

# Center for Teaching and Learning

## Annual Report 2010-2011

**IUPUI**

**CENTER FOR  
TEACHING AND LEARNING**

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INDIANA UNIVERSITY-PURDUE UNIVERSITY  
INDIANAPOLIS

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## Introduction

This Annual Report from the IUPUI Center for Teaching and Learning (CTL) will address activities from July 1, 2010, through June 30, 2011. It begins with highlights of the year; then reports data on the number of consultations and event participation; and, finally, provides details about events and programs offered by the CTL.

### 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 (UITS)  
University Library (UL)

## Center for Teaching and Learning Highlights

During 2010-2011, the Center for Teaching and Learning (CTL) worked to extend its offerings to a larger group of faculty and to form new partnerships and strengthen existing ones.

### Teaching and Learning

- The Center for Teaching and Learning brought to campus several nationally and internationally recognized speakers. In November 2010, 1996 Nobel Prize Laureate in Chemistry, Sir Harry Kroto spoke with IUPUI faculty and the central Indiana community about science and society in the 21<sup>st</sup> century. In March 2011, the CTL and Herron School of Art and Design welcomed James Cuno, Ph.D., then president and Eloise W. Martin Director of the Art Institute of Chicago as part of its Winter Lecture Series in which Cuno argued against the prevailing academic critique of museums as instruments of the state and forces for the propagation of the hegemony of the financial and political elite. Finally, James E. Zull, professor of biology and founding director of the University Center for Innovation in Teaching and Education (UCITE) at Case Western Reserve University, was the keynote speaker for the Edward C. Moore Symposium on Excellence in Teaching.  
<http://ctl.iupui.edu/winterSeries/2011/>  
<http://ctl.iupui.edu/ecmoore/>
- Recipients of the first round of CTL's Curriculum Enhancement Grant (CEG) initiative wrapped up projects in spring 2011 and will present their findings in October 2011 at the inaugural CEG Symposium. In the first round of grants, 15 projects were awarded nearly \$99,000 and

involved over 40 faculty members from 10 schools. Awards for the second round of grants were announced in spring 2011 and funded 11 projects for a total of \$84,000. The second round projects involved over 25 faculty members representing nine schools. All CEG funds awarded by CTL were matched by the faculty members' school or department.

<http://ctl.iupui.edu/programs/CEG.asp>

- Through the awarding of Learning Environments Grants, the CTL supported the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students. During the 2010-2011 year \$135,462 was awarded to six projects. These projects included: furniture for two general use classrooms, a student learning research facilitation lab within the School of Health and Rehabilitation Sciences; School of Education classroom redesign and technology upgrade; enhanced learning spaces within the Center for Service Learning; and an environment for global and civically engaged learning located in Cavanaugh Hall. <http://ctl.iupui.edu/programs/lec.asp>
- In conjunction with University Information Technology Services and the IU School of Medicine, the CTL facilitated two iPad Faculty Learning Communities (FLC). Seventeen faculty members, who responded to a call for proposals, were selected. One FLC was composed of faculty from non-health science fields while the other consisted of faculty engaged in health science education. Both FLCs were charged with investigating the efficacy of using iPads within their instructional contexts and met regularly to share ideas and discuss challenges. As of June 2011, FLC members have given more than 16 invited or peer reviewed presentations regarding their findings. They also generated mid-term and final reports detailing their work.

#### Research, Scholarship, and Creative Activity

- Pratibha Varma-Nelson, Ph.D., executive director of the Center for Teaching and Learning, is the principal investigator on three externally funded projects.
  - *The Role of Centers for Teaching and Learning in the Improvement of Undergraduate Engineering Education*, Award Number: DUE-0958168, \$97,989, was funded by the National Science Foundation, Course Curriculum and Laboratory Improvement program to host a two-day national workshop in Arlington, VA, on the role of teaching centers in improving undergraduate engineering education.  
<http://ctl.iupui.edu/projects/NSF/>
  - *Cyber PLTL (cPLTL): Development, Implementation, and Evaluation*, Award Number: DUE-0941978, \$200,000, was funded by the National Science Foundation, Course Curriculum and Laboratory Improvement program to produce and study the conditions and tools required for cyberlearning through peer-led team learning.
  - *Cyber Peer-Led Team Learning: Using Communications Technologies to Support Learning and Persistence*. From a pool of more than 600 applicants, the Center for Teaching and Learning, with partners from Purdue University and Florida International University, was one of 29 projects awarded a \$250,000 Next Generation in Learning Challenges grant. The grant will be used to test the transportability of cyber Peer-Led Team Learning. Next Generation Learning Challenges is administered by EDUCAUSE in

partnership with the League for Innovation in the Community College, the International Association for K-12 Online Learning (iNACOL), and the Council of Chief State School Officers (CCSSO). Funding is being provided by the Bill & Melinda Gates Foundation and The William and Flora Hewlett Foundation. <http://nextgenlearning.org>

- Publications by CTL staff members included:
  - Stanger-Hall, K.F., **Lang, S.A.**, & Maas, M.M. (2010). Facilitating learning in large lecture classes: Testing the "Teaching Team" approach to peer learning. *CBE Life Sciences Education*, 9(4), 489-503.
  - **Varma-Nelson, P.**, Hundley, S.P., & **Tarr, T.** (2011). The role of centers for teaching and learning in improvement of undergraduate engineering education, *Proceedings of the American Society for Engineering Education Conference*. Washington, DC: American Society for Engineering Education.
- Under Pratibha Varma-Nelson's direction the Center for Teaching and Learning has added two graduates students and one post doctoral fellow to assist in the center's research efforts.

#### External Awards and Appointments

- Professor of Chemistry and Executive Director of the Center for Teaching and Learning, Pratibha Varma-Nelson was awarded the Stanley C. Israel Award for Advancing Diversity in the Chemical Sciences from the American Chemical Society. The award recognizes individuals and/or institutions who have advanced diversity in the chemical sciences and significantly stimulated or fostered activities that promote inclusiveness within the region.  
[http://portal.acs.org/portal/acs/corg/content?nfpb=true&pageLabel=PP\\_ARTICLEMAIN&node\\_id=1367&content\\_id=CNBP\\_021700&use\\_sec=true&sec\\_url\\_var=region1&uuid=6da78e15-3108-4f99-ae58-9d5b86cfec5a](http://portal.acs.org/portal/acs/corg/content?nfpb=true&pageLabel=PP_ARTICLEMAIN&node_id=1367&content_id=CNBP_021700&use_sec=true&sec_url_var=region1&uuid=6da78e15-3108-4f99-ae58-9d5b86cfec5a)

### **Summary of Center for Teaching and Learning Activities**

During 2010-2011 the following activities were entered by CTL staff into the database:

- The total number of unique clients (individuals who either attended an event or had a consultation with CTL) was 1799. This was a **20% increase** over the 1,490 unique clients served during 2009-2010. See Appendix F for unique and total consults, unique and total event attendance, and unique clients by school/campus affiliation and Appendix G for clients by faculty rank.
- Total consultations numbered 2,392. This was a **51% increase** over the 1,589 consultations conducted in 2009-2010. Of these total consultations, there were 715 unique clients who received consultation services. This was a **41% increase** over the 506 unique clients who received consultation services in 2009-2010. Of the unique clients, 507 of those were faculty, 96 were academic staff, 39 were administrators, 21 were undergraduate students, 34 were graduate students, and 18 were guests. These numbers include both scheduled and walk-in consultations.

- There were 176 sponsored or co-sponsored events with a total of 2,701 participants. This was a **29% increase** in number of events over the 136 sponsored events in 2009-2010. It should be noted that the significant increase in number of events can be attributed to the recording of certain events that are later made available for individuals to register for and view. The number of participants in CTL sponsored or co-sponsored events was **down 10%** in total number of participants over the 3,025 participants in last year's sponsored events.
- Instances of outreach numbered 1, compared to 8 in 2009-2010. These were targeted to 125 internal individuals, a **65% decrease** over the 367 targeted for outreach last year.
- During the 2010-2011 the Center for Teaching and Learning welcomed international visitors from universities in South Africa, India, Kenya, Egypt, and Lebanon. Pratibha Varma-Nelson also visited Atilim University in Turkey with Stacy Morrone, associate professor, School of Education and associate dean of learning technology, University of Information Technology Services to make several presentation on teaching and learning in higher education. The center also, in collaboration with programs at Indiana University Bloomington, began a partnership with University of Hyderabad, India.
- Two hundred forty-seven presentations were made to a total of 3,462 participants. Of the 247 presentations, 25 were delivered to 979 external participants. This is a **104% increase** in the number of presentations compared to the 121 presentations conducted in 2009-2010 and an **9% increase** in the number of participants compared to the total of 3,157 participants last year. The number of presentations to an external audience was **up 4%** compared to the 24 conducted last year, with a **38% decrease** in external number of participants from 1,583 in 2009-2010. This decrease in external presentations may be related to reduced funds available for travel. See Appendix C for a listing of external presentations.
- Seven publications were recorded (see Appendix A); 2 grants were received and 1 grant written with CTL involvement (see Appendix B); CTL staff served on 44 committees outside of CTL (see Appendix D); and CTL personnel taught 13 courses (see Appendix E).

## Teaching and Learning

### 1. Promote best practices in teaching and learning.

#### 1.1 Curriculum Enhancement Grants

#### 1.2 Symposia/major events for 2010-2011

1.21 Associate Faculty Orientation, August 17 and 19, 2010 and January 5, 2011

1.22 Publish and Flourish Workshop with Tara Gray, October 1, 2010

1.23 Science and Society Special Lecture with Sir Harry Kroto, November 10, 2010

1.24 Jeffrey Watt Special Lecture, January 25, 2011

1.25 Power Up Your Pedagogy, February 11, 2011

1.26 Edward C. Moore Symposium, February 25, 2011

1.27 CTL Winter Lecture James Cuno., March 23, 2011

#### 1.3 Workshops

#### 1.4 Consultations

## 1.1 Curriculum Enhancement Grants

<p><b>Achievements</b></p>	<p><b>Curriculum Enhancement Grant</b></p> <p>The second round of Curriculum Enhancement Grants (CEG) were awarded in spring 2011. The purpose of the CEG initiative is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPU Columbus. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning.</p> <p>Example projects include but are not restricted to those that would:</p> <ul style="list-style-type: none"> <li>• Enhance the effectiveness of courses through the use of technology.</li> <li>• Enhance the effectiveness of courses through adapting pedagogies of engagement (e.g., just-in-time teaching, problem-based learning, peer-led team learning, peer tutoring).</li> <li>• Incorporate experiential learning.</li> <li>• Develop innovative curricular materials or laboratory experiences.</li> <li>• Develop hybrid or fully online courses or sequence of hybrid or fully online courses.</li> <li>• Develop a new course or sequence of courses.</li> </ul> <p>Eligibility</p> <ul style="list-style-type: none"> <li>• Open to all IUPUI and IUPU Columbus full-time faculty (tenured, tenure track, and non-tenure track).</li> <li>• Associate (part-time/adjunct) faculty may be included on proposals but may not serve as the principal investigator.</li> </ul> <p>Recipients of the first round of CTL's Curriculum Enhancement Grant (CEG) initiative wrapped up projects in June 2011 and will present their findings in October 2011 at the inaugural CEG Symposium. In the first round of grants, 15 projects were awarded nearly \$99,000 and involved over 40 faculty members from 10 schools. Awards for the second round of grants were announced in spring 2011 and funded 11 projects for a total of \$83,000. The second round projects involved over 25 faculty members representing nine schools. All CEG funds awarded by CTL were matched by the faculty members' school or department.</p> <p><b>2011 Funded CEG Projects</b></p> <ul style="list-style-type: none"> <li>• <i>Development and Enhancement of a Haptic Training Program for the Dental School Curriculum</i>, Judith R. Chin, Ahmed Ghoneima, and LaQuia Walker, School of Dentistry; Eric Wernert and Michael Boyles, University Information Technology Services</li> <li>• <i>Sustainable Technology Certificate</i>, David Goodman, Patricia Fox, and David Jan Cowan, School of Engineering and Technology</li> <li>• <i>Interdisciplinary Advancement – Bringing Law and Social Work Together Experientially in a Law Clinic and Classroom Setting</i>, Carrie Hagan, School of Law; Stephanie Boys, School of Social Work, School of Law</li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Making a Web Connection with Students</i>, Henry A. Hernandez, School of Science</li> <li>• <i>Experiential Learning in Motorsports Operations</i>, Peter Hylton, School of Engineering and Technology</li> <li>• <i>Liberal Arts Education as a Spider Web: Developing an Interdisciplinary Course in Native American Literature</i>, Megan Musgrave, School of Liberal Arts</li> <li>• <i>Online MSW Degree Program</i>, Philip Ouellette and Kathy Lay, School of Social Work</li> <li>• <i>Enhancing International Student Preparedness, Enrollment and Retention at IUPUI through Online English for Academic Purposes Coursework</i>, Jonathan Rossing, School of Liberal Arts</li> <li>• <i>Measuring the Effectiveness of Systematic Student Assessment Via Teacher Work Samples and Service Learning Reflection on Pre-service Physical Education Teachers Knowledge, Skill, and Disposition Acquisition</i>, Kathleen Stanton-Nichols, Mark Urtel, Lisa Angermeier, and Brian Culp, School of Physical Education and Tourism Management</li> <li>• <i>Making Learning Fun: Enhancing Introduction to Informatics Using Instructive Media</i>, Jennifer Stewart and William Ryan, School of Informatics</li> <li>• <i>Curricular Enhancement through Integrated Clinical Education</i>, Valerie Strunk, Peter Altenburger, and Bobby Lassiter, School of Health and Rehabilitation Sciences</li> </ul> <p>For more information about the CEG initiative, see <a href="http://ctl.iupui.edu/programs/ceg.asp">http://ctl.iupui.edu/programs/ceg.asp</a>.</p>
<b>Future Plans</b>	The Curriculum Enhancement Grants will be offered again in 2012.
<b>Evidence of Progress</b>	The 15 projects funded in 2010 have a combined enrollment of approximately 2,745 students. Faculty receiving the 2010 Curriculum Enhancement Grants completed a final report in June 2011. Individuals reported that with the CEG funds they were able to create curricular material like Adobe Presenter presentations, course materials (e.g., case studies, online resource materials), videos and recordings, and online courses. Awardees will be asked to complete an impact survey in June 2012 to determine longer-term outcomes of their projects.

## 1.2 Symposia/Major Events for 2010-2011

### 1.21 Associate Faculty Orientation

<b>Achievements</b>	<p>Due to the success of the recent fall associate faculty orientation, the Center for Teaching and Learning for the first time in a number of years held orientations in spring (January 5, 2011) as well as fall (August 17 and 19, 2010).</p> <p><b>Event Description</b></p>
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The orientation was open to both new and experienced part-time faculty members. The fall orientation was held on two consecutive evenings with topics varying per night so individuals could choose to attend one or both evenings, while the spring orientation was held on one evening. During the fall, a welcome session, a resource fair was held in the vestibule of University Library during which representatives from various campus departments and offices (e.g., Office of International Affairs, Gateway to Graduation Program, Counseling and Psychology Services, Writing Center) were available to answer questions.

### **Fall 2010 Program**

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

#### *Motivating Students in Your Classroom*

Anastasia S. Morrone, associate dean, Learning Technologies, Office of the Vice President for IT and associate professor, School of Education

#### *What do I do with the Principles of Undergraduate Learning?*

Kate Thedwall, director, Gateway to Graduation Program and senior lecturer, School of Liberal Arts

#### *Grading Efficiently and Fairly*

Jennifer Beasley, instructional design consultant, Center for Teaching and Learning

#### *Overview of Oncourse Tools*

Erich Bauer, instructional technology consultant, Center for Teaching and Learning  
Mark Alexander, instructional technology consultant, Center for Teaching and Learning

#### *Student Perspectives: A Panel of IUPUI Students*

#### *Creating an Active Learning Environment*

Debbie Runshe, instructional design consultant, Center for Teaching and Learning

### **Spring 2011 Program**

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

#### *Advanced Oncourse Tools*

Erich Bauer, instructional technology consultant, Center for Teaching and Learning

#### *Encouraging Critical Thinking in Your Course*

Kate Thedwall, director, Gateway to Graduation Program and senior lecturer, School of Liberal Arts

#### *Preventing Problems Before they Happen: Anticipating the Challenging Student*

Mona Kheiry, instructional design consultant, Center for Teaching and Learning

	<p><i>Strategies to Assess Student Learning</i> Jennifer Beasley, instructional design consultant, Center for Teaching and Learning</p> <p><b>Planning Committee</b></p> <p>Jennifer Beasley, chair, Center for Teaching and Learning Erich Bauer, Center for Teaching and Learning Mona Kheiry, Center for Teaching and Learning Debbie Runshe, Center for Teaching and Learning Kate Thedwall, Gateway to Graduation program and Department of Communications Studies.</p> <p>For more information about associate faculty programs, see <a href="http://ctl.iupui.edu/programs/associateFaculty.asp">http://ctl.iupui.edu/programs/associateFaculty.asp</a>.</p>
<p><b>Future Plans</b></p>	<p>For 2011-2012, the CTL plans to adjust the structure of the orientation by offering the fall orientation on one evening instead of two prior to the start of classes. This change is based on attendance levels for the second day offered over the past few years. The orientation will continue to have a variety of sessions on topics of interest to associate faculty. The CTL distributed a survey in spring/summer 2010 asking school deans and department chairs, Gateway course coordinators, and 2010 associate faculty orientation participants what session topics should be included in the 2011 program. The results of this survey along with feedback received from the 2010 orientation will be used to plan concurrent session topics.</p> <p>For 2010-2011 the planning committee will be composed of associate faculty, CTL staff and the director for Gateway Programs. Plans are also underway to create an associate faculty advisory board to inform CTL programming and offerings related to part-time faculty.</p>
<p><b>Evidence of Progress</b></p>	<p>On August 17, 2010 65 faculty members attended the orientation and on August 19, 2010 35 faculty members attended, for a total of 100 participants. This was an overall decrease of 18% from fall 2009 overall attendance. Comments from the symposium were overall positive with 86% of respondents who either agreed or strongly agreed that the orientation was a worthwhile investment in their professional development. It should be noted that only 22 participants completed the online survey evaluating the event.</p> <p>The spring orientation took place on January 5, 2011 and 60 faculty members attended. For the spring 2011 orientation the majority of the 22 individuals responding (92%) indicated that this orientation was a worthwhile investment in their professional development</p>

**1.22 Publish and Flourish Workshop with Tara Gray, October 1, 2010**

<b>Achievements</b>	<p>On October 1, 2010 the Center for Teaching and Learning invited Tara Gray, associate professor and director of the Teaching Academy, New Mexico State University to discuss strategies to encourage scholarly writing and publishing of work. The event was cosponsored by the IU School of Medicine and the IU School of Law-Indianapolis and correlated with the formation of the 2010-2011 writing circles sponsored by the Center for Teaching and Learning. During the two ½ day workshops, Gray tried to dispel the myth that persists that prolific scholars are born not made, by presenting research and strategies that suggests otherwise. Gray presented steps to take to become a prolific writer:</p> <ul style="list-style-type: none"> <li>• Write daily for 15-30 minutes</li> <li>• Organize around key sentences</li> <li>• Solicit the right feedback from the right colleagues</li> <li>• Make effective use of feedback</li> </ul> <p>Gray has used these steps to publish three books, including Publish and Flourish: Become a Prolific Scholar. She has presented workshops to more than 5,000 scholars in twenty states, and in Guatemala, Mexico, Thailand, and Saudi Arabia. As a workshop presenter, Dr. Gray is "spirited, informative and entertaining—she's anything but gray!"</p>
<b>Future Plans</b>	<p>The Center for Teaching and Learning will continue to sponsor writing circles and provide resources for those involved in the scholarly writing process.</p>
<b>Evidence of Progress</b>	<p>Ninety-six individuals in total participated in one of the two workshops offered. Nineteen evaluations were returned with all respondents (100%) indicating that this workshop was a worthwhile investment in their professional development.</p> <p>As a result of these workshops, one faculty writing circle was formed for 2010-2011. The writing circle met weekly throughout the year and had seven faculty express interest and participate at various times throughout the academic year.</p> <p><a href="http://ctl.iupui.edu/programs/writingCircles.asp">http://ctl.iupui.edu/programs/writingCircles.asp</a></p>

### 1.23 Science and Society Special Lecture with Sir Harry Kroto

<b>Achievements</b>	<p>On November 10, 2010 The Center for Teaching and Learning (CTL) welcomed 1996 Nobel Prize Laureate in Chemistry, Sir Harry Kroto to the IUPUI campus for a public lecture on Science and Society in the 21<sup>st</sup> Century. This event was free and open to the public and began with a reception from 4:30 – 5:30 p.m. followed by the lecture from 5:30 – 7:00 p.m. The event was cosponsored by the Center for Teaching and Learning, Department of Chemistry and Chemical Biology, School of Science, Office of Academic Affairs, and Office for the Vice Chancellor of Research</p>
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	<p><b>Lecture Abstract</b></p> <p>In the lecture, Kroto discussed the necessary condition for creativity in the sciences and the arts to flourish is a liberal/democratic sociopolitical environment. In Europe this was manifested in the Enlightenment as Galileo, Copernicus and others laid the foundations for the evidence-based natural philosophy which signaled the birth of "The Enlightenment." The importance of intellectual and personal freedom for humanitarian advance is clearly manifested in the exponential success of the sciences in conquering many humanitarian problems from starvation and disease to the more obvious technologies that make modern life relatively pleasant for many – especially in the developed world. On the down side however has been the reckless thirst of a plethora of governments to exploit the vast powers of the sciences to construct ever more powerful destructive weapons.</p> <p>Since then, the great thinkers from Hume to Russell, scientists from Haldane to Feynman and writers from Whitman to Pinter have repeatedly pointed to the importance of the doubt-based philosophy that is the crucial antidote to the stultifying effect of dogmas of all kinds. Indeed it is only doubt that leaves the road open for all advances in human endeavour. Unfortunately it is not clear that progress in sociopolitical issues has kept commensurate pace as we still seem unable to solve our pathetically trite interpersonal, international and inter-racial differences without sending young people to kill each other. In the 21st Century we have reached a watershed in that the human race now confronts a set of crises significantly more serious than any previously. These threats can only be overcome by a liberal education of the next generation of young people. They must recognize that Science is the only philosophical construct that man has developed to determine what is true, might be true and/or can be true. This will require equality of opportunity for all young people whatever their race, colour, nationality and most importantly sex. This is vital to the development of the creative sociopolitical as well as science/technology environment that the human race will need to survive. It is almost certainly not an accident that science and technology first broke through in Europe as nowhere else in the world had a sustained Enlightenment occurred - except perhaps in ancient Greece and possibly briefly in the Arab World. These two, all too brief flowerings, seem to have been extinguished by the rise of powerful purveyors of irrational mystical world forces. As the 21st Century begins there are echoes of similar anti-libertarian and antidemocratic forces at work signaling the possibility of Dark Ages 2.0.</p>
<b>Future Plans</b>	As funding and the situations arise, the Center for Teaching will continue to invite individuals for special lectures.
<b>Evidence of Progress</b>	Of the 33 respondents 89% either agreed or strongly agreed that attending the event was a worthwhile investment of their time.

#### 1.24 Jeffrey Watt Special Lecture and Reception

<b>Achievements</b>	<p>On January 25, 2011 Jeffrey Watt, a faculty member in the Department of Mathematical Sciences at IUPUI, shared teaching strategies he used in his undergraduate mathematics courses that were recognized by the Professor of the Year Award. Dr. Watt was the 2010 Indiana State winner of this award from the Carnegie Foundation, which is the only national teaching award to recognize excellence in undergraduate teaching. His presentation, <i>Effective Teaching Strategies in the Classroom</i>, discussed effective pedagogical practices (including those strategies that failed), external support for curriculum and instruction reform, and student outcome data from his classroom. It all begins on the first day of class, Dr. Watt discussed with his students that learning mathematics is like learning to swim.</p> <p>A reception was held in the foyer outside Lilly Auditorium in University Library at 4:00 pm, immediately following Dr. Watt's lecture.</p>
<b>Future Plans</b>	<p>As IUPUI faculty members are nationally recognized for their teaching, the Center for Teaching and Learning will offer them opportunities to speak.</p>
<b>Evidence of Progress</b>	<p>Eighty-two individuals participated in the special lecture and reception. Fifteen event evaluations were returned with the majority of the respondents (83.3%) indicating that this workshop was a worthwhile investment in their professional development.</p>

### 1.25 Power Up Your Pedagogy

<b>Achievements</b>	<p><i>Power Up Your Pedagogy</i> was held on February 11, 2011, in the IT building.</p> <p><b>Event Description</b>  How can faculty extend collaboration using technology both in the face-to-face classroom and online? The <i>Power Up Your Pedagogy</i> symposium gave participants an opportunity to see how their colleagues make use of collaborative technologies in their classes. Symposium session topics included mobile computing, <i>Second Life</i>, <i>Adobe Connect</i>, <i>Zotero</i>, <i>Open Access</i>, and <i>Turning Point</i> (clickers). There were guided discussion sessions with faculty who are using iPads, clickers, and team learning in the classroom. Additionally, attendees could take a tour of IU's <i>Advanced Visualization Lab</i>.</p> <p><b>Concurrent Sessions</b></p> <p><i>Engaging Students with Clickers</i>  Melinda Micheletto, School of Business Administration and Accounting, Saint Michael's College</p> <p><i>Web-Based Collaborative Research Made Easy with Zotero</i>  Jessica Trinoskey, University Library</p> <p><i>iPad Mobile Learning Discussion</i>  Moderated by: Randy Newbrough, Center for Teaching and Learning</p> <p><i>Teaching with Second Life</i>  Peggy Daniels Lee, Kelley School of Business</p>
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	<p>Nolan Taylor, Kelley School of Business</p> <p><i>Adobe Connect: Come Together...Right Now... CONNECTively</i> Megan Palmer, IU School of Education Debra Wood, IU School of Pathology and Laboratory Medicine</p> <p><i>Engaging Students with Technology</i> Moderated by: Erich Bauer, Center for Teaching and Learning</p> <p><i>Using iPads and Mobile Learning</i> Tim Diemer, School of Engineering and Technology E.J. Choe, School of Music and Arts Technology Willie Miller, University Library Jonathan Rossing, School of Liberal Arts</p> <p><i>Open Access for All: Resources for Curriculum, Collaboration, and Community</i> Rhonda Huisman, University Library Kristi Palmer, University Library Gina Baich, University Library</p> <p><i>Team Learning in an Online Environment</i> Moderated by Randy Newbrough, Center for Teaching and Learning</p> <p><b>Planning Committee</b> Mark Alexander, chair, Center for Teaching and Learning Erich Bauer, Center for Teaching and Learning Angela Briel, Center for Teaching and Learning Tom Janke, Center for Teaching and Learning Randy Newbrough, Center for Teaching and Learning Terri Tarr, Center for Teaching and Learning</p>
<b>Future Plans</b>	For the 2011-2012 academic year the Power Up Your Technology symposium will be revamped. The symposium will be renamed the Advancing Learning with Technology and while the event will still focus on examining and showcasing instructional technology strategies that impact learning across a variety of disciplines, one major change is that for the first time, a call for proposals will be issued to the IUPUI community.
<b>Evidence of Progress</b>	Fifty-eight attended the symposium a decrease of 58% over 2010 when 116 attended the event. The overall comments from the symposium were positive. A total of 16 individuals completed the event survey. Most of the respondents (94%) indicated that this workshop was a worthwhile investment in their professional development.

### 1.26 Edward C. Moore Symposium

<b>Achievements</b>	The 2011 <i>Edward C. Moore Symposium on Excellence in Teaching</i> was held in the
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Campus Center on February 25, 2011

**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 brings the higher education community together to examine the various instructional strategies that encourage student learning.

James E. Zull, professor of biology and founding director of the University Center for Innovation in Teaching and Education (UCITE) at Case Western Reserve University, headlined this year's symposium with his keynote address "What is the Art of Changing the Brain?" In addition, Joshua Danish, Kathy Johnson, and Kylie Pepler shared their evidence-based approaches to "Supporting Learning in Formal and Informal Contexts." As in previous years, the program included poster presentations and three sets of interactive sessions.

Twelve concurrent sessions and 34 poster presentations highlighted the event with faculty, staff, and student presenters representing 14 IUPUI schools as well University Library, 7 of 8 IU campuses, Purdue University, and Ivy Tech Community College.

The symposium was sponsored by the Center for Teaching and Learning, the IU School of Medicine Office of Faculty Affairs and Professional Development (OFAPD), and the Faculty Colloquium on Excellence in Teaching (FACET).

**Program**

**Keynote Address**

*What is the Art of Changing the Brain?*

James E. Zull, professor of biology and founding director of the University Center for Innovation in Teaching and Education at Case Western Reserve University

**Plenary Session**

*Supporting Learning in Formal and Informal Contexts*

Joshua Danish, assistant professor, IU Bloomington

Kathy Johnson, professor and chair, IUPUI

Kylie Pepler, assistant professor, IU Bloomington

**Concurrent Sessions**

*INVITATIONS to Learn: Using the Arts to Foster Divergent and Critical Thinking*

Beth Berghoff, School of Education, IUPUI

Cindy Borgmann, Herron School of Art and Design, IUPUI

*iPULs: Using iPads to Promote the Principles of Undergraduate Learning (PULs)*

Jake Streepey, School of Physical Education and Tourism Management, IUPUI  
Amanda Cecil, School of Physical Education and Tourism Management, IUPUI  
Willie Miller, University Library, IUPUI  
Jonathan Rossing, School of Liberal Arts, IUPUI  
Suzan Stamper, School of Liberal Arts, IUPUI

*The Professional Interview: Intentional Learning in an Introductory Course*  
Larita Killian, Division of Business, IUPU Columbus  
Christopher Brandon, Division of Business, IUPU Columbus

*Transforming Bioethics Education with Team-Based Learning*  
Susan Hickman, School of Nursing, IUPUI  
Lucia Wocial, School of Nursing, IUPUI

*Project-Enhanced Learning in STEM (Science, Technology, Engineering and Mathematics) Education*  
Razi Nalim, School of Engineering and Technology, IUPUI  
Sameera Wijeyakulasuriya, School of Engineering and Technology, IUPUI

*The Intentional Use of Videos and Interactions as Teaching Tools*  
Paulo Tan, School of Education, IUPUI  
Samantha Mockler, School of Education, IUPUI  
Erik Tillema, School of Education, IUPUI

*Preparing Students for Successful Transition to Practice*  
Angela McNelis, School of Nursing, IUPUI  
Patricia Ebright, School of Nursing, IUPUI  
Tracey Fonacier, School of Nursing, IUPUI and Community Health Network  
Pamela Ironside, School of Nursing, IUPUI

*Team Based Critical Analysis: A New Look at Evidence Based Argument*  
Linda Ficht, School of Business, IU Kokomo  
Mary Pat Acord, School of Business, IU Kokomo  
Adam Cloud, School of Business, IU Kokomo  
Sarah McClurg, School of Business, IU Kokomo  
Sabrina Sheehan, School of Business, IU Kokomo

*The Wisdom of Heroes: Partnering with Community Veterans to Engage Students in Basic Research*  
Christina A. Downey, School of Arts and Sciences, IU Kokomo

*Moving Past "What He Said": Coupling Visual Metaphor with Discussion Forums to Enhance Reflection and Inquiry*  
Fredricka Joyner, School of Business and Economics, IU East

*Social Work in Other Fields of Work: The Need for Interdisciplinary Education*  
Stephanie Boys, School of Social Work, IUPUI  
Carrie Hagan, IU School of Law-Indianapolis



	<p>Valerie Volland, School of Social Work, IUPUI</p> <p><i>Using Team-Based Learning to Teach Peer Feedback Techniques in the IUSM Competency Curriculum</i> Edward McKee, IU School of Medicine - South Bend Stacey Jackson, IU School of Medicine - South Bend</p> <p><b>Poster Sessions</b></p> <p><i>Action Research in Medical Education: The Neuroscience Laboratory Design</i> Samar Khirallah, School of Veterinary Medicine, Purdue University James Walker, School of Veterinary Medicine, Purdue University</p> <p><i>Assessment of Modern Experiments in the Introductory Calculus-Based Physics Lab</i> Brian Woodahl, School of Science, IUPUI John Ross, School of Science, IUPUI Derek Scott, School of Science, IUPUI Jeremy Williams, School of Science, IUPUI Sarah Lang, Center for Teaching and Learning, IUPUI</p> <p><i>Collaborative Tagging and Knowledge Sharing in Education</i> Malika Mahoui, School of Informatics, IUPUI</p> <p><i>Cross Course Collaboration</i> Rob Elliott, School of Engineering and Technology, IUPUI Nancy Evans, School of Engineering and Technology, IUPUI</p> <p><i>Curricular Enhancements to the First-Semester Organic Chemistry Sequence Using Online Tools</i> Ryan Denton, School of Science, IUPUI Mark Collins, School of Science, IUPUI Hunter Underwood, School of Science, IUPUI Tyler Crumpacker, School of Science, IUPUI</p> <p><i>Designing and Implementing Team-Based Learning Exercises in a Basic Medical Science Course</i> Edward McKee, IU School of Medicine – South Bend Developing an Online Legal Research Course Debra Denslaw, IU School of Law-Indianapolis Catherine Lemmer, IU School of Law–Indianapolis</p> <p><i>Development of an Online Tobacco Cessation Module: Lessons Learned</i> Laura Romito, IU School of Dentistry Lorinda Coan, IU School of Dentistry Tom Janke, Center for Teaching and Learning, IUPUI</p> <p><i>Doing It Right from the Start: Needs Assessment as a Fundamental Pedagogical Tool</i> Estela Ene, School of Liberal Arts, IUPUI</p>
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	<p><i>E-learning is Learning Tool</i> Marquita Walker, School of Social Work, IUPUI</p> <p><i>Ensuring Experiential Learning for Students through Facilitating Student Consulting</i> Erdogan Sener, School of Engineering and Technology, IUPUI Dan Koo, School of Engineering and Technology, IUPUI Behnam Hashemi, School of Engineering and Technology, IUPUI Modibo Boubacar Traore, School of Engineering and Technology, IUPUI</p> <p><i>Farewell to Death by PowerPoint: Teaching with Team-Based Learning</i> Carol Hostetter, School of Social Work, IUPUI Bruce McCallister, School of Social Work, IUPUI Leila Wood, School of Social Work, IUPUI</p> <p><i>Impact of a Competency-Based Curriculum on Medical Student Advancement</i> James Brokaw, IU School of Medicine Laura Torbeck, IU School of Medicine Mary Alice Bell, IU School of Medicine Dennis Deal, IU School of Medicine</p> <p><i>Implementing Problem-solving Discussion Sections in the First Semester Organic Chemistry Lecture</i> Sarah Wilson, School of Science, IUPUI Ryan Denton, School of Science, IUPUI</p> <p><i>The Intentional Use of Videos and Interactions as Teaching Tools</i> Paulo Tan, School of Education, IUPUI Samantha Mockler, School of Education, IUPUI Erik Tillema, School of Education, IUPUI</p> <p><i>International Project-Based Learning: A Project-Management Approach to Student Leadership</i> Timothy Diemer, School of Engineering and Technology, IUPUI Jan Cowan, School of Engineering and Technology, IUPUI</p> <p><i>“Justice-Learning” through the Inside-Out Prison Exchange Program</i> Susan Hyatt, School of Liberal Arts, IUPUI Roger Jarjoura, School of Public and Environmental Affairs, IUPUI</p> <p><i>Moving Past “What He Said”: Coupling Visual Metaphor with Discussion Forums to Enhance Reflection and Inquiry</i> Fredricka Joyner, School of Business and Economics, IU East</p> <p><i>Multi-Method Teaching Model</i> Kim Decker, School of Education, IU Bloomington Sharon Gates, School of Education, IU Bloomington</p> <p><i>Oh, the Drama of It All!</i></p>
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	<p>Sharon Egly, College of Arts and Sciences, IPFW</p> <p><i>Preparing Students for Successful Transition to Practice</i>          Angela McNelis, School of Nursing, IUPUI          Patricia Ebright, School of Nursing, IUPUI          Tracey Fonacier, School of Nursing, IUPUI and Community Health Network          Pamela Ironside, School of Nursing, IUPUI</p> <p><i>The Role of Today's Mobile Tablet in the Classroom</i>          Freddy Barnes, School of Informatics, IUPUI</p> <p><i>A Strategy for Incorporating Cultural Relevance in an Integrative Longitudinal Case-Based Learning Model</i>          Valerie Strunk, School of Health and Rehabilitation Sciences, IUPUI          Peter Altenburger, School of Health and Rehabilitation Sciences, IUPUI          Amy Bayliss, School of Health and Rehabilitation Sciences, IUPUI          Terry Loghmani, School of Health and Rehabilitation Sciences, IUPUI</p> <p><i>Student Explorers in Online Learning</i>          Mary Ann Frank, School of Engineering and Technology, IUPUI</p> <p><i>The Talk Show Approach to Guest Speaker Presentation: A Structured Process for Engaging Learners</i>          Kevin Jones, Division of Business, IUPU Columbus          Beth Borst, School of Liberal Arts, Ivy Tech Community College</p> <p><i>Using ePortfolio to Enhance Students' Learning Experiences</i>          Mary Beth Riner, School of Nursing, IUPUI          Debbie Grew, School of Nursing, IUPUI          Julie Meek, School of Nursing, IUPUI          Cathy Fulton, School of Nursing, IUPUI</p> <p><i>Using Many Eyes and Engaging Students to Explore and Interact with Data</i>          William Ryan, School of Informatics, IUPUI          Jennifer Stewart, School of Informatics, IUPUI</p> <p><i>Using Team-Based Learning to Teach Peer Feedback Techniques in the IUSM Competency Curriculum</i>          Edward McKee, IU School of Medicine - South Bend          Stacey Jackson, IU School of Medicine - South Bend</p> <p><i>Videoconferencing: A Cross-Cultural Experience</i>          Deborah Biss Keller, School of Education, IUPUI          Jennifer Hashem, School of Education, IUPUI          Michelle Muldoon, University College, IUPUI          Becca Trott, University College, IUPUI</p> <p><i>We Have an App for That! Using the iPad in Health and Medical Education</i></p>
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	<p>Patricia Scott, School of Health and Rehabilitation Sciences, IUPUI  Alexander Djuricich, IU School of Medicine  Erika Galyean, School of Social Work, IUPUI  Leslie Hulvershorn, IU School of Medicine  Rakesh Mehta, IU School of Medicine  Susan Robinson, IU School of Medicine  Debra Wood, IU School of Medicine</p> <p><i>We Teach...Must We Also Entertain?</i>  Mike Polites, School of Liberal Arts, IUPUI</p> <p><i>When One plus One Equals Fifteen: Team Teaching in Distance Education</i>  Sara Anne Hook, School of Informatics, IUPUI  Elizabeth Lykins, School of Informatics, IUPUI</p> <p><i>The Wisdom of Heroes: Partnering with Community Veterans to Engage Students in Basic Research</i>  Christina A. Downey, School of Arts and Sciences, IU Kokomo</p> <p><i>Women in Academic Medicine Mentoring Program</i>  Julie Welch, IU School of Medicine</p> <p><b>Planning Committee</b>  Sarah Lang, chair, Center for Teaching and Learning  Megna Babbar-Sebens, School of Science  Jennifer Beasley, Center for Teaching and Learning  Eugenia Fernandez, School of Engineering and Technology and FACET  Krista Hoffman-Longtin, IU School of Medicine  Richard Jackson, IU School of Dentistry  Tom Janke, Center for Teaching and Learning  Kathy Johnson, School of Science and FACET  Jasper Sumner, School of Liberal Arts  Terri Tarr, Center for Teaching and Learning  Jennifer Walthall, IU School of Medicine  Emily Walvoord, IU School of Medicine</p> <p>For more information, go to <a href="http://ctl.iupui.edu/ecmoore/history/2011/">http://ctl.iupui.edu/ecmoore/history/2011/</a>.</p>
<b>Future Plans</b>	<p>Preparations for the 2012 Edward C. Moore Symposium are already underway. The event will be held on Friday, March 2, 2012, in the IUPUI Campus Center. The Call for Proposals will be issued in September 2011. For more information, visit <a href="http://ctl.iupui.edu/ecmoore/">http://ctl.iupui.edu/ecmoore/</a>.</p>
<b>Evidence of Progress</b>	<p>Two hundred six individuals attended the 2011 symposium, this was a 30% increase over the previous year in which 170 faculty attended. Overall comments about the symposium were positive with 73 individuals responding to the event evaluation. A majority of the respondents (90%) indicated that this workshop was a worthwhile</p>

	investment in their professional development.
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**1.27 CTL Winter Lecture, James Cuno, President and Eloise W. Martin Director of the Art Institute of Chicago**

<b>Achievements</b>	<p>The CTL Winter Lecture featuring James Cuno, Ph.D., President and Eloise W. Martin Director of the Art Institute of Chicago, was held Thursday, March 23, 2011, in the IUPUI Campus Center.</p> <p><b>Event Description</b></p> <p>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 who have made contributions to disciplinary research and conduct discipline-based education research. This year's Winter Lecture was held in partnership with Office of Academic Affairs, Herron School of Art and Design, IUPUI Museum Studies Program, and the Indianapolis Museum of Art.</p> <p><b>Public Lecture</b></p> <p><i>The Discursive Museum: Installations, Interpretations, and Institutional Authority</i> James Cuno, Ph.D., President and Eloise W. Martin Director of the Art Institute of Chicago</p> <p>In this lecture, Cuno talked of how, over the past twenty-five years, art museums have become extraordinarily popular. According to The Art Newspaper, the top thirty most popular exhibitions of 2009 attracted 12,361,882 people, while the Association of [North American] Art Museum Directors reported a total 2009 attendance of just over 42 million at its top 100 museums. They have also become the subject of considerable academic scrutiny and criticism.</p> <p>During his lecture, Cuno argued against the prevailing academic critique of museums as instruments of the state and forces for the propagation of the hegemony of the financial and political elite. "Museums are public institutions open to all. We invite our visitors in and let them wander as they wish. They make their own way through our collections, drawn to individual works of art that attract their attention," Cuno said. "They, our visitors, and not the museum, are the authors of their experiences with our collections. And while we are right to characterize their experiences as narratives, they do not constitute meta-narratives, or comprehensive explanations of historical experience or knowledge. The sheer, stubborn, matter-of-factness of works of art resist such narrative inflation."</p> <p>A public reception in the Campus Center was held immediately prior to Dr. Cuno's presentation. This event was open to the public.</p>
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	<p>In addition to the public lecture, Dr. Cuno gave a lecture to an IUPUI faculty and student audience on how encyclopedic art museums, those with representative examples of most of the world's visual cultures in their collections, are dedicated to the proposition that by introducing their visitors to works of art from different cultures, they are helping to dissipate ignorance and superstition about the world and promoting inquiry and tolerance of <i>difference</i> itself. Dr. Cuno also participated in a forum with Max Anderson, Melvin &amp; Bren Simon Director and CEO, Indianapolis Museum of Art to explore current issues in the museum field related to the ownership and display of antiquities and other cultural property</p> <p>For more information, go to <a href="http://ctl.iupui.edu/winterseries/2011">http://ctl.iupui.edu/winterseries/2011</a></p>
<b>Future Plans</b>	<p>The 2011-2012 CTL Winter Lecture will be held on December 1, 2011 and will feature Darrell G. Kirch, M.D., president and chief executive officer, Association of American Medical Colleges (AAMC)</p>
<b>Evidence of Progress</b>	<p>Sixty-six individuals attended the public event, 33 attended the museum studies talk, and 95 attended the forum with Max Anderson. In comparison to the 2010 public event that 125 attended, this year's event saw an attendance decrease of 47%.</p> <p>Approximately, 79% percent of the respondents either agreed or strongly agreed that after attending the public event they had at least one new idea related to teaching/learning/museum studies. Nineteen individuals responded to the event survey.</p>

### 1.3 Center for Teaching and Learning Workshops

<b>Achievements</b>	<p>One hundred sixty-one (161) workshops or webinars were sponsored or cosponsored by the Center for Teaching and Learning during 2009-2010. Nineteen of the workshops were customized (To Your Door) offerings to programs, departments, or schools.</p> <p>The CTL offered three webinar series:</p> <p><b>B.O.T.T. Series.</b> B.O.T.T. stands for Brief Online Technology Topics. These workshops were designed to introduce faculty to one instructional technology topic. B.O.T.T. workshops were 30 minutes long and held online in an Adobe Connect meeting room. Topics included Adobe Presenter, Diigo, Google Docs, NEW Test &amp; Survey Tool, Submitting Final Grades, and more. These webinars were recorded and available for viewing after the event. <a href="http://ctl.iupui.edu/events/bott.asp">http://ctl.iupui.edu/events/bott.asp</a></p> <p><b>Teaching@IUPUI Webinar Series.</b> The Teaching@IUPUI online workshop series was introduced in 2010 and was tailored for faculty new to IUPUI and served as a forum for learning new strategies and honing teaching practices. Topics included Planning a</p>
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Class Session, Syllabus and First Day of Class, Basics of Oncourse, and more. These webinars were recorded and available for viewing after the event.

<http://ctl.iupui.edu/Events/teachingatiupui.asp>

**Teaching Excellence: Research and Practice (formerly Let's Talk Teaching)** was a monthly webinar sponsored by the CTL. The sessions focused on a variety of teaching topics, were facilitated by faculty, and had an emphasis on discussing teaching research, sharing teaching practices, and exploring teaching-related questions. Topics included Reflect & Communicate with Sakai (Joshua Danish, IUB), Documenting Your Teaching (Mary Fisher, associate vice chancellor, IUPUI), and Teaching with Primary Documents (Rhonda Huisman and Tina Baich, assistant librarians).

<http://ctl.iupui.edu/Events/teachingExcellence.asp>

**Supporting the Integration and Assessment of PULs.** The Center for Teaching and Learning continued to offer workshops related to assessing PULs and writing and assessing student learning outcomes both at the course and program level. Offerings included:

- *Teaching@IUPUI: PULs.* This session was geared toward faculty new to IUPUI and discussed each of the PULs and provided examples of how they can be implemented and assessed in courses.
- *Going Beyond Identifying Your PULs: Developing Learning Activities and Assessment.* Provided participants the opportunity to develop, refine, and get feedback, on PUL activities and assessment for their course.
- *Writing and Assessing Student Learning Outcomes.* During the session, participants were asked to bring learning outcomes they wanted to refine and time was allotted at the end of the workshop for consultation and feedback.

See below for the complete listing of CTL workshops with the number of attendees at each workshop in parentheses.

1. B.O.T.T. Series: New Oncourse Test and Survey Tool (10)
2. B.O.T.T. Series: Oncourse Collaboration Tools (9)
3. B.O.T.T. Series: Oncourse New Assignments Tool (1)
4. B.O.T.T. Series: Using the Oncourse Blog Tool (4)
5. B.O.T.T.: Collaborating Online w/Google Docs (13)
6. BOTT Collaboration Series: Diigo (7)
7. BOTT Collaboration Series: Google Docs (9)
8. BOTT Collaboration Series: Photo Sharing Tools (1)
9. BOTT Oncourse Series: Collaboration Tools (7)
10. BOTT Oncourse Series: Communication Tools (2)
11. BOTT Oncourse Series: Managing Your Course Site (4)
12. BOTT Oncourse Series: Managing Your Oncourse Site (9)
13. BOTT Oncourse Series: New Assignments Tool (14)
14. BOTT Oncourse Series: NEW Test & Survey Tool (11)
15. BOTT Oncourse Series: Oncourse Gradebook (8)

	16. BOTT Oncourse Series: Oncourse Resources (6)
	17. BOTT Oncourse Series: Preparing Your Course Site (7)
	18. BOTT Oncourse Series: Submitting Final Grades (6)
	19. BOTT Series: Oncourse Collaboration Tools (5)
	20. BOTT Series: Submitting Final Grades in Oncourse (5)
	21. CEG Awardees Information Session and Meeting (27)
	22. CEG Breakfast (17)
	23. CONNECTing w/Students using Adobe Connect (23)
	24. Content Delivery Options for Online Classes (9)
	25. Copyright in Cyberspace (13)
	26. Copyright in Cyberspace [ONLINE] (39)
	27. Creating Engaging Online Presentations (14)
	28. Creating Engaging Online Presentations (15)
	29. Creating Online Learning Activities (3)
	30. Creating Online Learning Activities (7)
	31. Cultural Differences in the Classroom (4)
	32. Deliver Engaging Lectures with Clickers (11)
	33. Deliver Engaging Lectures with Clickers (14)
	34. Delivering Engaging Lectures with Clickers (4)
	35. Developing an Online Environment (12)
	36. Developing CEG Proposals (23)
	37. Dreamweaver CS5: Incorporating Multimedia (1)
	38. Engaging Students with Clickers (2)
	39. Enhancing Online Courses Series Session 1: Online Course Showcase and Online Teaching Guidelines (21)
	40. Enhancing Online Courses Series Session 2: Web Content Delivery (19)
	41. Enhancing Online Courses Series Session 3: Planning an Evaluation for Your Blended Learning or Online Course (11)
	42. Enhancing Online Courses Series Session 4: Managing Online Interactions (15)
	43. Enhancing Online Courses Series Session 5: Assessing Student Learning in Online Courses (10)
	44. Enhancing Student Learning through Reflection (22)
	45. ePortfolio Fall Symposium (23)
	46. ePortfolio Spring Symposium (16)
	47. Faculty Showcase: Using Oncourse Well (13)
	48. Faculty Showcase: Using Oncourse Well (7)
	49. Faculty Showcase: Using Oncourse Well (9)
	50. Faculty Writing Circles Organizational Meeting (11)
	51. Getting Started with Instructional Podcasting (9)
	52. Integrating the Common Theme into your Course (20)



	53. Introduction to IUPUI's ePortfolio (17)
	54. Introduction to IUPUI's Presentation Maker (24)
	55. iPad Faculty Learning Community Info Session (34)
	56. iPad Faculty Learning Community Info Session (40)
	57. iPad FLC Petting Zoo (4)
	58. IRB Review for Education Projects (25)
	59. IT Discussion: Exploring Mobile Technology (12)
	60. IUPUI 1st International Faculty Orientation (22)
	61. Learner Friendly Video (5)
	62. Learner Friendly Video (5)
	63. Leveraging Web-Based Video for Instruction (16)
	64. NSF Proposal Writing Workshop: TUES (23)
	65. Oncourse Gradebook and New Assignments Tool (12)
	66. Oncourse New Test and Surveys Tool (16)
	67. Oncourse Overview for New Faculty (8)
	68. Oncourse: Exploring the New Assessment Tool (12)
	69. Oncourse: Preparing Your Course Site (19)
	70. Online Teaching Fundamentals (20)
	71. Online Teaching Topic #1: Web Content Delivery (18)
	72. Online Teaching Topic #2: Adobe Presenter (23)
	73. Online Teaching Topic #3: Learning Activities (21)
	74. Online Teaching Topic #4: Web Conferencing (17)
	75. Open Access: Leveraging e-texts for Instruction (10)
	76. Open Access: Open Education Resources (9)
	77. Powerpoint 2010: Backgrounds, Graphics & Animation (2)
	78. Powerpoint 2010: The Basics (1)
	79. Promote Academic Integrity w/Turnitin & Oncourse (1)
	80. PUL Learning Activities and Assessment (2)
	81. SCALE-UP Project (20)
	82. Scholarship of Teaching and Learning (14)
	83. Second Life for Instruction (9)
	84. Social Media for Instruction (10)
	85. Strategies for Incorporating Video in Instruction (9)
	86. Supporting your Online Research with Zotero (4)
	87. Supporting your Online Research with Zotero (9)
	88. Teaching Excellence: Documenting your Teaching (16)
	89. Teaching Excellence: Primary Documents (8)
	90. Teaching Excellence: Reflect & Communicate w/Sakai (9)
	91. Teaching Excellence: Tablet PCs in the Classroom (2)
	92. Teaching Excellence: Team-Based Learning (20)
	93. Teaching Excellence: Using Student Portfolios (14)

	94. Teaching@ IUPUI: Inclusive Teaching (16)
	95. Teaching@ IUPUI: Managing the Online Experience (10)
	96. Teaching@ IUPUI: Oncourse Basics (8)
	97. Teaching@ IUPUI: The Challenging Student (20)
	98. Teaching@IUPUI: Engaging Your Students in Lecture (42)
	99. Teaching@IUPUI: Getting Students to Prepare (21)
	100. Teaching@IUPUI: Grading Efficiently (26)
	101. Teaching@IUPUI: Library Resources (11)
	102. Teaching@IUPUI: Planning a Class Session (15)
	103. Teaching@IUPUI: PULs (4)
	104. Teaching@IUPUI: Syllabus and First Day of Class (24)
	105. Teaching@IUPUI: The Basics of Oncourse (15)
	106. Teaching@IUPUI: Using Mid-semester Feedback (29)
	107. Teaching@IUPUI: What Do I Need to Know? (13)
	108. The Basics of Oncourse (19)
	109. The Basics of Oncourse (4)
	110. The Basics of Oncourse (4)
	111. The New IUPUI Common Theme: Sharing Ideas (42)
	112. To Your Door: IUSM Assessing Learning Using Objectives (3)
	113. To Your Door: PETM, SoTL: What is it? (24)
	114. To Your Door: E&T,- An Introduction to Student Response Systems (4)
	115. To Your Door: Herron, Oncourse Overview (9)
	116. To Your Door: IUSD Oncourse Gradebook (6)
	117. To Your Door: IUSN Assignments 2 (3)
	118. To Your Door: Going Beyond Identifying Your PULs (3)
	119. To Your Door: Assessing the PULs - Dental Asst Pgm (4)
	120. To Your Door: End of Course Evaluations (8)
	121. To Your Door: Genetics Brown Bag (9)
	122. To Your Door: Objective Test Strategies (5)
	123. To Your Door: Online Teaching Workshop for SPEA (7)
	124. To Your Door: Online Teaching Workshop for SPEA Day 1 (4)
	125. To Your Door: Online Teaching Workshop for SPEA Day 2 (6)
	126. To Your Door: SPEA, Online Teaching Topics Medley (9)
	127. To Your Door: Testing Center, Tests & Surveys Beta (7)
	128. To Your Door: Writing Learning Outcomes (6)
	129. To Your Door: Writing Learning Outcomes and Beyond (16)
	130. Tweeting in Support of Learning (13)
	131. User-Centered Web Design & Usability Testing (1)
	132. Using Rubrics to Assess and Enhance Learning (16)
	133. Using Rubrics to Assess and Enhance Learning (17)
	134. Using Test Analysis Reports to Improve Assessments (11)

	<p>135. Working with Challenging Students (25)</p> <p>136. Writing and Assessing Student Learning Outcomes (16)</p> <p>137. [REC] BOTT: Google Docs (1)</p> <p>138. [REC] BOTT: Managing Your Oncourse Course Site (2)</p> <p>139. [REC] BOTT: Managing Your Oncourse Site (2)</p> <p>140. [REC] BOTT: Oncourse Collaboration Tools (1)</p> <p>141. [REC] BOTT: Oncourse Gradebook (4)</p> <p>142. [REC] BOTT: Oncourse NEW Assignments Tool (2)</p> <p>143. [REC] BOTT: Oncourse NEW Test &amp; Survey Tool (6)</p> <p>144. [REC] BOTT: Oncourse Resources (1)</p> <p>145. [REC] BOTT: Preparing Your Oncourse Site (1)</p> <p>146. [REC] BOTT: Submitting Final Grades in Oncourse (1)</p> <p>147. [REC] CONNECTing w/Students using Adobe Connect (1)</p> <p>148. [REC] Copyright in Cyberspace (33)</p> <p>149. [REC] Copyright in Cyberspace (7)</p> <p>150. [REC] Teaching Excellence: Documenting Teaching (2)</p> <p>151. [REC] Teaching@ IUPUI: Manage Online Experience (2)</p> <p>152. [REC] Teaching@IUPUI: Engaging Your Students (6)</p> <p>153. [REC] Teaching@IUPUI: Grading Efficiently (9)</p> <p>154. [REC] Teaching@IUPUI: Inclusive Teaching (3)</p> <p>155. [REC] Teaching@IUPUI: Mid-semester Feedback (3)</p> <p>156. [REC] Teaching@IUPUI: Oncourse Basics (4)</p> <p>157. [REC] Teaching@IUPUI: Planning a Class Session (10)</p> <p>158. [REC] Teaching@IUPUI: Preparing Students (3)</p> <p>159. [REC] Teaching@IUPUI: PULs (4)</p> <p>160. [REC] Teaching@IUPUI: Syllabus &amp; 1st Day of Class (10)</p> <p>161. [REC] Teaching@IUPUI: The Challenging Student (2)</p> <p>*Note [REC] indicates a recorded session of a previous workshop offered online</p>
<p><b>Future Plans</b></p>	<p>For 2010-2011 CTL will once again offer a variety of workshops and Web seminars on teaching and instructional technology topics. A sampling of planned workshops include:</p> <ul style="list-style-type: none"> <li>• BOTT Oncourse Series: Managing Your Oncourse Site</li> <li>• BOTT Oncourse Series: Oncourse Gradebook</li> <li>• BOTT: Collaboration Series: Diigo</li> <li>• BOTT: Collaboration Series: Google Docs</li> <li>• Deliver Engaging Lectures with Clickers</li> <li>• eTexts at IU: A Tour and Feature Demonstration</li> <li>• Supporting Your Online Research with Zotero</li> <li>• Teaching at IUPUI: Getting Students to Prepare</li> <li>• Teaching at IUPUI: Grading Efficiently</li> <li>• Teaching@IUPUI: Introduction to Online Teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching at IUPUI: Library Resources</li> <li>• Teaching at IUPUI: Syllabus and First Day of Class</li> <li>• Using Rubrics to Assess and Enhance Learning</li> </ul> <p>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. Attendance at workshops during 2010-2011 also will be used to guide future programming.</p>
<b>Evidence of Progress</b>	In 2010-2011, 161 workshops and webinars were held with a total attendance of 1,819 at those events. Of the 161 offerings 26 were recordings of sessions available for review by faculty leaving 135 live sessions that were offered. Based on all offerings, average attendance was 11.3 participants per event. This was a 30% increase in number of workshops and a 11% decrease in attendance from 2009-2010 when 108 workshops were held with a total attendance of 2140 with an average attendance of 19.8 participants per workshop.

#### 1.4 Center for Teaching and Learning Consultations

<b>Achievements</b>	During 2010-2011 the following consultations were entered into the database by Center for Teaching and Learning staff. Major topics and the frequency of attendance at consultations were tracked as follows:		
	<b>Topics of Center for Teaching and Learning Consultations*</b>	<b>2010-2011</b>	<b>2009-2010</b>
	Oncourse CL	551	450
	Classroom Observations	33	48
	ePort	80	203
	Grant Support	84	26
	Online Teaching	83	70
	Portfolio Development	0	0
	Small Group Instructional Diagnosis	52	22
	Technology - general	619	596
	Teaching Topics/Pedagogy	465	263
	Information Resources	0	0
	Other	667	210
	* topics were tracked as either the primary or secondary focus of the consultation		
<b>Frequency of Attendance at CTL Consultations</b>	<b>2010-2011</b>	<b>2009-2010</b>	
Attended 1 consultation	331	251	
Attended 2-3 consultations	196	138	
Attended 4-5 consultations	83	53	
Attended more than 5 consultations	142	91	

<b>Future Plans</b>	The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.
<b>Evidence of Progress</b>	In the 2011 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 98.7% satisfaction rate, a slight increase over the 2010 satisfaction rate of 97.1%. The average rating was 4.45 on a 5 point scale (with 5 being more favorable) also representing a slight change from 2010 in which the average rating was 4.32 on a point scale.

## 2. Collaborate with University College to provide support for faculty and academic staff.

### 2.1 Gateway Initiatives

<b>Achievements</b>	<p>CTL has continued to be a collaborating partner for Gateway to Graduation events. In 2010-2011, the program involved two full day workshops on introducing critical thinking into the classroom. Additional workshops and Web seminars focused on the needs of faculty teaching first year courses were held.</p> <ul style="list-style-type: none"> <li>• <i>Introducing Critical Thinking Into the Classroom</i> Gerald Nosich,, professor, Buffalo State University and fellow, Critical Thinking Foundation May 9-10, 2011</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <i>Gateway to Graduation Fall Event</i></li> <li>• <i>Gateway Mid- Winter Tune- up: Gateway to Gateway</i></li> </ul> <p>The Center for Teaching and Learning also maintains a presence on the Critical Thinking Community of Practice (CoP) with an instructional design consultant actively participating in this CoP sponsored by the Gateway to Graduation.</p>
<b>Future Plans</b>	The Center for Teaching and Learning will continue to cosponsor the Gateway program in various capacities.
<b>Evidence of Progress</b>	Evaluations of Gateway to Graduation Program events are administered by University College.

## 3. Assist faculty with the (re)design of courses and the integration of technology such as Oncourse CL and the ePort.

### 3.1 Online Teaching Workshops

<p><b>Achievements</b></p>	<p><i>Online Teaching Fundamentals</i> was a half-day workshop held on March 15, 2011, and was followed by another half-day workshop on <i>Special Topics in Online Teaching</i> on March 17, 2011. Both workshops were held in University Library. The <i>Online Teaching Fundamentals</i> workshop was then followed up with a workshop series for faculty already teaching online for some time but interested in updating their skills and learning about new technology. The <i>Enhancing Online Courses Series</i> took place June 28-30, 2011</p> <p><b>Event Descriptions</b></p> <p><i>Online Teaching Fundamentals, March 15, 2011</i></p> <p>This half-day workshop introduced faculty to the basics of online course development. Participants discussed approaches for designing online/hybrid courses and investigated online learning activities, web-based presentation options, and methods for assessing student learning. Finally, a panel of experienced online teaching faculty answered questions about teaching online.</p> <p><i>Special Topics in Online Teaching, March 17, 2011</i></p> <p>This series of workshop allowed faculty to explore a variety of topics related to online teaching. They were able to choose from sessions covering topics such as web conferencing tools, tools to deliver online content, communication methods, and others.</p> <p><i>Enhancing Online Courses Series, June 28-30, 2011</i></p> <p>This three-day event was constructed as multiple topic workshops to allow faculty to explore a variety of topics related to online teaching. Participants rotated through workshops and were able to explore topics such as managing online interactions, evaluation of blended and online courses, delivering content online, online teaching guidelines and a showcase of online courses. All sessions had hands-on components.</p>
<p><b>Future Plans</b></p>	<p>For 2011-12, the CTL plans to again offer workshops on online teaching fundamentals and special topics in teaching.</p>
<p><b>Evidence of Progress</b></p>	<p>Total attendance for the online teaching workshops was 126.</p> <p>On March 15, 2011, 20 faculty members attended the <i>Online Teaching Fundamentals</i> workshop, and on March 17, 2011, attendance total 79 individuals who participated in the various <i>Special Topics in Online Teaching</i> workshops. Each event in the series was evaluated separately.</p> <p>During the June 28-30 <i>Enhancing Online Course Series</i>, 76 individuals attended the</p>

	various sessions and each event in the series was evaluated separately.
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### 3.2 Support and evaluate the ePortfolio initiative.

<p><b>Achievements</b></p>	<p><b>CTL Contributions to ePortfolio initiative:</b></p> <p>Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative:</p> <ul style="list-style-type: none"> <li>• Enhancing Student Learning through Reflection (22)</li> <li>• ePortfolio Fall Symposium (23)</li> <li>• ePortfolio Spring Symposium (16)</li> <li>• Introduction to IUPUI's ePortfolio (17)</li> <li>• Introduction to IUPUI's Presentation Maker (24)</li> <li>• Using Rubrics to Assess and Enhance Learning (16 and 17)</li> </ul> <p>CTL staff presented or co-presented six external presentations on IUPUI's ePortfolio</p> <ul style="list-style-type: none"> <li>• 2010 Assessment Institute: Pre-Institute Workshop: Implementing Student Electronic Portfolios for Assessment (56)</li> <li>• 2010 Assessment Institute: Generating and Assessing Learning through an Online Personal Development Plan (18)</li> <li>• 2011 Sakai Conference: The Open Source Portfolio Tools in Sakai (11)</li> <li>• 2011 Sakai Conference: A Showcase of Open Source Portfolio Implementations (60)</li> <li>• 2011 Sakai Conference: Creating an Open Source Community That Works! (11)</li> <li>• 2011 Sakai Conference: Opening Endless Possibilities through Opportunities for Reflection (27)</li> </ul> <p>CTL staff participated as a member of Cohort VI of the Inter/National Coalition for Electronic Portfolio Research.</p> <p>CTL staff participated as a member of FIPSE grant Connect to Learning.</p>
<p><b>Future Plans</b></p>	<p>The Center for Teaching and Learning will continue to offer workshops and consultations related to the ePortfolio initiative. Events planned for 2011-2012 include Introduction to IUPUI's ePortfolio, Introduction to IUPUI's Presentation Maker, Developing Rubrics to Assess and Enhance Learning, Enhancing Student Learning through Reflection, Designing an ePortfolio, and the IUPUI ePortfolio Symposium.</p>
<p><b>Evidence of Progress</b></p>	<p>A total of 135 participants attended the workshops cosponsored with the ePortfolio Initiative.</p>

	<p>Results from a number of the 2011 ePortfolio workshops were overall positive. When asked for each symposium/workshop if the symposium/workshop was a worthwhile investment in their professional development survey respondents indicated the following:</p> <ul style="list-style-type: none"> <li>• Introduction to IUPUI's ePortfolio - 100% of 1 respondents indicated this workshop was a worthwhile investment in their professional development</li> <li>• 2011 ePortfolio Spring Symposium – 90% of 10 respondents indicated this workshop was a worthwhile investment in their professional development.</li> <li>• Enhancing Student Learning through Reflection – 100% of 8 respondents indicated this workshop was a worthwhile investment in their professional development.</li> </ul>
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**4. Provide leadership for the development of innovative formal and informal environments that promote learning.**

**4.1 Learning Environments Committee and Grant**

<p><b>Achievements</b></p>	<p>Through the awarding of small grants, the Learning Environments Grant (LEG), the Learning Environments Committee (LEC) supported the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students.</p> <p>For the third year, the LEC put out a call for proposals, 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 2010-2011 fiscal year.</p> <p><b>2010–2011 Projects</b>  Classroom Furniture for ET 302, 304 (\$25,000)  Classroom Furniture for ET 308 (\$10,470.68)  School of Health and Rehabilitation Student Learning and Research Facilitation Lab (\$24,991.50)  Classroom redesign and technology upgrade for ES 2101 (\$25,000)  Center for Service Learning and Office of Student Engagement Enhanced Learning Space - BS 2010A (\$25,000)  An environment for global and civically engaged learning in CA 435 - (\$25,000)</p> <p><b>Learning Environments Committee Members</b></p> <p>Pratibha Varma-Nelson, chair, Center for Teaching and Learning</p>
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	<p>Tim Anno, Adaptive Education Services  Mary Anne Black, Office of the Registrar  Julie Bowman, Architect's Office  Erin Cassity, School of Education  Lisa Contino, Department of Psychology  Andrew Gavrin, Department of Physics  Philip Goff, School of Liberal Arts  Sherri Hendricks, Kelley School of Business  Renee Jackson, University Library  Donna Kent, Campus Facilities Services  Pam King, Adaptive Education Services  Dan Maxwell, Division of Student Life  Mary Beth Myers, Office of the Registrar  Jeff Plawecki, Campus Facilities Services  Beverly Teach, University Information Technology Services</p>
<b>Future Plans</b>	The Learning Environments Committee will continue to seek a separate funding source for restoration and repair of furnishings in general purpose classrooms in order to keep the focus of the Learning Environment Grants on creating informal learning spaces on campus.
<b>Evidence of Progress</b>	Interest in creating innovative learning spaces remains high. Fifteen Learning Environment Grant proposals were received. Seven were funded, which was a 53% funding rate.

**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: Supporting Student Success in a Diverse World**

<b>Achievements</b>	<p>The <i>Multicultural Teaching and Learning Institute</i> (MTLI) has been held annually since 2006.</p> <p><b>Event Description</b></p> <p>The Multicultural Teaching and Learning Institute (MTLI), held November 10, 2010 in the campus center, addressed ways of creating inclusive classrooms and supporting the success of all students. The theme Culturally Sensitive Pedagogy led to sessions that explored how faculty can create an inclusive curriculum and a classroom environment supportive of the success of all students? The MTLI was co-sponsored by the Center for Teaching and Learning, Office of Diversity, Equity and Inclusion, Center for Urban and Multicultural Education and Faculty Affairs and Professional Development in the IU School of Medicine.</p> <p><b>Program</b></p>
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**Keynote Address***Is There a Need (or Space) for Culturally Relevant Pedagogy in Higher Education?*

David Stinson, Ph.D., associate professor of mathematics education and mathematics education unit leader, Department of Middle-Secondary Education and Instructional Technology, Georgia State University.

Over the past 2 decades or so, there has been a proliferation of literature discussing the possibilities, challenges, and promises of culturally relevant (responsive, sensitive, or specific) pedagogy and its effects on the learning and achievement of Pre-K–12 students and the preparation and development of preservice and inservice teachers. But just what is culturally relevant pedagogy and is there a need (or space) for culturally relevant pedagogy in higher education? In his keynote address, Stinson attempted to answer this two-part question.

**Concurrent Sessions***Developing a Sociopolitical Consciousness through Critical Pedagogy*

David Stinson, Mathematics Education, Georgia State University

*Student Panel**Cultural Competency in Healthcare*

Deanna R. Willis, IU School of Medicine

*Preparing IUPUI Students for the Workforce*

Roberta Talmage, Global Diversity Office, Eli Lilly and Company  
Tim Bennett, Kelley School of Business

*LGBT Grant Winners*

Shawn Boyne, IU School of Law - Indianapolis

Natasha Flowers, School of Education

Mary Ott, IU School of Medicine

*Making Your Course More Inclusive*

Robin Hughes, School of Education

Monica Medina, School of Education

Jennifer Thorington-Springer, School of Liberal Arts

Elee Wood, School of Liberal Arts

For more information, see the event Web site at <http://ctl.iupui.edu/mtli>

**Planning Committee**

Mona Kheiry, chair, Center for Teaching and Learning

Leslie Ashburn-Nardo, School of Science

Kathleen Grove, Office for Women

	Wayne Hilson, Office of Diversity, Equity, and Inclusion Terri Tarr, Center for Teaching and Learning Kate Thedwall, University College Marianne Wokeck, School of Liberal Arts
<b>Future Plans</b>	The MTLI will not be offered during the 2011-2012 academic year, however the CTL will continue to offer workshops and consultations related to inclusive teaching and diversity.
<b>Evidence of Progress</b>	Seventy-nine participants attended the Multicultural Teaching and Learning Institute. This was a 20% increase from 2009-2010 when 59 participants attended.  At the conclusion of the workshop, a majority of the respondents (100%) indicated that this workshop was a worthwhile investment of their time, an increase of 7% from the previous year when 93% agreed or strongly agreed with this statement. A total of 26 individuals completed the survey.

## APPENDIX A: Center for Teaching and Learning Publications

**Banks, J. V.** (2010). *Nontraditional female students in higher education*. (Doctoral Dissertation), Retrieved from ProQuest UMI. Dissertations and Theses A & I (Order No. 3432098).

Brewer C.A., **et al.** (2011). *Vision and Change in Undergraduate Biology Education: A Call to Action*. Washington, DC: American Association for the Advancement of Science.  
Note: Pratibha Varma-Nelson was an invited co-author for this publication.

Palmer, M. M., **Banks, J. V.**, Smith, J. S., Wilson, S. A. (in press). Next generation @ IUPUI: A leadership development program for faculty of color. *To Improve the Academy*, 30.

Stanger-Hall, K.F., **Lang, S.A.**, & Maas, M.M. (2010). Facilitating learning in large lecture classes: Testing the "Teaching Team" approach to peer learning. *CBE Life Sciences Education*, 9(4), 489-503.

**Varma-Nelson, P.**, Hundley, S.P., & **Tarr, T.** (2011). The role of centers for teaching and learning in improvement of undergraduate engineering education. *Proceedings of the American Society for Engineering Education Conference*. Washington, DC: American Society for Engineering Education.

Weaver, G.C., Wink, D.J., **Varma-Nelson, P.V.**, and Lytle, F.E. (2009). Integrating Research into the Curriculum: Using Laboratory Modules to Engage Faculty and Students. In Boyd, M.K., and Wesemann, J.L., *Broadening Participation in Undergraduate Research: Fostering Excellence and Enhancing the Impact*. Chapter 9, 109-125, Council on Undergraduate Research. Washington D.C. **Invited**

**Varma-Nelson, P.**, Bentley, A., Weaver G and Wink, D., *Peer-Led Team Learning for Undergraduate Research*, in preparation.

## APPENDIX B: Center for Teaching and Learning Grant Writing

### Grant Received

*Cyber Peer Led Team Learning (cPLTL): Using Communications Technologies to Support Learning and Persistence*

EDUCAUSE – Next Generation Learning Challenges

Awarded with Purdue University and Florida International University

Amount: \$250,000

Principal Investigator: **Pratibha Varma-Nelson**

Co-Principal Investigators: Nancy Pelaez, Purdue University; Thomas Pitzer, Florida International University; and Joshua Smith, Indiana University-Purdue University Indianapolis

*Conditions and Tools Required for Cyber Learning Through Peer Led Team Learning*

National Science Foundation Course Curriculum and Laboratory Improvement Grant

Amount: \$200,000

Principal Investigator: **Pratibha Varma-Nelson**

Co-Principal Investigators: **Tom Janke**, Indiana University-Purdue University Indianapolis; **Randy Newbrough**, Indiana University-Purdue University Indianapolis; **Lorie Shuck**, Indiana University-Purdue University Indianapolis; and Lin Zhu, Indiana University-Purdue University Indianapolis

### Grants Written

NSF, *Partnership for Engineering Education Reform*, Transforming Undergraduate Education in Science, Technology, Engineering and Mathematics, Type 1, Principal Investigator: **Pratibha Varma-Nelson**, Co-PIs: Stephen Hundley and **Terri Tarr**. Not funded

## APPENDIX C: Center for Teaching and Learning External Presentations

- Ammerman, G., **Banks, J., Nelson, P.V.** (2011, June). *Comparison of face-to-face and online peer lead teamed learning general chemistry workshops*. Presented at the 42<sup>nd</sup> meeting of the American Chemical Society Central Region Conference, Indianapolis, IN.
- Beith, L., Dashew, B., Kajita, S., Matsuba, R., Raynauld, J., **Runshe, D.**, Smith, J., Ward, L., and Zaldivar, M., (2011, June). *A showcase of open source portfolio implementations*. Presented at the 2011 Annual Sakai Conference, Los Angeles, CA.
- Dashew, B., Lee, R., Maurer, C., McPherson, D., **Runshe, D.**, Smith, J., Ward, L., and Zaldivar, M., (2011, June). *The open source portfolio tools in Sakai*. Presented at the 2011 Annual Sakai Conference, Los Angeles, CA.
- Lafuze, J. and **Runshe, D.**, (2011, June). *Opening Endless Possibilities through Opportunities for reflection*. Presented at the 2011 Annual Sakai Conference, Los Angeles, CA.
- Marquard, S., Maurer, C. **Runshe, D.**, Smith, J., Ward, L., and Whyte, A., (2011, June). *Creating an open source community that works!* Presented at the 2011 Annual Sakai Conference, Los Angeles, CA.
- Runshe, D.**, (2010, October). *Generating and assessing learning through an online personal development plan*. Presented at the 2010 Assessment Institute, Indianapolis, IN.
- Runshe, D.**, (2010, October). *Implementing student electronic portfolios for assessment*. Presented at the 2010 Assessment Institute, Indianapolis, IN.
- Runshe, D.**, (2010, November). *Faculty development and online teaching at IUPUI*. Webinar for Sakai Distance Learning Group.
- Singh, J.** (2011, March). *Demystifying evaluation to effectively capture evidence of impact*. Presented at 8<sup>th</sup> Annual Sloan C Blended Learning Conference, Oak Brook, IL.
- Singh, J.** (2011, June). *Assessing your program or activities: An introduction to best practices*. Presented at the Undergraduate Research Program Directors Conference: Gateways to Best Practices, St. Louis, MO.
- Tarr, T.**, (2010, July). *Workshop Overview: Role of Centers for Teaching and Learning in Improving Undergraduate Education*. Arlington, VA.
- Tarr, T., & Varma-Nelson, P.** (2010, November). *The role of teaching centers in improvement of engineering education*. Presentation at the 2010 Professional and Organizational Development Network Conference, St. Louis, MO.
- Tarr, T., Beasley, J.A.,** Burnstad, H., and Gadberry, J., (2010, November). *Professional development for part-time faculty*. Presentation at the 2010 Professional and Organizational Development Network Conference, St. Louis, MO.

- Tarr, T., Varma-Nelson, P.,** Hundley, S., (2011, March). *The role of teaching centers in improvement of engineering education*. Presented at the From Promising to Pervasive Practices: AAC&U Engaged SSTEM Learning Conference, Miami, FL.
- Varma-Nelson, P.,** (2010, October). *Designing courses for significant learning*. Atilim University, Turkey
- Varma-Nelson, P.,** (2010, October). *Designing a center for excellence in teaching and learning*. Atilim University, Turkey
- Varma-Nelson, P.,** (2010, October). *Models for student assisted teaching: Peer-led team learning, problem based learning, supplemental instruction etc.* Atilim University, Turkey
- Varma-Nelson, P.,** (2010, October). *Getting feedback on your teaching: Peer review for teaching, mid-course focus groups with students (called SGIDs – Small Group Instructional Diagnosis)*. Atilim University, Turkey
- Varma-Nelson, P.,** (2010, October) *Promotion and tenure issues, grant writing, documenting effective teaching*. Atilim University, Turkey
- Varma-Nelson, P., and Tarr, T.** (2011, January). *The role of teaching centers in improvement of engineering education*. Presented at the National Science Foundation CCLI/TUES Principal Investigators Conference, Washington, D.C.
- Varma-Nelson, P.V.,** Zhu, L., Sours, J. and Mauser, K. (2011, June). *Cyber peer-led team learning in general chemistry*. Presented at the 42<sup>nd</sup> meeting of the American Chemical Society Central Region Conference, Indianapolis, IN.
- Wilson, S.B., Denton, R., **Varma-Nelson, P.V.,** and Minto, R., (2011, June). *Reinforcing organic chemistry learning through facilitated problem-solving discussions*. Presented at the 42<sup>nd</sup> meeting of the American Chemical Society Central Region Conference, Indianapolis, IN.

## **APPENDIX D: Service by CTL Faculty/Staff**

### **CTL faculty/staff served on the following IUPUI committees (outside of CTL committees):**

1. 2012 Accreditation Committee – Terri Tarr and Pratibha Varma-Nelson
2. ACRL 2013 Workshops Planning Committee (2011-2013), Rhonda Huisman (co-chair)
3. Adobe Connect Implementation Committee – Randy Newbrough
4. Adobe Connect Support team – Lorie Shuck
5. Center for Service Learning Advisory Board – Pratibha Varma-Nelson
6. Central Indiana’s Talent Alliance – Jennifer Beasley and Rhonda Huisman
7. Council on Retention and Graduation – Sarah Lang
8. EVC Core Group – Pratibha Varma-Nelson
9. Faculty Affairs Committee (FAC) Subcommittee on Student Feedback Surveys – Jacqueline Singh
10. Graduate Issues Subcommittee – Jacqueline Singh
11. Indiana Evaluation Association Program Coordination Committee – Jacqueline Singh
12. Indiana Library Federation to the (ACRL) Association of College and Research Libraries (2010–2013), chapter councilor – Rhonda Huisman
13. Indiana STEM Talent Expansion Project (ISTEP) Advisory Board Member – Pratibha Varma-Nelson
14. Instructional Services Group (University Library), Rhonda Huisman (chair)
15. IU eText Best Practices Committee – Randy Newbrough
16. IUPUI Common Theme Committee – Mona Kheiry and Sarah Lang
17. IUPUI Student Feedback Surveys Taskforce – Jacqueline Singh
18. IUSM Learning Management System Implementation team – Lorie Shuck
19. Learning Environments Committee – Angela Briel, Pratibha Varma-Nelson (chair)
20. Midwest Noyce, PI Conference Moderator – Pratibha Varma-Nelson
21. NCA-HLC Self Study Criterion 3, co-chair – Pratibha Varma-Nelson, Angela Briel
22. New Directions in Teaching and Learning – Angela Briel, Pratibha Varma-Nelson (chair)
23. New Faculty Orientation – Angela Briel, Tom Janke, Terri Tarr (co-chair)
24. Oncourse Functional Requirements Committee – Randy Newbrough and Lorie Shuck
25. Oncourse Priorities Committee – Rhonda Huisman
26. Oncourse Support and Implementation Committee - Randy Newbrough
27. Primary Promotion and Tenure Committee, Department of Chemistry and Chemical Biology – Pratibha Varma-Nelson
28. University Library Faculty Organization for 2010-2011, Rhonda Huisman (chair)
29. Search committee for the Associate Dean for Teaching, Learning, and Research at University Library 2010 – Rhonda Huisman
30. Search committee for Business Librarian (University Library) 2011 – Rhonda Huisman
31. Search committee for Center for Service Learning instructional technology specialist – Lorie Shuck



32. Search Committee for Chair, Department of Chemistry and Chemical Biology – Pratibha Varma-Nelson
33. Search committee for IUPUI Columbus Center for Teaching and Learning instructional technology consultant – Randy Newbrough
34. Search committee for IT Training workshop presenter – Randy Newbrough
35. STEM Institute Founding Director Search Committee – Pratibha Varma-Nelson

#### **National Service**

1. Advisory Board member, DePaul University, Chicago, STEP Project, 2008-2012 – Pratibha Varma-Nelson
2. Advisory Board member, 2007-2010, Chemical and Engineering News, a weekly news magazine for professionals in the chemical sciences – Pratibha Varma-Nelson
3. Editorial Board member, *Journal of Science Education and Technology*, 2006-present – Pratibha Varma-Nelson
4. Facilitator of Break Out Sessions at STEM Talent Expansion Projects (STEP) annual PI meeting, March 17-18, 2011, Washington DC. – Pratibha Varma-Nelson
5. NSF reviewer for S-STEM Proposals as well as TUES-II Proposals – Pratibha Varma-Nelson
6. NSF reviewer for DUE –TUES Type 2 and 3 Proposals – Terri Tarr
7. Reviewer for the Journal of the Scholarship of Teaching and Learning (JoSoTL) – Terri Tarr
8. Reviewer for 2011 Professional and Organizational Development Network in Higher Education conference proposals - Jennifer Beasley, Terri Tarr
9. Three-year reviews of NSF supported STEM Talent Expansion Projects (STEP) March 15-16, 2011. Washington DC – Pratibha Varma-Nelson

**APPENDIX E: Courses Taught by CTL Faculty/Staff**

<b>CTL Faculty/Staff Member</b>	<b>Course Name</b>	<b>Course #</b>	<b>Number of Students</b>	<b>Semester</b>
Mark Alexander	Advanced Web Design	CIT 31200	27	Fall 2010
Mark Alexander	Advanced Web Design	CIT 31200	24	Spring 2011
Mark Alexander	Advanced Web Design	CIT 31200	23	Summer 2011
Tom Janke	Podcast Music Techniques	MUS E536	5	Fall 2010
Tom Janke	Podcast Music Techniques	MUS Z320	3	Fall 2010
Tom Janke	Social Media and the Musician	MMUS E536	9	Spring 2011
Tom Janke	Social Media and the Musician	MUS Z320	5	Spring 2011
Sarah Lang	Molecular Biology and Genetics Laboratory	BIOL K323	26	Fall 2010
Lorie Shuck	Programming Concepts	CSCI N201	58	Fall, 2010
Lorie Shuck	Programming Concepts	CSCI N201	53	Spring, 2011
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Fall 2010
Terri Tarr	Child and Adolescent Psychology	PSY B360	65	Spring 2011
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Summer 2011

**APPENDIX F: 2010-2011 Unique and Total Consults, Unique and Total Event Attendance, and Unique Clients by School/Campus Affiliation**

<b>Unit</b>	<b>Unique Consults</b>	<b>Total Consults</b>	<b>Unique Event Attendance</b>	<b>Total Event Attendance</b>	<b>Unique Clients</b>
ADMIN	73	198	103	295	148
BUS	15	39	35	63	42
CLN	6	14	8	13	10
DENT	25	107	56	119	68
E&T	69	242	97	189	139
EDUC	15	71	32	69	41
GRAD	13	45	58	99	63
HERR	10	11	72	84	78
HONORS	1	2	1	1	1
INFO	11	23	16	23	23
IPFW	1	5	4	11	5
IUB	4	7	31	39	32
IUE	4	7	15	42	17
IUK	0	0	19	25	19
IUN	1	1	3	6	4
IUPUC	12	3	13	29	18
IUSB	0	0	8	9	8
IUSE	1	1	1	1	1
IUSM	95	284	194	343	257
IUSON	37	112	55	90	73
JOUR	4	14	6	9	9
LAW	10	30	22	45	26
LIBA	97	473	157	290	207
LIBR	12	28	29	68	32
None Needed	9	11	52	68	60
PETM	23	57	37	73	45
SCI	59	220	118	232	144
SHRS	19	56	35	89	44
SLIS	8	12	10	14	17
SOCW	43	163	40	124	65
SPEA	20	63	43	88	51
UCOL	14	53	28	41	39
Unknown	4	12	8	10	12
<b>TOTAL</b>	<b>715</b>	<b>2392</b>	<b>1406</b>	<b>2701</b>	<b>1799</b>

## APPENDIX G: 2010-2011 Unique Clients by Faculty Rank

Faculty Rank	Unique Clients
Full Professor	94
Associate Professor	155
Assistant Professor	180
Full Clinical Professor	14
Associate Clinical Professor	40
Assistant Clinical Professor	81
Full Librarian	4
Associate Librarian	17
Assistant Librarian	18
Lecturer/Senior Lecturer	145
Academic Specialist	18
Associate/Adjunct Faculty	234
Visiting Faculty	32
Emeritus	3
Associate Research Professor	5
Assistant Research Professor	12
Research Associate	5
Senior Scientist	1
Assistant Scientist	1
Affiliate	0
Other*	740
<b>Grand Total</b>	<b>1799</b>

\*Other includes administrators, academic and professional staff, graduate students, undergraduate students, postdoctoral fellows.

**APPENDIX G: Center for Teaching and Learning Consultation and Event Attendance Historical View: Fiscal Years 2007-2011**

