

IUPUI Summary of Engaging Faculty Strand
Robert von der Osten

- 1. Focus not on assessment for assessment sake but make assessment part of the larger effort to enhance teaching and student learning, especially through faculty development and inquiries into teaching.**
 - a. Here we are right on with the inquiries project. We need to dedicate a solid effort to expand this project and get multiple faculty from a discipline to participate.
 - b. Piriam suggested, rightly, encouraging learning communities on teaching within areas. These can make assessment part of a broader project of enhancing student learning. This can be a clear direction to mentors.
- 2. Create sustained, engaged leaders of assessment who are persistent.**
 - a. Here both the Academy Team and the Mentors should serve us well in building a committed cadre of leaders with expertise.
- 3. Share assessment best practices.**
 - a. We need to continue to work on this and post more examples of course assessment on the web site.
 - b. We need to expand the assessment newsletter and regularly feature best practices from around campus.
- 4. Reward and institutionally acknowledge assessment efforts.**
 - a. The assessment award is a good start in this area.
 - b. We need to get assessment recognized as part of hiring, tenure review, post-tenure review, and promotion processes.
- 5. Department Chairs/Heads are the key.**
 - a. We need to work more with heads/chairs on assessment.
 - b. We need to do less telling and more listening and supporting to help them develop the assessment effort of their area.
- 6. Be sensitive to the differences among areas and their standards, pedagogy, and professional ideal.**
- 7. Develop departmental/program connections to university wide goals/outcomes such as critical thinking, collaboration, and other lifelong learning skills.**
- 8. Tie assessment to faculty interests,**
 - a. We are fortunate in that most of our faculty are very interested in students having the knowledge and skills necessary to be successful in their careers.
 - b. Most faculty are very interested in students learning what they teach in their classroom.

General note. Would we benefit from highlighting one thing we could excel at and really cheer the campus community in developing this approach? I think we could be a national leader in site based (internships and employment) assessment of student learning.