Campus Strategic Plan Report for AY 2017-18

Name of Academic or Support Unit: ___Center for Teaching and Learning _____
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Part 1: IUPUI Strategic Plan Goals

For each IUPUI strategic plan goal, please very briefly describe the ***major accomplishments*** your unit has achieved in the past year (AY 2017-18) in support of the goal, including ***evidence of effectiveness*** (please use Institutional Research and Decision Support's Data Link and/or local data sources, reports, documents, websites, or other useful information you deem appropriate in this section). Please also very briefly describe the ***specific actions*** your unit plans to undertake next year (AY 2018-19) toward supporting the goal, including both ***new and continuing priorities***. Where applicable, note any contributions of your unit's accomplishments or plans to IUPUI's Welcoming Campus Initiative. Thank you.

1. Promote Undergraduate Student Learning and Success	

Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this goal, including providing ***evidence of effectiveness***.	The **Center for Teaching and Learning** (CTL) provides support for faculty to implement evidence-based teaching practices that enhance student learning and success.
	
	1. **Advanced high-impact practices**
	   a. The CTL and the RISE Initiative cosponsored a series of four workshops that addressed high-impact educational practices (HIPs). A total of 91 people attended the workshops.
	     o *Engaged Learning: High-Impact Teaching Practices and the Implementation of IUPUI's Taxonomy Guides*
	     o *Setting the Stage for a Cohesive Campus Wide First Year Experience: Bridge, First Year Seminars, Themed Learning Communities*
	     o *Global Learning Experiences: Best Practices, Resources, and Support for Implementation*
	     o *Beyond the Timesheet: Designing a HIP Internship Course*
	   b. The **2018 Edward C. Moore Symposium** highlighted high-impact practices in these sessions:
	     o *ePortfolio Showcase* featuring students displaying and discussing their ePortfolios with students
	     o *Designing Taxonomies to Guide Quality Design of HIPs: Challenges and Opportunities*
	     o *Using Taxonomies to Enhance and Sustain the Quality of High Impact Practices.*
	     o *Learners' Perspectives on ePortfolios: A Complement to the ePortfolio*
	   c. CTL consultants presented on *Writing Learning Outcome Statements* to members of the RISE Community of Practice on October 3, 2017 (8 attended)

d. The Center for Teaching and Learning partnered with the RISE initiative and the ePortfolio Initiative to offer an information session on course development grants.
    o   *CEG, RISE, and ePortfolio Teachng Grants: All You Need to Know* (14 attended)

2. Offered a workshop on **Reacting to the Past**, an award-winning pedagogy. Reacting advances learning through elaborate role play games that ignite student imagination, provide motivation to prepare and participate in class, and encourage faculty to revisit the student experience. The workshop was facilitated by Elizabeth Dunn, IUSB. Sixteen faculty members attended the workshop. The workshop was co-sponsored by the CTL and Themed Learning Communities.

3. Sponsored a **TILT Pilot** to support 26 instructors of first year students in modifying or creating two student assignments using the TILT approach, implementing the assignments, and assessing their impact on students. The [Transparency in Learning and Teaching in Higher Education project (TILT Higher Ed)](#) is an award-winning national educational development and research project that helps instructors to implement a transparent teaching framework to promote college students' success. Transparent teaching/learning methods benefit students who are unfamiliar with college success strategies by explicating the learning/teaching process. Greatest benefits are for underrepresented and first-generation students. The TILT Pilot is a collaborative project conducted by the Center for Teaching and Learning, the Gateway to Graduation Program, Themed Learning Communities, and First Year Programs

4. **Offered Curriculum Enhancement Grants to faculty to support undergraduate student success**. The CTL [Curriculum Enhancement Grant (CEG) initiative](#) provides faculty with support, time, and resources to implement projects designed to improve student learning and success. In April 2018, the CTL awarded 10 CEG grants for projects involving undergraduate courses. The projects involve 22 IUPUI faculty members as principal or co-principal investigators and will impact 2,458 undergraduate students per academic year. In 2017, the CTL awarded 10 CEGs to projects involving undergraduate courses which were completed in June 2018.

5. **Supported the review of general education courses**. As IUPUI began its review of general education courses over the 2017-18 academic year, the Center for Teaching and Learning, in partnership with the Undergraduate Affairs Committee, Gateway to Graduation, and Institutional Research and Decision Management, offered monthly *Preparing for the Review of a General Education Course* workshops to help prepare faculty members to assemble a course portfolio for their course review. A total of 56 faculty members attended the workshops during the 2017-18 academic year.

Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both *new and continuing priorities*.	1. Partner with RISE and other units associated with high-impact practices to develop and offer a course design institute in fall 2018. This course design institute will focus on increasing the number and effectiveness of HIPs courses at IUPUI and IUPUC. 2. Provide consultations, workshops, and resources to support faculty members who teach general education courses that are scheduled to be reviewed. 3. Update CTL resources, especially those related to high-impact practices, to reflect current best practices and improve access for faculty. 4. Offer monthly general education course review preparation workshops.

2. Increase Capacity for Graduate Education	

Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this goal, including providing *evidence of effectiveness*.	1. **Expanded Graduate Student and Postdoc Teaching Development Programming.** In recent years, the CTL has increased its support for graduate students and postdocs interested in developing their teaching skills.
	  a. In addition to the IUPUI TA orientation and the Certificate in College Teaching program (currently called the Emerging Scholars of College Instruction Program) program, we offered the following new workshops and webinars in fall 2017 and spring 2018:
	    ○ *Encouraging Academic Integrity and Navigating Academic Misconduct* (webinar in fall 2018)
	    ○ *Making the Most of Guest Lecturing Opportunities* (webinar in spring 2018)
	  b. In addition to the new webinars, we continued offering the existing workshops on creating a teaching portfolio and preparing a teaching demonstration in spring 2018.
	    ○ The teaching portfolio workshop was offered in collaboration with the IU School of Medicine's Graduate Division.
	  c. A total of 32 students attended these workshops and webinars.
	
	2. **2017 IUPUI TA Orientation.** The 2017 IUPUI TA Orientation was held on Thursday, August 17, 2017. A total of 115 new TAs attended the orientation, representing 14 schools and 31 departments and programs. The content and format of the orientation were modified in the following ways:
	  a. Interactive discipline-specific and TA role-based breakout sessions were introduced to better address the specific responsibilities and needs of our graduate students across the university.
	  b. Current graduate students presented alongside faculty during sessions so that new TAs could hear experienced TAs' perspectives and interact with them.
	  c. The orientation was streamlined to focus on key policies and procedures, inclusive teaching strategies, and role/discipline specific responsibilities, thereby reducing the duration of orientation

to 5 hours. This was a significant change compared to the 8-hour event held in previous years. We believe the more concise schedule was the reason for a lower attrition rate after lunch.

    d. Online evaluations were administered with moderate to high response rates. 93% of the attendees were satisfied with the orientation in general. Suggestions for improvement included more targeted and interactive breakout sessions and a shorter orientation. These suggestions have been incorporated while planning the 2018 TA Orientation.

3. **Emerging Scholars of College Instruction Program:** The Certificate in College Teaching (CCT) program was renamed as the Emerging Scholars of College Instruction Program (ESCIP) as it does not meet the criteria for a transcripted IUPUI certificate. The ESCIP provides IUPUI graduate students with opportunities to develop and document the college teaching skills that are critical for a successful academic career.

    a. The first cohort, comprised of six students, successfully completed the program and were awarded a certificate of completion in August 2017.

    b. The second cohort, comprised of six students, completed the final semester of the three-semester program in May 2018. They will receive their certificate of completion in August 2018.

    c. The third cohort, comprised of nine students, started in January 2018 and successfully completed the first semester of the program.

    d. Formal and informal feedback are collected from the cohorts regularly and used to improve subsequent semesters of the program. A full-scale evaluation based on data from the first two cohorts is currently underway.

4. **CIRTL at IUPUI.** Since spring 2016, IUPUI and Indiana University Bloomington have been members of the Center for Integration of Research, Teaching, and Learning (CIRTL), a network of 41 universities dedicated to the advancement of undergraduate education in STEM and other disciplines through the professional development of graduate students and postdocs. CIRTL at IUPUI is IUPUI's local CIRTL program and was formed in partnership with the IUPUI Graduate Office, Center for Teaching and Learning, and the Office of the Vice Chancellor for Research. Highlights from the 2017 - 2018 CIRTL at IUPUI program are as follows:

    a. Two new graduate student assistants were hired to support program development and implementation.

    b. Currently, 70 graduate students, postdocs, and instructional staff from IUPUI are enrolled in the CIRTL at IUPUI Canvas course, which allows participants to track their CIRTL accomplishments and receive digital badges to acknowledge Associate, Practitioner, and Scholar-level achievements.

    c. Three students have received the CIRTL Associate badge and one student has received the CIRTL Practitioner and Scholar badges.

d. The CTL, Graduate Office, and the Center for Service and Learning offered a cross-network workshop on *Integrating Civic Learning into the STEM* Classroom in fall 2017. Over 20 students and postdocs from various institutions attended this two-part workshop. Evaluations from CIRTL indicated positive learning experience with self-reported gains in terms of concepts learned and strategies attendees could use to enact civic learning goals in their courses.

e. The CTL, Multicultural Center, and the Graduate Office collaborated to offer a CIRTLCast in spring 2018 in exploring inclusive teaching practices in various STEM disciplines. This series consisted of four panel discussions that featured faculty, graduate students, and IUPUI undergraduate students who shared their perspectives, research-based strategies, and recommendations to a pool of over 60 graduate student and postdoc attendees from various institutions across the country. The sessions were selected as model CIRTLCasts by the network leaders and were published on the CIRTL YouTube channel - https://www.youtube.com/user/CIRTLNetwork/videos. Series evaluations from CIRTL indicated that attendees enjoyed the panel format and appreciated the breadth of strategies and the various perspectives shared by many of the key stakeholders in higher education.

f. The CTL, Graduate Office, and the Multicultural Center continued to collaborate to offer the **Culturally Responsive Teaching Learning Community** in fall 2017 and spring 2018.

   i. The learning community had an average of five graduate student members in both semesters.

   ii. Topics included issues of diversity, equity, and inclusion in classroom contexts, relationships between student learning, social identities, and larger systems of power and privilege, and strategies for culturally responsive and inclusive teaching.

   iii. One student has used their participation in the learning community to receive CIRTL Associate level credit.

5. The CTL, Gateway's Academic Integrity Community of Practice, and eLearning Design and Services (EDS) collaborated in spring 2018 to develop **online modules for TAs on promoting academic integrity**. The modules will be featured in the online Canvas course for the 2018 IUPUI TA Orientation and will launch in August 2018.

6. **Key personnel on grant for improving graduate student education.** The CTL STEM instructional consultant continues to serve as key personnel on two grants received by the School of Engineering and Technology – (1) *NRT-IGE NSF: Promoting Creativity in Engineering/Technology Graduate Education through Integration of Arts/Design and Experiential Learning in the Curriculum*; and (2) *ONR: STEM: 3D Visualization of RF Signals in Electronic Warfare (EW) to Enhance Warfighter Training*.

	a. A total of 4 new courses were developed through these grants. Classroom observations and focus groups from the 2016-2017 academic year were used to make changes to the course delivery methods. b. Examples include using rubrics to evaluate student projects, improving connections between multiple disciplines in the interdisciplinary courses, providing students with more resources and opportunities to explore interdisciplinary applications of course content, etc. c. Six classroom observations and three focus groups were conducted in 2017-18 and data from these reports will be used to improve subsequent offerings of the courses. d. Two publications generated through these grants are currently under review. 6. CTL's STEM instructional consultant is also a key personnel on an NSF NRT grant submitted in spring 2018 by the School of Science to develop an interdisciplinary research and educational traineeship program for graduate students in the School of Science. 7. The **Curriculum Enhancement Grant (CEG) initiative** provides faculty with support, time, and resources to implement projects designed to improve student learning and success. In April 2018, the CTL awarded 11 CEG grants to projects involving graduate or graduate professional education. These projects began in May 2018 and will continue through June 2019. The projects involve 27 faculty members as principal or co-principal investigators and will impact 1,541 graduate/professional students per academic year. The 2017 CEG awards funded eight projects focused on graduate education that were developed over the 2017-18 academic year.
Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both ***new and continuing priorities***.	1. Based on feedback from the 2017 orientation and the Graduate Affairs Committee, the format of the **2018 IUPUI TA Orientation** has been changed. It will be offered in a hybrid format. The orientation will include a short in-person training session featuring discipline-specific breakout sessions and a whole group session on inclusive teaching; and an online Canvas course on IUPUI policies and procedures for TAs. 2. Continue to offer workshops and webinars for graduate students. Sessions that were best attended and had positive evaluations will be repeated and new topics on building student rapport and information literacy for graduate students will be offered in 2018-19. 3. A CIRTLCast on addressing implicit bias in STEM has been proposed as an IUPUI contribution to the CIRTL network. If accepted, this CIRTLCast will be offered in fall 2018. 4. Continue to offer the *Culturally Responsive Teaching Learning* Community. • Develop CIRTL at IUPUI's Teaching-As-Research program to promote scholarship of teaching and learning pursuits among graduate students and postdocs.

	• Complete evaluation of the first and second cohorts of the Emerging Scholars of College Instruction Program (ESCIP; formerly Certificate in College Teaching Program). The results of the evaluation will be utilized to improve programming for the fourth ESCIP cohort.

3. Transform Online Education

Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this goal, including providing *evidence of effectiveness*.	1. **Quality Matters (QM)** developed a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course design and online components. The QM Rubric is used in course reviews that result in continuous improvement and faculty development. Two CTL staff members have taken the courses needed to become certified Quality Matters trainers, also serving as Quality Matters Coordinators for the IUPUI campus. Both CTL staff member have been teaching the Indiana University version of the *Quality Matters Applying the Quality Matters Rubric* (APPQMR) workshop during fall 2017 and spring 2018 semesters.
	
	    a. During 2017-18 a total of seven workshops were conducted with a total of 40 faculty attending them.
	    b. Of the 40 who attended the workshop during 2017-18, five have undertaken the subsequent *Peer Reviewer Course*, and have become informal course peer reviewers for the IUPUI campus. The total pool of peer reviewers at IUPUI is now 14.
	
	The Quality Matters organization suspended *Applying the Quality Matters Rubric* workshops for the months of June and July 2018, while they roll out the newest version of the Quality Matters Rubric and update associated training workshops.
	
	The CTL partnered with eLearning Design and Services and the other IU system teaching centers to develop two interaction standard for an informal Quality Matters course review process, an intermediate review which courses must successfully complete before being submitted for a full formal QM review. The intermediate review is administered by an informal peer reviewer identified by the IUPUI campus QM coordinator, who evaluates the course using the two interaction standards together with the QM Rubric's 21 essential standards (23 Standards in total). In the past year, two courses have undergone an intermediate QM review at IUPUI, while an additional three courses have undergone review according the CTL's own course review protocol.
	
	2. Offered an online professional development option for faculty designing or significantly revising an online course. The CTL's **Online Course Design and Development Bootcamp** is an 8-week, fully online course for faculty at IUPUI and IUPUC offered each spring, summer, and fall. In 2017-18, a total of 43 faculty members registered for one of the three sessions offered in fall 2017, spring 2018, and summer 2018. Seventeen participants across the fall 2017 and spring 2018 sessions met the criteria for and were awarded the CTL's *Designing an Online Course* badge. The 12 participants registered in

the summer 2018 session will be eligible to receive badges in July 2018. Ten participants from the summer 2017 Bootcamp earned a badge for their work.

3. Jointly planned and sponsored by the teaching and learning centers across all Indiana University campuses, the **Teaching with Technology Faculty Showcase (TTFS)** webinar series is designed to inform and inspire. Each session features IU faculty who are using technology to increase student engagement and improve learning outcomes. During the first 20-30 minutes of these one-hour sessions, the presenters describe and illustrate how they use specific technologies to achieve instructional goals. The remaining time is used for more in-depth exploration of the featured technologies. Some sessions may include an optional face-to-face component in the Center for Teaching and Learning. Examples of sessions that have been presented so far include *Google for Team Based Learning*, *Engaging Students with VoiceThread*, and *Embedding Assessments in Online Content Using Quick Check*. A total of 33 faculty attended these webinars.

4. The CTL participated jointly with IT Training in offering follow-up webinars/workshops to the TTFS series that provide a more in-depth look to the tool that was discussed in one of the TTFS sessions. These sessions are called **Learn IT Quick** and three sessions were offered with a total of 18 faculty attending across those sessions.

5. CTL provided a total of 13 **workshops/webinars on Canvas**, most of them in partnership with IT Training and other IU teaching and learning centers, to 100 participants, on the following topics:
   a. *Canvas: Using Canvas to Grade Efficiently and Effectively*
   b. *Canvas: Using Canvas Outcomes for Program Assessment*
   c. *Canvas: First Loo*k
   d. *Canvas: Getting Started for Instructors*
   e. *Canvas: 10 Simple Tips to Improve Your Canvas Course*

6. CTL provided 756 **consultations on Canvas**.

7. **CTL supported faculty in developing online courses by providing financial and consultation support through the CEG initiative**. In April 2018, 12 CEGs were awarded to faculty who will be creating or modifying blended or online learning experiences during the 2018-19 academic year. CTL awarded 11 CEG awards to projects that involved developing online or blended courses during the 2017-18 academic year.

Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both ***new and continuing priorities***.	1. Quality Matters:
	   ○ Review four courses during fall 2018 using the intermediate QM peer review protocol developed at IU.
	   ○ Continue monthly delivery of the all-day Quality Matters workshop, *Applying the Quality Matters Rubric* (APPQMR).
	   ○ Continue to promote the subsequent *Peer Reviewer Course* (PRC) among participants of APPQMR to increase the pool of IUPUI certified QM peer reviewers available to undertake an intermediate Quality Matters review of an online or hybrid course
	2. Offer the CTL's *Online Course Design and Development Bootcamp*, an 8-week, asynchronous online course, each spring, summer, and fall, and expand the availability to include IUFW faculty.
	3. Develop and offer a *Hybrid and Flipped Course Design and Development Bootcamp* at least once.
	4. Due to a delay in the renovation of the CTL during the spring 2017 semester, we have moved plans to create the "technology sandbox" areas in the CTL to later in the summer/early fall of 2018. These new areas will allow for new and innovative types of technology to be available for faculty to come into the CTL to experiment with the technology and learn how to incorporate it into their courses.

4. Optimize our Enrollment Management	
Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this goal, including providing ***evidence of effectiveness***.	N/A
Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both ***new and continuing priorities***.	N/A

5. Leverage our Strengths in Health and Life Sciences	
Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this	1. The total CTL **event attendance** was 467 for faculty from the IU School of Medicine, School of Dentistry, School of Health and Rehabilitation Sciences, School of Nursing, and School of Public Health. See Appendix A for the breakdown of event attendance by school.

goal, including providing *evidence of effectiveness*.	2. CTL staff had 345 **consultations** with faculty from the IU School of Medicine, School of Dentistry, School of Health and Rehabilitation Science, School of Nursing, and School of Public Health. See Appendix B for the breakdown of consultations by school.
	
	3. **Collaborated with the Graduate Division in the School of Medicine** to develop and deliver a workshop on Teaching Portfolio Guide for Graduate Students and Postdocs on February 13, 2018.
	
	4. **Curriculum Enhancement Grants (CEG)** support faculty as they implement projects to improve student learning and success. Eight 2018 CEG awards for a total of $53,986 were awarded given to faculty in the health and life sciences.
	
	5. **The CTL partnered or co-sponsored with the Office of Faculty Affairs and Professional Development, IU School of Medicine** on these major events and programs:
	   o *Edward C. Moore Symposium on Excellence in Teaching*, IUSM cosponsors and provides planning committee member
	   o George Gopen, *Advanced Scientific Writing from the Reader's Perspective,* December 5 and 6, 2017, CTL co-sponsorship. A total of 103 faculty attended this event.
	
	6. CTL offered five **customized workshops** on topics including creating rubrics, documenting your teaching, tools for in-class engagement, etc. to the IU School of Nursing. A total of 85 faculty from IU School of Nursing attended these workshops.

Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both *new and continuing priorities*.	1. Continue to partner on the *Edward C. Moore Symposium* and *George Gopen Scientific Writing* events. 2. Collaborate with the IUSM OFAPD to bring the University of Michigan CRLT Players to IUPUI. 3. CTL director will meet quarterly with representative from the IUSM Office of Faculty Affairs and Professional Development to promote communication and shared development of professional development activities for the IU School of Medicine. 4. Begin tagging CTL events with the IUSM Teaching Academy competencies to make it easier for faculty to identify opportunities to earn competencies.

6. Accelerate Innovation and Discovery through Research and Creative Activity	
Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this	N/A

goal, including providing *evidence of effectiveness*.	
Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both *new and continuing priorities*.	N/A

7. Deepen our Commitment to Community Engagement	
Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this goal, including providing *evidence of effectiveness*.	N/A
Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both *new and continuing priorities*.	N/A

8. Strengthen Internationalization Efforts	
Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this goal, including providing *evidence of effectiveness*.	1. The CTL **supported the use of Diversity/Global Learning** by sending a representative to join a campus committee to revise the global learning outcome statements for the IUPUI Office of International Affairs. A set of revised program outcomes are in progress, and scheduled for release early in fFall 2018. The program outcomes are also expected to align with the revised PULs/PCLs, on the one hand, and with the AAC&U's Global Learning VALUE rubric, on the other.
Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both *new and continuing priorities*.	1. Upon release of learning outcome statements, work with the office of International Affairs to develop workshops in support of faculty and who seek to internationalize courses and programs. 2. Provide training in teaching development and teaching evaluation to Sun Yat-Sen University (SYSU) faculty and Centre for Teaching Development staff both at SYSU and at IUPUI. The anticipated duration of the sub-agreement is three years with training beginning in fall 2018. The training will consist of these activities: a. Project 1. SYSU sends faculty members to IUPUI for intensified training b. Project 2. IUPUI Center for Teaching and Learning specialists travel to SYSU to provide intensified training for teaching development

	c. Project 3. SYSU sends groups of undergraduate supervisors to IUPUI for training d. Project 4. Advanced studies for SYSU outstanding young teachers at IUPUI

9. Promote an Inclusive Campus Climate	

Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this goal, including providing *evidence of effectiveness*.	1. The **2018 Edward C. Moore Symposium had sessions with diversity/inclusion themes**:
	    o *Fostering Empathic Development within Engineering Curricula,* Justin Hess, STEM Education Innovation and Research Institute
	    o *A Poverty Simulation Experience in Baccalaureate Nursing Education* , Katie Busby, School of Nursing, Indianapolis
	
	2. The **2017 IUPUI TA Orientation included a session on inclusive teaching**:
	    o *Teaching at IUPUI: Leveraging Student Diversity.* Dennis Rudnick, Multicultural Center, Tabitha Hardy, Graduate Office, and Ryan Davis, School of Education
	
	3. **CIRTL at IUPUI activities**: The CTL in collaboration with the Multicultural Center and the Graduate Office continued offering the learning community on culturally responsive teaching in the fall 2017 and spring 2018 semester.
	
	4. CTL, Graduate Office, and the Multicultural Center collaborated to create a series of webcasts on **Exploring Inclusive Teaching within the STEM Disciplines**. The webcasts featured panel discussions among faculty, graduate students, and undergraduate students from IUPUI and other institutions. This series was created as a cross-network program contribution for the CIRTL network.
	
	5. In fall 2017, one of the **Faculty Teaching Showcase webinars** featured a faculty member who shared strategies for inclusive teaching
	    a. *Inclusive Teaching Strategies*, Evava Pietri, School of Science
	
	6. The CTL **hired an instructional consultant with expertise in inclusive teaching**.

Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both *new and continuing priorities*.	1. Offer a session on *Teaching Inclusively at IUPUI* at the 2018 IUPUI TA Orientation in August 2018. 2. Continue offering the *Culturally Responsive Teaching Learning Community* in fall 2018 and spring 2019. 3. Offer a series of webcasts titled *Addressing Implicit Bias in STEM* in fall 2018, pending acceptance of cross-network program proposal by CIRTL.

	4. Offer a Teaching@IUPUI webinar on inclusive teaching, with topics including inclusive teaching strategies, implicit bias, stereotype threat, and privilege. 5. Participate in a Welcoming Grant Initiative project titled *IUPUI, The Next Fifty Years: Promoting Equity Mindedness through Curricular Transformation and Faculty Development,* led by Jennifer Thorington Springer and Gina Gibau. Project activities that the CTL will offer include a *High-Impact Practices Course Design Institute* and professional development opportunities focused on diversity training for instructors.

10. Develop Faculty and Staff

Major accomplishments your unit has achieved in the past year (AY 2017-18) in support of this goal, including providing *evidence of effectiveness*.	1. **Summary data.** During 2017-18, the following activities were entered by CTL staff into the database.
	   a. **Events.** During 2017-18, CTL sponsored or co-sponsored 132 events with a total of 1,931 attendees. See Appendix A for a breakdown of event attendance by school.
	   b. **Consultations**. During 2017-18, CTL staff conducted a total of 1,624 consultations on teaching and/or effective use of instructional technology to 612 unique clients.. See Appendix B for a breakdown of consultations by school.
	
	2. **Advancing Teaching and Learning with Technology (ATLT) Symposium.** The CTL brought back a refreshed version of the *Advancing Learning with Technology Symposium*, now called the *Advancing Teaching and Learning with Technology Symposium* (ATLT) on September 15, 2017. The event was attended by a total of 68 faculty from 17 schools and programs from four IU campuses and Ivy Tech Community College. Thirty percent of the attendees completed the online evaluations, of which all of them indicated being extremely or somewhat satisfied with the overall event. Seventy-two percent of the respondents also indicated that they are likely to integrate the new technology into their teaching. Suggestions for new topics included adaptive education, mosaic active learning, and testing best practices. The symposium highlighted innovative uses of technology in teaching and learning. This symposium incorporated presentations from faculty who are using technology in a variety of ways to accomplish their teaching goals, and a keynote by Chauncey Frend of the Advanced Visualization Lab. In addition, a "playground" area provided attendees with an opportunity to try out technologies such as virtual and augmented reality, 3-D printing and scanning, and other innovative and exciting technologies for teaching and learning.
	
	3. **Associate Faculty Teaching Forum (AFTF)**. To promote the professional development of associate faculty (part-time/adjunct), the Center for Teaching and Learning held the annual Associate Faculty Teaching Forum on September 6, 2017. The event was structured as a set of facilitated forums, or conversations, among associate faculty who served as panelists among their associate faculty peers and participants. The forums often included experts—as panelists or moderators—drawn from specialties

that addressed the topics discussed. The forum's tracks, spanning two sets of three concurrent sessions, were designed to encourage discussion and the sharing of ideas between new and experienced associate faculty about teaching techniques and approaches. Forum sessions included *Creating Multimedia Content for Canvas*, *Giving Effective Feedback*, *Online Teaching*, *Motivating Students to Prepare for Class*, *Creating a Teaching Portfolio*, *Teaching Inclusively in the Classroom and Online*, and *Making and Using Rubrics for Grading*. A total of 58 individuals attended the forum. Evaluations of the individual sessions indicate that when responding to the question, "This session was a worthwhile investment of my time," on a scale of 1-5 (1=strongly disagree, 5=strongly agree), the average of 63 responses to the forum sessions was 4.58. To carry on the conversation beyond the actual event, a Canvas course site was created and associated with the event, with discussions created to correspond with each topic.

4. The **2018 Edward C. Moore Symposium on Excellence in Teaching was** combined with the LEAP Indiana Conference this past year. The March 2, 2018 *Edward C. Moore Symposium on Excellence in Teaching/LEAP Indiana Conference* featured a keynote address by Dr. Gardner Campbell, associate professor of English, Virginia Commonwealth University on *The Network is the Deliverable: Shifting the Metaphor in Professional Development*. Julie Goodspeed-Chadwick, professor of English, affiliate faculty in women's studies and director of the Office of Student Research at IUPUC gave a plenary address on *Active Learning Pedagogies in Active Learning Spaces: Theory and Practice in Feminist Classroom*s. The conference offered 18 concurrent sessions, including a LEAP track. During this year's event, the Faculty Poster Presentation Session, which featured 18 posters, was combined with an ePortfolio Showcase, in which 16 undergraduate and graduate students participated. A total of 219 individuals attended the symposium. Overall evaluation surveys returned by 68 attendees indicated that on a scale of 1 to 5 (1=strongly disagree, 5=strongly agreed), the average level of agreement with the statement, "The scope of this symposium was appropriate to meet my needs" was 4.4. The majority of the respondents (92.6%) indicated that after attending the conference, they had at least one new idea related to teaching. The E.C. Moore planning committee has made adjustments to the schedule based on evaluation comments and will continue to use the feedback to shape next year's symposium which will be held on Friday, February 8, 2019.

5. The CTL offered the ninth round of **Curriculum Enhancement Grants (CEG).** The CEG provides faculty with technical and instructional support, time, and funds to implement projects designed to improve student learning and success at IUPUI and IUPU Columbus. In addition, the grants seek to enhance the conversation about scholarly teaching on campus and increase the practice of the scholarship of teaching and learning. Furthermore, work on CEG projects should enable faculty

competitiveness for external educational or curricular improvement grants. The grants support a wide range of faculty projects designed to improve student learning and success. These include projects involving face-to-face, online, and hybrid courses as well as those pursuing broader curriculum development. In 2018, a total of 20 CEG grants, with 44 faculty members involved as principal or co-principal investigators, were awarded a total of $183,132, not including the department or school match.

6. The annual **CEG Symposium**, held to honor CEG recipients, was held on Thursday, October 12, 2017 in the University Library Lilly Auditorium. The keynote speaker was Michael Morrone, the Executive Director of the IU Faculty Colloquium on Excellence in Teaching (FACET), who presented on *The University as a Learning Community*. Poster sessions by 2016 CEG recipients and a reception wrapped up the symposium.Thirty-two individuals attended the event.

7. **Faculty Teaching Showcase Webinars**. The CTL continued offering the Faculty Teaching Showcase webinar series in fall 2017. These webinars feature a conversation with a faculty member about how they successfully implemented teaching techniques. Each webinar is 30 minutes long with an optional 15-minute follow-up discussion period. Eight Faculty Teaching Showcases were offered in fall 2017. A total of 32 faculty and graduate students attended the webinars.
   a. *Mentoring Collaborative Media Projects that Connect Classroom to Community*
   b. *Engaging Students Through Fishbowl Discussions*
   c. *Technology-assisted Active and Collaborative Learning*
   d. *Inclusive Teaching Strategies*
   e. *Active Learning Strategies in Introductory Courses for Non-Majors*
   f. *Collaborative Learning with Team-based Learning*
   g. *Active Learning Exercises that Promote Critical Thinking*
   h. *Class-as-Crew: A Cognitive Apprenticeship Approach to Teaching Film*

   The Faculty Teaching Showcase webinars were designed to be more faculty-centered and included assessment activities that encouraged webinar participants to take a more active role in their learning. The instructional design team evaluated the usefulness and impact of the webinar using participant evaluation and faculty presenter reflections. The webinar development process and the evaluation results were presented at the 2017 Assessment Institute on October 23, 2017.

   Tarr, T., S Rao, A., & Jerolimov, D. (2017, October 23). *Designing and assessing learner-centered faculty development programming*. Presented at the 2017 Assessment Institute, Indianapolis, IN.

8. The CTL offered 23 **Teaching@IUPUI** webinars which focused on foundational teaching knowledge and skills. A total of 228 faculty members and graduate students attended the webinars. Designed for new faculty, adjunct faculty, graduate students, and faculty looking for a refresher on good teaching practices, the webinars consisted of brief presentations interspersed with opportunities for interaction and questions. The 2017-18 topics included creating a syllabus, teaching metacognitive skills, creating and using rubrics effectively, learning assessment techniques, and more.

9. **Documenting Your Teaching (DYT) and Writing a Teaching Statement.** The CTL provided workshops/webinars designed to guide faculty to reflect on the experiences and beliefs that shape their teaching and learning strategies, to draft a teaching philosophy that captures and documents their values and aspirations in teaching, to consider how to capture evidence of teaching and learning, and to make the case for teaching achievements. Faculty can use these reflections and evidence in a promotion and tenure dossier, a teaching award nomination, or course syllabi. One of the *Documenting Your Teaching* workshops was given as part of the *Early Career Teaching Academy* program, another during the year's *Associate Faculty Teaching Forum*, and a third included in the *To Your Door Nursing School's Lunch-and-Learn* events. The event has also been called *Making a Teaching Portfolio* and *Documenting Your Teaching Successes*. During the 2017-18 year, the CTL has created a three-part series, called *Documenting Your Teaching*, which added the intermediary workshop, *Situating Your Teaching in Best Practices*. The additional workshop, situated in the sequence between the first session (*Writing a Teaching Philosophy/Statement*) and the third session (*Documenting Your Teaching Successes*), is designed to identify the teaching approaches/models that faculty typically employ in a way that makes apparent the specifics of what refinements to make to one's teaching and what to document. Each of the three workshops function as stand-alone sessions, but faculty are encouraged to undertake all three workshops as part of a series. The series was initiated in 2017.
   a. *Writing a Teaching Philosophy/Statement* (7 workshops, 56 participants)
   b. *Situating Your Teaching in Best Practices* (4 workshops, 17 participants)
   c. *Documenting Your Teaching* (8 workshops, 67 participants)

Faculty Fellow, Richard Turner and Instructional Design Consultant, Douglas Jerolimov disseminated their three-session series design at the POD Network's annual meeting:

Jerolimov, D., & Turner, R. (2017, November 11). *Scaffolding instructors' efforts to document their teaching*. Poster presented at 2017 POD Network Conference, Montreal, Quebec, Canada.

10. CTL's **Early Career Teaching Academy**, launched in 2015, provides a setting within which faculty members in their first to third year at IUPUI can create and develop a powerful teaching career, one that is rooted in evidence-based active learning strategies and high-impact educational practices, and designed to facilitate student success. Faculty who become Early Career Teaching Fellows are in a position to play leading roles in efforts to develop a culture of expert teaching within departments and schools at IUPUI, to document and promote their teaching successes, and to serve as effective teaching mentors for future faculty. The 2015 cohort of the academy consisted of eight assistant professors from IUPUI and IUPUC. The 2016 cohort consisted of 11 faculty members. In 2017 the program expanded its audience from exclusively tenure-track faculty to include lecturers at IUPUI. The 2017 cohort consisted of 21 faculty members. The 2018 cohort consisted of 17 faculty members. Faculty attending ECTA (a full day on Friday, February 2, 2018, and a half day on Friday, February 9, 2018 experienced a "boot camp" of sessions devoted to introducing learning theory and evidence-based pedagogies, as well as sessions designed to help faculty document their effective teaching practices. After the two intensive days of the academy, faculty continued to meet together as a faculty learning community over the course of the year, meeting five times (plus two optional sessions) to discuss topics such as how to collect teaching and learning data and also observing effective teaching practices. This year's program meetings focused on the process of developing a teaching portfolio.

11. The CTL partnered with the Faculty Academy on Excellence in Teaching (FACET) to offer the **Role of Reflection in SoTL Faculty Learning Community**. The purpose of this faculty learning community (FLC) was to explore the process of critical reflection about teaching and to determine specific ways in which each faculty member will incorporate critical reflection into their teaching practices. The 23 members of the FLC were selected through an application process and were composed of faculty with varied disciplines and different levels of prior experience with critical reflection and teaching. Three FLC's were formed to accommodate the number of interested faculty. They began in January 2017 and continued through December 2017. The FLCs were facilitated by IUPUI FACET faculty liaisons, Lisa Contino, Department of Psychology, School of Science, and Laura Romito, School or Dentistry, and IUPU Columbus FACET faculty liaison, Crystal Walcott.

12. Guided by Hines's faculty development evaluation approach (2015; 2017), the CTL has begun to **develop a comprehensive evaluation plan** by mapping CTL's revised goals, activities, and program outcomes and revising the CTL communications and marketing plan. The comprehensive evaluation plan will aid in ensuring we are developing programming that is responsive to the needs of faculty of all ranks and disciplines.

a. Revised standard evaluation instruments have been developed for workshops, webinars, and large events. Over the next year, we will implement these instruments and evaluate the utility of the data they provide, leading to a refined instrument by the end of the year.

b. We will directly leverage feedback collected through the workshop, webinar, and event evaluation instruments to make informed programming decisions and refine our offerings to better meet the diverse needs of our faculty.

c. We will develop an approach for gathering feedback on resources provided on the CTL website, and then utilize the feedback to support our efforts in organizing and expanding these resources in a responsive way.

References

Hines, S. R. (2015). Setting the groundwork for quality faculty development evaluation: A five-step approach. *The Journal of Faculty Development, 29(1)*, 5-12.

Hines, S. R. (2017). Evaluating centers for teaching and learning: A field-tested model. *To Improve the Academy, 36(2)*, 89-100.

13. **Support IPFW faculty.** In late fall 2017, the CTL was made aware that due to the recent decision by the Trustees of IU and Purdue to separate the IPFW campus located in Ft. Wayne, Indiana into two separate schools, Purdue Ft. Wayne and IU Ft. Wayne, the CTL will now provide support to approximately 70 IU faculty who were part of the College of Health and Human Services. During the spring 2018 semester, the CTL Instructional Technology team traveled to Ft. Wayne to provide three F2F Canvas workshops for the IU faculty who will be migrating from Purdue's BlackBoard LMS to the Canvas LMS. The CTL will continue to provide professional development support for these faculty via online webinars, Zoom video consultations, and the occasional trip to Ft. Wayne to conduct F2F workshops.

14. **Center for Teaching and Learning (CTL) Implementation Team.** The Center for Teaching and Learning (CTL) Implementation Team, which was formed in February 2017, continued to meet during the 2017-18 academic year to develop an action plan based on the recommendations in the Faculty Development and Center for Teaching and Learning Task Force Report. The team was co-chaired by Terri Tarr, director, Center for Teaching and Learning, and Etta Ward, executive director of research development, Office of the Vice Chancellor for Research and the members include faculty who did and did not serve on the task force, CTL staff, and a UITS representative. Highlights of initiatives that have sprung the work of the task force and implementation team include:

a. **CTL space redesign** to enhance innovation, both by providing space for faculty collaboration, creativity, and innovation and by showcasing technology. Two of the CTL Task Force recommendations addressed reconfiguring space in or near the CTL to (1) create the Forum, a physical space that is equipped to support collaboration, design thinking, and creative projects and innovations in teaching, and (2) to reconfigure the CTL's physical space to enhance its accessibility and effectiveness for all IUPUI instructors in the area of teaching and learning and the scholarship of teaching and learning. The space redesign is expected to be completed by Fall 2018.

b. **Faculty Forum space**. CTL worked with the architect's office to design the transformation of a portion of Center for Teaching and Learning space, UL 1125M, to create the Faculty Forum, a physical space that is equipped to support collaboration, design thinking, and creative projects and innovations in teaching by creating spatial circumstances where:

   i. activities are faculty-owned and faculty-driven. Forum fellows will help to develop a vision for the Forum as related to the CTL but a separate, faculty-driven entity.

   ii. furniture design will facilitate or complement the casual café or coffee house feel to encourage informal interaction and collaboration. The furniture will be comfortable, flexible, and portable to create the possibility of a wide variety of configurations.

   iii. faculty will be able to access the forum any time that the library is open.

   iv. the forum space will blend with CTL space creating intersectionality and continuum of services, support, and facilitation of innovation.

c. **Technology play space.** Another area of the CTL space will undergo a redesign to create a more collaborative and experimental space for faculty to get assistance with teaching and technology resources. The space will include areas of new and innovative technology through our future partnership with the Advanced Visualization Laboratory, highlighting technology in the areas of virtual and augmented reality. Faculty will be able to try out these new technologies and learn ways to incorporate them into their courses. A partnership with Classroom Technology Services will allow faculty to practice with the same type of technology they will find in their classrooms. Collaborative spaces featuring comfortable seating and technology for faculty to work with each other or with CTL staff also will also be available. Bids for the project were due June 30, 2018.

d. **Forum Fellows**. The Office of Academic Affairs and the CTL identified three Forum Fellows who began to develop a vision and goals for the Forum Network. Their one- to two-year appointments began in January 2018.

	15. **Revised CTL Vision, Mission, and Goals.** In order to be responsive to recommendations of the Faculty Development and Center for Teaching and Learning Task Force, the CTL revised their vision and mission statements and articulated goals for the center.
	
	    a. CTL Vision: To be recognized by the IUPUI community and beyond for fostering teaching and learning excellence and serving as an incubator for teaching innovation.
	    b. CTL Mission: To advance excellence in teaching practices and professional growth among all members of the campus teaching community in order to improve student learning and success.
	    c. CTL Goals:
	    1. Promote best practices in teaching and learning in multiple learning contexts.
	    2. Encourage professional growth in teaching for faculty of all appointment types, graduate students, and postdocs.
	    3. Advance innovation and experimentation in teaching and learning.
	    4. Empower engagement in the scholarship of teaching and learning.
	    5. Foster inclusion and equity in teaching and learning.

Specific actions your unit plans to undertake next year (AY 2018-19) toward supporting this goal, including both *new and continuing priorities*.	1. Facilitate *ACUE's Effective Teaching Practices Course* with a cohort of 20 faculty members from IUPUI and IUPUC in fall 2018 and spring 2019. The cohort of 20 faculty members will complete ACUE's online course, participate in in-person workshop sessions, and receive a certificate upon successful completion of the course. The course will launch in September 2018 and will cover topics on course and class design, establishing a productive learning environment, using active learning techniques, promoting higher order thinking, and assessing to inform instruction and promote learning. The faculty cohort was chosen by school and program deans at IUPUI and IUPUC. 2. Host an open house in fall 2018 to celebrate the opening of the Faculty Forum and the renovation of the CTL space. 3. A CTL consultant will serve as co-Chair Pro Tempore for POD Network's Special Interest Group (SIG) on Adjunct Faculty Professional Development during the 2018-19 year. In their role as chair, the consultant plans to share CTL materials and approaches with the group, and also to use the resources generated in the SIG to benefit the CTL's associate faculty programming. 4. Support the creation of a guidebook written by one of the FLC participants and two of the FLC facilitators which will be used to guide future facilitators of Role of Reflection in SoTL Faculty Learning Communities.

	5. Offer the *Advancing Teaching and Learning with Technology (ATLT) Symposium* on November 2, 2018. Request for proposals will open in July 2018. 6. Extend interactions among associate faculty through the Associate Faculty Teaching Forum (AFTF) by opening the event's associated Canvas site before the event, and by holding at least two associated evening meetings of the forum during the year. We also will include a resource fair at this year's scheduled AFTF, one that introduces faculty to the many available resources available to support IUPUI's associate faculty in their teaching efforts. 7. Plan the Plater Institute, which had formerly been organized by the Office of Academic Affairs. 8. Recruit faculty from each of the IUPUI schools to serve as CTL Liaisons. CTL Liaisons will serve as a bridge between the center and their home school/department to bi-directionally communicate identified strategic teaching and learning priorities.

APPENDIX A: 2017-18 Unique and Total Attendance by School

Schools	School Tallies*	Unique Clients**
Richard M. Fairbanks School of Public Health	42	28
Herron School of Art & Design	12	11
Indiana University-Purdue University Columbus	51	31
Kelley School of Business	94	68
Lilly Family School of Philanthropy	21	15
McKinney School of Law	14	8
Other	429	280
School of Dentistry	43	33
School of Education	49	34
School of Engineering And Technology	123	81
School of Health And Rehabilitation Sciences	58	28
School of Informatics and Computing	56	31
School of Liberal Arts	162	112
School of Medicine	246	173
School of Nursing	78	47
School of Physical Education And Tourism Management	37	25
School of Public And Environmental Affairs	41	32
School of Science	151	91
School of Social Work	49	24
University College	34	28
University Library	26	12
(blank)	115	91
Total	**1931**	**1278**

*School Tallies show the total event attendance for faculty members from a particular school.

**Unique Clients gives the total number of individuals from that school who attended one or more event.

APPENDIX B: 2017-18 Unique and Total Consultations by School

Schools	School Tallies*	Unique Clients**
Fairbanks School of Public Health	59	28
Herron School of Art & Design	43	11
Indiana University-Purdue University Columbus	13	4
Kelley School of Business	76	28
Lilly Family School of Philanthropy	33	5
McKinney School of Law	30	19
Other	97	71
School of Dentistry	52	19
School of Education	10	7
School of Engineering And Technology	154	57
School of Health And Rehabilitation Sciences	79	20
School of Informatics and Computing	41	15
School of Liberal Arts	316	101
School of Medicine	88	41
School of Nursing	67	22
School of Physical Education And Tourism Management	45	15
School of Public And Environmental Affairs	134	24
School of Science	91	46
School of Social Work	76	30
University College	11	8
University Library	13	7
(blank)	19	11
Grand Total	**1624**	**612**

*School Tallies show the total number of consultations that individuals from that school had with CTL staff members.

**Unique Clients gives the total number of individuals from that school who had one or more consultations with a CTL staff member.