Mission

Vision
The vision of the IUPUI Center for Teaching and Learning is to create a nationally renowned model of collaboration with schools and departments to promote a culture of excellence in teaching and learning.

Mission
The mission of the Center for Teaching and Learning is to advance teaching excellence at IUPUI while supporting faculty through a collaborative approach that celebrates and embraces the diversity of our urban research university. The CTL offers a wide array of programs, events, and services that foster innovation and translation of educational research into practice.

The CTL was established in 1995 and is a partnership among the following organizations:

- Academic Affairs
- University Information Technology Services
- University Library

Goals and Objectives


1.1 Associate Faculty Orientation
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

The Associate Faculty Orientation was held on August 12 and August 13, 2008 in BS 2004 and 2006 from 5:30 – 8:30 pm.

Event Description

The orientation was open to both new and experienced part-time faculty members. The theme for the orientation was IUPUI: Be A Part of It. For the first time, the event was held on two consecutive evenings with topics varying per night so individuals could choose to attend one or both evenings.

Program

The interactive sessions were led by CTL staff and included the following:

Overview of Oncourse CL
Designed to provide faculty with an overview of Oncourse CL, this session focused on the five most commonly used tools in Oncourse CL. These tools include: course email, syllabus tools, resources, announcements and roster.

Slaying Connected With IUPUI
What resources are available to faculty and their students on the IUPUI campus? Representatives from various IUPUI offices
What resources are available to faculty and their students on the Hill of Campus? Representatives from various university offices discussed how each can assist faculty. Offices represented included the Consortium on Learning and Scholarship, Bepko Scholars, University Library, Office of International Affairs and Adaptive Educational Services.

Engaging Students in the Classroom
What can instructors do to energize and engage students who seem uninterested in course content and learning? In this workshop, participants discussed ways instructors can make classroom learning more meaningful for students. Whether faculty already included active learning in their instructional sessions or were looking for different ways to engage students, they could benefit from this session.

Effective Use of PowerPoint Presentation
Whether faculty members use PowerPoint in their teaching or have avoided teaching with PowerPoint because it creates a boring and passive experience for students, this session was relevant to them. Participants in this session discussed how to use PowerPoint to engage students in class, how to make PowerPoint presentations non-linear, and some common dos and don’ts of PowerPoint presentations.

Setting the Tone for the Semester: The First Day of Class
Instructors only get one opportunity to make a great first impression. The activities faculty choose for the first day of class help set students’ expectations for the entire semester. This session focused on the basics that are so important to getting a course off to a great start.

Planning Committee
Jennifer Beasley, Chair
Mona Kheiry
Sharmin McGown
Nicole Powell

Evidence of Progress for 2008-2009:
On August 12, 39 faculty members attended the orientation and on August 13, 32 faculty members attended.

Overall comments from the symposium were positive with 97% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the orientation was useful to their professional work. A total of 29 individuals completed the online survey.

Activities planned for 2009-2010:
For 2009, the CTL plans to maintain the overall structure of the 2008 orientation by continuing to offer the orientation over two evenings prior to the start of classes on August 19 and 20. The orientation will continue to have variety of sessions on topics of interest to associate faculty. The CTL distributed a survey in spring/summer 2009 asking school deans and department chairs what topics they considered important for associate faculty to receive information about. The results of this survey along with feedback received from the 2008 orientation will be used to plan concurrent session topics.

1.2 Ready, Set, Go! Engaging Students Symposium
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:
Event Description

This symposium featured faculty who employed a variety of active learning strategies in their classes ranging from relatively quick and easy ways of enlivening lectures, cooperative learning techniques, and instructional technology to more involved strategies, such as problem-based learning, service learning or undergraduate research. Participants left the symposium with ideas, resources and examples to help them get their own students energized and engaged in the classroom.

Program

Concurrent Sessions

Exploration Stations
- Focused Listing, Jennifer Beasley, Center for Teaching and Learning
- Empty Outline, Andrew Brennan, Center for Teaching and Learning
- Think-Pair-Share, Lynn Ward, Center for Teaching and Learning
- Application Cards, Tom Janke, Center for Teaching and Learning
- Clickers, Lorie Shuck, Center for Teaching and Learning
- Pro-con Grid, Randy Newbrough, Center for Teaching and Learning

The Inside-Out Prison Exchange Program: Active Learning Behind the Prison Walls
Susan B. Hyatt, Department of Anthropology, School of Liberal Arts
Roger Jarjoura, School of Public and Environmental Affairs

Teaching Theory: Active Learning, Critical Thinking, and Controversial Subjects
Robert J. Helfenbein, School of Education

Demonstrating Online Exercises to Help Students Learn
John Kremer, Department of Psychology, School of Science

Peer-led Team Learning: An Active Learning Paradigm for Improved Student Success
David J. Malik, Department of Chemistry, School of Science

Faculty Panel: What Online Experiences Do I Have to Keep My Course Active?
Kathy Lay, School of Social Work
Rich Edwards, School of Informatics
Jennifer Cochrane, Department of Communication Studies, School of Liberal Arts
Julie Freeman, Department of English, School of Liberal Arts

Planning Committee

Mona Khairy, Chair
Jennifer Beasley
Andrew Brennan
Lorie Shuck

Evidence of Progress for 2008-2009:

Fifty-four faculty members attended the symposium.

Overall comments from the symposium were positive with 97% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the orientation was useful to their professional work. A total of 28 individuals completed the online survey.
Activities planned for 2009-2010:

This symposium will not be offered next year, although the topics addressed in the session can be offered on request and are also likely to be covered in other events.

1.3 Power Up Your Pedagogy Symposium

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2008-2009:

Power Up Your Pedagogy was held on October 17, 2008, in the IT building.

Event Description

Today's college students gather information through a wide variety of technology. Increasingly, faculty members are discovering that using the technological tools with which students are comfortable is a practical and effective way to reach them. Flip video cameras, iPods, wikis, and web-based research software are a few tools faculty hear about but may not know or understand their potential use for educational purposes. During this event, faculty members had the opportunity to gain hands-on experience with an assortment of the newest technological tools, hear from other faculty who have incorporated these technologies into their courses, and learn strategies they could integrate into their teaching.

Program

Concurrent Sessions

An Introduction to the OnCourse ePortfolio
Susan Kahn, Planning and Institutional Improvement
Lynn Ward, University Information Technology Services

Flip Video Camera: Effective, Efficient Educational Use
Andrew Brennan, Center for Teaching and Learning
Kate Thedwall, School of Liberal Arts

Create and Locate Your Own Reusable Learning Object (RLO)
Jay Hagenow, University Information Technology Services
Lorie Shuck, Center for Teaching and Learning

Instructional Strategies for Podcasting
Connie Justice, School of Engineering and Technology
Kathy Lay, School of Social Work
Deb Stiffler, School of Nursing

Web 2.0 and the Collaborative Nature of Learning: Use of a Wiki
Megan Palmer, School of Education
IT Training and Education

Web Based Research made Easy with Zotero
Jessica Trincskey, University Library Business Subject Librarian

Innovative Solutions for Reaching Your Students: A Faculty Panel
Keith Anliler, School of Science
Karyl Rickard, School of Health and Rehabilitative Sciences
One Book, School of Health and Rehabilitation
Evidence of Progress for 2008-2009:

Sixty-two participants attended the symposium.

Overall comments from the symposium were positive with 96% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the orientation was useful to their professional work. A total of 28 individuals completed the online survey.

Activities planned for 2009-2010:

*Power Up Your Pedagogy: Creating Your Personal Empowerment Plan* will be held on November 6, 2009. This will be the first time we will offer the sessions both face-to-face as well as online using Adobe Connect. Participants who register online will be able to hear the presenters and see the PowerPoints that the presenters are using. Questions will be taken using the online Chat Pod in Adobe Connect. The theme of creating your own personal empowerment plan came from the acceptance of the IU Strategic IT Plan that was approved by the IU Board of Trustees titled “Empowering People.” This plan outlines the future technology needs the University has and what must be done to support faculty in their teaching through a variety of new and innovative technologies.

1.4 Documenting Your Teaching Symposium

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2008-2009:

The *Documenting Your Teaching Symposium* was held on Thursday, November 20, 2008 from 8:30 am to 12:30 pm at the IUPUI Campus Center.

Event Description

Whether faculty are seeking promotion or tenure or interested in a teaching award, they may find themselves needing evidence of their teaching effectiveness. This symposium was designed to help faculty identify the type of evidence to collect, give them the opportunity to review examples of teaching dossiers, and provide them with resources to help with their preparation of evidence. Concurrent sessions were held on topics such as interpreting and presenting student evaluations, obtaining formative feedback from your students, getting the most out of peer reviews of teaching, writing a teaching philosophy statement, engaging in the scholarship of teaching and learning, and developing a teaching portfolio.

Program
Faculty Success Stories: A Panel Discussion
Moderator: Owen Dwyer, Department of Geography, School of Liberal Arts
Panelists: Eric Saak, Department of History, School of Liberal Arts
Gail Bennett-Edelman, Department of English, School of Liberal Arts
Jennie Thurston, School of Medicine
Pamela Jeffries, School of Nursing

Concurrent sessions I:

Making Your Case: Promotion and Tenure Guidelines Related to Teaching
Mary Fisher, Academic Affairs
Gail Williamson, School of Dentistry

Doing Research on Teaching (Regardless of Whether You Go up for Tenure on Teaching or Not!)
Joshua Smith, School of Education

Concurrent sessions II:

What to Do with Student Evaluations
Megan Palmer, IUSM Office of Faculty Affairs and Professional Development
Marianne Woceck, School of Liberal Arts

How To'a of Writing a Teaching Philosophy Statement
Richard Turner, Department of English, School of Liberal Arts
Terri Tarr, Center for Teaching and Learning

This symposium was cosponsored by the Center for Teaching and Learning, Faculty Appointments and Advancement, and the IU School of Medicine Office of Faculty Affairs and Professional Development.

Planning Committee
Terri Tarr, Chair
Owen Dwyer
Kristine Grefsheim
Sharmin McGown
Megan Palmer
Jacqueline Singh
Richard Turner

Evidence of Progress for 2008-2009:

Thirty-seven participants attended the symposium. Twenty-nine participants completed the event evaluation form distributed at the conclusion of the event for a 78.3% response rate.

The majority of the respondents (91.7%) strongly agreed or agreed that attending the symposium would improve their ability to document their teaching.

At the conclusion of the symposium, all but one respondent (96%) rated their new skill level or knowledge of the content presented as great or moderate. This compared to the 69.2% of people who had rated their skill level or knowledge before the symposium as either being slight or having no skill or knowledge at all.

Activities planned for 2009-2010:

This symposium will not be offered next year, although the topics addressed in the session can be offered on request and are
1.5 Winter Lecture, Dr. Brian P. Coppola and Center for Teaching and Learning Open House

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

The inaugural CTL Winter Lecture featuring Brian Coppola was held on January 20, 2009 in the University Library, Lilly Auditorium.

Event Description

To increase involvement of the various departments and schools and to increase discipline-based programming, the CTL Winter Lecture Series was created. The goal of this series is to bring speakers to the IUPUI campus that have made contributions to disciplinary research and conduct discipline-based education research. This year’s Winter Lecture was held in partnership with the Department of Chemistry and Chemical Biology and the Preparing Future Faculty Program and featured Brian Coppola, nationally recognized educator, author, and lecturer.

Lecture

“Say, Professor, let me whitewash a little…”

Brian Coppola, Arthur F. Thumau Professor, and Professor of Chemistry at the University of Michigan

Advances in understanding teaching and learning point to what needs to be done, but do not always address a critical reality: how can complex teaching and education research actually get done by mainstream faculty members whose primary focus is disciplinary research? Our answer is drawn from the lesson that the science faculty borrowed from Tom Sawyer 60 years ago: we educate new scholars by collaborating with them, as students, getting them to work on our big ideas. Our simple question is whether what is true for big research ideas can apply to big teaching ideas, by working with the students who intend to become faculty members — and intentionally preparing them for both research and education. Broadening the preparation of future faculty, as it turns out, is a critically neglected underpinning of the Scholarship of Teaching and Learning.

An open house and reception in the Center for Teaching and Learning was held immediately following Dr. Coppola’s presentation.

For more information, go to http://ctl.iupui.edu/coppola/

Evidence of Progress for 2008-2009:

Sixty-seven faculty and students from IUPUI and area universities attended the event.

Activities planned for 2009-2010:

Next year’s Winter Lecture will be held on March 11, 2010 and will feature Carl Wieman, Distinguished Professor of Physics, University of Colorado and University of British and Nobel Laureate in Physics. During his career, Dr. Wieman has worked to improve undergraduate physics education with a focus on how physics is taught to non-physics majors.

1.6 Edward C. Moore Symposium

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

The 2009 Edward C. Moore Symposium on Excellence in Teaching was held in the Campus Center and the Riley Outpatient Center on April 2, 2009.

Event Description

The Edward C. Moore Symposium on Teaching Excellence is one of IUPUI's oldest public events, dating from the years of IUPUI's inception. Named in honor of Edward C. Moore, former dean of the faculties, the symposium provides an opportunity for the university community to gather around to discuss academic issues of interest to all. The theme for this year’s symposium was What Does It Mean for Teaching and Learning? Today's technology offers incredible opportunities to engage students in the classroom and beyond. Wikis, blogs, and social networking sites allow students to connect and collaborate in new and innovative ways. Applications such as Microsoft's Communicator and Adobe Connect can bring faculty and students together from far off locations. The symposium brought together individuals from IUPUI to consider the ways that technology is shaping teaching and learning in the classroom and beyond.

Nine concurrent session and eight poster sessions highlighted the event with faculty presenters representing 10 schools and Indiana University Purdue University Columbus and staff from UITS and the Testing Center. This year's keynote speaker, John Seely Brown, visiting scholar, University of Southern California and the Deloitte Center for Edge Innovation, discussed Learning in the Digital Age and how learning ecologies are influencing teaching and learning and underscoring the technological shift underway in the lives of college students. Sarah Robbins, director of emerging technologies, Kelley School of Business, served as the event's plenary speaker and presented The Seven Deadly Sins of Technology in Higher Education: Exposing our Crimes Against the Future, which discussed what has blocked our ability to adopt or reject technology in an agile fashion and the conflicts that technology can create in higher education.

The event was cosponsored by the Center for Teaching and Learning, University Information Technology Services (UITS), IU School of Medicine Office of Faculty Affairs and Professional Development, and Faculty Colloquium on Excellence in Teaching (FACET).

Program

Keynote Address

Learning in the Digital Age
John Seely Brown, visiting scholar, University of Southern California and the Deloitte Center for Edge Innovation

Plenary Session

The Seven Deadly Sins of Technology in Higher Education: Exposing our Crimes Against the Future
Sarah Robbins, director of emerging technologies, Kelley School of Business

Concurrent Sessions

Shakespeare Goes Online: An English Department Strives to Build Successful Learning Communities in Online Courses
Megan Musgrave, School of Liberal Arts
Lynn Jetpace, School of Liberal Arts
Brian McDonald, School of Liberal Arts

Design and Implementation of an Online Human Biology Lab
Corinne Ulbright, School of Science
Denise Slayback-Barry, School of Science

Assessing Podcasting as a Learning Strategy
Mary Alice Ball, School of Information and Library Science
Sharon Stoten, School of Nursing
Kathleen, School of Social Work
Web 2.0 Tools and Their Impact on the Quality of Interdisciplinary Teaching and Learning
Jake Chen, School of Informatics
Owen Dwyer, School of Liberal Arts
Richard Edwards, School of Informatics
Jennifer Stewart, School of Informatics

A Meta-Synthesis Review of Research on Student Learning Using Podcasts in Higher Education
Eugenia Fernandez, School of Engineering and Technology
Wanda L. Worley, School of Engineering and Technology

Measuring the Impact of Multimedia Course Enhancements: A Comparison of Student Engagement and Learning Outcomes in a First- and Second-generation Online Course
Katherine Schilling, School of Library and Information Science

Engaging, Motivating and Assessing: Using the Capstone® Simulation and Comp-XM® to Improve Student Learning
Kenneth Wendeln, Kelley School of Business

Using Technology to Monitor Student Academic Behaviors
Lisa C. Ehrmann, School of Science
John F. Kremer, School of Science
Scott Comer, Reliable Software Solutions Inc.

Promoting Higher-Level Skills with the Significant Learning Taxonomy
Larita Killian, Business Division, IUPUC
Christopher Brandon, Business Division, IUPUC

Poster Sessions
The Use of Blogs as Reflection Tools during Student Teaching
Ilknur Kelceoglu, Division of Education, IUPUC

Online Assessment Tools that Enhance Evaluation of Student Learning Outcomes
Howard R. Mzumara, Testing Center/Planning & Institutional Improvement

Electronic Portfolios for Teaching, Learning, and Assessment: The IUPUI ePort
Susan Kahn, Planning and Institutional Improvement
Lynn Ward, University Information Technology Services
Susan Scott, University Information Technology Services

Integration is the King in New Media Education
Edgar Huang, School of Informatics

Overcoming Traditional Technology Failures When Teaching Online
Johannah Casey-Doecke, School of Physical Education and Tourism Management

E-Books: Overcoming Student and Instructor Resistance
Katherine Wills, English, IUPUC

Teaching Online Learning Offline: Effective Use of Information Technology
Carolyn Gentle-Genity, School of Social Work

Using IT and Interactive Multimedia in Health Education for Adolescents
Joseph Defazio, School of Informatics

Planning Committee
Jennifer Beasley, Chair
Eugenia Fernandez
Evidence of Progress for 2008-2009:

One hundred seventeen participants attended the Edward C. Moore Symposium.

Overall comments about the symposium were positive with 92% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the symposium was useful to their professional work. A total of 55 individuals completed the online survey.

Activities planned for 2009-2010:

Preparations for the 2010 Edward C. Moore Symposium are already underway. The event will be held on Thursday, March 4 in the IUPUI Campus Center. The Call for Proposals will be issued in November 2009. The 2010 keynote speaker will be Eric Mazur, Ph.D., the Balkanski Professor of Physics and Applied Physics at Harvard University. Dr. Mazur in his talk *The Interactive Learning Toolkit: Technology and the Classroom* will be discussing the lack of interaction in large lecture courses and how it is to blame for many problems facing these course and ways he has developed and fostered interactions into large courses. Current 2010 symposium cosponsors include the Center for Teaching and Learning, University Information Technology Services (UITS), IU School of Medicine Office of Faculty Affairs and Professional Development, and Faculty Colloquium on Excellence in Teaching (FACET).

1.7 Center for Teaching and Learning Workshops

**Campus Planning Theme:**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2008-2009:

Seventy-six workshops/Web seminars were offered during 2008-2009.

1. Adobe Acrobat Connect: Create a Virtual Classroom
2. Adobe Connect Overview
3. CLN Oncourse & Online Tools
4. Collaborative Learning: Techniques in Active Learning
5. Collecting and Using Faculty Evaluation Data
6. Create Dynamic Lectures using Clickers
7. Developing Strategies to Assess Student Learning
8. Discover Oncourse's New Lesson Builder Tool
9. Documenting Your Teaching
10. Does Your Online Course Meet the Standards
11. Electronic Portfolios: IUPUI's ePortfolio
12. Engaging and Motivating College Students
13. ePort Symposium
14. ePortfolio Kickoff Workshop
15. Ethical Issues in SoTL
16. Getting Started in Oncourse CL
17. Getting Started with Instructional Podcasting
18. Getting Started with Oncourse
19. Getting Started With Student Learning Assessment
20. Grant Writing & SoTL
21. Helping Our Students Discover What Learning Is
22. Information Graphics: Visual Storytelling
23. Instructional Podcasting
24. Integrating Library Resources into Oncourse
25. Integrating Newspapers into the Classroom
26. IUPUI ePortfolio Spring 2009 Symposium
27. Keys to Appropriate Research Design
28. Let’s Create! A Recipe for Online Presentations
29. Let’s Create: A Recipe for Online Presentations
30. Let’s Create Workshop
31. Let’s Talk Teaching
32. Let’s Talk Teaching: Creating Social Presence
33. Let’s Talk Teaching: Effective Lecturing
34. Let’s Talk Teaching: Integrating Multiculturalism
35. Let’s Talk Teaching: Simulations in the Classroom
36. Let’s Talk Teaching: CONNECTing with Students
37. Making Oncourse Assignments and Gradebook Work
38. Making the Most of Your Oncourse Course
40. Oncourse CL: Making Assignments and Gradebook Work
41. Oncourse CL: Wrapping Up Your Semester
42. Oncourse the Basics
43. Oncourse: The Basics
44. Podcasting Tech Camp Part 1: Audio Podcasting
45. Podcasting Tech Camp Part 2: Video Podcasting
46. Promoting Academic Honesty with Turnitin.com
47. Promoting Academic Integrity with Turnitin.com
48. Proposal Writing Workshop for NSF/DUE Programs
49. Published Instruments to Assess Student Learning
50. Raise the Bar: Lower Expectations, Higher Learning
51. Recording: Let’s Talk Teaching: Effective Lecturing
52. Recording: Let’s Talk Teaching: Integrating Multiculturalism
53. Reel Quick Instructional Video Tech Camp
54. Reel Quick Instructional Video: Part 1
55. Reel Quick Instructional Video: Part 2
56. Reel Quick Instructional Video: Part 3
57. Shaping a SoTL Question
58. SoTL Publication and Faculty Roles and Rewards
59. Strategies for Teaching Unprepared Students
60. Strategies to Help First-Year Seminar Instructors
61. Teaching Strategies to Rekindle Your Enthusiasm
62. Teaching Tools for Web 2.0
63. To Your Door Workshop: IJUON Classroom Assessment Techniques
Evidence of Progress for 2008-2009:

In 2008-2009, 79 workshops were held with a total attendance of 1378 at 76 of those workshops (attendance data not available for three workshops). Average attendance was just over 18 participants per workshop. This was an increase from 2007-2008 when 54 workshops were held with a total attendance of 842 with an average attendance of 16 participants per workshop.

Activities planned for 2009-2010:

For 2009-2010 CTL will once again offer a variety of workshops and Web seminars on teaching and instructional technology topics. A sampling of planned workshops include:

- Creating Online Learning Activities
- Developing Effective Classroom Assessments
- Exploring Advanced Tools in Oncourse
- Exploring New Features in Oncourse
- Getting Started with Oncourse
- Introduction to the Principles of Undergraduate Learning
- Let's Create! A Recipe for Online Presentations
- Let's Talk Teaching Common Theme
- Let's Talk Teaching Motivating Students
- Let's Talk Teaching Using Podcasts for Learning
- Let's Talk Teaching Web 2.0 Storytelling
- Teaching and Assessing PULs

The CTL will continue to offer workshops on request of schools and departments and address any needs that may be determined by CTL work with faculty.

1.8 Center for Teaching and Learning Consultations

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame:
Actions taken for 2008-2009:

During 2008-2009 the following consultations were entered into the database by Center for Teaching and Learning staff.

- Total consultations numbered 1533.* See Appendix E for unique and total consults, unique and total event attendance, and unique clients by school/campus affiliation.
- Of these total consultations, there were 450 unique clients who received consultation services; 352 of those were faculty, 52 were academic staff, 29 were administrators, 5 were undergraduate students, 9 were graduate students, 2 were guests, and 1 were in the “other” miscellaneous category. These numbers include both scheduled and “walk in” consultations.*

Major topics and the frequency of attendance at consultations were tracked as follows:

<table>
<thead>
<tr>
<th>Topics of Center for Teaching and Learning Consultations*</th>
<th>2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Teaching</td>
<td>135</td>
</tr>
<tr>
<td>Portfolio Development</td>
<td>12</td>
</tr>
<tr>
<td>Small Group Instructional Diagnosis</td>
<td>8</td>
</tr>
<tr>
<td>Technology - general</td>
<td>454</td>
</tr>
<tr>
<td>Teaching Topics/Pedagogy</td>
<td>165</td>
</tr>
<tr>
<td>Information Resources</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>467</td>
</tr>
</tbody>
</table>

* topics were tracked as either the primary or secondary focus of the consultation

<table>
<thead>
<tr>
<th>Frequency of Attendance at CTL Consultations</th>
<th>2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended 1 consultation</td>
<td>201</td>
</tr>
<tr>
<td>Attended 2-3 consultations</td>
<td>134</td>
</tr>
<tr>
<td>Attended 4-5 consultations</td>
<td>46</td>
</tr>
<tr>
<td>Attended more than 5 consultations</td>
<td>65</td>
</tr>
</tbody>
</table>

Evidence of Progress for 2008-2009:

In the 2009 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 97.7% satisfaction rate with an average rating of 4.22 on a 5 point scale. This was an increase over the 2008 survey results which showed a 93.1% satisfaction rate with an average rating of 4.13 on a 5 point scale.

Activities planned for 2009-2010:

The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.

- Collaborate with University College to provide support for faculty and academic staff.
2.1 Gateway Initiatives

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: 
Time Frame:

Actions taken for 2008-2009:

The Gateway Scholars Program was created in 2004 specifically to support course coordinators and Gateway instructors in their efforts to find new ways to improve teaching and learning. In 2008, the administration of the program was transferred to University College, but since that time CTL has continued to be a collaborating partner for the events. In 2008-2009, the program involved three half-day workshops, each of which were offered two times. Additional workshops and Web seminars focused on the needs of faculty teaching first year courses were held.

The Gateway Scholars program offered the following half-day workshops.

- Engaging and Motivating College Students
  Anastasia Morrone, associate dean of learning technologies, Indiana University, and associate professor of educational psychology, Indiana University School of Education, IUPUI
  June 2, 2009, 1:00 pm – 4:30 pm
  June 3, 2009, 9:00 am – 12:30 pm

- Collaborative Learning: Techniques in Active Learning
  Joan Middendorf, associate director of Campus Instructional Consulting Center and adjunct professor of higher education and administration at Indiana University Bloomington
  June 9, 2009, 1:00 pm – 4:30 pm
  June 10, 2009, 9:00 am – 12:30 pm

- Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education
  Kathleen F. Gabriel, assistant professor, professional studies in education department, California State University, Chico.
  June 16, 2009, 1:00 pm – 4:30 pm
  June 17, 2009, 9:00 am - 12:30 pm

In addition to the Gateway Scholars workshops, the following events targeting Gateway faculty were cosponsored by CTL in collaboration with the Gateway to Graduation Program which is part of University College.

- Helping Our Students Discover What Learning Is
- Meta-what? Today’s First Year Students
- Raise the Bar: Lower Expectations, Higher Learning
- Strategies to Help First-Year Seminar Instructors
- Teaching Strategies to Rekindle Your Enthusiasm
- Utilizing Interactive Classroom Activities
- Visually Stimulated or Visually Literate?
- What Do Learning Styles Have to Do with Learning?
- What Faculty Members Need to Know About Retention
Evidence of Progress for 2008-2009:

A total of 230 participants attended the Gateway Scholar workshops. Overall comments about the workshops were positive with

- 95.6% of participants responding that they either strongly agreed or agreed that the information presented during the Engaging and Motivating College Students workshop was useful to their professional work.
- 98.3% of participants responding that they either strongly agreed or agreed that the information presented during the Collaborative Learning: Techniques in Active Learning workshop was useful to their professional work.
- 98.4% of participants responding that they either strongly agreed or agreed that the information presented during the Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education workshop was useful to their professional work.

Activities planned for 2009-2010:

The Center for Teaching and Learning will continue to cosponsor the Gateway program in various capacities.

3. Support and evaluate the integration and impact of the PULs and the ePort.

3.1 Contributions to ePortfolio initiative

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

CTL Contributions to ePortfolio initiative:

- Events cosponsored by the Center for Teaching and Learning and the ePortfolio initiative:
  - ePortfolio Kickoff Workshop, October 3, 2008 (23 participants)
  - ePort Symposium, November 21, 2008, (24 participants)
  - Electronic Portfolios: IUPUI’s ePortfolio, February 27, 2009 (26 participants)
  - ePortfolio Spring 2009 Symposium, May 8, 2009, (24 participants)

- CTL staff provided over 110 hours of individual consultation to faculty members working with ePortfolio.

- CTL staff supported seven active Integrated Department Grant projects in 2008-2009.

- CTL staff presented or co-presented seven external presentations on IUPUI’s ePortfolio

Evidence of Progress for 2008-2009:

Increased the number and variety of workshops offered to faculty and received an excellent response. Offered an introduction to ePort workshop that filled within 24 hours of the first announcement.
Activities planned for 2009-2010:

Efforts for 2009-2010 will focus on:
- In collaboration with the ePortfolio Initiative, continuing to increase faculty development programming, with emphasis on PULs and 2012 preparation.
- Expanding ePortfolio expertise within CTL to support growing numbers of faculty ePortfolio users.

4. Assist faculty with the redesign of courses and the integration of technology such as OnCourse CL and the ePort via programs such as Jump Start.

4.1 Jump Start into Online Course Development Program

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2008-2009:

During the spring and early summer of 2008, CTL provided intensive support for 16 faculty as they developed online courses within the Jump Start program.

Again this year, two types of Jump Start grants were awarded. The traditional grant program was geared toward faculty who were new to or relatively inexperienced in online teaching.

- Supporting Online Course Development

The 2009 Jump Start into Online Course Development Program supported ten faculty members in their online course development. Since 2003, a total of 93 faculty members have been supported through the Jump Start program. CTL staff involved in the program made presentations about the IUPUI Jump Start program at the Professional and Organizational Development Network national conference and the Educause Learning Initiative Conference. In June 2009, the IUPUI Jump Start program was adapted and used to support six faculty members from the School of Public and Environmental Affairs at Indiana University Bloomington.

Jump Start was designed to provide IUPUI and IUPUC faculty with the support, time, and resources to effectively design an online, hybrid or web enhanced course. Jump Start faculty were assisted in envisioning new ways of facilitating learning and redesigning courses to promote improved student learning and more efficient use of faculty time and resources.

Participants in the Jump Start program attended a four-day program on best practices in online teaching, were supported by a team of instructional design and technology consultants, and had access to production support through Media Design and Production.

A total of 20 faculty members applied for 2009 Jump Start grants. Grants were reviewed by a panel of nine IUPUI faculty members and five Center for Teaching and Learning staff members and based on reviewers’ recommendations the following ten faculty members received Jump Start grants:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Department</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gina Ammerman</td>
<td>Science</td>
<td>Chemistry and Chemical Biology</td>
<td>FIS 205 Concepts in Forensic Science I</td>
</tr>
<tr>
<td>Gail Bennett-Edelman</td>
<td>Liberal Arts</td>
<td>English</td>
<td>S100 Student Success Seminar</td>
</tr>
<tr>
<td>Beth Berghoff</td>
<td>Education</td>
<td>Language Education</td>
<td>T531 Organizational Change in Culturally and Linguistically Diverse Schools</td>
</tr>
<tr>
<td>Nancy Evans</td>
<td>E&amp;T</td>
<td>CILT</td>
<td>CIT 112 Computer Information Technology</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Major</td>
<td>Course Name</td>
</tr>
<tr>
<td>--------------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mary Ann Frank</td>
<td>E&amp;T</td>
<td>Design and</td>
<td>INTR 204 History of Interiors and Furniture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Lisa Hess</td>
<td>Medicine</td>
<td>Public Health</td>
<td>H500/P500 Philosophy and Principles of Soc/Beh Health Science</td>
</tr>
<tr>
<td>Fredricka Joyner</td>
<td>IUPUC</td>
<td>Business</td>
<td>BUS Z302 Managing and Behavior in Organizations</td>
</tr>
<tr>
<td>Bethany Neal-</td>
<td>Science</td>
<td>Psychology</td>
<td>PSY B105 Introduction to Psychology as a Biological Science</td>
</tr>
<tr>
<td>Beliveau</td>
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<td></td>
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</tr>
<tr>
<td>Cynthia Stone</td>
<td>Medicine</td>
<td>Public Health</td>
<td>P504 Health Services Administration for Public Health Professionals</td>
</tr>
<tr>
<td>Debra Wood</td>
<td>Medicine</td>
<td>Pathology &amp;</td>
<td>PATH H101 Histotechnology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Laboratory Medicine</td>
<td></td>
</tr>
</tbody>
</table>

Evidence of Progress for 2008-2009:

With the completion of the current Jump Start cohort a total of 93 courses will be completed.

The majority of 2009 Jump Start participants responded strongly agreed or agreed (100%) with eleven (11) out of thirteen (13) survey items that measure shifts in their knowledge and skills regarding online course development. A majority of faculty strongly agreed or agreed (100%) that the program was effectively organized; and, the presenters did a good job of modeling the use of technology appropriate for online courses. As a result of attending Jump Start, a majority of faculty strongly agreed or agreed (100%) they have a better understanding of how to incorporate a variety of technology into their online course. All faculty participants (100%) responded they were very satisfied with Jump Start, would recommend the program to others; and, the program was a good investment of their time. Furthermore, the majority of Jump Start participants strongly agreed or agreed (100%) that Jump Start was a good investment for their department and IUPUI. Faculty participant responses to the pre-post knowledge survey regarding their knowledge and skill abilities across 13 domains prior to and after the Jump Start program captured positive gains. Faculty participant responses to a pre-post attitude survey captured positive attitudinal change on eleven (11) out of twelve (12) survey items. One survey item measured no change. As a result of implementing a new systematic evaluation approach informed by return on investment (ROI) methodology, the comprehensive long-term evaluation currently underway will answer questions of varying levels of impact in an effort to:

1) Determine the extent to which a desired hierarchy of participant outcomes is attained; and,
2) Effects of the Jump Start program on participants, as well as longer-term outcomes associated with quality online instruction that positively impacts students' learning; increased accessibility; and, a return on investment to the larger IUPUI campus for its investment(s) in online course (re)design.

Activities planned for 2009-2010:

The Jump Start program will not be offered in 2010. However, workshops and consultations on developing online courses will still be available to support faculty members in developing or revamping online courses.

5. Develop programs and activities that will provide resources and information to address the concerns of less-represented populations.

5.1 Multicultural Teaching and Learning Institute (MTLI)

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

The Multicultural Teaching and Learning Institute (MTLI) has been held annually since 2006. The Multicultural Teaching and Learning Institute: Supporting Student Success in a Diverse World was held on April 23, 2009 in University Library.

Event Description

The Multicultural Teaching and Learning Institute (MTLI) addressed several questions to help faculty bridge the gap between multicultural issues and internationalization. Diversity is a broad term that includes both domestic diversity and international diversity, and the MTLI provided faculty and staff with research-based presentations focused on enhancing inclusivity and encouraging engagement with diversity in the classroom. Concurrent session topics included interacting inclusively with our diverse students and practical strategies for integrating inclusiveness in the classroom. Attendees also had the opportunity to hear IUPUI student perspectives and watch the theater troupe, Act Out, perform an interactive session to help attendees explore diversity issues that may affect their courses.

Program

Keynote Address

Collaboration Between Internationalism and Diversity Offices
Brian K. Bridges, vice-provost for diversity, access and equity, Ohio University

Addressed collaboration between campus internationalism and diversity offices to promote student learning outcomes and increased intellectual and economic efficiencies for the 21st century and beyond.

Plenary Sessions

Student Voices: Video and Panel

ACT Out Ensemble: Interactive Theatre Exploring Diversity in Teaching

Concurrent Sessions

Multicultural Teaching: Barriers and Recommendations from an IUPUI Interdisciplinary Faculty Survey
Silvia M. Bigatti, Department of Psychology, School of Science
Gina Sanchez Gibau, Department of Anthropology, School of Liberal Arts
Jennifer Springer-Thorington, Department of English, School of Liberal Arts
Dawn Michele Whitehead, Office of International Affairs

Cultivating Collaboration: Practical Measures
Brian K. Bridges, vice-provost for diversity, access and equity at Ohio University

Diverse Teaching Pedagogy: Creating Cultural Safety in the Classroom
Khadija Khaja, School of Social Work
Kathleen S. Grove, Office for Women
Jennifer Springer-Thorington, Department of English, School of Liberal Arts
Naiza N. Modibo, Department of Sociology, and African Studies, School of Liberal Arts
Marva Augustine, School of Social Work

Creating a Multicultural Teaching Philosophy
Mona Kheiry, Center for Teaching and Learning

This event was cosponsored by the Center for Teaching and Learning; the Community of Practice on Multicultural Teaching; the Community of Practice on Understanding Society and Culture; the Office for Diversity, Equity, and Inclusion; the Office for Women; and the Office of International Affairs.

For more information, see the event Web site at http://ctl.iupui.edu/mlti/index.html
Planning Committee

Mona Kheiry, Chair
Jennifer Beasley
Kathleen Grove
Mary Price
Terri Tarr
Dawn Whitehead

Evidence of Progress for 2008-2009:

Online evals were given.
61 attendees
30 attendees completed the survey.
40% strongly agreed; 60% agreed.

Sixty-one participants attended the Multicultural Teaching and Learning Institute.

Overall comments about the institute were positive with 100% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the institute was useful to their professional work. A total of 30 individuals completed the online survey.

Activities planned for 2009-2010:

The 2010 MTLI will be held on February 11 and have a theme of Gender Matters (Women, GLBT, African-American males). The keynote speaker will be Dr. Matthew Ouellet, Director of Center for Teaching at University of Massachusetts Amherst.

6. Provide leadership for the development of innovative formal and informal environments that promote learning.

6.1 Learning Environments Committee

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2008-2009:

The IUPUI campus is becoming widely known for its innovative learning environments. The Center for Teaching and Learning provides leadership and administrative support to the campus learning environments committee, which helps with renovation and creation of formal and informal learning spaces on campus. During the last five years, the planning of new construction and renovation of existing spaces in IUPUI buildings has expanded in shared corridors, lobbies, outdoor spaces, and clearly state, "Learning happens here."

This year the Learning Environments Committee (LEC) put out a call for proposals for the first time, both as a means to further explore campus needs, and to make the selection process more transparent. The committee was pleased by the number and diversity of departments who expressed an interest and the variety of projects represented.

After careful review of the proposals received, the Committee decided to fund the following projects for the current fiscal year. The total amount awarded was $136,874.

$20,875 – Department of Psychology Resource Center
$25,000 – School of Liberal Arts Multipurpose/Performance Auditorium
$23,315 – New furnishing for BS 3006
$18,333 – New furnishing for LD 020
$22,000 – Community Learning Network/Union Building learning spaces – new furnishings
$20,000 – University Library international newsroom/University Library reference area
$ 7,351 – Purchase of additional desk/chair sets to further goal of meeting campus-wide classroom ADA needs

<table>
<thead>
<tr>
<th>Projects 2007 - 2008</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal (School of Science lounge)</td>
<td>25,000.00 $</td>
</tr>
<tr>
<td>outdoor furniture for the Campus Center</td>
<td>15,000.00 $</td>
</tr>
<tr>
<td>IT Instructor tables</td>
<td>7,197.01 $</td>
</tr>
<tr>
<td>CA classrooms (excluding 239)</td>
<td>21,166.47 $</td>
</tr>
<tr>
<td>AES/ADA furniture and labels</td>
<td>8,852.70 $</td>
</tr>
<tr>
<td>marker boards for three SL classrooms</td>
<td>2,900.00 $</td>
</tr>
<tr>
<td>sofa for mothers' nursing lounge</td>
<td>1,000.00 $</td>
</tr>
<tr>
<td>CA lobby benches</td>
<td>8,278.56 $</td>
</tr>
<tr>
<td>ES corridor carpet replacement</td>
<td>19,954.00 $</td>
</tr>
<tr>
<td>CA 239 renovation (not completed)</td>
<td>20,000.00 $</td>
</tr>
<tr>
<td>tech carts</td>
<td>3,513.74 $</td>
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<tr>
<td>Annual funding</td>
<td>135,000.00 $</td>
</tr>
<tr>
<td>Total spent</td>
<td>132,962.48 $</td>
</tr>
</tbody>
</table>

Evidence of Progress for 2008-2009:

Interest in creating innovative learning spaces remains high. Sixteen Learning Environment Grant proposals were received. Seven were funded.

Activities planned for 2009-2010:

The Learning Environments Committee will seek a separate funding source for to repair and maintain general purpose classrooms in order to keep the focus of the Learning Environment Grants on creating informal learning spaces on campus.

Fiscal Health

Reallocation Plan

Other Question(s)

1) How are you dealing with the projected base budget reductions for 2009-10 and 2010-11? For instance, how will the projected base reductions affect your ability to deliver your current level of services to students, faculty, and staff? Will some planned initiatives have to be delayed or terminated?

- We are aggressively writing proposals to federal funding agencies. We recently received a grant from the National Science Foundation which has provided some salary savings.
- We have salary savings from 2008-2009 which we will use for unexpected expenses and to sponsor some of the CTL programs.
- We have not replaced a half-time staff position after the staff member resigned.
- We have reduced travel for CTL staff.
- In general, we have reduced serving refreshments at events sponsored by CTL.
- We are actively looking for cosponsors for major CTL events.