

Indiana University

Campus Project Leaders/PIs: George Rehry, Dennis Groth

George Rehrey

grehrey@indiana.edu

George directs the Scholarship of Teaching and Learning Program at Indiana University's Bloomington campus (IUB), leading efforts to fully integrate and institutionalize a program with a 17-year history of success. He is also a Principal Instructional Consultant with IUB's Center for Innovative Teaching and Learning, where he supports instructors of all ranks as they transform their courses, conduct classroom research, collect evidence of student learning, form communities of inquiry, and disseminate their work locally, nationally, and internationally. George is a co-founding member of the Institute for Curriculum and Campus Internationalization as well as the Internationalization Collaborative Across Bloomington (ICAB), a Title VI funded project that brings faculty together from research universities and community colleges to work collectively on the integration of global student learning outcomes within curricula. George's current SOTL research includes the effect of backward course design upon student engagement and the influence that social and economic reward systems may have upon academic development programs.

Dennis Groth

(The department team from Indiana is in the process of being selected.)

Queens University

Campus Project Leaders/PIs: Brian Frank, Jill Scott

Klodiana Kolomitro

kk78@queensu.ca

Klodiana is an educational developer with the Centre for Teaching and Learning, and cross-appointed with the Department of Biomedical and Molecular Sciences at Queen's University. Her research interests focus on assessment, SoTL, and signature pedagogies in anatomy. Dr. Kolomitro earned her PhD in Curriculum, Teaching and Learning from OISE/University of Toronto, and her MSc in Anatomy and Cell Biology from Queen's University

Rob Knobel

Rob Knobel is an associate professor at Queen's, and undergraduate chair in the Engineering Physics program. His research is concerned with experimental studies of nanometre-scale devices, particularly at low temperature. Dr. Knobel has been at Queen's

for 12 years, teaching a variety of both lecture and laboratory courses ranging from first year physics for engineers, to the graduating-year laboratory, project and thesis courses. For TRESTLE Rob will be one of a team of physics professors leading a change in the way laboratory courses are run and designed for physics and engineering students. In particular, the team would like to accelerate the redesign in physics and engineering physics laboratory courses, supporting deeper learning by students, and allowing them to engage their curiosity and ambition using evidence-based methods, modern laboratory technology and open-ended projects as a foundation of this effort.

University of British Columbia

Campus Project Leaders/PIs: Gulnur Birol and Warren Code

Warren Code is the Associate Director for UBC's Science Centre for Learning and Teaching, where he supports teaching and learning projects proposal and administration, advising on research/evaluation study design, analysis, and ethics, and connecting people across campus and from other institutions. A majority of his time involves coordinating the final years of the Carl Wieman Science Education Initiative, with a dozen Science Teaching and Learning Fellows (STLFs) based in departments until mid-2017. A former STLF in the UBC Mathematics Department, he studied teaching methods and student success in calculus and introductory scientific programming. In addition to supporting the STLFs in their development and projects, he is investigating the overall impact of the initiative in terms of teaching changes, student learning and program success. He is involved in TRESTLE to share what has been learned at UBC and to learn about challenges faced with the embedded expert model in other contexts.

Brett Gilley is a teaching-stream faculty member in UBC's Earth Ocean and Atmospheric Science Department and part of a new transitional first-year program for international students (Vantage College). Brett loves teaching geology and natural disasters and works hard to improve geoscience education. He was a Science Teaching and Learning Fellow in the Carl Wieman Science Education Initiative for more than 7 years and helped faculty to improve many of the department's courses during that time. In addition to his one-on-one work with faculty, he has extensive experience in facilitating teaching development workshops. Brett's research experience includes demonstrating the effectiveness of two-stage exams on student learning, and more recently a multi-institution effort around accessibility in field schools. He is excited to share his experience with the TRESTLE network and to meet others working in science education initiatives.

Sarah Bean Sherman has been a Science Teaching and Learning Fellow in the Earth Ocean and Atmospheric Science Department at UBC since December 2014, bringing extensive experience in geoscience education – teaching, faculty development, both

geoscience education and disciplinary research, and curriculum work – from her time in Hawaii. At UBC, her course transformation work includes assistance in course design using research-based strategies, with classroom observation and feedback with the instructor to ultimately provide a teaching development experience, as well as measuring student learning and experiences in the course via surveys and other assessments. This year, along with an investigation into spatial visualizations in student learning, she will be involved with the paired/co-teaching study underway in UBC's Science departments, observing and supporting pairs of instructors collaboratively teaching courses. She is interested to meet others working on similar themes in the TRESTLE network and to discuss work as a department-based educational specialist.

Jared Stang is a Science Teaching and Learning Fellow in the Department of Physics and Astronomy at UBC, with a focus on paired (or co-) teaching as a mode of professional development. On the research side, the goal is to identify factors contributing to effectiveness of the program and specific outcomes for faculty. On the support side, the aim is to help the faculty participants get the most they can out of the experience. Jared has been involved in projects on evaluating clicker facilitation effectiveness, online simulations used for pre-class preparation and assessment, gender differences in the physics laboratory, and the effect of TA behaviours on student learning. He has developing expertise in teaching large-scale active-learning courses and in supporting others learning to use evidence-based teaching strategies. He is interested to meet others working on similar themes in the TRESTLE network and to discuss work as a department-based educational specialist.

University of California, Davis

Campus Project Leaders/Pis: Marco Molinaro Chris Pagliarulo, Kem Saichaie

Natalia Caporale is an "LPSOE" (lecturer with potential for security of employment) in the Department of Neurobiology, Physiology and Behavior. We will learn more about Natalia at the meeting!

Miriam Martin is a teaching faculty/LPSOE at UC Davis in the Microbiology and Molecular Genetics department. Her disciplinary interests include: Adoption of Active Learning in Large Classrooms; Assessment of instruction and curriculum; Peer assessment of written works and oral presentations; Improving the persistence of women in science; Sex-based differences in learning and effective modes of instruction; Providing effective instruction to a diverse student body; Team-based learning in a large class room; Fostering student ownership of their learning and college career. Dr. Martin is part of a team that is currently transforming a 200-500 student Microbiology course from a lecture-only mode of instruction to an active learning mode.

Kem Saichaie, Ph.D., is the Associate Director of Learning and Teaching Support in the Center for Educational Effectiveness (CEE) at UC Davis. He provides leadership for

instructional development programs and works to cultivate campus-wide partnerships that promote educational effectiveness and student success. Before coming to UC Davis, Kem was Director of Educational Technology at the University of Massachusetts-Amherst, served as an Academic Technology Consultant at University of Minnesota-Twin Cities, and was a Faculty Development Consultant at the University of Iowa. Kem holds a Ph.D. in Educational Policy and Leadership Studies from the University of Iowa. Kem has published on topics related to learning and teaching, and is co-author of *A Guide to Teaching and Learning in Active Learning Classrooms*, forthcoming this spring.

University of Colorado

Campus Project Leaders/PIs: Stephanie Chasteen

Janet Casagrand is a physiologist, with doctoral and post-doctoral training in Neurophysiology. Dr. Casagrand has been a full-time instructor in the Integrative Physiology (IPHY) Department at CU Boulder since 2002. Janet became interested in education research and reform in 2008, when she began working with IPHY SEI Science Teaching Fellows. She has been involved in reforming several courses, including developing learning goals, active learning activities, pre/post assessments, and student surveys; Blooming and aligning course materials; transforming their Physiology Lab from a cookbook to guided, inquiry-based format; and evaluating reform effectiveness. Dr. Casagrand has presented reform results at local and national conferences, and also on topics including Bloom's taxonomy and screencasts. Janet is a TRESTLE investigator, and along with two colleagues will be incorporating case studies into their 3-semester Anatomy and Physiology sequence to improve critical thinking skills and better prepare students for upper division courses, and help achieve better curricular alignment.

Stephanie Chasteen is a physicist, professional developer, and education researcher at CU Boulder, with a focus on supporting STEM educational reform. Dr. Chasteen works with the Center for STEM Learning, the Science Education Initiative and the PhET Interactive Simulations projects. Stephanie was originally a Science Teaching Fellow (STF) in the physics department, and coordinated a multi-year effort to transform upper-division electricity & magnetism, including assessment of student learning, developing clicker questions and tutorials, and developing and validating an open-ended conceptual assessment. She is now the Associate Director of the SEI at CU, and her current focus is on supporting education reform projects, researching how and why faculty and institutions choose to engage in educational reform (and what helps them be successful) and project evaluation. Stephanie spends a great deal of her time consulting on national education reform and professional development projects through her independent business. Stephanie is the TRESTLE project PI at CU.

Andrew Martin is a Professor in the Department of Ecology and Evolutionary Biology at the University of Colorado Boulder. Dr. Martin is actively involved in his own transformation as an educator that involves developing assessment and active-learning curricula, adopting scientific teaching strategies, and engaging in data-driven revision of curriculum and teaching strategies. Andrew currently teaches two courses—Introduction to Quantitative Thinking and Evolutionary Biology—that use student-centered, active learning approaches. Andrew has also been involved with transforming the department, a creative endeavor fueled, in part, by Science Education Initiative funding from CU-Boulder. The department has changed its teaching mission over the last decade in ways that align with best practices (e.g. Vision and Change), although is by no means fully transformed. Dr. Martin's education research has included testing the effectiveness of jigsaw curricula for improving student engagement and the quality of interactions in small groups and using social network analysis to capture the dynamics of classroom learning communities.

Erica Shannon is a mathematics graduate student at CU Boulder. Erica's research is in algebraic combinatorics (counting things in algebra!), but her main focus is on mathematics teaching, and she is currently applying to mathematics teaching jobs. Over the past five years Erica has taught Pre-Calculus, Calculus 1 and 2, and Intro to Statistics, as well as a life-sciences focused course called Calculus, Stochastics, and Modeling. Erica has created and introduced more active group projects for these courses to increase student engagement, deepen conceptual understanding, and improve mathematical communication skills. As Math department Lead TA, Erica also co-taught a pedagogy and teaching skills course for new graduate students. Along with Dr. Robert Tubbs, Erica will be working in Spring 2016 to develop materials for a quantitative reasoning course for social science students. This course will provide a pathway for students who are headed into courses that use statistical reasoning and/or modeling.

Ruth Heisler is a Senior Instructor in the Department of Integrative Physiology at the University of Colorado Boulder, where for the past 20 years she has been involved in the development and instruction of the Human Anatomy, Comparative Vertebrate Anatomy, and Forensic Biology courses. Dr. Heisler has also authored many different types of instructional materials for use in both the lecture and laboratory sections of these courses. Ruth was involved in the Science Education Initiative (SEI) reform of their Human Anatomy lecture course; and will be working with two colleagues to incorporate case studies into several of their courses that have already undergone educational reform, as well as some courses that have not. Their hope is to continue the effort to better align their curriculum and advance interactive learning in their department.

University of Texas at San Antonio

Campus Project Leaders/PIs: Erin Atwood, JoAnn Browning, Betty Merchant

Erin Atwood is a Visiting Assistant Professor in the Educational Leadership and Policy Studies department at the University of Texas at San Antonio. Erin uses student centered, constructivist pedagogy in her own teaching practice, and she has a history of working with prospective K-12 school teachers and leaders to promote quality instruction in K-12 education settings. She is involved with TRESTLE as a grant coordinator and has worked with planning, organization, and recruitment in the early stages of this project. She will be part of the FLC along with engineering faculty and embedded expert, and will work to facilitate the cross-disciplinary course transformation colloquia at UTSA as these activities move forward this spring semester.

JoAnn Browning is a leader in structural engineering and concrete research and was named Dean and David and Jennifer Spencer Distinguished Chair of the UTSA College of Engineering in August 2014. Previously she was a faculty member at the University of Kansas for 16 years, and served 2 years as Associate Dean of Administration. While at KU, Dr. Browning twice was awarded the Miller Award for Distinguished Professional Service (2004 and 2011) and was the 2012 recipient of the Henry E. Gould Award for Distinguished Service to Undergraduate Education. In 2015 she was named a Purdue Distinguished Woman Scholar. Dr. Browning has been active in the engineering community, locally as President of the Kansas Chapter of the American Concrete Institute (ACI), and nationally with ACI, Earthquake Engineering Research Institute (EERI), Consortium of Universities for Research in Earthquake Engineering (CUREE), and the American Society of Civil Engineers. She has served on the Board of Directors of CUREE and ACI (beginning in 2015) and on the ACI 318 Building Code Committee. Her own research interests include structural engineering, earthquake engineering, engineering materials, and reinforced concrete design and analysis. She is actively involved in research to improve the durability of concrete bridge decks through studies of corrosion protection systems and low-cracking high performance bridge decks. She also is active in research to improve the design and performance of concrete buildings and bridges subjected to earthquake motion. She received the American Concrete Institute's Young Member Award for Professional Achievement in 2008 and was named an ACI Fellow in 2009. Browning has worked with Dea Greenhoot and the KU CTE for the past few years developing procedures to affect cultural transformations in the way engineering courses are taught. This has included recruiting teaching faculty, post-docs, and education faculty mentors as well as re-designing classroom spaces to better host learning environments. Browning teaches civil engineering mechanics and structural engineering design and analysis courses.

Dr. Samer Dessouky is an associate professor in Civil Engineering at University of Texas-San Antonio (UTSA). He has three degrees, all in Civil engineering, from Texas A&M

University, Washington State University and Ain Shams University in Cairo. Dr. Dessouky has more than 11 years of teaching experience in four institutions. His experience at UTSA includes transforming and teaching two undergraduate courses and developing two new graduate courses. In addition to UTSA teaching experience, He has also taught courses in engineering mechanics and pavement engineering in the above mentioned institutions. Dr. Dessouky's role with the Trestle project is to implement a flip course module into his undergraduate Civil engineering class (CE3243: Behavior and engineering properties of construction materials) and enhance off-classroom learning.

Dr. Betty Merchant is currently Dean of the College of Education and Human Development at the University of Texas at San Antonio. Her Ph.D. is in Educational Policy Analysis. She was previously a faculty member at the University of Illinois, Urbana-Champaign, where she co-founded and directed two innovative doctoral programs—one for Hispanic pre-school educators in Chicago, and the other for teachers and administrators from the Santa Fe Indian School. Before joining academia, she worked as a non-traditional classroom teacher in culturally diverse public schools and Native American schools, and directed a program for gifted and talented students. The master's degree program that she co-created recently received the first national award for excellence in the preparation of school leaders from the University Council for Educational Administration. Dr. Merchant is currently a member of a three-year university-public school partnership focused on innovative school reform in two schools in San Antonio.

Dr. Arturo Montoya is an Assistant Professor within the Civil and Environmental Engineering (CEE) Department at the University of Texas at San Antonio (UTSA). He obtained all his three degrees (B.S. '07, M.S. '08, and Ph.D. '12) in Civil Engineering and Engineering Mechanics from Columbia University. His disciplinary interests include solid mechanics, computational mechanics, structural reliability and structural design. Dr. Montoya will be working on a course re-design plan for CEE courses with dense-curriculum. In particular, he will be focusing on transforming the Mechanics of Solids course. In these efforts, Dr. Montoya will be assisted by UTSA TRESTLE leaders.

University of Kansas

Campus Project Leaders/PIs: Andrea (Dea) Greenhoot, Caroline Bennett, Mark Mort

Caroline Bennett is an Associate Professor in Civil, Environmental, and Architectural Engineering at the University of Kansas. She is an expert in the areas of steel bridge design and fatigue and fracture of structures, and has taught such courses as Design of Steel Buildings, Design of Steel Bridges, Structural Analysis, Elastic Stability, Introduction to Fracture Mechanics, and How to be an Effective College Instructor. Caroline is leading the Course Transformation Initiative for the KU School of Engineering, served as the faculty

mentor for the KU Engineering Postdoctoral Teaching Fellow, and has been a Faculty Fellow with the KU Center for Teaching Excellence since 2012. Caroline is a Co-Investigator on the TRESTLE project.

Dan Bernstein, is a Professor of Psychology and Senior Scholar, Bay View Alliance. As the former director of KU's Center for Teaching Excellence, Dan has had extensive involvement in KU's course transformation work. He is leading a "sister" project to TRESTLE: The Collaborative Humanities Redesign Project (CHRP), a multi-institutional course redesign project in the humanities supported by the Teagle Foundation. As a founder and former president of the International Society for the Scholarship of Teaching and Learning, he has considerable experience in measuring and documenting the effects of teaching innovations. He is particularly interested in the various uses of technology to promote student understanding, and his ongoing courses are a laboratory for evaluating the impact of out of class web-based activities on deep understanding of conceptual material. Dan is also a member of the Hub of TRESTLE's parent organization, the Bay View Alliance.

Andrea Follmer Greenhoot ("Dea") is Professor of Psychology, Director of the Center for Teaching Excellence and Gautt Teaching Scholar at the University of Kansas. Her disciplinary expertise is in cognitive development and memory and she teaches courses on child development, cognitive development, memory, and theories of developmental science. She was drawn to the work of the Center for Teaching Excellence through her interest in applying cognitive and developmental science to questions about teaching and learning in higher education. She leads KU's postdoctoral Teaching Fellows program and the C21 Course Redesign Consortium. She is always changing her courses using evidence-based strategies to improve her students' learning, and is currently working on transforming the large 300-level Child Development course with Psychology Teaching Fellow Marsha McCartney. Dea is PI on the TRESTLE project.

Doug Ward is the associate director of the Center for Teaching Excellence and an associate professor of journalism at the University of Kansas. He is a cultural historian who has shifted into new media, and was the Scripps Howard Foundation Journalism and Mass Communication Teacher of the Year for 2011. He blogs about higher education for CTE, and has written about teaching, technology, and education for such publications as The Chronicle of Higher Education, Inside Higher Ed and PBS MediaShift. He teaches courses in digital literacy, research, web production, editing, and innovation, and is leading the creation of a new online master's program in digital content strategy. At CTE, he focuses on such areas as active learning, technology, classrooms, and hybrid and online education. Before joining the faculty at KU, he was an editor at The New York Times.

Mark Mort is an Associate Professor in the Department of Ecology and Evolutionary Biology as well as an Associate Curator of Botany in the Biodiversity Institute at the University of Kansas. His research involves using molecular data to address questions of flowering plant evolution and speciation, especially species endemic to Macaronesia

Canary Islands, Azores, Madeira, and Cape Verde) and South Africa. Supported by grants from the National Science Foundation, he has led numerous collecting expeditions to both of these regions to document biological diversity and obtain materials for systematic research. For the past four years he has been heavily involved in redesigning one of the large enrollment (400+ students) introductory courses for Biology majors, and has served as the faculty mentor of the Teaching Fellow in Biology. He serves as a faculty fellow at KU's Center for Teaching Excellence and regularly participates in campus-wide workshops on teaching strategies. Mark is Co-Pi on the TRESTLE Project.

KU Teaching Postdoctoral Fellows in STEM fields:

Christopher Bruner is a Postdoctoral Teaching Fellow and Visiting Assistant Professor in Physics & Astronomy, where he works with PHSX faculty to transform large classes such as College Physics I and II. He holds a Ph.D. in Physics from the University of Kansas. Christopher's research includes analyzing the effect of transforming courses when compared to their pre-transformation lecture-only style. He is also working towards publication of his Ph.D. dissertation.

Stefanie DeVito is a Postdoctoral Teaching Fellow and Visiting Assistant Professor in the department of Ecology and Evolutionary Biology. She works with biology faculty from Ecology and Evolutionary Biology as well as Molecular Biology to redesign biology courses to be student-focused and to incorporate more active learning. Stefanie holds a Ph.D. in Biochemistry from the University of Rochester School of Medicine and Dentistry where her dissertation focused on metabolic changes made to host cells upon infection by Human Cytomegalovirus (HCMV). She has also previously worked as adjunct faculty in the Department of Chemistry at St. John Fisher College in Rochester, New York. Stefanie's research interests focus on increasing undergraduate proficiency in critical thinking and the scientific process.

Marsha J. McCartney is a Postdoctoral Teaching Fellow and Visiting Assistant Professor for the Department of Psychology at the University of Kansas. In this position, she works with faculty and graduate students to redesign courses with high enrollment, with the goals of improving learning, instruction, and retention. The courses she is working with are General Psychology, Statistics in Psychology Research, Research Methods in Psychology, and Child Development. She uses her knowledge of learning theories and extensive teaching experience to help instructors design activities that promote active participation and authentic learning. She has a Ph.D. in Educational Psychology with emphasis areas in Cognition and Development, as well as a Minor in College Teaching. Her research interests include learning and motivation in higher education and teaching development in faculty and future faculty.

Missy Shabazz is a Postdoctoral Teaching Fellow and Visiting Assistant Professor in Mathematics. She currently coordinates and teaches Precalculus and teaches Calculus I; in

upcoming semesters she will work on redesigning Calculus III. Missy holds a Ph.D. from the University of Arkansas. Her research interests include Complex Analysis, Functional Analysis, Operator Theory, and Mathematics Education.

Drew Vartia is a postdoctoral teaching fellow in the KU chemistry department, where he works to implement nontraditional teaching methods in the classroom and assess student learning. In the SP16 semester, he's trialing active learning in General Chemistry I, a course of about 300 students, and leading lab-lecture alignment efforts, including the development of new experiments and activities. Drew earned a B.S. degree in biology/biochemistry from Purdue University (2003) and a Ph.D. in chemistry from the University of Kansas (2012). In addition to working one-on-one with students in various laboratories for several years, he spent the 2014/2015 year formally teaching chemistry at Washburn University where interest in formal chemical education took hold. As the ability to "see" or imagine molecules is an imperative skill in learning chemistry, Drew's own interests focus on using largely untapped technologies (3D printing, holography) to help students visualize the molecular world.

KU Graduate Teaching Fellows

Claire Gravelin

Blair Schneider

Kathy Denning

Local KU Faculty Attendees

Biology

Chris Haufler, Department Chair and Professor, Ecology and Evolutionary Biology. Chris led the development of KU's strategic plan for "energizing the educational environment," has been a campus leader in KU's course transformation initiative, and has transformed his own undergraduate courses. Chris has also been involved in the BVA and other cross-institution consortia around improving undergraduate STEM education, and is also a faculty fellow with CTE.

Kris Holder, Multi-term lecturer, Ecology and Evolutionary Biology. Kris teaches in the undergraduate biology program and teaches two courses involved in the course transformation project for Biology.

Chemistry

David Benson, Associate Chair for Undergraduate Studies and Associate Professor, Department of Chemistry. Dave is leading the Chemistry department's course transformation work and overseeing the work of the department's Teaching Fellow. He

has also been implementing active learning methods in his extremely large organic chemistry course.

Engineering

Lorin Maletsky, Associate Dean for Undergraduate Education, KU School of Engineering, Associate Professor, Department of Mechanical Engineering. Lorin was an instrumental participant in designing the new engineering active-learning classrooms, and has been working to expand an undergraduate teaching fellows program in the KU School of Engineering.

Mario Medina, Associate Professor and Director of Undergraduate Studies, KU Civil, Architectural and Environmental Engineering. Mario leads curricular change and implementation in KU's CEAE Department, and has transformed courses in architectural engineering to incorporate increased active learning components.

Sara Wilson, Associate Professor, KU Mechanical Engineering. Sara is the KU School of Engineering representative for the American Society of Engineering Education (ASEE). She has redesigned components of a senior-level course in bio-mechanical engineering and has taught the course using the new 160-person active learning classroom in the engineering building.

Geology

Bob Goldstein, Associate Dean for Natural Sciences and Mathematics, Distinguished Professor, Department of Geology. After conversations about the UBC SEI with colleagues at a BVA meeting, Bob led the effort to develop a teaching postdoctoral fellows program at KU. Bob has also had long-term involvement with KU's CTE, and serves on CTE's advisory board.

Andreas Moeller, Associate Professor, Department of Geology. Andreas has been part of the team of faculty members transforming the introductory geology course, GEOL 101. This semester he is the lead teacher on the continuously transformed version of the course, and he is teaching it in one of KU's new active-learning classrooms.

Jennifer Roberts, Associate Chair for Undergraduate Studies and Associate Professor, Department of Geology. Jen Roberts has led the Geology department's course transformation work and mentored the department's Teaching Fellow. She has also led the transformation of their large introductory course, GEOL 101.

Math

Margaret Bayer, Associate Chair of Undergraduate Studies and Professor, Department of Mathematics. In her role Marge overseen a number of undergraduate education efforts in math, including the course transformation work of the Math Teaching Fellow, the redesign of the calculus course sequence, and the design and assessment of courses for the KU Core.

Joe Brennan, Teaching Specialist, Department of Mathematics. Joe is the coordinator of the calculus courses for the Department of Mathematics. He is redesigning both the calculus curriculum/course sequence and the teaching practices being implemented.

Physics

Chris Fischer, Associate Chair for Undergraduate Studies and Associate Professor, Department of Physics. Chris has been active in course transformation efforts in his department, and has also led efforts to design and assess physics courses in the new KU Core (general education curriculum).

Michael Murray, Professor, Department of Physics. Michael mentors the Physics Teaching Fellow and has been iteratively transforming an introductory calculus-based physics course for several years.

External Evaluators: National Center for Higher Education Management Systems (NCHEMS)

Marianne Boeke is a Senior Associate at the National Center for Higher Education Management Systems (NCHEMS). She joined NCHEMS as a Research Associate in March 2004. Marianne works on a variety of long-term projects including those associated with the Lumina Foundation for Education, Bill and Melinda Gates Foundation, the Aspen Institute, and the Western Interstate Commission for Higher Education (WICHE/WCET). Marianne is also involved in many other short-term projects and has co-authored reports for the Center for State Policy on Student Progression (C2SP) projects. In addition, she is the co-author of *Critical Connections: Linking States' Unit Record Systems to Track Student Progress* (co-authored with Peter Ewell for the Lumina Foundation for Education, 2007) and *Adult Learners in the United States: A National Profile* (co-authored with Karen Paulson for the American Council on Education, 2006). Additionally, Marianne was the editor of the *Technology Costing Methodology Casebooks* (Fund for the Improvement of Postsecondary Education (FIPSE), 2001 & 2004).

Peter Ewell is President of the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. A member of the staff since 1981, he served as Vice President of the Center for 10 years and as a Senior Associate prior to that. Dr. Ewell's work focuses on assessing institutional effectiveness and student learning, and involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the National Institute for Education, The Consortium for the Advancement of Private Higher Education, The Spencer Foundation, Lumina Foundation, the Bill and Melinda Gates Foundation, and The Pew Charitable Trusts. In addition, he has consulted with over 400 colleges and universities and twenty-seven state systems of higher education on topics

including assessment, program review, accreditation, and student retention. His international consulting on quality assurance includes work in the U.K., Chile, Germany, Australia, Hong Kong, Japan, and with the OECD. He has also been actively involved in NCHEMS work on designing longitudinal student databases and other academic management information tools. Although Peter will not be attending the meeting, he and Marianne will be collaborating on the external evaluation of the TRESTLE Project.