

# *Promoting Student Learning by Being “Student Ready”*

Jenna Rickus

Vice Provost for Teaching and Learning



# *Purdue Students by the Numbers*

Total # of  
Purdue  
Students

% of UG  
students who  
graduate in 4 yrs

% of UG who are  
1<sup>st</sup> generation  
college students

Average starting  
salary of 2022  
grads

Total # of  
graduate  
students

UG student to  
academic  
advisor ratio

% of students with  
a successful career  
outcome after  
graduation

# *Purdue Students by the Numbers*

>50,000

65.6%

20%

\$68,371

>12,000

225:1

97%

# *Enrollment Growth & Investment in Faculty*

Record applications for 2023-24. Enrollment remains high:

2021 largest incoming class in Purdue history.

2022 was 2nd largest incoming class.

**2023 estimated 3rd largest incoming class.**

Made investments to support growth:

Fall 2021 – 39 new tenure-track and clinical faculty lines added.

Fall 2022 – 97 new tenure-track and clinical faculty lines added.

Fall 2023 – 76 new tenure-track and clinical faculty lines added ... in total ~153 new faculty joining us this Fall.

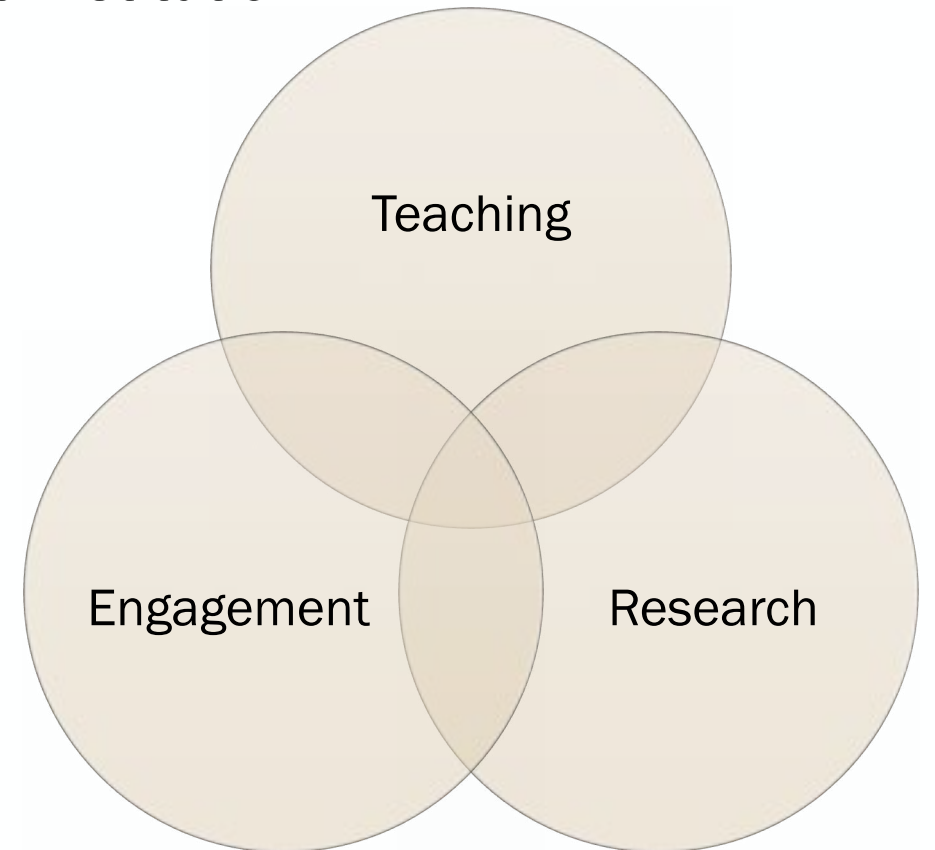


# *Teaching is Core to Our Mission*

We are a Large, Public, Land-Grant Research-Intensive Institution where Teaching matters

Teaching ...

- is a part of our tripartite mission
- is not mutually exclusive with research
- is a service to the state, to the public—and to the greater good
- is foundational to our goals of excellence at scale
- maximizes the potential of all students
- is defined by our Purdue Framework for Teaching Excellence



# *What to Prioritize before Stepping into the Classroom*



- Teaching is an Interpersonal Process
- Evidence-Informed Suggestions and Guidance
- Your Syllabus and the First Day of Class
- Support for Your Great Teaching & your overall success

## *Thinking Back...*

Think:

About the characteristics of an excellent instructor you had in college...

What made them great?

Pair & Share





# Teaching is a Human Process



## Your Teaching Persona

- Humanity
- Elements of your personality
- Mentoring at scale (e.g., names, emails)
- Ambassador for those who are “othered”

## Perspective Taking/Seeking

- Ability to consider a different point of view—seek data regarding other points of view
- We were not typical students
- There is no typical student

**Don't just teach to your former self**



# *A Million Ways to be a Boilermaker*

## Student Experience in the Research University (SERU)—National Undergraduate Survey

- 28% of students indicate having a disability
  - ~8% of PU students are engaged with the Disability Resource Center
  - Disability is frequently invisible
- 1 in 5 students is first generation
- 16% students report low income or working-class background
- 1 in 4 students has a job on or off-campus—5% more than 20 hours/week
- Veteran Success Center serves 3% of student body—53% increase since 2015



# *Purdue students say ....*

Student Experience in the Research University (SERU)—National Undergraduate Survey



- Most if not all students are challenged by the culture of Purdue
- Clear theme of instructor impact in terms of assistance and overcoming early challenges and failure experiences
- Classrooms as one of the more inclusive places on campus
- The majority would choose Purdue again, but less than half report feeling “respected as an individual”

# *Scholarship of Teaching & Learning*

We know a great deal from the research on college-level teaching

- Students' perceptions of instructors as approachable, well prepared, and sensitive to student needs—are associated with students' commitment to working harder, getting more out of class sessions, and willingness to express their own opinion.
- First-year students' experience of academic support from their instructors—is associated with their academic performance.
- Content is clearly important—Process and Tone are crucial

# *Scholarship of Teaching and Learning*



## Often Counter to our Training

- Individual emphasis
- Traditionally less focus on connection and collaboration

## Engagement, Belonging, and Community are Associated with:

- Academic performance—particularly for traditionally underserved students
- Academic motivation and self-efficacy, persistence of effort, physical health, mental health, and retention
- GPA and credits earned for students on probation



# Supporting Great Teaching



**SUPPORTING INSTRUCTORS**

COMMITTED TO STUDENT SUCCESS

[www.purdue.edu/innovativelearning](http://www.purdue.edu/innovativelearning)

The graphic features a QR code with a 'b' logo in the center, set against a black background with white and gold text.



Innovative Learning -- comprised of the Center for Instructional Excellence, Purdue Libraries, and Purdue University Online -- is the hub that connects PWL instructors to the resources they need to engage students, develop courses in any instructional modality, and enhance learning across the University.

## PROGRAMS

- IMPACT
- Teaching@Purdue
- Learning Communities

## SERVICES

- Early Feedback
- Testing Services

## TOOLS & RESOURCES

- Instructional Technology
- Course Design & Development
- Accessibility
- Purdue Syllabus Guidelines
- Global Learning
- Libraries Instructional Resources

Scan the QR code to visit our website or email [InnovativeLearningTeam@Purdue.edu](mailto:InnovativeLearningTeam@Purdue.edu).

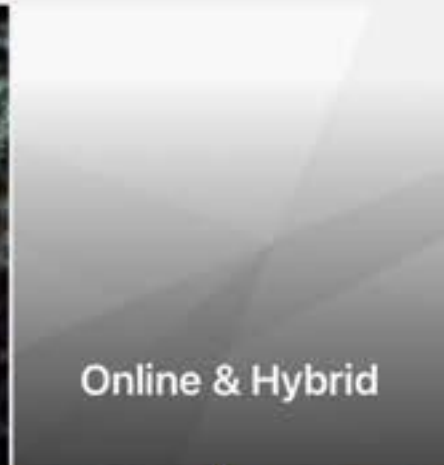
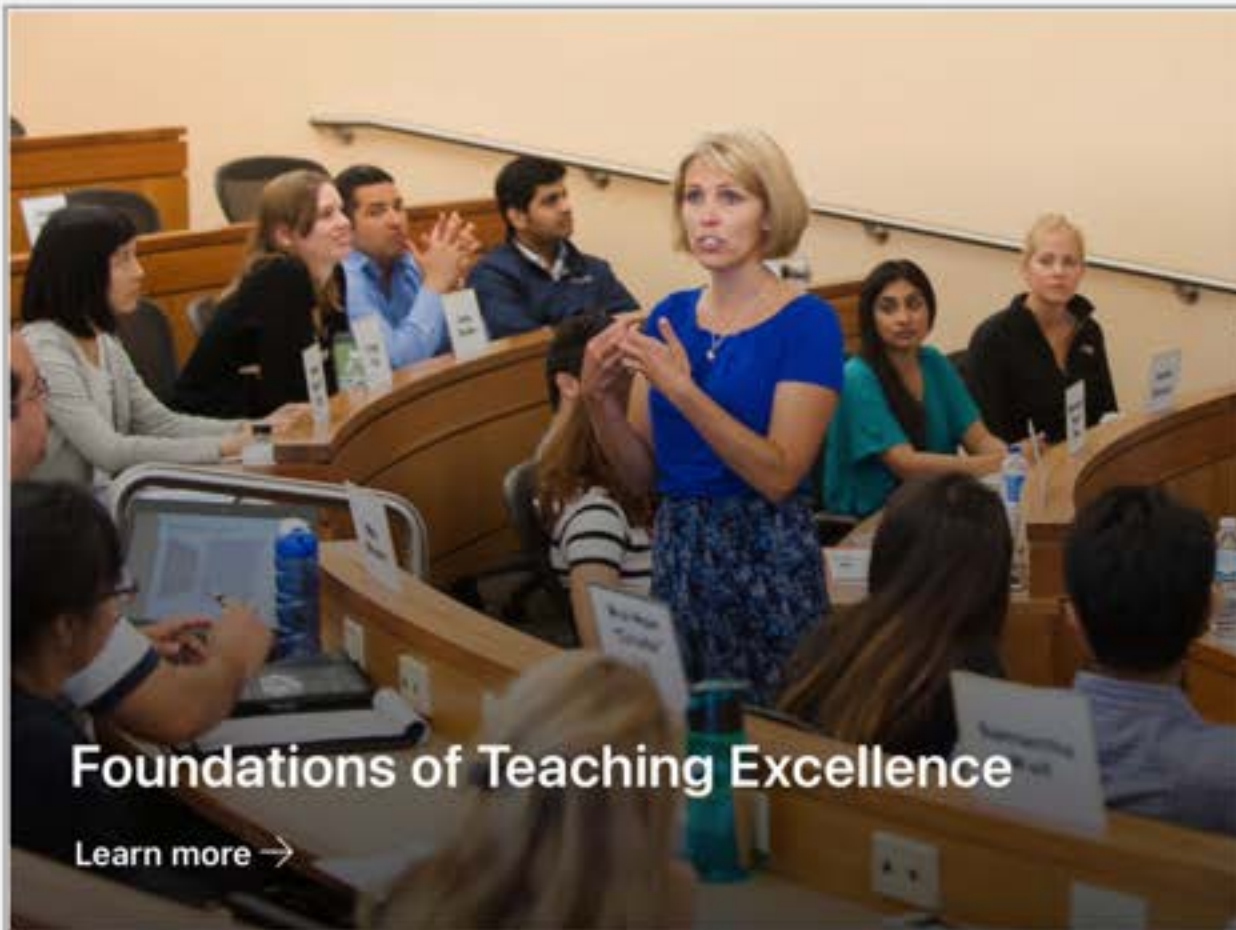


Innovative Learning

# TEACHING@PURDUE

To get started, select from the five content areas below.

Learn more about [Teaching @ Purdue](#).





## NEW INSTRUCTOR

## Getting Started

# TEACHING@PURDUE

## New Instructor Series



Getting Started



## Getting Started

Welcome to Teaching at Purdue for new instructors. The goal of this section is to provide you with essential information and resources that will aid you in orienting yourself as a new instructor here at Purdue University West Lafayette. Below you will find resources to guide you on your teaching journey.

## General Course Administration

1. Ensure you have a Purdue [career account login](#) and password.
2. Ensure you have [BoilerKey two-factor identification](#) enabled.
3. Ensure you have [Microsoft multi-factor identification](#) enabled.
4. Activate your email – contact Purdue Information Technology ([itap@purdue.edu](mailto:itap@purdue.edu) or 765-494-4000)

## Academic Regulations

1. [FERPA certification](#)
  - a. You must complete the FERPA training to gain access to your course in Brightspace. For information about FERPA and dos/don'ts around teaching, see the [Academic Regulations path](#). To complete FERPA certification, go to the [FERPA Certification website](#).
2. Course Catalog



# *Syllabus—Last Look and Review*

- Use the lens of a first-generation student
- Carefully consider tone
  - student-centered and potential focused—***“Invitation to Learn”***
- Watch for and address your assumptions
- Focus on including explicit descriptions and explanations
- Offer flexibility within structure—choices where possible
- Emphasize learning objectives—rather than numbers of minutes on specific content
- Accessing Syllabus letter and guidelines as resources for areas to include and example language/text
  - Purdue Innovative Learning Website
  - Teaching@Purdue
- USE BRIGHTSPACE! - Ubiquitous Boilerplate is embedded in Brightspace

# Academic Regulations

Catalog  
Search

Entire Catalog

Search Catalog

Whole Word/Phrase

[Advanced Search](#)

Catalog Home

General Information

Calendars

Academic  
Regulations &  
Student Conduct

Courses

Undergraduate

Undergraduate  
Admissions

Undergraduate

2023-2024 University Catalog



# *Academic Regulations*

Key Links in the Syllabus Letter on Innovative Learning website

## **Attendance**

“The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible.”

University Excused Absences: Grief, Military, Jury Duty, Parenting, and Medically Excused

## **Final Examinations and Quiet Week**

“Quiet Period” is defined as a time during which courses that conduct or collect an assessment during the final exam period shall refrain from assigning or collecting assessments”

“Courses that do not offer an assessment (such as a final exam, quiz) during the final examination period are exempt from following the restrictions on Quiet Period.”

# *Academic Regulations*

## Calendar

### Final Examinations

The final examination period is intended for end-of-semester assessments (such as a final exam, quiz). Any such assessment that requires students to be present must conform to the central scheduling of, and time limitations of, a final examination.

Students scheduled with two more on one day are entitled to reschedule any in excess of two.

### Quiet Period

“Quiet Period” is defined as a time during which courses that conduct or collect an assessment during the final exam period shall refrain from assigning or collecting assessments.

Here, “assessments” are defined as activities relating to the course’s learning objectives that students turn in for class credit that the course instructor intends to use to judge whether students have met the associated learning objectives.



*We are here to*

*Support  
Invest in  
Value  
Reward*

*your Teaching*



# *Celebrating Teaching Excellence*



- Murphy Award for Undergraduate Teaching
- Exceptional Early Career Teaching
- Class of 1922 Outstanding Innovation in Helping Students Learn
- Teaching for Tomorrow Fellowship
- Graduate Teaching Award
- Book of Great Teachers
- Excellence in Instruction for Lecturers
- Teaching Leadership Award





Instructional Technology



Semester Resources



Teaching Guides



Course Design



Teaching Awards

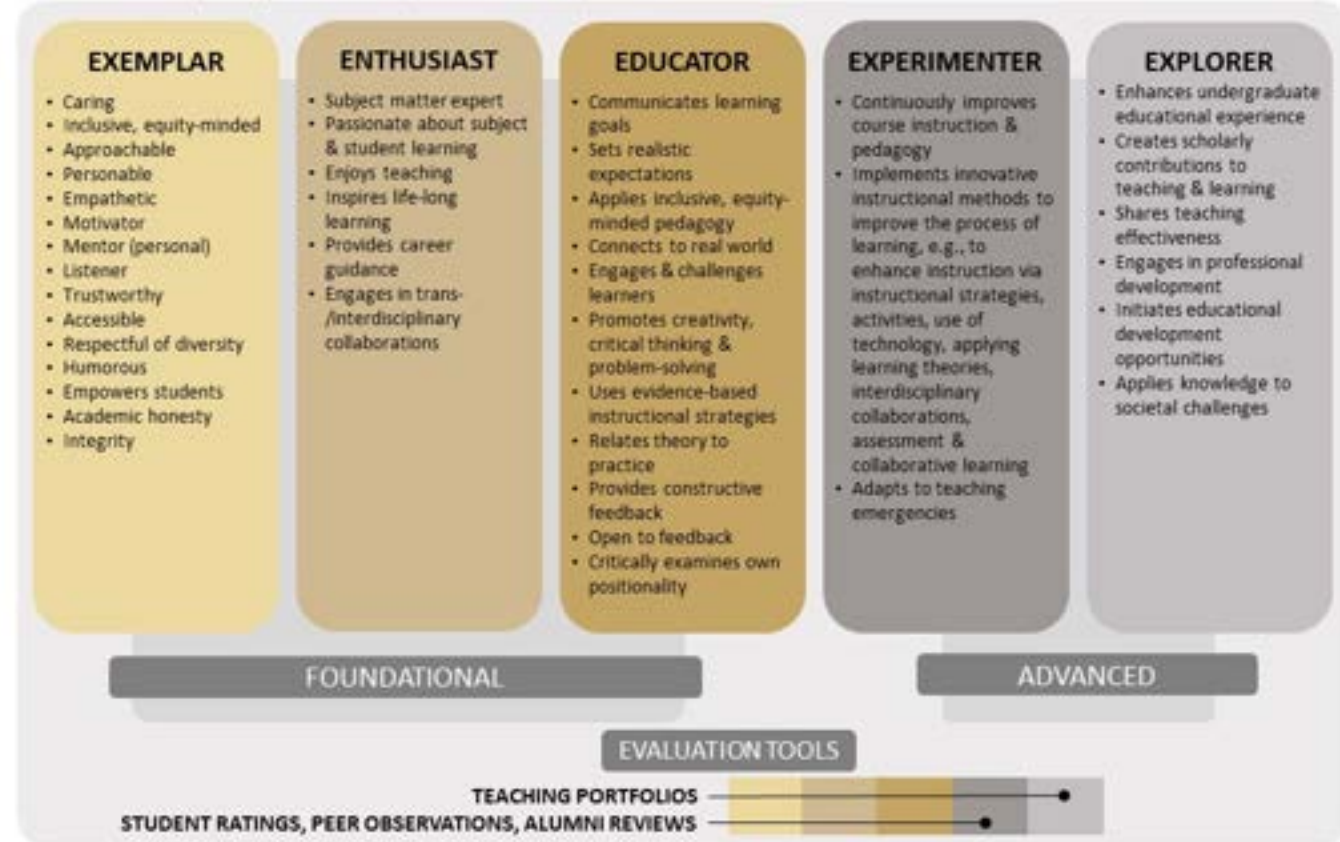


# Teaching Excellence at Purdue University



## FRAMEWORK FOR TEACHING EXCELLENCE

Excellent teachers create an environment and adopt pedagogies that allow students to meet learning outcomes and achieve their full potential as learners. All instructors strive for excellence as Exemplars, Enthusiasts, and Educators. Instructors whose research encompasses teaching and learning should additionally strive for excellence as Experimenters and Explorers.



# INNOVATION HUB

Purdue's home for course-based educational innovations at scale



Prof. Lindsay Hamm, AI Innovation Fellow

Explore and support the integration of AI into  
Purdue classrooms

- AI in Teaching and Learning Grants
- Virtual and Augmented Reality Learning Grants
- Transdisciplinary Program Planning Grants
- Innovation Grant Awards
- Innovation Grants
- Innovation Fellowships
- Submit an Idea about Teaching and Learning at Purdue

# Supporting Great Teaching



**SUPPORTING INSTRUCTORS**

COMMITTED TO STUDENT SUCCESS

[www.purdue.edu/innovativelearning](http://www.purdue.edu/innovativelearning)

A QR code with a 'b' logo is located on the left side of the graphic.



Innovative Learning -- comprised of the Center for Instructional Excellence, Purdue Libraries, and Purdue University Online -- is the hub that connects PWL instructors to the resources they need to engage students, develop courses in any instructional modality, and enhance learning across the University.

### PROGRAMS

- IMPACT
- Teaching@Purdue
- Learning Communities

### SERVICES

- Early Feedback
- Testing Services

### TOOLS & RESOURCES

- Instructional Technology
- Course Design & Development
- Accessibility
- Purdue Syllabus Guidelines
- Global Learning
- Libraries Instructional Resources

Scan the QR code to visit our website or email [InnovativeLearningTeam@Purdue.edu](mailto:InnovativeLearningTeam@Purdue.edu).



Innovative Learning

# *Thank You*

Purdue Marketing and Communications, [marcom.purdue.edu](http://marcom.purdue.edu)

