

Sample Dossier

Type of case: Promotion to Teaching Professor

Area of excellence: Teaching

Name: Rob Elliott

Department of Computer Information and Graphics
Technology

School of Engineering and Technology

This dossier omits all internal reviews, external review letters, and appendix materials. Pages are not numbered. The order may not be in the order of dossier folders.

Time in rank note: For this candidate's review, there was an exception to the rule that evidence be limited to that accomplished in-rank. Work done while a lecturer *and* as a senior lecturer can be considered, because the requirements for senior lecturer and for teaching professor changed in 2020.

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Rob Elliott

Indiana University
Computer Technology
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EDUCATION

EdD, Instructional Systems Technology, Data Science. Indiana University, Bloomington, IN, United States. (expected 2021).

MS, Human Computer Interaction. Indiana University, Indianapolis, IN, United States. (2009).

BS, Computer Information Technology. Purdue University, Indianapolis, IN, United States. (2000).

APPOINTMENTS

ACADEMIC

Senior Lecturer, Indiana University Purdue University Indianapolis, COMPUTER TECHNOLOGY. (August 1, 2018 - May 31, 2023).

Lecturer, Indiana University Purdue University Indianapolis, COMPUTER TECHNOLOGY. (August 1, 2012 - May 31, 2018).

Visiting Lecturer, Indiana University Purdue University Indianapolis, COMPUTER TECHNOLOGY. (August 1, 2009 - May 31, 2012).

Adjunct Lecturer, Indiana University Purdue University Indianapolis, COMPUTER TECHNOLOGY. (August 1, 2003 - May 31, 2009).

NON-ACADEMIC

Professional

Consultant, Red Cross of Greater Indiana, United States. (August 2007 - August 2009).

PROFESSIONAL ORGANIZATION MEMBERSHIPS

Association of Computing Machinery, ACM, International, United States. (August 1, 2015 - Present).

PROFESSIONAL HONORS AND AWARDS

TEACHING

Received, President's Award for Distinguished Teaching, Indiana University, United States, University. (February 1, 2020).

Received, Engaged Teaching and Learning Honoree, IUPUI, United States, Campus. (January 22, 2020).

Received, IUPUI Trustee's Teaching Award, IUPUI - Division of Undergraduate Education, United States, Campus. (October 1, 2019).

Received, FACET Academy Award for Excellence in Collaborative Activities, Indiana University Faculty Academy for Excellence in Teaching, United States, University. (May 15, 2017).

Received, Trustees Teaching Award, IUPUI, United States, Campus. (April 1, 2016).

Received, Chancellor's Award for Excellence in Teaching, IUPUI, United States, Campus. (April 1, 2016).

PROFESSIONAL DEVELOPMENT

Teaching, Coursework/Continuing Education, "Google Cloud Faculty Experts Program", Google, Palo Alto, CA, United States. (February 5, 2020 - Present).

Research/Creative Activity, Workshop/tutorial attendance, "SEIRI Seed Grant Workshop", STEM Education Innovation & Research Institute, Indianapolis, IN, United States. (February 22, 2018).

Teaching, Conference attendance, "Lilly International Conference on Teaching and Learning", Miami University, Oxford, OH, United States. (November 16, 2017 - November 19, 2017).

Service, Workshop/tutorial attendance, "IUPUI TLC Retreat 2017", IUPUI Department of Undergraduate Education, Indianapolis, IN, United States. (April 7, 2017).

Teaching, Conference attendance, "Lilly International Conference on Teaching and Learning", Miami University, Oxford, OH, United States. (November 17, 2016 - November 20, 2016).

Service, Workshop/tutorial attendance, "Making Academic Change Happen", Rose-Hulman Institute of Technology, Terre Haute, IN, United States. (June 7, 2016 - June 10, 2016).

TEACHING

TEACHING ASSIGNMENTS

GRADUATE

Course Subject and Class Number	Course Name	Term and Year	Enrollment Total
TECH 58100	WORKSHOP IN TECHNOLOGY – Data-Driven Cloud Applications	Spring 2020	4
TECH 58100	WORKSHOP IN TECHNOLOGY – Global IT Citizenship	Spring 2020	3
TECH 58100	WORKSHOP IN TECHNOLOGY – eCommerce Development	Spring 2020	1
TECH 58100	WORKSHOP IN TECHNOLOGY – iOS Development	Fall 2019	5
TECH 58100	WORKSHOP IN TECHNOLOGY – Independent Study	Fall 2019	2
TECH 58100	WORKSHOP IN TECHNOLOGY – Global IT Citizenship	Spring 2019	1
TECH 58100	WORKSHOP IN TECHNOLOGY – Data-Driven Cloud Applications	Spring 2019	1

TECH 58100	WORKSHOP IN TECHNOLOGY – Independent Study	Spring 2015	2
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UNDERGRADUATE

Course Subject and Class Number	Course Name	Term and Year	Enrollment Total
CIT 43600	ADV E-COMMERCE DEVELOPMENT	Spring 2020	14
CIT 41600	GLOBAL IT	Spring 2020	12
CIT 14000	PROGRAMMING CONSTRUCTS LAB	Spring 2020	28
CIT 49000	SENIOR PROJECT	Spring 2020	1
CIT 41200	XML-BASED WEB APPLICATIONS	Spring 2020	32
CIT 41100	IOS APPLICATION DEVELOPMENT	Fall 2019	8
CSCI-N 410	MOBILE CMPUTG APPLICATN DVLPMT	Fall 2019	10
CIT 14000	PROGRAMMING CONSTRUCTS LAB	Fall 2019	14
CIT 49000	SENIOR PROJECT	Fall 2019	1
INFO-C 450	SYSTEM DESIGN	Fall 2019	10
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2019	29
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2019	30
CIT 37300	VISUAL DESIGN FOR SOFTWARE	Fall 2019	54
CIT 30500	ANDROID APP DEVELOPMENT	Spring 2019	21
CIT 41600	GLOBAL IT	Spring 2019	12
CIT 49000	SENIOR PROJECT	Spring 2019	3
CIT 41200	XML-BASED WEB APPLICATIONS	Spring 2019	31
CSCI-N 431	E-COMMERCE WITH ASP.NET	Fall 2018	12
TECH 10200	FIRST YEAR SEM FOR TECH MAJORS	Fall 2018	9
CIT 24200	INTRO TO ASP.NET PROGRAMMING	Fall 2018	15
CIT 41100	IOS APPLICATION DEVELOPMENT	Fall 2018	16
CSCI-N 410	MOBILE CMPUTG APPLICATN DVLPMT	Fall 2018	5
CIT 49000	SENIOR PROJECT	Fall 2018	1
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2018	31
CIT 37300	VISUAL DESIGN FOR SOFTWARE	Fall 2018	54
CIT 49000	SENIOR PROJECT	Summer 2018	1
CIT 43600	ADV E-COMMERCE DEVELOPMENT	Spring 2018	16
CIT 30500	ANDROID APP DEVELOPMENT	Spring 2018	15
CIT 49900	COMPUTER TECHNOLOGY	Spring 2018	14
CIT 49000	SENIOR PROJECT	Spring 2018	2
CIT 21500	WEB PROGRAMMING	Spring 2018	37
TECH-BE 499	BE: TECH-BE 499	Fall 2017	11
TECH 10200	FIRST YEAR SEM FOR TECH MAJORS	Fall 2017	0
CIT 41100	IOS APPLICATION DEVELOPMENT	Fall 2017	13
CSCI-N 410	MOBILE CMPUTG APPLICATN DVLPMT	Fall 2017	7
CIT 49000	SENIOR PROJECT	Fall 2017	1
CIT 37300	VISUAL DESIGN FOR SOFTWARE	Fall 2017	31
CIT 21500	WEB PROGRAMMING	Fall 2017	24
CIT 21500	WEB PROGRAMMING	Fall 2017	24
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Summer 2017	13
CIT 43600	ADV E-COMMERCE DEVELOPMENT	Spring 2017	16
CIT 30500	ANDROID APP DEVELOPMENT	Spring 2017	20
CIT 49000	SENIOR PROJECT	Spring 2017	1
CIT 21500	WEB PROGRAMMING	Spring 2017	47
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2016	29

CIT 37300	VISUAL DESIGN FOR SOFTWARE	Fall 2016	29
CIT 21500	WEB PROGRAMMING	Fall 2016	24
CIT 21500	WEB PROGRAMMING	Fall 2016	24
CIT 49900	COMPUTER TECHNOLOGY	Fall 2016	15
CIT 49000	SENIOR PROJECT	Summer 2016	5
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Summer 2016	16
CIT 21500	WEB PROGRAMMING	Summer 2016	19
CIT 43600	ADV E-COMMERCE DEVELOPMENT	Spring 2016	12
CIT 49900	COMPUTER TECHNOLOGY	Spring 2016	11
CSCI-N 410	MOBILE CMPUTG APPLICATN DVLPMT	Spring 2016	11
CIT 49000	SENIOR PROJECT	Spring 2016	1
CIT 21500	WEB PROGRAMMING	Spring 2016	26
CIT 21500	WEB PROGRAMMING	Spring 2016	30
CIT 49000	SENIOR PROJECT	Fall 2015	1
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2015	26
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2015	29
CIT 37300	VISUAL DESIGN FOR SOFTWARE	Fall 2015	30
CIT 49000	SENIOR PROJECT	Summer 2015	1
CIT 43600	ADV E-COMMERCE DEVELOPMENT	Spring 2015	12
CIT 49900	COMPUTER TECHNOLOGY	Spring 2015	20
CSCI-N 410	MOBILE CMPUTG APPLICATN DVLPMT	Spring 2015	15
CIT 49000	SENIOR PROJECT	Spring 2015	3
CIT 21500	WEB PROGRAMMING	Spring 2015	30
CIT 49000	SENIOR PROJECT	Fall 2014	2
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2014	21
CIT 38800	TPCS IN PROGRAMMING LANGUAGES	Fall 2014	18
CIT 37300	VISUAL DESIGN FOR SOFTWARE	Fall 2014	25
CIT 49000	SENIOR PROJECT	Summer 2014	1
CIT 43600	ADV E-COMMERCE DEVELOPMENT	Spring 2014	19
CIT 49900	COMPUTER TECHNOLOGY	Spring 2014	14
CIT 21400	INTRO TO DATA MANAGEMENT	Spring 2014	22
CIT 49000	SENIOR PROJECT	Spring 2014	1
CIT 21500	WEB PROGRAMMING	Spring 2014	27
CIT 49900	COMPUTER TECHNOLOGY	Fall 2013	10
CIT 49900	COMPUTER TECHNOLOGY	Fall 2013	26
CIT 49000	SENIOR PROJECT	Fall 2013	1
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2013	24
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2013	28
CIT 49000	SENIOR PROJECT	Summer 2013	5
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Summer 2013	17
CIT 21500	WEB PROGRAMMING	Summer 2013	24
CIT 43600	ADV E-COMMERCE DEVELOPMENT	Spring 2013	22
CIT 49900	COMPUTER TECHNOLOGY	Spring 2013	11
CIT 49000	SENIOR PROJECT	Spring 2013	5
CIT 49000	SENIOR PROJECT	Spring 2013	12
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Spring 2013	0
CIT 29900	COMPUTER TECHNOLOGY	Fall 2012	19
CIT 49900	COMPUTER TECHNOLOGY	Fall 2012	7
CIT 49000	SENIOR PROJECT	Fall 2012	0
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2012	25
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Fall 2012	26
CIT 31300	COMMERCIAL WEB SITE DEV	Summer 2012	11
CIT 49900	COMPUTER TECHNOLOGY	Summer 2012	11

CIT 49000	SENIOR PROJECT	Summer 2012	1
CIT 43600	ADV E-COMMERCE DEVELOPMENT	Spring 2012	11
CIT 31300	COMMERCIAL WEB SITE DEV	Spring 2012	17
CIT 49900	COMPUTER TECHNOLOGY	Spring 2012	11
CIT 49900	COMPUTER TECHNOLOGY	Spring 2012	8
CIT 49000	SENIOR PROJECT	Spring 2012	6
OLS 39900	SPECIAL TOPICS	Spring 2012	1
CIT 21300	SYSTEMS ANALYSIS AND DESIGN	Spring 2012	24

TEACHING ADMINISTRATION AND CURRICULUM DEVELOPMENT

Major Course Revision, Activity Lead, "CIT 41200 - Data-Driven Cloud Applications". (January 1, 2020 - Present).

Major Course Revision, Activity Lead, "CIT 14000 Programming Constructs Laboratory". (August 1, 2019 - Present).

New Curriculum Development, Activity Lead, "CIT Web & Software Development Concentration". (August 1, 2019 - Present).

New Curriculum Development, Activity Lead, "INFO-C 450". (August 1, 2019 - Present).

New Course Development, Activity Lead, "Global IT Citizenship (China)". (May 1, 2017 - Present).

GRANTS/FELLOWSHIPS IN TEACHING

COMPLETED TEACHING GRANTS/FELLOWSHIPS

Elliott, R. (Co-PD/PI), Luo, X. (Co-PD/PI), Grant, Teaching, "Global IT Citizenship", IUPUI Center for Teaching and Learning, Competitive, IU Internal, United States, \$10,000.00, \$5,000.00, \$5,000.00, Awarded. (May 1, 2017 - August 2018).

Elliott, R. (Co-PD/PI), Luo, X. (Co-PD/PI), Grant, Teaching, "Overseas Study Program Development Grant", IU Office of the Vice President for International Affairs, Competitive, IU Internal, United States, \$5,000.00, \$5,000.00, Awarded. (May 1, 2017 - August 1, 2018).

INVITED PRESENTATIONS - TEACHING

Local

Elliott, R., Teaching, Keynote/Plenary Address, Invited, "Every Classroom is a Laboratory", Conference, EC Moore Symposium, IUPUI, IUPUI, Indianapolis, IN, United States, Academic, Local. (March 3, 2017).

State

Elliott, R. (Co-Presenter), Teaching, Lecture/Talk, Invited, "Connecting with and engaging international students in successful online learning", Panel, Supporting International Students in Online Courses, IUPUI Center for Teaching and Learning, IUPUI Center for Teaching and Learning, Indianapolis, IN, United States, Academic, State. (June 1, 2020).

Elliott, R. (Co-Presenter), Ricke, A. C. (Co-Presenter), Zhao, H. (Co-Presenter), Teaching, Lecture/Talk, Competitive/Refereed, "USDA Choice: Using Student Devices

Advantageously", Conference, 2018 IU Online Conference, Indiana University, Indianapolis, IN, United States, Academic, State. (November 9, 2018).

Regional

Elliott, R., Teaching, Lecture/Talk, Invited, "Improving Engagement & Interactivity in the 21st Century", Workshop, Faculty Development Workshop, University of Akron Wayne College, Akron, OH, United States, Academic, Regional. (April 22, 2016).

Elliott, R. (Presenter), Teaching, Lecture/Talk, Invited, "The Flipped Classroom: What Is It?", Workshop, Faculty Development Workshop, University of Akron Wayne College, Akron, OH, United States, Academic, Regional. (April 22, 2016).

National

Elliott, R. (Presenter), Luo, X. (Co-Presenter), Teaching, Lecture/Talk, Competitive/Refereed, "Evaluating Multi-Institution Student Collaboration Via Study Abroad", Conference, Assessment Institute, IUPUI, Indianapolis, IN, United States, Academic, National. (October 22, 2018).

International

Elliott, R. (Co-Presenter), Evans, N. (Co-Presenter), Teaching, Lecture/Talk, Competitive/Refereed, "Mosaic Faculty Fellows: An FLC for Institutional Change", Conference, Lilly International Conference on College Teaching, Miami University of Ohio, Miami University of Ohio, Oxford, OH, United States, Academic, International. (November 17, 2017).

SERVICE IN TEACHING

Campus

Virtual Exchange Community of Practice, Committee Chair, United States. Approximately 40 Spent Per Year, Appointed, No. (January 21, 2020 - Present).

Founding member of a Virtual Exchange community of practice focused on increasing international collaborative opportunities for students using Internet and Communications Technologies (ICT.)

Gateway to Graduation Technology Community of Practice, Committee Chair, United States. Approximately 50 Spent Per Year, Elected. (August 31, 2013 - Present).

Organize a group of Gateway faculty working with dissemination of teaching scholarship focused on technology both in the classroom and supporting online and individual educational activities.

Presentations at local and regional SoTL conferences; hosted a number of campus-based workshops and seminars to inform faculty of available educational technology.

RESEARCH/CREATIVE ACTIVITY

GRANTS/FELLOWSHIPS IN RESEARCH

COMPLETED RESEARCH GRANTS/FELLOWSHIPS

Elliott, R. (Program Director (PD)/Principal Investigator (PI)), Bozeman, L. (Supporting Personnel), Grant, Research/Creative Activity, "Integrating Disciplinary International

Collaborative Experiences (DICE) into the Undergraduate STEM Curriculum", IUPUI STEM Education Innovation and Research Institute, Competitive, IU Internal, United States, \$17,800.00, \$17,800.00, % Effort: 100, Awarded. (July 1, 2018 - July 30, 2020).

Elliott, R., Hemminger-Jones, L. M., Guo, X., Grant, Research/Creative Activity, "Reinventing the CIT First-Year Experience", IUPUI Center for Teaching and Learning, Competitive, IU Internal, United States, \$30,000.00, \$15,000.00, \$15,000.00, % Effort: 50, Awarded. (April 1, 2019 - June 30, 2020).

INVITED PRESENTATIONS - RESEARCH

State

Elliott, R. (Panelist), Research/Creative Activity, Lecture/Talk, Invited, "Engaging International Students to Achieve Global Learning for All", Panel, OIA Global Learning Series, IUPUI Office for International Affairs, Indianapolis, IN, United States, Academic, State. (June 17, 2020).

SERVICE

UNIVERSITY SERVICE

DEPARTMENT

Computer Information and Graphics Technology, Student Advisor/Mentor, United States. Approximately 96 Spent Per Year, Appointed. (August 15, 2015 - Present).
Undergraduate faculty advisor for ~40 CIT students.

SCHOOL/COLLEGE

Faculty Mentorship Program, Faculty Advisor/Mentor, United States. Approximately 20 Spent Per Year, Appointed. (August 1, 2017 - Present).
Participating in the inaugural cohort of the School of Engineering and Technology Mentorship Academy; working directly with one faculty member seeking advice on documenting teaching excellence and preparing for promotion.

ET Honors College Advisory Committee, Committee Member, United States. Approximately 8 Spent Per Year, Appointed. (January 1, 2016 - Present).

School of Engineering and Technology, Faculty Advisor/Mentor, United States. Approximately 100 Spent Per Year, Appointed, No. (August 1, 2009 - Present).
Faculty advisor for 30-40 undergraduate and certificate students in the Computer and Information Technology program.

CAMPUS

DUE Gateway to Graduation Program, Faculty Advisor/Mentor, United States. Approximately 80 Spent Per Year, Appointed. (January 1, 2018 - Present).
Acting as faculty fellow for the Gateway to Graduation program in lieu of a permanent director for the program. Responsibilities include maintaining the budget for the program and supervising/consulting for the seven communities of practice within the program.

IUPUI Faculty Council, Faculty Governance, United States. Approximately 20 Spent Per Year, Elected. (August 1, 2016 - Present).
At-Large Member Representing Non-Tenure-Track Faculty

IUPUI Center for Teaching and Learning, Faculty Advisor/Mentor, United States. Approximately 10 Spent Per Year, Appointed, No. (May 26, 2020 - June 1, 2020).
Consultant for Quality Online Course Essentials intensive courses for faculty transitioning to online teaching.
Supported faculty working in Gateway courses to identify effective, engaging online course pedagogy. Also consulted on how to construct asynchronous online courses that can support international students.

Ad Hoc Committee to Advise Promotion and Tenure, Committee Member, United States. Approximately 40 Spent Per Year, Appointed. (September 1, 2019 - May 15, 2020).
Participation in IUPUI Faculty Council ad hoc committee to integrate third tier of Non-Tenure Track faculty into current P&T guidelines, and review and revise existing P&T processes to make them more feasible for faculty.

Fulbright Selection Committee, Committee Member, United States. Approximately 16 Spent Per Year, Appointed. (September 1, 2019 - September 30, 2019).
Selection committee for IUPUI candidates to the US Student Fulbright program

IUPUI Faculty Council Technology Committee, Committee Chair, United States. Approximately 20 Spent Per Year, Appointed. (August 1, 2016 - Present).

UNIVERSITY

Faculty Academy for Excellence in Teaching, Co-Campus Liason, United States. Approximately 90 Spent Per Year, Appointed. (August 2019 - Present).
Active as campus co-liason for FACET for IUPUI. Work includes development of formal and informal programming for teaching faculty, facilitating resources from the university level, and managing the nomination and application processes.

Faculty Academy for Excellence in Teaching, Committee Member, United States. Approximately 30 Spent Per Year. (August 1, 2017 - August 1, 2019).
Steering Committee member for FACET. Advised on policies and procedures, and reviewed applications for new membership.

PUBLICATIONS

TEACHING

REFEREED

Conference Proceeding

***Elliott, R.**, Luo, X. (2020). *Demonstrating the Impact of International Collaborative Disciplinary Experiences on Student Global, International, and Intercultural Competencies*. Uppsala: IEEE Computing Society.

Full text of this item: [elliott/intellcont/FIE_2020\(2\)-1.pdf](http://elliott/intellcont/FIE_2020(2)-1.pdf)

***Elliott, R.**, Luo, X. (2018). *Improving the Global, International and Intercultural (GII) Competencies of IT Students via Integrated Collaboration During Study Abroad* (pp. 50-55). New York, NY: Association of Computing Machinery Special Interest Group on Information Technology Education.

Elliott, R. (2014). *Do Students Like the Flipped Classroom? An Investigation of Student Reaction to a Flipped Undergraduate IT Course*. Madrid: IEEE Computer Society.

Elliott, R. (2014). *Analysis of Student Perceptions and Behaviors in a Flipped Classroom Undergraduate Information Technology Course*. Indianapolis, IN: American Society for Engineering Education.

Elliott, R., Evans, N. (2011). *Work in Progress – The Impact of Integrating First-Year Students into the Broader Curriculum*. Rapid City, SD: IEEE Computing Society.

_08/04/2020____
(Date)



(Signature of Candidate)

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Candidate's Statement

Striving for Excellence in the Teaching Profession

I write today to describe my teaching excellence and service to the teaching profession in consideration for promotion to the rank of Teaching Professor. In the documentation for my promotion to Senior Lecturer I focused on my pedagogical innovation and ability to provide meaningful learning experiences for my students. Although I continue to refine my own teaching processes and build innovation into our curriculum, I have adopted an additional focus in areas related to faculty development. I have won teaching awards at the School, Campus, and University level and feel very strongly that part of my responsibilities should be to share the wealth of that success with others for the benefit of our students and the University as a whole. It is my sincere hope that this document adequately details my efforts in this area – as well as my excellence in teaching and work to innovate our curriculum – to demonstrate how passionate I am to improve teaching as a whole at IUPUI and Indiana University.

On paper, it seems, I have done everything backward. My career at Indiana University began as an undergraduate student in Bloomington. Upon completing my degree in Indianapolis, I was invited back by a former faculty member to teach an introductory Information Technology course. This sparked a passion that led me on the path toward a graduate degree so that I could teach full time. Now that I've immersed myself in a rewarding career, I have once again dived back into the fray of graduate school to develop the tools that will enable me to build and support as many colleagues as possible in their pursuit of teaching excellence.

Although I did not come up through the traditional academic process, I feel that my circuitous route to where I now stand is a significant reason for my success. As an "outsider" to the system, I am able to bring distinct perspectives to the table when needed. I can draw on my experience as an undergraduate student, a graduate student, part-time faculty, visiting faculty, and – finally – a full-time faculty member in order to ensure that my work – indeed the work we all do as a faculty – is as practical and meaningful as possible.

As a graduate of the program in which I now teach, I have the unique ability to truly see from the students' perspective. College students today are extremely practical and aware of the value of their efforts. They are no longer content to sit back and be "told" what is important; rather, it has become the role (some might say burden) of the instructor to ensure the students understand the extrinsic value of the work they are expected to perform. I cannot blame students in the least; I vividly remember the same expectations of my own coursework. All of the work that I describe herein – both my personal teaching as well as my efforts to improve the nature of

teaching at Indiana University as a whole – has been informed by my personal experiences throughout my journey at IU.

I credit any success that I have obtained to my intrinsic beliefs that **classrooms – indeed entire curricula – absolutely should not be silos, and that the primary purpose of a college education is to prepare students for the unforeseen challenges of the real world.** Both of these are of utmost importance for students in Information Technology disciplines, simply because the rapid pace of innovation in our discipline requires significant investment in the development and maintenance of courses and teaching materials and methods.

To that end, I take the matter of innovation in the curriculum with extraordinary seriousness. My courses are updated every time they are taught and undergo more extensive revision (ideally) every one or two years. I do not change direction to chase every fly-by-night software package, but instead perform in-depth investigations to draw out the most vital foundations of the newest technologies so that those concepts can be applied to the as-yet unseen industry standards our students will soon encounter. Frequently, the solution is not to revise or add a single course here and there, but to look at the curriculum as a whole and work on a structural level to ensure critical concepts are infused throughout a student's career while making connections to the specific topics of their coursework.

Beyond my own courses, the curriculum development efforts that I undertake frequently refer to the “big picture.” I am not shy about the need to make our programs' courses as tightly interwoven as possible. Students must understand that their plan of study is a roadmap to a fulfilling destination rather than a series of disparate pit stops with an amorphous outcome they may or may not see upon graduation.

I work diligently to ensure that students see the connections between what, to them, can seem like unrelated courses so that they can see the bigger picture of the curriculum. I emphasize the need for courses within our program to intertwine so that students see the same core concepts illustrated through multiple perspectives. For example, I have worked to create a “cohort” of sophomore-level courses where students will work on a single project through the lens of systems analysis, database design, and application development – three distinct courses all working with a common problem while allowing students to act in a variety of roles while developing the solution.

I have also spearheaded efforts within our program, as well as our sibling programs, to ensure that vital concepts such as the use of mobile devices, cloud computing, collaborative system development, and globalization of the IT industry are touched on in multiple courses in such a way that they are made relevant specific to the content of each course.

In particular, I feel that faculty in any discipline would be remiss if they do not consider the ramifications of globalization and the impact that it will have on our graduates. **Every industry today utilizes technology that erases geographic, linguistic, and political boundaries, and students must be taught how to navigate this world.** I have significantly increased the

international perspective in most of my courses and am working toward the infusion of these concepts throughout our program's curriculum. I have become a huge proponent of the impact of international experiences and have created two IT-themed study abroad programs that are open to students in all disciplines. But beyond a myopic focus on my own courses, I've embarked on research to create opportunities for all students to see and experience the impact of technology on a global scale. My passion has provided me opportunities to once again connect with colleagues across campus to ensure that the positive benefits of international learning are made available to all students regardless of their individual major or ability to study abroad.

My own teaching techniques are occasionally unorthodox but there is a method to my madness, and I am frequently able to impress this on both students as well as colleagues. Instructors can no longer be considered the sole source of knowledge in the classroom. Students are immersed in data and have an unfathomable number of resources at their disposal. It is my opinion that the instructor role has shifted from dissemination to demonstration; that is, instructors must create experiences and provide opportunities for exploration while teaching students how to filter and critically examine the resources they encounter.

The methodologies used to support this constructivist style of learning vary depending on the specific nature, level, and needed outcomes of each course. I understand that there is no one-size-fits-all solution and use a combination of techniques appropriate to the topics and tasks at hand. For example, students today walk into my classroom with the sum total of human knowledge available to them in their pocket. Why on earth would I deny them the opportunity to use that resource in pursuit of their own understanding? Therefore, I work to provide relevant, meaningful, scaffolded experiences that allow the students the freedom to use the resources they know but then also teach them how to more effectively examine, utilize, and apply the resources they have not yet discovered.

I refuse to be bound by textbooks when developing curricula. I do not mean to imply that textbooks are "bad," per se; rather, a text is just one of dozens of potential resources the students could use while building knowledge. Instructors must work to curate resources from a vast array of possibilities so that their students see the value in drawing connections between disparate resources. I do not wish to be the sole source of knowledge in my classroom. My preference is that students leave my classroom able to critically examine, filter, and transform an overwhelming amount of data into useful information. I fully admit that many of the specific topics I teach today will be outmoded a few years after my students enter the workforce. I expect my graduates to have the skills to evaluate and adapt to the next latest and greatest thing. To me, that is the true measure of a student's success.

I work to make my classrooms "safe spaces," where students have time to get answers wrong without severe penalty. I encourage students to work together whenever possible but speak directly with the students about the differences between collaboration and collusion. "Group work," particularly in the IT industry, is a fundamental component of the job. Students must

understand how to make their own individual contributions to a project, and the ethics required to be an effective and respected team member.

Students today are very aware of the talents they need in the hyper-competitive technology marketplace. Therefore, anything taught to them must be framed in a context that affords a practical outcome. Whenever possible I bring real-world projects into the classroom and allow students to interact with clients similar to those they will encounter in their careers. I also take pride in mentoring students who wish to work on client projects, and drive students to opportunities for independent study whenever possible. For lower-level courses this gives students a broad picture of where their education will take them, which often engages and excites them. In upper-level courses this provides demonstrable experiences that students can relate in their pursuit of internships or careers.

IUPUI has been a leader in the development and assessment of high-impact practices to promote student growth and engagement. I strongly believe in the benefits of such practices and have actively worked to include them in my courses and co-curricular activities. Specifically, my experience in the **Mosaic Active Learning Initiative** inspired me to transform my courses so that students have opportunities for collaboration in both individual and group projects. I have led or co-led two **study abroad** programs for over 6 years, have developed a globally-themed course and overseas experience from scratch, and am working to incorporate **global learning** into more classrooms in order to benefit students who cannot study abroad. I have fostered undergraduate research in both independent projects and experience with the **Multidisciplinary Undergraduate Research Initiative**, created courses around **E-Portfolios**, and have diligently worked to improve the **First-Year Experience** through both research and course development supported by the **Curriculum Enhancement Grant** program. I try to take advantage of as many university-sponsored initiatives as possible in order to provide maximum benefit to my students.

As a member of a wide-ranging faculty, I have worked diligently to ensure that instructors of all stripes are afforded access to the same methodologies and environments that have supported my success. I am an active member of a number of university and campus initiatives that select technology and build the learning spaces that will become the de facto toolsets for all faculty to use. My time with the Mosaic Active Learning Initiative, IUPUI Technology Committee, Gateway to Graduation Technology Community of Practice, and Learning Technologies development and steering committees have afforded me opportunities to describe best practices, debate new innovations, and suggest enhancements and directions that will continue to advance Indiana University as a world-class destination for undergraduate teaching and learning.

I am a firm believer that a rising tide lifts all boats, and that it is the duty of faculty who have enjoyed some measures of success to work with their peers so that all students of our institution can reap the benefits of our very best efforts. Because of this understanding, I try to work outside of institutional divisions and encourage collaboration between disparate colleagues whenever possible. I have spent a significant amount of time volunteering for faculty development efforts that afford instructors the all-too-rare opportunity to

learn from other disciplines and ranks. For example, my participation in the IUPUI Gateway to Graduation program provides opportunities for instructors, staff, and administrators to identify and remediate issues related to the student experience in the transition to larger college courses. And I have been highly active within IU's Faculty Academy for Excellence in Teaching (FACET) to ensure that faculty have a dependable community of like-minded colleagues with which to exchange ideas, identify best practices, and celebrate the art of teaching.

More recently, I have become a verbal proponent to improve the opportunities for non-tenure track faculty within the faculty body as a whole. I was a driving force in the effort to restructure the makeup of the IUPUI Faculty Council so teaching and clinical faculty can more meaningfully participate in the highest-level decision-making processes on our campus. I also strongly argued in favor of the adoption of the new Teaching Professor rank for Lecturers. I feel it is vital that our colleagues who have chosen to devote their careers to undergraduate teaching are recognized for their efforts and that the university should provide a career path to reward their dedication in support of the university's teaching mission. I am extremely proud of my participation in these efforts and am overjoyed that they have both resulted in successful outcomes.

It is my sincere hope that all of the efforts described herein impress upon the readers my firm belief that success in teaching reaches far beyond one's own classroom, program, and discipline. A core mission of Indiana University is to provide "outstanding" academic programs, which is simply not possible without the dedicated efforts by a collegial faculty of all ranks. I believe that myself and hundreds of my colleagues can ably demonstrate success within our own careers, which does indeed further that mission. Yet it is the faculty members who demonstrate a tireless passion for the advancement of the teaching profession and the success of our students who will truly leave their mark on Indiana University.

Service in Support of the Campus and University

As noted, I have spent a great deal of time in faculty development efforts at both the campus and university levels. At IUPUI I have been heavily engaged as a faculty fellow in the Gateway to Graduation program which provides additional support to faculty who teach high-enrolling, traditionally first-year courses that serve a general population. This work has been consistent through the development of the new Institute for Engaged Learning at IUPUI which seeks to consolidate the myriad of high-impact practice efforts for which our campus is so well-known. By providing a faculty perspective and acting as a conduit between faculty and administration, I have worked to ensure that a realistic "boots on the ground" perspective is considered when policies and procedures are enacted.

I have also served as the chair of the faculty council's Technology Committee for over three years where I have convened discussions and investigations into the software and services supplied for teaching and research at IUPUI. By working in conjunction with our peers at other IU campuses, we have been able to affect meaningful change in decision-making processes to ensure that a true faculty voice is heard when these critical decisions are considered.

At the university level I have served as a vocal member of the Steering Committee (and now a campus liaison) for IU's renowned Faculty Academy for Excellence in Teaching (FACET.) This body serves as a unified voice of faculty of all ranks and disciplines that works to define the most impactful pedagogies and teaching tools available and drive innovation in the profession of teaching at Indiana University. FACET was an instrumental driver of the addition of the Teaching Professor role for which I am now applying and has long been one of the university's strongest advocates to ensure IU offers the best education possible.

Service in Support of the Department and Curriculum

Although I have no official curricular development role within our department administration, my lengthy teaching history and understanding of the Information Technology landscape has put me in a position to affect a great deal of change in our curriculum. Our program is a balancing act between a student's foundational educational needs and real-world training expectations. Further, we have defined a niche for ourselves by focusing on the development of workforce-ready business professionals who can discover, define, and develop IT services that solve business problems. We have done this all while ensuring our curriculum meets both industry and academic standards, conforms to our accrediting body's requirements, and includes the constant innovation that is inherent in technology of all stripes.

My role is one of advise and consent, as well as to lead by example. Our program houses four interrelated but distinct domains and although the majority of my courses focus on one component I am adamant that students should see continuity throughout their careers. I have worked to infuse cloud computing concepts into courses at all levels – whereas many programs relegate these topics to a single course or two – and I am a verbal proponent of internationalization of our curriculum. I work extremely well with my colleagues and together we have had significant success in ensuring our curriculum is as up-to-date as possible by making changes strategically and continually – rather than in major upheavals that disrupt and confuse students.

Our discipline's flux necessitates that we make adjustments to existing courses on an ongoing basis but we are also quite active about creating new courses when needed. I have created courses from scratch at the 300, 400, and 500 level and have performed major revisions to existing courses from the introductory to graduate levels.

Finally, I also work as an academic advisor to anywhere from 25-30 undergraduate students. I greatly enjoy academic advising and the face time it affords me. I am able to hear students' concerns and complaints and am in a position to try to affect positive changes whenever possible. However, academic advising is a heavy lift and does not count toward the teaching workload in our department. Therefore, this important work is above and beyond the expectations of my traditional instructor role.

Future Development Opportunities

This should come as no shock to you, but I have no plans to slow down anytime soon. My current work with curriculum internationalization has taken on an even more imperative angle given the pandemic with which we are now faced. Although I cut my teeth in curriculum internationalization by participating in study abroad programs I now understand that there are a wealth of other, untapped opportunities that we should incorporate into our curriculum.

Virtual exchange, where students collaborate with their peers from a university overseas, is going to be even more vital for the foreseeable future as the globe reels from the changes made necessary by the pandemic. I have received a grant from the IUPUI STEM Education Innovation and Research Institute (SEIRI) to help me investigate the outcomes from this type of program when compared to the impacts of study abroad so that I can demonstrate the need for increased participation in international experiences for students. I have also helped initiate a Virtual Exchange Community of Practice at IUPUI which was formed just prior to the outbreak of the pandemic and will become a vital lifeline for a number of faculty whose study abroad programs have been negatively impacted.

I will continue on with my work integrating cloud computing into our curriculum at all levels. I was named an inaugural Google Cloud Faculty Expert by Google to work with an international fellowship of faculty to help drive adoption of cloud computing tools within higher education and provide insight to industry relative to the unique constraints of academia. We are already hard at work developing sample curricula, lesson plans, credentialing options, and co-curricular activities (hackathons, etc.) that will be made more widely available for faculty worldwide.

And I would be remiss without saying that I am nearing the end of my pursuit of a Doctorate in Education in Instruction Systems Technology. This has obviously been a tremendous amount of work on top of all of the other activities I have described herein. My sincere hope is that I can use this credential to position myself as an expert voice in investigating and describing the impact of instructional technology on students and then pursue the very best solutions that will lead to improved outcomes for students and widest adoption by faculty. I am proud to note that I have continued on this journey while still maintaining a huge number of responsibilities and efforts above and beyond my job role as it exists on paper. I look forward to the positive impacts it will allow me to make in the future.

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Statement of Teaching Philosophy

Today's teaching and learning circles frequently discuss the need for "active learning." In addition to that notion, I strongly encourage the idea of "active teaching." Instructors can no longer be considered the sole source of knowledge in the classroom. Students are immersed in data and have an unfathomable number of resources at their disposal. It is my opinion that the instructor role has shifted from dissemination to demonstration; that is, the instructor must create experiences and provide opportunities for exploration while teaching students how to filter and critically examine the resources they encounter. I believe in a constructivist approach where knowledge comes from "doing" as well as reflection upon what was accomplished. A teacher must be a combination of coach, motivator, cheerleader, champion, mentor, networker, advisor, and, yes, instructor. I attempt to fulfill all of these roles with the following three principles.

Ensure the course material is as relevant as possible to the students.

I approach teaching from a very personal and practical standpoint. Having spent a great deal of time in industry, I understand what is expected of graduates of computer technology programs. I constantly use this knowledge to drive my classroom activities in a direction that will have meaningful outcome for my students.

I strive continually to infuse my courses with practical content, taught in a manner that is relevant to students. It's absolutely critical that my lessons provide a solid theoretical foundation for my students that also affords an experiential perspective that will help launch their careers.

I also use my experience to advocate for curriculum improvements that will benefit our graduates. Our courses must be as up to date as possible. Technology moves quickly, and while we should not change direction to chase every fly-by-night software package, we must ensure that the foundations we provide students can be applied to the as-yet unseen technologies that they will soon encounter.

Create a dynamic learning environment, both in the classroom and online.

Selfishly, I get a huge thrill from teaching. I try to drive the students toward discovering solutions, and provide support and resources they need along the way. Many instructors look for "light bulb" moments of understanding. I prefer to work as a catalyst – sparking the process that leads to a conclusion. Instead of individual light bulbs, I seek a current of energy coursing

through the room as students build toward understanding. My students see that I am in the trenches working toward a solution with them, and that energy propels them toward discovery.

My teaching techniques vary based on the content and nature of each course. In general I tend to curate a wide array of resources for students to consume. Fundamental concepts are reinforced via short lectures with active learning interactions, which are reiterated with a number of hands-on activities. This flipped classroom approach supports my belief that knowledge is intrinsically intertwined with application.

I work to make my classrooms “safe spaces,” where students have time to get answers wrong without severe penalty. The largest percentage of grades in my classrooms come from students' subsequent attempts to tackle the problems they have already submitted.

The competitive nature of academics requires many courses to be offered online. I have a great deal of experience with online courses (almost half of my teaching has been online) and I understand the benefits and pitfalls. I fully believe that an online course can be just as effective and engaging as a face-to-face section, but that it is the instructor's responsibility to construct the course so that it takes advantage of the unique opportunities online teaching affords. I am dedicated to making these courses as meaningful and as equivalent to their classroom counterparts as possible.

Make connections throughout the curriculum and to the real world.

I work diligently to ensure that students see the connections between what, to them, can seem like disparate courses so that they can see the bigger picture of the curriculum. I emphasize the need for courses within our curriculum to intertwine so that students see the same core concepts illustrated through multiple perspectives. For example, I have worked to create a “cohort” of sophomore-level courses where students will work on a single project through the lens of systems analysis, database design, and application development – three distinct courses all working with a common problem while allowing students to act in a variety of roles while developing the solution.

Students today are very aware of the talents they need in the hyper-competitive technology marketplace. Therefore, anything taught to them must be framed in a context that affords a practical outcome. Whenever possible I bring real-world projects into the classroom and allow students to interact with clients similar to those they will encounter in their careers. I also take pride in mentoring students who wish to work on client projects, and drive students to opportunities for independent study whenever possible. For lower-level courses this gives students a broad picture of where their education will take them, which often engages and excites them. In upper-level courses this provides practical experiences that students can relate in their pursuit of internships or careers.

Finally, graduates in the field of information technology would be remiss if they did not consider the ramifications of technology on the world as a whole. Students must understand that

technology crosses geographic, linguistic, and political boundaries. I have significantly increased the international perspective in most of my courses. Most importantly, I have become a huge proponent of the impact of international experiences – such as study abroad programs – for students, and continue to create opportunities for students to see the impact of technology on a global scale.

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Teaching Responsibilities

In my time at IUPUI I have taught a vast array of courses at literally every level throughout the curriculum and am currently in the process of working to introduce new graduate courses as well. I'm very proud of the breadth of my course portfolio, which I feel speaks to my belief that a student's education should be integrative and inclusive across the curriculum. By working to ensure that so many of our courses mesh well with others I have been able to introduce a strategic continuity and flow that benefits students by making more substantial connections with their related coursework.

My standard teaching load is three courses per semester, as I have administrative duties to maintain the website of the School of Engineering and Technology. However, I teach an overload almost every semester and, as you can see, often incorporate disparate populations (undergrads and grads, students from other programs, etc.) into my courses. I am incredibly flexible in my teaching assignments and am happy to shift courses as needed by the department.

More information about the specific courses noted below – as well as their genesis and the impact they have on our curriculum – can be found in the section entitled **Error! Reference source not found.** later in this document.

Table 1: Courses Taught and Coordinated

Course Name	Last Major Revision
CIT 14000 Programming Constructs Lab	Fall 2019 / Spring 2020
CIT 21300 Systems Analysis and Design	Fall 2019
CIT 24200 Introduction to ASP.NET Programming	Fall 2018
CIT 30500 Android Mobile Application Development	Spring 2019
CIT 37300 Visual Design for Software	Fall 2014
CIT 37400 Systems and Database Analysis	Fall 2020
CIT 40700 Fundamentals of Intelligent Agents	Summer 2020
CIT 41100 iOS Mobile Application Development	Fall 2018
CIT 41200 Data-Driven Cloud Applications	Spring 2020
CIT 41600 Global IT (<i>study abroad course</i>)	Spring 2018
CIT 43600 Advanced E-commerce Development	Spring 2020
CIT 49000 Independent Study	n/a
CSCI-N 410 Mobile Computing Application Development	Fall 2018
INFO-C 450 Systems Analysis	Fall 2019
TECH 58100 iOS Application Development (iOS)	Fall 2019

TECH 58100 Data-Driven Cloud Applications (Cloud)	Spring 2020
TECH 58100 e-Commerce Development (eComm)	Spring 2020
TECH 58100 Global IT	Spring 2020
TECH 58100 Independent Study (IS)	n/a

It would be very difficult to define a "typical" semester. Rather, I will describe the teaching responsibilities I undertook for the three most recent semesters.

Spring 2020

Course	Enrollment	Original Modality
CIT 14000	28	Classroom *
CIT 41200	32	Classroom *
CIT 41600 (China) ¹	11	Classroom */ Study Abroad
CIT 43600	14	Online
CIT 49000	1	Independent Study
TECH 58100 (Cloud) ²	4	Classroom *
TECH 51800 (Global IT) ^{1,3}	3	Classroom *
TECH 58100 (eComm) ⁴	1	Online

* All courses regardless of original modality were transitioned to online learning in mid-March due to the COVID-19 pandemic.

¹ Study Abroad trip to China over Spring Break was canceled due to the COVID-19 pandemic.

² Jointly offered with CIT 41200 with additional work for graduate students

³ Jointly offered with CIT 41600 with additional work for graduate students

⁴ Jointly offered with CIT 43600 with additional work for graduate students

Fall 2019

Course	Enrollment	Modality
CIT 21300	30	Classroom
CIT 21300	29	Online
INFO-C 450 ¹	10	Online
CIT 37300	54	Classroom
CIT 41100	8	Classroom
CSCI-N 410 ²	10	Independent Study
CIT 49000	1	Classroom
TECH 58100 (iOS) ³	5	Classroom
TECH 58100 (IS)	2	Independent Study

¹ Offered by the IU Online Collaborative BS in Informatics; Jointly offered with CIT 21300

² Offered by the IUPUI School of Science; Jointly offered with CIT 41100

³ Jointly offered with CIT 41100 with additional work for graduate students

Spring 2019

Course	Enrollment	Modality
CIT 30500	21	Classroom
CIT 41200	31	Classroom
CIT 41600 (India)	12	Classroom / Study Abroad
CIT 49000	3	Independent Study
TECH 58100 (Cloud) ¹	1	Classroom
TECH 51800 (Global IT) ²	1	Classroom

¹ Jointly offered with CIT 41200 with additional work for graduate students

² Jointly offered with CIT

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Summary of Student Evaluations

I understand that student evaluations should not be the only measure of one's skills as a teacher. But setting aside the inherent biases in the evaluation process, I find the feedback from students to be amazingly helpful as I continue to develop and refine my courses – as well as my personal pedagogical style.

My scores have been consistently above average in most measures (I do get some negative feedback because I'm often behind in grading – a personal Achilles' heel), but I try not to rest on my laurels. I much prefer the freeform comments written by students as I believe that is most reflective of their experience. That feedback is frequently peppered with words such as "passion," "engaging," "excitement," "enthusiasm" and the like. I feel that therein lies my true success: to engage a room full of nineteen year-olds about anything is a win. To do it in a way that demonstrates passion and excitement? That's the mark of a successful teacher.

My absolute favorite rubric item in the evaluations for the School of Engineering and Technology ask students to rate that "The instructor provided a motivating environment for learning." I believe this question exemplifies one of my teaching philosophies of "teacher as coach." In the ten years that this question has been asked of my students, I have averaged a **3.77 / 4.0** for my classroom sections and **3.42 / 4.0** for my online courses. This is a personal point of pride for me because I envision the classroom as a laboratory where students are encouraged to engage with course materials and construct work products that reinforce the learning outcomes of the course. I realize that I have work to do to improve this rating for my online courses, but I am continuing to integrate activities into them that I feel will have a positive effect on the students.

Student evaluations cover a wide variety of topics from course structure to course materials. I have selected specific evaluation questions that I feel best represent my efforts to implement active learning and drawing connections between other courses within the curriculum to the present course. Student responses are provided on a 4 point Likert scale, where 4 represents "Strongly Agree" and 1 represents "Strongly Disagree."

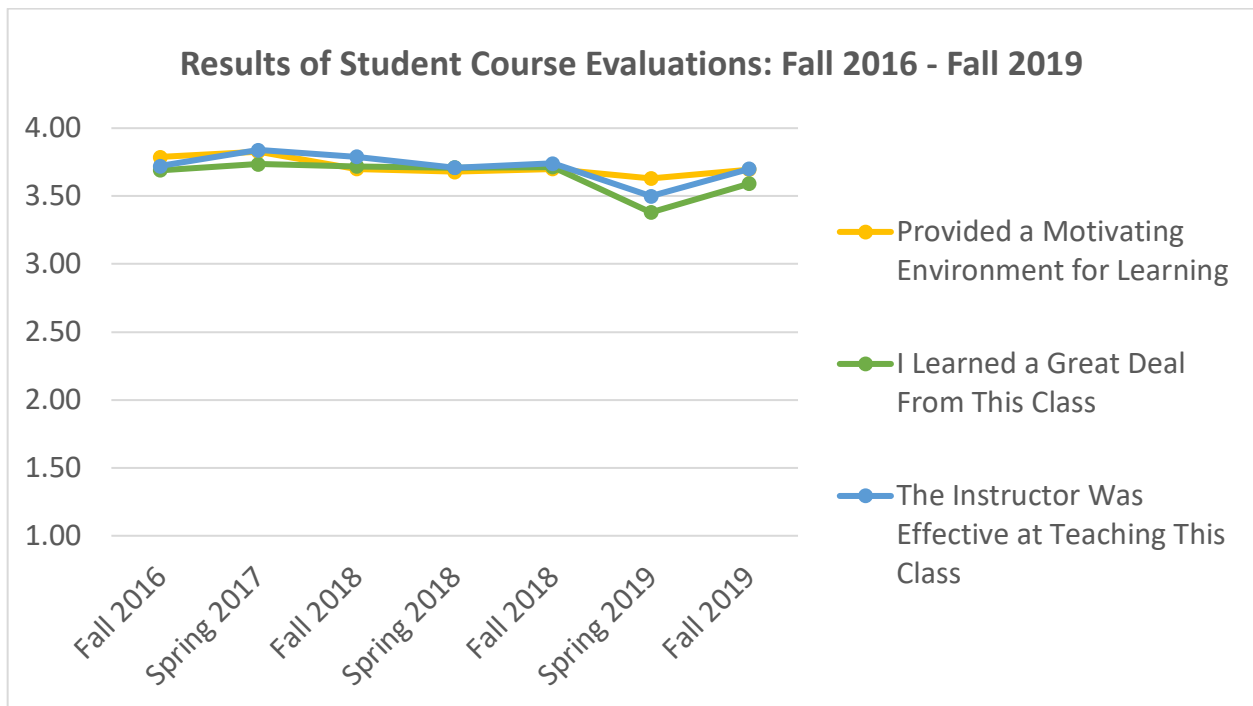
Please note that in the past years I have taught courses in three schools (School of Engineering and Technology, School of Science, and School of Informatics and Computing.) Each of those schools uses different course evaluation rubrics, so the information provided below includes only statistics from my home school of Engineering and Technology.

Full student evaluation reports, including those from all schools, can be found in the Appendices.

Selected Questions for Student Evaluation

- Question 1: Motivating Environment:
 - Current: "This class provided a motivating environment for learning."
 - Prior to Fall 2014: "The instructor provided a motivating environment for learning."
- Question 2: Learning Outcomes:
 - "Overall, I learned a great deal from this class."
- Question 3: Instructor Effectiveness:
 - "Overall, this instructor was effective at teaching this course."

Figure 1: Course Evaluation Results for Trailing Three Years (Averaged by Semester)



Selected Comments from Student Evaluations (unrelated to a specific evaluation question or semester)

CIT 21300, Systems Analysis and Design

"This course (has) great resources and materials to help you understand the course. In addition, the way the teacher teaches his class makes everyone involved and I have never witness such a thing before in any of my previous class."

*“Rob Elliot took a group of students that didnt know anything and **transformed them into business professionals.**”*

*“Rob is one of the best professors I've had. **His passion translates well into the classroom** and motivates students to learn.”*

“Robbie E is a baller”

CIT 37300, Visual Design for Software

*“Rob is a great professor: he's friendly, sharp, and just **makes the class environment engaging.** I also really appreciated that he made attendance optional for the career fair, he understands what is most important in an academic environment. Really enjoyed class with Rob and I really hope I get to take another one of his classes in my time at IUPUI.”*

*“This class helped me learn what I want to do with the rest of my career and introduced me to **some of the most interesting, exciting tech and design concepts I have learned in college so far.** I am very glad I took this class.”*

CIT 41100, iOS Mobile Application Development

“I feel like Rob should teach teachers how to teach.”

*“**Rob clearly belongs in education.** He is genuine and caring and obviously wants students to learn and get the most they can from his classes. He gets behind in grading, but overall, an enjoyable teacher and a great experience.”*

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Peer Reviews

I am a champion of the peer review process and believe that it is not implemented as frequently (or as formally) as it should be in a faculty member's career. It is often difficult to find engaged faculty members who are available for a peer review consultation, but I have found a number of colleagues who are as equally dedicated to the peer review process as I am.

Ironically and unfortunately, I was not able to collect additional peer reviews in the 2019-2020 academic year due to the transition to online teaching during the COVID-19 pandemic. I had an additional peer review scheduled for CIT 41200 Data-Drive Cloud Applications after Spring Break (once the students had started working in small groups on a final project), but was unable to obtain that review. Therefore, I submit for review the results of one recent peer evaluation from the 2019-2020 academic year as well as two older reviews. Each of these evaluators was invited to my classroom to assist me in refining my teaching skills and, frankly, to keep my sometimes unorthodox methods in check.

I have the utmost respect for each of these volunteer peer reviewers and have since incorporated many of their suggestions and observations into future activities in all of my courses.

Full text of these peer reviews can be found in the Appendices.

Peer Review #1

Reviewer: Shamima Mithun, Lecturer of Computer and Information Technology

Course Reviewed: CIT 21300, Systems Analysis and Design

Review Date: 10/7/2019

I was excited to invite Dr. Mithun into my classroom, as we work very closely in curriculum development efforts but do not often take the time to coordinate pedagogies. Shamima's educational background and teaching experience are somewhat different from my own, but I believe that we complement each other's styles and can learn a great deal from each other.

Selected Feedback

"Professor Elliott is teaching this course using a flipped classroom model. Students were required to prepare for class by (1) watching pre-recorded lectures that cover the UML Activity Diagram, (2) completing assigned reading, and (3) creating an Activity Diagram for a familiar scenario, namely, a diagram for how to "Make a Peanut Butter & Jelly Sandwich." The Activity

Diagram was due right before the class. Professor Elliott led an organized, interactive, discussion-based class session where he mostly discussed students' mistakes for their submissions."

"He also discussed with the class how to implement a specific part of that sample diagram using programming constructs. Professor Elliot also brought actual ingredients (bread, peanut butter, jam, and plastic knife) and followed the steps from the sample Activity Diagram to demonstrate whether or not he would be able to make a peanut butter sandwich."

"Overall, it was a well-planned session where Professor Elliott engaged students in discussions and encouraged them to find errors. He also demonstrated the correct answer to help students correct their misconceptions. When students asked complex questions, he rephrased those questions in a simpler form, which helped students answer the questions. He also closed the discussion loop by showing two conceptually very erroneous samples of students' submissions and warning students to avoid those kinds of errors."

"I don't think a familiar scenario like 'Make a Peanut Butter & Jelly Sandwich' requires a practical demonstration. Students of this level should be able to visualize the failure or success of an Activity Diagram for such a simple scenario, even though it seems students enjoyed the demonstration."

Reaction and Results

The date of Dr. Mithun's observation was a fairly routine session with most of my courses (although I don't often prepare sandwiches in the classroom.) I prefer to use class time to interact with students related to work they have already performed in order to provide more personal and meaningful feedback. The flipped classroom pedagogy empowers me to remove much of the rote lecture from the room, thus freeing up time to perform demonstrations, open the floor to questions and answers, and give students opportunity to reframe, rethink, and reattempt their solutions. I am heartened that she noted the value of this type of interaction, as I personally feel it is a far more valuable use of both my own and my students' time together.

I will admit to being slightly disappointed at the critique of the use of the sandwich-making demonstration. I believe that this is a pedagogical difference between myself and Dr. Mithun. Her assertion that "(s)tudents of this level should be able to visualize the failure or success...for such a simple scenario" is actually somewhat incorrect. Over 50% of the students submitted a diagram that did not result in a completed process. By using the demonstration mechanism, I was able to point out specific points of failure in the logic of some of the student work. A critical outcome of this course is to be able to take a simple instruction and produce detailed documentation that contains expected results. (I often relate this course to "Teaching Aliens how to play Tic-Tac-Toe." It's a process that we all understand but we find ourselves glossing over critical details when trying to explain the process to someone who is completely new to it.)

For a sophomore-level class that works with highly abstract constructs, I feel it is critical for students to be confronted with a physical demonstration of the instruction sets they have created. If they were able to do this intuitively, there might not be a purpose for this course at all. However, I greatly appreciate Dr. Mithun's feedback and will reconsider the rigor of this particular exercise.

Peer Review #2

Reviewer: Rob Wolter, Senior Lecturer of Organizational Leadership and Supervision

Course Reviewed: CIT 41100, iOS Mobile Application Development

Review Date: 4/29/2015

This review was conducted near the end of course on mobile application development. At the time of the review, the class had been divided up into five teams, each working on a different aspect of the same application - which was a prototype of an iPad application for the Indianapolis Fire Department. Each team had a subset of tasks that they had to complete, while maintaining interoperability with the work done by other students.

I played the role of "project manager" during the development of this application, so as student teams completed a task, I was able to bring their work into the master project file, and then redistribute that to *all* students. In essence, I was reacting to the actions of the students.

Selected Feedback:

"Interestingly, the students were active note takers during discussion of the topic, making notes in real time as the material under development was displayed, reviewed and updated. There were numerous contemporary references that appealed to the students and he was effective in engaging the students with questions that allowed him to discern their level of comprehension with regard to the material. Rob engaged the students, listened for comprehension and adjusted his facilitation style as needed to make sure everyone grasped the concepts being explored in the classroom."

"Improve the classroom interaction by forming small discussion groups. Allow the groups to review the material. During the review groups are charged with the development of specific questions for further intergroup discussion and analysis. This process will allow Rob to determine where there is confusion or gaps in student learning."

"This class started on time, but it was refreshing to see that all students were there ahead of time and already working on the project. Additionally, most of the students continued to work on the project after the class was over and took advantage of the opportunity to work together in a productive fashion. Rob is masterful at engaging his students."

"Improve the learning environment by providing a brief overview of the day's activities prior to the lecture and discussion, followed by a summary after the discussion. This will set Rob up to provide a preview of activities and assignments needed for the next class session."

Reaction and Results:

While Professor Wolter's comments were primarily positive, I do appreciate that he gave me a few ideas for improvement of the classroom. Most apparent was the need to provide students (and student teams) a conduit for feedback, either by convening a discussion at the start of the class or by providing a "summary" period at the end.

In the group projects that I have conducted since this review, I have ensured that the start of each class session gives the teams a chance to check in with each other and then report (either positively or negatively) to me as well as the classroom as a whole. I have also worked to ensure that group work time is complete prior to the end of class so that we can all review together a summary of what each team was doing that particular day.

Peer Review #3

Reviewer: Kate Thedwall, Senior Lecturer of Design Communication Studies

Course Reviewed: CIT 37300, Visual Design for Software

Review Date: 10/13/2014

This peer review was conducted during a traditional lecture-based session of the course. The review was focused primarily on the structure and content of the course in the context of the stated student outcomes and learning objectives. I specifically requested a review the course content to ensure that it was organized well, provided practical knowledge to the students, and that the course followed a logical flow.

Selected Feedback:

"Professor Elliott's philosophy of teaching matches well with what I observed in his classroom. His emphasis in his philosophy on transferable skills as one of his main priorities was very much alive in his syllabus and learning outcomes creation."

"I loved the fact that he was transparent about the outcomes he expects and the outcomes they can use once they graduate. Superb."

"His handouts for the class I observed consisted of a sample usability testing agreement, along with a guide to help students write their own usability evaluation. He provided a clear evaluation that broke the peer's use down into three simple tasks. Professor Elliott did a great job explaining each of the handouts and how they were to be used in each of their projects. Students asked appropriate questions and were looking forward to the next class where they would have the actual hands-on evaluations occur with their projects."

Reaction and Results:

This review reassured me that the course materials provided to the students were appropriate and well-organized. I have since endeavoured to ensure that all of my course materials in all of my courses are similarly structured and that the course content is structured for easy reference and review.

Professor Thedwall provided me with an anecdotal note that I needed to ensure all of my students were engaged during standard lecture time, and that she had noted a few students working on unrelated activities during the discussion. I took that information to heart and have since truly focused on breaking up rote lecture sessions with a combination of presentations, discussion, and hands-on exercises for immediate application of the topics presented.

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Impact on Student Learning Outcomes

The ever-changing nature of technology forces us to reevaluate our curriculum and course content on a frequent basis. When updating our course materials, technology faculty must consider the needs of graduates and industry first; hence, each course is provided with a list of student learning outcomes that provide a framework for the topics that must be included. The specific technologies and assessments introduced in each course must correspond to the outcomes that have been detailed.

The Computer Information Technology (CIT) program expends a good deal of effort to ensure that desired student learning outcomes are assessed throughout the curriculum. The CIT program is accredited by the ABET Computing Accreditation Commission (CAC), which details 14 student outcomes (labeled a – n) that must be present within the curriculum to satisfy the commission.

I am pleased to report that 12 of the 14 student outcomes are present with the courses that I teach and for which I am the course coordinator. This indicates that students who take my courses are exposed to technological competencies from a variety of perspectives: development standards, client expectations, user needs, global and linguistic context, and current best practices.

The table below describes the accreditation outcomes mapped with the courses I teach and coordinate. A complete list of the courses in my teaching portfolio is included in both the **Error! Reference source not found.** and **Error! Reference source not found.** sections below.

Table 1: Courses Mapped to ABET Computing Accreditation Commission Outcomes

ABET CAC Outcome	CIT 21300 Systems Analysis & Design	CIT 21500 Web Programming	CIT 30500 Android Mobile Application Development	CIT 31200 Advanced Web Site Design	CIT 31300 Comm. Website Dev.	CIT 37300 Visual Design for Software	CIT 41100 iOS Mobile Application Development	CIT 43600 eCommerce Development
(a) An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline.								X
(b) An ability to analyze a problem, and identify and define the computing and business requirements appropriate to its solution.	X	X	X	X	X		X	X
(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.	X	X	X	X	X		X	X
(d) An ability to function effectively on teams to accomplish a common goal.	X					X		
(e) An understanding of professional, ethical, legal, security and social issues and responsibilities.								
(f) An ability to communicate effectively with a range of audiences.	X					X		
(g) An ability to analyze the local and global impact of computing on individuals, organizations, and society.		X	X			X	X	
(h) Recognition of the need for and an ability to engage in continuing professional development.								
(i) An ability to use current techniques, skills, and tools necessary for computing practice.		X	X	X	X		X	X
(j) An ability to use and apply current technical concepts and practices in the core information technologies.	X	X	X	X	X		X	X
(k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.	X		X		X	X	X	
(l) An ability to effectively integrate IT-based solutions into the user environment.			X			X	X	
(m) An understanding of best practices and standards and their application.	X	X	X	X	X	X	X	
(n) An ability to assist in the creation of an effective project plan.	X							

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Teaching Scholarship

The full text of items noted with an asterisk () can be found in the Appendices.*

Scholarship Related to Globalized Curriculum Development

Elliott, R., & Luo, X. (2020) *Demonstrating the Impact of International Collaborative Disciplinary Experiences on Student Global, International, and Intercultural Competencies*. (Abstract Accepted)

Elliott, R., & Luo, X. (2018). *Improving the Global, International and Intercultural (GII) Competencies of IT Students via Integrated Collaboration During Study Abroad*. In Proceedings of the 19th Annual SIG Conference on Information Technology Education (pp. 50–55). New York, NY, USA: ACM.
<https://doi.org/10.1145/3241815.3241858>

Elliott, R., & Luo, X. (October 22, 2018). *Evaluating Multi-Institution Student Collaboration Via Study Abroad*. Presented at the 2018 Assessment Institute in Indianapolis, Indianapolis, Indiana.

Scholarship Related to Classroom Technology

Elliott, R., Zhao, H., & Ricke, A. (November 9, 2018). *USDA Choice: Using Student Devices Advantageously*. Presented at the 2018 IU Online Conference in Indianapolis, Indiana.

***Elliott, R.** *Improving Engagement & Interactivity in the 21st Century: Classroom Technology from the Student's Perspective*. Invited faculty development seminar at University of Akron Wayne College, Orrville, OH, April 2016.

Elliott, R., Evans, N., & Zhao, H. (November 19-22, 2015). *Classroom Technology From Students' Perspective*. Presentation at the Lilly International Conference on Teaching and Learning, Oxford, OH.

Elliott, R., & Evans, N. *Are You Out There?? Technology Tools to Improve Engagement and Interactivity in Online Courses*. Invited faculty development seminar at Indiana State University, Terre Haute, IN, May 2015.

Elliott, R., et al. (May 11, 2015). *Classroom Technology From the Students' Perspective*. Full-day retreat at IUPUI sponsored by the IUPUI Gateway to Graduation Program, Indianapolis, IN.

Scholarship Related to Curriculum and Pedagogical Development

Birdwell, T., **Elliott, R., & Evans, N.** (November 17-19, 2017). *Mosaic Faculty Fellows: An FLC for Institutional Change*. Presentation at the Lilly International Conference on Teaching and Learning, Oxford, OH.

***Elliott, R.** (2017). *Every Classroom is a Laboratory*. Plenary presentation at EC Moore Symposium, Indianapolis, IN. March 3.

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Course, Curricular, and Professional Development

Course Development

While in rank as Senior Lecturer I have embarked on a number of new course developments. First and foremost, I created a second study abroad course under our CIT 41600 Global IT variable topics title that takes students to China for a course in Global IT Citizenship. This course now alternates each year with our Global IT Management course to India that was developed previously.

As our program has introduced a new 5-year BS/MS program, we have increased our graduate level course offerings to provide additional opportunities to our graduate students as well as give our undergraduate students an opportunity to obtain graduate-level credit as part of the BS/MS program. I have added graduate-level work to four of my existing courses (all labeled with the temporary course number of "TECH 58100" in the tables below) and have successfully offered each.

I will discuss three examples of new or significantly revised courses that demonstrate my ability to keep courses current with the demands of industry below.

Table 1: Courses Created in Rank of Senior Lecturer

Course Name	Introduction
CIT 41200 Data-Driven Cloud Applications	Spring 2020
CIT 41600 Global IT Citizenship (<i>study abroad course</i>)	Spring 2018
INFO-C 450 Systems Analysis	Fall 2019

Table 2: Graduate Components Added to Undergraduate Courses in Rank of Senior Lecturer

Course Name	Introduction
TECH 58100 iOS Application Development (iOS)	Fall 2019
TECH 58100 Data-Driven Cloud Applications (Cloud)	Spring 2020
TECH 58100 e-Commerce Development (eComm)	Spring 2020
TECH 58100 Global IT	Spring 2020

Table 3: Courses with Significant Revisions in Rank of Senior Lecturer

Course Name	Last Major Revision
CIT 14000 Programming Constructs Lab	Fall 2019 / Spring 2020
CIT 21300 Systems Analysis and Design	Fall 2019
CIT 30500 Android Mobile Application Development	Spring 2019

CIT 37400 Systems and Database Analysis	Fall 2020
CIT 41100 iOS Mobile Application Development & CSCI-N 41-0 Mobile Computing Application Development	Fall 2018
CIT 43600 Advanced E-commerce Development	Spring 2020

CIT 41200 Data-Driven Cloud Applications – Revised Course for Spring 2019

This senior-level course is required of students in both the Web and Software Development and Data Management concentrations in the Computer and Information Technology program. Although not officially a capstone course, per se, it does contain most of the elements one. The course focuses on the transmission of data from disparate sources to an application where it is synthesized and made available for users in a meaningful way. This draws on a great deal of previous coursework: application development, database development and management, information security, and user interface design.

The design of this course is heavily influenced by cloud-based technologies, where once-monolithic applications are broken into a series of interrelated components with cloud-based services dedicated to each. Students in the course were introduced to cloud functions (microservices) that perform a single function on demand and at incredible scale, cloud storage that allows for secure storage and transmission of media, cloud-hosted web applications and application programming interfaces, publisher/subscriber tools that allow for push notifications and automatic emails and SMS interaction, and voice-based interactive assistants (e.g. Alexa) who can use natural language processing to accept user input and provide satisfactory user output. As you might suspect, the course is crammed full of these advanced technologies but the focus is on their interoperability rather than the depth of their functionality.

The crux of the course is that students with different, but complementary, skillsets are asked to work together in small teams and use their domain-specific expertise to build a whole project. Students in the Data Management concentration are tasked with the development and population of datasets in such a way that the students in the Web and Software Development concentration can interact with the data. The final project of the course gives the students a broad range of opportunities to demonstrate their expertise and collaborate in such a way that each team member is tasked with functionality specific to their understanding. This has resulted in a large number of highly intricate applications – as well as the agile development experience and soft skills that will be required for graduates in the workforce.

CIT 41600 Global IT Citizenship – New Course Introduced Spring 2018

This course is the second topic in our variable topic Global IT course – each of which contains an embedded study abroad component. This course was developed to focus specifically on “citizenship,” meaning that students work to understand the nature of globalization and their role within it. Students are given a comprehensive look at what it means to be a business professional in the 21st century where international boundaries seem blurred but international laws, cultures, and customs are ever-present. The purpose is to prepare students for the

eventuality that they will be asked to work in a foreign environment – either by choice or assignment – and that they take a deeper internal look to understand what all that might entail.

This course was built with a weeklong study abroad component to China, where students participating in the course work hand-in-hand with students at a Chinese university to produce an IT-based solution to a proposed business problem. The output of the student work has been exemplary, but the true reward for the students has been the opportunity to work shoulder-to-shoulder with a group of peers from a completely different background and context.

The Spring 2020 offering of this course took on an entirely different meaning as the COVID-19 pandemic took hold across the globe. We planned to travel to China in March, 2020 and spent the first few weeks of the semester planning for the trip – purchasing airfare and applying for visas. As it became readily apparent that we were not going to be able to travel (which we realized much sooner than the rest of the University), the nature of the course shifted to one of personal impact of the pandemic on the working lives of the professionals. What was happening to the Americans who lived and worked in Wuhan at the time of the outbreak? How did companies handle balancing the workload of international teams between those who were in affected areas and those who were not? Although we were unable to physically travel to China during the outbreak, the students participated in a alternative virtual exchange program (albeit with students in North Africa and the Middle East.) It wasn't quite the international experience that everyone had expected, but it was still an incredibly interesting and satisfying course.

CIT 14000 Programming Constructs Laboratory – Significant Course Revision Fall 2019 & Spring 2020

The first “programming” course in the Computer and Information Technology curriculum had had a rough go of things in the last few years. We realized – as a department – that we were not taking advantage of the fact that most incoming students took a similar cohort of courses in their first semester or two, including the CIT 14000 course and a complementary course entitled CIT 12000 Quantitative Analysis I. These courses had suffered from what I referred to as the “silo” problem where they were the responsibility of two different faculty members who did not collaborate to ensure the courses worked together in concert. In essence, our freshmen students were being told two similar but different things in their courses.

Colleagues of mine and I embarked on a plan to re-envision the first year experience for incoming CIT students. We were awarded a Curriculum Enhancement Grant to afford us the opportunity to look at three of the first year courses and ensure that they complemented one another, and, more importantly, provided the necessary foundation for future coursework that would be expected of them. As technology has continued to evolve we realized that we were pushing more and more complex concepts “down” into the lower levels (200 and 300-level courses) but were not increasing the complexity of the 100-level courses to match. The incongruity of the first year and the vast leaps we were asking students to make in the second year were causing a disruption in the program.

I took over the redevelopment of the CIT 14000 course, which started by changing the programming language that was taught. The inclusion of Python into our program had long been requested by instructors of higher-level courses for a variety of reasons. But rather than throw the previous programming language (JavaScript) out of the window, we opted to move some JavaScript content into the CIT 12000 course as well. This way students were exposed to two languages simultaneously. Although this might sound overly complex at first, it was actually fairly successful. Instructors of both courses noted that students were drawing connections between the courses much more frequently. And by touching on similar topics with different tools, students could start to understand the process behind why specific tools are used for various needs.

The CIT 14000 redevelopment also involved the introduction of a web-based virtual environment for students to use, which allowed students to “code inside their textbook” and work side-by-side with the content that was provided to them. It removed the need to configure software on individual user machines (which was historically a point of pain, as supporting different systems is the bane of any IT instructor), and allowed them to work from any web-connected computer either at home or on campus. The textbook introduced was an Open Educational Resource that was highly customized to the needs of IT students, replete with examples and explanations that were germane to the topics the students would see in their upcoming coursework.

Students who participated in the courses during the 2019-2020 academic year (the year of the grant-supported study) were surveyed and interviewed throughout. Data analysis continues so that we can determine if the project was successful. A longitudinal study that will follow these students throughout their CIT curriculum has been discussed as well.

Curriculum Development

As stated previously, I have no formal authority related to the development of the program's curriculum above and beyond the individual courses with which I am involved. Still, my experience in industry as well as the classroom has provided me with a great deal of opportunity to affect change throughout the program. My overall curricular improvement work has focused on three specific factors:

- Increase collaboration within the program's faculty so that courses are complementary and students can “see the big picture”
- Infuse cloud computing topics throughout the curriculum, rather than relegate them to a specific course or two
- Improve the global perspective of our graduates by working to include internationalization concepts throughout the program

One can see evidence of my efforts in breaking down silos within the program in my previous discussion related to the CIT student first-year experience. By working to align those courses I intend to provide students with a stronger footing as they move later into the program – as well as give them the incentive they need to enroll in courses that, on paper, may not seem to be of

interest to them. The integration of students from the Web and Software Development and Data Management concentrations in the CIT 41200 course (also previously discussed) is another example of this effort.

I continue to convince my colleagues to infuse Cloud Computing concepts throughout the undergraduate curriculum. This monumental shift in the modality behind application development and delivery requires a fundamental reexamination of even our most basic foundational IT courses. Everything from databases to web development to information security to networking systems is affected by this massive transition. And I continue my efforts to work with the University's IT Services and directly with vendors such as Google Cloud via the Google Cloud Faculty Experts program to ensure that faculty and students have adequate and equal access to the tools they need to easily bring cloud technologies into their classrooms.

And, again, I cannot stress enough the importance of introducing international concepts into our classrooms. Although my courses tend to dive more deeply into these topics than most, I continue to pound the drum in favor of including these concepts into our everyday lesson plans. Not everything has to be a virtual exchange or a study abroad; sometimes "internationalization" is as simple as reminding data management students that different countries format dates in different ways (DD/MM/YY vs. MM/DD/YY), for example. Or noting that temperatures in a weather app should be automatically available in the measurement system used by the local country without user configuration. These concepts will be even more vital in the next few years as international mobility is hampered by the COVID-19 pandemic and students will lose valuable opportunities to engage with international peers both at home and abroad.

Professional Development

My professional development continues on two fronts: the completion of my Doctorate in Education in Instructional Systems Technology, and the pursuit of additional professional certifications offered by major cloud computing platform providers Google Cloud Platform, Amazon Web Services, and Microsoft Azure. My intent is to combine these credentials in two significant ways.

First, I will use the expertise gained in my doctorate to continue the investigation and evaluation of learning technologies so that we can ensure students and faculty have access to the most powerful platforms and tools available for higher education. These decisions are critical now more than ever as was demonstrated by the university's (indeed, every university's) complete and utter dependence on learning technologies during the shift to online teaching in spring semester 2020. I intend to be a verbal advocate on behalf of faculty of all stripes to ensure that these selections are made in a thoughtful and meaningful way – and that the technology is equitable for less technical students and faculty as well.

Rob Elliott

Promotion to Teaching Professor, 2020-2021

Computer Information and Graphics Technology, IUPUI



Service to the Department

Course and Certificate Coordination

The Computer Information and Graphics Technology department has two undergraduate concentrations related to web and multimedia development (Web Development in CIT and Interactive Multimedia Development in CGT.) I am the *only* full-time faculty member (tenure track or otherwise) devoted to building and maintaining the curriculum for the Web Development concentration. I am the course coordinator for a large number of courses in CIT, and consult on the content of a number of courses that are not officially assigned to me.

Additionally, the CIT program has two 100% online undergraduate certificate programs that are focused on web development. I coordinate the courses in those programs, as well as respond to recruiting inquiries for interested students. These are offered through the IU Online initiative but do not receive any kind of financial or staff support from that source.

Courses Coordinated:

- CIT 21300 Systems Analysis and Design ²
- CIT 21500 Web Programming ²
- CIT 30500 Android Application Development ^{1,3}
- CIT 31200 Advanced Website Design ³
- CIT 31300 Commercial Website Development ³
- CIT 37300 Visual Design for Software ^{1,2}
- CIT 41100 iOS Application Development ^{1,3}
- CIT 43600 Advanced e-Commerce Development ³

Additional Courses Advised:

- CGT 35600 Programming, Development, and Data Integration ³
- CIT 37400 Systems and Database Analysis ³
- CGT 45600 Advanced Programming, Development, and Data Integration
- CIT 49900 Global IT Management

¹ New course introduced to the CIT program

² CIT Undergraduate Core Course

³ CIT Web Development Concentration Course

Academic Advising

Teaching faculty in the CIT program also act as advisors to undergraduate students who have been fully admitted to the program. We have a significant number of those students - over 200 - and distribute those as evenly as possible between those with advising duties.

At any given time, I am the assigned advisor to approximately 40 undergraduate students. This includes a set meeting as soon as the student is admitted to the program, ongoing support of course selection and advice related to academic issues, email and phone support, maintenance of advising notes, and a "pre-audit" for each student prior to their formal graduation audit.

There are four full-time faculty members with a similar advising load. Two other faculty members who are relatively new to the program have a reduced advising load, but are dependent on their peers for support while learning how to become advisors. I have become a resource for other faculty who have questions about how to advise students.

Academic advising is a collaborative effort within our program - there is often a good deal of "crossover" where students who are in need of advising meet with whoever is available. While this is not optimal, our cohort of faculty advisors works extremely well together and communicates frequently regarding student needs.

Finally, I am also the assigned academic advisor for most of the students who are enrolled in one of the two web development-related undergraduate certificates. If these students are from another school, this often involves working with their assigned academic advisors. If they are solely enrolled to pursue the certificate, I am their primary point of contact within the University as a whole.

Study Abroad

Although it does not count toward my teaching load, I am the co-coordinator of an annual study abroad course. I have enthusiastically taken this on because I believe that providing students with the opportunity to understand what it takes to be a global citizen is of utmost importance in our program. Simply put, information technology does not respect international boundaries. It would be dangerous of us to not infuse global aspects throughout our program.

Since 2014 we have conducted a course entitled "Global IT Management" that is built around a Spring Break trip to India. We have had a total of 31 students participate in this program over that time and the impact that the trip has had on them personally has been significant.

It would be difficult to overstate the impact that these experiences have had on me as well. Professionally, it has greatly informed the curriculum of my courses and given me the perspective I require to provide a pervasive global view in a number of projects and discussions. Personally, watching the students experience the world outside of their own is fascinating and superbly meaningful. These are moments that they will carry with them for the rest of their lives, and I am thrilled to have played a role in that.

My duties have evolved from my original position where I merely acted as a chaperone. I now coordinate the itinerary and housing, communicate with host universities to delineate our needs, work with the students to complete the myriad of documents needed for the Study Abroad office, provide guidance to the students related to acquiring travel visas and medications, and support the students through every aspect of the travel including packing, cultural conduct, and personal safety and security.

In Spring 2018 we introduced a second study abroad course, "Global IT Citizenship" that contains a study abroad component to China. In 2018 we traveled to our partner university, Central South University, in Changsha, China. We planned to visit Shenzhen University in Spring 2020 but the trip was canceled due to the COVID-19 pandemic. We hope to continue these programs as soon as possible.

Service to the School of Engineering and Technology

Faculty Mentor Program

I have been pleased to support colleagues in the School of Engineering and Technology through our peer mentorship program. The purpose of this program is to pair an experienced faculty member with one who is earlier in their career to guide them toward campus and university resources, encourage their professional development, and consult with them on an ongoing basis to guide them toward eventual promotion in their rank. I have worked closely with non-tenure track faculty (including one clinical associate professor and one lecturer) to act as a waypoint in the din of our academic lives.

Webmaster for the School of Engineering and Technology

In addition to my faculty role, I provide support to the School of Engineering and Technology as the “webmaster.” I supervised the transition of the school’s website into the university-approved content management system. When first launched, the site transitioned over 1,500 pages of information.

Ongoing support for the site is provided in the form of technical advice, development of templates and navigation schemes, accessibility reviews, and user management. Most academic and support units have designated website administrators for their specific subset of pages, so I work with those individuals to ensure their content is consistent and delivered in the most logical way possible. Management of team rosters and training documentation is a frequent task I undertake.

I have often worked with undergraduate students on an as-needed basis to perform website updates and refresh content. This has allowed me to work with students in-depth on projects specific to the site, such as implementing a responsive website framework and correctly inputting all of the necessary information for the courses offered by the school.

Service to the Campus

My committee work generally falls into two categories of significant interest to me. Of primary concern is the advocacy of non-tenure track and part-time faculty in both the School of Engineering and Technology and the campus as a whole. My secondary objective has been to advise and understand the information technology decisions related to educational technology throughout the University.

Faculty Governance

I am an at-large member of the IUPUI Faculty Council (IFC), elected to represent the non-tenure track (NTT) faculty at IUPUI. As part of my work with the IFC I have also joined two standing committees where I feel NTT faculty input is critical. The IFC Distance Education Committee has primarily focused its efforts on investigating the creation and expansion of the IU Online initiative, and working to determine the best use of the resources this initiative makes available. We have made critical inroads into the decision-making process in both IU Online and University Information Technology Services (UITS) by emphasizing the importance of faculty input.

My work with the IFC Technology Committee somewhat overlaps the Distance Education committee (indeed, the groups hold a joint meeting at least once per year), but also focuses on the impact of technology on *all* faculty – both in the classroom and online. In particular, I feel that I provide strong advocacy for the needs of part-time (adjunct) faculty on the Technology Committee – ensuring that their unique situation is not ignored. Many decisions made at the higher levels of administration are done so with the assumption that they will primarily impact full-time faculty and staff. However, this is not always the case. Specific topics that have been discussed in this committee include the rollout of the Duo two-factor authentication system (and ensuring part-time faculty have access to the hardware tokens required), affording campus printing allowances to *all* faculty (full and part-time), and a review of the needs of part-time faculty that should be provided by the Center for Teaching and Learning – which is closed before many part-time faculty even arrive on campus for the day.

Mentorship and Faculty Learning Communities

I have been in the role of “faculty fellow” for the Gateway to Graduation program that is housed in IUPUI’s new Institute for Engaged Learning. In this role I have been tasked with gathering faculty members and coordinators of high-enrolling courses traditionally taken by students very early in their career. My job is to ensure that there is a direct line of communication between administration and these “ground troops,” as well as guide faculty members to resources that can be used to improve the student outcomes in these gate

I am also an enthusiastic participant in a number of faculty learning communities for the purposes of informing my own teaching, as well as sharing the solutions (and pitfalls) that I have encountered in my own work.

My longest-standing appointment has been as the chair of the Gateway to Graduation Technology Community of Practice, which is tasked with the responsibility to discover,

investigate, and disseminate the impact of classroom technology on courses at IUPUI – particularly those populated by freshman students. We have worked closely with UITS to review the specific software choices made by the university, research student technology experiences and preferences, and act as a consulting arm of faculty interested in marrying the most cost-effective (and effective) classroom technologies with best practices both in the classroom and online.

My work with curriculum internationalization has progressed significantly over the last few years, and has led me to become the co-creator of a brand new faculty community of practice related to Virtual Exchange opportunities for students. Although this community is very new, it has already been implied that we will be a powerful force in the 2020-21 academic year when it appears that the COVID-19 pandemic will significantly negatively impact the ability for international students to travel to IUPUI and many of our study abroad trips will be diverted or outright canceled. This promises to be an extremely fluid year and I look forward to tackling these challenges with my colleagues.

Subject: Re: Teaching professor e-dossier?
Date: Monday, April 5, 2021 at 9:15:40 AM Eastern Daylight Time
From: Elliott, Rob
To: Applegate, Rachel
Attachments: image001.png, image002.png

Well, thanks for the compliment! You're welcome to put it online. Do you need a Word version to edit and/or redact at all?

Rob

From: Applegate, Rachel <rapplega@iupui.edu>
Date: Monday, April 5, 2021 at 8:00 AM
To: Elliott, Rob <elliott@iupui.edu>
Subject: Teaching professor e-dossier?

Rob,

On the OAA pages we post example dossiers, and I'd like to get some teaching professor dossiers up this spring. I think your dossier is strong—would you be willing to have it posted? It's behind CAS; I do not post any of the review letters, or the appendices.

??? It would be greatly helpful!

Rachel Applegate

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