

Center for Teaching and Learning

Annual Report 2008 - 2009

IUPUI

Introduction

Welcome to the 2008-2009 Annual Report of the IUPUI Center for Teaching and Learning (CTL). This report will address activities from July 1, 2008, through June 30, 2009. It begins with highlights of the year; then reports data on the number of consultations and event participation; and, finally, provides details about events and programs offered by the CTL.

Vision

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

Mission

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

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

Academic Affairs
University Information Technology Services
University Library

Center for Teaching and Learning Highlights

- **New Executive Director**

Pratibha Varma-Nelson, Ph.D., was appointed as the executive director of the Center for Teaching and Learning and professor of chemistry effective August 15, 2008. Prior to coming to IUPUI, she was the chair of the Department of Chemistry, Physics, and Earth Science and Professor of Chemistry at Northeastern Illinois University, Chicago. For the two years immediately preceding her appointment at CTL, she was a program director in the Division of Undergraduate Education at the National Science Foundation (NSF). She brought to IUPUI a national reputation for enhancing the learning of students in science, technology, engineering and mathematics (STEM) disciplines through a collaborative learning structure called Peer-Led Team Learning (PLTL). As one of the founders of this NSF Systemic Change Initiative and follow-up dissemination projects, she has helped to advance this active learning environment, with documented evidence of dramatic improvements in student learning in over 100 institutions here and abroad. The PLTL leadership team was selected as the winner of the 2008 Norris Award for Outstanding Achievement in the Teaching of Chemistry, sponsored by the Northeastern Section of the American Chemical Society.

- **Research Focus**

The CTL is strengthening efforts to support discipline-based education research. To facilitate this effort, the CTL developed two new proposal writing workshops for educational projects. One was on Grant Writing and the Scholarship of Teaching and Learning and the other focused on proposals to be submitted to the Division of Undergraduate Education and NSF. Several staff members have engaged in proposal writing and research. CTL and the Center for Urban and Multicultural Education are collaborating on a research project centered on development and

implementation of cyber-PLTL. CTL also hosted three undergraduate students with support of a Multicultural University Research Initiative (MURI) grant. CTL submitted two proposals to the Division of Undergraduate Education at NSF and partnered on three other proposals submitted by IUPUI faculty.

- **Discipline-based Approach**

In an effort to provide relevant professional development opportunities, the CTL conducted purposeful outreach to meet the discipline-specific needs of faculty from various schools and departments. Working directly with faculty, department chairs, and deans, the CTL is moving in a direction that better addresses their needs.

To this end, CTL offered customized workshops for various schools and departments (e.g., dentistry, medicine, communication studies, computer science, and chemistry). CTL hosted two faculty fellows, one from the Department of Geography and a second from the Department of Computer, Information, and Leadership Technology.

In the interest of serving the STEM disciplines more effectively, CTL replaced a general instructional design consultant position with a STEM Education Specialist.

- **Winter Lecture Series**

To increase involvement of the various departments and schools and to increase discipline-based programming, the CTL Winter Lecture Series was created. The goal of this series is to bring speakers to the IUPUI campus that have made contributions to disciplinary research and conduct discipline-based education research. In partnership with the Department of Chemistry and Chemical Biology and the Preparing Future Faculty Program, the first speaker visited on January 20, 2009. Brian Coppola, professor of chemistry from the University of Michigan presented, "Say professor may I whitewash a little..." to 67 faculty and students from IUPUI and area universities.

- **CTL Space Improvements**

In early spring 2009, the CTL completed phase one of its space improvement efforts. Eight spacious consulting workstations were added to the center. These improvements provide ample surface area for client belongings, large easy-to-see and share computer monitors, and plenty of elbow room for collaborations. This consulting cluster is situated prominently in the center of the office space and has enhanced the CTL's form and function.

Database Records

During 2008-2009 the following activities were entered by CTL staff into the database:

- Total consultations numbered 1533.* See Appendix E for unique and total consults, unique and total event attendance, and unique clients by school/campus affiliation.
- Of these total consultations, there were 450 unique clients who received consultation services; 352 of those were faculty, 52 were academic staff, 29 were administrators, 5 were undergraduate students, 9 were graduate students, 2 were guests, and 1 were in the "other" miscellaneous category. These numbers include both scheduled and "walk in" consultations.*
- There were 130 sponsored or co-sponsored events with a total of 1964 participants.*
- Instances of outreach numbered 19; and these were targeted to 258 internal and individuals.*

- There were 143 presentations made to a total of 3923 participants. Of these 143 presentations, 38 were delivered to 2113 external participants. (See Appendix C)
- Ten publications were recorded (See Appendix A); 8 grants were written (see Appendix B); and 11 courses were taught by CTL staff (See Appendix D)

Teaching and Learning

1. Promote best practices in teaching and learning.

- Symposia/major events for 2008-2009
 - Associate Faculty Orientation, August 12 and 13, 2008
 - Ready, Set, Go! Engaging Students, Sept 26, 2008
 - Power Up Your Pedagogy, Oct 17, 2008
 - Documenting Your Teaching, Nov 20, 2008
 - Winter Lecture, Dr. Brian P. Coppola & CTL Open House, January 20, 2009
 - Edward C. Moore Symposium, April 2, 2009
- Workshops
- Consultations

1.1 Associate Faculty Orientation

Achievements	<p>The <i>Associate Faculty Orientation</i> was held on August 12 and August 13, 2008 in BS 2004 and 2006 from 5:30 – 8:30 pm.</p> <p>Event Description</p> <p>The orientation was open to both new and experienced part-time faculty members. The theme for the orientation was <i>IUPUI: Be A Part of It</i>. For the first time, the event was held on two consecutive evenings with topics varying per night so individuals could choose to attend one or both evenings.</p> <p>Program</p> <p>The interactive sessions were led by CTL staff and included the following:</p> <p><i>Overview of Oncourse CL</i> Designed to provide faculty with an overview of Oncourse CL, this session focused on the five most commonly used tools in Oncourse CL. These tools include: course email, syllabus tools, resources, announcements and roster.</p> <p><i>Staying Connected With IUPUI</i> What resources are available to faculty and their students on the IUPUI campus? Representatives from various IUPUI offices discussed how each can assist faculty. Offices represented included the Consortium on Learning and Scholarship, Bepko Scholars, University Library, Office of International Affairs and Adaptive Educational Services.</p> <p><i>Engaging Students in the Classroom</i> What can instructors do to energize and engage students who seem uninterested in course content and learning? In this workshop, participants discussed ways instructors can make classroom learning more meaningful for students. Whether faculty already included active learning in their instructional sessions or were looking for different ways</p>
---------------------	--

	<p>to engage students, they could benefit from this session.</p> <p><i>Effective Use of PowerPoint Presentation</i> Whether faculty members use PowerPoint in their teaching or have avoided teaching with PowerPoint because it creates a boring and passive experience for students, this session was relevant to them. Participants in this session discussed how to use PowerPoint to engage students in class, how to make PowerPoint presentations non-linear, and some common dos and don'ts of PowerPoint presentations.</p> <p><i>Setting the Tone for the Semester: The First Day of Class</i> Instructors only get one opportunity to make a great first impression. The activities faculty choose for the first day of class help set students' expectations for the entire semester. This session focused on the basics that are so important to getting a course off to a great start.</p> <p>Planning Committee</p> <p>Jennifer Beasley, Chair Mona Kheiry Sharmin McGown Nicole Powell</p>
Future Plans	<p>For 2009, the CTL plans to maintain the overall structure of the 2008 orientation by continuing to offer the orientation over two evenings prior to the start of classes on August 19 and 20. The orientation will continue to have variety of sessions on topics of interest to associate faculty. The CTL distributed a survey in spring/summer 2009 asking school deans and department chairs what topics they considered important for associate faculty to receive information about. The results of this survey along with feedback received from the 2008 orientation will be used to plan concurrent session topics.</p>
Evidence of Progress	<p>On August 12, 39 faculty members attended the orientation and on August 13, 32 faculty members attended.</p> <p>Overall comments from the symposium were positive with 97% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the orientation was useful to their professional work. A total of 29 individuals completed the online survey.</p>

1.2 Ready, Set, Go! Engaging Students

Achievements	<p><i>Ready, Set, Go! Engaging Students</i> was held on September 26, 2008 in BS 2004, 2006, and 2007.</p> <p>Event Description</p> <p>This symposium featured faculty who employed a variety of active learning strategies in their classes ranging from relatively quick and easy ways of enlivening lectures, cooperative learning techniques, and instructional technology to more involved strategies, such as problem-based learning, service learning or undergraduate research. Participants left the symposium with ideas, resources and examples to help them get their own students energized and engaged in the classroom.</p>
---------------------	---

	<p>Program</p> <p>Concurrent Sessions</p> <p><i>Exploration Stations</i></p> <ul style="list-style-type: none"> • <i>Focused Listing</i>, Jennifer Beasley, Center for Teaching and Learning • <i>Empty Outline</i>, Andrew Brennan, Center for Teaching and Learning • <i>Think-Pair-Share</i>, Lynn Ward, Center for Teaching and Learning • <i>Application Cards</i>, Tom Janke, Center for Teaching and Learning • <i>Clickers</i>, Lorie Shuck, Center for Teaching and Learning • <i>Pro-con Grid</i>, Randy Newbrough, Center for Teaching and Learning <p><i>The Inside-Out Prison Exchange Program: Active Learning Behind the Prison Walls</i> Susan B. Hyatt, Department of Anthropology, School of Liberal Arts Roger Jarjoura, School of Public and Environmental Affairs</p> <p><i>Teaching Theory: Active Learning, Critical Thinking, and Controversial Subjects</i> Robert J. Helfenbein, School of Education</p> <p><i>Demonstrating Online Exercises to Help Students Learn</i> John Kremer, Department of Psychology, School of Science</p> <p><i>Peer-led Team Learning: An Active Learning Paradigm for Improved Student Success</i> David J. Malik, Department of Chemistry, School of Science</p> <p><i>Faculty Panel: What Online Experiences Do I Have to Keep My Course Active?</i> Kathy Lay, School of Social Work Rich Edwards, School of Informatics Jennifer Cochrane, Department of Communication Studies, School of Liberal Arts Julie Freeman, Department of English, School of Liberal Arts</p> <p>Planning Committee</p> <p>Mona Kheiry, Chair Jennifer Beasley Andrew Brennan Lorie Shuck</p>
Future Plans	This symposium will not be offered next year, although the topics addressed in the session can be offered on request and are also likely to be covered in other events.
Evidence of Progress	<p>Fifty-four faculty members attended the symposium.</p> <p>Overall comments from the symposium were positive with 97% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the orientation was useful to their professional work. A total of 28 individuals completed the online survey.</p>

1.3 Power Up Your Pedagogy

<p>Achievements</p>	<p><i>Power Up Your Pedagogy</i> was held on October 17, 2008, in the IT building.</p> <p>Event Description</p> <p>Today's college students gather information through a wide variety of technology. Increasingly, faculty members are discovering that using the technological tools with which students are comfortable is a practical and effective way to reach them. Flip video cameras, iPods, wikis, and web based research software are a few tools faculty hear about but may not know or understand their potential use for educational purposes. During this event, faculty members had the opportunity to gain hands-on experience with an assortment of the newest technological tools, hear from other faculty who have incorporated these technologies into their courses, and learn strategies they could integrate into their teaching.</p> <p>Program</p> <p>Concurrent Sessions</p> <p><i>An Introduction to the Oncourse ePortfolio</i> Susan Kahn, Planning and Institutional Improvement Lynn Ward, University Information Technology Services</p> <p><i>Flip Video Camera: Effective, Efficient Educational Use</i> Andrew Brennan, Center for Teaching and Learning Kate Thedwall, School of Liberal Arts</p> <p><i>Create and Locate Your Own Reusable Learning Object (RLO)</i> Jay Hagenow, University Information Technology Services Lorie Shuck, Center for Teaching and Learning</p> <p><i>Instructional Strategies for Podcasting</i> Connie Justice, School of Engineering and Technology Kathy Lay, School of Social Work Deb Stiffler, School of Nursing</p> <p><i>Web 2.0 and the Collaborative Nature of Learning: Use of a Wiki</i> Megan Palmer, School of Education Veronica Mount, IT Training and Education</p> <p><i>Web Based Research made Easy with Zotero</i> Jessica Trinoskey, University Library Business Subject Librarian</p> <p><i>Innovative Solutions for Reaching Your Students: A Faculty Panel</i> Keith Anliker, School of Science Karyl Rickard, School of Health and Rehabilitative Sciences Sue Brady, School of Health and Rehabilitative Sciences Fred Rees, Music and Arts Technology</p> <p>Planning Committee</p> <p>Randy Newbrough, Chair</p>
----------------------------	--

	Erich Bauer Jennifer Beasley Tom Janke Sharmin McGown Lorie Shuck Lynn Ward
Future Plans	<i>Power Up Your Pedagogy: Creating Your Personal Empowerment Plan</i> will be held on November 6, 2009. This will be the first time we will offer the sessions both face-to-face as well as online using Adobe Connect. Participants who register online will be able to hear the presenters and see the PowerPoints that the presenters are using. Questions will be taken using the online Chat Pod in Adobe Connect. The theme of creating your own personal empowerment plan came from the acceptance of the IU Strategic IT Plan that was approved by the IU Board of Trustees titled "Empowering People." This plan outlines the future technology needs the University has and what must be done to support faculty in their teaching through a variety of new and innovative technologies.
Evidence of Progress	Sixty-two participants attended the symposium. Overall comments from the symposium were positive with 96% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the orientation was useful to their professional work. A total of 28 individuals completed the online survey.

1.4 Documenting Your Teaching

Achievements	<p>The <i>Documenting Your Teaching Symposium</i> was held on Thursday, November 20, 2008 from 8:30 am to 12:30 pm at the IUPUI Campus Center.</p> <p>Event Description</p> <p>Whether faculty are seeking promotion or tenure or interested in a teaching award, they may find themselves needing evidence of their teaching effectiveness. This symposium was designed to help faculty identify the type of evidence to collect, give them the opportunity to review examples of teaching dossiers, and provide them with resources to help with their preparation of evidence. Concurrent sessions were held on topics such as interpreting and presenting student evaluations, obtaining formative feedback from your students, getting the most out of peer reviews of teaching, writing a teaching philosophy statement, engaging in the scholarship of teaching and learning, and developing a teaching portfolio.</p> <p>Program</p> <p><i>Faculty Success Stories: A Panel Discussion</i> <i>Moderator:</i> Owen Dwyer, Department of Geography, School of Liberal Arts <i>Panelists:</i> Eric Saak, Department of History, School of Liberal Arts Gail Bennett-Edelman, Department of English, School of Liberal Arts Jennie Thurston, School of Medicine Pamela Jeffries, School of Nursing</p>
---------------------	---

	<p>Concurrent sessions I:</p> <p><i>Making Your Case: Promotion and Tenure Guidelines Related to Teaching</i> Mary Fisher, Academic Affairs Gail Williamson, School of Dentistry</p> <p><i>Doing Research on Teaching (Regardless of Whether You Go up for Tenure on Teaching or Not!)</i> Joshua Smith, School of Education</p> <p>Concurrent sessions II:</p> <p><i>What to Do with Student Evaluations</i> Megan Palmer, IUSM Office of Faculty Affairs and Professional Development Marianne Wokeck, School of Liberal Arts</p> <p><i>How To's of Writing a Teaching Philosophy Statement</i> Richard Turner, Department of English, School of Liberal Arts Terri Tarr, Center for Teaching and Learning</p> <p>This symposium was cosponsored by the Center for Teaching and Learning, Faculty Appointments and Advancement, and the IU School of Medicine Office of Faculty Affairs and Professional Development.</p> <p>Planning Committee</p> <p>Terri Tarr, Chair Owen Dwyer Kristine Grefsheim Sharmin McGown Megan Palmer Jacqueline Singh Richard Turner</p>
Future Plans	<p>This symposium will not be offered next year, although the topics addressed in the session can be offered on request and are also likely to be covered in other events.</p>
Evidence of Progress	<p>Thirty-seven participants attended the symposium. Twenty-nine participants completed the event evaluation form distributed at the conclusion of the event for a 78.3% response rate.</p> <p>The majority of the respondents (91.7%) strongly agreed or agreed that attending the symposium would improve their ability to document their teaching.</p> <p>At the conclusion of the symposium, all but one respondent (96%) rated their new skill level or knowledge of the content presented as great or moderate. This compared to the 69.2% of people who had rated their skill level or knowledge before the symposium as either being slight or having no skill or knowledge at all.</p>

1.5 Winter Lecture, Dr. Brian P. Coppola and Center for Teaching and Learning Open House

<p>Achievements</p>	<p>The inaugural <i>CTL Winter Lecture</i> featuring Brian Coppola was held on January 20, 2009 in the University Library, Lilly Auditorium.</p> <p>Event Description</p> <p>To increase involvement of the various departments and schools and to increase discipline-based programming, the CTL Winter Lecture Series was created. The goal of this series is to bring speakers to the IUPUI campus that have made contributions to disciplinary research and conduct discipline-based education research. This year's Winter Lecture was held in partnership with the Department of Chemistry and Chemical Biology and the Preparing Future Faculty Program and featured Brian Coppola, nationally recognized educator, author, and lecturer.</p> <p>Lecture</p> <p><i>"Say, Professor, let me whitewash a little..."</i> Brian Coppola, Arthur F. Thurnau Professor, and Professor of Chemistry at the University of Michigan</p> <p>Advances in understanding teaching and learning point to what needs to be done, but do not always address a critical reality: how can complex teaching and education research actually get done by mainstream faculty members whose primary focus is disciplinary research? Our answer is drawn from the lesson that the science faculty borrowed from Tom Sawyer 60 years ago: we educate new scholars by collaborating with them, as students, getting them to work on our big ideas. Our simple question is whether what is true for big research ideas can apply to big teaching ideas, by working with the students who intend to become faculty members – and intentionally preparing them for both research and education. Broadening the preparation of future faculty, as it turns out, is a critically neglected underpinning of the Scholarship of Teaching and Learning.</p> <p>An open house and reception in the Center for Teaching and Learning was held immediately following Dr. Coppola's presentation.</p> <p>For more information, go to http://ctl.iupui.edu/coppola/</p>
<p>Future Plans</p>	<p>Next year's Winter Lecture will be held on March 11, 2010 and will feature Carl Weiman, Distinguished Professor of Physics, University of Colorado and University of British and Nobel Laureate in Physics. During his career, Dr. Wieman has worked to improve undergraduate physics education with a focus on how physics is taught to non-physics majors.</p>
<p>Evidence of Progress</p>	<p>Sixty-seven faculty and students from IUPUI and area universities attended the event.</p>

1.6 Edward C. Moore Symposium

<p>Achievements</p>	<p>The 2009 <i>Edward C. Moore Symposium on Excellence in Teaching</i> was held in the Campus Center and the Riley Outpatient Center on April 2, 2009.</p> <p>Event Description</p> <p>The Edward C. Moore Symposium on Teaching Excellence is one of IUPUI's oldest public events, dating from the years of IUPUI's inception. Named in honor of Edward C. Moore, former dean of the faculties, the symposium provides an opportunity for the university community to gather around to discuss academic issues of interest to all. The theme for this year's symposium was <i>What Does IT Mean for Teaching and Learning?</i> Today's technology offers incredible opportunities to engage students in the classroom and beyond. Wikis, blogs, and social networking sites allow students to connect and collaborate in new and innovative ways. Applications such as Microsoft's Communicator and Adobe Connect can bring faculty and students together from far off locations. The symposium brought together individuals from IUPUI to consider the ways that technology is shaping teaching and learning in the classroom and beyond.</p> <p>Nine concurrent session and eight poster sessions highlighted the event with faculty presenters representing 10 schools and Indiana University Purdue University Columbus and staff from UITS and the Testing Center. This year's keynote speaker, John Seely Brown, visiting scholar, University of Southern California and the Deloitte Center for Edge Innovation, discussed Learning in the Digital Age and how learning ecologies are influencing teaching and learning and underscoring the technological shift underway in the lives of college students. Sarah Robbins, director of emerging technologies, Kelley School of Business, served as the event's plenary speaker and presented <i>The Seven Deadly Sins of Technology in Higher Education: Exposing our Crimes Against the Future</i>, which discussed what has blocked our ability to adopt or reject technology in an agile fashion and the conflicts that technology can create in higher education.</p> <p>The event was cosponsored by the Center for Teaching and Learning, University Information Technology Services (UITS), IU School of Medicine Office of Faculty Affairs and Professional Development, and Faculty Colloquium on Excellence in Teaching (FACET).</p> <p>Program</p> <p>Keynote Address</p> <p><i>Learning in the Digital Age</i> John Seely Brown, visiting scholar, University of Southern California and the Deloitte Center for Edge Innovation</p> <p>Plenary Session <i>The Seven Deadly Sins of Technology in Higher Education: Exposing our Crimes Against the Future</i> Sarah Robbins, director of emerging technologies, Kelley School of Business</p> <p>Concurrent Sessions</p> <p><i>Shakespeare Goes Online: An English Department Strives to Build Successful Learning Communities in Online Courses</i> Megan Musgrave, School of Liberal Arts</p>
----------------------------	---

Lynn Jettpace, School of Liberal Arts
Brian McDonald, School of Liberal Arts

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

Assessing Podcasting as a Learning Strategy
Mary Alice Ball, School of Information and Library Science
Sharon Stoten, School of Nursing
Kathy Lay, School of Social Work
Kate Thedwall, School of Liberal Arts
Connie Justice, School of Engineering and Technology
Suzan Stamper, School of Liberal Arts

Web 2.0 Tools and Their Impact on the Quality of Interdisciplinary Teaching and Learning
Jake Chen, School of Informatics
Owen Dwyer, School of Liberal Arts
Richard Edwards, School of Informatics
Jennifer Stewart, School of Informatics

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

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

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

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

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

Poster Sessions

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

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

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

	<p><i>Integration is the King in New Media Education</i> Edgar Huang, School of Informatics,</p> <p><i>Overcoming Traditional Technology Failures When Teaching Online</i> Johannah Casey-Doecke, School of Physical Education and Tourism Management</p> <p><i>E-Books: Overcoming Student and Instructor Resistance</i> Katherine Wills, English, IUPUC</p> <p><i>Teaching Online Learning Offline: Effective Use of Information Technology</i> Carolyn Gentle-Genitty, School of Social Work,</p> <p><i>Using IT and Interactive Multimedia in Health Education for Adolescents</i> Joseph Defazio, School of Informatics</p> <p>Planning Committee Jennifer Beasley, Chair Eugenia Fernandez Sharmin McGown Randy Newbrough Nicole Powell Debra Runshe Terri Tarr</p>
Future Plans	<p>Preparations for the 2010 Edward C. Moore Symposium are already underway. The event will be held on Thursday, March 4 in the IUPUI Campus Center. The Call for Proposals will be issued in November 2009. The 2010 keynote speaker will be Eric Mazur, Ph.D., the Balkanski Professor of Physics and Applied Physics at Harvard University. Dr. Mazur in his talk <i>The Interactive Learning Toolkit: Technology and the Classroom</i> will be discussing the lack of interaction in large lecture courses and how it is to blame for many problems facing these course and ways he has developed and fostered interactions into large courses. Current 2010 symposium cosponsors include the Center for Teaching and Learning, University Information Technology Services (UITS), IU School of Medicine Office of Faculty Affairs and Professional Development, and Faculty Colloquium on Excellence in Teaching (FACET).</p>
Evidence of Progress	<p>One hundred seventeen participants attended the Edward C. Moore Symposium.</p> <p>Overall comments about the symposium were positive with 92% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the symposium was useful to their professional work. A total of 55 individuals completed the online survey.</p>

1.7 Center for Teaching and Learning Workshops

Achievements	<p>Seventy-six workshops/Web seminars were offered during 2008-2009.</p> <ol style="list-style-type: none">1. Adobe Acrobat Connect: Create a Virtual Classroom2. Adobe Connect Overview3. CLN Oncourse & Online Tools4. Collaborative Learning: Techniques in Active Learning5. Collecting and Using Faculty Evaluation Data6. Create Dynamic Lectures using Clickers7. Developing Strategies to Assess Student Learning8. Discover Oncourse's New Lesson Builder Tool9. Documenting Your Teaching10. Does Your Online Course Meet the Standards11. Electronic Portfolios: IUPUI's ePortfolio12. Engaging and Motivating College Students13. ePort Symposium14. ePortfolio Kickoff Workshop15. Ethical Issues in SoTL16. Getting Started in Oncourse CL17. Getting Started with Instructional Podcasting18. Getting Started with Oncourse19. Getting Started With Student Learning Assessment20. Grant Writing & SoTL21. Helping Our Students Discover What Learning Is22. Information Graphics: Visual Storytelling23. Instructional Podcasting24. Integrating Library Resources into Oncourse25. Integrating Newspapers into the Classroom26. IUPUI ePortfolio Spring 2009 Symposium27. Keys to Appropriate Research Design28. Let's Create! A Recipe for Online Presentations29. Let's Create: A Recipe for Online Presentations30. Let's Create Workshop31. Let's Talk Teaching32. Let's Talk Teaching: Creating Social Presence33. Let's Talk Teaching: Effective Lecturing34. Let's Talk Teaching: Integrating Multiculturalism35. Let's Talk Teaching: Simulations in the Classroom36. Let's Talk Teaching: CONNECTing with Students37. Making Oncourse Assignments and Gradebook Work38. Making the Most of Your Oncourse Course39. Meta-what? Today's First-Year Students40. Oncourse CL: Making Assignments and Gradebook Work41. Oncourse CL: Wrapping Up Your Semester42. Oncourse the Basics43. Oncourse: The Basics44. Podcasting Tech Camp Part 1: Audio Podcasting45. Podcasting Tech Camp Part 2: Video Podcasting
---------------------	--

	<p>46. Promoting Academic Honesty with Turnitin.com 47. Promoting Academic Integrity with Turnitin.com 48. Proposal Writing Workshop for NSF/DUE Programs 49. Published Instruments to Assess Student Learning 50. Raise the Bar: Lower Expectations, Higher Learning 51. Recording: Let's Talk Teaching: Effective Lecturing 52. Recording: Let's Talk Teaching: Integrating Multiculturalism 53. Reel Quick Instructional Video Tech Camp 54. Reel Quick Instructional Video: Part 1 55. Reel Quick Instructional Video: Part 2 56. Reel Quick Instructional Video: Part 3 57. Shaping a SoTL Question 58. SoTL Publication and Faculty Roles and Rewards 59. Strategies for Teaching Unprepared Students 60. Strategies to Help First-Year Seminar Instructors 61. Teaching Strategies to Rekindle Your Enthusiasm 62. Teaching Tools for Web 2.0 63. To Your Door Workshop: IUSON Classroom Assessment Techniques 64. To Your Door Workshop: SOE Camtasia Studio 6 Basics 65. To Your Door Workshop: Dealing with Difficult Students* 66. To Your Door Workshop: SOCW: Rubrics 67. To Your Door Workshop: IUSON Clickers in Classroom 68. To Your Door Workshop: Effective Collaborative Writing Projects 69. To Your Door Workshop: Flip video workshop 70. To Your Door Workshop: IUPUI's ePortfolio 71. To your Door Workshop: Peer Review of Teaching* 72. To Your Door Workshop: Interpreting Student Evaluations* 73. Unlocking the Possibilities, Content Area Readings 74. Utilizing Interactive Classroom Activities 75. Visually Stimulated or Visually Literate? 76. What Do Learning Styles Have to Do with Learning? 77. What Faculty Members Need to Know About Retention 78. Windows Vista - Is it really that different? 79. Winter Doldrums? Motivating Yourself and Students</p> <p style="text-align: center;">*Attendance not included in event totals</p>
<p>Future Plans</p>	<p>For 2009-2010 CTL will once again offer a variety of workshops and Web seminars on teaching and instructional technology topics. A sampling of planned workshops include:</p> <ul style="list-style-type: none"> • Creating Online Learning Activities • Developing Effective Classroom Assessments • Exploring Advanced Tools in Oncourse • Exploring New Features in Oncourse • Getting Started with Oncourse • Introduction to the Principles of Undergraduate Learning • Let's Create! A Recipe for Online Presentations • Let's Talk Teaching: Common Theme • Let's Talk Teaching: Motivating Students • Let's Talk Teaching: Using Podcasts for Learning

	<ul style="list-style-type: none"> Let's Talk Teaching: Web 2.0 Storytelling Teaching and Assessing PULs <p>The CTL will continue to offer workshops on request of schools and departments and address any needs that may be determined by CTL work with faculty.</p>
Evidence of Progress	In 2008-2009, 79 workshops were held with a total attendance of 1378 at 76 of those workshops (attendance data not available for three workshops). Average attendance was just over 18 participants per workshop. This was an increase from 2007-2008 when 54 workshops were held with a total attendance of 842 with an average attendance of 16 participants per workshop.

1.8 Center for Teaching and Learning Consultations

Achievements	During 2008-2009 the following consultations were entered into the database by Center for Teaching and Learning staff. Major topics and the frequency of attendance at consultations were tracked as follows:	
	Topics of Center for Teaching and Learning Consultations*	2008-2009
	Oncourse CL	362
	Classroom Observations	42
	ePort	54
	Grant Support	36
	Online Teaching	135
	Portfolio Development	12
	Small Group Instructional Diagnosis	8
	Technology - general	454
	Teaching Topics/Pedagogy	165
	Information Resources	1
Other	467	
* topics were tracked as either the primary or secondary focus of the consultation		
Frequency of Attendance at CTL Consultations	2008-2009	
Attended 1 consultation	201	
Attended 2-3 consultations	134	
Attended 4-5 consultations	46	
Attended more than 5 consultations	66	
Future Plans	The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.	
Evidence of Progress	In the 2009 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 97.7% satisfaction rate with an average rating of 4.22 on a 5 point scale. This was an increase over the 2008 survey results which showed a 93.1% satisfaction rate with an average rating of 4.13 on a 5 point scale.	

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

2.1 Gateway Initiatives

<p>Achievements</p>	<p>The Gateway Scholars Program was created in 2004 specifically to support course coordinators and Gateway instructors in their efforts to find new ways to improve teaching and learning. In 2008, the administration of the program was transferred to University College, but since that time CTL has continued to be a collaborating partner for the events. In 2008-2009, the program involved three half-day workshops, each of which were offered two times. Additional workshops and Web seminars focused on the needs of faculty teaching first year courses were held.</p> <p>The Gateway Scholars program offered the following half-day workshops.</p> <ul style="list-style-type: none"> • <i>Engaging and Motivating College Students</i> Anastasia Morrone, associate dean of learning technologies, Indiana University, and associate professor of educational psychology, Indiana University School of Education, IUPUI June 2, 2009, 1:00 pm – 4:30 pm June 3, 2009, 9:00 am – 12:30 pm • <i>Collaborative Learning: Techniques in Active Learning</i> Joan Middendorf, associate director of Campus Instructional Consulting Center and adjunct professor of higher education and administration at Indiana University Bloomington June 9, 2009, 1:00 pm – 4:30 pm June 10, 2009, 9:00 am – 12:30 pm • <i>Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education</i> Kathleen F. Gabriel, assistant professor, professional studies in education department, California State University, Chico. June 16, 2009, 1:00 pm – 4:30 pm June 17, 2009, 9:00 am - 12:30 pm <p>In addition to the Gateway Scholars workshops, the following events targeting Gateway faculty were cosponsored by CTL in collaboration with the Gateway to Graduation Program which is part of University College.</p> <ul style="list-style-type: none"> • Helping Our Students Discover What Learning Is • Meta-what? Today's First Year Students • Raise the Bar: Lower Expectations, Higher Learning • Strategies to Help First-Year Seminar Instructors • Teaching Strategies to Rekindle Your Enthusiasm • Utilizing Interactive Classroom Activities • Visually Stimulated or Visually Literate? • What Do Learning Styles Have to Do with Learning? • What Faculty Members Need to Know About Retention
----------------------------	--

	<ul style="list-style-type: none"> • Winter Doldrums? Motivating Yourself and Your Students
Future Plans	The Center for Teaching and Learning will continue to cosponsor the Gateway program in various capacities.
Evidence of Progress	<p>A total of 230 participants attended the Gateway Scholar workshops. Overall comments about the workshops were positive with</p> <ul style="list-style-type: none"> • 95.6% of participants responding that they either strongly agreed or agreed that the information presented during the <i>Engaging and Motivating College Students</i> workshop was useful to their professional work. • 98.3% of participants responding that they either strongly agreed or agreed that the information presented during the <i>Collaborative Learning: Techniques in Active Learning</i> workshop was useful to their professional work. • 98.4% of participants responding that they either strongly agreed or agreed that the information presented during the <i>Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education</i> workshop was useful to their professional work.

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

Achievements	<p>CTL Contributions to ePortfolio initiative:</p> <ul style="list-style-type: none"> • Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative: <ul style="list-style-type: none"> ✓ ePortfolio Kickoff Workshop, October 3, 2008 (23 participants) ✓ ePort Symposium, November 21, 2008, (24 participants) ✓ Electronic Portfolios: IUPUI's ePortfolio, February 27, 2009 (25 participants) ✓ ePortfolio Spring 2009 Symposium, May 8, 2009, (24 participants) • CTL staff provided over 110 hours of individual consultation to faculty members working with ePortfolio. • CTL staff supported seven active Integrated Department Grant projects in 2008-2009. • CTL staff presented or co-presented seven external presentations on IUPUI's ePortfolio
Future Plans	<p>Efforts for 2009-2010 will focus on</p> <ul style="list-style-type: none"> • In collaboration with the ePortfolio Initiative, continuing to increase faculty development programming, with emphasis on PULs and 2012 preparation. • Expanding ePortfolio expertise within CTL to support growing numbers of faculty

	ePortfolio users.
Evidence of Progress	Increased the number and variety of workshops offered to faculty and received an excellent response. Offered an introduction to ePort workshop that filled within 24 hours of the first announcement.

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

4.1 Jump Start into Online Course Development Program

Achievements	<p>Supporting Online Course Development</p> <p>The 2009 Jump Start into Online Course Development Program supported ten faculty members in their online course development. Since 2003, a total of 93 faculty members have been supported through the Jump Start program. CTL staff involved in the program made presentations about the IUPUI Jump Start program at the Professional and Organizational Development Network national conference and the Educause Learning Initiative Conference. In June 2009, the IUPUI Jump Start program was adapted and used to support six faculty members from the School of Public and Environmental Affairs at Indiana University Bloomington.</p> <p>Jump Start was designed to provide IUPUI and IUPUC faculty with the support, time, and resources to effectively design an online, hybrid or web enhanced course. Jump Start faculty were assisted in envisioning new ways of facilitating learning and redesigning courses to promote improved student learning and more efficient use of faculty time and resources.</p> <p>Participants in the Jump Start program attended a four-day program on best practices in online teaching, were supported by a team of instructional design and technology consultants, and had access to production support through Media Design and Production.</p> <p>A total of 20 faculty members applied for 2009 Jump Start grants. Grants were reviewed by a panel of nine IUPUI faculty members and five Center for Teaching and Learning staff members and based on reviewers' recommendations the following ten faculty members received Jump Start grants:</p> <table border="1"> <thead> <tr> <th>Name</th> <th>School</th> <th>Department</th> <th>Course</th> </tr> </thead> <tbody> <tr> <td>Gina Ammerman</td> <td>Science</td> <td>Chemistry and Chemical Biology</td> <td>FIS 205 Concepts in Forensic Science I</td> </tr> <tr> <td>Gail Bennett-Edelman</td> <td>Liberal Arts</td> <td>English</td> <td>S100 Student Success Seminar</td> </tr> <tr> <td>Beth Berghoff</td> <td>Education</td> <td>Language Education</td> <td>T531 Organizational Change in Culturally and Linguistically Diverse Schools</td> </tr> <tr> <td>Nancy Evans</td> <td>E&T</td> <td>CILT</td> <td>CIT 112 Computer</td> </tr> </tbody> </table>	Name	School	Department	Course	Gina Ammerman	Science	Chemistry and Chemical Biology	FIS 205 Concepts in Forensic Science I	Gail Bennett-Edelman	Liberal Arts	English	S100 Student Success Seminar	Beth Berghoff	Education	Language Education	T531 Organizational Change in Culturally and Linguistically Diverse Schools	Nancy Evans	E&T	CILT	CIT 112 Computer
Name	School	Department	Course																		
Gina Ammerman	Science	Chemistry and Chemical Biology	FIS 205 Concepts in Forensic Science I																		
Gail Bennett-Edelman	Liberal Arts	English	S100 Student Success Seminar																		
Beth Berghoff	Education	Language Education	T531 Organizational Change in Culturally and Linguistically Diverse Schools																		
Nancy Evans	E&T	CILT	CIT 112 Computer																		

				Information Technology Fundamentals
	Mary Ann Frank	E&T	Design and Communication Technology	INTR 204 History of Interiors and Furniture
	Lisa Hess	Medicine	Public Health	H500/P500 Philosophy and Principles of Soc/Beh Health Science
	Fredricka Joyner	IUPUC	Business	BUS Z302 Managing and Behavior in Organizations
	Bethany Neal-Beliveau	Science	Psychology	PSY B105 Introduction to Psychology as a Biological Science
	Cynthia Stone	Medicine	Public Health	P504 Health Services Administration for Public Health Professionals
	Debra Wood	Medicine	Pathology & Laboratory Medicine	PATH H101 Histotechnology I
Future Plans	The Jump Start program will not be offered in 2010. However, workshops and consultations on developing online courses will still be available to support faculty members in developing or revamping online courses.			
Evidence of Progress	<p>With the completion of the current Jump Start cohort a total of 93 courses will be completed.</p> <p>The majority of 2009 Jump Start participants responded strongly agreed or agreed (100%) with eleven (11) out of thirteen (13) survey items that measure shifts in their knowledge and skills regarding online course development. A majority of faculty strongly agreed or agreed (100%) that the program was effectively organized; and, the presenters did a good job of modeling the use of technology appropriate for online courses. As a result of attending Jump Start, a majority of faculty strongly agreed or agreed (100%) they have a better understanding of how to incorporate a variety of technology into their online course. All faculty participants (100%) responded they were very satisfied with Jump Start; would recommend the program to others; and, the program was a good investment of their time. Furthermore, the majority of Jump Start participants strongly agreed or agreed (100%) that Jump Start was a good investment for their department and IUPUI. Faculty participant responses to the pre-post knowledge survey regarding their knowledge and skill abilities across 13 domains prior to and after the Jump Start program captured positive gains. Faculty participant responses to a pre-post attitude survey captured positive attitudinal change on eleven (11) out of twelve (12) survey items. One survey item measured no change. As a result of implementing a new systematic evaluation approach informed by return on investment (ROI) methodology, the comprehensive long-term evaluation currently underway will answer questions of varying levels of impact in an effort to:</p> <ol style="list-style-type: none"> 1) Determine the extent to which a desired hierarchy of participant outcomes is attained; and, 			

	<p>2) Effects of the Jump Start program on participants, as well as longer-term outcomes associated with quality online instruction that positively impacts students' learning; increased accessibility; and, a return on investment to the larger IUPUI campus for its investment(s) in online course (re)design.</p>
--	--

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

<p>Achievements</p>	<p>The IUPUI campus is becoming widely known for its innovative learning environments. The Center for Teaching and Learning provides leadership and administrative support to the campus learning environments committee, which helps with renovation and creation of formal and informal learning spaces on campus. During the last five years, the planning of new construction and renovation of existing spaces in IUPUI buildings has expanded in shared corridors, lobbies, outdoor spaces, and clearly state, "Learning happens here."</p> <p>This year the Learning Environments Committee (LEC) put out a call for proposals for the first time, both as a means to further explore campus needs, and to make the selection process more transparent. The committee was pleased by the number and diversity of departments who expressed an interest and the variety of projects represented.</p> <p>After careful review of the proposals received, the Committee decided to fund the following projects for the current fiscal year. The total amount awarded was \$136,874.</p> <p>\$20,875 – Department of Psychology Resource Center \$25,000 – School of Liberal Arts Multipurpose/Performance Auditorium \$23,315 – New furnishing for BS 3006 \$18,333 – New furnishing for LD 020 \$22,000 – Community Learning Network/Union Building learning spaces – new furnishings \$20,000 – University Library international newsroom/University Library reference area \$ 7,351 – Purchase of additional desk/chair sets to further goal of meeting campus-wide classroom ADA needs</p>
<p>Future Plans</p>	<p>The Learning Environments Committee will seek a separate funding source for to repair and maintain general purpose classrooms in order to keep the focus of the Learning Environment Grants on creating informal learning spaces on campus.</p>
<p>Evidence of Progress</p>	<p>Interest in creating innovative learning spaces remains high. Sixteen Learning Environment Grant proposals were received. Seven were funded.</p>

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

5.1 Multicultural Teaching and Learning Institute: Supporting Student Success in a Diverse World

<p>Achievements</p>	<p>The <i>Multicultural Teaching and Learning Institute</i> (MTLI) has been held annually since 2006. The <i>Multicultural Teaching and Learning Institute: Supporting Student Success in a Diverse World</i> was held on April 23, 2009 in University Library.</p> <p>Event Description</p> <p>The Multicultural Teaching and Learning Institute (MTLI) addressed several questions to help faculty bridge the gap between multicultural issues and internationalization. Diversity is a broad term that includes both domestic diversity and international diversity, and the MTLI provided faculty and staff with research-based presentations focused on enhancing inclusivity and encouraging engagement with diversity in the classroom. Concurrent session topics included interacting inclusively with our diverse students and practical strategies for integrating inclusiveness in the classroom. Attendees also had the opportunity to hear IUPUI student perspectives and watch the theater troupe, Act Out, perform an interactive session to help attendees explore diversity issues that may affect their courses.</p> <p>Program</p> <p>Keynote Address</p> <p><i>Collaboration Between Internationalism and Diversity Offices</i> Brian K. Bridges, vice-provost for diversity, access and equity, Ohio University</p> <p>Addressed collaboration between campus internationalism and diversity offices to promote student learning outcomes and increased intellectual and economic efficiencies for the 21st century and beyond.</p> <p>Plenary Sessions</p> <p><i>Student Voices: Video and Panel</i></p> <p><i>ACT Out Ensemble: Interactive Theatre Exploring Diversity in Teaching</i></p> <p>Concurrent Sessions</p> <p><i>Multicultural Teaching: Barriers and Recommendations from an IUPUI Interdisciplinary Faculty Survey</i> Silvia M. Bigatti, Department of Psychology, School of Science Gina Sanchez Gibau, Department of Anthropology, School of Liberal Arts Jennifer Springer-Thorington, Department of English, School of Liberal Arts Dawn Michele Whitehead, Office of International Affairs</p> <p><i>Cultivating Collaboration: Practical Measures</i> Brian K. Bridges, vice-provost for diversity, access and equity at Ohio University</p> <p><i>Diverse Teaching Pedagogy: Creating Cultural Safety in the Classroom</i> Khadija Khaja, School of Social Work</p>
----------------------------	--

	<p>Kathleen S. Grove, Office for Women Jennifer Springer-Thorington, Department of English, School of Liberal Arts Najja N. Modibo, Department of Sociology, and African Studies, School of Liberal Arts Marva Augustine, School of Social Work</p> <p><i>Creating a Multicultural Teaching Philosophy</i> Mona Kheiry, Center for Teaching and Learning</p> <p>This event was cosponsored by the Center for Teaching and Learning; the Community of Practice on Multicultural Teaching; the Community of Practice on Understanding Society and Culture; the Office for Diversity, Equity, and Inclusion; the Office for Women; and the Office of International Affairs.</p> <p>For more information, see the event Web site at http://ctl.iupui.edu/mtli/index.html</p> <p>Planning Committee</p> <p>Mona Kheiry, Chair Jennifer Beasley Kathleen Grove Mary Price Terri Tarr Dawn Whitehead</p>
Future Plans	<p>The 2010 MTLI will be held on February 11 and have a theme of <i>Gender Matters</i> (Women, GLBT, African-American males). The keynote speaker will be Dr. Matthew Ouellett, Director of Center for Teaching at University of Massachusetts Amherst.</p>
Evidence of Progress	<p>Online evals were given. 61 attendees 30 attendees completed the survey. 40% strongly agreed; 60% agreed.</p> <p>Sixty-one participants attended the Multicultural Teaching and Learning Institute.</p> <p>Overall comments about the institute were positive with 100% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the institute was useful to their professional work. A total of 30 individuals completed the online survey.</p>

APPENDIX A: Center for Teaching and Learning Publications

- Bentley A.K., Hoch M.A, Russell C.B., **Varma-Nelson P.**, & Weaver G.C. (under review). Adapting peer-led team learning to the research-based laboratory environment. *Journal of College Science Teaching*.
- DeWolff, D. K., & **Tarr, T. A.** (2010). *Study guide for Kail and Cavanaugh's Human Development: A Life-Span View* (5th ed.). Belmont, CA: Wadsworth.
- Eberlein, T., Kampmeier, J., Minderhout, V., Moog, R., Platt, T., **Varma-Nelson, P.**, & White, H., (2008). Pedagogies of Engagement: A comparison of PBL, POGIL and PLTL. *Biochemistry and Molecular Biology Education*, 36(4), 262-273.
- Gafney, L., & **Varma-Nelson, P.** (2008). *Peer-Led Team Learning: Evaluation, dissemination and institutionalization of a college level initiative*. Dordrecht, The Netherlands: Springer.
- Gosser, D., Kampmeier, J., & **Varma-Nelson, P.**, (in press). Peer-Led Team Learning. *Journal of Chemical Education*.
- Huang, X., Hsiao, E., **Runshe, D.**, & Lunce, L. (2009). Faculty use and perception of blog activities for instruction. In *Proceedings of Society for Information Technology and Teacher Education International Conference 2009* (pp. 1892-1897). Chesapeake, VA: AACE.
- Kampmeier, J. A., **Varma-Nelson, P.** (2009). Peer-Led Team Learning; Organic Chemistry. In Pienta, N.; Cooper, M.M.; Greenbowe, T. (Eds.), *Chemists' Guide to Effective Teaching, Vol.2. Chapter 9, 122-14*. Upper Saddle River, NJ: Prentice Hall.
- Lunce, L., **Runshe, D.**, Hsiao, E., & Huang, X. (2009). Strategies for using simulation as a vehicle to manage cognitive load. In *Proceedings of Society for Information Technology and Teacher Education International Conference 2009* (pp. 1492-1496). Chesapeake, VA: AACE.
- Weaver G.C., Wink D.J., **Varma-Nelson, P.**, & Lytle F.E., (2008) Integrating Research into the Curriculum: Using Laboratory Modules to Engage Faculty and Students. In Boyd, M.K. & Wesemann, J.L., *Broadening Participation in Undergraduate Research: Fostering Excellence and Enhancing the Impact*. Washington DC: Council on Undergraduate Research.
- Wilson, K., Crowe, M., **Singh, J.**, Stamatopolos, A., Rubens, E., Gosney, J. (2009). Using electronic portfolios to measure student gains from mentored research. *CUR Quarterly*, 29(3), 26-32.

APPENDIX B: Center for Teaching and Learning Grant Writing

Internal

IUPUI Multidisciplinary Undergraduate Research Institute (MURI). Cyber Peer-Led Team learning (cPLTL), **\$13,100 Varma-Nelson, P., Janke, T., & Newbrough, R.**, Summer 2009. Three students were hosted by CTL

External

NSF, Office of International Science and Engineering(OISE)- Partnerships for International Research and Education (PIRE), “International Collaboration to Develop the Infrastructure for Intelligent Mechatronics Assistance Network (iMAN) for Health-Care”, Yingzi Du, Co-PI(s):**Pratibha Varma-Nelson**, Vincent Duffy, February, 26, 2009, Susan Sutton, Stanley Chien, Not invited to submit a full proposal.

NSF, CCLI Type I “Development of cPLTL” , **\$200,000**, May 21 submitted, Pratibha Varma-Nelson, Co-PIs **Randy Newbrough, Lorie Shuck, Tom Janke**, Lin Zhu, Jessica Blackerby. Under review.

NSF, CCLI Type I Special Project “The Role of Centers for Teaching and Learning in Improvement of Undergraduate Engineering Education” **\$97, 000, Pratibha Varma-Nelson**, Co-PI **Terri Tarr**. Under review.

NSF, Structural and Biochemical Studies of PKR activator PACT
Gaya Amarasinghe/CAREER, Iowa State University, **Pratibha Varma-Nelson**, Consultant on education portion of the proposal, under review.

NSF, “Bioscience Pathways Network” Math Science Partnership,\$12,500,000, Subah Packer, **Pratibha Varma-Nelson**, Robert Yost and Joshua Smith from IUPUI. Under preparation. Due August 20, 2009.

NSF, Professional Science Masters Program, Uday Sukhatme, Bill Bosran, Simon Rhodes, **Pratibha Varma-Nelson**, Sonal Sanghani. Under preparation

NSF, “Bioscience Pathways Network” Math Science Partnership-Subah Packer, **Pratibha Varma-Nelson**, Robert Yost and Joshua Smith from IUPUI. Under preparation. Due August 20, 2009.

APPENDIX C: Center for Teaching and Learning External Presentations

- Beasley, J.** (2009, June). *Teaching 101: Fundamentals in the classroom*. Presented at the Preparing Future Faculty Summer Institute, Indianapolis, IN.
- Beasley, J.** (2008, November). *Getting feedback from students to inform your teaching and improve students' learning*. Presented at the Junior Faculty Forum and Beyond: Navigating the Road to Success in the Academy, Indianapolis, IN.
- Beasley, J., Janke, T., & Tarr, T.** (2008, October). *Jump start: A tapestry of online course design and technology*. Presented at the Professional and Organizational Development Network National Conference, Reno, NV.
- Gosney, J. & **Ward, L.** (2008, July). *Enhancing OSP for programmatic and institutional assessment*. Presented at the 2008 Sakai Conference, Paris, France.
- Gosney, J. & **Ward, L.** (2008, July). *Implementing ePortfolio: Challenges and opportunities*. Presented at the 2008 Sakai Conference, Paris, France.
- Gosser, D. K., Kampmeier J.A., & **Varma-Nelson, P.** (2008, November). *Peer-led Team Learning*. Presented at the Northeastern Section of the American Chemical Society, James Flack Norris Award Presentation 2008, Brandeis University, MA
- Hamilton, S., & **Varma-Nelson, P.** (2008, October). *Going for the gold*. Presented at the Assessment Institute, Indianapolis, IN.
- Huang, X., Hsiao, E., **Runshe, D.**, & Lunce, L. (2009, March). *Faculty use and perception of blog activities for instruction*. Paper presented at 2009 Society for Information Technology & Teacher Education (SITE) Conference, Charleston, SC.
- Kahn, S., Scott, S., & **Runshe, D.** (2009, May) *IUPUI's ePortfolio*. Presented at the Career Services Council meeting, Indianapolis, IN.
- Kahn, S. & **Ward, L.** (2008, July). *Navigating the shoals of OSP implementation*. Presented at the 2008 Sakai Conference, Paris, France.
- Kheiry, M.** (2008, November). *Teaching strategies and course design*. Presented at the Junior Faculty Forum and Beyond: Navigating the Road to Success in the Academy, Indianapolis, IN.
- Lunce, L., **Runshe, D.**, Hsiao, E., & Huang, X. (2009, March). *Strategies for using simulation as a vehicle to manage cognitive load*. Paper presented at 2009 Society for Information Technology & Teacher Education (SITE) Conference, Charleston, SC.
- Newbrough, J. R. (2008, May). *Can't we all just get along? Working together to create faculty development opportunities*. Presented at the SEED 2009 Conference, Findlay, OH.
- Palmer, M., McDaniel, R., **Tarr, T.**, & Weissinger, P. (2009, June). *Power up your pedagogy: Teaching tech-savvy millennials*. Presented at the Teaching Professor Conference, Washington, DC.
- Runshe, D.** (2009, June). *Evaluating your online course*. Presentation for Jump Start Intensive Program at Indiana University, Bloomington, IN.

- Runshe, D.** (2009, June). *Defining course goals and learning objectives*. Presentation for Jump Start Intensive Program at Indiana University, Bloomington, IN.
- Runshe, D.** (2009, June). *Introduction to course design*. Presentation for Jump Start Intensive Program at Indiana University, Bloomington, IN.
- Runshe, D.** (2009, May). *Defining course goals and learning objectives*. Presentation for Jump Start Intensive Program at Indiana University – Purdue University Indianapolis, Indianapolis, IN.
- Runshe, D.** (2009, May). *NSF ePortfolio*. Presentation for external partners of NSF grant recipients at Indiana University – Purdue University Indianapolis, Indianapolis, IN.
- Runshe, D. & Porter P.** (2009, March). *Strategies for engaging students in the classroom*. Presentation at spring 2009 Junior Faculty Forum and Beyond: Navigating the Road to Success in the Academy at Butler University, Indianapolis, IN.
- Singh, J.** (2008, July). *Shining a light into the black box: The power and potential of evaluability assessment*. Presented to the Indiana Evaluation Association, Indianapolis, IN
- Tarr, T., & Janke, T.** (2009, January). *Jump Start: Evaluating a team-based online course development program*. Presented at the Educause Learning Initiative Annual Meeting, Orlando, FL.
- Tarr, T., & Turner, R.** (2008, October). *New faculty orientation: Weaving it throughout the academic year*. Presented at the Professional and Organizational Development Network National Conference, Reno, NV.
- Varma-Nelson, P.** (2009, March). *Peer-led team learning*. Presented at the American Chemical Society National Meeting, Salt Lake City, Utah.
- Varma-Nelson, P.** (2009, April). *Peer Leaders: Future Noyce Scholars?* Presented at the Midwest Noyce Conference, Indianapolis, IN.
- Varma-Nelson, P.** (2009, June). *Pedagogies of Engagement in Science; A comparison of PBL, POGIL and PLTL*. Presented at the Republic Polytechnic Institute, *What are we learning about Learning?* 2nd International PBL conference, Singapore.
- Varma-Nelson, P., Murphree S.S., and Lang, C.** (2009, March). *Peer-Led Team Learning: Bringing the research model (of teaching) to the classroom*. Presented at the Physics Teachers Education Coalition meeting, Pittsburgh, PA.
- Varma-Nelson P.** (2009, March). *Gathering and Analyzing Data*. NSF STEP PI meeting, Washington DC.
- Varma-Nelson P.** (2009, March). *Leveraging your STEP Project*. NSF STEP PI meeting, Washington DC.

APPENDIX D: Courses Taught by CTL Staff

CTL Staff Member	Course Name	Course #	Students	Semester
Tom Janke	Using a Personal Computer	CIT 106	25	Fall 2008
Tom Janke	Podcast Music Techniques	E536/Z320	8	Spring 2009
Lorie Shuck	Programming Concepts	CSCI N201	13	Summer II 2008
Lorie Shuck	Programming Concepts	CSCI N201	54	Fall 2008
Lorie Shuck	Programming Concepts	IUPUC CSCI N201	3	Fall 2008
Lorie Shuck	Programming Concepts	CSCI N201	49	Spring 2009
Lorie Shuck	Programming Concepts	IUPUC CSCI N201	6	Spring 2009
Lorie Shuck	Programming Concepts	CSCI N201	25	Summer I 2009
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Fall 2008
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Spring 2009
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Summer 2009
Lynn Ward	Using a Personal Computer	CIT 106	23	Fall 2008

APPENDIX E: 2008-2009 Unique and Total Consults, Unique and Total Event Attendance, and Unique Clients by School/Campus Affiliation

Unit	Unique Consults	Total Consults	Unique Event Attendance	Total Event Attendance	Unique Clients
ADMIN	48	133	95	197	105
BUS	9	17	19	35	24
Clarian	0	0	1	1	1
CLN	6	12	14	22	17
DENT	11	13	45	103	46
E&T	50	134	71	132	96
EDUC	22	71	28	61	39
HERR	3	4	12	18	13
INFO	8	12	21	42	24
IPFW	0	0	21	28	21
IU	7	10	0	0	7
IUB	2	7	24	32	23
IUE	1	1	19	27	19
IUK	0	0	10	13	10
IUNW	0	0	6	6	6
IUPUC	6	17	21	41	25
IUS	0	0	2	3	2
IUSB	0	0	16	20	15
IUSM	39	136	100	193	123
IUSON	30	90	63	102	75
JOUR	-	-	2	2	2
LAW	3	10	17	40	18
LIBA	75	418	138	294	165
LIBR	6	12	21	47	24
None Needed	1	1	34	34	35
PETM	18	63	26	60	34
SCI	42	156	79	187	96
SHRS	9	19	13	28	18
SLIS	7	19	8	10	11
SOCW	22	102	52	109	61
SPEA	15	50	14	35	23
UCOL	6	20	8	8	12
UITS	0	0	1	2	1
Unknown	4	6	26	33	24
TOTAL	450	1533	1024	1964	1214

APPENDIX F: 2008-2009 Response to Questions for Administrative Units Additional Question

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

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