

## Campus Strategic Plan Report for AY 2018-19

**Name of Academic or Support Unit: Center for Teaching and Learning**

**Instructions for Submitting Unit-Specific Information about IUPUI Strategic Plan Goals:**

For each [IUPUI strategic plan goal](#), please very briefly describe *major accomplishments* your unit has achieved in the past year (AY 2018-19) in support of the goal, including *evidence of quality and effectiveness* (please use Institutional Research and Decision Support’s [Data Link](#) and/or local data sources, reports, websites, or other information you deem appropriate). Please also very briefly describe the *specific actions* your unit plans to undertake next year (AY 2019-20) toward supporting each 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](#). Submit as a **Word Document** to Stephen Hundley ([shundley@iupui.edu](mailto:shundley@iupui.edu)) by **July 31, 2019**. Thank you.

<b>1. Promote Undergraduate Student Learning and Success</b>	
<p><i>Major accomplishments</i> your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing <i>evidence of quality/effectiveness</i>.</p>	<ol style="list-style-type: none"> <li>1. The CTL offered the <b><u>2018 High Impact Practices Course Redesign Institute</u></b> in partnership with RISE and the Center for Service and Learning, Center for Research and Learning, Study Aboard Office, and IUPUI Career Services (Internships). The institute was held on September 20 and 27 and October 11 and 18, 2018. During the institute, participants used the IUPUI HIPs taxonomies and backwards course design to improve student learning outcomes, promote equity and inclusion, and maximize the effectiveness of their courses. Seven faculty members successfully completed the institute. Five participants completed the post-institute confidence survey, which indicated that the total confidence scores on their ability to design high-impact courses after participating in the institute were significantly higher than total confidence scores before. Four out of seven participants completed an overall institute evaluation and all four indicated that they were satisfied with the institute. The development and evaluation of the course redesign institute was presented at the 2018 Professional and Organizational Development Network conference. <p style="text-align: center; margin: 10px 0;">Alexander, J., Strackeljahn, A. M., S. Rao, A. &amp; Tarr, T. (2018, November 17). <i>Planning and evaluating a special-focus course design institute using logical models</i>. Presented at the 2018 POD Network Conference, Portland, OR.</p> </li> <li>2. The CTL offered the <b><u>2019 High-Impact Practices Course Design Institute</u></b> in partnership with the Institute for Engaged Learning. The institute was held on June 3, 5, 10, and 12, 2019. The institute focused on high-impact practices for first-year experiences -- project-based learning, global learning, learning communities, and ePortfolios. Eighteen faculty members successfully completed the institute.</li> </ol>

Early feedback from nine participants indicated that most of them (8 out of 9) were satisfied or extremely satisfied with the institute and were more confident in their ability to design a high-quality high-impact practice course.

3. The CTL supported the [IUPUI Digital Faculty Fellows community of practice](#), a group of 11 faculty who applied to the Digital Fellows program with the intent of integrating adaptive learning or other related digital tools into one of their classes. The group met monthly from January through May, 2019 and will begin meeting again in August, 2019. Meetings included a general discussion of participants' project status and presentations/discussion of topics of the participants' choosing. All participants submitted at least one of the three monthly updates and six participants attended all of the monthly meetings.
4. The CTL 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 [TILT Higher Education project](#) is an award-winning national educational development and research project that helps instructors to implement a transparent teaching framework to promote college students' success. Greatest benefits are for underrepresented and first-generation students. The TILT Pilot was a collaborative project conducted by the Center for Teaching and Learning, the Gateway to Graduation Program, Themed Learning Communities, and First Year Programs. Twenty-four of the 26 instructors in the pilot created at least two TILTed assignments. A TILT Pilot debrief survey indicated that all of the respondents who responded to the survey (N=8) were either somewhat or extremely satisfied with the pilot, felt more confident in their ability to design transparent assignments, and planned to continue to design and implement transparent assignments. The TILT Pilot was discussed in a chapter on transparent instruction networks.  
  
Tarr, T. A., Baker, R. D., & Johnson, K. E. (2019). Transparent instruction in a statewide-higher education network. In J. Rhem (Series Ed.), M. A. Winkelmes, S. Tapp, & A. Boye (Eds.) Transparent design in higher education teaching and leadership. Sterling, VA: Stylus.
5. The CTL offered a **Flipped Class Design and Development Bootcamp** for faculty interested in implementing a flipped format into one of their in-person courses. The bootcamp, offered in May 2019, was a 2-week intensive flipped course with four 2-hour in-person class sessions (2 each week) and both pre- and post-work activities and assignments. Nine participants registered for the bootcamp and all but one participated in all four class sessions and completed the majority of the coursework. This bootcamp will be offered again in the Fall 2019 semester as a 4-week course with 1 in-person meeting per week.
6. The CTL offered [Curriculum Enhancement Grants \(CEG\)](#) to faculty to support student success. The CEG initiative provides faculty with support, time, and resources to implement projects designed to improve student learning and success. In April 2019, the CTL awarded 13 CEG grants for projects

	<p>involving undergraduate courses. Twenty-seven IUPUI faculty members as principal or co-principal investigators and will impact 2,171 undergraduate students per academic year.</p> <ol style="list-style-type: none"> <li>7. The CTL issued a call for proposals for <a href="#">Learning Environments Grants</a> which are due in September 2019. The grants provide funds of up to \$25,000 to support projects that involve reshaping formal and informal learning spaces on campus.</li> <li>8. CTL staff <a href="#">facilitated ACUE's Effective Teaching Practices Course</a> with a cohort of 20 faculty members from IUPUI and IUPUC in fall 2018 and spring 2019. The cohort was chosen by school and program deans at IUPUI and IUPUC and their participation was funded by the Office of Academic Affairs and their home schools. Seventeen faculty members have successfully completed the course and are now ACUE Fellows.</li> <li>9. The CTL offered a <b>Profiles of Learning for Undergraduate Success: IUPUI+ Workshop</b> to introduce the profiles and connect them to the previously used PULs and PCLs. The workshop was offered four times during fall 2018. A total of 69 people attended the workshops.</li> <li>10. The CTL offered a <a href="#">Mapping Your Curriculum to IUPUI+ Profiles Workshop</a> to explain the profiles and assist faculty in mapping their program-level outcomes to the profiles. The workshop was offered five times during spring and summer 2019. A total of 33 people attended the workshops.</li> <li>11. The CTL offered a monthly <a href="#">Preparing for the Review of a General Education Course Workshop</a> to support faculty whose general education courses were being reviewed. A total of 62 faculty members attended the workshops during the 2018-19 academic year.</li> </ol>
<p><i>Specific actions</i> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <i>new and continuing priorities</i>.</p>	<ol style="list-style-type: none"> <li>1. The CTL will offer a general course design institute for faculty from all schools and departments.</li> <li>2. The CTL will sponsor a TILT Pilot for engineering and technology faculty to create and implement transparent assignments in their courses. The pilot study will be evaluated to assess its impact on the learning of engineering and technology students and its impact on E&amp;T faculty members' engagement with professional development programs on teaching and learning.</li> <li>3. The CTL will continue to offer workshops on mapping profiles of learning for undergraduate success to student learning outcomes, with more emphasis on the course and assignment level.</li> <li>4. The CTL will contribute to planning and implementing activities related to the Year of the Capstone.</li> <li>5. The CTL will facilitate a second cohort of faculty who will participate in ACUE's Effective Teaching Practices course beginning August 2019. The cohort will be comprised of faculty teaching large enrollment introductory courses. The cohort will be funded by the Office of Academic Affairs, the Institute for Engaged Learning, and participants' home schools.</li> <li>6. The CTL will continue to provide consultations, workshops, and resources to support faculty members who teach general education courses that are scheduled to be reviewed. Workshops and resources will be updated to include the mile-marker assignment option for reviews.</li> </ol>

## 2. Increase Capacity for Graduate Education

*Major accomplishments* your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing *evidence of quality/effectiveness*.

1. The CTL offered the [2018 IUPUI TA Orientation](#) in partnership with the Graduate Office. The in-person training session was held on Thursday, August 16, 2018. A total of 96 new TAs attended the orientation, representing 14 schools and 31 departments and programs. The orientation was offered in a hybrid format for the first time and included the in-person training session and an online Canvas course on IUPUI policies and procedures. Graduate student led discipline-specific breakout sessions during the in-person training. We had a response rate of 60% for the in-person sessions and 15% for the online course on the online evaluations. Ninety-nine percent of the respondents were satisfied with the orientation in general.
2. The CTL began the 2018-19 [Emerging Scholars of College Instruction Program \(ESCIP\)](#) cohort, which consisted of nine graduate students from six departments. Five students completed the program successfully by April 2019. Formal and informal feedback were collected from the cohort regularly and used to improve subsequent semesters of the program. Program evaluation based on the 2016 and 2017 cohorts was conducted and results were presented at the 2018 Professional and Organizational Development Network Conference in Portland, Oregon.

S Rao, A., Alexander, J. & Strackeljahn, A. M. (2018, November 17). *Using formative evaluation to transform graduate student teaching certificate programs*. Presented at the 2018 POD Network Conference, Portland, OR.

3. The CTL continued to offer teaching workshops and webinars targeted to graduate students and postdocs. The following workshops and webinars were offered in spring 2019. A total of 21 graduate students and postdocs attended these workshops.
  - *Making the Most of Guest Lecturing Opportunities*, March 19, 2019, 7 attendees
  - *Drafting your Diversity Statement*, April 17, 2019, 9 attendees
  - *Teaching Portfolio – Guide for Graduate Students and Postdocs*, April 4, 2019, 5 attendees
  - *Inclusive Teaching Strategies*, IU School of Medicine, May 16, 2019, 10 attendees
4. The CTL continued to partner with the Graduate Office to offer the [CIRTL at IUPUI](#) program. CIRTL at IUPUI provided local and cross-network programming for graduate students in STEM and other disciplines. Two graduate student teaching assistants supported the program development and implementation. 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.

- a. In fall 2018, CIRTL at IUPUI offered a four-part webcast on [Implicit Bias in STEM](#). A total of 150 unique participants attended one or more of these four sessions. We received a 16% response rate on the overall event evaluation. Ninety-six percent of the respondents indicated improved knowledge of teaching and learning. Seventy-five percent of the respondents indicated improved confidence in teaching and improved knowledge of evidence-based teaching techniques, respectively. Suggestions for improvement included more time for discussions and other changes to the session format.
  - b. CIRTL at IUPUI continued to offer the [Culturally Responsive Teaching Learning Community](#) in fall 2018 and spring 2019 for graduate students and postdocs. The learning community was facilitated by a CTL staff member and a CIRTL graduate teaching assistant. The learning community had an average of five graduate student members in both semesters. Topics included white privilege, intersectionality, difficulties faced by low-income college students, and implicit bias.
5. The CTL co-developed the **online course for TAs and faculty on promoting academic integrity** in collaboration with the Gateway's Academic Integrity Community of Practice and eLearning Design and Services (EDS). The TA course was piloted in the fall 2018 TA Orientation. A final version of the course will be available in fall 2019. The Canvas course modules and pilot evaluation data were disseminated at the TEACHx conference.

Hansel, C., Alexander, J. & Londino-Smolar, G. (2019, May 23). *Creating a Digital Learning Community to Cultivate Academic Integrity*. Presented at the TEACHx conference, Chicago, IL.

6. The CTL and the Graduate Office presented to the Forum Council and Faculty Council on range of campus-wide programming for graduate students and postdocs. Council members seemed to receive the information positively and provided suggestions to further promote existing programming.
7. A CTL staff member served as **key personnel on a NRT-IGE NSF grant** on *Promoting Creativity in Engineering/Technology Graduate Education through Integration of Arts/Design and Experiential Learning in the Curriculum* grant for improving graduate student education. Classroom observations and focus groups from the 2017-18 academic year were used to make changes to the course delivery methods. Three classroom observations and two focus groups were conducted in 2018-19 and data from these reports will be used to improve subsequent offerings of the courses. Two publications generated through these grants were accepted.

	<p>A Hess, J. L., &amp; S. Rao, A. (2018, June). <i>Quantifying Changes in Creativity: Findings from an Engineering Course on the Design of Complex and Origami Structures</i>. In 2018 ASEE Annual Conference and Exposition.</p> <p>Tovar, A., Najmon, J. C., S. Rao, A, Hess, J. L., Fore, G. A., Wu, J., &amp; Anwar, S. (2018). <i>Integration of art pedagogy in engineering graduate education</i>. Proceedings of the 2018 Illinois Indiana ASEE Section Conference, West Lafayette, IN, USA, Mar 24, 2018.</p> <p>8. The CTL awarded eight Curriculum, Enhancement Grants to projects involving graduate education in April 2019. The projects involve 16 faculty members and will impact 880 students per academic year.</p>
<p><b>Specific actions</b> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <i>new and continuing priorities</i>.</p>	<ol style="list-style-type: none"> <li>1. Based on feedback from the 2018 orientation, two new modules will be added to the online Canvas course – 1) <i>Information literacy for graduate students</i>, which is being developed in collaboration with the University Library and 2) <i>Being an international TA</i>, which is being developed in collaboration with the Office of International Affairs.</li> <li>2. An online module for graders will be developed and added to the TA Canvas course in fall 2019</li> <li>3. The CTL will redesign the ESCIP curriculum for the 2020 cohort based on program evaluation results.</li> <li>4. A CIRTL workshop on understanding and addressing bias in STEM classrooms has been proposed as an IUPUI contribution to the CIRTL network. If accepted, this two-part workshop series will be offered in fall 2019.</li> <li>5. The CTL will continue to offer the CIRTL <i>Culturally Responsive Teaching</i> learning community for graduate students and postdocs in 2019-2020 AY.</li> <li>6. The CTL and the Graduate Office will host an open house for graduate students and postdocs to promote the local CIRTL at IUPUI community and introduce the new Teaching-as-Research (TAR) program for graduate students and postdocs.</li> <li>7. The CTL will continue to offer workshops and webinars for graduate students and postdocs.</li> </ol>
<p><b>3. Transform Online Education</b></p>	
<p><b>Major accomplishments</b> your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing <i>evidence of quality/effectiveness</i>.</p>	<ol style="list-style-type: none"> <li>1. The CTL offered the <a href="#">Online Course Design and Development Bootcamp</a> for faculty designing or significantly revising an online course in the 2019 Spring and Summer sessions. The bootcamp is an interactive, asynchronous, fully online course for faculty at IUPUI, IUPUC, and IUPUI. Successful participants earn a <i>Designing an Online Course</i> badge from the CTL. A total of 34 faculty members participated in the two sessions.</li> <li>2. The CTL offered the <a href="#">Plater Institute on the Future of Learning/LEAP Indiana Digital Learning Summit</a> in partnership with the Office of Academic Affairs and LEAP Indiana on February 8, 2019. The institute goals were for participants to learn about digital courseware and adaptive learning technologies and the role they can play in enhancing student learning and narrowing achievement gaps.</li> </ol>

	<p>A total of 192 individuals from 37 higher education campuses across Indiana and 11 organizations or businesses associated with higher education attended the institute. The average level of satisfaction with the institute was 4.18 (1-extremely dissatisfied to 5-extremely satisfied) based on 45 participant responses.</p> <ol style="list-style-type: none"> <li>3. The CTL offered the <a href="#">Quality Matters: Applying the Quality Matters Rubric</a> workshops twice in 2018-19 with a total of nine faculty members participating in them. The QM Rubric is used in online 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.</li> <li>4. The CTL has <a href="#">redesigned its existing online course review procedure and protocol</a> in order to continue offering a service for faculty who teach fully online (or hybrid) courses and desire feedback on their teaching practices in a report format that is comparable to the class-meeting observation. The new protocol relies on Quality Matters standards in order to ensure that feedback encourages faculty to use the categories of QM Rubric when refining their online course designs and teaching practices.</li> <li>5. CTL supports faculty in developing online courses by providing financial and consultation support through the <a href="#">Curriculum Enhancement Grant (CEG)</a> initiative. In April 2019, eight CEGs were awarded to faculty who will be creating or modifying blended or online courses during the 2019-2020 academic year.</li> <li>6. The CTL offered the <a href="#">Innovation in the Classroom: Using Virtual Reality Workshop</a> in partnership with the IUPUI Idea Garden on January 31, 2019. A total of 10 faculty members attended the workshop. Attendees had the opportunity to learn about and experience a variety of virtual reality and augmented reality tools and applications.</li> </ol>
<p><i>Specific actions</i> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <i>new and continuing priorities</i>.</p>	<ol style="list-style-type: none"> <li>1. Beginning Fall 2019, the CTL will host a <a href="#">Teaching and Learning in Hybrid Courses Faculty Learning Community</a>. The FLC will continue through the Spring 2020 semester. Participants will be selected through an application process and will include faculty in a variety of disciplines and with a variety of experience with hybrid classes.</li> <li>2. The Online Course Design and Development Bootcamp will be offered in spring and summer 2020.</li> <li>3. Quality Matters:       <ol style="list-style-type: none"> <li>a. Conduct at least four internal reviews of online courses during Fall 2019 and Spring 2020.</li> <li>b. Continue offering the all-day Quality Matters workshop, <i>Applying the Quality Matters Rubric</i> (APPQMR), at least twice each semester.</li> <li>c. Expand the pool of certified QM peer reviewers at IUPUI.</li> </ol> </li> <li>4. The CTL in partnership with the Advanced Visualization Laboratory will introduce faculty to new and innovative ways to integrate virtual/augmented reality into their courses. This will be done through a new virtual reality station installed in the CTL.</li> </ol>

<b>4. Optimize our Enrollment Management</b>	
<i>Major accomplishments</i> your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing <i>evidence of quality/effectiveness</i> .	
<i>Specific actions</i> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <i>new and continuing priorities</i> .	

<b>5. Leverage our Strengths in Health and Life Sciences</b>	
<i>Major accomplishments</i> your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing <i>evidence of quality/effectiveness</i> .	<ol style="list-style-type: none"> <li>1. CTL staff had 212 <b>consultations</b> with faculty from the IU School of Medicine, School of Dentistry, School of Health and Human Sciences, School of Nursing, and School of Public Health.</li> <li>2. 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: <ol style="list-style-type: none"> <li>a. <a href="#"><i>Edward C. Moore Symposium on Excellence in Teaching</i></a>. IUSM cosponsors and provides planning committee member</li> <li>b. George Gopen, <i>Scientific Writing from the Reader's Perspective</i> and <i>Advanced Scientific Writing from the Reader's Perspective</i>, October 9 and 10, 2018, CTL co-sponsorship, 110 attendees</li> <li>c. Jean-luc Doumont, <i>How to Effectively Structure Research Papers</i> and <i>How to Cultivate Productive Professional Relationships</i>, October 8, 2018, 59 attendees</li> <li>d. University of Michigan CRLT Players, <i>Responding to Learner Climate Concerns</i>, September 26, 2018, 44 attendees</li> </ol> </li> <li>3. CTL offered the following <b>customized workshops</b> in various health and life science schools: <ol style="list-style-type: none"> <li>a. School of Dentistry, <i>Effective Lecturing</i>, July 26, 2018, 7 attendees</li> <li>b. School of Dentistry, <i>Speed Dating with Learning Technologies</i>, April 23, 2019, 30 attendees</li> <li>c. IU School of Medicine (Graduate Student Division), <i>Writing a Teaching Philosophy</i>, May 15, 2019, 12 attendees</li> <li>d. IU School of Medicine (AHEC), <i>Providing Meaningful Feedback</i>, May 6, 2019, 15 attendees</li> <li>e. School of Health and Human Sciences (Occupational Therapy), <i>Backwards Course Design and Writing Student Learning Outcome Statements</i>, March 27, 2019, 8 attendees</li> <li>f. School of Health and Human Sciences (Physician's Assistant Program), <i>Top Hat</i>, November 12, 2018, 4 attendees</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>g. School of Nursing, <i>Evidence-based Instructional Practices</i>, February 11, 2019, 28 attendees</li> <li>h. School of Nursing, <i>Tools for In-Class Engagement</i>, June 6, 2018, 3 attendees</li> <li>i. School of Nursing, <i>Getting Started with Turnitin</i>, September 12, 2018, 17 attendees</li> <li>j. School of Public Health (Global Health Leadership) <ul style="list-style-type: none"> <li>i. <i>Lesson Planning, Active Learning, and Inclusive Teaching</i>, December 6, 2018, 12 attendees</li> <li>ii. <i>Training and Education in Academic, Organization, and Community Settings</i>, May 15, 2018, 12 attendees</li> </ul> </li> <li>k. School of Public Health (Product Stewardship Graduate Program, Adjunct Faculty Spring Meeting), May 6 and 7, 2019, 12 attendees <ul style="list-style-type: none"> <li>i. <i>Transparency in Learning and Teaching (TILT)</i>,</li> <li>ii. <i>Formative Assessment and Student Feedback</i></li> <li>iii. <i>Curriculum Mapping and Signature Assignments</i></li> <li>iv. <i>Technology Tools for Online Teaching</i></li> </ul> </li> </ul> <p>4. The CTL began <b>tagging CTL events with the IUSM Teaching Academy competencies</b> to make it easier for faculty to identify opportunities to earn competencies.</p>
<p><b><i>Specific actions</i></b> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <b><i>new and continuing priorities</i></b>.</p>	<ol style="list-style-type: none"> <li>1. The CTL will continue to partner with IUSM on the <i>Edward C. Moore Symposium</i> and <i>George Gopen Scientific Writing</i> events as well as on other opportunities as they arise.</li> <li>2. The CTL director will meet quarterly with representative from the IUSM Faculty Affairs   Professional Development   Diversity to promote communication and shared development of professional development activities for the IU School of Medicine.</li> <li>3. The CTL will continue to offer customized workshops for schools in health and life sciences.</li> </ol>

**6. Accelerate Innovation and Discovery through Research and Creative Activity**

<p><b><i>Major accomplishments</i></b> your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing <b><i>evidence of quality/effectiveness</i></b>.</p>	
<p><b><i>Specific actions</i></b> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <b><i>new and continuing priorities</i></b>.</p>	

**7. Deepen our Commitment to Community Engagement**

<p><b>Major accomplishments</b> your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing <i>evidence of quality/effectiveness</i>.</p>	
<p><b>Specific actions</b> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <i>new and continuing priorities</i>.</p>	

<p align="center"><b>8. Strengthen Internationalization Efforts</b></p>	
<p><b>Major accomplishments</b> your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing <i>evidence of quality/effectiveness</i>.</p>	<p>1. The CTL <b>supported the use of Diversity/Global Learning</b> 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 were created and distributed during Fall 2018. The program outcomes aligned with the Profiles of Learning for Undergraduate Success, on the one hand, and with the AAC&amp;U’s Global Learning VALUE rubric, on the other.</p>
<p><b>Specific actions</b> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <i>new and continuing priorities</i>.</p>	<p>1. The CTL will continue to work with the Office of International Affairs to develop workshops in support of faculty and who seek to internationalize courses and programs.</p>
<p align="center"><b>9. Promote an Inclusive Campus Climate</b></p>	
<p><b>Major accomplishments</b> your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing <i>evidence of quality/effectiveness</i>.</p>	<p>1. The CTL developed and facilitated the Teaching Towards Racial Equity Workshop Series. This workshop series was part of the White Racial Literacy Project, which was funded by the Welcoming Campus Initiative and Lumina Foundation and led by Lori Patton Davis. The workshop series consisted of four sessions, and 15 faculty members completed the series. Overall evaluation surveys returned by 8 participants indicated that on a scale of 1 to 5 (1=strongly disagree, 5=strongly agreed), the average level of agreement with the statement, “After attending this workshop series, I feel more confident in my ability to promote racial equity in my course(s)” was 3.9.</p> <p>2. The CTL collaborated with the Office for Women to develop a series of videos on facilitating interactive and inclusive leadership training workshop sessions. The videos were used to prepare facilitators to develop and lead sessions for the Next Generation 2.0 program.</p>

	<ol style="list-style-type: none"> <li>3. The CTL offered the Student Mental Health Issues: What can instructors do? Webinar on April 4, 2019. The workshop was presented by a Counseling and Psychological Services (CAPS) professional, who discussed ways that instructors can address student mental health. A total of 21 individuals attended the workshop.</li> <li>4. The 2019 Edward C. Moore Symposium included the following session with diversity and inclusion themes: <ol style="list-style-type: none"> <li>a. Diversity of Perspectives: A Method of Student Engagement within the Classroom and Beyond, Eileen Taylor, College of Communication, Baylor University</li> </ol> </li> <li>5. The CTL offered the following activities related to inclusive teaching at various graduate student programs: <ol style="list-style-type: none"> <li>a. Teaching Inclusively at IUPUI at the 2018 IUPUI TA Orientation.</li> <li>b. Drafting Your Diversity Statement</li> <li>c. Culturally Responsive Teaching Learning Community</li> <li>d. Four-part webcast on Implicit Bias in STEM.</li> </ol> </li> <li>6. The CTL offered a customized workshop on Inclusive Teaching Strategies to the faculty at the School of Informatics and Computing at a faculty meeting with 10 attendees.</li> <li>7. A CTL consultant fully edited the captions on 20 recorded webinars to enable the hearing-impaired access to our webinar content. An additional 33 recordings have edited captions and are ready for final review.</li> <li>8. A CTL consultant assisted with the creation and vetting of an IU Expand course on creating an accessible syllabus in Word. The consultant is also working on a version that focuses more generally on making any Word document accessible.</li> </ol>
<p><b><i>Specific actions</i></b> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <b><i>new and continuing priorities</i></b>.</p>	<ol style="list-style-type: none"> <li>1. The CTL will collaborate with the Office of Academic Affairs to develop an online module on <i>Diversity Training for Faculty Search Committees</i>. The CTL will assist with development on the online course, including recording videos and creating an evaluation for the training.</li> <li>2. The CTL will collaborate on a project titled <i>Undoing Racism in Nursing</i>, which is funded through the Rose M. Mays Excellence in Teaching Diversity Fund, with the School of Nursing and The People’s Institute. The CTL will assist with (1) providing resources for monthly meetings to support faculty efforts to incorporate anti-racist content and principles into their courses and (2) developing evaluations for the monthly meetings and overall project.</li> <li>3. The CTL will offer two sessions on inclusive teaching at the 2019 Associate Faculty Teaching Forum, <i>Teaching Inclusively in the Classroom</i>, and <i>Teaching Inclusively Online</i>.</li> <li>4. The CTL will develop a resource page on inclusive teaching for the CTL website.</li> <li>5. The CTL will continue to edit captions for any webinar recordings that are publicly available and keep up with caption editing for new webinars as they are recorded.</li> </ol>

## 10. Develop Faculty and Staff

*Major accomplishments* your unit has achieved in the past year (AY 2018-19) in support of this goal, including providing *evidence of quality/effectiveness*.

1. The **CTL space was renovated** to provide more space for faculty collaboration, creativity, and innovation and to showcase technology in order to enhance its accessibility and effectiveness for all IUPUI instructors. The space redesign is expected to be completed by the end of summer 2019. A portion of Center for Teaching and Learning space, UL 1125M, was used to create the **Faculty Crossing**, a physical space that is equipped to support faculty collaboration, design thinking, and creative projects and innovations in teaching.
2. A community of **CTL Faculty Liaisons** was created to serve as a bridge between the CTL and IUPUI, IUPUC, and IU Fort Wayne campuses in order to enhance CTL communication with faculty and schools. Twenty-two faculty members from 16 schools serve as CTL Faculty Liaisons for the 2019 – 2021 term. The liaisons work regularly with the CTL to:
  - identify and communicate their school's teaching and learning priorities.
  - showcase teaching accomplishments of faculty from their home schools.
  - inform and promote CTL's events, programming, and services.
3. The CTL sponsored the **Edward C. Moore Symposium on Excellence in Teaching** on March 8, 2019. The symposium featured a keynote address by Dr. Nancy Budwig, professor of psychology, Clark University on *Creating a Culture of Integrative Learning that Supports Signature Work*. Keith Anliker, senior lecturer of Chemistry, IUPUI gave a plenary address titled *Reflect, Refract, Reframe: Thinking About Our Teaching. Thinking About Our Students*. The conference offered 12 concurrent sessions and 9 poster presentations. A total of 106 individuals attended the symposium. The event evaluation surveys had a 22% response rate and indicated that on a scale of 1 to 5 (1=strongly disagree, 5=strongly agree), the average level of overall satisfaction with the symposium was 4.3. The majority of the respondents (91%) indicated that after attending the conference, they had an increased awareness of innovative practices in teaching and learning. The E.C. Moore planning committee will continue to use the feedback to shape next year's symposium, which will be held on Friday, March 6, 2020.
4. The CTL hosted the **Advancing Teaching and Learning with Technology Symposium (ATLT)** on November 2, 2018. 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 Michele Hansen, Assistant Vice Chancellor of Institutional Research and Decision Support. In addition, the "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. The event was attended by 69 faculty members from 37 programs across five IU campuses, the University of Indianapolis, and Butler University. Nearly forty percent of the attendees completed the online

evaluations of the breakout sessions, with a smaller percentage submitting a response to the overall evaluation, with most respondents rating the symposium and specific sessions as satisfactory and a worthwhile investment in professional development.

5. The CTL hosted the annual [Associate Faculty Teaching Forum \(AFTF\)](#) on September 4, 2018, to promote professional development of associate faculty (part-time/adjunct). 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. Forum sessions included *Teaching Inclusively in the Classroom and Online*; *10 Tips for a Successful Canvas Course*; *Beyond the Ice-Breaker: Building Community Among Students in the Classroom and Online*; *Giving Feedback to Students*; *Using Zoom to Engage Your Students*; *From War Stories to Reflections: Helping Students Situate and Articulate their Learning*. A total of 37 individuals attended the forum.
6. The CTL held the annual [Curriculum Enhancement Grants \(CEG\) Symposium](#) on Thursday, October 11, 2018, in the University Library Lilly Auditorium to honor CEG recipients. The symposium featured a keynote address titled *Scholarly Teaching, SoTL, and Campus Conversations that Matter* by Nancy Chick, director, Endeavor Foundation Center for Faculty Development, Rollins College, and co-editor, *Teaching & Learning Inquiry*, Journal of the International Society for the Scholarship of Teaching and Learning. Poster sessions by 2017 CEG recipients and a reception wrapped up the symposium. Sixty-four individuals attended the event.
7. The CTL offered the [Early Career Teaching Academy](#), which provides a setting where faculty members in their first to third year at IUPUI can root their teaching career in evidence-based active learning strategies and high-impact educational practices designed to facilitate student success. The 2018 cohort consisted of 17 faculty members. The 2019 ECTA had 14 participants, and the 2-day program followed a flipped learning model. The coordinators of the ECTA program employed the Canvas learning management system to ask faculty to complete work online for the academy before the sessions actually happened. The approach reserved the time during the Academy's two initial meeting days as one of conversation and application that builds on faculty online pre-work, rather than use the time to introduce new teaching techniques.
8. The CTL offered multiple [Documenting Your Teaching \(DYT\) and Writing a Teaching Statement workshops and webinars](#). These workshops and webinars were 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. During the 2018-19 academic year the attendance figure were
  - *Writing a Teaching Philosophy/Statement* (5 workshops, 30 attendees)
  - *Situating Your Teaching in Best Practices* (2 workshops, 15 attendees)

- *Documenting Your Teaching* (4 workshops, 51 attendees)

The three-session series design was disseminated at the Professional and Organizational Development Network's annual meeting:

Jerolimov, D., & Turner, R. (2018, November 16). *Scaffolding faculty efforts to join a community of scholarly teachers*. Poster presented at 2018 POD Network Conference, Portland, Oregon.

9. The CTL offered 17 [Teaching@IUPUI](#) webinars which focused on foundational teaching knowledge and skills. A total of 185 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 2018-19 webinars included new topics such as promoting active learning, inclusive teaching strategies, gathering mid-semester feedback, introduction to high-impact practices, and more.
10. The CTL offered the [Teaching with Technology Faculty Showcase \(TTFS\)](#) webinar series in partnership with teaching and learning centers across all Indiana University campuses. The 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 were presented in the 2018-19 school year include *Engaging Students via eTexts*, *Light Board Technology*, *Google Cardboard*, *Top Hat*, *Piazza* and *Digital Publishing*. A total of 78 faculty and staff attended these webinars.
11. The CTL partnered with UITS to offer two **Speed Dating with Learning Technologies event**. This highly-interactive event gave attendees a chance to gain quick (yet informative) technology overviews, while posing direct questions to staff who represented several teams within Learning Technologies and UITS. A total of 47 faculty members attended the event.
12. The CTL participated jointly with IT Training to offer **Learn IT Quick** sessions, which are follow-up webinars/workshops to the TTFS series that provide a more in-depth look at the tool that was discussed in one of the TTFS sessions. Two sessions were offered with a total of 20 faculty attending across those sessions.

13. The CTL partnered with the Institute for Research and Decision Support (IRDS) to offer workshops and resources on accessing and using institutional data. The following workshops were offered in spring 2019:
- *Faculty and Staff Data*, February 27, 14 attendees
  - *Understanding Course Enrollment Trends and Information*, February 28, 16 attendees
  - *Admission and Enrollment Point-in-cycle*, March 6, 19 attendees
  - *Using Blue Online Course Evaluations at IUPUI: Benefits, Challenges, and Lessons Learned for Improving Teaching and Learning*, April 2, 15 attendees
14. The CTL offered a **Keep Teaching Webinar** on March 5, 2019, to encourage faculty to begin conversations in their departments and schools on official policies for unforeseen circumstances, such as flu pandemics or major classroom building closures under these types of circumstances. The webinar facilitators also updated the Knowledge Base information that provides guidance to instructors who may have to unexpectedly move their courses online due to such circumstances.
15. The CTL provided support to 80 faculty within the IU Fort Wayne Schools of Dentistry, Social Work, Medicine, Nursing, Health and Human Sciences, and the department of Medical Imaging, through individual Zoom video consultations, workshops, and online webinars, and as well as several *Speed Dating with Learning Technologies* events.
16. The CTL created a [New Faculty Teaching Resources webpage](#) , where new faculty of all appointment types can conveniently access online resources to help them get started with teaching and learning at IUPUI.
17. The CTL **developed a comprehensive evaluation plan, and identified pathways** through the center curriculum for faculty of various career stages and teaching roles to better meet faculty needs. This process was informed by patterns of participation in center offerings, a campus professional development task force report, and results of a curriculum mapping process. The process of creating the evaluation plan and the pathways was disseminated at the 2018 Assessment Institute and the 2018 Professional and Organizational Development Network Conference.

Tarr, T., Strackeljahn, A., & S. Rao, A. (2018, October 22). *Strategically planning and evaluating teaching center faculty development activities*. Paper presented at the Assessment Institute, Indianapolis, IN.

Tarr, T. & Strackeljahn, A. M. (2018, November 17). *Meeting faculty where they are: Constructing professional development pathways*. Presented at the 2018 POD Network Conference, Portland, OR.

	<p>18. <b>Summary data.</b> During 2018-19, the following activities were entered by CTL staff into the database.</p> <ul style="list-style-type: none"> <li>• <b>Events.</b> During 2018-19, CTL sponsored or co-sponsored 121 events with a total of 1,970 attendees.</li> <li>• <b>Consultations.</b> During 2018-19, CTL staff conducted a total of 1,125 consultations on teaching and/or effective use of instructional technology to 469 unique clients.</li> </ul>
<p><i>Specific actions</i> your unit plans to undertake next year (AY 2019-20) toward supporting this goal, including both <i>new and continuing priorities</i>.</p>	<ol style="list-style-type: none"> <li>1. The CTL will host an open house in fall 2019 to welcome faculty to the beginning of the semester and to celebrate the opening of the Faculty Crossing and newly renovated CTL space.</li> <li>2. The CTL will transform the Curriculum Enhancement Grant symposium into an event that focuses on scholarly teaching more broadly. This event is scheduled to be held on October 4, 2019 and will feature Dr. Kimberly Tanner as the keynote speaker. Dr. Tanner is a professor of biology and director of the Science Education Partnership and Assessment Laboratory (SEPAL) at San Francisco State University.</li> <li>3. The CTL will partner with the Division of Undergraduate Education and the Institute for Engaged Learning to offer a new event called the <i>Celebration of Teaching and Engaged Learning</i>.</li> <li>4. The CTL will continue working on constructing pathways the center curriculum for faculty of various career stages and teaching roles by mapping and tagging CTL offering and resources to each of five pathways associated with CTL goals. These pathways will be featured on the CTL website.</li> <li>5. The CTL will offer the Plater Institute on February 7, 2020.</li> <li>6. The CTL will offer the E.C. Moore Symposium on March 6, 2020.</li> <li>7. The CTL will create a Canvas course on the Keep Teaching topic with resources instructors can import to help students acclimate to online instruction and interactions.</li> <li>8. A CTL consultant will serve as past-Chair for POD Network’s Special Interest Group (SIG) on Adjunct Faculty Professional Development during the 2019-20 year, soliciting ideas within the SIG to further the development of the CTL’s associate faculty programming.</li> </ol>