

## Table of Contents

Call for 2009 Research Proposals .....	2
PTLC Goals 2008-2011 .....	7
PTLC Participants 2006-2009 .....	9
Interview with Professor Janet Casagrand .....	12
Interview with Professor Chris Daniels.....	17
Interview with Professor Storm Gloor .....	22
Interview with Professor Sean McGowan .....	26
Interview with Professor Shelly Miller .....	30
Interview with Professor Wesley Nuffer .....	34
Interview with Professor Mary Jane Rapport.....	38
Interview with Professor Curtis Smith.....	42

## Call for 2009 Research Proposals

The PTLC is publishing a call for proposed projects that will deepen student learning in higher education. Faculty from all colleges, schools, disciplines, and professional programs are eligible to apply. **The deadline for proposals is Wednesday, October 1, 2008.** You can expect to be notified by November 1, 2008.

### **Testimonials from past participants can be read online**

<http://www.colorado.edu/ptsp/PTLCtestimonials.htm>

### **Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Leadership Program**

“The University of Colorado System is now in the second year of its participation in CASTL, a program sponsored by the Carnegie Foundation for the Advancement of Teaching and Learning. The goals of CASTL include fostering inquiry and leadership for the improvement of student learning, developing and synthesizing knowledge about learning and teaching, and promoting institutional change in support of the scholarship of teaching and learning. Colleges and universities document and assess their efforts, and provide ongoing evidence of impact. CASTL staff also assesses the work in an effort to better understand and document the development of leadership capacity, knowledge building, and institutional change.” (From Carnegie Foundation News, May 2006).

In 2006, the Carnegie Foundation funded CU’s proposal to join CASTL. In making its award to CU, the Foundation asked for a three-year commitment of funding the President’s Teaching and Learning Collaborative 2006-2009, a project in which all faculty of the University of Colorado System are invited to participate.

The PTLC seeks to promote the practice of inquiry in teaching and of measuring student learning. In particular, the Collaborative assists University faculty in developing scholarly projects on teaching and learning intended for publication. (This program is modeled on the Carnegie Foundation national work on the Scholarship of Teaching and Learning.)

### **Who is eligible?**

All faculty members and teaching professors on any campus of the University of Colorado are encouraged to apply. We seek faculty with a record of innovation in teaching and/or assessment of learning as well as those just beginning to examine their teaching and their students’ learning. Experience in educational research is not a requirement. The aim of the program is to broaden participation of faculty in effective inquiry in learning and teaching. Familiarity with the literature on learning and teaching in one's discipline is an on going necessity, and the goal of the program is that PTLC participants publish their research.

### **What kind of research does PTLC support?**

Anne Becher inquires: "Does error classification in short Spanish compositions help students avoid common errors on subsequent papers?"

Kenneth Bettenhausen wants to know "whether participation in freshman seminars increases student engagement, retention rates, and academic success."

Alan Mickelson is developing "an assessment methodology that can provide a running assessment of student development during an electrical and computer engineering course."

Central to the PTLC is creating and disseminating scholarly work in teaching and learning to contribute to scholarship and practice in and across fields. To this end, each scholar designs and undertakes an investigation aimed at deepening her or his understanding of, and practice related to an important issue in innovative learning. Several features for projects should be kept in mind:

- Proposed work should center on definitions, experiences, problems, and values related to effective teaching and learning as well as investigations of one's own students and classroom practices.
- The focus of this work should be teaching and learning for understanding, exploring primarily the character and depth of student learning that results (or does not) from particular teacher practices.
- We look for attention to enduring, widely recognized issues and questions that have broad relevance or implications for student learning. Scholarship that advances understanding of such questions is more likely to find audiences. We also are interested in work that demonstrates a commitment to the personal and social development of students.
- Of further interest is work explicitly linked to established lines of research. Like other forms of scholarship, the scholarship of teaching and learning builds on work done by others. All proposals should review research related to the specific problem to be investigated.

### **What are the benefits?**

Investigators will receive \$800 to support a graduate or undergraduate research assistant. Travel support to present project results at a conference will be available by application (funds will support about 10 of the 20 participants this year.) Investigators accepted into the PTLC should expect to meet regularly with coaches and mentors to define, clarify, or revise their research project as it evolves into a focused research project be completed during the fellowship year.

The coach understands the Carnegie Foundation approach to enabling the scholarship of teaching and learning and offers aid as needed (e.g., shaping workable research questions, practical methods for exploratory research, and possible venues for presentation and publication.) The mentor understands the investigator's discipline and has teaching experience in that field. The mentor helps the investigator develop and maintain the relevance of her or his

work to the discipline. The researcher, coach, and mentor will meet as a team at least twice each semester to advance the researcher's project.

**What commitments are expected of participants?**

Progress Report meetings will take place monthly and allow investigators, coaches, and mentors time to discuss scholarly work on teaching and learning in small groups, and to open their research questions and research methodologies to peer review.

The launch meeting of the 2009 cohort will take place on Friday, December 12, 2008, from 9:30 AM to 12:30 PM. Lunch will be served after the meeting.

Publication, or notification of acceptance for publication, is expected by December 2009. Faculty Fellows will receive recognition at the campus and departmental levels upon completion of their research in December 2009. Because the growth of the PTLC depends on investigators' willingness to coach and mentor future PTLC investigators following their term in the program, each researcher is expected to participate as a coach or mentor in the following year.

The Institutional Review Board/Human Research Committee process should be completed early in the program. This review may take up to six weeks depending on the proposed project. PTLC coaches, mentors, the director, and the coordinator may be consulted to assist in this process. Data collection should take place by the summer of 2009 to ensure time to analyze the data and write up the results.

We thank the Carnegie Foundation for the Advancement of Teaching CASTL program for permission to adapt application materials.

**Faculty Growth in Research on Teaching and Learning**

The Collaborative seeks to facilitate the movement of faculty researchers along a continuum of growth in their research on teaching and learning. We anticipate that faculty researchers will be found in one of the three phases Weston and McAlpine identified in "Making Explicit the Development of the Scholarship of Teaching: A Continuum of Growth" (New Directions for Teaching and Learning, no. 86, Summer 2001):

- Phase One is about researchers' growth in their own teaching and is for researchers who have extended their knowledge about their teaching and about their students' learning.
- Phase Two is defined by researchers' ongoing dialogue with colleagues about the topics teaching and learning. Here researchers are engaged in conversations with others and have become involved in collaborative work about teaching and learning.
- In Phase Three researchers have increased their scholarly knowledge about teaching and learning. They have moved beyond dialogue and have made their work public through publications and presentations. They are also applying their knowledge about

teaching and learning to their own classrooms.

Weston, Cynthia B., McAlpine, Lynn, "Making Explicit the Development of the Scholarship of Teaching: A Continuum of Growth." *New Directions for Teaching and Learning*, no. 86, Summer 2001.

We hope that all researchers reach at least Phase Two by the end of their year with the PTLC. We anticipate that they will move toward Phase Three with the expected publication of their research sponsored by the Collaborative.

### **How to Apply**

Please send the following all in a single Word document:

Cover sheet with the following information:

Name  
Job Title and/or Academic Rank  
Discipline and/or Professional Field  
Institution  
Campus Address  
City, State, Zip Code  
Phone  
E-mail  
Curriculum Vitae

Letter of proposal (no more than four pages double-spaced and paginated, with your name in the header of each page) answering these questions:

- What is the central question, issue, or problem you plan to explore in your proposed work?
- Why is your central question, issue, or problem important, to you and to others who might benefit from or build on your findings?
- How do you plan to conduct your investigation? What sources of evidence do you plan to examine? What methods might you employ to gather and make sense of this evidence?
- How might you make your work available to others in ways that facilitate scholarly critique and review, and that contribute to thought and practice beyond the local? (Keep in mind that coaching will be available to help you develop these aspects of your proposal, so you need not feel you must present a finished project design at this time.)

Include a literature review of the theory and effective teaching practice of the subject of your inquiry in order to locate your research in the literature preceding it. (The website, <http://www.colorado.edu/ptsp/ptlc.html>, offers expert advice on how to conduct a modest literature review.)

What is your record of innovation in teaching and/or the assessment of learning?

Are you able to attend the required meetings as specified in Section 5, What are the Benefits?

Provide the name and contact information for someone who can serve as a mentor to you within the PTLC program. A mentor is a colleague in your discipline, broadly considered, who will help you develop your project.

Can you suggest an appropriate coach for your project? A coach is a faculty member who has experience with educational research and can thus guide you in your research on teaching and learning. This is NOT a requirement but may increase your likelihood of acceptance.

If your project is selected, are you willing to serve as a coach in PTLC in a future year?

You also will need a letter of nomination from department chair or unit head .

Department chair nomination (Adapted from the CU-Denver School of Medicine)

Name of faculty member:

Current academic rank:

Mailing address:

Department:

Phone:

Fax:

E-mail:

Describe the role that the faculty member currently plays in the department, including current teaching load and service.

Please indicate ways in which the candidate's PTLC participation might benefit the department, including opportunities to share research results with peers and students.

All application materials must be submitted electronically as attached Word documents to maryann.shea@colorado.edu no later than Wednesday, October 1, 2008.

### **Review Process**

For 2009, the PTLC will focus on projects emphasizing student learning at any educational level, undergraduate and above. Projects should be such that meaningful results can be obtained during the 2009 academic year and accepted in a peer-reviewed journal.

## PTLC Goals 2008-2011

**Annual PTLC Protocols**

- Issue annual calls for CU system-wide, research projects across the disciplines
- Develop sustainable institutional priorities
- Explore thematic emphases as a supplement (second stream) to the annual call for proposals
  - Draw themes from a CU commons of teaching and learning issues
  - Seek PTLC cohort input into theme selection
  - Seek CU administrative input into research issues in teaching and learning
  - Seek CU faculty input on research interests, themes
- Refine call process to attract quality proposals
  - Clarify criteria to ensure scholarly frameworks
    - Frame the process with SoTL terms and its sources (Carnegie; Boyer, et al.)
  - Seek a breadth and depth of disciplinary participation
    - Issue second-stage CU collaborative calls for returning PTLC scholars
      - Promote interdisciplinary projects
      - Promote cross-system proposals
      - Promote CU-community based proposals
  - Seek diversity by appointment, rank and CU site
  - Contact chairs and directors of each college at all CU sites as venues for PTLC faculty recruitment
  - Establish and maintain PTLC participant records
- Establish predictable timeline for PTLC work
  - Calls and decisions
  - Cohort meetings
  - PTLC annual showcase events

**Dissemination of PTLC Research**

- Promote local and national dissemination as integral to PTLC practices
- Provide annual CU venues for disseminating PTLC research
  - Plan local venues at CU sites with appropriate aims
    - Define SoTL and its scholarly roots
    - Workshop faculty on generating research questions / projects
    - Showcase cohort projects across the system
    - Strengthen scholarly connections between PTS and PTLC
- Expand and diversify CU venues across time
  - Plan CU system-wide conference
    - Showcase individual projects
    - Showcase thematic-stream projects
    - Showcase institutional critique and change projects that impact policy and improve teaching and learning
- Establish effective communication streams to showcase PTLC Research
  - Sustain PTLC website
  - Communicate research outcomes locally and across CU system
    - Communicate regularly with provosts
    - Record all PTLC projects as abstracts with publication outcomes
    - Record PTLC cohort recognitions for research, teaching and intellectual work
      - Grants

- Awards
- TP reviews of excellence in research and / or teaching
- External peer or program reviews
- Department and campus presentations of research in progress and publications
- Support PTLC cohort faculty travel to research forums beyond the system
  - Secure CU support for PTLC cohort travel to present peer –reviewed papers, posters or workshops
- Maintain a database of scholarly publications and venues that accept SoTL research across the discipline
  - Seek journal and venue input from PTLC participants annually
- Explore links to CU system-level of faculty awards
  - Link PTLC development to tenure and promotion review processes

### **Evaluation of PTLC Operations**

- Vice President meets with campus Provosts
- External evaluation done by University CARTSS Office of Ethnography and Evaluation
- Compile and analyze data of each faculty researcher, i.e., Professor Jones by interview, self-evaluation at the end of her participation
- Generate evaluation report to Vice President prepared by Director to System Vice President for Academic Affairs
- Generate semester evaluations to VP

### **PTLC Leadership**

- Appoint faculty directors for each CU site
  - Refine directors' roles
- Support PTLC leadership travel to SoTL Training Forums
  - Secure CU support for PTLC leadership travel to enhance PTLC administrative work

PTLC Participants 2006-2009

**Faculty involved as researchers with the PTLC**

**CU-Boulder**

**Applied Mathematics:** Mary Nelson

**Art and Art History:** Deborah Haynes

**Astrophysical and Planetary Sciences:** Michael Shull, John Stocke

**Civil, Environmental, and Architectural Engineering:** Paul Chinowsky

**Communication:** Cindy White

**Computer Science:** Clayton Lewis

**Ecology and Evolutionary Biology:** John Basey

**Education:** Susan Jurow

**Electrical and Computer Engineering:** Alan Mickelson

**English:** Mary Klages

**Geography:** Peter Blanken

**Integrative Physiology:** Janet Casagrand, Robert Hermanson

**Journalism and Mass Communication:** Kendra Gale

**Mechanical Engineering:** Michael Hannigan, Jean Hertzberg, Shelly Miller

**Music:** Alejandro Cremaschi

**Sociology:** Stefanie Mollborn

**Spanish and Portuguese:** Anne Becher

**Writing and Rhetoric:** Anne Bliss, Erik Ellis, Rosalyn Zigmond

**UC Denver**

**Business:** Kenneth Bettenhausen

**Communication and Evaluation:** Yvonne Kellar-Guenther

**Education and Human Development:** Scott Grabinger, Rodney Muth

**Medicine:** J. John Cohen, Joe Huggins, Lynne Bemis, Jeffrey Druck

**Music and Entertainment Industry Studies:** Judith Coe, Chris Daniels, Storm Gloor, Sean McGowan, Paul Musso

**Nursing:** Gail Armstrong, Gayle Preheim, Jane Kass-Wolff, Ernestine Kotthoff-Burrell, Mary Jane Rapport, Cathy Thompson, Jacqueline Jones

**Pharmacy:** Christopher Turner, Brian Hemstreet, Wesley Nuffer

**Psychology:** Richard Allen

**CU-Colorado Springs**

**Chemistry:** Allen Schoffstall

**Education:** Elaine Cheesman

**English:** Debra Dew

**Geography and Environmental Studies:** Brandon Vogt

**Kramer Family Library:** Sue Byerley

**Mathematics:** Gene Abrams, Radu Cascaval

**Visual and Performing Arts:** Suzanne MacAulay, Curtis Smith

## **Faculty involved as coaches and mentors with PTLC**

### **CU-Boulder**

**Applied Mathematics:** Mary Nelson

**Art and Art History:** Deborah Haynes

**Center for the Arts and Humanities:** Michael Zimmerman

**College of Music:** James Austin, Margaret Berg

**Computer Science:** Clayton Lewis

**Ecology and Evolutionary Biology:** John Basey

**Electrical and Computer Engineering:** Alan Mickelson

**English:** Martin Bickman

**Integrative Physiology:** Francoise Benay, Dale Mood, Kate Semsar

**Mechanical Engineering:** Jean Hertzberg

**Physics:** Steven Pollock

**Research faculty:** Sarah Taylor Hug

**School of Education:** Daniel Liston, Valerie Otero

**Sociology:** Leslie Irvine

**Writing and Rhetoric:** Erik Ellis, Rosalyn Zigmond

### **UC Denver**

**Center for Advancing Professional Excellence:** Gwyn Barley

**Clinical Science:** Joe Huggins

**College of Nursing:** Gail Armstrong, Gayle Preheim, Diane Skiba

**Education and Human Development:** Joanna Dunlap, Rod Muth, Ellen Stevens

**Geography and Environmental Studies:** Deborah Thomas

**Music and Entertainment Industry Studies:** Judith Coe, Francis Jermance

**Psychology:** Mitch Handelsman

**School of Medicine:** Carol Kamin, Gretchen Guiton, Robin Michaels

**School of Pharmacy:** Marianne McCollum, Christopher Turner, Robert Valuck

### **CU-Colorado Springs**

**Director of Excel Centers and Director of Student Retention:** Barbara Gaddis

**Geography and Environmental Studies:** Steve Jennings

**Institutional Research:** Ted Lamb

**Music:** Glen Whitehead

**Physics:** Jim Burkhard

**Visual and Performing Arts:** Suzanne MacAulay

**Faculty involved as advisors to the PTLC**

**CU-Boulder**

**Computer Science:** Clayton Lewis

**Sociology:** Stefanie Mollborn

**UC Denver**

**Education and Human Development:** Rod Muth, Ellen Stevens

**School of Medicine:** Robin Michaels

**School of Pharmacy:** Christopher Turner

**CU-Colorado Springs**

**Visual and Performing Arts:** Kathy Andrus, Suzanne MacAulay

**Geography and Environmental Studies:** Thomas Huber

*Provosts involved with PTLC*

**CU-Boulder:** Stein Sture

**UC Denver:** Roderick Nairn

**CU-Colorado Springs:** Margaret Bacon

Interview with Professor Janet Casagrand  
CU- Boulder, Department of Integrative Physiology  
September 24, 2009

Most important questions

Interviewer: When I spoke with you last spring, you told me that you had hoped to find a good way to analyze the differences between your class content though your participation with the PTLC. Do you feel you have gained or achieved this?

Janet Casagrand: What that process of analyzing data revealed is that using Bloom's taxonomy is not as straight forward as one might think. It really showed me that more training was needed. My graduate student research assistant came to me and said it would be a lot easier if he had a flow chart, so I spent some time developing a flow chart to help guide him through using Bloom's taxonomy. That actually is going to be very successful. I have tried it with three different people now. My coach, Kate Semsar, has been helping me with this. The flow chart has helped to improve consistency, make them [the raters] feel a lot more comfortable in their determinations, and it has stream-lined the whole process. I ended up going to three raters. I thought I would use two, but there were some initial consistency issues. We went to three raters so we can try to get consistency. One is my graduate student. Two work with the Science Education Initiative and are volunteering on this project. One of the things that came out is that raters who weren't in the class have a very difficult time knowing what was taught in the class, so the very first thing you have to determine is how the material was presented to the students. I am now going through the questions and writing whether or not it was presented in lecture format, so I am doing the first piece of the flow chart for them. I will get that all of that information within the next week, and we figure they should be able to rate it all within a week or two. Then I will also have them rate the homework and clicker questions. I am pretty positive the exam questions have changed. I want to then know how we moved the students from one level to the next. We are looking first for consistency between the three raters who are all rating the same questions. Without looking at the flow chart, the raters did not know what had been taught and were giving questions very different ratings because, for example, they saw the questions as synthesis questions instead of a comprehension question. It's not fair for me to ask them to look through the lecture material. It's really interesting because other people who are using Bloom's taxonomy just jump into someone's materials and rate their questions. I can't see how that could work.

I: Have you been in contact with your coach and mentor?

JC: Yes. They have both been helpful in this process.

I: What kind of contact have you had with them?

JC: With Kate [Semsar], we talk at least once a month about my project. That has been helpful. My mentor, Dr. Dale Mood, is in a sort of phased retirement, so he is sometimes around and sometimes not. I have had some really good conversations with him too though. He is very

familiar with Bloom's taxonomy. He has had a lot of insights into it that helped me develop my rubric and then my flow chart. He has helped me to really understand what those different levels are about.

I: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

JC: I was already convinced that the clickers and the homeworks were the way to go. The Bloom's taxonomy analysis is helping me to see that the exams have changed and that all this effort was worth it. It gives me more confidence in conversations with colleagues about teaching. A lot of people who have heard what I have been doing with Bloom's taxonomy and how I created the flowchart want to get their hands on those materials. I can't say this is going to change what I am doing, but it is confirming it.

I: You referenced talking with others about your analysis. Could you say that you see any impact of your PTLC participation in your dept, college, or campus beyond what you do in your individual classroom?

JC: I think what we came up with is fairly useful for other people as well. I couldn't say yet how that will play out, but I think others could use similar techniques to analyze data like this. A lot of people seem to want to do these analyses that compare past course material, but they don't have access to student data. Analyzing questions could be a good method for them.

I: How aware of what you are doing are other people in your department?

JC: My chair knows, and the other instructors know. Most of our faculty members are research faculty, and they may not be aware. My chair had me type up a news release, and then that went on our website. Others could have learned about my project that way.

I: What might the PTLC do to better meet your needs as an educational researcher?

JC: I am wondering if there is a way to have more local, on-campus resources. That could include brown bags or conferences. A way to chat with people on a more routine basis would be helpful. The Air Force Academy has a whole department or SOTL program with a library and people to talk with about how to work on projects. That would be so great on this campus.

#### Researcher and her/his project

I: Has your research question changed over time?

JC: My research question has not changed over time. My methodology has, as I explained.

I: Have you been reading research in your discipline?

JC: I tried. There doesn't seem to be a whole lot out there that relates to this question. I don't think there is much on this particular topic.

I: That means you really have something new to contribute then. Will you have a manuscript ready to send out by the end of this calendar year?

JC: That was my goal. I will definitely have one by the summer, but teaching a new class in the spring is really setting me back. I am hopeful. Working on a manuscript is rising to the top of my pile of things to do. There is definitely a manuscript about my study that will come out of this. I have also talked with my coach, Kate [Semsar], about a second idea. We think I could also write a commentary about Bloom's and the things people should be aware of when rating. I have some ideas, but I am also not sure where to publish this.

I: I suggest getting in touch with Alison Graber, the Boulder Education librarian. She is excellent. After you figure out the message of your manuscript, I suggest perusing the web resources Alison has put together for us so you can see some potential publication outlets. [Interviewer shows website to Professor Casagrand and gives her Alison Graber's contact information.]

I: Has your work on your research project changed the environment and culture of your classroom in any way?

JC: This project has not changed my classes right now. I am looking for confirmation that I am improving my students' level of achievement. Each of my classes is somewhat different, but with Neurophysiology, it's a large lecture class with about 100 students. I typically lecture and then there are between four and ten clicker questions per class. I give them time to discuss and answer the question, then I ask them to explain their answers, and then I tell them the right answer. I also explain the right answer and tell them why the other answers were wrong. I used to solely lecture. The last time I did that was in the fall of 2004. I added clicker questions, and then I added homework questions. Fall 2008 is the comparison semester with clicker questions and homeworks. I often spend at least half the class on this clicker question process. I want to say that the clicker questions and homeworks have helped me move the students to be able to answer more difficult test questions in Fall 2008 as compared to Fall 2004.

#### Researcher and the PTLC

I: How did you feel about the last meeting you attended?

JC: I attended most of them in the spring. I had to miss the first one in the fall. I will definitely make the one in November.

JC: Did you attend the June Boulder campus meeting?

I: No, unfortunately he scheduled that at a time at which I was teaching. I have gone to the majority of the meetings overall. Thursdays are better for me because I tend to teach on Mondays, Wednesdays, and Fridays. Next spring I will teach every day. I have not been

comfortable canceling classes to attend the meetings. I missed the Wednesday meetings. I really would have liked to go to the summer meetings, but it was right in the middle of my class. It would be nice to have more summer meetings though.

I: How have you felt about the meetings you have attended?

JC: Overall, the meetings have been helpful. I would like more time to discuss researchers' projects. I would like more time in small groups.

I: We are considering moving meetings to Fridays in the spring. How would you feel about that?

JC: If all the meetings were on Fridays and Aurora, I would not attend unless they were first thing in the morning. I teach two afternoon classes on Fridays. I would like it if every other meeting were local on-campus meetings. The problem is that a 2-hour meeting turns into a 4-hour meeting because of travel. It's a real challenge to give up a half of a day with half of that time going toward travel.

I: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

JC: It is great to be part of something that reaches across so many disciplines. The downside is the long distance travel to the Aurora campus.

#### PTLC (more broadly)

I: Have you made any presentations about your PTLC work to any campus groups or at any conferences?

JC: I made that presentation to the Science Education Initiative in May. I went to a SOTL conference at the Air Force Academy last week, on September 17. I heard the keynote speaker, saw the poster session, and talked with people about their research.

I: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

JC: No, not at this point.

I: How many conversations have you had about your project with colleagues outside the PTLC?

JC: I talk about it fairly often.

I: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

JC: Maybe each campus could report on the SOTL research being done. That might attract more interest. You could also have each department highlight SOTL research on their websites.

I: If you were to reflect back on your involvement with the PTLC since last December, what stands out most to you?

JC: The first thing that comes to mind is that I am really glad I got involved with the program. I don't know that this idea any would have gotten anywhere without the PTLC. It's good to have the support. It's good to have the motivation of knowing I have just one year to do this. It has forced me to focus on the project. I appreciate the support the PTLC has provided.

I: Those are all of my questions. Is there anything else you would like to add?

JC: I just really appreciate having been involved in this process. It's been a really good growth opportunity, and I am really excited about this project. I am really glad I was able to do it.

Interview with Professor Chris Daniels  
UC Denver, Music and Entertainment Industry Studies  
September 2, 2009

Researcher and her/his project

Interviewer: When I spoke with you last spring, you told me that you had hoped to gain a “clearer view of how the content of the courses and the curriculum has to evolve with the times” from your participation with the PTLC. Do you feel you have gained or achieved this?

Chris Daniels: Let me back up. In the field I am in, which is music business and specifically field artist management, the world as we know it has blown up. It is the manager’s primary job to get a record deal with a large record company, like Warner Brothers. The manager acts as the overseer. We have been teaching the old model here all the time I have been here, and I arrived in 2006. I have since rebuilt many courses, but we have far to go. And here we have alumni as a great resource, but we have not used them. Alumni are often looked at as a financial resource, but here they are an information resource. The basic idea is to get access to alumni and then get feedback from them about the relevance of their coursework in their current jobs, but that proved to be an interesting hurdle. When I went looking for contact information, I found that they had only 18 email addresses, which was disappointing from the perspective of wondering how we could do an anonymous survey. With so few people, we couldn’t call it anonymous. Then I found that we had 800 contacts with old fashioned street addresses, so I had to go to the IRB to get permission to do this by mail instead of email. It wasn’t until July 1 that this was approved by the IRB. The dean’s office was shocked that they had only 18 email addresses, so they funded the mailing which was great. Now we are starting to receive surveys back, which we sent out July 1. We will also send out a second postcard mailing to those who didn’t complete the survey yet. I have been working on setting up a matrix to codify all responses and be able to evaluate them. Hopefully I will also be able to do one additional thing, which is meetings with some alumni. And I already went to Berklee College of Music in Boston. I met with Karen Hunter, their alumni director. They are doing a 3-year review using the same process, but they have 30,000 people on their email list. That review involves a much bigger list and therefore a much bigger sample. What I want to know is whether this is okay. I know I am so far behind where I should be and where I had planned to be. I don’t know whether I can make your deadline. I know I am supposed to be further along.

I: I can see you have been stopped by hurdles that were completely unanticipated. One thing we are looking for all faculty researchers to do is a local presentation about your project and the PTLC. Could you do a presentation in the next month or two? You could talk about your project so far and about the scholarship of teaching and learning. This could be something as local as a departmental meeting. We then ask that you report back after the meeting.

CD: Great, yes, I can do that. I think I might be able to get time at the next faculty meeting. I could give a 5-minute presentation at upcoming faculty meeting in October. I will also give you a write-up of what people said in response. I hope to have this written up as an article by the

end of the year. This has crossed over into research thinking about alumni as a resource. Can you think of any journals that discuss alumni research?

I: I can't think of any that are about alumni research, but I can ask Mary Ann and our librarian.

I: Have you been in contact with your coach [Judy Coe] and mentor [Frank Jermance]?

CD: I have been waiting on the data collection side for so long that I haven't been able to go to them for help on analysis. I am going to have a lot of contact with Judy about this. I have been just waiting since July 1 to receive things back. That is when they went in the mail. We are hoping to receive 10% back. That seems to be an industry standard in the research I have read. So I'd like to be in line with that standard. I am also trying to figure out a way to organize the data. I am going to meet with Frank about setting up meetings with alumni, and that will probably happen within the next two to three weeks.

I: I think you could also benefit from talking with Judy and Frank about this matrix you have mentioned. They might have some useful input based on their past experiences with survey data.

CD: Great idea. I will definitely ask them.

I: Have you changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

CD: Actually my interactions with another researcher changed my project the most. Storm Gloor was incredibly helpful. He had gone through the approval process with the IRB before. He was the first person who helped me to realize that going from the idea of an anonymous survey to a mailing was going to be a hurdle with the IRB. He had gone through the IRB before and put me in touch with someone there who was incredibly helpful. I submitted things to IRB around June 1. We got approved for this survey in 30 days, which is incredibly fast for the IRB to get something done.

I: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

CD: I believe a future student will have the benefit of alumni feedback. By alumni, we think of nice people in coats and ties who give money. I am going after a new vision though. My vision of the alumni is of people working in the industry. They go fresh from courses into a quickly changing environment, and it's really an industry in a great deal of distress. Future students will have the benefit of a feedback loop. We aren't going to be getting data from alumni on a daily basis, but we will be getting annual information from them. At least that is my hope. I think it would be a really good thing. When alumni leave, we should certainly designate people who have industry jobs as resources. For now, we are going back to 1990 with the CU alumni records. I

am also going to use some of the Berklee data too. They go back 25 years and also use people who didn't graduate from the program but who completed as little as one semester of classes.

I: What might the PTLC do to better meet your needs as an educational researcher?

CD: That is a great question. I think I would answer it critically to say the one thing the PTLC could do would be to simplify the initial process. When you come in, you get a book with a zillion pages in it. There are just too many points of view and too much information. That could be important later when your understanding grows. I think instead Mary Ann could deliver some basic information quickly at the beginning. That is the kind of info I felt lost about. A standardized set of information that is very brief would be good. She should tell us immediately that we will need IRB approval. That could be distilled into her short presentation at the very beginning. Simplification would be helpful. That is my only criticism. You all are so helpful. I cannot compliment you enough, but since you asked I gave you one criticism here.

I: Has your research question changed over time?

CD: Right now we are collecting the data, which I had hoped would happen back in March. We are literally four months behind. I think I initially wanted to know how the students in the classes felt about the curriculum, and the alumni piece was going to be secondary. Then I realized the students in the classes had no critical ability to measure the stature of the class in the real world. I found that I had very high, 70%, approval ratings of the course, but the students couldn't review the relevance. Once I started looking to alumni, I realized my question had changed to be more about their feedback.

I: Have you been reading research in your discipline?

CD: I have been reading material relevant to people teaching something related to technology. See, I am in a place where the medium is the message. Technology is changing content. I tend to read professional publications, not popular publications and not peer-reviewed ones. I would say that these publications for professionals in the industry have the most relevant material. I do read one peer reviewed journal, and that is MEIA: Music and Entertainment Industries.... I can't remember the name exactly. Email me and I can tell you what it stands for. It's only published once a year. I will submit my article to that journal [Journal of the Music and Entertainment Industry Educators Association].

I: Have you hired a research assistant? If so, can you describe the role of the assistant in your research?

CD: I have one, and she was great! Nicole was able to do all of the student surveys. She and I worked through all the categorizing and matrices and student surveys. She is still funded for another month and a half. She is going to help this fall with inputting the data.

I: Has your PTLC participation challenged you to think more about assess student learning in your course? How?

CD: Yes, it has. It has changed the way I am doing some things. It has forced me to write a book. I just realized all the material out there is so drastically dated. From what I am hearing back from the alumni, there is no one is approaching the music business the way most people approach it. It has caused me to realize I need to write a book for the classes I teach. I am about 4 chapters into the 12 chapters that I will write. It will great.

I: So you will use that book as the basis of your classes?

CD: Yes, and it will not be traditionally published. Instead it must be able to be updated continually, and I will update it annually. We are working now to obtain rights to online publishing.

I: That makes sense that you can't use an old paradigm, like textbook publishing, in conjunction with your subject material because that material is clearly following a new model.

#### Researcher and the PTLC

I: If you were to reflect back on your involvement with the PTLC since last December, what stands out most to you?

CD: Let's see, I would say nothing stands out the most at this point. I guess that I would tell people new to the PTLC that they should expect things will not happen exactly as they anticipated. You will find out things you didn't think you would find out. Don't predetermine your answers or ideas.

I: How did you feel about the last meeting you attended?

CD: The meetings are great. Really the problem is the scheduling. Oftentimes it was at times when I was teaching. I had a lot class conflict. That was really a drag. I missed important meetings. You all might consider a time that works.

I: What do you think Friday meetings would be like for our 2010 cohort?

CD: That would be great but you'd have to be careful because Fridays are faculty meeting days on this campus. The first Friday is for faculty meetings, and the second Friday is generally for faculty committee meetings. It could work on the last two Fridays of the month though.

#### PTLC (more broadly)

I: Do you see any impact of your PTLC participation in your dept, college, or campus beyond what you do in your individual classroom?

CD: I hope so. I would hope there is a way I can relate to things other universities are doing. They have to look at updating their programs and using their alumni as a resource for information about that. CU is not good at that. It's a marketing idea, and they aren't thinking in those terms. I think there is a whole marvelous opportunity for the marketing side.

I: Have you made any presentations about your PTLC work to any campus groups or at any conferences?

CD: No, not yet. But I will make the one you just requested.

I: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

CD: If not exact collaboration, I have talked with Judy Coe and Storm Gloor about my project a lot.

I: How many conversations have you had about your project with colleagues outside the PTLC?

CD: I talk about this project frequently, but I am not sure I could put a number on it. I have talked about it a lot though.

I: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

CD: I think the one thing, it's a marketing thing: the message tends to get caught in the language. The message of the PTLC is so good. If you could distill this into a sentence or two and cut the rest of the academic talk, that would be good.

I: Those are all of my questions. Is there anything else you would like to add?

CD: No, I think the message is to Mary Ann is that I am still working though I haven't produced an article yet.

Interview with Professor Storm Gloor  
University of Colorado Denver, Music and Entertainment Industry Studies  
September 21, 2009

Most important questions

Interviewer: When I spoke with you last spring, you told me that you saw the PTLC “as an opportunity to delve into something [you had] been trying” in your classroom. Do you feel you have gained or achieved this?

Storm: I probably feel the same, if not more so, particularly with how it helped me in the classroom. I should preface this with saying that I did the first part of my research project and gathered some really good information from that. I benefited greatly from going through the process of analyzing my data to present to the COLTT conference in August. I was able to learn even more about Google Docs by analyzing my data for that conference. I am pretty sure this will help my students with this online collaborative tool I am using. It specifically has to do with group projects that I will continue to do in my classes. The second reason that I am continuing to benefit from my involvement with the PTLC are the contacts I have made through attending meetings. I asked Joannie Dunlap to be my mentor. I did not know her before, and I literally did not know what I was getting myself into. Joannie and I talk about teaching more than anything else. I don’t know how much we even talk about my particular project at this point. The networking that has taken place has been great. I would like to continue to attend meetings and be involved.

I: We do want people to remain involved. We encourage researchers to serve as coaches and/or mentors with future cohorts, so we may be contacting you about that in November. Have you been in contact with your with Judy much about your project?

Storm: I have been less involved with her about this project, maybe because I already know her. She helped me with practical questions like getting me to participate in the COLTT conference. She sent an email out about that and I decided to take up that opportunity.

I: Have you changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

Storm: No, my project has not changed much. I collected data in the spring, and now I hope to collect more.

I: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

Storm: There are stigmas and expected downsides that come with doing group projects. With Google Docs, you can address some of those things. One of the constant complaints is that there is someone who doesn’t do their fair share of work. With Google Docs, you actually know who isn’t doing it. Using the program, you can see ahead of time who isn’t working, so that

person is then more challenged to work as part of the group because they are aware that their peers can see their work. I think every professor avoids group projects because students dislike them and that reflects on FCQs. I think group projects are better because they are active and engaging projects, but I can do it better this way.

I: What might the PTLC do to better meet your needs as an educational researcher?

Storm: I would say that I am speaking for myself and a colleague when I say that the meetings are difficult to get to. I don't know how you get around it, but they conflict with teaching schedules.

I: We are considering meeting on Fridays in 2010. Does that seem to you like it might work better?

Storm: That is one step. I definitely think that could help. The other thing you could do would be to send an online poll to your cohort members to see when they are available. I hate to miss the meetings because they are fun and energizing.

I: We can consider doing that again. The problem we had with polling is that it seems like half the group always cannot make it, so polling only tells us which half it is. If you were to reflect back on your involvement with the PTLC since last December, what stands out most to you?

Storm: Probably the ability to network with so many people, particularly Joannie and the other professors at meeting. Meeting new people from different areas has been important.

I: Do you see any impact of your PTLC participation in your dept, college, or campus beyond what you do in your individual classroom?

Storm: I hope that I will get an opportunity to present to my dept and to my campus in some way. Right now, my research is probably only benefitting me. I did talk with several people after the COLTT conference though. One of the professors from Boulder wants me to use her classroom for research. I told her I would like to work with her in the future. It's someone from the sciences. I can't remember her name or department off hand.

I: Is your work influencing what your colleagues are doing?

Storm: Again, I haven't done work on getting the research out to them. Right now they don't know about it. That is my fault. I want more data before present to them.

#### Researcher and her/his project

I: More specifically, how is your project progressing so far?

Storm: I guess I am finished. I could write up and try to publish about it. I only taught two classes last semester. I would like to get a couple more sample populations. I am going to get in

touch with the IRB to extend my approval. I hope to have something worth publishing this next spring.

I: Has your research question changed over time?

Storm: My question has stayed the same.

I: Have you been reading research in your discipline?

Storm: Yes, that has been helpful. I have been reading research in education. I read the materials in that binder, and those were helpful. There isn't much research in the area of music for me to look to.

I: Have you hired a research assistant? If so, can you describe the role of the assistant in your research?

Storm: I'm glad you brought that up. I wish we could improve that. It was one of those situations where the money could only be used for one thing, which was hiring an assistant. For me, the work would only involve maybe 20 hours but it would have taken me maybe 20 or 25 hours of my time to show that person how to do it. Instead I used 10 hours of my time to do that work. I wish I could have use the money instead to attend the COLTT conference, to register and to pay for parking. That cost probably \$100 altogether. I wish I could have used the money for that too. Essentially, I wish there were other uses for that research assistant money.

#### Researcher and the PTLC

I: How did you feel about the last meeting you attended?

Storm: I can't think of anything that didn't work well. It seems like there are many people talking at the meetings. That is good. I don't characterize any of the meetings of sitting and listening to one person talking for hours. It's neat to hear from many different people.

I: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

Storm: It's been very cool to meet those other people from other campuses. At one meeting, I met with my coach and mentor plus someone from Boulder and someone from Colorado Springs. Those other two were listening to my project as total outsiders, which was a helpful perspective.

#### PTLC (more broadly)

I: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

Storm: I have not yet collaborated with anyone, but I may collaborate with that science person from Boulder.

I: How many conversations have you had about your project with colleagues outside the PTLC?

Storm: I have talked fairly frequently with people about this project, though I am not sure I could give you a number for how many conversations I have had.

I: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

Storm: No, not right off hand. I guess because we already had an advocate in our department, we had a few more faculty members participate than in other areas. Relying on previous participants is a good thing.

I: Those are all of my questions. Is there anything else you would like to add?

Storm: I purposely wanted to reach outside my discipline and do something not directly related to my work. Most people might want to stay within their focus. I would have been dissatisfied researching something close to my discipline. That made the process and project more challenging.

Interview with Professor Sean McGowan  
UC Denver, Music and Entertainment Industry Studies  
September 15, 2009

Question by interviewer: When I spoke with you last spring, you told me that you had hoped to “learn about improvisation” through your participation with the PTLC. Do you feel you have gained or achieved this?

Sean McGowan: I think it’s going pretty well actually. Honestly, I wasn’t expecting to find just one answer to my question because I don’t think there is just one answer. What is happening is that I have found there are several answers. That is the really interesting thing. I think it’s such a complex, ethereal topic. It straddles the line between science and art. I was hoping to get different answers. I wasn’t looking for a definitive answer.

Q: Have you been in contact with your coach and mentor?

SM: I have not been in contact with one of them very much, and I have a lot of contact with the other one. I see Judy a lot because she is my department chair and we have been involved in a number of projects together. Along the way, Judy has helped with questions when I ask her informally. I have had almost no contact with Deb [Deborah Thomas]. She has certainly been available, but I was really busy doing stuff over the summer. I haven’t had a lot questions for Deb though. I actually haven’t talked to her since last spring. We met last spring a few times for things like coffee for an hour. That was helpful.

Q: Have you pursued IRB/HRC approval since we talked last spring?

SM: I haven’t pursued that yet. I have not found the time. I have heard it takes over four hours to get through that thing. That is a step I have to do, and I will do it in the next few weeks. I honestly don’t see that as a huge issue. I am not doing any kind of medical research like drawing blood. I can certainly handle the anonymity issue that I will have with this research. It’s a pain, but I will get it done. It’s just one of those bureaucratic things. It’s such a pain. Obviously most of it isn’t applicable to my research

Q: Please look into that as soon as possible. I don’t know what IRB will tell you, but I am not sure you can publish research conducted without their approval. Have you changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

SM: I honestly haven’t had a lot of interaction with people outside my department, such as Storm Gloor and Paul Musso. I have talked with them informally. I am not sure that has changed my project, though it’s always helpful to reflect on projects through conversations with others.

Q: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

SM: I think it's already affected my students and their learning. I am asking my students to reflect on their progress in an active way through periodic recording, self observation, and written reflections. Most of my students are performing regularly; they are working professionals in a sense. Their answers and thoughts in their reflections have opened my eyes. They have turned me on to books I would not have read. Other times their reflections and ideas just inform me about what they are thinking about. Some of them have extensive backgrounds in jazz specifically. Others have varying backgrounds. I have also talked with my colleagues inside and outside the discipline of music. Over the summer, I talked with someone who does theatre improvisation. It was interesting to hear what she had to say about improvisation in a different discipline. I have zoomed out a bit and tried to talk and learn about improvisation more generally, as opposed to honing in on technical language that is specific to my discipline of music.

Q: What might the PTLC do to better meet your needs as an educational researcher?

SM: Could you eliminate the IRB requirement? I'm just kidding. I don't have any real big suggestions that come to mind. Obviously this PTLC project is one thing that we all have to balance with 10 million other things. I teach full time, have a newborn, perform musically all over the place, and work on research. I have this PTLC research project plus another research project too. I wish I had more time to devote to this research project. It's not like we all got grants to be able to focus on nothing but the PTLC. It has been challenging to accomplish all of these things. I can't think of anything the PTLC could do to serve us better. The meetings are hard to get to, but I don't think there is a way to improve that. My heavy teaching days are Wednesdays and Fridays, so I can't attend meetings on those days, such as the meeting tomorrow.

Q: Do you see any impact of your PTLC participation in your dept, college, or campus beyond what you do in your individual classroom?

SM: I don't know that it would influence my colleagues other than just inspire them to put forth their own proposals. Hopefully, Paul, Storm, and I have inspired people in the music program to see there is space for their own research in the PTLC. Maybe they will apply to be part of future cohorts. I am not sure how far beyond the classroom this work can reach. My own classroom and improving the experience of my students is important. Plus I get to apply this to my own research, which focuses on performance and composition. I might be aware of things I hadn't been aware of before. In other words, I have learned a lot through conducting this survey of my students' ideas. I can use that when I improvise.

#### Researcher and her/his project

Q: More specifically, how is your project progressing so far?

SM: I think it's just not going to be as well-defined as I had anticipated. I had thought I would have three tiers of people involved, but I haven't had that luxury of easily identifying people at three differing levels. Colleagues are part of my study. My improvisation class was canceled last spring, so I couldn't study those students. I had private students over the summer. I am teaching a class now too, but that just started. The inquiry will be represented by people at all levels. I had thought there would be three explicit tiers, but it hasn't worked out that way. One thing that is pretty cool that I have realized is that beginner students have opinions and observations that are at least as valid and useful as people who are more advanced. That has been an interesting sub-topic to investigate. That reveals a whole new series of questions. Here is one interesting thing, a question about learning: do students progress more quickly on account of something being new? That could relate to why beginner students have such interesting reflections. Along the way, I have come up with so many new inquiries, but I can't go down all of those corollary paths. I don't have the time for that now, so I am working hard to stay focused. I don't think there is a way to truly measure whether someone's improvisations are better now than they were a month ago, a year ago, or ten years ago. I have had some students say that improvisation is something that can be taught, and about half say it cannot be taught. I am not asking them if it can be learned, because they agree with that, but I am asking if it can be taught. It's a debated subject.

Q: Have you been reading research in your discipline?

SM: I have been reading, but open-ended research such as mine doesn't appear in the regular journals for music education. The readings I have found most helpful have been books on improvisation.

Q: Have you hired a research assistant? If so, can you describe the role of the assistant in your research?

SM: No. I have no plans to hire someone. I think this project is small enough that I don't need one.

Q: How did you feel about the last meeting you attended?

SM: Those meetings were definitely useful. For me, the most enjoyable meeting was the first one that we had. It was really long. It's so important to have a kick-off or a celebration of colleagues. It was powerful and inspiring to hear everyone talk about their projects. It was great to hear what they are all doing.

Q: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

SM: I think it is better that it's system-wide. I have the opportunity to meet people I wouldn't otherwise.

Q: How many conversations have you had about your project with colleagues outside the PTLC?

SM: Yes, I have had many conversations. Informally, it comes up often. Most of my friends are musician colleagues. We are constantly engaged in improvisation and reflection, so this isn't an esoteric research project that only lives in one room of my life.

Q: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

SM: as you know, people who work for universities are constantly saturated with information. My email inbox has 50 to 60 messages a day. Email is a hard way to tell people about the PTLC because they become deaf to solicitations like this. For me, the thing that was the impetus for this project was Judy Coe, my chair who really pushed us into this. She talked about it at several departmental meetings, and she talked to me individually. I think her personal involvement in championing this program is what got me involved. In terms of advice, I think departmental chairs have to push this as hard as possible. A personal invitation to the program would be good.

Q: If you were to reflect back on your involvement with the PTLC since last December, what stands out most to you?

SM: The most significant thing is that I have used this project as a learning tool for my own teaching. It has been forcing me to think of things in a lot of detail initially. Initially, everything was micro. I then got some results and realized I needed to zoom about and look more macro. That has affected my teaching, especially with my applied guitar students. It forced me to think deeply about these things as they pertain to the students' needs. That, in truth, has made me think of my own practice. I have been playing guitar for 25 years, and performing for 20 of those years. Sometimes you work so hard on a thing that you forget all of the triumphs and difficulties because you are focused on just working and getting the job done. To think deeply about the process with others who are in different places along their journey with music has been beneficial. This project has increased my understanding about what the students understand and how they learn.

Q: Those are all of my questions. Is there anything else you would like to add?

SM: In terms of the completion of this, are we expected to bring hard copies of our papers to the Nov?

Q: You are expected to submit your work to a journal or for a conference presentation by the end of this calendar year. We would certainly like a copy of your submission after it has been accepted.

SM: That is my only question then.

Interview with Professor Shelly Miller  
CU-Boulder, Department of Mechanical Engineering  
November 16, 2009

Researcher and her/his project

Interviewer: When I spoke with you last spring, you told me that you had hoped to raise your FCQ scores through your participation with the PTLC. Do you feel you have gained or achieved this?

Researcher: No. That is because I haven't really gotten going on my project yet.

I: Can you tell me how your project is progressing so far?

R: The main thing that I have had to work on is continuing my courage to just do it. It would be so easy for me to say I can't do it, so I have been working on my mental preparedness. The second aspect is that I have been narrowing down the assessment tools I want to use. I want to use two questionnaires and a pre- and post-test. The questionnaires are thing I have borrowed from other literature. The first one is widely used to measure stress to see how students are doing stress-wise. The second one is more about day-to-day experiences; it assesses how present you are in what you are doing. The pre- and post-tests are measures to see how students have changed over time. I teach two classes on the same subject, and I will change one class and leave the other one alone. This is where my personal courage comes in. I want to do a meditation during the last five minutes of class, but that is not something people do during an engineering class. I think it's important and good to do. I have been practicing. I am teaching freshman now, so I have been doing these things once in a while. I want to practice me asking them to meditate and see how they respond. I have done it four or five times. I have done meditation, guided meditation, and yoga. I have then asked students for feedback. They wanted to know why I wanted them to do this. They also wanted to know how to do it, so I gave them more information the next time. I think I make a bigger deal about it than they do.

I: I think you could go far by acting like what you are doing is normal. I think your students take their cues from you.

R: That is a good point. I think I am going to try to do that. The reflections I get back are not negative. Other people I know also seem very positive about it, and they wonder why I am not more confident.

I: You are waiting to implement this in the spring to use it in a particular course, right?

R: Yes, I will teach two sections of the same class. Each will have about 45 students. In one section, I will use the new techniques. I will match each class meeting to the 5Rhythms. I will do it for every class meeting throughout the semester. I am working on my HRC proposal. I will turn that in over the next few days. It might be exempt even, so that would be great. I talked to

someone at HRC on the phone about it. Students will turn in their responses with a coded number, so I won't have any identifying information.

I: Has your research question changed over time?

R: No, I am working with the same question and goal at this point.

I: Have you been reading research in your discipline?

R: I have been reading some papers about how people have use the two questionnaires I plan to use. I have done a little bit of reading, and it has been helpful.

I: Have you hired a research assistant? If so, can you describe the role of the assistant in your research?

R: I hired one for a little bit last semester. I will hire another in the next few weeks. That person can help me finish this semester and get started for implementing my ideas next semester.

I: Have you been in contact with your coach and mentor?

R: Yes. I checked in with both of them twice this semester.

I: Can you tell me about those interactions?

R: Jean [Hertzberg] helped me with the HRC stuff. Michael [Zimmerman] is encouraging me to move forward.

I: How would your research feel different if you worked on it without PTLC involvement?

R: I am not sure I would have worked on this project at all. I am nervous about putting my ideas into practice in the spring, but I am looking forward to it too.

I: Has your PTLC participation encouraged you to think about learning and learners? How?

R: Yes, I have been thinking more about learning. I have been thinking specifically about how to help my students learn more and learn better.

I: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

R: I think my students could really come to enjoy the class and look forward to attending. I want to give them the time to meditate at the end of class for five minutes. I want them to really enjoy coming to class and then being present while I am teaching. Then they can learn better. I think students are not learning efficiently because they are not present.

I: Do you see any impact of your PTLC participation in your dept, college, or campus beyond what you do in your individual classroom?

R: Within my department, only my mentor Jean [Hertzberg] knows what I am working on. I plan to talk with the Derek Reamon from the ISTEM program very soon.

#### Researcher and the PTLC

I: How did you feel about the last meeting you attended?

R: I really enjoyed it. I love hearing the results of people's work. I loved hearing the main speaker [Chris Turner] and the three others I got to hear.

I: What might the PTLC do to better meet your needs as an educational researcher?

R: I would like a document with information about each project. It would be helpful.

I: I am planning to create a PowerPoint presentation with some information about each project. Do you think that would fill this need?

R: I think it could really help.

I: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

R: It means that I can learn about people's work from the medical field, and I think it's so interesting that they are so interested in studying teaching.

#### PTLC (more broadly)

I: Have you made any presentations about your PTLC work to any campus groups or at any conferences?

R: No, I haven't.

I: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

R: I am in touch with my mentor and coach, but that is all for now.

I: How many conversations have you had about your project with colleagues outside the PTLC?

R: I do mention it frequently to others, but not typically to other faculty members. I talk about it with people I know through dance.

I: If you were to reflect back on your involvement with the PTLC since last December, what stands out most to you?

R: I think the overall program has really elevated my perception of teaching to a whole different level. It really can be thought of in a scholarly way. I like interacting with other players in the field. I really enjoy the meetings. I love to meet and talk to people. The HRC presentation and the library presentation were great.

I: Those are all of my questions. Is there anything else you would like to add?

R: No, thank you though.

Interview with Professor Wesley Nuffer  
UC Denver, School of Pharmacy  
October 20, 2009

Most important questions

Interviewer: When I spoke with you last spring, you told me that you had hoped through your participation with the PTLC to develop an assessment tool to assess students' learning at their pharmacy sites. Do you feel you have gained or achieved this?

Researcher: The project really evolved to where I decided to use standardized patients. I had a lot of different ideas. I had to streamline to accomplish this study in a limited amount of time, and it still won't be done on time. I needed a new plan rather than my idea of going to real sites and filming real patients. I thought I could start by using standardized patients. I contacted the CAPE center here on campus. It's a totally immersive simulation environment. We use it for standardized patients. They have a group of people they employ. They role play a case for students, and it's all filmed. They have multiple cameras. My students will go in there, meet a patient, and give advice. I am working on the assessment tool too. Working on inter-rater reliability is another aspect of this. I need to create a good enough tool or rubric to make it easy for raters to make reliable ratings. I will have students provide education to the patient. The patient will then rate the student. I went to a meeting over the summer and found a tool to assess pharmacy students' communication. This assessment will have three components: standardized patients who assess students, faculty members other than me who assess their communication, and faculty members who assess the information given by the students. My students will be experts in diabetes because they have spent six weeks in diabetes patient care clinics, so I want instead to have them counsel on a neutral disease state so I can assess their communication, which should be improving regardless of their familiarity with the disease. I chose two different disease states: hypertension and Alzheimer's.

I: Where are you in the process of bringing this student to fruition?

R: That's a good question. The hitch here is COMIRB. I submitted back in early August, but I got an email back that they are far behind schedule. The process is taking 8 to 12 weeks instead of the 2 to 4 weeks it says on their website, so I can't put the study into action in early November as I had planned. I instead reserved next rotation of students in January to go through this study. I should have all the data collected by the beginning of March.

I: Because you are not finished with your data collection yet, would you be interested in attending our 2010 PTLC meetings with the next cohort?

R: I talked with Chris Turner about that, but I decided to work in the capacity of a mentor for the next cohort. A colleague of mine, Kristen Brown, will be applying. I saw the deadline extension, and I plan to work with her so I can keep attending meetings in that way. My colleague will apply before December 1 deadline. Research of teaching and learning is brand new to her. She needs to know how to get started, so I recommended the PTLC. If I were doing

this on my own, I don't know that it ever would have happened. The COMIRB process is a good example. I had no idea how to go about it. It's not nearly as daunting when you understand the process. The speakers at the [progress report] meetings and the interaction with peers at the meetings have been helpful and motivating in that way. Because I receive helpful information, I am motivated to move forward

I: Have you been in contact with your coach and mentor?

R: I am absolutely in touch with Chris Turner frequently. I have talked with him numerous times about this. He has been supportive and helpful.

I: Have you changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

R: I would say both Chris and the group have changed things. It started with new ideas at a group meeting. Another big strength of the group is that it is full of such a diverse group. People, like yourself, have backgrounds in other things such as education and have more experience and expertise in measuring learning. Chris has been instrumental in helping me think things through and in helping me be realistic. I plan to expand this study in the future. A lot of people are looking critically at these pharmacy experiences. Nationally people are looking at the model even. The more we can show students are learning, the more we can show our model is working.

I: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

R: If you go by my bias, I think students constantly need to be in educational programs where they are in experiential settings more and less in didactic settings where we lecture to 150 students at a time. Instead we could hold them responsible for learning the material on their own through online learning, though textbooks, or other methods. I think experiential learning will keep expanding, and this will support the idea that students should get out of the classroom more. We are really transitioning to a model in which students are learning through providing direct patient care. Are we most effectively using our resources? I think we could do better.

I: You seem to be alluding to an impact of your PTLC participation beyond your own courses and department.

R: I think this research could open the door to other programs following our model. There is already a lot of interest in our model. If we can demonstrate strongly that this is a strong patient care model and a strong education model, I see impact far beyond the local.

#### Researcher and her/his project

I: Have you been reading research in your discipline?

R: I have read some. I networked a lot at the national meeting: AACP. It's a college of pharmacy type of meeting; it's all educators, not clinicians. My job position here has opened me to a greater appreciation of the education piece for pharmacy students. It's hard to objectively measure things like students learning communication skills.

I: Have you hired a research assistant? If so, can you describe the role of the assistant in your research?

R: I don't think I will. I think I have people on faculty who will help me along the way. Hiring standardized patients will cost around \$1800. I am going to get in touch with Mary Ann about getting the \$800 to see if that can go toward the standardized patients.

I: Please get in touch with her today about that because I think your opportunity to ask for funding ends as soon as next week. Has your PTLC participation encouraged you to think about learning and learners? How?

R: The PTLC has absolutely challenged me to think more about learning. The diversity of the people within the group makes you have a much better perspective. I am always a believer in broadening our perspectives by interacting with people outside our own immediate environments. People in music and education are so far away from the type of work I usually do. There are themes that carry across the disciplines, and one is that it turns out that we are all interested in improving students' learning.

I: Has involvement in the PTLC encouraged you to assess student learning in your course? How?

R: Yes. This whole project is about assessment, so I am certainly focusing on that. However, I can't say I have an answer for how exactly to do it yet.

I: Has your work on your research project changed the environment and culture of your classroom in any way?

R: Not yet but only because the timeline of my project has been pushed back some. In the larger picture, I think this will change things. These experiential pieces are a huge portion of their 4<sup>th</sup> year of education. If we got data that this is a good way to educate students, this could shift the way we run our program.

I: At one point you talked about returning to your students with the outcomes of the assessment?

R: That is another good question. I will not be doing that right now. We will try to make this assessment process more a standard part of the course first so we can assess students. Then I hope to work toward giving students feedback and making the assessment something they can learn from.

Researcher and the PTLC

I: How did you feel about the last meeting you attended?

R: They have all been very helpful. I find people helpful and encouraging at every meeting.

I: What might the PTLC do to better meet your needs as an educational researcher?

R: No I don't think there is any way to do so. The resources were always available. The summer break was difficult but needed. It seemed like we had a big break but that's hard because I think many other departments don't work on campus during the summer. I have recommended the PTLC as a resource for other colleagues. I am new to this research, so I can't see any need for improvements to the program. It has met my needs.

PTLC (more broadly)

I: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

R: Not any concrete ones yet, but I talk with people about this all the time. Other faculty will be involved with helping me to assess students, but I am not sure that is a collaboration.

I: If you were to reflect back on your involvement with the PTLC since last December, what stands out most to you?

R: There isn't any one thing that stands out. It's more what stands out the most is the process of putting together the project. I ran into all these logistics of what is necessary. There were just so many logistical problems regarding assessing learning that I did not anticipate. For example, COMIRB was daunting, but I was helped through it. Having to stay on a timeline and having to give you feedback has helped keep me motivated. PTLC has showed me that this actually isn't that hard. I understand the process now.

I: Those are all of my questions. Is there anything else you would like to add?

R: The PTLC needs a marketing department. I think that is why you had to extend the deadline. I can't say I have a better idea on how to market the PTLC because that isn't exactly my expertise. Person to person contact has been how it has worked, but you need greater visibility. I don't think mass emailing will work. I am not sure how to help others find out about it. I think the PTLC has the greatest value for new researchers and less value for those who have done this before. Maybe Mary Ann could distribute literature in the orientation packet to new faculty. Or maybe she or someone else representing the PTLC could speak at new faculty orientation day. You would then need a list of new faculty so you could follow up and get in touch when they are less overwhelmed. I definitely plan to stay involved!

Interview with Professor Mary Jane Rapport  
UC Denver, School of Medicine  
September 2, 2009

Most important questions

Suzanne (interviewer): When I spoke with you last fall, you told me that you had hoped to “finish writing a publishable article and submit it.” I know you emailed about having submitted an article, so can you tell me more about that?

Mary Jane (interviewee): Yes, I submitted an article with a couple of coauthors. It was reviewed and then returned for some revisions. We worked on those revisions and completed them over the summer. We resubmitted, but we haven’t heard back yet.

S: Can you tell me about your publication outlet?

MJ: We submitted the article to the Journal of Physical Therapy Education. It is a journal that is primarily for physical therapy faculty educators. The main body that started the journal was a specific section within our national organization. It is the section about education. Of course, there is more readership than just the people who belong to that section. The journal is also peer-reviewed, and it’s been around for a long time, probably for about 20 years.

S: Can you tell me about the article you wrote?

MJ: The article is about the community volunteer program that we run. That program already existed before I got involved with the PTLC, but there hadn’t been any assessment of the program. In the article, we spend time describing the program, how we assessed it, and what the results were.

S: You said you had a couple of coauthors. Can you tell me about them and their involvement?

MJ: The second author is a faculty colleague who is the primary person who started the community volunteer program and has the primary responsibility for that program on a day to day basis. The third author is a graduate student who wanted some writing experience and opportunities for assessment. He is coming to the project without internal knowledge of the project. I mean, he doesn’t know much about our program, so he could look more objectively at the community volunteer program. It was helpful to have that more objective perspective.

S: Have you been in contact with your coach/mentor [Gretchen Guiton]?

MJ: Gretchen reviewed the paper and gave us some suggestions. She was also involved in data analysis. She helped me to think of some good ways to analyze the data. We have met a couple of times total. We have also emailed. Gretchen was very helpful throughout the research, analysis, and writing process.

S: Do you have any future plans to continue this line of research?

MJ: We may do some other types of assessment for the community volunteer project. We talk about that some in our paper, that we hope to do some further assessment. Right now we are making a few changes to the program because we feel they are needed, so we are focused on that right now instead of assessing. Across the whole campus we might have a program that would subsume our program. It's really very early to say how that would look. If that does in fact happen, it would not serve a purpose to continue our program. So further assessment is not going to happen immediately because of the changes we are making. It may not happen at all if the campus-wide program is created.

S: Have you changed part or parts of your project based on your interaction with the group at meetings or with your mentor/coach?

MJ: I don't know that I have made changes, but the meetings have helped me have a view of the scholarship of teaching and learning across the university. I gained information but I don't know that they changed my project.

S: Can you say more about what you mean by saying that you "gained information?"

MJ: I already had COMIRB approval when I started my work with the PTLC, but it was helpful to hear about how it works anyway. Like, the levels of COMIRB approval. If it's not expedited, I learned about other ways are to submit. It wasn't going to change what I did right then but helpful for the future. That's just one example. I learned about resources that could be useful for future research.

S: If you were to imagine a future student participating in your program, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

MJ: Yes that is actually why we are changing some of the components now internally. An example is that we realized now that it would be better for the students to be part of a 2-year program instead of a 3-year program. In their third year, they are out on their clinical work, so it's hard for them to maintain the relationships. That third year is very demanding because they are out on clinical, and we learned that the students are frustrated by their lack of availability. Then the volunteers also feel let down by how little time the students have for them even though we tell them this in advance. Our new students start in the summer, and we will make that change for the next incoming class in summer 2010. Those incoming students will be part of a 2-year community volunteer program.

S: What might the PTLC do to better meet your needs as an educational researcher?

MJ: I don't think anything could be done better. It met my needs. I can't think of anything I would have done differently or better.

S: If you were to reflect back on your involvement with the PTLC since December 2007, what stands out most to you?

MJ: I think the conference that Mary Ann organized and held back in February was really great. I think that really brought a lot of awareness of teaching and learning to a broader audience. I thought it made those ideas noticeable to people who hadn't thought much about teaching and learning before.

S: Do you see any impact of your PTLC participation in your dept, college, or campus beyond what you do in your individual classroom?

MJ: If it gets published it will have an impact.

S: What kind of change could publication bring?

MJ: It's always good to have publications that come from our program. They make us more visible. I mean that not only on this campus but across the country. It would raise the visibility of our community volunteer program so there would probably be a lot of interest from other physical therapy education programs.

S: Is your work influencing what your colleagues are doing?

MJ: They are noticing, though I am not sure it is influencing them. Some of them do assessment of their work already, and we are now preparing for our outside accreditation process. That accreditation process has meant that we have had to do more of that assessment work.

#### Researcher and her/his project

S: Has your research question changed over time?

MJ: No, I have stayed focused on the same question.

S: Have you been reading research in your discipline?

MJ: Yes, I did read related research. I had already been reading in that area before I got involved with the PTLC though.

S: Have you hired a research assistant? If so, can you describe the role of the assistant in your research?

MJ: I had the grad student. I guess you could call him a research assistant. He worked on the article with us.

S: Has involvement in the PTLC encouraged you to assess student learning in your course? How?

MJ: I think that assessing student learning has always been an interest of mine. I am certainly attuned to it. But the PTLC has been helpful in that it has connected me with other people across the university. It's very helpful to know what others are doing in this area. It has made me more aware of other faculty and other researchers' projects.

Researcher and the PTLC

S: How did you feel about the last meeting you attended?

MJ: Well there haven't been any meetings for a while. I can't go to the one this month either. But I did feel that attention was paid to the comments I made last time I talked to you. I felt the meetings have been productive in this year as compared to last year. Some of the speakers talked about were topics that were repeated for me since I had done this for another year, but I can't really complain about that. Most everyone was new to the PTLC, so the information wasn't new to them.

PTLC (more broadly)

S: Have you made any presentations about your PTLC work to any campus groups or at any conferences?

MJ: No, not specifically about the PTLC or this project.

S: How many conversations have you had about your project with colleagues outside the PTLC?

MJ: I have had a number of informal conversations but nothing formal.

S: Do you have any suggestions for how we could bring about more faculty involvement in the PTLC?

MJ: Not specifically. I think that some people read all those emails and some don't. Our dept chair knows that I am involved in this. He had re-sent them out to our dept faculty list to make sure people notice them. Some people don't read the general emails, but they would probably look at an email from our department chair.

S: Those are all of my questions. Is there anything else you would like to add?

MJ: I don't think so.

Interview with Professor Curtis Smith  
CU-Colorado Spring, Department of Visual and Performing Arts  
October 9, 2009

Most important questions

Interviewer: When I spoke with you last spring, you told me that you had hoped to learn how to define and assess creativity from your participation with the PTLC. Do you feel you have gained or achieved this?

Researcher: Yes, I think I will be there soon. I am still looking at it and working on it. I think I can define it, and I think I can assess it. I am working on the assessment part. I have checked with assessment people, both musical and not. For example, I have looked at how people assess figure skaters, gymnasts, and singers. My topic is computer music.

I: How has your project changed since I talked to you in the spring?

R: I have been working on figuring out what to listen for in computer music. I am pretty much ready to start writing. I want to have an assessment tool that I can give students, so they know how I will assess them. There are four basic issues of creativity: knowledge base, flow, originality, and an understanding of the big picture. I lost the summer on working on this to teaching a class to high school from 8:00 to 5:00 for one week. It was very long and very intense. I worried ahead of time that it might be torture, but it was wonderful. I also had to teach an additional class this fall, which meant a lot of time in preparation this summer. It is team-taught, so I spent time working in partnership with the other teacher. For my PTLC project, my thesis will be that creativity is the result of many activities that seem non-creative.

I: Have you been in contact with your coach and mentor?

R: I have but just a little. Sarah [Hug] has been helpful.

I: Have you changed part or parts of your project based on your interaction with the group at meetings or with your mentor or coach?

R: No, I don't think it has. I went to a 2-day meeting at the Air Force Academy and then couldn't make the September PTLC meeting. I heard the keynote speaker talk about pedagogies of engagement, which was interesting to me.

I: If you were to imagine a future student participating in your classroom, can you describe the ways your PTLC research might affect her or his learning? Please be specific.

R: It could terrifically change things for them. I gave an exam at the beginning of the course with 70-plus questions and one student, for example, could only answer a third of the questions. All students should be able to answer all questions by the end of the semester. My goal is to chip away at the things they don't know, so I work on that every class period. I have

also been working to engage my students in more activities together. Previously, I used lecture and demonstration in my classes.

I: What might the PTLC do to better meet your needs as an educational researcher?

R: I will be at the meeting in November, even though it means canceling a class.

I: Do you see any impact of your PTLC participation in your dept, college, or campus beyond what you do in your individual classroom?

R: I sure hope so. I am going to give a presentation to Curiosity Unlimited in December. Kathy Andrus has talked about me doing a presentation for our faculty on the topic of creativity I also plan to get an article out of this, which I will send to the Journal of Research in Music Education.

#### Researcher and her/his project

I: Have you been reading research in your discipline?

R: Yes, both inside and outside my discipline, and it has been helpful. The reading I have done will contribute to the article I will write.

I: Has your PTLC participation encouraged you to think about learning and learners? How?

R: Yes, I have been thinking about teaching and learning. Learning is the key. I have always been thinking about it but I've gotten better about it through my work with the PTLC.

#### Researcher and the PTLC

I: What difference, if any, do you think it has made to you that the PTLC is a system-wide collaborative?

R: I think it's really good that it's system-wide. I have enjoyed seeing what different folks in the system are doing. I met Rod Muth at the Air Force conference.

#### PTLC (more broadly)

I: Have you made any presentations about your PTLC work to any campus groups or at any conferences?

R: I spoke about creativity for 30 minutes at the Air Force Academy conference.

I: How has the PTLC facilitated collaboration between and among other colleagues in your school, your dept, your campus, or across campuses?

R: They are aware of what I am doing, but I have not been involved in any collaboration yet.

I: How many conversations have you had about your project with colleagues outside the PTLC?

R: I talk about creativity and this project all the time. It would be hard for me to quantify that.

I: If you were to reflect back on your involvement with the PTLC since last December, what stands out most to you?

R: I went to a conference in the spring, and that stands out the most for me. I heard a professor [Stefanie Mollborn, CU Boulder, Sociology] speak about using clickers. That was great. I was a little embarrassed by how weak one of the presentations was. That was the one by someone from the College of Education on my campus.

I: Those are all of my questions. Is there anything else you would like to add?

R: I will be at the November meeting, though I don't think anyone else from this campus will be there.