Promoting Student Learning by Being "Student Ready"

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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 <u>not</u> 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
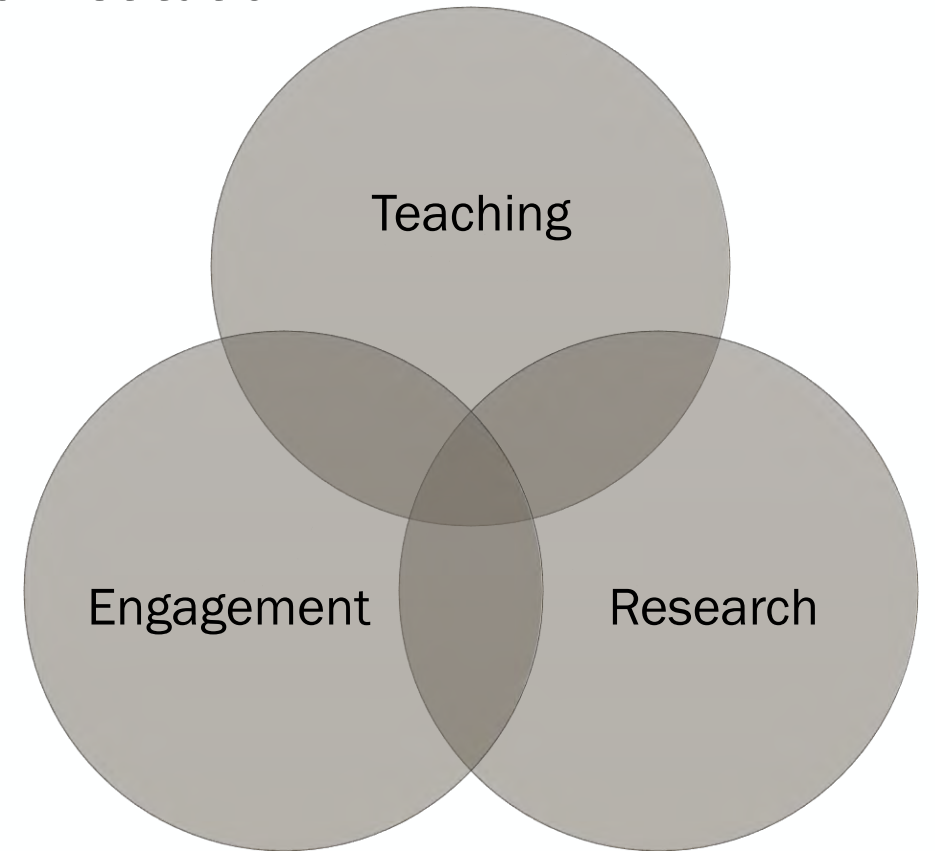
Purdue Students by the Numbers

Total # of Purdue Students	% of UG students who graduate in 4 yrs	% of UG who are 1st generation college students	Average starting salary of 2023 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

>58,000 Purdue Students

67.2% of UG students graduate in 4 yrs
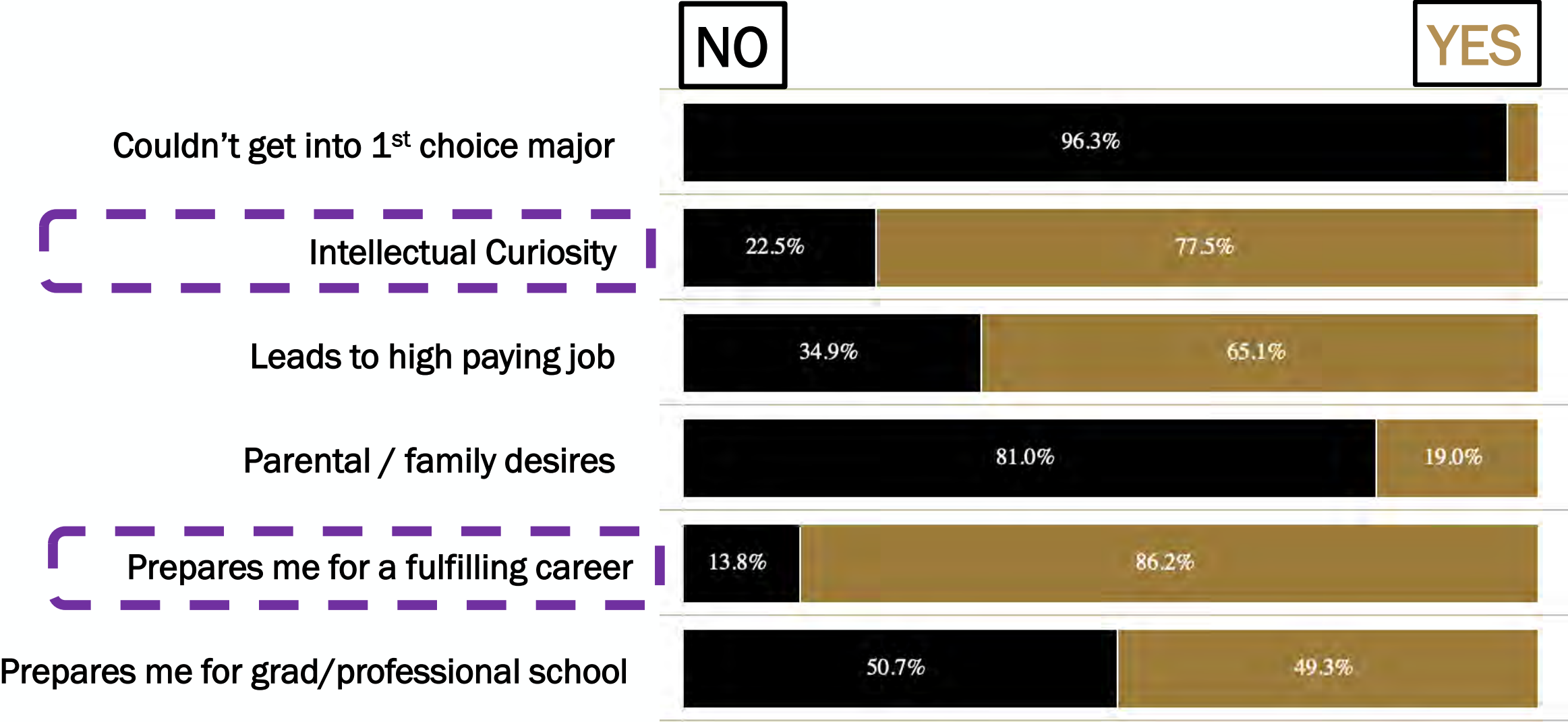
17% of UG are 1st generation college students
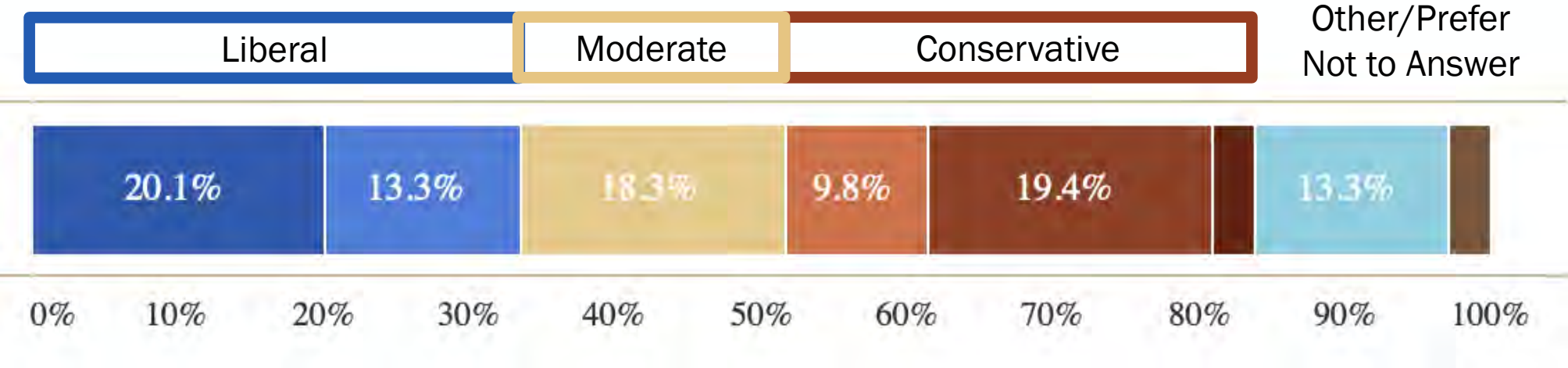
2024 grads $70,884

~13,000 graduate students

225:1

90% – 95% Successful career outcome 90% in 2024

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Were the following factors *very important* to you in *deciding on your major?*

NO   YES

Factor	NO	YES
Couldn't get into 1st choice major	96.3%	
Intellectual Curiosity	22.5%	77.5%
Leads to high paying job	34.9%	65.1%
Parental / family desires	81.0%	19.0%
Prepares me for a fulfilling career	13.8%	86.2%
Prepares me for grad/professional school	50.7%	49.3%

Source: 2024 Purdue SERU – Student Experience at Research Universities

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Political Orientation of Undergraduate Students

Liberal	Moderate	Conservative	Other/Prefer Not to Answer

| 20.1% | 13.3% | 18.3% | 9.8% | 19.4% | | 13.3% | |

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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During this academic year, how often have you done each of the following?

Never ——————————→ Very Often

Found your courses so interesting that you did more work than was required

| 7.0% | 24.1% | 29.5% | 20.0% | 12.8% | 6.5% |

Increased your academic effort due to the high standards of a faculty member

| 7.8% | 17.9% | 25.8% | 30.0% | 14.6% |

Sought academic help from instructor or tutor when needed

| 11.0% | 16.8% | 21.9% | 18.4% | 18.9% | 13.0% |

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Purdue students say ....

Student Experience in the Research University (SERU) Spring 2024—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 (75%) would choose Purdue again and (62%) report feeling "respected as an individual"

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
- <u>There is no typical student</u>

Don't just teach to your former self

Thinking Back...

Think:

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

What made them great?

Pair & Share

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 <u>Your</u> Great Teaching & your overall success**

Scholarship of Teaching & Learning

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

- Students' perceptions of instructors as <u>approachable</u>, <u>well prepared</u>, and <u>sensitive to student needs</u>—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 <u>academic support from their instructors</u>—is associated with their academic performance.

- Content is clearly important—**<u>Process and Tone</u>** are crucial

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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 academic notice

Scholarship of Teaching & Learning

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Vice Provost for Teaching and Learning

TIPS FOR ENHANCING STUDENT ENGAGEMENT

A NOTE FOR INSTRUCTORS

The following document is a practical resource for **Purdue instructors** with research-based strategies and tips for boosting student engagement, both within and beyond the classroom. *Check out the other side of this page to view engagement tips and strategies designed for Purdue students.*

VISIT THE INNOVATIVE LEARNING SITE
purdue.edu/InnovativeLearning

ESTABLISH AUTHENTIC HUMAN CONNECTIONS

- Keep in mind that your students are human beings with lives outside of class.
- Display your own humanity; let your uniqueness and idiosyncrasies come through.
- Model intellectual approaches and share your process of solving difficult problems.

FOSTER CURIOSITY

- Pull students in with examples of unanswered questions and mysteries within your discipline.
- Communicate your passion for your subject.
- Recognize that emotions guide learning.

USE VARIETY TO ACTIVATE COGNITION

- Vary activities and pedagogical approaches.
- Switch between the students and you as idea generators.
- Consider having students physically move, discuss with one another, pose and answer questions, or apply newly gained knowledge.
- Incorporate flexibility with structure by offering choices to students when possible.

BUILD A SENSE OF COMMUNITY AND BELONGING

- Emphasize the value each student brings to the learning environment.
- Encourage study groups and shared documents.
- Survey the students during Week 1 and ask what they want to get out of the course.

SET THE TONE EARLY, OFTEN

- Consider all of these strategies *when planning* your course.
- Explicitly communicate the value of in-person learning, including the benefits of attending class and participating in discussions.
- Use the first class period to model the type of engagement you want to see.
- Emphasize where the syllabus encourages attendance and participation.

CONVEY THE RELEVANCE OF THE CONTENT

- Integrate actual real-life examples.
- Explain the benefit of the lesson beyond the discipline.
- Challenge students to connect the material to their own lives.

TAKE CARE OF YOURSELF

- Get plenty of sleep and exercise, and eat healthy foods.
- Be explicit with yourself and your students regarding the boundaries you have set (e.g., responding to emails only during business hours).
- Experiment with a range of coping strategies.
- Minimize emotional exhaustion.

Email Purdue's Innovative Learning Team at InnovativeLearningTeam@purdue.edu

Supporting Great Teaching

https://www.purdue.edu/innovativelearning/

WELCOME TO

TEACHING@PURDUE

Scholarship of Teaching & Learning

3 Modules

Academic Regulations

3 Modules

Foundations of Teaching Excellence

3 Modules

Generative AI

5 Modules

WELCOME TO
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GTAs	Student-Centered Pedagogy	New Instructor	Online & Hybrid
4 Modules	11 Modules	5 Modules	8 Modules

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NEW INSTRUCTOR TOPICS

-   Overview of New Instructor
-   Vital Teaching Tools
-   Syllabus
-   Classroom & Online Technology
-   Course Maintenance & Conclusion
-   Student Accommodations

New Instructor Path

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** or 765-494-4000)

Academic Regulations

1. **FERPA certification**
    1. 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
    1. Review the University Catalog at this **website link**. This is where you will find policies about incompletes, grading, and other academic regulations.
3. Find where your courses will meet by accessing Banner
    1. **https://mypurdue.purdue.edu** (BoilerKey two-factor authentication required)
    2. **https://mypurdue.purdue.edu/schedule** (Dynamic Course Schedule)

Get to Know Your Learners

There are two types of rosters available for your courses: a class roster and a photo roster. Below are the differences between them, their uses, and where to find them at Purdue.

Syllabus—Last Look and Review

- Use the lens of a first-generation student
  - Watch for and address your assumptions
- Carefully consider tone
  - student-centered and potential focused**—*"Invitation to Learn"***
- Focus on including explicit descriptions and explanations
  - <mark>Must include a statement on use of AI in your course</mark>
- 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

Academic Regulations

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."

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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.

INSTRUCTORS RESOURCES

AI Guidance

Accommodated Testing

Honor Pledge

Guidance on the Use of AI in Teaching and Learning

The goal of this page is to provide reasonably thorough, but also accessible and brief, guidance to support the AI approaches and practices of instructors, as well as how they communicate their expectations to students. The guidelines represent evidence-based practices that align with Purdue's values and policies. We encourage students and faculty together to innovate learning through AI, and we are eager to work with and support student innovation in AI.

The guidance for instructors will be updated each semester and is expected to evolve as we gain experience, advance the technology and implement innovations. In addition, based on your input, we will develop equivalent guidance specifically for students.

Support & Resources for AI in Teaching and Learning

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AI Workshops and Resources to support you throughout the year.

https://www.purdue.edu/innovativelearning/

https://it.purdue.edu/ai/

innovativelearning@purdue.edu

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TLCoP begins Aug. 21: Talking to your students about AI

August 6, 2025

This fall, the Teaching & Learning Community of Practice (TLCoP) extends the work of the 2025 Purdue AI Academy to build instructor knowledge and capacity...

AI Bytes returns this fall with new workshops for instructors

August 6, 2025

Purdue's Innovative Learning is excited to bring back its AI Bytes workshop series for Fall 2025. Building on the success of last year's sessions, this...

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

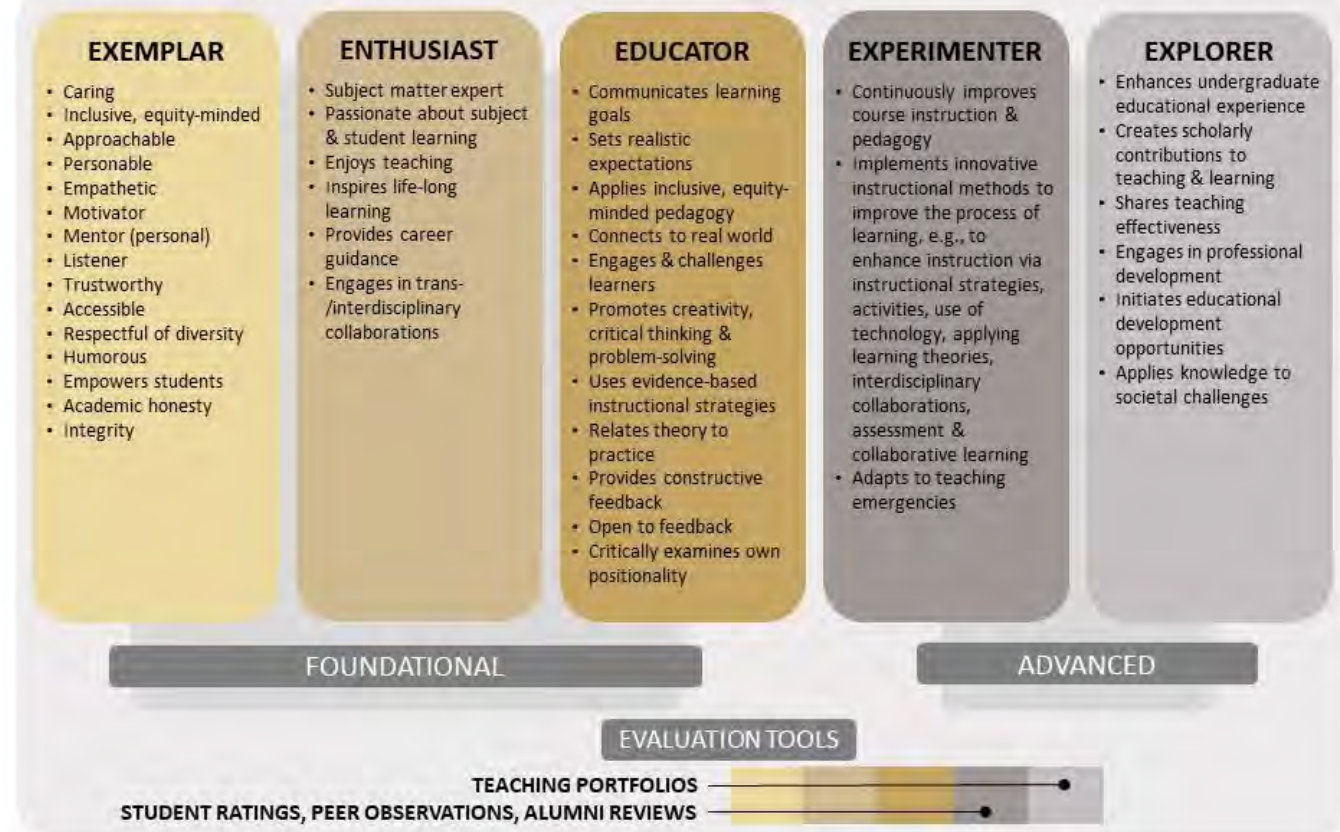- Excellence in Instruction for Lecturers

- Teaching Leadership Award

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.

EXEMPLAR	ENTHUSIAST	EDUCATOR	EXPERIMENTER	EXPLORER
• Caring • Inclusive, equity-minded • Approachable • Personable • Empathetic • Motivator • Mentor (personal) • Listener • Trustworthy • Accessible • Respectful of diversity • Humorous • Empowers students • Academic honesty • Integrity	• Subject matter expert • Passionate about subject & student learning • Enjoys teaching • Inspires life-long learning • Provides career guidance • Engages in trans-/interdisciplinary collaborations	• Communicates learning goals • Sets realistic expectations • Applies inclusive, equity-minded pedagogy • Connects to real world • Engages & challenges learners • Promotes creativity, critical thinking & problem-solving • Uses evidence-based instructional strategies • Relates theory to practice • Provides constructive feedback • Open to feedback • Critically examines own positionality	• Continuously improves course instruction & pedagogy • Implements innovative instructional methods to improve the process of learning, e.g., to enhance instruction via instructional strategies, activities, use of technology, applying learning theories, interdisciplinary collaborations, assessment & collaborative learning • Adapts to teaching emergencies	• Enhances undergraduate educational experience • Creates scholarly contributions to teaching & learning • Shares teaching effectiveness • Engages in professional development • Initiates educational development opportunities • Applies knowledge to societal challenges

FOUNDATIONAL   **ADVANCED**

EVALUATION TOOLS

TEACHING PORTFOLIOS

STUDENT RATINGS, PEER OBSERVATIONS, ALUMNI REVIEWS

Purdue University Teaching Academy

Shout Out…

Teaching Academy

**Teaching Excellence Session
this afternoon**

Thank You

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