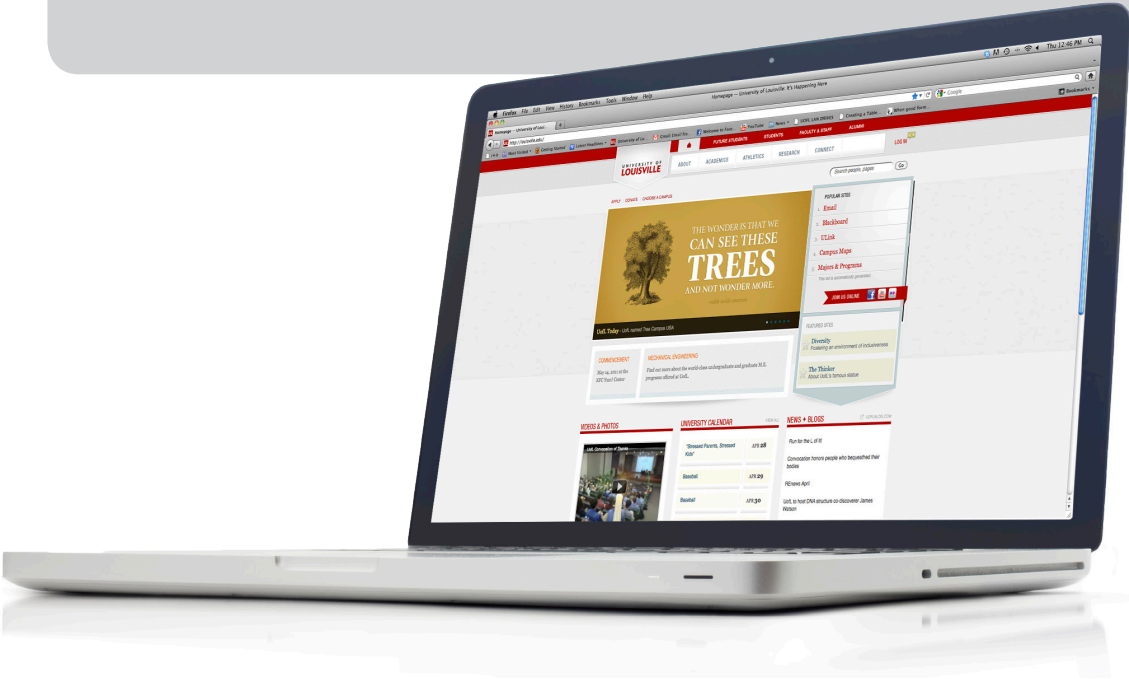
We’re going online with i2a Institute evaluations!

Feedback about your experiences at the i2a Institute is invaluable.

This year we are going green and sending out our Institute evaluation questionnaire via email.

Your feedback remains completely confidential and becomes an important piece of our planning for future i2a programs.

Look for the i2a Institute evaluation in your email inbox by May 26.



i2a Institute SUN Grant Poster Session

Supporting Undergraduate iNnovations SUN Grant Poster Session

The SUN Grant poster session will take place over the lunch session on Wednesday, March 25, 12:15 – 1:30 p.m.

Institute participants are welcome to linger and learn at lunch about creative and innovative faculty and staff projects for infusing critical thinking in the experiences of undergraduates at UofL.

Participants	Unit/Programs	Poster Title
Pam Curtis, M.Ed. and Natasha Ramsey, M.Ed.	Division of Student Affairs: Civic Engagement, Leadership and Service	Creating Comprehensive Departmental Learning Outcomes with Critical Thinking as a Frame
Paula Kommor, M.Ed.	College of Education and Human Development: Health and Sport Sciences	Interdisciplinary Wellness Coaching Minor Development Committee
Rich Lewine, Ph.D.	College of Arts and Sciences: Psychological and Brain Sciences	Mood, Critical Thinking and Cognitive Flexibility
Stefanie Livers, M.A.T.	College of Education and Human Development: Teaching and Learning	Critical Friends: Building a Professional Learning Community
Regina Roebuck, Ph.D.	College of Arts and Sciences: Modern Languages	Culminating Experience in Spanish
Janet Spence, M.Ed. and Nora Scobie, Ph.D.	Office of Undergraduate Advising Practice	Academic Improvement Model (AIM)
Mary Pat Wall, Ph.D.; Karen Black, M.S.N; Diane Chlebowy, Ph.D.; Vicki Hines-Martin, Ph.D.; Patricia Martin, M.S.N & Karen Singleton, M.S.N.	Nursing	Critical Analysis in Nursing Case Management

Keynote Bios



Dr. Gerald Nosich
Gerald Nosich, Ph.D., is a professor at Buffalo State College and professor emeritus at the University of New Orleans. He has been working with critical thinking concepts since 1977. Since the mid-1980s he has become committed to teaching for critical thinking across the curriculum. He is convinced that the only way for students to learn a subject matter is to think their way through it. He is the author of *Reasons and Arguments* (Wadsworth, 1982). His second book, *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum*, has recently been released in its fourth edition (Pearson, 2011) and has been translated into Spanish, Chinese, and Arabic.

He has given more than 200 workshops on all aspects of teaching for critical thinking. These have been given for instructors at all levels of education in the U.S., Canada, Thailand, Lithuania, Austria, Germany and England. He has worked with the U.S. Department of Education on a project for a National Assessment of Higher Order Thinking Skills; given teleconferences sponsored by PBS and Starlink on teaching for critical thinking within subject-matter courses; served as assistant director of the Center for Critical Thinking and as a consultant for ACT in Critical Thinking and Language Arts assessment; been a consultant and evaluator for SACS; and been featured as a noted scholar at the University of British Columbia. He is the author of numerous articles, audio- and videotapes on critical thinking and is an associate of the Foundation for Critical Thinking.



Harry Pickens
In his role as special assistant to the provost for new initiatives, Harry Pickens works across disciplines and traditional boundaries to inspire, catalyze and support innovations that contribute to an outstanding university experience for students, faculty, and staff. He is a faculty member of the School of Music and also brings skills in facilitation, leadership and communication developed over a 20-year career as an organizational consultant, professional speaker, and performing artist. His role in this session will be to provide stimulation to how we might apply what we know about today’s learners to better prepare our students for success in tomorrow’s world.

i2a Task Group

The Ideas to Action (i2a) Task Group provides support and guidance for the development, implementation and assessment of the Ideas to Action initiative. The i2a Task Group includes at least two i2a Facilitators in each academic unit who are responsible for providing i2a leadership at the school or college level.

You are invited to contact members of the i2a Task Group listed below to find out more about i2a activities in the unit and departments they represent.

Natasha Alvarez	Student Government Association Rep	nvalva01@louisville.edu
Michael Anthony	Cultural Center	mdanth02@louisville.edu
Alan Attaway	College of Business	anatta01@louisville.edu
Kathy Baumgartner	School of Public Health & Information Sciences	kbbaum01@louisville.edu
Cathy Bays	Ideas to Action	cathy.bays@louisville.edu
Dale Billingsley	Division of Undergraduate Affairs	dbbill01@louisville.edu
Dror Biran	School of Music	d0bira01@louisville.edu
Lynn Boyd	College of Business	lhboyd01@louisville.edu
David Britt	Health & Sport Sciences	dwbrit01@louisville.edu
Marie Kendall Brown	Delphi Center for Teaching & Learning	marie.brown@louisville.edu
Jill Butters	School of Dentistry	jmbutt01@louisville.edu
Henry Cunningham	Office of Community Engagement	hrcunn01@louisville.edu
Pam Curtis	Division of Student Affairs	pncurt01@louisville.edu
Manav Das	College of Arts & Sciences	mndas001@louisville.edu
Christopher P. Doane	School of Music	c0doan01@louisville.edu
Gerald Evans	Speed School of Engineering	gwevan01@louisville.edu
Pamela Feldhoff	EVP for Research	pwfeld01@louisville.edu
Cheryl Gilchrist	Institutional Research	cbgilc01@louisville.edu
James Graham	Speed School of Engineering	jhgrah01@louisville.edu
Nisha Gupta	Ideas to Action	nisha.gupta@louisville.edu
Marianne Hutti	School of Nursing	mhutt01@louisville.edu
Pat Martin	School of Nursing	psmart01@louisville.edu
Lee Mayer	School of Dentistry	lsmaye02@louisville.edu

i2a Task Group (continued)

Brandon McReynolds	Student Government Association Rep	bsmcre01@louisville.edu
Rose Mills	Part-Time Faculty Rep	rmmill01@louisville.edu
Judi Murray	Ideas to Action	judi.murray@louisville.edu
Eddie Newton	Ideas to Action	jenewt03@cardmail.edu
Kathleen Otto	Office of the Registrar	klotto01@louisville.edu
Patty Payette	Ideas to Action	patty.payette@louisville.edu
Armon Perry	Kent School of Social Work	arperr01@louisville.edu
Harry Pickens	Office of the Provost	hcpick01@louisville.edu
Latisha Reynolds	Libraries	lmreyn01@louisville.edu
Gale Rhodes	Delphi Center for Teaching & Learning	gale.rhodes@louisville.edu
Edna Ross	Ideas to Action	edna.ross@louisville.edu
Connie Shumake	Office of the Provost	ccshum01@louisville.edu
Terry Singer	Kent School of Social Work	tlsing01@louisville.edu
Nancy Theriot	College of Arts & Sciences	nmther01@louisville.edu
Krista Wallace-Boaz	Faculty Senate Rep	krista.wallace-boaz@louisville.edu
Peter Walton	School of Public Health & Information Sciences	plwalt01@louisville.edu
Joanne Webb	College of Education & Human Development	bjwebb01@louisville.edu
Richard Wilson	School of Public Health & Information Sciences	rwwils06@louisville.edu
Joanna Wolfe	College of Arts & Sciences	jlwolf02@louisville.edu



Patty Payette, Ph.D.

Executive Director, i2a
Associate Director, Delphi Center for Teaching and Learning
patty.payette@louisville.edu
502-852-5171



Cathy L. Bays, Ph.D.

i2a Specialist for Assessment
cathy.bays@louisville.edu
502-852-5105



Nisha Gupta, Ph.D.

i2a Specialist for Culminating Undergraduate Experiences
nisha.gupta@louisville.edu
502-852-5104



Edna Ross, Ph.D.

i2a Specialist for Critical Thinking
edna.ross@louisville.edu
502-852-5138



Harry Pickens

Special Assistant to the Provost for New Initiatives
hcpick01@louisville.edu
502-852-5221



Judi Murray

i2a Program Coordinator
judi.murray@louisville.edu
502-852-7611



Eddie Newton

i2a Graduate Student Assistant
jenewt03@louisville.edu
502-852-7251