Campus Strategic Plan Report for AY 2016-2017
Center for Teaching and Learning

Promote Undergraduate Learning and Success

Major Accomplishments

- **Supported the review of general education courses**. As IUPUI prepares to review general education courses over 2017-2018 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 a series of workshops to help prepare faculty members who teach general education courses to assemble a course portfolio for the review of their course. A total of 14 general education course review preparation workshops were offered and attended by 104 faculty members during the 2016-2017 academic year:

  - *Aligning Course Learning Outcomes* (repeated)
  - *Designing and Assessing Assignments* (repeated)
  - *Putting Together a Course Portfolio* (repeated)
  - *Preparing for the Review of a General Education Course* (repeated)
  - *General Education Course Review Process FAQs* (repeated)

- **Advanced high-impact practices**.
  - The 2017 Edward C. Moore Symposium featured high-impact practices with a keynote address by Jillian Kinzie on *High-impact Practices to Promote Student Learning and Success: Considerations for Effectiveness, Quality, and Equity*. High-impact practices were the focus of several concurrent sessions and posters. EPortfolios as a high-impact practice were as highlighted through a designated ePortfolio track during concurrent sessions and an ePortfolio Showcase featuring students displaying and discussing their ePortfolios with students. Concurrent sessions and posters that featured high-impact practices included:
    - *Finding the Right Fit: Helping Students Apply Concepts to Real-World Service Learning Contexts,* Audrey Ricke, IU School of Liberal Arts, Indianapolis
    - *Tracking Student Process through the Design Process,* Beth Huffman, Katelyn Miller, Abigail Richart, Purdue School of Engineering and Technology, Indianapolis
    - *Making a Practice High-Impact*, Susan Scott, IU Office of Planning and Institutional Improvement, Indianapolis
    - *Showcasing Student ePortfolios: Learners' Perspectives on a High-Impact Practice,* Susan Kahn, IU Office of Academic Affairs, Indianapolis / IU School of Liberal Arts, Indianapolis

- *Examination of Systemic Oppression Through Service Learning: The ePortfolio as Self-Reflective Tool,* Deborah Keller, IU School of Education, Indianapolis
- *Building Bridges: Experiential learning through an Interdisciplinary Disaster Simulation*, Bethany Murray, IU School of Nursing, Columbus; Marsha Hughes-Gay, IU School of Nursing, Bloomington; and Deborah Judge, IU School of Nursing, Columbus
- *Life-Health Sciences Internship Program: Motivating and Recording Reflection*, Shantia Reese, Abigail Hadley, Brandi Gilbert, Elena Peters, and Macy Ballard, IUPUI Division of Undergraduate Education

  o The CTL director served on the RISE Steering Committee and reviewed RISE grant proposals. The CTL also partnered with RISE and the ePortfolio Initiative to offer a joint *Teaching and Learning Enhancement Grants at IUPUI* workshop which provided information about applying for CTL's Curriculum Enhancement Grants, RISE grants, and ePortfolio grants.

  o Provided support to the high-impact practice, themed learning communities, by assisting with planning and presentation at the April 7, 2017 *TLC Retreat.*

- **Offered Curriculum Enhancement Grants to faculty to support 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 2017, CTL awarded ten CEG grants for projects involving undergraduate courses for a total of $58,072 in funds, not including the required department/school matches. The projects involve 15 IUPUI faculty members as principal or co-principal investigators and will impact 2,480 undergraduate students per academic year. In 2016, CTL awarded nine CEGs to projects involving undergraduate courses.

Specific Actions Next Year

- Provide consultations, workshops, and resources to support faculty members who teach general education courses that are scheduled to be reviewed.
- Partner with RISE and other units associated with high-impact practices to develop professional development opportunities related to effectively implanting high-impact practices in the classroom or online.
- Update CTL resources, especially those related to high-impact practices, to reflect current best practices and improve access for faculty.
- Feature high-impact practices in the 2018 Edward C. Moore Symposium.

Increase Capacity for Graduate and Graduate Professional Education

Major Accomplishments

- **Expanded [Graduate Student and Postdoc Teaching Development Program](#).** In recent years the CTL has increased its support for graduate students and postdocs interested in developing their teaching skills. In addition to the IUPUI TA orientation for graduate student teaching assistants (TA), this program includes the Certificate in College Teaching, workshops, and the CIRTL at IUPUI program.

- **[2016 IUPUI TA Orientation](#).** The Educational Training for Teaching Associates Fall Conference was redesigned as the IUPUI TA Orientation to better serve new and inexperienced graduate student teaching assistants. A total of 212 graduate students in various teaching roles including primary instructors, lab instructors, recitation leaders, and graders attended the day-long orientation on Thursday, August 18, 2016, to learn more about IUPUI policies and procedures, effective teaching and grading techniques, and developing awareness of the diverse student population at IUPUI. Graduate students from 18 schools attended the orientation and the schools of Engineering and Technology, Science, and Informatics and Computing represented over 65% of the total attendees. The attendance for this event has been growing steadily with several schools and departments making it mandatory for their new teaching assistants. The 2016 orientation was co-sponsored by the CTL, the Graduate Office, and the School of Engineering and Technology with all of its sessions facilitated by faculty from various departments and campus units.

- **Certificate in College Teaching.** The [Certificate in College Teaching (CCT)](#) program provides IUPUI graduate students with the opportunity to develop and document the college teaching skills that are critical for a successful academic career. Starting in the spring semester and structured to be completed in three semesters, the program requires participants to attend workshops and webinars, as well as facilitated discussions with other program participants. It is not a credit-bearing program. The first cohort comprised of nine students began the program in January 2016 and six students successfully completed the final semester of the program in May 2017. The second cohort comprised of nine students began the program in January 2017 and seven students have continued to move onto the second semester of the program. Formal and informal feedback from the first cohort of students and pre-program assessments of the second cohort were used to improve the program's curriculum to include more in-depth interdisciplinary discussions during cohort meetings and peer review of assignments.

- **Workshops.** In spring 2017, the CTL conducted three workshops on preparing graduate students and postdocs for the academic job search – *Documenting Your Teaching in Graduate School, Preparing and Delivering a Teaching Demonstration,* and *Teaching Portfolio Guide for Graduate Students*. The workshop on teaching portfolio was

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conducted in collaboration with IU School of Medicine's Graduate Division. A total of 24 graduate student and postdocs participated in these interactive workshops designed to provide resources and an opportunity to engage in discussions relevant to expectations in teaching expertise and experiences of future faculty.

- **CIRTL at IUPUI.** In spring 2016, IUPUI and Indiana University Bloomington became members of the Center for Integration of Research, Teaching, and Learning (CIRTL), a network of 43 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 2016 - 2017 CIRTL at IUPUI program are as follows:
    - o A graduate student teaching assistant position was created and filled through the Graduate Office and housed and supervised in the CTL to develop, promote, and implement local CIRTL programming.
    - o The CIRTL at IUPUI website was developed and launched at the 2016 IUPUI TA Orientation.
    - o Criteria for CIRTL outcomes of Associate, Practitioner, and Scholar were defined. A self-enrollment-based CIRTL at IUPUI Canvas course was created to track participants' CIRTL accomplishments and award digital badges to acknowledge Associate, Practitioner, and Scholar-level achievements. As of June 2017, 24 graduate students and postdocs from various schools and programs are enrolled in the Canvas course. Two participants will achieve their CIRTL Associate badges this summer.
    - o The CTL, Multicultural Center, and the Graduate Office collaborated to offer the first CIRTL at IUPUI program – a learning community for graduate students and postdocs to critically reflect and engage issues of diversity, equity, and inclusion in the classroom. Four graduate students participated in the fall 2016's offering of the *Teaching for Diversity Learning Community* and eight students participated in the spring 2017 offering of the *Culturally Responsive Teaching Learning Community*. Two of these students have used their participation in the learning community to receive CIRTL Associate level credit.
    - o The CTL, Graduate Office, and the Center for Service and Learning submitted a proposal to offer a CIRTL cross-network workshop series on *Integrating Civic Learning into the STEM Classroom*. If proposal is accepted, the workshop will be offered in fall 2017 and spring 2018.

- **Biology Postdoctoral Research and Teaching Program (PRT).** The Biology PRT program, set up in spring 2016, is a collaboration between the Biology department and the CTL. The CTL's STEM Instructional Design Consultant has been mentoring three PRT fellows in developing their teaching skills, providing resources and identifying opportunities for their professional development in teaching, and creating a

developmental teaching portfolio. Mentoring activities include recommending relevant workshops and webinars, providing formative assessment of teaching through classroom observations, reviewing and providing feedback on instructional materials developed by the fellows for their teaching assignments, and assisting with course development efforts they are engaged in to improve the Biology department's curriculum. Each PRT fellow has developed an Individual Development Plan (IDP) to document their goals, activities, and progress in the PRT program. The teaching and learning aspects of the IDP is supervised jointly by the CTL consultant and the mentoring faculty member. It is noteworthy that one of the PRT fellows is also a CIRTL at IUPUI Associate.

- **Support for discipline-specific graduate pedagogy courses.** CTL provides [customized presentations or tours to students in discipline-based graduate level pedagogy courses](). In 2016-2017, CTL's instructional design and technology consultants met with four graduate students from the MATH 49500 course on TA Instruction to give a CTL tour and then organized a group activity and discussion on reflections on their teaching and students' learning. At the end of the session, students were provided information on resources and programs for graduate students offered by the CTL.

- **Key personnel on grant for improving graduate student education.** The CTL STEM Instructional Design Consultant is 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.* The CTL consultant worked with both project teams to develop interdisciplinary learning goals for their courses, conducted multiple classroom observations, focus group sessions, and informal interviews with students, and reviewed course learning outcomes to provide formative feedback on instructional and assessment strategies implemented in the course. Based on the formative and summative evaluations of the courses, the CTL and the STEM Education Innovation and Research Institute collaborated to provide recommendations to improve subsequent offerings of the same course and identified strategies to develop the other courses proposed in the NSF project. CTL's STEM Instructional Design Consultant is also a key personnel on two NSF NRT grants submitted in spring 2017 by the School of Science and Engineering and Technology respectively to develop a research and educational traineeship program for graduate students in the respective schools.

- **Curriculum Enhancement Grants**. The CTL [Curriculum Enhancement Grant (CEG) initiative]() provides faculty with support, time, and resources to implement projects designed to improve student learning and success. The eighth round 2017 CEG awards were given to eight projects involving graduate or graduate professional courses for a total of $55,055 not including department/school matches. These projects began in May 2017 and will continue through June 2018. The projects involve 14 faculty members as principal or co-principal investigators and will impact 1,207 graduate/professional

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students per academic year. The 2016 CEG awards funded ten projects focused on graduate education that were developed over the 2016-2017 academic year.

Specific Actions Next Year

- Develop fall and spring workshops and webinars on teaching and learning topics relevant to graduate students and postdocs. These workshops and webinars would also be promoted as a part of the CIRTL at IUPUI programming and will be co-facilitated by graduate students and postdocs. Topics include Making the Most as a Guest Lecturer, Conducting Effective Review Sessions, Leveraging Diversity in the Classroom and Labs, Metacognition for Future Faculty: Being a Successful Teacher and a Learner, etc.
- Develop CIRTL at IUPUI's Teaching-As-Research program to promote scholarship of teaching and learning pursuits among graduate students and postdocs.
- Complete development of online modules for graduate student teaching assistant on academic integrity. This is a collaborative efforts with the ELearning Design and Services (EDS) and Gateway's Academic Integrity Community of Practice.
- Complete evaluation of the first cohort of Certificate in College Teaching Program

Transform Online Education

Major Accomplishments

- **Quality Matters.** Quality Matters 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. Three CTL staff members have taken the courses needed to become certified Quality Matters trainers, and two serve as Quality Matters Coordinators for the IUPUI campus. One CTL staff member has been teaching the Indiana University version of the *Quality Matters Applying the Quality Matters Rubric* workshop, and another CTL staff member will begin giving the workshop during the Fall 2017 semester. During 2016-2017, the workshop has been conducted seven times by a CTL instructor: October 21, 2016 (9 attendees), December 2, 2016 (27 attendees), January 30, 2017 (21 attendees), February 24, 2017 (14 attendees), April 14, 2017 (3 attendees), May 18, 2017 (8 attendees), June 16, 2017 (8 attendees). To date, 90 people have attended the IU-APPQMR workshop conducted under the auspices of the CTL. Of the 90 who have attended the workshop, nine have chosen to undertake the *Peer Reviewer Course*, and will become informal course peer reviewers for the IUPUI campus.

  The CTL partnered with eLearning Design and Services and the other IU system teaching centers to develop an interaction standard for the informal Quality Matters course review process, which is understood to serve as an intermediate step toward a full and formal Quality Matters review of an online or hybrid course.

The CTL prepared an informal QM review process and a set of templates (e-mail message templates) for use in correspondence with reviewers and course instructors who are engaged in the process of using the informal QM peer review process to review an online or hybrid course.

- CTL offered a moderated and updated version of the eDS Teaching Online Series 3.0 called *CTL's Designing and Developing an Online Course* to a targeted cohort of faculty at IUPU Columbus in the spring 2017 semester. This version is a six week moderated version that provides feedback during the course from CTL consultants. There were 13 faculty who registered for the course and 7 faculty who completed the course. The course was then offered on the IUPUI campus for the summer 2017 semester with 21 registered faculty and 9 faculty already on the waiting list for the fall 2017 cohort.

- **Curriculum Enhancement Grants (CEG).** CTL supports faculty in developing online courses by providing financial and consultation support through the CEG initiative. In May 2017, eleven CEGs were awarded to faculty who will be creating or modifying blended or online courses during the 2017-2018 academic year. CTL awarded nine 2016 CEG awards to project that involved developing online or blended courses during the 2016-2017 academic year.

- **CTL's Role in Oncourse to Canvas Migration**. Oncourse, IU's legacy online collaboration and learning environment, has been supporting teaching and learning, committees, projects, research, and portfolios for Indiana University's community of students, faculty, and staff since 2005. Indiana University selected Canvas as its next learning management system and CTL began the migration of faculty to the new LMS two years ago. Oncourse was retired at the end of the summer 2016 semester. CTL continued to work with a number of faculty who had not yet migrated to Canvas by summer 2016 so that all faculty were migrated by the start of the fall 2016 semester. This was done through webinars, workshops, and individual consultations.

- CTL provided a total of 45 workshops/webinars on Canvas, most of them in partnership with IT Training and other IU teaching and learning centers, to 273 participants, on the following topics:

  - *Canvas: Assignments & Grading Overview*
  - *Canvas: Building and Organizing Content with Modules*
  - *Canvas: Communication Strategies*
  - *Canvas: First Look*
  - *Canvas: Getting Started for instructors*
  - *Canvas: Organizing Content with the Pages and Modules Tools*
  - *Canvas: Pages (Content in Context)*

- CTL provided 922 consultations on Canvas.

- Partnered with Course Networking (CN) to offer webinars and workshops on *Enhancing Student Communication and Engagement*. These were offered on January 4, 2017, January 5, 2017, and April 4, 2017, as well as a webinar on the CN Social Portfolio which was offered on April 19, 2017.

Specific Actions Next Year
- Increase the frequency that the *Quality Matters Applying the Quality Matters* workshop is offered to once per month.
- Increase the pool of informal Quality Matters peer reviewers and begin having the peer reviewers review IUPUI online courses.
- In the fall 2017 semester, CTL will bring back a refreshed version of the *Advancing Learning with Technology Symposium* called *Advancing Teaching and Learning with Technology Symposium (ATLT)* that will highlight innovative uses of technology in teaching and learning. This popular symposium will incorporate presentations from faculty who are using technology in a variety of ways to accomplish their teaching goals. Also included in the symposium will be presentations showcasing technology such as virtual and augmented reality, 3-D scanning, and other innovative and exciting technologies for teaching and learning.
- Offer *CTL's Designing and Developing an Online Course*, a six-week online course, at least once per semester and during summer.
- Create "technology sandbox" areas in the CTL that would allow for new and innovative types of technology to be available for faculty to come into the CTL and try out. Would provide the opportunity to experiment with the technology and learn how to incorporate it into their courses.

Leverage our Strengths in Health and Life Sciences

Major Accomplishments

- The total CTL **event attendance** was 536 for 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 A for breakdown of event attendance by school.

- CTL staff had 292 **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 breakdown of consultations by school.

- **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 3, 2017, and *Writing a Teaching Statement* on May 17, 2017.

- **Collaborated with the Graduate Division in the School of Medicine** to promote the services offered by the CTL and CIRTL at IUPUI for graduate students' and postdocs' professional development in teaching. Anusha S. Rao, STEM Instructional Consultant and CIRTL Administrative Co-leader presented two sessions on March 8 and June 16, 2017, respectively.

- **Curriculum Enhancement Grants (CEG)** support faculty as they implement projects to improve student learning and success. Six 2017 CEG awards for a total of $52,555 were given to faculty in the health and life sciences.

- **Customized workshops delivered to the School of Nursing**
  - *Lecturing with the Learning in Mind*, School of Nursing, February 13, 2017,
  - *Collaborative Learning*, School of Nursing, April 10, 2017
  - *Writing a Teaching Statement*, School of Medicine Graduate Division, May 17, 2017

- **CTL Partnered or co-sponsored with the IU School of Medicine** Office of Faculty Affaires and Professional Development on these major events and programs:
  - *Edward C. Moore Symposium on Excellence in Teaching*, IUSM cosponsors and provides planning committee member
  - Jean-luc Doumont, *Teaching is Not Learning: Going Beyond the Traditional Lecture,* TA Orientation, August 18, 2016 – co-sponsorship
  - George Gopen, *Advanced Scientific Writing from the Reader's Perspective,* December 5 and 6, 2016, – co-sponsorship, 2016; IUSM event that CTL supports with $5000 annually
  - *Alan Alda Center for Communicating Science*– CTL Partnered with IUSM by funding a portion of the funding ($1800) needed to become an affiliate and cosponsored six workshops during FY 2016-2017

- A **faculty member from IU School of Medicine serves on the CTL Advisory Board** in order to get input regarding relevance of CTL work to IU School of Medicine needs.

Specific Actions Next Year

- Continue to partner on *Edward C. Moore Symposium*, *George Gopen Scientific Writing* events and the *Alan Alda Center for Communicating Science* affiliation.
- Collaborate with the Graduate Division in the School of Medicine to offer teaching-related programming and resources for graduate students and postdocs.
- 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.

Strengthen Internationalization Efforts

Major Accomplishments

- The CTL promoted and supported the use of high-impact practice of Diversity/Global Learning by partnering with the IUPUI Office of International Affairs to offer a **workshop on** *Global Learning at the Course Level*.
- The CTL **supported the professional development of its staff's in the area of internationalizing the curriculum** by sending an instructional consultant to participate in the Course Track of the *Institute for Curriculum and Campus Internationalization* offered by the Center for the Study of Global Change, IU Bloomington, held May 21-24, 2017. The track was useful to introduce and to articulate goals for internationalizing a curriculum or course.

Specific Actions Next Year

- Support workshops for international faculty sponsored by ICIC focused on academic writing and communication skills for oral presentations.
- Continue to work in partnership with the Office of International Affairs and English for Academic Purposes to offer events related to global learning and teaching international students
- Strengthen offerings and consultations to support internationalization in the classroom.

Promote an Inclusive Campus Climate

- The **2017 Edward C. Moore Symposium had three concurrent sessions with diversity/inclusion themes** :
    - *Designing an Online Role Play to Facilitate Student Engagement in Cultural Competency Development*, Beth Townsend, IU School of Nursing, Indianapolis
    - *Civility in the Classroom: Continuing the Conversation*, Nancy Goldfarb, IU School of Liberal Arts, Indianapolis
    - *Examination of Systemic Oppression Through Service Learning: The ePortfolio as Self-Reflective Tool,* Deborah Keller, IU School of Education, Indianapolis

- The **2016 IUPUI TA Orientation included two sessions that directly addressed inclusive teaching:**
    - *Creating an Inclusive Learning Environment*
    - *Teaching Across Cultures*

- Through the CIRTL at IUPUI program, the CTL in collaboration with the Multicultural Center and the Graduate Office offered **two learning communities for graduate students** and postdocs, one in fall 2016 and another in spring 2017, **on inclusive teaching**. This will be an ongoing CIRTL at IUPUI offering and will be promoted as a part of CTL's graduate student and postdoc teaching development program and the Multicultural Center's programming.

Specific Actions Next Year
1. Search for an instructional consultant with expertise in the area of diversity and inclusive teaching.
2. Apply for the Professional Organizational and Development (POD) Network's Educational Development Internship Grant to recruit a graduate student to develop, promote, and implement programming on inclusive teaching.
3. Partner with other units on campus to offer programming and resources on inclusive teaching during the 2017-2018 academic year.

Develop Faculty and Staff

Major Accomplishments

- **Summary data.** During 2016-2017, the following activities were entered by CTL staff into the database

    - **Events.** During 2016-2017, CTL sponsored or co-sponsored 92 events with a total of 2040 attendees. This is a 24% decrease in number of events and an 8% decrease in attendance compared to 2015-2016 when CTL sponsored or co-sponsored 121 events with a total attendance of 2,210. See Appendix A for a breakdown of event attendance by school.

    - **Consultations**. During 2016-2017, CTL staff conducted a total of 1593 consultations on teaching and effective use of instructional technology to 577 unique clients. This is an 8% decrease from 2015-2016 when CTL staff conducted 1,728 consultations. See Appendix B for a breakdown of consultations by school. The decrease in the number of consultations is likely due to being short one instructional design consultant and two instructional technology consultants for approximately six months of 2016-2017.

- **Role of Reflection in SoTL Faculty Learning Community.** 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) is 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. Members of the FLC were selected through an application process. We assembled a group of faculty with varied disciplines and levels of prior experience with critical reflection and teaching. We believe that this contributes to a lively, synergistic, and creative process, as well as rigorous assessment of their respective outcomes. The FLC began in January 2017 and will continue through December 2017. Interest in the FLC was strong and we accepted 23 faculty members into the FLC and

created three groups that met at different times. The FLCs are 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. FLC faculty members:

- **Faculty Teaching Showcase Webinars.** CTL's new *Faculty Teaching Showcase* webinar series is a venue for faculty to share their teaching practices with one another. Designed to inspire, inform and give faculty the confidence to try new teaching strategies, each interactive webinar features a conversation with a faculty member about how they successfully implemented teaching technique. Each webinar will be 30 minutes long with an optional 15-minute follow-up discussion period. Two *Faculty Teaching Showcases* were offered in spring 2017: *Mid-semester Feedback*, with Debora Herold, Department of Psychology, School of Science; and *Using Collaborative Learning to Teach Large Classes*, with Jennifer Nelson, Department of Earth Sciences, School of Science. More will be offered during the summer and the next academic year.

  CTL's new *Teaching with Technology Faculty Showcase* webinar series is similar to the Faculty Teaching Showcase, but features teaching practices that incorporate instructional technology. The first of these showcases was on *Facilitating Reflection in Professional Practice with VoiceThread,* with Kristin Needler, Science of Nursing Care, School of Science.

  Pre-webinar poll questions will be used to gauge prior knowledge and practices related to the webinar topic will be administered at the beginning of each Faculty Teaching Showcase webinar. Post-webinar surveys will be used to learn about faculty attendees' intentions regarding implementing the approach discussed in the webinar.

- **Edward C. Moore Symposium.** The March 3, 2017 [Edward C. Moore Symposium on Excellence in Teaching](#) featured a keynote address by Dr. Jillian Kinzie, Associate Director, Center for Postsecondary Research and NSSE Institute, IU Bloomington, School of Education on *High –Impact Practices to Promote Student Learning and Success: Considerations for Effectiveness, Quality, and Equity*. Rob Elliott, IUPUI Lecturer in Computer and Information Technology, School of Engineering and Technology, gave a plenary on *Every Classroom is a Laboratory.* The conference offered fifteen concurrent sessions. During this year's symposium, the Faculty Poster Presentation Session was combined with an ePortfolio Showcase in which 12 faculty members and 16 sophomore, junior, and senior students participated. Two hundred two individuals attended the symposium. Evaluation surveys returned by 26 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. When asked if they would recommend the symposium to others, 24 of 26 answered "yes" and 2 answered "undecided." The EC 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, March 2, 2018.

- **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 August 17, 2016. The event was structured as a set of CTL consultant-facilitated forums, or conversations, among Associate Faculty who served as panelists and those who were associate faculty attendees. 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 instructors about teaching techniques and approaches. Forum topics included teaching with technology, effective lecturing, online teaching, and engaging students in the classroom. In partnership with the Office of Academic Affairs and the Associate Faculty Coalition, the event included a one-hour orientation for associate faculty. The orientation was intended to help new or fairly new associate faculty know where to go for information about teaching, students, and their role as an employee and faculty member of IUPUI. A total of 49 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 31 responses was 4.55.

- **Curriculum Enhancement Grants (CEG).** The CTL offered the eighth round of Curriculum Enhancement Grants (CEG). 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. In addition, the grants are expected to increase the number of faculty involved in pursuing the scholarship of teaching and learning and, finally, to increase faculty competitiveness for external educational or curricular improvement grants. In 2017, a total of 18 CEG grants, with 37 faculty members involved as principal or co-principal investigators, were awarded with a total of $112,000 in funds, not including the department or school match.

  The CTL conducted a follow-up survey project with awardees from the first five years of the CEG initiative to assess the long-term impact of the initiative on faculty awardees relative to the goals for the grants. Faculty who were either a PI or co-PI on a CEG project between 2010 and 2014 were contacted to take a 30-item Likert scale, yes/no, and open-ended questions survey. A total of 111 past awardees from the targeted cohorts are still at IUPUI and thirty-eight responded. This was a 34.2% response rate. The major conclusions from the survey were that: (1) The goal of improving student learning and success was the best met goal in the view of the awardees (79% agreed or strongly agreed that the project led to improved student learning in the course compared to previous offerings.), (2) The goal of increasing faculty involvement in SoTL was met for about half of the respondents – 54% agreed or strongly agreed that as a result of the

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project experienced, they read more about teaching and learning, 57% collect more evidence of student learning than they did previously, 46% agreed that the project improved their ability to conduct research on teaching; and (3) The goal of increasing faculty competitiveness for external education or curricular improvement grants was met for only a few of the respondents. Since receiving their CEG, about 37% applied for and 22% received an internal educational or curricular improvement grant. Fewer, 14% applied for and 11% received an external educational or curricular improvement grant. Results of the follow-up project were presented at the 2016 Professional and Organizational Development National Conference.

- Tarr, T., & Turner, R. (2016, November). Ensuring and measuring the transformative impact of teaching grants. Poster presentation at the *2016 Professional and Organizational Development Network National Conference* in Louisville, KY.

The annual **CEG Symposium**, held to honor CEG recipients, was held on Thursday, October 13, 2016 in University Library Lilly Auditorium. The keynote speaker was Jay Howard, Dean, College of Liberal Arts and Sciences, Professor of Sociology, at Butler University, who spoke on *Why Won't They Talk? Using Discussion to Facilitate Learning*. The symposium also featured a presentation on *Reflecting on Your Teaching in a Scholarly Way,* facilitated by FACET IUPUI campus liaisons Lisa Contino, Senior Lecturer, Department of Psychology, School of Science, and Laura Romito, Associate Professor, Department of Biomedical and Applied Sciences, School of Dentistry. Poster sessions by 2016 CEG recipients and a reception wrapped up the symposium. Fifty-one individuals attended the event.

- **Invited speaker:** Derek Bruff gave a talk titled *Teaching in Stereo: Perspectives on Learner-centered Instruction*. Dr. Bruff is director of the Vanderbilt University Center for Teaching and a senior lecturer in the Vanderbilt Department of Mathematics. Nineteen people attended the event.

- **Invited speaker.** CTL partnered with the IU School of Medicine Office of Academic Affairs and Faculty Development and the IUPUI Office of the Vice Chancellor for Research to bring Dr. George Gopen to campus to present two all-day workshops on December 5, 2016, and December 6, 2016, on *Scientific Writing from the Reader's Perspective* and *Advanced Scientific Writing from the Reader's Perspective.* Ninety-seven individuals attended the introductory workshop and 55 attended the advanced workshop

- **Teaching@IUPUI webinars.** The CTL offered 21 *Teaching@IUPUI* webinars which focused on foundational teaching knowledge and skills. A total of 246 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 workshops consisted of brief presentations interspersed with opportunities for interaction

and questions. CTL undertook a formative evaluation of the webinars to ensure that they were focused on appropriate teaching skills and modeling effective teaching practices. Specifically, we assessed whether our webinars included high quality content, featured interactivity, incorporated effective presentation strategies, and used technology effectively. We used multiple sources of data to evaluate the webinars: participant evaluations, a peer and self-assessment webinar questionnaire, and a presenter and participant activity tracking tool. We used data from our reviews along with literature on best practices for webinars to create guidelines for creating and delivering effective webinars and to implement changes to specific webinars. Results of the evaluation and post-evaluation webinar improvements were presented at the 2016 Professional and Organizational Development Network National Conference on November 10, 2016.

- Rao, A., Gregory, J., Jerolimov, D., & Tarr, T. (2016, November 10). Closing the loop: Formative evaluation of faculty development webinars. Presentation at the *2016 Professional and Organizational Network National Conference in Louisville, KY*.

- **Documenting Teaching and Writing a Teaching Statement.** CTL provided workshops/webinars designed to guide faculty to reflect on the experiences and beliefs that shape his or her 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.
  - *Documenting Your Teaching* (6 workshops, 67 participants)
  - *Drafting/Writing a Teaching Philosophy Statement* (3 workshops, 38 participants)
  - Presentations: Faculty Fellow, Richard Turner and Instructional Design Consultant, Douglas Jerolimov created a new DYT structure and resources that drew upon faculty members' knowledge of the research process and connected this knowledge to the process of refining the design of a class and course, on the one hand and, on the other, to documents and artifacts that are may be used to generate evidence of an instructor's teaching success. The strategy and resources were presented at the annual POD conference. Douglas Jerolimov and Richard Turner are working on a manuscript for publication.
    - Jerolimov, D., & Turner, R. (2016, November 11). Documenting teaching practices: A conceptual framework and faculty voices. Poster Presentation at POD Network Conference 2016, Louisville, Kentucky, November 11, 2016.

- **Early Career Teaching Academy.** 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 eleven 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. Faculty attending ECTA (a full day on Friday, February 3, 2017, and a half day on Friday, February 10, 2017 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 faculty learning community over the course of the year, discussing topics such as how to collect teaching and learning data and also observing effective teaching practices.

- **Faculty Development and Center for Teaching and Learning Task Force**. In fall 2016, the IUPUI Executive Vice Chancellor formed the Faculty Development and Center for Teaching and Learning Task Force. The charge to the Task Force was to re-imagine how support for teaching and learning, as well as other aspects of faculty development that affect teaching and learning might best be supported and to reflect on the current scope of the Center for Teaching and Learning (CTL) in relation to faculty needs and recommend alternative approaches and/or enhanced strategies. The task force submitted its report in December 2016.

- **Center for Teaching and Learning (CTL) Implementation Team**. The Center for Teaching and Learning (CTL) Implementation Team was formed in February 2017 to develop an action plan based on the recommendations in the Faculty Development and Center for Teaching and Learning Task Force Report. The team is 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. The team will continue its work through December 2017. Highlights of initiatives that have sprung the work of the task force and implementation team include:

  - **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 Spring 2018.

- o **Faculty Forum space**. CTL is currently working 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:

  - • 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.

  - • 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.

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

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

- o **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.

- o **Forum Fellows**. Forum Fellows will develop a vision and goals for the Forum as related to the CTL, but a separate, faculty-driven entity. The first cohort of fellows will be identified in fall 2017.

- **New communications and marketing plan.** Although communications and marketing was not outlined in the list of specific recommendations, it was explicitly and implicitly identified as a critical element moving forward. According to the

Faculty Development & Center for Teaching and Learning Task Force Report, "Evidence compiled by the Task Force suggests the work of the CTL would be improved with greater faculty awareness about the CTL by a wide-range of stakeholders (e.g., instructors, Department Chairs, peer institutions). Such an improvement requires outreach, accessibility, and education."

In order for any of this to happen, it is critical to develop a formal and comprehensive C&M plan/strategy that effectively and consistently tells the story of the "re-imagined" CTL and the new Forum. To help us identify the story (stories) we want to tell, craft solid messages, and deploy effective strategies to disseminate these messages, the C&M subgroup has met with members of the IU Communications Client Relations and Strategic Partnerships team for an initial meeting and a more intensive follow up strategizing meeting to develop a framework and some content for the C&M plan. We are on a fast track and hope to have the plan completed by August 2017 and will include key success indicators.

- o **CTL Liaisons.** A CTL Liaisons group will be created to serve as a bridge between CTL and the liaisons' home school/department as one way to improve communication.

Specific Actions Next Year

- Through the work of the CTL Implementation Team and CTL staff, continue to refine and implement the recommendations of the task force regarding forum fellows, space redesign, and implementing a new communications and marketing plan.
- Hold a CTL 2.0 Open House in spring 2018 to introduce the campus community to the re-envisioned CTL.
- Develop more faculty-centered programming based on faculty interests and needs and involving faculty in facilitation and presentation of teaching-related professional development opportunities. Build upon the initial *Faculty Teaching Showcases* to create a robust webinar series featuring faculty presenters.
- Further development and expansion of the *Faculty Teaching with Technology Showcase* which will highlight ways in which faculty are using technology in their teaching. These webinars will be moderated by the CTL with a faculty presenter. These webinars will have a "hands on" component as we partner with the teaching centers on other campuses to host the webinar on their campus and then provide a short workshop immediately following the webinar based on the tool or technology that was highlighted by the faculty member. As this develops, we will look to highlight faculty on all of the campuses who are using technology effectively in their teaching.

APPENDIX A: 2016-2017 Unique and Total Attendance by School

Schools	School Tallies*	Unique Clients**
BL - Arts & Sciences	24	16
Fairbanks School of Public Health	12	11
Herron School of Art & Design	17	12
Indiana University-Purdue University Columbus	40	25
IUE - Business		
Kelley School of Business	55	38
Lilly Family School of Philanthropy	7	3
McKinney School of Law	24	11
Other	287	176
School of Dentistry	52	27
School of Education	21	15
School of Engineering And Technology	161	86
School of Health And Rehabilitation Sciences	52	24
School of Informatics and Computing	44	30
School of Liberal Arts	239	122
School of Medicine	298	180
School of Nursing	97	55
School of Physical Education And Tourism Management	36	20
School of Public And Environmental Affairs	25	16
School of Science	210	118
School of Social Work	69	38
University College	36	22
University Library	37	18
(blank)	155	137
Total	**2040**	**1136**

*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.

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APPENDIX B: 2016-2017 Unique and Total Consultations by School

Schools	School Tallies*	Unique Clients**
Fairbanks School of Public Health	36	16
Herron School of Art & Design	26	13
Indiana University-Purdue University Columbus	73	30
Kelley School of Business	12	7
Lilly Family School of Philanthropy	5	4
McKinney School of Law	23	11
Other	90	47
School of Dentistry	61	22
School of Education	25	16
School of Engineering And Technology	164	62
School of Health And Rehabilitation Sciences	109	18
School of Informatics and Computing	42	15
School of Liberal Arts	348	107
School of Medicine	41	29
School of Nursing	45	14
School of Physical Education And Tourism Management	50	24
School of Public And Environmental Affairs	136	26
School of Science	150	59
School of Social Work	73	30
University College	12	8
University Library	5	4
(blank)	36	16
Grand Total	**1593**	**577**

*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 consultation with a CTL staff member.