

Center for Teaching and Learning

Annual Report 2011-2012

IUPUI

**CENTER FOR
TEACHING AND LEARNING**

**INDIANA UNIVERSITY-PURDUE UNIVERSITY
INDIANAPOLIS**

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Introduction

This Annual Report from the IUPUI Center for Teaching and Learning (CTL) will address activities from July 1, 2011, through June 30, 2012. It begins with highlights of the year; then reports data on the number of consultations and event participation; and, finally, provides details about events and programs offered by the CTL.

Vision

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

Mission

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

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

Academic Affairs
University Information Technology Services (UITS)
University Library (UL)

Highlights Report

The 2011-2012 year was one marked by a number of collaborations. The Center for Teaching and Learning (CTL) collaborated with several IUPUI programs, departments and schools including the IU School of Medicine, University College and Confucius Institute. During the year the center also hosted and provided consultation services to a number of national and international institutions.

Teaching and Learning

- The CTL brought to campus nationally and internationally known speakers. In September 2011, Jean-luc Doumont spoke to IUPUI faculty and staff about selecting the right graphs to explain research data. Darrell G. Kirch, M.D., president and chief executive officer of the Association of American Medical Colleges (AAMC), was the speaker of the CTL Winter Lecture Series. Kirch argued that there has never been a better time to fundamentally redesign the health care system. However, in order for academic medicine to play a leadership role in this redesign of health care it will need to make transformational changes in how it meets its missions of education, research, clinical care, and community engagement. Michael Wesch, Coffman Chair for University Distinguished Teaching Scholars Associate Professor of Cultural Anthropology, and 2008 CASE/Carnegie U.S. Professor of the Year for Doctoral and Research Universities presented the keynote address at March 2, 2012 Edward C. Moore Symposium on Excellence in Teaching.

<http://ctl.iupui.edu/winterSeries/2011/kirch/index.html>

<http://ctl.iupui.edu/ecmoore/>

- Recipients of the first round of Curriculum Enhancement Grants (CEG) wrapped up projects and presented their findings at the fall 2011 inaugural CEG Symposium. The purpose of the CEG is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPU Columbus. In the second round of grants 11 projects and \$84,000 was awarded in matching grants to faculty representing nine schools. Jay Siegel, professor and chair of the Department of Chemistry and Chemical Biology provided the keynote address *Forensic Science Education: Golden Opportunities for Critical Thinking and Interactive Learning* for the event.

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

- Through the awarding of small grants, the Learning Environments Grant supports the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students. During the 2011-12 year \$154,544 was awarded to eight projects. These projects included: furniture for two general use classrooms, a conversion of a two classrooms to a Student-Centered Active Learning Environment for Undergraduate Programs (SCALE-UP), a learning space for students to receive assistance with introductory physics courses, renovation of two classrooms that support approximately 3,450 writing and literacy students per year, a musculoskeletal learning lab to serve two physical education courses, and an enhanced collaborative learning space for IUPU Columbus students.

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

Research, Scholarship, and Creative Activity

- During the 2011-2012 academic year, the Next Generation Learning Challenge (NGLC) program, managed by EDUCAUSE, provided the center funding to scale and study the transportability of NSF funded cPLTL model of teaching developed at the CTL under the guidance of Pratibha Varma-Nelson. NGLC funding has facilitated scaling and dissemination of the project's research products by engaging IUPUI in conference, publication, and collaborative activities with other institutions. In these efforts, IUPUI, Florida International University and Purdue University have acted as a consortium to expand the use of cPLTL in STEM disciplines. In June 2012, project staff at IUPUI conducted a two and a half day National Adoption Workshop to encourage and facilitate the use and measurement of cPLTL in STEM education, and to stimulate meaningful discourse and planning for wide adoption and change. The goals of the workshop were to introduce participants to: (1) PLTL pedagogy, (2) how cPLTL technology works, and (3) the use and measurement of PLTL/cPLTL instructional practices. The workshop engaged STEM faculty, education evaluators, and instructional technology staff from nine institutions including City colleges of Chicago, Prairie State college, Sinclair Community College, IUPUI, Florida International University, Martin University, Purdue University, The University of Chicago and The University of New Hampshire.

<http://ctl.iupui.edu/projects/cpltl>

- Members of the cPLTL project presented papers in several national and international conferences and talks and were invited to contribute a featured article to the Winter 2011 Educause Quarterly discussing cPLTL development and implementation.

- The Center for Teaching and Learning continues to be sought out to consult international higher education institutions and colleagues interested in creating centers for teaching and learning on their campuses. Throughout 2011-12 the center welcomed a number of visitors including delegations from Thailand, China, India, Africa, and the Middle East. In March 2012, the center hosted 37 deans, associate deans, and heads of units from China's Sun Yat-Sen University. The visiting administrators attended an intensive two-week training related to teaching and learning. The program consisted of workshops related to peer-led team learning, problem based learning, service learning, student-centered teaching, developing and assessing learning outcomes, and learning management systems. Pratibha Varma-Nelson has also been actively involved in consulting with and University of Hyderabad and Symbiosis International University both located in India and Atilim University in Turkey.

Summary of Center for Teaching and Learning Activities

During 2011-2012 fiscal year the following activities were entered by CTL staff into the database:

- The total number of unique clients (individuals who either attended an event or had a consultation with CTL) was 1439. This was a **20% decrease** over the 1,799 unique clients served during 2010-2011. See Appendix E for unique and total consults, unique and total event attendance, and unique clients by school/campus affiliation and Appendix F for clients by faculty rank.
- Total consultations numbered 1809. This was a **24% decrease** over the 2,392 consultations conducted in 2010-2011. Of these total consultations, there were 613 unique clients who received consultation services. This was a **14% decrease** over the 715 unique clients who received consultation services in 2010-2011. These numbers include both scheduled and walk-in consultations.
- There were 143 sponsored or co-sponsored events with a total of 1,966 participants. This was a **11% decrease** in number of events over the 161 sponsored events in 2010-2011. CTL sponsored or co-sponsored events were **down 19%** in total number of participants over the 2,431 participants in last year's sponsored events.
- Instances of outreach numbered 17, compared to 1 in 2010-2011. These were targeted to 51 external and 47 internal individuals for a total of 98 individuals, which represented a **21% decrease** over the 125 targeted for outreach last year.
- The Center for Teaching and Learning continues to be sought out to consult international higher education institutions and colleagues interested in creating centers for teaching and learning on their campuses. Throughout 2011-12 the center welcomed a number of visitors including delegations from Thailand, China, India, Africa, and the Middle East. In March 2012, the center hosted 37 deans, associate deans, and heads of units from China's Sun Yat-Sen University. The visiting administrators attended an intensive two-week training related to teaching and learning. The program consisted of workshops related to peer-led team learning, problem based learning, service learning, student-centered teaching, developing and assessing learning outcomes, and learning management systems. Pratibha Varma-Nelson has also been actively involved in consulting with and University of Hyderabad and Symbiosis International University both located

in India and Atilim University in Turkey.

- Forty-eight presentations were made to a total of 4,150 participants. Of the 48 presentations, 8 were delivered to 2,954 external participants. This is an **80% decrease** in the number of presentations compared to the 247 presentations conducted in 2010-2011 and a **19% increase** in the number of participants compared to the total of 3,462 participants last year. The number of presentations to an external audience was **down 68%** compared to the 25 conducted last year, with a **202% increase** in external number of participants from 979 in 2010-2011. See Appendix C for a listing of external presentations.
- Three publications were recorded (see Appendix A); CTL staff served on 31 committees outside of CTL (see Appendix C); and CTL personnel taught 12 classes (see Appendix D).

Teaching and Learning

1. Promote best practices in teaching and learning.

1.1 Curriculum Enhancement Grants

1.2 Symposia/major events for 2011-2012

1.25 Associate Faculty Orientation, August 16, 2011 and January 5, 2012

1.26 CTL Winter Lecture Darrell G. Kirch, M.D., December 1, 2011

1.27 Advancing Learning with Technology Symposium, November 4, 2011

1.28 Edward C. Moore Symposium on Excellence in Teaching, March 2, 2012

1.3 Workshops

1.4 Consultations

1.1 Curriculum Enhancement Grants

Achievements	Curriculum Enhancement Grant
	<p>The third round of Curriculum Enhancement Grants (CEG) was awarded in spring 2012. The purpose of the CEG initiative is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPU Columbus. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning.</p> <p>Example projects include but are not restricted to those that would:</p> <ul style="list-style-type: none"> • Enhance the effectiveness of courses through the use of technology. • Enhance the effectiveness of courses through adapting pedagogies of engagement (e.g., just-in-time teaching, problem-based learning, peer-led team learning, peer tutoring). • Incorporate experiential learning. • Develop innovative curricular materials or laboratory experiences. • Develop hybrid or fully online courses or sequence of hybrid or fully online courses.

- Develop a new course or sequence of courses.

Eligibility

- Open to all IUPUI and IUPU Columbus full-time faculty (tenured, tenure track, and non-tenure track).
- Associate (part-time/adjunct) faculty may be included on proposals but may not serve as the principal investigator.

Recipients of the second round of CTL's Curriculum Enhancement Grant (CEG) initiative wrapped up projects in June 2012 and will present their findings in September 2012 at the CEG Symposium. In the second round of grants, 11 projects were awarded nearly \$83,000 and involved 25 faculty members from nine schools. Awards for the third round of grants were announced in spring 2012 and funded eight projects for a total of \$74,110. The third round projects involved 22 faculty members representing five schools. All CEG funds awarded by CTL were matched by the faculty members' school or department.

2012 Funded CEG Projects

- *Psychology Undergraduate Curriculum Enhancement: Addressing Curriculum Gaps in Ethics and Diversity*, Leslie Ashburn-Nardo, School of Science;
- *Transformation of Traditional First-Year Seminars to Blended Learning*, Sarah Baker, University College and School of Medicine; Jan DeWester, University College and School of Liberal Arts; Kate Thedwall, University College and School of Liberal Arts; Michele J. Hansen, University College and School of Science; Francia Kissel, University College and School of Liberal Arts; Nathan S. Byrer, University College; and Rhonda Huisman, University Library
- *Development, Implementation and Evaluation of Pharmacology Learning Activities at the Indiana University School of Dentistry*, Karen Gregson, and Steven Blanchard, School of Dentistry
- *Developing and Assessing Online Courses for the New Technical Communication BS degree*, Marjorie Rush Hovde, Wanda Worley, Corinne Renguette, and Ellen Harley, School of Engineering and Technology
- *Bringing Clinical Teaching on the Internal Medicine Wards into the 21st Century with INSPIRE (Integrated Supportive Presentations for Internal Medicine Rotation Educators)*, Jennifer Hur, Debra Litzelman, and Curtis Wright, School of Medicine
- *How to Solve a Problem Without Solving it; Student Learning Through Connecting the Dots*, Yogesh Joglekar and Ricardo Decca, School of Science
- *Into the CAVE: Virtual Field Trips for Architectural Education*, Bekir Kelceoglu, School of Engineering and Technology
- *Family Medicine Clerkship Core Diagnoses Modules*, Scott Renshaw and Matthew Holley, School of Medicine

	For more information about the CEG initiative, see http://ctl.iupui.edu/programs/ceg.asp .
Future Plans	The Curriculum Enhancement Grants will be offered again in 2013
Evidence of Progress	The 8 projects funded in spring 2012 have a combined enrollment of approximately 11,675 students. Faculty receiving the 2011 Curriculum Enhancement Grants completed a final report in June 2012. Individuals reported that with the CEG funds they were able to create curricular material like Adobe Presenter presentations, course materials (e.g., case studies, online resource materials), videos and recordings, and online courses.

1.2 Symposia/Major Events for 2011-2012

1.21 Associate Faculty Forum

Achievements	<p>The Center for Teaching and Learning again held a fall and spring faculty development opportunity for associate faculty. After input from the planning committee the name of the event was changed from the Associate Faculty Orientation to Associate Faculty Forum to better reflect that this was a professional development event open to all associate faculty not just those new to IUPUI.</p> <p>Event Description The forums were open to both new and experienced part-time faculty members. The events, held in the evening to accommodate associate faculty schedules, featured workshops on varying topics related to teaching and learning. During the fall, a welcome session, a resource fair was held in the vestibule of University Library during which representatives from various campus departments and offices (e.g., Office of International Affairs, Gateway to Graduation Program, Counseling and Psychology Services, Writing Center) were available to answer questions.</p> <p>Fall 2011 Program The interactive sessions were led by IUPUI Faculty and CTL staff and included the following:</p> <p><i>What I Wish I Had Known: A Panel of Experienced Associate Faculty</i> Dale DePoy, associate faculty, School of Public and Environmental Affairs Tracey Jaffe, associate faculty, School of Liberal Arts Tom Sturmer, associate faculty, School of Science LaWanda Ward, associate faculty, IU School of Law-Indianapolis</p> <p><i>Promoting Academic Integrity</i> Jennifer Beasley, instructional design consultant, Center for Teaching and Learning</p>
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Writing Learning Outcomes

Sarah Lang, STEM specialist, Center for Teaching and Learning

Overview of Oncourse Tools

Lorie Shuck, instructional design consultant, Center for Teaching and Learning

Advanced Oncourse Tools

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

Engaging Students with Active Learning

Terri Tarr, associate director, Center for Teaching and Learning

Using Technology to Enhance the Learning Environment

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

Spring 2012 Program

The interactive sessions were led by CTL and University Information Technology staff and included the following:

Using Advanced Oncourse Features

Tom Janke, assistant director, Center for Teaching and Learning

Overview of Oncourse

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

Teaching Underprepared Students: Strategies for Promoting Success in the Classroom

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

What's Available? Using Classroom Technology at IUPUI

Amir Mirpoorian, University Information Technology Services

Joe Bieschke, University Information Technology Services

Approaches to Working with Challenging Students

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

Planning Committee

Jennifer Beasley, Center for Teaching and Learning

John Dawson, School of Engineering and Technology

Tracy Donhardt, School of Liberal Arts and Associate Faculty Coalition

Pat Harvey, School of Liberal Arts

Cynthia Konrad, School of Liberal Arts

Meryl Kreiger, School of Liberal Arts

Tracey Jaffe, School of Liberal Arts

Tom Sturmer, School of Science

Kate Thedwall, Gateway to Graduation Program

For more information about associate faculty programs, see

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

Future Plans	Plans are underway for the 2012-2013 academic year. The forums are scheduled for August 14 and January 3.
Evidence of Progress	<p>On August 16, 2011 65 faculty members attended the forum. This was an overall decrease of 35% from fall 2010 when 100 overall attended. Comments from the symposium were overall positive with 92.3% of respondents who either agreed or strongly agreed that the orientation was a worthwhile investment in their professional development. It should be noted that only 27 participants completed the online survey evaluating the event.</p> <p>The spring orientation took place on January 5, 2012 and 28 faculty members attended. This was a decrease of 53% over spring 2011 when 60 faculty members attended the spring 2011 forum. The majority of the 6 individuals responding (83%) indicated that this orientation was a worthwhile investment in their professional development</p>

1.22 CTL Winter Lecture, Darrell G. Kirch, M.D., president and chief executive officer of the Association of American Medical Colleges

Achievements	<p>The CTL Winter Lecture was held Thursday December 1, 2011, in the IUPUI Campus Center.</p> <p>Event Description To increase involvement of the various departments and schools and to increase discipline-based programming, the CTL Winter Lecture Series was created. The goal of this series is to bring speakers to the IUPUI campus who have made contributions to disciplinary research and conduct discipline-based education research. This year's Winter Lecture was held in partnership with the IU School of Medicine.</p> <p>Public Lecture <i>Can Anyone Fix Health Care?</i> Darrell G. Kirch, M.D., president and chief executive officer of the Association of American Medical Colleges</p> <p>Dr. Kirch discussed that the nation's political gridlock, economic outlook, and high health care spending coupled with poor outcomes have converged in an unprecedented manner presented daunting challenges for academic medical centers, while also opening a remarkable window of opportunity for them. He stated that there has never been a better time to fundamentally redesign the health care system, which stands at the epicenter of many of the nation's challenges. However, he noted that in order for academic medicine to play a leadership role in this redesign of health care, it needs to make transformational changes in how it meets its missions of education, research, clinical care, and community engagement. In particular Dr. Kirch discussed how the Indiana University School of Medicine and academic medicine at</p>
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	<p>large could respond to this leadership imperative and accomplish “true” health care reform.</p> <p>A public reception in the Campus Center was held immediately prior to Dr. Kirch’s presentation. This event was open to the public.</p> <p>In addition to the public lecture, Dr. Kirch met with faculty and staff from the IU School of Medicine involved in the school’s curriculum reform efforts.</p> <p>For more information, go to http://ctl.iupui.edu/winterseries/2011</p>
Future Plans	The next Winter Lecture is scheduled for February 7, 2013. Lauren Robel, provost, Indiana University Bloomington will be the speaker and will discuss innovations in law school pedagogy.
Evidence of Progress	<p>Sixty-two individuals attended the public event. In comparison to the spring 2011 public event that 66 attended, this year’s event saw an attendance decrease of 6%.</p> <p>Seventy-six percent of the respondents either agreed or strongly agreed that after attending the public event they had at least one new idea related to teaching/learning/medical education. Twenty-five individuals responded to the event survey.</p>

1.23 Advancing Learning with Technology Symposium

Achievements	<p>The Advancing Learning with Technology Symposium was held on November 4, 2011.</p> <p>Event Description</p> <p>Anne Massey, associate vice provost for academic affairs, Indiana University and Dean’s Research Professor, Kelley School of Business, Indiana University presented the keynote presentation. Massey discussed that in order to meet the expectations of today’s Millennial Learners faculty need to connect with students and engage them in the educational process. The focus of this presentation centered on how web 3.0 tools such as Second Life can be used to create environments that promote a more participatory form of learning. 3D virtual spaces can help enrich the educational environment through their ability to create engaging student centered experiences that might not otherwise be possible.</p> <p>Concurrent Sessions</p> <p><i>Best Practices for Mobile Tablets: Collaboration, Information</i> Willie M. Miller, University Library; Jonathan P. Rossing, School of Liberal Arts; Suzan Stamper, School of Liberal Arts; Jake Streepey, School of Physical Education and Tourism Management</p>
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	<p><i>On the (Virtual) Road: Using the Blog Tool for Experiential</i> John Gosney University Information Technology Services and School of Liberal Arts</p> <p><i>Using Adobe Connect for Role Playing Exercises in an Online Environment</i> Phil M Ouellette, School of Social Work</p> <p><i>Civility and the Use of Technology in the Classroom</i> Martin Vaughan, School of Science; Deborah Herold, School of Science; Dina David, School of Liberal Arts; and Mike Yard, School of Science</p> <p><i>Interdisciplinary Collaboration in Business Education using Second Life</i> Peggy Daniels Lee, Kelley School of Business and Kenneth Jones, Indiana State University</p> <p><i>Looking For Deeper Learning in a Cyber-Environment</i> Julianna Banks, Center for Teaching and Learning and Gina Ammerman, School of Science</p> <p>Poster Sessions</p> <p><i>Authentic Assessment and Other Evaluation Methods for Online Health Policy Course</i> Cynthia Stone, School of Medicine</p> <p><i>The Use of Haptic Technology to Advance Dental Education</i> LaQuia A. Walker, School of Dentistry-</p> <p><i>Teaching Software in an Online Course: Drawing on Lessons Learned from Teaching SmartDraw</i> Sara Anne Hook and Beth Lykins, School of Informatics</p> <p>Planning Committee Mark Alexander, chair, Center for Teaching and Learning Erich Bauer, Center for Teaching and Learning Tom Janke, Center for Teaching and Learning Randy Newbrough, Center for Teaching and Learning Lorie Shuck, Center for Teaching and Learning Terri Tarr, Center for Teaching and Learning</p>
Future Plans	Plans are already underway for the 2012 ALT Symposium, scheduled for Friday, November 9, 2012.
Evidence of Progress	Forty-eight attended the ALT Symposium. This represented a slight decrease over the 58 who attended Power Up Your Pedagogy, the event the ALT Symposium replaced. The overall comments from the symposium were positive. A total of 25 individuals completed the event survey. Most of the respondents (87%) agreed or strongly agreed that this workshop was a worthwhile investment in their professional development.

1.24 Edward C. Moore Symposium on Excellence in Teaching

<p>Achievements</p>	<p>The 2012 <i>Edward C. Moore Symposium on Excellence in Teaching</i> was held in the Campus Center on March 2, 2012</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 brings the higher education community together to examine the various instructional strategies that encourage student learning.</p> <p>Michael Wesch, Coffman Chair for University Distinguished Teaching Scholars and associate professor of cultural Anthropology at Kansas State University headlined this year's symposium with his keynote address <i>The End of Wonder in the Age of Whatever</i>. Robert Bringle, Chancellor's Professor of Psychology, Philanthropic Studies and University College and executive director, IUPUI Center for Service and Learning presented the plenary session, <i>Teaching: Quo Vadis?</i></p> <p>Twelve concurrent sessions and 34 poster presentations highlighted the event with faculty, staff, and student presenters representing 14 IUPUI schools as well University Library, 7 of 8 IU campuses, Purdue University, and Ivy Tech Community College.</p> <p>The symposium was sponsored by the Center for Teaching and Learning, the IU School of Medicine Office of Faculty Affairs and Professional Development (OFAPD), and the Faculty Colloquium on Excellence in Teaching (FACET).</p> <p>Program</p> <p>Keynote Address</p> <p><i>The End of Wonder in the Age of Whatever</i> Michael Wesch, Coffman Chair for University Distinguished Teaching Scholars and associate professor of cultural anthropology at Kansas State University</p> <p>Plenary Session</p> <p><i>Teaching: Quo Vadis?</i> Robert Bringle, Chancellor's Professor of Psychology, Philanthropic Studies and University College and executive director, IUPUI Center for Service and Learning</p> <p>Concurrent Sessions</p> <p><i>What You "Sense" is What You Learn: The Role of Observation Skills in Experiential Learning Environments</i></p>
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	<p>Mary Price, Center for Service and Learning, IUPUI Patti Clayton, Center for Service and Learning, IUPUI and PHC Ventures</p> <p><i>Implementing Problem-solving Discussion Sections in First Semester Organic Chemistry</i> Sarah Wilson, School of Science, IUPUI Pratibha Varma-Nelson, School of Science, IUPUI Robert Minto, School of Science, IUPUI Ryan Denton, School of Science, IUPUI</p> <p><i>Central Indiana STEM Talent Expansion Program (CI-STEP): Transforming Education</i> Kathleen Marrs, School of Science, IUPUI Mariah Judd, School of Science, IUPUI Jeff Watt, School of Science, IUPUI Charlie Feldhaus, School of Engineering and Technology, IUPUI</p> <p><i>Campus and Community Collaboration in the Civil Practice Clinic: Logistics and Preliminary Assessment</i> Stephanie Boys, School of Social Work, IUPUI Stephanie Quiring, School of Social Work, IUPUI Carrie Hagan, School of Law - Indianapolis</p> <p><i>Learning Opportunities: Framing Evaluation and Assessment Practices to Promote Deep Learning</i> Jonathan Rossing, School of Liberal Arts, IUPUI</p> <p><i>No More Grading Papers: Using Digital Stories to Facilitate Reflection and Demonstrate Student Learning</i> Kristin Norris, Center for Service and Learning, IUPUI Libby Laux, Center for Service and Learning, IUPUI Morgan Studer, Center for Service and Learning, IUPUI Joseph Spaulding, IUPUI Student Sarah Flores, IUPUI Student Tanya Triggol, IUPUI Student</p> <p><i>Engaging Undergraduates in the Archives: Case Study in Philanthropic Studies</i> Julie Hatcher, School of Liberal Arts, IUPUI Fran Huehls, University Library, IUPUI Brenda Burk, Ruth Lilly Special Collection, IUPUI</p> <p><i>Enhancing Creativity in Teaching and Learning</i> Sara Anne Hook, School of Informatics, IUPUI Joseph Defazio, School of Informatics, IUPUI Josette Jones, School of Informatics, IUPUI Felisa Tennant, School of Informatics, IUPUI</p> <p><i>Finding New Ways to Assess Communication Competencies in the Digital Age</i> Elvinet Piard, School of Humanities and Social Sciences, Indiana University East Natalia Rybas, School of Humanities and Social Sciences, Indiana University East</p>
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Critical Thinking Across Disciplines

Scott Weeden, School of Liberal Arts, IUPUI

Kate Thedwall, University College, IUPUI

Lin Zhu, School of Science, IUPUI

Nancy Evans, School of Engineering and Technology, IUPUI

Lisa Contino, School of Science, IUPUI

Making Silent Health Education Alive: Evaluation and Design of Written Health Materials

Carol Shieh, School of Nursing, IUPUI

Taking Hold of Practice Through TLC: Transformative Learning in Community

Josh Plaskoff, Kelley School of Business, IUPUI

Poster Sessions

Using the Patient's Medication History as a Learning Tool in Clinical Pharmacology Instruction

Karen Gregson, IU School of Dentistry, IUPUI

Laura Romito, IU School of Dentistry, IUPUI

Using Content to Improve Undergraduates' Professional Writing Skills

Dan Doerger, School of Education, IU East

Maureen Scane, School of Education, IU East

Health Impact Assessment with Community Service Learning Activities

Cynthia Stone, IU School of Medicine

Marion Greene, IU School of Medicine

Aakriti Bhargava, IU School of Medicine

A Review of the Literature Investigating the Impact of Integrated Clinical Education on Student Learning

Valerie Strunk, School of Health and Rehabilitation Sciences, IUPUI

Lora Dingleline, School of Health and Rehabilitation Sciences, IUPUI

Peter Altenburger, School of Health and Rehabilitation Sciences, IUPUI

Using Podcasting to Enhance Student Learning

Julie Meek, School of Nursing, IUPUI

Mikyoung Lee, School of Nursing, IUPUI

Josette Jones, School of Informatics, IUPUI

Naomi Mutea, School of Nursing, IUPUI

The Use Web 2.0 Tools to Encourage Communication and Collaboration Online

Ilknur Kelceoglu, Division of Education, IUPU Columbus

Haptic Technology and the Advanced Dental Education

Ahmed Ghoneia, School of Dentistry, IUPUI

Judith Chin, School of Dentistry, IUPUI

	<p>LaQuia Walker, School of Dentistry, IUPUI Michael Boyles, Information Technology, IUPUI</p> <p><i>Along the Instructional Technology Continuum: What is Blended Learning?</i> Carolyn Hayes, IU School of Medicine Cynthia Stone, IU School of Medicine Josette Jones, School of Informatics, IUPUI</p> <p><i>Measuring and Evaluating Use of Information Resources by First Year Dental Students in Small Group Learning Sessions</i> Barbara Gushrowski, IU School of Dentistry, IUPUI</p> <p><i>Furthering the Discussion of Service Learning in First Year Seminars</i> Paul Porter, Marian University James Norton, Marian University</p> <p><i>Student Perceptions of iPads in the Classroom: A Report from the Field</i> Eugenia Fernandez, School of Engineering and Technology, IUPUI Amanda Cecil, School of Physical Education and Tourism Management, IUPUI Tim Diemer, School of Engineering and Technology, IUPUI Jake Streepey, School of Physical Education and Tourism Management, IUPUI</p> <p><i>Biographical Stories and Oral Histories Lead to Understanding Culture and Diversity in Science</i> Eddy Gonzalez, University Library, IUPUI Robert W Yost, Purdue School of Science, IUPUI</p> <p><i>Using Permanent Teams in an Undergraduate Public Administration Course in Fall 2011</i> David Tataw, School of Public and Environmental Affairs, IU Kokomo</p> <p><i>Improving Student Evaluations of Medical Education</i> Andrew Rodenbarger, IU School of Medicine Ian Ferries, IU School of Medicine Sarah Diekman, IU School of Medicine Richard Gunderman, IU School of Medicine</p> <p><i>The Effect of Real-World Research on Students' Learning: Team-based and Project-based Learning</i> Carol Hostetter, School of Social Work, IU Bloomington Sabrina Williamson, School of Social Work, IU Bloomington Leila Wood, School of Social Work, IUPUI</p> <p><i>Exploring an Interdisciplinary and Relevant Pedagogical Design to Exploring Sustainability</i> Sara O'Brien, Marian University Carl Lecher, Marian University Roderick Macrae, Marian University</p>
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Exploring and Valuing Differences for Enhancing Communication in a Multi-cultural Setting

Tamara Wolske, University of Indianapolis

STEMWorks Indiana: Using Career Blueprints and Social Networking to Enhance the STEM Pipeline

Charlie Feldhaus, School of Engineering and Technology, IUPUI

David Nickolich, School of Engineering and Technology, IUPUI

Jill Goodwin, School of Engineering and Technology, IUPUI

Kristen Bentrem, School of Engineering and Technology, IUPUI

Engaging Students with Local Archival Research in a Service Learning Project

Katherine Wills, Division of Liberal Arts, IUPU Columbus

Cynthia Scott, Division of Liberal Arts, IUPU Columbus

ePortfolio Use at Indiana University

Debra Runshe, University Information Technology Services, IUPUI

Medical Students' Perceptions of Residents as Teachers: Residents are Equally Effective as Faculty in Simulation Debriefings

Dylan Cooper, IU School of Medicine

Aloysius Humbert, IU School of Medicine

Gretchen Huffman, IU School of Medicine

How Oncourse Extends the Conversation for Commuting Students

Thomas Leahey, School of Humanities and Social Science, IU East

Adam Wilson, IU School of Medicine

Through the Eyes of Peer Educators: Implementing Discussion Sections in First Semester Organic Chemistry

Sarah Wilson, School of Science, IUPUI

Pratibha Varma-Nelson, School of Science and Center for Teaching and Learning, IUPUI

Robert Minto, School of Science, IUPUI

Ryan Denton, School of Science, IUPUI

Gender Mentoring Curriculum: A Needs Assessment of Women in Academic Medicine

Julie Welch, IU School of Medicine

Heather Jimenez, IU School of Medicine

Sheryl Allen, IU School of Medicine

Using Permanent Teams in an undergraduate Public Affairs Course. Implementation and Evaluation

David Tataw, SPEA, IU Kokomo

Improving the Student Experience - Making Course Documents "User Friendly"

Susan Shapiro, Humanities and Social Sciences, IU East

	<p><i>Using Student Learning Outcomes to Promote Critical Thinking Across Disciplines in a TLC</i> Francia Kissel, School of Liberal Arts, IUPUI Erin Engels, School of Liberal Arts, IUPUI Greg Keller, School of Liberal Arts, IUPUI</p> <p><i>Using Service-Learning to Enhance Student Retention and Disciplinary Understanding</i> Emily McLaughlin, School of Engineering and Technology, IUPUI</p> <p><i>Promoting Interdisciplinary Reflection and Learning in a Themed Learning Community Class</i> Sumana Jogi, School of Liberal Arts, IUPUI Leslie Miller, School of Liberal Arts, IUPUI David Strong, School of Liberal Arts, IUPUI</p> <p><i>Cooperatively Designed and Delivered STEM Workshop Benefitting Indiana Workers</i> Michele Wedel, BizEd Consulting David Nickolich, School of Engineering and Technology, IUPUI Charles Feldhaus, School of Engineering and Technology, IUPUI Stephen Hundley, School of Engineering and Technology, IUPUI Kristin Bentrem, School of Engineering and Technology, IUPUI Jill Goodwin, School of Engineering and Technology, IUPUI</p> <p><i>Science in the Classroom - Partnering with Local Schools</i> Corinne Ulbright, University College and School of Science, IUPUI</p> <p>Planning Committee Erich Bauer, Center for Teaching and Learning, IUPUI Jennifer Beasley, Center for Teaching and Learning, IUPUI Angela Cleaver Briel, Center for Teaching and Learning, IUPUI Krista Hoffmann-Longtin, Office of Faculty Affairs and Professional Development Fredricka Joyner, School of Business and Economics, IU East Sarah Lang, Center for Teaching and Learning, IUPUI Tony Stamatoplos, University Library, IUPUI Jake Streepey, School of Physical Education and Tourism Management, IUPUI Terri Tarr, Center for Teaching and Learning, IUPUI Kate Thedwall, University College and School of Liberal Arts, IUPUI</p> <p>For more information, go to http://ctl.iupui.edu/ecmoore/history/2012/.</p>
Future Plans	<p>Preparations for the 2013 Edward C. Moore Symposium are already underway. The event will be held on Thursday, April 14, 2013, in the IUPUI Campus Center. The Call for Proposals will be issued in September 2012. For more information, visit http://ctl.iupui.edu/ecmoore/.</p>
Evidence of	<p>One hundred seventy-one individuals attended the 2012 symposium, this was a 16%</p>

Progress	decrease over the previous year in which 206 faculty attended. Overall comments about the symposium were positive with 50 individuals responding to the event evaluation. A majority of the respondents (86%) indicated that this workshop was a worthwhile investment in their professional development.
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1.3 Center for Teaching and Learning Workshops

Achievements	<p>One hundred forty-three (143) workshops or webinars were sponsored or cosponsored by the Center for Teaching and Learning during 2011-2012. Thirteen of the workshops were customized (To Your Door) offerings to programs, departments, or schools.</p> <p>The CTL continued to offer two webinar series:</p> <p>B.O.T.T. Series. B.O.T.T. stands for Brief Online Technology Topics. These workshops are designed to introduce faculty to one instructional technology topic. B.O.T.T. workshops were 30 minutes long and held online in an Adobe Connect meeting room. Topics included Adobe Presenter, Diigo, Google Docs, NEW Test & Survey Tool, Submitting Final Grades, and more. These webinars were recorded and available for viewing after the event. http://ctl.iupui.edu/events/bott.asp</p> <p>Teaching@IUPUI Webinar Series. The Teaching@IUPUI workshop series is tailored for faculty new to IUPUI and serves as a forum for learning new strategies and honing teaching practices. Topics included Planning a Class Session, Syllabus and First Day of Class, Basics of Oncourse, and more. These webinars were recorded and available for viewing after the event. http://ctl.iupui.edu/Events/teachingatiupui.asp</p> <p>See below for the complete listing of CTL workshops (118) with the number of attendees at each workshop indicated to the left. Workshops that are offered multiple times have a combined attendance for all sessions and the workshop is noted with an #.</p> <p>16 A Conversation with Darrell Kirch, M.D. 23 Adobe Connect 8 New Features 9 Adobe Day Faculty Focus Presentation: Teaching Online with Captivate and .. 15 Adobe Day Faculty Focus Presentation: Teaching Online with Captivate and .. 14 Adobe Presenter 39 Better Scientific Writing: An Introduction to the Reader Expectation Approach 5 BOTT: Collaboration Series: Diigo 10 BOTT: Collaboration Series: Google Docs 4 BOTT: Gradebook 12 BOTT: Oncourse Gradebook</p>
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4	BOTT: Submitting Final Grades in Oncourse
15	CEG Awardees Information Session and Meeting
6	Content Delivery Options
78	Conveying Messages with Graphs
28	Copyright in Cyberspace - Online Version
14	Creating Engaging Online Presentations with Adobe Presenter
63	Curriculum Enhancement Grant (CEG) Symposium
15#	Delivering Engaging Lectures with Clickers
11	Demystifying Evaluation
9	Designing an ePortfolio
11	Designing and Utilizing Surveys for a University Setting
20#	Developing Curriculum Enhancement Grant Proposals
12#	Developing Evaluation Questions
4	Developing Rubrics to Assess and Enhance Learning
24	Discipline-Centered Instructional Design and Assessment
36	Doing Real Work, Not Homework
13	Enhancing Student Learning through Reflection
4	eText Brownbag
12	eTexts at IU: A Tour and Feature Demonstration
13#	Faculty Showcase: Using Oncourse Well
11	Faculty Writing Circle Organization Meeting
24	Integrating the new IUPUI Common Theme: Sharing Ideas
13#	Introduction to IUPUI's Presentation Maker
7	Introduction to IUPUI's ePortfolio
8	Introduction to the Collaborative Classroom
28#	Oncourse Advanced Features
7	Oncourse and Turnitin
33	Oncourse Essentials
36	Oncourse: Preparing Your Course Site
18#	Oncourse: Tests and Surveys
12	Online Teaching Fundamentals
6#	Original Test and Survey Migration Infosession
4	Overview of Oncourse Tests & Surveys Beta
16	Prepping Your Oncourse Site
8	Submitting Final Grades
40	Sun Yat-Sen: Promoting Engaging Lectures
40	Sun Yat-Sen: Models for Student-Assisted Teaching
40	Sun Yat-Sen: Getting Feedback on Your Teaching
40	Sun Yat-Sen: Developing and Assessing Student Learning Outcomes
40	Sun Yat-Sen: Instructional Technology and Faculty Development
18#	Super Bowl Teaching Support Strategies
7	Sustaining Sound Information Literacy Practices
6	Taking Stock of What Course Evaluations Measure
35	Teaching Today's Students
22	Teaching@IUPUI: Assessing Learning Efficiently
9	Teaching@IUPUI: Developing Effective Exams
33	Teaching@IUPUI: Engaging Learners during Lecture
23	Teaching@IUPUI: Getting Students to Prepare

12	Teaching@IUPUI: Informally Assessing Student Learning
7	Teaching@IUPUI: Introduction to Online Teaching
4	Teaching@IUPUI: Introduction to Service Learning
25	Teaching@IUPUI: Navigating IUPUI
14	Teaching@IUPUI: Planning a Class or Learning Session
9	Teaching@IUPUI: Setting Expectations with Goals and Objectives
8	Teaching@IUPUI: Supernatural Portfolios
30	Teaching@IUPUI: Syllabus and First Day of Class
10	Teaching@IUPUI: The Challenging Student
16	Teaching@IUPUI: The Give and Take of Meaningful Feedback
7	Think Again: Critical Thinking Refresher
6	To Your Door: Course Design
14	To Your Door: STEM-related Resources at the CTL
4	To Your Door: Adobe Connect for Kelley Advisors
5	To Your Door: Adobe Connect for Kelley Advisors
16	To Your Door: Creating an Active Learning Environment
4	To Your Door: E&T Online Learning Series, Part 1
7	To Your Door: Effective Lectures and Classroom Management
20	To Your Door: Objective Test-Taking and Preparation Strategies
8	To Your Door: Oncourse Essentials for Herron MFA students
7	To Your Door: SPEA Softchalk Workshop
8	Video Series Day 1: Production
5	Video Series Day 2: Publishing/Formats
7	Video Series Day 3: Web-Based Video
6	Web Conferencing
8	Web Content Delivery
37	Writing a Statement of Teaching Philosophy
9	Writing and Assessing Learning Outcomes
1	[REC] Adobe Connect 8 New Features
2	[REC] Adobe Day Faculty Focus Presentation: Teaching Online with Captivate
2	[REC] BOTT Collaboration Series: Diigo
3	[REC] BOTT Collaboration Series: Google Docs
6	[REC] BOTT: Migrating Tests in Oncourse
5	[REC] BOTT: Oncourse Gradebook
9	[REC] Copyright in Cyberspace
2	[REC] eTexts at IU: A Tour and Feature Demonstration
1	[REC] NSF Data Policies
7	[REC] Oncourse Advanced Features
1	[REC] Oncourse Essentials
1	[REC] Oncourse Essentials
2	[REC] Oncourse Essentials
1	[REC] Oncourse: Preparing Your Course Site
5	[REC] Oncourse: Tests and Surveys
1	[REC] Original Test and Survey Migration Infosession
3	[REC] Prepping Your Oncourse Site
1	[REC] Submitting Final Grades
3	[REC] Teaching@IUPUI: Assessing Learning Efficiently
6	[REC] Teaching@IUPUI: Developing Effective Exams

	<p>13 [REC] Teaching@IUPUI: Engaging Learners during Lecture 3 [REC] Teaching@IUPUI: Getting Students to Prepare 2 [REC] Teaching@IUPUI: Informally Assessing Student Learning 7 [REC] Teaching@IUPUI: Introduction to Online Teaching 2 [REC] Teaching@IUPUI: Introduction to Service Learning 5 [REC] Teaching@IUPUI: Navigating IUPUI 7 [REC] Teaching@IUPUI: Planning a Class or Learning Session 7 [REC] Teaching@IUPUI: Setting Expectations with Goals and Objectives 2 [REC] Teaching@IUPUI: Supernatural Portfolios 13 [REC] Teaching@IUPUI: Syllabus and First Day of Class 4 [REC] Teaching@IUPUI: The Challenging Student 2 [REC] Teaching@IUPUI: The Give & Take of Meaningful Feedback</p> <p>*Note [REC] indicates a recorded session of a previous workshop offered online</p>
Future Plans	<p>For 2012-2013 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"> • CourseNetworking Brownbag Session • Critical Thinking: Fundamental and Powerful Concepts • Critical Thinking: Getting Started in the Classroom • Critical Thinking: Identifying Essential Questions • Delivering Engaging Lectures with Clickers • Embedding YouTube Videos in Oncourse • eText/Courseload Faculty Showcase • Flipped Classroom Exploratory Discussion • Grading Discussion Forums • Making the Most of Your Presentation • Planning and Leading Effective Discussions • Promoting Academic Integrity with Oncourse and Turnitin.com • Publishing Online Lectures <p>The CTL will continue to offer workshops on request of schools and departments and address any needs that may be determined by CTL work with faculty. Attendance at workshops during 2011-2012 also will be used to guide future programming.</p>
Evidence of Progress	<p>In 2011-2012, 143 workshops and webinars (this number does not include five large scale events) were offered with a total attendance of 1,592 at those events. Of the 143 offerings 32 were recordings of sessions available for review by faculty leaving 106 live sessions that were offered. Based on all offerings, average attendance was 11.1 participants per event. This was an 11% decrease in number of workshops and a 12% decrease in attendance from 2010-2011 when 161 events were held with a total attendance of 1,819 with an average attendance of 11.3 participants per workshop.</p>

1.4 Center for Teaching and Learning Consultations

Achievements	During 2011-2012 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*	2011-2012	2010-2011
	Oncourse	610	551
	Classroom Observations	90	33
	ePort	41	80
	Grant Support	62	84
	Online Teaching	24	83
	Portfolio Development	13	0
	Small Group Instructional Diagnosis	42	52
	Technology - general	512	619
	Teaching Topics/Pedagogy	87	465
	Other	2093	667
	* topics were tracked as either the primary or secondary focus of the consultation		
	Frequency of Attendance at CTL Consultations	2011-2012	2010-2011
Attended 1 consultation	324	331	
Attended 2-3 consultations	156	196	
Attended 4-5 consultations	60	83	
Attended more than 5 consultations	66	142	
Future Plans	The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.		
Evidence of Progress	In the 2012 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 97.3% satisfaction rate, a slight decrease over the 2011 satisfaction rate of 98.7%. The average rating was 4.49 on a 5 point scale (with 5 being more favorable) also representing a slight change from 2011 in which the average rating was 4.45 on a point scale.		

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

2.1 Gateway Initiatives

Achievements	<p>CTL has continued to be a collaborating partner for Gateway to Graduation events. In 2011-12, the program involved two full day workshops on introducing critical thinking into the classroom. Additional workshops and Web seminars focused on the needs of faculty teaching first year courses were held.</p> <ul style="list-style-type: none"> • <i>Introducing Critical Thinking Into the Classroom</i> Gerald Nosich, professor, Buffalo State University and fellow, Critical Thinking
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	<p>Foundation May 7-8, 2012</p> <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"> • <i>Gateway to Graduation Fall Event</i> • <i>Gateway Mid- Winter Tune- up: Gateway to Gateway</i> <p>The Center for Teaching and Learning also maintains a presence on the Critical Thinking Community of Practice (CoP) with an instructional design consultant actively participating in this CoP sponsored by the Gateway to Graduation.</p>
Future Plans	The Center for Teaching and Learning will continue to cosponsor the Gateway program in various capacities.
Evidence of Progress	Evaluations of Gateway to Graduation Program events are administered by University College.

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

- 3.1 Online Teaching Workshops
- 3.2 Support and Evaluate the ePortfolio Initiative

3.1 Online Teaching Workshops

Achievements	Event Descriptions
	<p><i>Teaching@IUPUI: Introduction to Online Teaching, October 11, 2011</i> This online session provided information about creating a course in the online environment. During the workshop, participants discussed how to create social presence online, approaches to covering content, types of online activities to incorporate and ways to assess student learning.</p> <p><i>Special Topics in Online Teaching, March 14-15, 2012</i> This series of workshop allowed faculty to explore a variety of topics related to online teaching. They were able to choose from sessions covering topics such as web conferencing tools, tools to deliver online content, communication methods, and others.</p> <p><i>Online Teaching Fundamentals, March 15, 2012</i> This half-day workshop introduced faculty to the basics of online course development. Participants discussed approaches for designing online/hybrid courses and investigated online learning activities, web-based presentation options, and methods for assessing student learning.</p>

Future Plans	For 2012-2013, the CTL plans to again offer workshops on online teaching fundamentals and special topics in teaching online.
Evidence of Progress	<p>Total attendance for the two online teaching workshops was 60 During the October 11, 2011 Teaching@IUPUI : Introduction to Online Teaching, 17 individuals attended. Of the 6 survey responses, 100% agreed that the workshop was a worthwhile investment in their professional development.</p> <p>Fourteen faculty members attended the <i>Online Teaching Fundamentals</i> workshop, and on March 13, 2012. Ninety-two percent of the 12 respondents indicated that the event was a worthwhile investment in their professional development.</p>

3.2 Support and evaluate the ePortfolio initiative.

Achievements	<p>CTL Contributions to ePortfolio initiative:</p> <p>Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative:</p> <ul style="list-style-type: none"> • Designing an ePortfolio (9) • Developing Rubrics to Assess and Enhance Learning (4) • Enhancing Student Learning through Reflection (13) • IUPUI ePortfolio Symposium (15) • Introduction to IUPUI's ePortfolio (7) • Introduction to IUPUI's Presentation Maker (13) • Teaching at IUPUI Supernatural Portfolios (10)
Future Plans	The Center for Teaching and Learning will continue to offer workshops and consultations related to the ePortfolio initiative
Evidence of Progress	<p>A total of 71 participants attended the workshops cosponsored with the ePortfolio Initiative.</p> <p>Results from a number of the 2011-2012 ePortfolio workshops were overall positive. When asked for each symposium/workshop if the symposium/workshop was a worthwhile investment in their professional development survey respondents indicated the following:</p> <ul style="list-style-type: none"> • Designing an ePortfolio - 71% of 7 respondents indicated this workshop was a worthwhile investment in their professional development

	<ul style="list-style-type: none">• 2012 ePortfolio Spring Symposium – 100% of 7 respondents indicated this workshop was a worthwhile investment in their professional development.• Enhancing Student Learning through Reflection – 100% of 8 respondents indicated this workshop was a worthwhile investment in their professional development.
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4. Provide leadership for the development of innovative formal and informal environments that promote learning.

4.1 Learning Environments Committee and Grant

<p>Achievements</p>	<p>Through the awarding of small grants, the Learning Environments Grant (LEG), the Learning Environments Committee (LEC) supported the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students.</p> <p>For the fourth year, the LEC put out a call for proposals, both as a means to further explore campus needs, and to make the selection process more transparent. The committee was pleased by the number and diversity of departments who expressed an interest and the variety of projects represented. After careful review of the proposals received, the Committee decided to fund the following projects for the 2011-2012 fiscal year.</p> <p>2011–2012 Projects</p> <ul style="list-style-type: none"> • Classroom Furniture - LD 002 (\$12,519.12) • Classroom Furniture - LD 004 (\$12,190.72) • Scale Up Classroom in Psychology (\$25,000) • Literacy Studies (Cavanaugh 347/349) (\$25,000) • "PhyLS" - A Physics Learning Space (\$13,939.83) • Taking 2110 into the 21st Century (\$25,000) • Creating a technology-enhanced collaborative learning space for IUPUC Students (\$25,000) • Musculoskeletal Learning Lab (PE0005) \$15,895.08) <p>Learning Environments Committee Members</p> <ul style="list-style-type: none"> • Tim Anno, Adaptive Education Services • Mary Anne Black, Office of the Registrar • Erin Cassity, School of Education • Lisa Contino, Psychology • Andrew Gavrin, Physics • Jeffrey Wilson, School of Liberal Arts • Sherri Hendricks, Kelley School of Business • Renee Jackson, University Library • Donna Kent, Campus Facilities Services • Pam King, Adaptive Education Services • Mary Beth Myers, Office of the Registrar • Greg Paris, IUPUI Student • Beverly Teach, UITs • Pratibha Varma-Nelson, Chair, Center for Teaching and Learning
<p>Future Plans</p>	<p>The Learning Environments Committee will continue to seek a separate funding source for restoration and repair of furnishings in general purpose classrooms in order to keep the focus of the Learning Environment Grants on creating informal learning spaces on campus.</p>

Evidence of Progress	Interest in creating innovative learning spaces remains high. Fifteen Learning Environment Grant proposals were received. Eight were funded, which was a 47% funding rate.

5. Develop international partnerships with colleges and university and provide expertise on matters related to teaching and learning.

5.1 Sun Yat-Sen University Partnership and Teaching Program

Achievements	<p>The Center for Teaching and Learning, in partnership with the Confucius Institute at IUPUI, welcomed 40 faculty and administrators from Sun Yat-Sen University, located in Guangzhou, Guangdong Province, China, March 19 – 30, 2012. The visitors attended a two week teaching program which included a series of hands-on workshops related to teaching and learning. Topics for the workshops included:</p> <ul style="list-style-type: none"> • Promoting Engaging Lectures • Models for Student-Assisted Teaching • Getting Feedback on Your Teaching • Developing and Assessing Student Learning Outcomes • Instructional Technology and Faculty Development
Future Plans	<p>The Center for Teaching and Learning, partnering with the Office of International Affairs and other programs on campus, continues to explore partnerships with colleges and universities around the world. Current universities included in this Symbiosis University, Pune University and University of Hyderabad in India and City University located in Hong Kong. The CTL also plans to continue the relationship with Sun Yat-Sen University.</p>
Evidence of Progress	<p>Sixteen of the 40 participants responded to a brief qualitative type overall program evaluation survey which asked participants:</p> <ol style="list-style-type: none"> 1. What parts of the workshop did you find most valuable? 2. What topics would you have liked to learn more about? 3. How could we improve this workshop? <p>One participant, on the program evaluations, commented that “The function of the Center for Teaching and Learning. How to promote faculty’s professional skill of teaching, how to evaluate their lectures and feedback” was the most valuable. Other responders comments that the service learning programming, promoting student engagement, and getting feedback on your teaching were valuable aspects to the program.</p> <p>Additional programming has been requested by Sun Yat-Sen University and it is</p>

	anticipated that another cohort will be coming to IUPUI during 2013.
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APPENDIX A: Center for Teaching and Learning Publications

Huisman, R., Miller, W., & Trinoskey, J. (2011). We've Wordled, have you? *College & Research Libraries News*, 72(9), 522–526.

Kevin Mauser, Sours, J., **Banks, J., Newbrough, R., Janke, T., Shuck, L.,** Zhu, L., et al. (2011). Cyber Peer-Led Team Learning (cPLTL): Development and Implementation. *Educause Quarterly*, 34(4). Retrieved from <http://www.educause.edu/ero/article/cyber-peer-led-team-learning-cpltl-development-and-implementation>

De Wolff D. K., & **Tarr, T. A.** (2012). *Study Guide for Kail and Cavanaugh's Human Development: A Life Span View* (6th ed.). Belmont, CA: Wadsworth.

APPENDIX B: Center for Teaching and Learning External Presentations

Huisman, R. (2012, April). *Assessment 101: What you need to know to make your instruction count*. Presented at the Indiana Online Users Group, Indianapolis, IN.

Huisman, R. & Darnay, L. (2012, November). *Doing the project-based learning promenade*. Presented at the Indiana Library Federation, Ft. Wayne, IN.

Huisman, R. (2011, August). *Instruction in the library: Assessment, outcomes and objectives*. Presented at the Information Literacy Summit, Indianapolis, IN.

Huisman, R. (2012, June). *Truth or dare: Faculty perspectives on information literacy and librarians in first-year courses*. Presented at the 24th International Conference of the First Year Experience, Manchester United Kingdom.

Huisman, R., Miller, W. & Trinoskey, J. (2012, March). *We've Wordled—Have you?* Presented at the 2012 ACRL National Conference, Philadelphia, PA.

Huisman, R. (2012, March). *Faculty and librarians in first-year seminars: Partnerships in pedagogy*. Presented at the IUPUI University Library and School of Library Information Sciences Joint Research Conference, Indianapolis, IN.

Newbrough, R., Shuck, L., & Gosney, J. (2011, September). *Extending the classroom with online presentation tools*. Presented at the 2011 Statewide IT Conference, Bloomington, IN.

Newbrough, R. & Varma-Nelson, P. (2011, October). *Assessing for Deeper Learning*, Presented at the EDUCAUSE Annual Conference, Philadelphia, PA.

Newbrough, R. Janke, T, & Shuck, L. (2011, September). *Extending the Classroom with Online Presentation Tools*, Presented at the Indiana University Statewide IT Conference, Bloomington, IN.

Singh, J., Stocker, R., & Ritchie, I. (2011, November). *Document analysis: An inductive approach to establish what end-of-course evaluations measure*. Presented at the 2011 American Evaluation Association Conference, Anaheim, CA.

Singh, J. (2012, February). *Demystifying evaluation to effectively capture evidence of impact*. Presented at the 2012 Pennsylvania State System of Higher Education Virtual Conference; Transforming the Teaching and Learning Environment, virtual conference.

Varma-Nelson, P. (2012, May). *Cyber PLTL (cPLTL): Development, Implementation, and Initial Findings*, Presented at the Peer-Led Team Learning International Society Annual Conference, Brooklyn, NY.

Varma-Nelson, P. (2012, May). *PLTL in Pajamas: Lessons Learned*, Presented at the Peer-Led Team Learning International Society Annual Conference, Brooklyn, NY.

- Varma-Nelson, P. & Banks, J.** (2012, March). *Evaluation of Cyber Peer-Led Team Learning (cPLTL)*, Presented at the Next Generation PLTL (in Honor of Jack Kampmeier), American Chemical Society National Meeting, San Diego, CA
- Varma-Nelson, P. & Banks, J.** (2012, February). *Using Discourse and Document Analysis to Gauge the Effectiveness and Impact of Technology-Based Innovations in Peer Led Team Learning*, Presented at the 2012 EDUCAUSE Learning Initiative (ELI), Austin, TX.
- Varma-Nelson, P. & Banks, J.** (2012, February). *Cyber Peer-Led Team Learning Implementation in Education*, 2012 EDUCAUSE Learning Initiative (ELI), Presented at the 2012 EDUCAUSE Learning Initiative (ELI), Austin, TX.
- Varma-Nelson, P.** (2011, December). *Cyber Peer-Led Team Learning (cPLTL), adapting PLTL workshops for the virtual environment*, Presented at the 2nd Annual Learning Space Design Summit, Melbourne, Australia.
- Varma-Nelson, P. & Banks J.** (2011, November). *Team Learning in an Online Environment*, Presented at the Advancing Learning with Technology Symposium, , Indianapolis, IN.
- Varma-Nelson, P.** (2011, September). *Cyber Peer-Led Team Learning (cPLTL)*, Presented at the ACS National Meeting, Denver, CO.
- Varma-Nelson, P.** (2011, August). *PLTL: A student-faculty partnership for transforming the learning environment*, Presented at Ohio State University, Columbus, OH.

APPENDIX C: Service by CTL Faculty/Staff

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

1. 2012 Re-accreditation Committee – Terri Tarr, Pratibha Varma-Nelson
2. Adobe Days Planning Committee – Angela Briel
3. Council on Retention and Graduation Steering Committee – Sarah Lang, Pratibha Varma-Nelson
4. Common Theme Steering committee – Sarah Lang
5. Criterion 3 Reaccreditation Committee – Angela Briel, Pratibha Varma-Nelson (co-chair)
6. Department of Biology Curriculum Committee – Sarah Lang
7. ePortfolio Coordinating Committee – Mark Alexander
8. FACET Associate Faculty and Lecturer’s Conference Planning Committee – Jennifer Beasley
9. Faculty Roles and Responsibilities, and Recognition Committee – Sarah Lang
10. IU School of Medicine Search and Screen Committee – Terri Tarr
11. IU School of Medicine 2.0 Curricular Review Team – Jennifer Beasley, Sarah Lang, Terri Tarr
12. IU School of Medicine 2.5 Curriculum Review Team – Terri Tarr
13. IUPUI Faculty Development Workshops for Sun Yat-sen University Planning Committee – Angela Briel, Terri Tarr
14. Learning Environments Committee – Angela Briel, Pratibha Varma-Nelson (chair)
15. New Faculty Welcome 2011 – Angela Briel, Terri Tarr (co-chair)
16. Program Review and Assessment Committee – Jacqueline Singh
17. University Library Faculty Organization – Rhonda Huisman
18. University Library Search and Screen Committee – Rhonda Huisman
19. Primary Committee for Promotion and Tenure, Department of Chemistry – Pratibha Varma-Nelson

National Service

20. Chapter representatives of the ARCL 2013 Conference Planning Committee for the Association of College and Research Libraries – Rhonda Huisman
21. Co-chair of the ARCL-Instruction Section Task Force for the Association of College and Research Libraries – Rhonda Huisman
22. Member of the Professional and Organizational Development Network in Higher Education Research Committee – Jennifer Beasley
23. Member of Central Indiana’s Talent Alliance – Jennifer Beasley, Rhonda Huisman
24. Representative to the Indiana Library Federation - Rhonda Huisman
25. Committee Member Indiana Academic Library Association – Rhonda Huisman
26. Member of the American Evaluation Association Assessment in Higher Education Topical Interest Group - Jacqueline Singh

27. Member of the American Evaluation Association Program and Theory-driven Evaluation Topical Interest Group - Jacqueline Singh
28. Organizer and Presider for American Chemical Society – Pratibha Varma-Nelson
29. Reviewer for the *Journal of the Scholarship of Teaching and Learning* (JoSoTL) – Jennifer Beasley, Terri Tarr
30. Reviewer for 2012 Professional and Organizational Development Network in Higher Education conference proposals - Jennifer Beasley, Terri Tarr
31. Reviewer for the American Evaluation Conference proposals – Jacqueline Singh
32. Reviewer for the 2012 ISBEIA Conference proposals – Jacqueline Singh
33. Reviewer for the 2012 Assessment Institute Conference proposals – Terri Tarr
34. Reviewer for the Career Awards, National Science Foundation – Pratibha Varma-Nelson
35. Reviewer for the Transforming Undergraduate Education in Science II Panel – Pratibha Varma-Nelson

APPENDIX D: Courses Taught by CTL Faculty/Staff

CTL Faculty/Staff Member	Course Name	Course #	Number of Students	Semester
Mark Alexander	Advanced Web Design	CIT 31200	19	Fall 2011
Mark Alexander	Advanced Web Design	CIT 31200	21	Spring 2012
Mark Alexander	Advanced Web Design	CIT 31200	17	Summer 2012
Tom Janke	Social Media and the Musician	MUS E536	3	Fall 2011
Tom Janke	Social Media and the Musician	MUS Z320	3	Fall 2011
Tom Janke	Social Media and the Musician	MMUS E536	5	Spring 2012
Tom Janke	Social Media and the Musician	MUS Z320	7	Spring 2012
Lorie Shuck	Programming Concepts	CSCI N201	49	Fall 2011
Lorie Shuck	Programming Concepts	CSCI N201	54	Spring 2011
Terri Tarr	Child and Adolescent Psychology	PSY B360	58	Fall 2011
Terri Tarr	Child and Adolescent Psychology	PSY B360	58	Spring 2012
Terri Tarr	Child and Adolescent Psychology	PSY B360	56	Summer 2011

APPENDIX E: 2011-2012 Unique and Total Consults, Unique and Total Event Attendance, and Unique Clients by School/Campus Affiliation

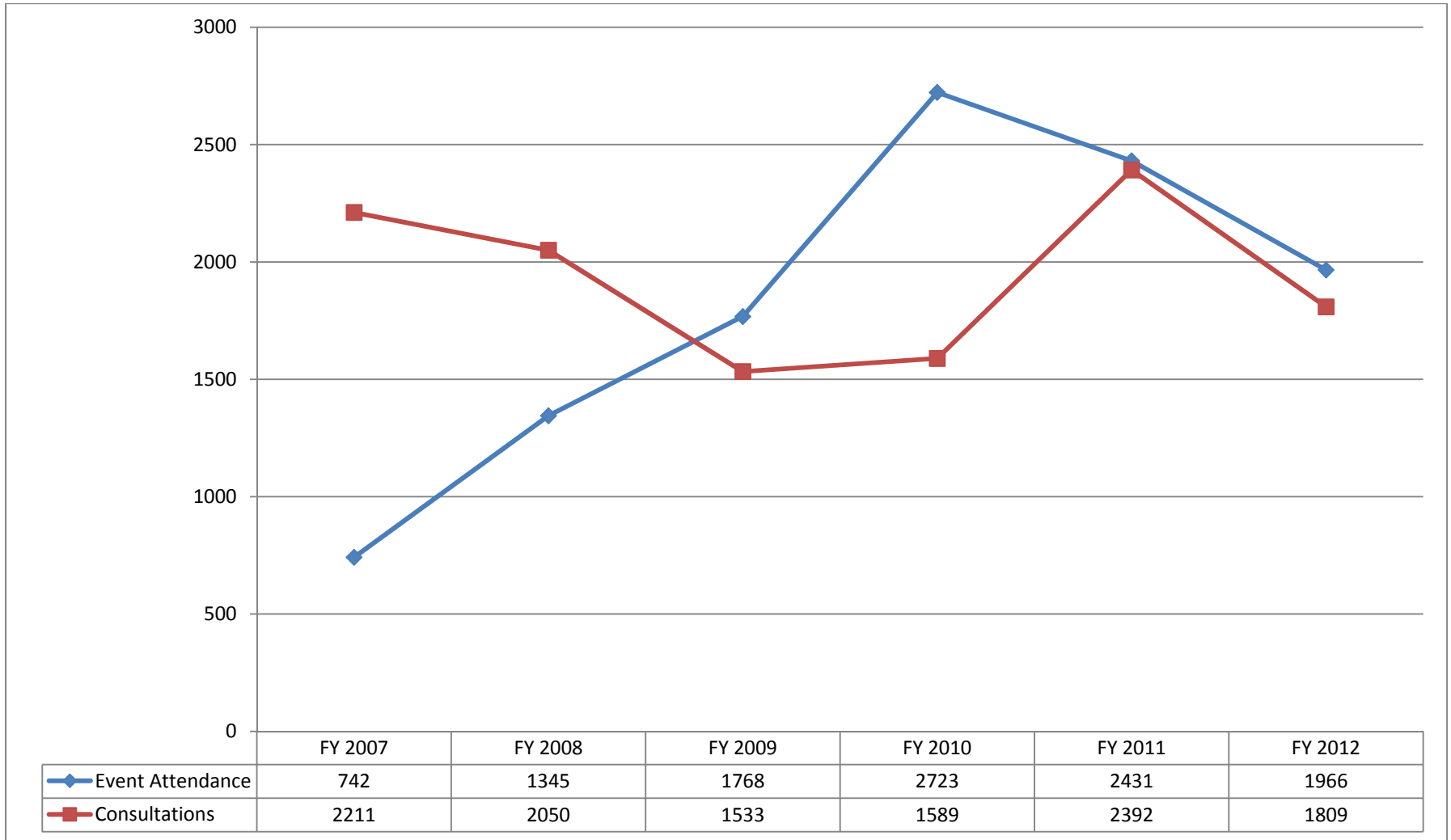
Unit	Unique Consults	Total Consults	Unique Event Attendance	Total Event Attendance	Unique Clients
ADMIN	51	158	91	196	119
BUS	19	38	31	45	43
CLN	4	9	4	6	8
DENT	23	53	48	80	60
E&T	66	190	84	163	115
EDUC	12	28	20	29	26
GRAD	14	25	42	62	54
HERR	7	13	23	25	29
HONORS	0	0	0	0	0
INFO	15	31	23	26	33
IPFW	1	1	5	9	6
IUB	6	8	20	40	23
IUE	2	7	18	32	18
IUK	0	0	3	6	3
IUN	0	0	2	15	2
IUPUC	3	6	11	26	13
IUSB	0	0	5	6	5
IUSE	0	0	1	1	1
IUSM	86	229	170	284	217
IUSON	19	31	24	37	39
JOUR	3	3	7	7	9
LAW	7	10	10	12	16
LIBA	110	564	93	144	165
LIBR	9	11	31	54	33
None Needed	5	10	86	259	90
PETM	25	60	27	45	41
SCI	52	144	87	172	116
SHRS	16	48	20	48	30
SLIS	4	5	2	2	6
SOCW	33	78	19	41	48
SPEA	14	32	24	60	35
UCOL	7	17	7	10	14
Unknown	0	0	22	24	22
TOTAL	613	1,809	1,060	1,966	1,439

APPENDIX F: 2011-2012 Unique Clients by Faculty Rank

Faculty Rank	Unique Clients
Full Professor	72
Associate Professor	124
Assistant Professor	142
Full Clinical Professor	12
Associate Clinical Professor	23
Assistant Clinical Professor	79
Full Librarian	3
Associate Librarian	16
Assistant Librarian	15
Lecturer/Senior Lecturer	133
Academic Specialist	12
Associate/Adjunct Faculty	193
Visiting Faculty	18
Emeritus	3
Associate Research Professor	2
Assistant Research Professor	5
Research Associate	1
Senior Scientist	1
Assistant Scientist	0
Affiliate	0
Other*	585
Grand Total	1,439

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

APPENDIX G: Center for Teaching and Learning Consultation and Event Attendance Historical View: Fiscal Years 2007-2012



*Note prior to FY 2012 event numbers previously reported were based on registrations and not actual attendance figures. The numbers for FY 2007-2011 have been reduced by 10% to account for the difference.