General Charge

The Teaching Committee shall be responsible for all matters relating to evaluation and improvement of the quality of instruction in the college, and for making appropriate recommendations to the dean and the faculty.

Specific Charges for the 2016-2017 Academic Year

1. Oversee the College Teaching Award nomination and selection process and revise as needed.

   The Teaching Committee reviewed the College Teaching Award nominations and selected the 2017 award winner.

2. Continue to collect data regarding TA appointments for all ENGR courses. Using this data set and any other information you find useful, explore the impact of increased College enrollment on TA sustainability and the undergraduate and graduate educational experiences.

   The committee collected the TA appointment data for AY2016-2017 and added them to the previously compiled data set (see supplementary information). Most ratios are fairly stable with the exception of Dynamics, which seems to have increased in the past few years. The breakdown of graduate to undergraduate TAs has been added to the charts. It appears that the number of undergraduate TAs has been growing for the following courses: Engineering Problem Solving I, Engineering Problem Solving II, Circuits, Computers in Engineering, Mechanics of Deformable Bodies, and Design for Manufacturing. The committee recommends that the EFC examine the trend. Possible reasons could include: too few available graduate students for TA appointments, ability to stretch TA budgets with undergraduate TAs, and perceived effectiveness of graduate vs. undergraduate TAs.

3. Monitor the new ICON (Canvas). Report any problems with this change as it affects the College’s educational mission.
ICON powered by Canvas does not handle teams as well as ICON powered by Desire 2 Learn did. Since engineering work relies heavily upon teamwork to solve large problems, Jessop met with Annette Beck in ITS to go over various problems encountered when working with teams and their submissions in ICON.

The committee solicited feedback from CoE faculty regarding their experiences with the new ICON during Fall 2017 (see supplementary information). Of those who responded (N=31), 45% received training on the new Canvas platform, 46% found the transition from Desire 2 Learn to Canvas to be difficult or very difficult, and 65% spent 5 hours or less setting up a typical course website on the new Canvas platform. Speedgrader and grading rubrics were most frequently mentioned as new features that were liked most. Common features that were most disliked included: email; grade function (and its export feature); and uncertainties with release dates, publication, and confidentiality. In addition, several users commented that the Canvas interface did not seem intuitive. Faculty noted that ITS support is good; however, Canvas response to fixing identified errors is poor. The committee will share survey results with Annette Beck in ITS.

Jessop has been appointed to the ICON steering committee through 2017, providing a natural liaison for the CoE. In January 2018, Sugiyama will appoint a replacement from the Teaching Committee to continue the two-way flow of information regarding ICON and its impact.

4. **Monitor the efficiency of the University’s Assessing the Classroom Environment (ACE) procedure.**

The committee met with Interim Associate Dean Jon Kuhl to discuss the CoE ACE experience. Kuhl said that there were several administrative issues (e.g., multiple forms for the same faculty member, student access to forms for other sections in courses with multiple instructors, etc.) during the last ACE cycle; however, he believes that these issues have been addressed. One issue that is being raised University-wide is determining if the ACE questions are biased toward lecture-based formats, especially as more faculty are trying new forms of pedagogy. The ACE response rate in Engineering is still low (in fact, less than the University average). Causes may include: Engineering student workload is higher, Engineering students have too many surveys to complete, and student perception of value is low. A concern is how the low response rate is affecting the P&T process, especially since the responses are probably not representative of the entire class. Unfortunately, for now, the burden is on the faculty (rather than the University) to foster increases in the response rate.

5. **Propose ideas to increase the use of Active Learning, Cooperative Learning, and Problem-based Learning approaches in the undergraduate and graduate programs of the CoE, and provide possible suggestions for implementation.**

The committee met with Interim Associate Dean Jon Kuhl to discuss resources and programming available for CoE faculty. Faculty development in the CoE is moving to the Associate Dean for Graduate Programs & Research. CoE faculty have been able to share best practices through the Engineering Lecture & Something More series. Kuhl is changing the format of the lunch-and-learn series to begin dialogues on the restructuring of the core classes.
and making better connections between the first and second half of the students’ time at the UI (focusing on experiential learning).

The committee also met with Maggie Jesse (Senior IT Director), Jean Florman (Director, Center for Teaching) and Anna Flaming (Specialist in Teaching and Learning, Center for Teaching). Jesse overviewed the new Learning Design Collaboratory initiative (see supplementary information), which will provide more coordinated (staff) support to faculty for the adoption of active learning strategies. Florman and Flaming highlighted Center for Teaching resources available to CoE faculty (see supplementary information):

- Early Career Faculty Academy¹
- Handbook for Teaching Excellence²
- Training sessions, such as TILE Essentials
- Teaching workshops, such as 4CAST

They also offered to have Center for Teaching representatives present at CoE new faculty orientations, as well as in departmental faculty meetings.


The final report is herewith respectfully submitted with several items of supplementary information:

- TA data for ENGR courses: Fall 2008 – Spring 2017
- ICON/Canvas survey results
- Learning Design Collaboratory handout
- Center for Teaching resource cards

7. Recommend specific charges for the 2017-2018 College of Engineering Teaching Committee.

- Oversee the College Teaching Award nomination and selection process and revise as needed.
- Continue to collect data regarding TA appointments for all ENGR. Using this data set and any other information you find useful, explore the impact of increased College enrollment on TA sustainability and the undergraduate and graduate educational experiences.
- Monitor the new ICON (Canvas). Report any problems with this change as it affects the College’s educational mission.

Julie L. P. Jessop
Associate Professor
Chemical & Biochemical Engineering

¹ https://teach.its.uiowa.edu/early-career-faculty-academy
² https://teach.its.uiowa.edu/handbook-teaching-excellence-6th-edition
The ICON/CANVAS Survey was administered to the COE Faculty via a Qualtrics Survey on March 20, 2017. Faculty had until March 28 to respond, with a reminder email sent on March 27. The responses of the 31 COE Faculty who participated in the survey are summarized below.

Did you receive any ICON/CANVAS training?

<table>
<thead>
<tr>
<th></th>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>(N = 17)</td>
<td>(N = 14)</td>
</tr>
</tbody>
</table>

If so, what?

- Training with the SITA staff
- General features of CANVAS
- Introduction arranged by ECS last spring
- COE had a session for us
- Watched videos that were available on the UI website
- COE seminar before last fall
- Attended the ICON CANVAS office hours held in Aug 2016
- A brief intro to the new CANVAS
- How to manage GRADES, how to do QUIZZES
- A brief introduction provided by ITS during a departmental retreat
- The general canvas training offered by ITS
- Basic and grade book

How easy was the transition to ICON/CANVAS?

<table>
<thead>
<tr>
<th></th>
<th>Very Easy</th>
<th>Easy</th>
<th>Neutral</th>
<th>Difficult</th>
<th>Very Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>3%</td>
<td>19%</td>
<td>32%</td>
<td>39%</td>
<td>7%</td>
</tr>
<tr>
<td>Response</td>
<td>(N = 1)</td>
<td>(N = 6)</td>
<td>(N = 10)</td>
<td>(N = 12)</td>
<td>(N = 2)</td>
</tr>
</tbody>
</table>

About how many hours did you spend setting up a typical course website in ICON/CANVAS?

<table>
<thead>
<tr>
<th>Time</th>
<th>Percent Response</th>
<th>Average Time (h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 hours</td>
<td>65% (N = 17)</td>
<td>2 ± 1</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>19% (N = 5)</td>
<td>9 ± 1</td>
</tr>
<tr>
<td>11-20 hours</td>
<td>8% (N = 2)</td>
<td>20 ± 0</td>
</tr>
<tr>
<td>Over 20 hours</td>
<td>8% (N = 2)</td>
<td>37 ± 18</td>
</tr>
</tbody>
</table>
Comments:

- Depends. Still modifying.
- Hard to tell.
- Many and it’s ongoing.
- Throughout a semester, I spend a lot of time putting new materials on ICON and keeping them well organized. I did the same with ICON/D2L as well.

What ICON/CANVAS features do you use?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>77%</td>
<td>24</td>
</tr>
<tr>
<td>Discussion</td>
<td>16%</td>
<td>5</td>
</tr>
<tr>
<td>Grades</td>
<td>90%</td>
<td>28</td>
</tr>
<tr>
<td>People</td>
<td>68%</td>
<td>21</td>
</tr>
<tr>
<td>Files</td>
<td>90%</td>
<td>28</td>
</tr>
<tr>
<td>Syllabus</td>
<td>42%</td>
<td>13</td>
</tr>
<tr>
<td>Outcomes</td>
<td>3%</td>
<td>1</td>
</tr>
<tr>
<td>Quizzes</td>
<td>45%</td>
<td>14</td>
</tr>
<tr>
<td>Modules</td>
<td>90%</td>
<td>28</td>
</tr>
<tr>
<td>Conferences</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Collaborations</td>
<td>3%</td>
<td>1</td>
</tr>
<tr>
<td>Chat</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Inbox</td>
<td>42%</td>
<td>13</td>
</tr>
<tr>
<td>Dashboard</td>
<td>55%</td>
<td>17</td>
</tr>
<tr>
<td>Calendar</td>
<td>32%</td>
<td>10</td>
</tr>
<tr>
<td>Commons</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
<td>4</td>
</tr>
</tbody>
</table>
Write-in responses for Other:

- Announcements
- MOSS
- CANVAS plug-ins to external resources
- Mediamanager (eventually just gave up on this)

What features do you like most about ICON/CANVAS?

- Speedgrader
- Speed grading
- "Speed grader
- SpeedGrader is nice.
- Speedgrader and rubrics! Finally there is a system advanced enough to manage online assignment submissions and grading. I really like that I can use People to allow students to sign up for things (e.g., computer lab times). I like that it can automatically drop the n-lowest scores in assignment category. I also like that students can "what-if" to calculate their possible scores.
- Grading... having the ability to use rubrics and the ability to markup and comment on electronic submission directly within ICON is the best.
- Assignment-grade relationship
- link assignments with grades
- QUIZZES, QUESTION BANKS, GRADES
- I like being able to have online quizzes.
- Sending mail.
- Modules
- New how to do everything in the first implementation, Just made it so had to learn were the new product features are hidden
- Nice clean style
- It has been reliable. Page creation is easy and the html editing tools are reasonably sophisticated, e.g., files can be easily linked.
- Can move topics around easily
- Not much
- It's easy to create online assignments.
- The ability to set ALL due dates, availability dates, etc., via a Google spreadsheet - very fast and convenient. SpeedGrader is excellent. Equation generation, with variable inputs, in the quiz feature is nice. And, the mobile phone app is excellent.
- It looks clean.
- I am not really using the new CANVAS interface yet

What ICON/CANVAS features do you dislike the most? Why?

- It is not intuitive, I am required to log in as I change class. I preferred the old module structure, the one we have is clunky. Emailing is not straightforward and I ended up creating a personal email list. I thought that the previous version was fine and I am not sure why we changed it.
- Not obvious how to e-mail an individual student.
• The dropbox feature is not as good as the previous dropbox feature. It is difficult to configure and use.
• ICON/CANVAS is NOT user-friendly and unintuitive; clumsy, especially for large class sizes
• grades - I find it difficult to see the grade distribution. I do like how ICON calculates grades.
• "It is never clear to me if students can actually see what I have posted, and I typically have not known until they complain that they can't access something.
• I hate that they can see things I post before the date that I specify as the "not available until" date. This is confusing for them and requires extra work for me as I need to respond to their confusion."
• Not really applicable yet
• One can assigns weights to assignment categories --- that's nice. But if you want each assignment in a category to have the same weight, you have to make each worth the same points. The old ICON handled that.
• Mail and navigation. Mail appears to be separated from the courses. Each time you need to send a message to a student/group you have to leave the course go to mail, it returns to the main page of the course then you need to navigate back to were you left. The navigation through out the site is awkward - always seems to take several steps to get to where you want to be. For example, when you are in the assignments you cannot directly get to modules without backing out then getting the main menu of options.
• Can't post grade without the assignment feature. This is very unfortunate.
• "Quizzes (these are very difficult to set up especially when there are figures and equations)"
• Files (It is difficult to determine where they are and how to to delete or update them)
• Help (it is really complicated to navigate the on-line Help file; it does not give a straight answer to simple questions)"
• "I hate the email in CANVAS. It is very difficult to select individual students to email. It would be very convenient to have checkboxes next to their names to select the students that I want to email. I also want to have access to each student's regular email address in CANVAS. I want to be able to email students from my regular email so I keep a record of my emails with students. Currently, I have half my emails on CANVAS and the other half on my regular email. CANVAS does not send me a copy of my own emails so there is no way for me to verify that my email was sent properly to the class. Also, I am unable to get my own sent emails for my records. Instead, I have to copy my message and send it to myself using my own email to keep a record of important emails that I send. I also dislike the format of the emails that students send me from CANVAS.
• The final grades at the end of the semester are different than the current grades. I have to calculate final grades myself in Excel since I can't trust the grades generated by CANVAS.
• You can't enter text fields into the grades table. We use this to assign seating for exams in our 450 student class.
• The drop the highest N grades does not work."
• lack of webdav or other easy way to get files into the system
• I was not able to get the email feature to work correctly, and so I stopped trying. Some of the students would get the messages while others would not.
• "Grade export did not work initially."
They have stripped out all of the I'm formation from my previous courses no longer can look at previous years assignment on line, cant easily get information about past students work product so I can refer to I when writing a letter of recommendation

"--Certain file types that students uploaded do not get included in the Turnitin analysis.

--Quiz grading was cumbersome for my intended usage. I was able to export quiz responses to analyze in Excel but it switched the order of the answers. I went and t"

Incredibly non-intuitive to use. e.g., sorting students in the Grades panel was highly difficult- clicking usually took me to a different page, unless I was *extremely* careful to only hit the bottom-left corner of the table header (but not bottom-right, or top-left or top-right) corner. Now I understand why this is, but the learning curve was *not* appreciated. Also, this is only one of MANY examples where I expected something to be "easy" (and often it was in the earlier D2L ICON), but it most decidedly was not. Another example is that it the "Grades" page is extremely difficult to work with, in terms of what component scrolls depending on where the mouse was placed, and with no ability to view only certain sections (so that when the number of students is large, and the number of assignments is large, then the presence of several tiny quizzes can prevent an overall view of the students' grades from being found). Therefore, I constantly found myself bypassing ICON/CANVAS and exporting the data to work in MS Excel instead.

The grading tools do not allow the equal weighting of assignments with different points in a common category. This renders the grading tools useless unless a cumbersome (temporary?) workaround (creating a separate category for each assignment) is employed (see https://its.uiowa.edu/support/article/104831). Unfortunately this "fix" renders other "features" useless (e.g., discarding the x lowest scores) because assignments can no longer be grouped.

My conclusion - in light of CANVAs limited grading capabilities it is simpler to maintain grades in an offline spreadsheet. But maintaining an online gradebook is supposed to be one of the key features of LMSs such as CANVAS. This is a MAJOR oversight.

Stupid way you input "assignments" and fact that email is an after thought.

The fact that the materials are hidden by default.

it is hard for me to find out how to send emails or messages to people, when I used ICON for the first time.

files are visible to students. Even if an assignment/exam is not released, the files can be viewed.

"had a very jarring time trying to upload and stream videos. Was a nightmare trying to merge sections. There is disparity and latency between instructor view and student view. One day, suddenly all equations disappeared from the quizzes, right before the midterm, only to come back again hours later. The ICON server would also go down without warning, always with perfect timing before an exam, which made it hard to teach, and hard to learn for the students.

The list goes on, but these were the main (and MAJOR) painpoints."

ICON should allow the user to add files through Modules section, rather than adding files through Files section first and then link them in Modules section. Old ICON was better in this aspect.

Syllabus

I have no dislikes at the moment. I do miss be able to see which students access certain content elements like was possible in the D2L platform. Haven't found the same functionality in Canvas.
What additions and/or improvements to ICON/CANVAS would you like to see?

- Better dropbox capability. In particular, I should be able to set up different components of an assignment (prelab, test procedure, final report, peer evaluations) without setting up multiple assignments.
- I am looking forward to better peer-review apps. I would also like better integration with UICapture/Panopto that allows for editing of recorded lectures.
- An easy way to email the class list from ICON.
- I don't have comments yet.
- I'm liking what is there already. I only know of some minor tweaks, which I've already asked ITS about and were already in the queue.
- Stop changing.
- "More intuitive File system
- Better on-line help"
- "The email in CANVAS needs a major overhaul. It is very difficult to select individual students to email. It would be very convenient to have checkboxes next to their names to select the students that I want to email. I also want to have access to each student's regular email address in CANVAS. I want to be able to email students from my regular email so I keep a record of my emails with students. Currently, I have half my emails on CANVAS and the other half on my regular email. CANVAS does not send me a copy of my own emails so their is no way for me to verify that my email was sent properly to the class. Also, I am unable to get this email for my records. I have to copy my message and send it to myself using my own email to keep a record of important emails that I send.
- CANVAS needs a much better way of computing and displaying statistics for assignments and exams. I want to see the average, standard deviation, median, and a histogram of the grades in a nice graphic at a minimum. Students should also be able to see their grade and compare it to these statistics and the histogram of the grades for the class.
- The response time of CANVAS is slow for large classes. You have to wait for all the grade information to populate before you can do anything on the page.
- It would be nice to be able to select multiple files at once in the Files and be able to delete them all at once. As far as I know, I need to select each file to delete and confirm that I want to delete them. This is a pain if you have a lot of files to delete. I would like to select all the files that I want to delete with a checkbox next to the file, click delete, and then confirm the deletion.
- On the Courses dashboard, when you select all Courses, a list of all my courses appear. This page needs to have a sort function. Currently all the classes are listed in a semi-random format which makes it very difficult to find a particular course. It would be great if the headings could be clicked to sort the courses by that field.
- Fix the problem that the final grades at the end of the semester is different than the current grades.
- Allow text fields to be entered into the grades table.
• Fix the bug that dropping the highest N grades works. Dropping the lowest N grades works."
• adding webdav
• I would like to be able to email the class reliably (ICON last year was no problem).
• "Do not keep tweaking it. Leave it be a stable implementation.
• Allow multiple downloads to be attached to a single item. I have used on 1 item to be used for multiple drops (such as 5 weekly reading drops that become on grade item )"
• "Ease-of-use. The entire experience feels more like a ""beta test"" rather than a finished product that someone would actually pay for. As an example, it would be great to ""fix"" a certain column in the Grades page - e.g., overall grade, or overall homework grade, much like Student Name and Secondary ID already are - so that constant scrolling left & right (which kept leading to me accidentally going ""back"" and ""forward"" in the internet browser I was using) is not necessary to see which grade in which multiple sets of assignments go with which student. Alternately, the ability to ""hide"" certain columns - such as minor quizzes - would act to the same effect, and allow someone to view both individual homework assignments (at the far left) and the overall homework grade (at the far right) in the same view.
• Also, use solely dedicated UI computer servers, so that an outage of Amazon's cloud will not result in a loss of service in UI."
• "Enhance the grading tool to support common grade setups, such as the equal weight assignment, unequal points per assignment setup, described above.
• Make email and "assignments" as in putting into grading sheet separate buttons
• Set release condition on files and tie them automatically to folders.
• I would honestly passionately love to go back to the old ICON, which worked just fine.
• ICON should allow the user to add a column in Grades section without creating assignments.
• #NAME?
• I'm satisfied.

What additional assistance would you like to have available to facilitate the use of ICON/CANVAS?
• The support staff at ITS have been very helpful.
• None at this point.
• I like the new ICON/CANVAS system!
• Very nonintuitive.
• Whoever made the decision to switch from D2L to Canvas did not consider the cost of switching in terms of faculty time, training personnel and their time. This has been an unnecessary burden on the faculty time.
• "The central IT at Iowa is not responsive to errors in the system. I have pointed out a number of issues and they reply back with work-around solutions. It would be much simpler if they would just fix the bug or add a feature.
• Please send this survey out again next semester to see if central IT has fixed any of the problems that were generated by this survey."
• I like the new system fine, and especially the ability to post assignments, have online discussions (threads), and have quizzes. I really like being able to import course material from prior years (please never take that away!).
• Make a stable implementation and stick with it, add additional features as a superset of add ons that can be used as needed
• There was a pretty steep learning curve at the beginning.
• I absolutely hate using it. I wish I didn’t, but unfortunately I do. Some things are easy - such as dragging and dropping a file into the Files section - while other things are either excruciatingly difficult, or else potentially easy but with an extremely non-intuitive solution. e.g., a "Syllabus" section that does not actually represent a "syllabus" (as in, https://en.wikipedia.org/wiki/Syllabus), but instead seems to be some sort of "calendar". Often I end up bypassing CANVAS entirely and using my own solutions - e.g., I deposit a syllabus in the "Files" section, and then answer questions from students individually when they ask where it is.
• The ICON staff’s efforts to ease the pain of the transition from D2L to CANVAS, and their knowledge are great. They are always helpful and friendly.
• IT IS AN EXCELLENT RESOURCE FOR THE TEACHING-LEARNING PROCESS
• I would honestly passionately love to go back to the old ICON, which worked just fine. It will be good if we can at least fall back on the old ICON when the CANVAS server just blips out. This is a major issue, as then I have no easy way to even email the students.
• None
• I do not seen any new value added over the previous version
Overview
Student achievement in courses is a critical goal and many instructors hope to augment their courses with instructional strategies that better support students’ achievement of learning objectives. However, it can be difficult to:

1) select the most effective instructional strategy for the particular course environment
2) assess the outcomes of these instructional strategies
3) use that knowledge to improve future iterations of courses to foster curricular improvements

To provide more support for the adoption of effective instructional strategies in UI courses, the Office of Teaching, Learning & Technology (OTLT) and the University College Division of Continuing Education (DCE) are combining their expertise and resources to help instructors implement instructional strategies that can promote better student outcomes. This service, called the Learning Design Collaboratory, will include staff from both OTLT and DCE who will work closely with instructors—from the design of activities to the assessment of end-of-semester outcomes—to efficiently facilitate the re-design of courses and help instructors achieve the goals they have for their students.

Goals

- **Improve student success**
  - Improve the quality and engagement of student activity
  - Increase the ability to track outcomes
  - Improved academic achievement in subsequent courses
  - Lower DFW rates
  - Increase retention

- **Improve faculty experience**
  - Offer access to a team approach to course development
  - Provide opportunities for active participation in the faculty cohort and networking
  - Engage participants in national conversations and research
  - Increase understanding of pedagogy and practice
  - Provide opportunities for deeper assessment and research of their own teaching
  - Develop more reflective practitioners

- **Improve the quality of course design and delivery**
  - Sustain the improvements into future courses
  - Institutionalize these changes so they become the norm across campus
  - Improve the overall quality of the academic experience and the national reputation of the institution

- **Lower the cost of course delivery**
  - Decrease content and delivery costs to the students
  - Lower the cost to the institution
Faculty Cohort

Faculty participating in this initiative will:

- Meet in consultation with the Project Manager and other appropriate staff to determine project goals
- Based on the outcomes of the initial consultation, a team of appropriate staff will be assembled to begin working with the faculty member. This team may include an instructional designer, as well as any other appropriate consulting, research or instructional technology staff, who will meet with them regularly throughout the redesign process for their course
- Meet with analytics and research staff to identify opportunities and to participate in research activities as appropriate
- Participate in cohort workshops and activities
- Deliver a redesigned course by or during a specified time period, preferable within the next semester
- Be provided ongoing support as determined appropriate by the entire Iowa Learning Design Collaboratory team
- Be provided a stipend of (TBD) which will be paid out based on mutually agreed upon milestones
- Be available in subsequent semesters to provide some level of mentorship to future cohort members
Learning Design Collaboratory
Support Structure and Governance

Executive Sponsors
- Steve Fleagle, Associate Vice President, Chief Information Officer (CIO)
- Lon Moeller, Associate Provost for Undergraduate Education

Leadership Team – meets regularly
- Maggie Jesse and Anne Zalenski – co-facilitators
- Andrew Beckett
- Chris Clark
- Jean Florman
- Sam Van Horne

Project Team
- Chris Clark, Project Manager
- Nina Prozzo, Lead Instructional Designer
- Amy Oberfoell, Lead Instructional Designer
- Jane Russell, Consulting and Research
- Yu Zhao, Assessment and Learning Analytics Specialist
- Jean Florman, Faculty Development (replaced when new hire)

Other Campus Resources – as needed - examples:
- Library
- SITA
- ITS staff
- Collegiate IDs or tech support
- Etc.

Faculty & course #1
Faculty & course #2
Faculty & course #3
Faculty & course #4
Faculty & course #5
The Center for Teaching encourages and supports excellence in teaching and learning at the University of Iowa. Our services are free, voluntary, and confidential.

**OUR SERVICES**

- one-on-one consultations
- workshops, faculty institutes & trainings
- lending library
- SITA services
- online resources
- faculty learning communities
- mid-semester teaching assessment
- graduate student and post-doc development
- Thank-A-Teacher Program
- Early Career Program
The Early Career Program is designed for instructors in their first three years of teaching at Iowa. We offer support for course design, grading, leading discussion, classroom management, assignment design, student motivation, and more.

EARLY CAREER SERVICES

- one-on-one confidential consultations
- workshops on topics in teaching and learning
- classroom observations and feedback
- confidential midterm assessments of teaching by student interview (CLASSI)
- facilitated small-group conversations
- monthly low-prep reading and discussion group

Anna Flaming, PhD
anna-flaming@uiowa.edu
319-335-2156

Center for Teaching
2080 University Capitol Centre
319-335-6046
8:00 AM - 5:00 PM M-F