

# Center for Teaching and Learning

## Annual Report 2009 - 2010

**IUPUI**

**CENTER FOR  
TEACHING AND LEARNING**

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**INDIANA UNIVERSITY-PURDUE UNIVERSITY  
INDIANAPOLIS**

## Table of Contents

<b>Introduction</b>	3
<b>Center for Teaching and Learning Highlights</b>	3
<b>Summary of Center for Teaching and Learning Activities</b>	5
<b>1. Promote best practices in teaching and learning.</b>	6
1.1 Curriculum Enhancement Grants	6
1.2 Symposia/Major Events for 2009-2010	9
1.21 Associate Faculty Orientation, August 19 and 20, 2009	9
1.22 Power Up Your Pedagogy, November 6, 2009	11
1.23 PUL Symposium, February 1, 2010	12
1.24 Edward C. Moore Symposium, March 4, 2010	14
1.25 CTL Winter Lecture, Dr. Carl Wieman, March 11, 2010	20
1.3 Workshops	21
1.4 Consultations	24
1.5 Education Grant	25
<b>2. Collaborate with University College to provide support for faculty and academic staff.</b>	26
2.1 Gateway Initiatives	26
<b>3. Assist faculty with the redesign of courses and the integration of technology such as Oncourse CL and the ePort.</b>	27
3.1 Jump Start into Online Course Development Program	27
3.2 Online Teaching Workshops	31
3.3 Support and evaluate the integration and impact of the PULs and the ePortfolio	32
<b>4. Provide leadership for the development of innovative formal and informal environments that promote learning.</b>	34
4.1 Learning Environments Committee and Grant	34
<b>5. Develop programs and activities that will provide resources and information to address the concerns of less-represented populations.</b>	36
5.1 Multicultural Teaching and Learning Institute: Supporting Student Success in a Diverse World	36
APPENDIX A: Center for Teaching and Learning Publications	38
APPENDIX B: Center for Teaching and Learning Grant Writing	39
APPENDIX C: Center for Teaching and Learning External Presentations	40
APPENDIX D: Committee Service by CTL Faculty/Staff	42
APPENDIX E: Courses Taught by CTL Faculty/Staff	43
APPENDIX F: 2009-2010 Unique and Total Consults, Unique and Total Event Attendance, and Unique Clients by School/Campus Affiliation	44
APPENDIX G: 2009-2010 Unique Clients by Faculty Rank	45

## Introduction

This Annual Report from the IUPUI Center for Teaching and Learning (CTL) will address activities from July 1, 2009, through June 30, 2010. 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)

## Center for Teaching and Learning Highlights

- **PUL Symposium, Workshops, and Tip Sheets:** The IUPUI Principles of Undergraduate Learning (PULs) form the conceptual framework for all students' general education and permeate the curriculum in the major field of study. The CTL sponsored a symposium and a workshop series about how to incorporate PULs into the curriculum and individual courses, with a special emphasis on best practices for teaching and assessing the PULs. The CTL also created tip sheets on how to teach and assess each of the PULs and made them available as downloadable resources online (search "PUL" and "tipsheet") at <http://ctl.iupui.edu/resources/main.asp>.
- **Writing Circles:** The CTL introduced three *Faculty Writing Circles (FWC)* in fall 2009. FWCs include small groups of faculty who meet regularly to provide support and feedback on each other's scholarly writing. The three FWCs were as follows: 1) arts and humanities; 2) health sciences; and 3) social sciences. <http://ctl.iupui.edu/Programs/writingcircles.asp>
- **The CTL Winter Lectures:** On March 11, 2010 *Nobel Prize Laureate in Physics, Carl Wieman* presented three lectures on the IUPUI campus culminating with a public presentation. The CTL Winter Lectures feature nationally recognized scholars who have made a contribution to their discipline as well as teaching and learning within their discipline. <http://ctl.iupui.edu/winterseries/2010/>

- **The 2010 Edward C. Moore Symposium on Teaching Excellence keynote speaker was Eric Mazur**, Balkanski Professor of Physics and Applied Physics at Harvard University. <http://ctl.iupui.edu/ecmoore/speakers.html>
- **Curriculum Enhancement Grants:** The CTL created a new grant opportunity called the *Curriculum Enhancement Grant (CEG)*. The CEG initiative builds on the success of the CTL's Jump Start into Online Course Development program by broadening support for many types of teaching innovation, including but not limited to online teaching, which was the focus of Jump Start. 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 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. <http://ctl.iupui.edu/Programs/CEG.asp>

In 2010:

- 27 CEG proposals were submitted
  - 15 grants were awarded
  - 55% funding rate
  - 37 faculty members were involved in the funded projects
  - approximately \$110,000 was awarded, with an equal match from departments or schools
- **Learning Environments Grants:** Through the awarding of small grants, the *Learning Environments Grant (LEG)* supported the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students. Through a partnership with the Office of the Vice Chancellor for Student Life and Dean of Students an additional \$50,000 was awarded. <http://ctl.iupui.edu/Programs/lec.asp>

2009-2010 projects funded:

- PETM Multipurpose Learning Lab (\$21,700)
  - Biology Resource Center (\$25,000)
  - University Library International Newsroom (\$25,000)
  - E&T Student Council (\$16,212.45)
  - Spanish Resource Center (\$19,000)
  - IUPUI Finance Lab (\$25,000)
  - Informatics MARLA Lab (\$25,000).
- **The National Science Foundation Grant: *The Role of Centers for Teaching and Learning in Improvement of Undergraduate Engineering Education Workshop*:** This CTL-hosted workshop was supported through a project funded by the Course, Curriculum, and Laboratory Improvement (CCLI) program of the Division of Undergraduate Education at the National Science Foundation (NSF). Pratibha Varma-Nelson was the Principal Investigator and Terri Tarr was the Co-Principal Investigator. The workshop was held July 1-2, 2010, in Arlington, Virginia. This workshop brought together directors of CTLs,

engineering faculty, administrators of schools of engineering, and NSF program directors to outline strategies for partnerships between CTLs and schools of engineering to improve undergraduate engineering education. A total of 50 individuals participated. <http://ctl.iupui.edu/projects/NSF>

### Summary of Center for Teaching and Learning Activities

During 2009-2010 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 1,490. This was a **22% increase** over the 1,214 unique clients served during 2008-2009. See Appendix F for unique and total consults, unique and total event attendance, and unique clients by school/campus affiliation and Appendix G for clients by faculty rank.
- Total consultations numbered 1,589. This was a **3% increase** over the 1,533 consultations conducted in 2008-2009. Of these total consultations, there were 506 unique clients who received consultation services. This was a **12% increase** over the 450 unique clients who received consultation services in 2008-2009. Of the unique clients, 376 of those were faculty, 60 were academic staff, 31 were administrators, 16 were undergraduate students, 22 were graduate students, and 1 was a guest. These numbers include both scheduled and walk-in consultations.
- There were 136 sponsored or co-sponsored events with a total of 3,025 participants. This was a **4.6% increase** in number of events over the 130 sponsored events in 2008-2009 and a **34% increase** in total number of participants over the 1,964 participants in last year's sponsored events.
- Instances of outreach numbered 8, compared to 19 in 2008-2009. These were targeted to 367 internal and external individuals, a **42% increase** over the 258 targeted for outreach last year.
- One hundred twenty-one presentations were made to a total of 3,464 participants. Three of the external presentations were keynote addresses. Of the 121 presentations, 24 were delivered to 1,583 external participants. This is a **15% decrease** in the number of presentations compared to the 143 presentations conducted in 2008-2009 and a **12% decrease** in the number of participants compared to the total of 3,923 participants last year. This decrease, despite the increase in the number of CTL events, is likely due to an increased emphasis on having faculty presenters at CTL events. The number of presentations to an external audience was **down 37%** compared to the 38 conducted last year, with a corresponding **25% decrease** in external number of participants from 2,113 in 2008-2009. This decrease in external presentations may be related to reduced funds available for travel. See Appendix C for a listing of external presentations.
- Four publications were recorded (see Appendix A); 1 grant was received and 7 grants were written with CTL involvement (see Appendix B); CTL staff served on 23 committees outside of CTL (see Appendix D); and CTL personnel taught 14 courses (see Appendix E).

## Teaching and Learning

### 1. Promote best practices in teaching and learning.

- 1.1 Curriculum Enhancement Grants
- 1.2 Symposia/major events for 2009-2010
  - 1.21 Associate Faculty Orientation, August 19 and 20, 2009
  - 1.22 Power Up Your Pedagogy, November 6, 2009
  - 1.23 PUL Symposium, February 1, 2010
  - 1.24 Edward C. Moore Symposium, March 4, 2010
  - 1.25 CTL Winter Lecture, Dr. Carl Wieman, March 11, 2010
- 1.3 Workshops
- 1.4 Consultations
- 1.5 Education grant received

#### 1.1 Curriculum Enhancement Grants

Achievements	Curriculum Enhancement Grant
	<p>The Center for Teaching and Learning offered a new grant opportunity called the Curriculum Enhancement Grant (CEG). The purpose of the CEG initiative is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success 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>The CEG initiative builds on the success of the CTL's Jump Start into Online Course Development program by broadening support for many types of teaching innovation, including but not limited to online teaching which was the focus of Jump Start.</p> <p>Example projects include but are not restricted to those that would:</p> <ul style="list-style-type: none"> <li>• Enhance the effectiveness of courses through the use of technology.</li> <li>• 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).</li> <li>• Incorporate experiential learning.</li> <li>• Develop innovative curricular materials or laboratory experiences.</li> <li>• Develop hybrid or fully online courses or sequence of hybrid or fully online courses.</li> <li>• Develop a new course or sequence of courses.</li> </ul> <p>Eligibility</p> <ul style="list-style-type: none"> <li>• Open to all IUPUI and IUPU Columbus full-time faculty (tenured, tenure track, and non-tenure track).</li> <li>• Associate (part-time/adjunct) faculty may be included on proposals but may not serve as the principal investigator.</li> </ul>

	<p>A total of 27 CEG proposals were submitted. Four review panels, each consisting of 3-4 faculty members representing a variety of disciplines and 1 CTL staff member, ranked proposals and provided funding recommendations. After review, 15 of the proposals were recommended for funding, which is a 55% funding rate. Approximately \$110,000 total funds were awarded, not including department matches.</p> <p><b>2010 Funded CEG Projects</b></p> <ul style="list-style-type: none"> <li>• Jeffrey Platt, Lisa Willis, Paul Reifeis, Fidel Barbosa, Michele Kirkup, Edward DeSchepper, and David Brown, School of Dentistry</li> <li>• Laura Romito and Lorie Coan, School of Dentistry; and Joe Defazio, School of Informatics</li> <li>• Nancy Chism and Megan Palmer, School of Education</li> <li>• Nancy Evans, Rob Elliot, Jerome Clark, and Joy Starks, School of Engineering and Technology</li> <li>• Hadi Kharrazi, School of Informatics</li> <li>• Judith Anspach, Debra Denslaw, Miriam Murphy, and Steven Miller, School of Law</li> <li>• Jennifer Cochrane, School of Liberal Arts</li> <li>• Estela Ene, School of Liberal Arts</li> <li>• Judi Izuka-Campbell and Emily Beckman, School of Liberal Arts</li> <li>• Victoria Rogers, School of Liberal Arts</li> <li>• Susan McLennon and Barbara Friesth, School of Nursing</li> <li>• Suosheng Wang, School of Physical Education and Tourism Management</li> <li>• Ryan Denton and Rob Minto, School of Science</li> <li>• Brian Woodahl and John Ross, School of Science</li> <li>• Lynn Duggan, Marquita Walker, and Joseph Varga, School of Social Work</li> </ul>
<b>Future Plans</b>	The Curriculum Enhancement Grants will be offered again in 2011.
<b>Evidence of Progress</b>	<p><b>CEG Awardees Information Session Feedback Survey Results</b></p> <p><b>Survey’s purpose:</b> Capture CEG awardees’ feedback on their experiences with the initial CEG application and award notification processes to collect formative information that helps improve these processes for future CEG opportunities.</p> <p><b>Survey Description:</b> 16 survey items; two pages in length; yes/no questions; open-ended questions; and one statement agreement survey item—Likert scale.</p> <p><b>Survey design:</b> Survey questions capture grantees’ feedback regarding: a) clarity of the RFP; b) how it was structured; c) understandability of instructions for writing and submitting a CEG proposal; d) clarity of CEG eligibility requirements; e) ease of finding answers to questions about: the purpose of CEG, eligibility requirements, funding levels, application process, support for awardees, proposal requirements (i.e. awardees’ obligations, proposal features, priority criteria, and review process), and an</p>

open-ended question that asks awardees to comment on what else they would have liked to have seen in the RFP.

Surveys returned: 13

### **Brief Summary of Results**

#### **Grantees' previous grant experience(s)**

- **53%** (7) have applied to an internal grant opportunity offered at IUPUI or IUPU Columbus; while **46.2%** (6) **have not**.
- On average CEG recipients applied **2.66 times** for internal grants in the last 5 years.
- **76.9%** (10) CEG awardees have **never applied** for an external grant opportunity compared to **23.1%** (3) who have applied.

#### **Recipients' initial awareness of CEG opportunity**

- **50%** (8) of the responding grant recipients became aware of CEG from the CTL Listserv; the other 50% were divided among the following: CTL Staff Member, Colleague, Other (i.e. Emails, IUPUI OVCR Website, Dean—the CTL Web Site was **not** marked).
- **66.7%** (8) respondents indicated they had attended the 11/20/09 CEG Information Session and **33.3%** (4) had **not**.

#### **Grantees' motivation**

- A variety of responses were offered by grant recipients—all meet the goals of CEG.

#### **Grantees' feedback on the RFP**

- **41.67 %** (5) of survey respondents indicated they did **not** experience challenges with any aspect of the CEG application process while **25%** (3) experienced challenges associated with *budgeting*.
- **16.67%** (2) expressed the need for a template or model to follow—and, another **16.67%** (2) mentioned internal challenges related to the application process
- The sources of information CEG recipients relied on to develop their CEG proposal was varied. At the top of the list was the CEG Request for Proposal (**27.3%**).
- **66.7%** of CEG grantees indicated there were aspects of the proposal features that presented difficulties when writing their proposal. This is in comparison to **33.3%** who said it did **not**.
- Most who experienced difficulties listed *budget justification* or *confusion about the budget*—while others identified *assessment* and *evaluation*.
- **83%** of CEG recipients (10) indicated they were able to get answers to questions about the grant application process—whereas, one grantee was not and another respondent responded N/A. Two additional comments were posted: 1) Answers varied right up until the day the application was due--it was confusing and 2) Some [answers]; enough to finalize my proposal.

#### **Comparison to other internal grant opportunities and appropriateness**

- In comparison to other IUPUI or IUPU Columbus internal grant opportunities, **58.3%** of the survey respondents (7) *strongly agree/agreed* that the



	<p>Curriculum Enhancement Grant RFP process was appropriate—one respondent disagreed, and, others (4) listed N/A.</p> <p><b>Suggestions to modify CEG request for proposals</b></p> <ul style="list-style-type: none"> <li>• Asked whether the CEG request for proposals should be modified, four respondents offered suggestions.</li> </ul> <p><b>Prospects of doing funded project w/o CEG</b></p> <ul style="list-style-type: none"> <li>• <b>72.72%</b> of the survey respondents (8) indicated that they would do their project without CEG funding, but not to the same extent or at slower pace.</li> </ul> <p><b>CEG's affect on attainment of professional goals</b></p> <ul style="list-style-type: none"> <li>• <b>58.33%</b> of the survey respondents (7) clearly indicated they felt the CEG award will affect attainment of their professional goals; whereas other were hopeful, viewed it as an extra responsibility, wouldn't go for a structured development—or, didn't know.</li> </ul>
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## 1.2 Symposia/Major Events for 2009-2010

### 1.21 Associate Faculty Orientation

<p><b>Achievements</b></p>	<p>The <i>Associate Faculty Orientation</i> was held on August 19 and 20, 2009 from 5 to 8 p.m. in BS 2006, 2007, and 2008.</p> <p><b>Event Description</b></p> <p>The orientation was open to both new and experienced part-time faculty members and was held on two consecutive evenings with topics varying per night so individuals could choose to attend one or both evenings. Prior to the welcome session, a resource fair was held in BS 2006 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><b>Program</b></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>What I Wish I Had Known: A Panel of Experienced Associate Faculty</i> An open panel discussion with veteran associate faculty on tips and hints for a successful year on campus. Discussions revolved around what the veteran associate faculty had wished they had known when they first started teaching, what they have learned about IUPUI students, what teaching strategies they think were most useful,</p>
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	<p>and what campus resources they found most helpful. Participants also had the opportunity to ask panel members questions.</p> <p><i>Engaging Students in the Classroom</i>  Session provided instructors with ways to energize and engage students who seem uninterested in course content and learning. Participants discussed ways instructors can make classroom learning more meaningful for students. The session was designed both for faculty already included active learning in their instructional sessions and for those looking for different ways to engage students.</p> <p><i>Designing an Effective Course Syllabus</i>  The workshop was designed to have faculty to consider how to create syllabi that are effective and successful. Topics included items that faculty need to include in a syllabus to help prevent problems later in the semester, what language to use in a syllabus, and resources available.</p> <p><i>Teaching Unprepared Students: Strategies for Promoting Success</i>  Many students arrive to IUPUI unprepared for the academic rigors of college. Students with learning disabilities, first-generation students, and students with poor reading, writing, and/or study skills can be at-risk in the college environment. Participants in this session learned teaching strategies and techniques for engaging unprepared students, allowing them a better chance at success in the college classroom.</p> <p><b>Planning Committee</b></p> <p>Jennifer Beasley, Chair, Center for Teaching and Learning  Sharmin Kent, Center for Teaching and Learning  Mona Kheiry, Center for Teaching and Learning  Ben Wyatt, Center for Teaching and Learning</p>
<p><b>Future Plans</b></p>	<p>For 2010, the CTL plans to maintain the overall structure of the 2009 orientation by continuing to offer the orientation over two evenings prior to the start of classes. 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, Gateway course coordinators, and 2009 associate faculty orientation participants what session topics should be included in the 2010 program. The results of this survey along with feedback received from the 2009 orientation will be used to plan concurrent session topics.</p>
<p><b>Evidence of Progress</b></p>	<p>On August 19, 81 faculty members attended the orientation and on August 20, 37 faculty members attended, for a total of 118 participants. This was a 66% attendance increase over 2008-2009 when a total of 71 attended. Overall comments from the symposium were positive with 95.8% of respondents on August 19 and 95.6% of respondents on August 20 indicating that the scope of the orientation was appropriate to meet their needs. Forty-eight surveys were returned from the August 19 event and 23 from the August 20 event.</p>

## 1.22 Power Up Your Pedagogy

<p><b>Achievements</b></p>	<p><i>Power Up Your Pedagogy</i> was held on November 6, 2009, in the IT building.</p> <p><b>Event Description</b></p> <p>How can you effectively use technology to empower your teaching, both in the face-to-face classroom and online? The Power Up Your Pedagogy symposium addressed this question and allowed faculty to see how their colleagues integrate technology into their classes. During the symposium, participants also discussed strategies for bringing these new learning tools to their courses and created a personal plan for incorporating technology to further their course goals and objectives. Symposium session topics included integrating social networking, video, mobile devices, ePublishing, Zotero, and ethical practices into online learning. Symposium sessions were broadcast live and also recorded using Adobe Acrobat Connect Pro to make it possible for participants to attend in person or view it online.</p> <p><b>Program</b></p> <p><b>Concurrent Sessions</b></p> <p><i>Student Panel</i>  Brittany Moser, Senior, Tourism, Convention, and Event Management  Lindsay Smith, Graduate Student, Higher Education and Student Affairs  Giorgio Webster, Junior, Finance</p> <p><i>Web Based Research made Easy with Zotero</i>  Jessica Trinoskey, University Library</p> <p><i>Questions Concerning My Digital Textbook and No More Paper Cuts?: Resources on ePublishing for You and Your Students</i>  Bob Beck, School of Liberal Arts  Rhonda Huisman, University Library</p> <p><i>Flip for Flip Videocams: Using Flip Video to Enhance Teaching and Learning</i>  Carina King, School of Physical Education and Tourism Management  Frank Smith, English for Academic Purposes Program  Suzan Stamper, English for Academic Purposes Program</p> <p><i>Why Should I Care About Mobility?</i>  Thomas I. M. Ho, School of Engineering and Technology</p> <p><i>Connecting the Classroom with Twitter and Facebook</i>  John Talbott, Kelley School of Business  Megan Palmer, School of Education</p>
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	<p><b>Planning Committee</b></p> <p>Randy Newbrough, Chair, Center for Teaching and Learning  Erich Bauer, Center for Teaching and Learning  Jennifer Beasley, Center for Teaching and Learning  Tom Janke, Center for Teaching and Learning  Sharmin Kent, Center for Teaching and Learning  Lorie Shuck, Center for Teaching and Learning</p>
<b>Future Plans</b>	The next Power Up Your Pedagogy Symposium is scheduled for Friday, February 11, 2011.
<b>Evidence of Progress</b>	<p>One hundred sixteen participants attended the symposium which was an 87% increase in attendance from 2008-2009 when 62 participants attended the symposium.</p> <p>Overall comments from the symposium were positive with 70% of respondents to an online evaluation survey saying that they either strongly agreed or agreed that the information presented during the symposium was useful to their professional work. A total of 20 individuals completed the online survey.</p>

### 1.23 PUL Symposium

<b>Achievements</b>	<p>The <i>PUL Symposium</i> was held on February 1, 2010, in the IUPUI Campus Center.</p> <p><b>Event Description</b></p> <p>The IUPUI Principles of Undergraduate Learning (PULs) form the conceptual framework for all students' general education and permeate the curriculum in the major field of study. This symposium offered a variety of sessions about how to incorporate PULs into the curriculum and individual courses.</p> <p><b>Program</b></p> <p><b>Plenary Session</b></p> <p><i>PULs and Their Significance to IUPUI</i>  Uday Sukhatme, executive vice chancellor and dean of the faculties  Trudy Banta, senior advisor to the chancellor for academic planning and evaluation  Sarah Baker, associate dean, University College  Pratibha Varma-Nelson, executive director, Center for Teaching and Learning</p>
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	<p><b>Concurrent Sessions</b></p> <p><i>Introduction to PULs 1 &amp; 2: Examples and Experiences from IUPUI Faculty</i>  Patricia Wittberg, professor, Department of Sociology, School of Liberal Arts  Scott Weeden, senior lecturer, Department of English, School of Liberal Arts  Debbie Herold, lecturer, Department of Psychology, School of Liberal Arts  Crystal Garcia, associate professor, School of Public and Environmental Affairs</p> <p><i>Course-level View of PULs: Alignment of Outcomes, Activities and Assessment,</i>  Ingrid Ritchie, associate professor and director of academic affairs, School of Public and Environmental Affairs</p> <p><i>Program-level View of PULs - IUPUI's PULs, Kelley's PBLs: Accreditation and Assurance of Learning</i>  Ken Wendeln, clinical associate professor, Kelley School of Business</p> <p><i>Introduction to PULs 3, 4, 5, and 6: Examples and Experiences from IUPUI Faculty</i>  Gina Ammerman, lecturer, Department of Chemistry and Chemical Biology, School of Science  Jennifer Nelson, lecturer, Department of Earth Sciences, School of Science  Michael Yard, lecturer, Department of Biology, School of Science  Martin Vaughan, lecturer, Department of Biology, School of Science</p> <p><i>Keeping PULs Relevant (Avoiding PUL Fatigue), Panel,</i>  Josh Smith, assistant professor, School of Education, and former chair, Program Review and Assessment Committee  Ken Wendeln, clinical associate professor, Kelley School of Business  Karen Alfrey, lecturer, Department of Biomedical Engineering, School of Engineering and Technology</p> <p><i>Taking the Conversation Further - PUL round tables facilitated by CTL staff</i></p>
<p><b>Future Plans</b></p>	<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>
<p><b>Evidence of Progress</b></p>	<p>Sixty-two faculty members attended the symposium. This was the first year the symposium was offered.</p> <p>Overall comments from the symposium were positive with 93% 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 15 individuals completed the online survey.</p>

## 1.24 Edward C. Moore Symposium

<b>Achievements</b>	<p>The 2010 <i>Edward C. Moore Symposium on Excellence in Teaching</i> was held in the Campus Center and the Riley Outpatient Center on March 4, 2010.</p> <p><b>Event Description</b></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.</p> <p>Twelve concurrent session and 30 poster sessions highlighted the event with faculty, staff, and student presenters representing 14 IUPUI schools as well as IUPU Columbus, IU Bloomington, and IU Kokomo.</p> <p>This year's keynote speaker, Eric Mazur, Ph.D., Balkanski Professor of Physics and Applied Physics at Harvard University presented <i>Lectures and Learning: Pedagogies, Technologies and Peer Learning for the 21st Century</i>. The discussions of teaching and learning and even some publications abound with anecdotal evidence concerning our profession. And our intuition often supplants a systematic, scientific approach to finding out what works and what doesn't work in the classroom. Yet, research is increasingly demonstrating that our gut feelings about teaching and learning are often wrong.</p> <p>It has also been suggested that the lack of interaction in large lecture courses is to blame for the many problems facing these courses: declining enrollments, low attendance, poor evaluations, and disappointing retention. This presentation offered a way of redesigning the classroom so interaction and student engagement is introduced in many aspects of the course and shared research conducted by the Mazur Group concerning large science courses, and the effectiveness of classroom demonstrations.</p> <p>Carol Hostetter, MSW, PhD, associate professor, Indiana University School of Social Work and director, Mack Center for Inquiry on Teaching and Learning morning's plenary speaker presented <i>Inside, Outside, Upside Down: Our Journey in the Scholarship of Teaching and Learning</i>. The afternoon plenary session, <i>Designing and Assessing Integrative and Interdisciplinary learning: Insights from a National Project</i> was presented by Emily Lardner and Gillies Malnarich, codirectors, Washington Center for Improving Undergraduate Education, a public service center of The Evergreen State College in Olympia, Washington.</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 the Faculty Colloquium on Excellence in Teaching (FACET).</p>
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	<p><b>Program</b></p> <p><b>Keynote Address</b></p> <p><i>Lectures and Learning: Pedagogies, Technologies and Peer Learning for the 21st Century</i> Eric Mazur, Ph.D., Balkanski Professor of Physics and Applied Physics, Harvard University</p> <p><b>Plenary Session</b></p> <p><i>Inside, Outside, Upside Down: Our Journey in the Scholarship of Teaching and Learning</i> Carol Hostetter, MSW, PhD, associate professor, Indiana University School of Social Work and director, Mack Center for Inquiry on Teaching and Learning</p> <p><b>Concurrent Sessions</b></p> <p><i>Assessing the Role of a Graduate Pedagogy Course in the Development of Future Teacher-scholars</i> Valerie O'Loughlin, Medical Sciences, IU Bloomington Katherine Kearns, Campus Instructional Consulting, IU Bloomington Mark Braun, Medical Sciences, IU Bloomington</p> <p><i>Course Design: Making the Implicit, Explicit</i> Jacqueline Singh, Center for Teaching and Learning Crystal Garcia, School of Public and Environmental Affairs</p> <p><i>An Integrative Longitudinal Case-Based Learning Model as a Curriculum Strategy to Enhance Teaching and Learning</i> Peter Altenburger, School of Health and Rehabilitation Sciences Valerie Strunk, School of Health and Rehabilitation Sciences Amy Bayliss, School of Health and Rehabilitation Sciences Terry Loghmani, School of Health and Rehabilitation Sciences</p> <p><i>Using Thinking Starters, Discussion Circles, and Student Writing to Support College Student Learning</i> Paula Magee, School of Education Natalie Barman, School of Education</p> <p><i>Just What the Doctor Ordered: Adjusting Your Teaching Style to Optimize Interactions with Learners</i> Paula Wales, School of Medicine Mary Alice Bell, School of Medicine Virginia Thurston, School of Medicine James Brokaw, School of Medicine</p>
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*Helping Students Use Information Literacy Effectively*

Scott Weeden, School of Liberal Arts  
Pat Wittberg, School of Liberal Arts  
Pat Clark, Purdue School of Science  
Polly Boruff-Jones, School of Library and Information Sciences

*Increasing Relevance of Evidence Based Practice in Graduate Professional Education:  
Academic-Healthcare*

Patricia Scott, IU Bloomington  
Jacob Kean, IU Bloomington  
Peter Altentenburger, School of Health and Rehabilitation Sciences

*Combining Team Simulation and Reflective Practice: Pedagogical Pastiche and Student Learning*

Katherine V. Wills, IUPU Columbus  
Thomas Clerkin, IUPU Columbus  
Alejandra Solis, IUPU Columbus

*Engagement in Multicultural Teaching at IUPUI: Results of Faculty Survey*

Kathleen Grove, IUPUI Office for Women  
Stephanie Boys, School of Social Work

*Math-Linked Learning Communities for First Year Students*

Susan Meshulam, School of Science  
Michele Hansen, University College

*Enhancing Learning in Small Group Settings*

Laura Romito, School of Dentistry

*New Directions for Writing Across the Curriculum at IUPUI*

Melvin Wininger, School of Liberal Arts

**Poster Sessions**

*Improved Learning and Increased Student Cooperative Learning Through the Use of Virtual Microscopy*

Polly Husmann, Health Sciences, IU Bloomington  
Valerie O'Loughlin, Medical Sciences, IU Bloomington  
Mark Braun, Medical Sciences, IU Bloomington

*Lasting Effects of a Graduate Pedagogy Course on the Development of Teacher-scholars*

Valerie O'Loughlin, Medical Sciences, IU Bloomington  
Mark Braun, Medical Sciences, IU Bloomington  
Katherine Kearns, Campus Instructional Consulting, IU Bloomington



	<p><i>Integration of Tobacco Cessation Efforts for the Dental Team</i>  Lorinda Coan, School of Dentistry  Laura Romito, School of Dentistry  Melinda Meadows, School of Dentistry</p> <p><i>An Alternative Strategy for Enhancing Student Engagement and Understanding in a Diverse MBA Course</i>  Jeffery Hittler, Division of Business, Indiana University-Purdue University Columbus</p> <p><i>Cognitive and Affective Learning Outcomes in a Distributed Learning Environment</i>  Marquita Walker, School of Social Work</p> <p><i>Project-based Learning in Engineering</i>  Razi Nalim, School of Engineering and Technology  Sivakumar Krishnan, School of Engineering and Technology</p> <p><i>Partnering with Industry to Promote Student Engagement, Learning and Success: A Win, Win Strategy</i>  Emily McLaughlin, School of Engineering and Technology</p> <p><i>Goal Setting in the College Classroom: Who Decides?</i>  Debora Herold, School of Science  David Leap, School of Science</p> <p><i>The Efficacy of Team-Based Learning in Histology</i>  James Brokaw, School of Medicine  Keith Condon, School of Medicine</p> <p><i>Teaching Organizational Culture Integrating different teaching strategies</i>  Erica Berte, Division of Business, IUPU Columbus</p> <p><i>Design and Assessment of an Online Health Care Informatics Course</i>  Mary Bourke, School of Nursing, IU Kokomo</p> <p><i>Academic Versus Recreational Podcasting: The Student Perspective</i>  Mark Urtel, School of Physical Education and Tourism Management</p> <p><i>Conceptual Framework for International Service Learning</i>  Mary Riner, School of Nursing</p> <p><i>Working Together to Create Excellent Teaching: A Group Mentoring Project</i>  Valerie Chang, School of Social Work  Carolyn Gentle-Genitty, School of Social Work  Andy Harner, School of Social Work</p> <p><i>Experiential and Reflective Practice in the Teaching of Biomechanics</i>  Jefferson Streepey, School of Physical Education and Tourism Management</p>
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	<p><i>Empathy in Physical Therapy: Why should we care?</i>  Joy Backler, School of Health and Rehabilitation Sciences,  Amy Bayliss, School of Health and Rehabilitation Sciences  Valerie Strunk, School of Health and Rehabilitation Sciences  Jenna Gabet, School of Health and Rehabilitation Sciences</p> <p><i>Academic International Collaboration in Educational Research between IUPUI and Mahidol University</i>  Usa Jeenjenkit, Urban Center for the Advancement of STEM Education, School of Education  Ampaporn Munmai, Urban Center for the Advancement of STEM Education, School of Education  Pimpalak Wongapiwatkul, Urban Center for the Advancement of STEM Education. School of Education</p> <p><i>Reading Before Class: Is It Still Happening?</i>  Malika Mahoui, School of Informatics</p> <p><i>Making the Case for Integrated Longitudinal Case Study Application Across a Curriculum</i>  Valerie Strunk, School of Health and Rehabilitation Sciences  Zachary Skaggs, School of Health and Rehabilitation Sciences  Becky Phipps, School of Health and Rehabilitation Sciences  Amy Bayliss, School of Health and Rehabilitation Sciences</p> <p><i>Matching Technology Tools and Pedagogical Approaches with Student Learning Styles to Enhance ...</i>  Josette Jones, School of Informatics  Sara Anne Hook, School of Informatics</p> <p><i>Why Do I Have to Take Research Methods? Assessing the Psychology Research Methods Curriculum</i>  Leslie Ashburn-Nardo, School of Science</p> <p><i>Framing Online Course Design Decisions Using Quality Evaluation Rubrics</i>  Robert Morse, School of Informatics</p> <p><i>Linking Community Resources to Learning and Assessment</i>  Larita Killian, IUPU Columbus  Christopher Brandon, IUPU Columbus</p> <p><i>Investigating Ethos in Pre-Service Teachers</i>  Elee Wood, School of Education  Paula Magee, School of Education</p> <p><i>Asynchronous Library Instruction for Dental Hygiene Students</i>  Barbara Gushrowski, School of Dentistry  Lorinda Coan, School of Dentistry</p>
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	<p><i>Salvaging Struggling Students: The Role of the Learning Specialist in Medical Education</i> Patricia Wade, School of Medicine</p> <p><i>Medical Students Who Ace Their Anatomy Exams: The Men Win. Is Mental Rotation Skill Advantageous?</i> Patricia Wade, School of Medicine</p> <p><i>Human Patient Simulation as the Application Exercise of Team-based Learning for First Year Medical Program</i> Gabi Waite, School of Medicine Ellen Hughes, School of Medicine, Terre Haute Center</p> <p><i>What's the Use of Student Feedback at the End of the Course?</i> PRAC Subcommittee on Course Evaluations (Sarah Baker, David Bell, Joseph Defazio, Howard Mzumara, Ingrid Ritchie, Jacqueline Singh, Marianne Wokeck, Nancy Young) FAC Subcommittee on Student Feedback Surveys (Jan Beckstrand, Stephen Fox, Jaena Hollingsworth, Jeffrey Rothenberg, Robert Yost)</p> <p><i>Immersion in the Real World Classroom: Engaging Students through Service Learning</i> Andrea DeLee, School of Medicine Scott Renshaw, School of Medicine Deanna Willis, School of Medicine</p> <p><b>Planning Committee</b> Jennifer Beasley, Chair, Center for Teaching and Learning M. Catherine Beck, School of Liberal Arts Carolyn Gentle-Genitty, School of Social Work Stephen Hundley, School of Engineering and Technology Pamela Ironside, School of Nursing Sharmin Kent, Center for Teaching and Learning Sarah Lang, Center for Teaching and Learning Megan Palmer, School of Education Katherine Schilling, School of Library and Information Science Lee Vander Kooi, Herron School of Art Julie Vannerson, School of Medicine Pratibha Varma-Nelson, Center for Teaching and Learning</p>
<b>Future Plans</b>	<p>Preparations for the 2011 Edward C. Moore Symposium are already underway. The event will be held on Friday, February 25, 2011, in the IUPUI Campus Center. The Call for Proposals will be issued in October 2010. For more information, visit <a href="http://ctl.iupui.edu/ecmoore/">http://ctl.iupui.edu/ecmoore/</a>.</p>
<b>Evidence of Progress</b>	<p>One hundred seventy participants attended the Edward C. Moore Symposium. This was a 45% increase over 2008-2009 when 117 individuals attended the symposium.</p>

	<p>Overall comments about the symposium were positive with 97% of respondents to an online evaluation survey responding that they would recommend the symposium to others. A total of 71 individuals completed the online survey.</p>
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### 1.25 CTL Winter Lecture, Dr. Carl Wieman, Nobel Prize Laureate in Physics

<p><b>Achievements</b></p>	<p>The <i>CTL Winter Lecture</i> featuring Dr. Carl Wieman, Nobel Prize Laureate in Physics, was held Thursday, March 11, 2010, in the IUPUI Campus Center.</p> <p><b>Event Description</b></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 who 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 Physics, Office of Academic Affairs, the Faculty Colloquium on Excellence in Teaching (FACET), Office of the Vice Chancellor for Research, and the I-STEM Resource Network.</p> <p><b>Public Lecture</b></p> <p><i>Science Education in the Modern World; Why and How</i>          Carl Wieman, Ph.D., Nobel Prize Laureate in Physics (2001)</p> <p>In this lecture, Wieman talked of how, guided by experimental tests of theory and practice science has advanced rapidly in the past 500 years. Guided primarily by tradition and dogma, science education meanwhile has remained largely medieval.</p> <p>Research on how people learn is now revealing how many teachers badly misinterpret what students are thinking and learning in traditional science classes and from exams. However, research is also providing insights on how to do much better. The combination of this research with modern information technology is setting the stage for a new approach that can provide the relevant and effective science education for all students that is needed for the 21<sup>st</sup> century.</p> <p>Wieman discussed the needs of science education in the modern world for all citizens and described what research is telling us about how the brain learns, the failures of traditional teaching practices to meet today's educational needs, and teaching practices that have been shown to be much more effective.</p> <p>A public reception in the Campus Center was held immediately prior to Dr. Wieman's presentation. This event was open to the public.</p>
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	<p>In addition to the public lecture, Dr. Wieman gave a science education lecture to an IUPUI faculty audience and a physics talk geared towards physics faculty and graduate students.</p> <p>For more information, go to <a href="http://ctl.iupui.edu/winterseries/2010">http://ctl.iupui.edu/winterseries/2010</a></p>
<b>Future Plans</b>	<p>Next year's CTL Winter Lecture will be held on March 23 and 24, 2011, and will feature Dr. James Cuno, Director of the Art Institute of Chicago. Dr. Cuno is the author of <i>Who Owns Antiquity?: Museums and the Battle Over Our Ancient Heritage</i>.</p>
<b>Evidence of Progress</b>	<p>Forty-five people attended the science education lecture, 58 attended the physics talk, and 125 faculty, staff, students, and the general public attended the public event. In 2008-2009, 67 individuals attended the CTL Winter Lecture, so the attendance at the public event was an 86% increase over last year.</p> <p>Overall comments from the symposium were positive with 94% of respondents to an online evaluation survey responding that they would recommend this lecture to others. A total of 32 individuals completed the online survey.</p>

### 1.3 Center for Teaching and Learning Workshops

<b>Achievements</b>	<p>One hundred eight workshops or webinars were sponsored or cosponsored by the Center for Teaching and Learning during 2009-2010. The number of attendees at each workshop is in parentheses.</p> <ol style="list-style-type: none"> <li>1. 2009 Gateway to Graduation Retreat (65)</li> <li>2. Adobe Connect Professional Overview for Music All-IDG Colloquium (6)</li> <li>3. All-IDG Organizational Colloquium (29)</li> <li>4. Armageddon 101: Dealing with Disruptive Students (45)</li> <li>5. Armageddon 101: Dealing with Disruptive Students (39)</li> <li>6. B.O.T.T. Series: Adobe Presenter (16)</li> <li>7. B.O.T.T. Series: Managing Your Oncourse Site (16)</li> <li>8. B.O.T.T. Series: New! Oncourse Assignments Beta (1)</li> <li>9. B.O.T.T. Series: Oncourse Communication Tools (5)</li> <li>10. B.O.T.T. Series: Oncourse Gradebook (14)</li> <li>11. B.O.T.T. Series: Oncourse Resources (4)</li> <li>12. Carl Wieman - Physics Department Colloquium (58)</li> <li>13. CEG Awardees Information Meeting (19)</li> <li>14. CONNECTing w/Students: Adobe Connect Best Practices (57)</li> <li>15. CONNECTing with Students: Adobe Connect 7.5 (44)</li> <li>16. Conversation with an NSF Program Director (22)</li> <li>17. Creating Online Learning Activities (23)</li> <li>18. Creating Online Learning Activities (Online Only) (20)</li> <li>19. Curriculum Enhancement Grant Info Session (60)</li> </ol>
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	<ul style="list-style-type: none"> <li>20. Designing SENCER into a 1st YR Learning Community (9)</li> <li>21. Developing Effective Classroom Assessments (13)</li> <li>22. E&amp;T - An Introduction to Student Response Systems 4)</li> <li>23. Effective Classroom Assessments (4)</li> <li>24. EndNote: Advanced (3)</li> <li>25. EndNote: The Basics (4)</li> <li>26. Engaging Students in Online Courses (12)</li> <li>27. Enhancing &amp; Packaging a Presentation(ITTE) (3)</li> <li>28. Enhancing Student Learning through Reflection (21)</li> <li>29. E-Publishing: Leveraging e-texts for Instruction (13)</li> <li>30. Excel: The Basics (3)</li> <li>31. Exploring Advanced Tools in Oncourse (10)</li> <li>32. Exploring New Features in Oncourse (3)</li> <li>33. Exploring the Library Tools in Oncourse (7)</li> <li>34. Faculty Writing Circles Organizational Meeting (43)</li> <li>35. FYS Institute - To Your Door: Developing Prompts (6)</li> <li>36. FYS Institute - To Your Door: Managing Artifacts (9)</li> <li>37. FYS Institute - To Your Door: Presentation Maker (8)</li> <li>38. FYS Institute - To Your Door: Scaffolding (9)</li> <li>39. FYS Institute - To Your Door: Using ePort (10)</li> <li>40. FYS Institute -To Your Door: Intro to ePort – PDP (11)</li> <li>41. Gateway to Gateway: Mid-Winter Tune-Up (27)</li> <li>42. Getting Past the Blank Stares (12)</li> <li>43. Getting Started with Instructional Podcasting-Online (17)</li> <li>44. Getting Started with Instructional Podcasting (19)</li> <li>45. Getting Started with Oncourse (28)</li> <li>46. Have you met Lynda? (3)</li> <li>47. Infoshare: Video Tutorials From Lynda.com (13)</li> <li>48. Interpret and Use Test/Item Analysis Reports (11)</li> <li>49. Introduction to IUPUI's ePortfolio (33)</li> <li>50. Introduction to Teaching and Assessing PULs (26)</li> <li>51. IT to Support FLC Work (1)</li> <li>52. IUPUI ePortfolio Spring 2010 Symposium (24)</li> <li>53. Learner Friendly Video (8)</li> <li>54. Let's Create Engaging Online Presentations (15)</li> <li>55. Let's Create! A Recipe for Online Presentations (13)</li> <li>56. Let's Talk Teaching: Common Theme (12)</li> <li>57. Let's Talk Teaching: Emerging IT (71)</li> <li>58. Let's Talk Teaching: Motivating Students (21)</li> <li>59. Let's Talk Teaching: Research in the Classroom (21)</li> <li>60. Let's Talk Teaching: Using Podcasts for Learning (78)</li> <li>61. Let's Talk Teaching: Web 2.0 Storytelling (35)</li> <li>62. Making the Most of Bookmarking Tools (12)</li> <li>63. Meeting Your Students Where They Are (11)</li> <li>64. New Turning Point Student Response Systems Overview (32)</li> <li>65. Oncourse Basics Workshop (4)</li> <li>66. Oncourse Overview (6)</li> <li>67. Oncourse Overview for Herron (9)</li> </ul>
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	<p>68. Online Teaching Fundamentals (75)</p> <p>69. Online Teaching Topics Medley (23)</p> <p>70. ONLINE: E-Publishing: E-texts for Instruction (15)</p> <p>71. Open Access Week - Copyright Webinar (21)</p> <p>72. PowerPoint: Customizing a Presentation (ITTE) (1)</p> <p>73. PowerPoint: The Basics (3)</p> <p>74. Presentation Best Practices for the Law School (7)</p> <p>75. Promoting Academic Honesty with Turnitin.com (6)</p> <p>76. PUL Learning Activities and Assessment (12)</p> <p>77. RECORDING: Creating Online Learning Activities (1)</p> <p>78. Retention Strategies for First Year Students (4)</p> <p>79. Second Life for Instruction (10)</p> <p>80. Setting Up Expectations with Goals and Objectives (1)</p> <p>81. SPEA To-Your-Door: Online Teaching Fundamentals (13)</p> <p>82. Special Topics in Online Teaching (31)</p> <p>83. SPSS: The Basics (3)</p> <p>84. Strategies for Incorporating Video in Instruction (17)</p> <p>85. Teaching and Assessing PUL 1 (15)</p> <p>86. Teaching and Assessing PUL 2: Critical Thinking (21)</p> <p>87. Teaching and Assessing PULs 3 and 4 (18)</p> <p>88. Teaching and Assessing PULs 5 &amp; 6 (15)</p> <p>89. Team-Based Learning (45)</p> <p>90. Tech Camp: Audio Podcasting (16)</p> <p>91. Technology Brownbag: Twittering in Courses (13)</p> <p>92. Three, two, one...Action!: Video Tech Camp, I &amp; II (11)</p> <p>93. To Your Door: Documenting Your Teaching (14)</p> <p>94. To Your Door: Assessing PULs (11)</p> <p>95. To Your Door: Engaging Your Students In Lecture (52)</p> <p>96. To Your Door: Moderating Focus Groups (8)</p> <p>97. To Your Door: Assessing Learning in Online Courses (10)</p> <p>98. To Your Door: Online Course Design (8)</p> <p>99. To-Your-Door: Building IUSSW Faculty Web Sites (12)</p> <p>100. Tricks, Strategies &amp; Ploys to Promote Active Class (88)</p> <p>101. Twittering in Support of Learning (12)</p> <p>102. UCOL - An Introduction to Student Response Systems (19)</p> <p>103. Using Rubrics to Assess and Enhance Learning (47)</p> <p>104. Using the Program PUL Matrix: What Next? (37)</p> <p>105. Using Twitter to Enhance Collaborative Learning (41)</p> <p>106. Web-Based Collaboration Tools (29)</p> <p>107. Web-Based Research Tools (29)</p> <p>108. Webinar: Adobe Connect Meeting Upgrade (4)</p>
<p><b>Future Plans</b></p>	<p>For 2010-2011 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"> <li>• BOTT Oncourse Series: Managing Your Oncourse Site</li> <li>• BOTT Oncourse Series: Oncourse Gradebook</li> <li>• Deliver Engaging Lectures with Clickers</li> </ul>

	<ul style="list-style-type: none"> <li>• Getting Started with Instructional Podcasting</li> <li>• Open Access: Open Education Resources</li> <li>• PUL Learning Activities and Assessment</li> <li>• Using Rubrics to Assess and Enhance Learning</li> <li>• SCALE-UP Project</li> <li>• Supporting Your Online Research with Zotero</li> <li>• Teaching at IUPUI: Getting Students to Prepare</li> <li>• Teaching at IUPUI: Grading Efficiently</li> <li>• Teaching at IUPUI: Library Resources</li> <li>• Teaching at IUPUI: PULs</li> <li>• Teaching at IUPUI: Syllabus and First Day of Class</li> <li>• Teaching at IUPUI: Using Mid-semester Feedback</li> <li>• Teaching Excellence: Documenting Your Teaching</li> </ul> <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 2009-2010 also will be used to guide future programming.</p>
<b>Evidence of Progress</b>	<p>In 2009-2010, one hundred eight workshops and webinars were held with a total attendance of 2,140 at those events. Average attendance was 19.8 participants per event. This was a 42% increase in number of workshops and a 55% increase in attendance from 2008-2009 when 76 workshops were held with a total attendance of 1,378 with an average attendance of 18 participants per workshop.</p>

#### 1.4 Center for Teaching and Learning Consultations

<b>Achievements</b>	<p>During 2009-2010 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:</p> <table border="1" data-bbox="492 1287 1300 1766"> <thead> <tr> <th><b>Topics of Center for Teaching and Learning Consultations*</b></th> <th><b>2009-2010</b></th> <th><b>2008-2009</b></th> </tr> </thead> <tbody> <tr> <td>Oncourse CL</td> <td>450</td> <td>362</td> </tr> <tr> <td>Classroom Observations</td> <td>48</td> <td>42</td> </tr> <tr> <td>ePort</td> <td>203</td> <td>54</td> </tr> <tr> <td>Grant Support</td> <td>26</td> <td>36</td> </tr> <tr> <td>Online Teaching</td> <td>70</td> <td>135</td> </tr> <tr> <td>Portfolio Development</td> <td>0</td> <td>12</td> </tr> <tr> <td>Small Group Instructional Diagnosis</td> <td>22</td> <td>8</td> </tr> <tr> <td>Technology - general</td> <td>596</td> <td>454</td> </tr> <tr> <td>Teaching Topics/Pedagogy</td> <td>263</td> <td>165</td> </tr> <tr> <td>Information Resources</td> <td>0</td> <td>1</td> </tr> <tr> <td>Other</td> <td>210</td> <td>467</td> </tr> </tbody> </table> <p>* topics were tracked as either the primary or secondary focus of the consultation</p>	<b>Topics of Center for Teaching and Learning Consultations*</b>	<b>2009-2010</b>	<b>2008-2009</b>	Oncourse CL	450	362	Classroom Observations	48	42	ePort	203	54	Grant Support	26	36	Online Teaching	70	135	Portfolio Development	0	12	Small Group Instructional Diagnosis	22	8	Technology - general	596	454	Teaching Topics/Pedagogy	263	165	Information Resources	0	1	Other	210	467
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<b>Future Plans</b>	The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.															
<b>Evidence of Progress</b>	In the 2010 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 97.1% satisfaction rate with an average rating of 4.32 on a 5 point scale (with 5 being more favorable). In comparison, the 2009 survey results showed a similar 97.7% satisfaction rate with an average rating of 4.22 on a 5 point scale.															

### 1.5 Education Grant

<b>Achievements</b>	<p><b>National Science Foundation Grant</b></p> <p><b>The Role of Centers for Teaching and Learning in Improvement of Undergraduate Engineering Education Workshop</b></p> <p>National Science Foundation (NSF), CCLI Award Number: DUE – 0958168 Amount: \$97,989 for one year</p> <p>Pratibha Varma-Nelson, Principal Investigator, and Terri Tarr, Co-Principal Investigator, hosted the workshop titled <i>The Role of Centers for Teaching and Learning in Improvement of Undergraduate Engineering Education Workshop</i> on July 1-2, 2010, in Arlington, Virginia. The workshop brought together directors of centers for teaching and learning (CTLs), engineering faculty, and administrators of schools of engineering. Several NSF program directors were also in attendance. Participation at this workshop was by invitation only.</p> <p>The workshop goals were to:</p> <ul style="list-style-type: none"> <li>• Outline strategies for leveraging resources and expertise at existing CTLs to enhance undergraduate engineering education. This involved identifying goals, expected outcomes, strategies, and activities for the CTL and school of engineering partnerships.</li> <li>• Identify programs, support and resources from CTLs appropriate for engineering faculty to enhance lifelong development as educators.</li> <li>• Identify ways of utilizing faculty insight into student learning issues and difficulties with content to inform the planning of professional development programs.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Prepare recommendations for how engineering administrators could support and recognize educational innovation and professional development through a partnership with CTLs.</li> </ul> <p>Other IUPUI project personnel included Stephen Hundley, Project Evaluator, Associate Dean for Academic Affairs and Undergraduate Programs, Associate Professor of Organizational Leadership and Supervision, Purdue School of Engineering and Technology; Adam Parker, Webmaster, Center for Teaching and Learning; Sharmin Kent, Event Coordinator, Center for Teaching and Learning; and Krishna Patel, Event Coordinator, Center for Teaching and Learning.</p> <p>For more information, see the project Web site at <a href="http://ctl.iupui.edu/projects/NSF">http://ctl.iupui.edu/projects/NSF</a>. Questions about this project should be directed to Pratibha Varma-Nelson (<a href="mailto:pvn@iupui.edu">pvn@iupui.edu</a>)</p>
<b>Future Plans</b>	The Center for Teaching and Learning will continue to seek grants to fund education projects.
<b>Evidence of Progress</b>	Plans for dissemination of results from The Role of Centers for Teaching and Learning in Improvement of Undergraduate Engineering Education Workshop project include presentations at the 2010 ASEE Global Colloquium, the 2010 Professional and Organizational Development Network Conference, the 2011 CCLI PI Conference, the 2011 Network for Academic Renewal Conference-- Engaged STEM Learning: From Promising to Pervasive Practices.

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

### 2.1 Gateway Initiatives

<b>Achievements</b>	<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 2009-2010, the program involved two half-day workshops, each of which was 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"> <li>• <i>Tricks, Strategies and Ploys to Promote Active Classroom Engagement</i> Brad Garner, Ph.D., assistant dean for teaching and learning, Indiana Wesleyan University May 11, 9am to 12:30pm May 12, 1 to 4:30pm</li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Armageddon 101: Dealing with Disruptive Students and Overcoming Natural Aversion to a Subject</i> Darby Lewis, PhD., professor of English and women’s studies, Lycoming College</li> </ul> <p>In addition to the Gateway Scholars workshops, the following event targeting Gateway faculty was cosponsored by CTL in collaboration with the Gateway to Graduation Program which is part of University College.</p> <ul style="list-style-type: none"> <li>• <i>Gateway Mid- Winter Tune- up: Gateway to Gateway</i> <ul style="list-style-type: none"> <li>○ <i>Gateway Case Studies</i>, Sarah Lang, Center for Teaching and Learning</li> <li>○ <i>Syllabus Redefined</i>, Crystal Garcia, School of Public and Environmental Affairs</li> <li>○ <i>We teach. Must we entertain?</i> Mike Politics, Communication Studies Department</li> </ul> </li> </ul>
<b>Future Plans</b>	The Center for Teaching and Learning will continue to cosponsor the Gateway program in various capacities.
<b>Evidence of Progress</b>	In March 2010 a needs analysis of faculty teaching Gateway courses was conducted through an online survey. Results of the survey, completed by 65 individuals, indicated that 89% were either most interested or somewhat interested in having programming on motivating students and 75% were either most interested or somewhat interested in getting students to prepare for class. This information was used to guide programming for the summer program and 2010-2011 academic year.

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

#### 3.1 Jump Start into Online Course Development Program

<b>Achievements</b>	<p><b>Supporting Online Course Development</b></p> <p>The final cohort of faculty participating in the Jump Start into Online Course Development Program submitted final reports regarding their projects. Since 2003, a total of 94 faculty members have been supported through the Jump Start program. 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 2009 Jump Start program attended a four-day program on best practices in online teaching during May 2009, were supported by a team of</p>
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instructional design and technology consultants, and had access to production support through Media Design and Production throughout the 2009-2010 academic year.

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	Engineering and Technology	CILT	CIT 112 Computer Information Technology Fundamentals
Mary Ann Frank	Engineering and Technology	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	IUPU Columbus	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 be available to support faculty members in developing or revamping online courses. Also, online teaching modules are being created and will be made available on the CTL Website.

**Evidence of Progress** With the completion of the current Jump Start cohort, a total of 94 faculty participated in the Jump Start program and developed 89 courses (some courses were developed by faculty teams) between 2003 and 2009.

## **Summary Highlights from 2009 Jump Start Faculty Report**

The *2009 Jump Start Faculty Report* is a twelve item data collection instrument completed by program participants after the (re)design of an online course. Four items ask course tracking related data; two items address behavior, application, and implementation; two items address results, impact, and consequence; and, two items are an initial attempt to gather preliminary return on investment data

For more detailed information about the report, contact Jacqueline Singh at the Center for Teaching and Learning.

The following categorized bullets capture the essence of participants' responses regarding the 2009 Jump Start program.

### **How have you and your course changed as a result of attending the Jump Start program?**

#### **Faculty development**

- Effective online teaching; growth as a teacher
- Increased awareness of copyright guidelines
- Pedagogy and assessment strategies
- Course organization
- Developed skills
- Feel competent; confidence in teaching online
- Technological growth

#### **Course**

- Well-constructed course; disciplined and tight design
- Content; format; explicit syllabi
- Course deliverables adapted to online environment

#### **Engagement**

- Create an online community
- Interactive and student driven

### **What will you do differently as a result of Jump Start?**

#### **Engagement**

- Teach/not dread
- New activities; more opportunities
- Reflect/document/adapt materials/spend more time [with students]
- Create material/find resources
- Explicit communication
- Increase student responsibility
- Use of technology

#### **Course/curriculum**

- Revise course goals
- Course organization
- Changed syllabus; course transformation

	<ul style="list-style-type: none"> <li>• Simplify/various assessments/creative assignments/detailed introduction module</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Enhance delivery with pedagogically appropriate technologies</li> <li>• Interactive materials</li> <li>• Incorporate online activities</li> </ul> <p><b>What sources of evidence do you plan to use to evaluate the effectiveness of your course?</b></p> <p><b>Assessment/evaluation</b></p> <ul style="list-style-type: none"> <li>• Mid and end of semester feedback surveys</li> <li>• Student evaluations</li> <li>• Qualitative evaluation methods</li> <li>• Various formative and summative evaluation methods</li> </ul> <p><b>Grades</b></p> <ul style="list-style-type: none"> <li>• Grade comparisons</li> </ul> <p><b>Online student enrollments</b></p> <p><b>Peer review</b></p> <p><b>Presentations to colleagues</b></p> <p><b>What challenges do you expect in implementing these specific actions?</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Frustration with level of self-direction</li> <li>• Frustration with structured format</li> <li>• Inexperience with online learning</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technical issues students encounter</li> <li>• Lack of sophisticated technology support</li> <li>• Technology is challenging</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Time commitment</li> <li>• Time to incorporate evaluative evidence</li> <li>• Time consuming to record lectures</li> </ul> <p><b>What impact will your participation in Jump Start and this course (re) design have for your department?</b></p> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Development of online course needed to complete online Masters program</li> <li>• Moving core courses to online medium</li> <li>• Added one more Themed Learning Community</li> </ul> <p><b>Dissemination</b></p> <ul style="list-style-type: none"> <li>• Inspire other faculty to use electronic learning mechanisms; influence other programs; presenting/demonstrating work</li> </ul>
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	<ul style="list-style-type: none"> <li>• Create other online assessments</li> </ul> <p><b>Access/enrollment</b></p> <ul style="list-style-type: none"> <li>• Attract outside students</li> <li>• Alleviate scheduling conflicts</li> <li>• Expanding enrollment by students in other schools</li> <li>• Indirectly increase general enrollment; increase enrollment</li> </ul> <p><b>Return on investment</b></p> <ul style="list-style-type: none"> <li>• Increased revenue</li> </ul> <p><b>If possible, please estimate in monetary values the benefits your course (re)design will bring to your department and/or IUPUI?</b></p> <p>Seventy percent (70%) of 2009 Jump Start faculty respondents were able to provide estimates of monetary benefits their course (re)design would bring to their respective department and/or IUPUI.</p> <p><b>Expressed as a percentage, what confidence level do you place on this monetary estimate? (0% = no confidence; 100% = certainty)</b></p> <p>The overall average confidence level placed on respondents' monetary estimate(s) was eighty-four percent (84%).</p>
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### 3.2 Online Teaching Workshops

<b>Achievements</b>	<p><i>Online Teaching Fundamentals</i> was a half-day workshop held on March 15, 2010, and was followed by another half-day workshop on <i>Special Topics in Online Teaching</i> on March 16, 2010. Both workshops were held in University Library. The <i>Online Teaching Fundamentals</i> workshop was repeated on May 19, 2010, followed by <i>Online Teaching Topics Medley</i> on May 20, 2010.</p> <p><b>Event Descriptions</b></p> <p><i>Online Teaching Fundamentals, March 15 and May 19</i></p> <p>This half-day workshop introduced faculty to the basics of online course development. Participants saw examples of online courses, explored approaches to online course design, considered possible online learning activities, gave thought to online presentation options, investigated methods for assessing student learning online, and more.</p> <p><i>Special Topics in Online Teaching, March 16</i></p> <p>This workshop allowed faculty to explore a variety of topics related to online teaching. They were able to choose from concurrent sessions covering topics such as</p>
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	<p>instructional podcasting, Web conferencing tools, creating social presence, communication methods, and others. The workshop ended with a question and answer session with a faculty panel.</p> <p><i>Online Teaching Topics Medley, May 20</i></p> <p>This event was constructed as a multiple topic round robin workshop to allow faculty to explore a variety of topics related to online teaching. Participants rotated through mini-workshops and were able to explore topics such as presenting content online, online collaboration, promoting real-time interactions, and learning activities. All sessions had hands-on components.</p> <p><b>Planning Committee</b></p> <p>Tom Janke, Center for Teaching and Learning  Terri Tarr, Center for Teaching and Learning  Lorie Shuck, Center for Teaching and Learning  Debra Runshe, Center for Teaching and Learning</p>
<p><b>Future Plans</b></p>	<p>For 2010-2011, the CTL plans to again offer workshops on online teaching fundamentals and special topics in online teaching.</p>
<p><b>Evidence of Progress</b></p>	<p>Total attendance for the online teaching workshops was 126.</p> <p>On March 15, 2010, 44 faculty members attended the <i>Online Teaching Fundamentals</i> workshop, and on March 16, 2010, 31 faculty members attended the <i>Special Topics in Online Teaching</i> workshop. Both workshops were filled to capacity. A total of 29 participants completed an event evaluation for the <i>Online Teaching Fundamentals</i> event and 100% of respondents agreed or strongly agreed that the event was a worthwhile investment in their professional development. A total of 17 participants completed an evaluation of the <i>Special Topics in Online Teaching</i> workshop, and 100% agreed or strongly agreed that the workshop was a worthwhile investment in their professional development.</p> <p>On May 19, 2010, 32 faculty members attended the <i>Online Teaching Fundamentals</i> workshop, and on May 20, 2010, 23 faculty members attended the <i>Online Teaching Topics Medley</i> workshop. A total of 19 participants completed an event evaluation for the <i>Online Teaching Fundamentals</i> event and 94.8% of respondents agreed or strongly agreed that the event was a worthwhile investment in their professional development. A total of 10 participants completed an evaluation of the <i>Special Topics in Online Teaching Workshop</i>, and 90% agreed or strongly agreed that the workshop was a worthwhile investment in their professional development.</p>



### 3.3 Support and evaluate the integration and impact of the PULs and the ePortfolio.

<p><b>Achievements</b></p>	<p><b>CTL Contributions to ePortfolio initiative:</b></p> <p>Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative:</p> <ul style="list-style-type: none"> <li>• New Faculty Welcome: Poster Presentation: IUPUI's ePortfolio (September 4, 2009).</li> <li>• To Your Door: Presentation ePortfolio - UM Page Composer for PDP and ePort Project committee members (September 16, 2009) 6 attendees</li> <li>• All IDG Colloquium (September 18, 2009) 19 attendees</li> <li>• PUL Series: Measures of Achievement: Using Rubrics to Assess and Enhance Learning (September 25, 2009) 27 attendees</li> <li>• PUL Series: Using the Program PUL Matrix: What Next? (October 9, 2009) 37 attendees</li> <li>• All IDG Colloquium: ePort in Practice (November 12, 2009) 28 attendees</li> <li>• To Your Door: Using ePort for IUPUI - CTL - IT Consultants (November 17, 2009) 5 attendees</li> <li>• PUL Series: Introduction to IUPUI's ePortfolio (November 20, 2009) 19 attendees</li> <li>• PUL Series: Using Rubrics to Assess and Enhance Learning (February 5, 2010) 12 attendees</li> <li>• To Your Door: ePortfolio in Higher Education: Trends, Uses, and Options - Using ePortfolio for the DNP program (February 23, 2010) 14 attendees</li> <li>• Online Special Topics: Introduction to ePort Presentation Maker (March 16, 2010) 4 attendees</li> <li>• PUL Series: Introduction to IUPUI's ePortfolio (March 26, 2010) 6 attendees</li> <li>• IUPUI ePortfolio 2010 Spring Symposium (April 23, 2010) 19 attendees</li> <li>• To Your Door: ePortfolio for DNP Advisory Committee Retreat (May 4, 2010) 20 attendees</li> <li>• To Your Door: First Year Seminar Curriculum Development Institute: Introduction to ePort and the PDP (June 21, 2010) 11 attendees</li> <li>• Institute: Instructional Scaffolding to Facilitate Learning (June 22, 2010) 9 attendees</li> <li>• To Your Door: First Year Seminar Curriculum Development Institute: Creating a Public Folder in My Workspace – Managing Artifacts (June 22, 2010) 9 attendees</li> <li>• To Your Door: First Year Seminar Curriculum Development Institute: Using Presentation Maker to Support Learning – The Student Experience (June 23, 2010) 8 attendees</li> <li>• To Your Door: First Year Seminar Curriculum Development Institute: Using ePort Tools Effectively (June 24, 2010) 10 attendees</li> <li>• To Your Door: First Year Seminar Curriculum Development Institute: Developing Prompts for the PDP (June 25, 2010) 6 attendees</li> </ul>
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	<p>CTL staff provided over 230 hours of individual consultation to faculty members working with ePortfolio.</p> <p>CTL staff supported nine active Integrated Department Grant projects in 2008-2009.</p> <p>CTL staff presented or co-presented three external presentations on IUPUI's ePortfolio</p> <ul style="list-style-type: none"> <li>• ePortfolios and Integrated Department Grants as an Implementation Strategy - Presentation at 10th Sakai Conference (July 8, 2009) 45 attendees</li> <li>• 2009 Assessment Institute: A Department-Based Model for Implementing an ePortfolio Program (October 26, 2009) 65 attendees</li> <li>• Expanding ePortfolio Tools: IUPUI's Presentation Maker – Presentation at 11<sup>th</sup> Sakai Conference (June 16, 2010) 50 attendees</li> </ul> <p>CTL staff participated as a member of Cohort VI of the Inter/National Coalition for Electronic Portfolio Research.</p>
<p><b>Future Plans</b></p>	<p>Efforts for 2010-2011 will focus on</p> <ul style="list-style-type: none"> <li>• continuing to increase faculty development programming, with emphasis on PULs and 2012 preparation, in collaboration with the ePortfolio Initiative.</li> <li>• introducing the new ePortfolio tool, Presentation Maker, to the IUPUI community, in collaboration with the ePortfolio Initiative.</li> <li>• expanding ePortfolio expertise within CTL to support growing numbers of faculty ePortfolio users.</li> <li>• supporting ePortfolio use at other IU branches, by assisting other centers staff.</li> <li>• continuing participation as a member of Cohort VI of the Inter/National Coalition for Electronic Portfolio Research.</li> <li>• participating in the Sakai OSP Community working on the development of Sakai 3.0.</li> </ul>
<p><b>Evidence of Progress</b></p>	<p>Increased the number and variety of workshops offered to faculty and received an excellent response.</p> <p>Increased number of active Integrated Department Grant projects also with an excellent response.</p> <p>Increased number of consultations and meaningful contacts.</p> <p>Increased international participation in ePortfolio initiatives.</p>

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

**4.1 Learning Environments Committee and Grant**

<p><b>Achievements</b></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. Due to a partnership with the Office of the Vice Chancellor for Student Life and Dean of Students an additional \$50,000 was awarded for the 2009-2010 Learning Environments Grants.</p> <p>For the second 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 current fiscal year.</p> <p><b>2009–2010 Projects</b></p> <p>PETM Multipurpose Learning Lab (\$21,700)          Biology Resource Center (\$25,000)          University Library International Newsroom (\$25,000)          E&amp;T Student Council (\$16,212.45)          Spanish Resource Center (\$19,000)          IUPUI Finance Lab (\$25,000)          Informatics MARLA Lab (\$25,000)</p> <p><b>Learning Environments Committee Members</b></p> <p>Pratibha Varma-Nelson, Chair, Center for Teaching and Learning          Tim Anno (Alternate), Adaptive Education Services          Mary Anne Black, Office of the Registrar          Julie Bowman, Architect’s Office          Erin Cassity, School of Education          Lisa Contino, Psychology          Susan Fernandes, Facilities Programming          Andrew Gavrin, Physics          Philip Goff, School of Liberal Arts          Sherri Hendricks, Kelley School of Business          Renee Jackson, University Library          Donna Kent, Campus Facilities Services          E. Jane Luzar, Honors College          Dan Maxwell, Division of Student Life          Mary Beth Myers, Office of the Registrar          Jeff Plawecki (Alternate), Campus Facilities Services          Beverly Teach, University Information Technology Services</p>
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<b>Future Plans</b>	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.
<b>Evidence of Progress</b>	Interest in creating innovative learning spaces remains high. Thirteen Learning Environment Grant proposals were received. Seven were funded, which was a 53% funding rate. In 2008-2009, 16 LEG proposals were received and seven were funded, which was a 43% funding rate.

**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**

<b>Achievements</b>	<p>The <i>Multicultural Teaching and Learning Institute</i> (MTLI) has been held annually since 2006. The <i>Multicultural Teaching and Learning Institute: Creating an Environment of Inclusivity for Women and Men</i> was held on February 11, 2010, in the Campus Center.</p> <p><b>Event Description</b></p> <p>The Multicultural Teaching and Learning Institute (MTLI) addressed ways of creating an inclusive classroom and supporting student success in regards to gender issues. The theme was <i>When Gender Matters: Creating an Environment of Inclusivity for Women and Men</i>, with sessions exploring how to best support African American males, women, and LGBT students.</p> <p><b>Program</b></p> <p><b>Keynote Address</b></p> <p><i>Allies at the Intersections: Creating and Sustaining Inclusive Classrooms, Departments and Universities</i> Erik Malewski, associate professor, Department of Curriculum and Instruction, Purdue university</p> <p>Explored some of the contemporary challenges in building gender inclusive teaching and learning environments in higher education, including discussion on models and strategies meant to help our communities to integrate the knowledge, dispositions and skills that lead to creating and sustaining gender inclusive classrooms, departments and institutions.</p>
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### **Plenary Sessions**

*Reflecting on Bias and its Impact on Teaching and Learning*  
Natasha Flowers, School of Education

*Panel Discussion: Graduation, Retention, and Beyond of Underrepresented Populations (Science, Technology, Math, and Engineering)*

Kenneth B. Durgans, Office of Diversity, Equity and Inclusion

Kathy Johnson, Department of Psychology, School of Science

Sarah Lang, Center for Teaching and Learning

Khalilah Shabazz, Office of Student Scholarships

Pratibha Varma-Nelson, Department of Chemistry and Chemical Biology, School of Science

### **Concurrent Sessions**

*Classroom Dynamics: Infusing Diversity into Teaching*

Leslie Ashburn-Nardo, Department of Psychology, School of Science

Kathryn A. Morris, Department of Psychology, Butler University

Angela M. McNelis, Department of Environments for Health, School of Nursing

Sara Horton-Deutsch, Department of Environments for Health, School of Nursing

*How Gender Shapes Student and Faculty Experience in Higher Education*

Kathy Grove, Office for Women

Mary Dankoski, Office of Faculty Affairs and Professional Development, School of Medicine

*Out in the Classroom: Addressing the Experiences of LGBTQ Faculty and Students in the Classroom*

Mathew Ouellett, Center for Teaching, University of Massachusetts, Amherst

*A Framework of Excellence in African American Male Support*

Khaula Murtadha, School of Education

Robin Hughes, School of Education

Steve Ingram, Indiana Commission on the Social Status of Black Males

This event was cosponsored by the Center for Teaching and Learning; the Office for Diversity, Equity, and Inclusion; Office for Women; and University College.

For more information, see the event Web site at <http://ctl.iupui.edu/mtli/2010>

### **Planning Committee**

Mona Kheiry, Chair, Center for Teaching and Learning

Leslie Ashburn-Nardo, School of Science

Kathleen Grove, Office for Women

Wayne Hilson, Office of Diversity, Equity, and Inclusion

Terri Tarr, Center for Teaching and Learning

	Kate Thedwall, University College Marianne Wokeck, School of Liberal Arts
<b>Future Plans</b>	The 2010-2011 MTLI will be held on November 10, 2010, and will have a theme of <i>Culturally Sensitive Pedagogy</i> . The keynote speaker will be Dr. David Stinson, Associate Professor of Mathematics Education, Department of Middle-Secondary Education and Instructional Technology, Georgia State University.
<b>Evidence of Progress</b>	Fifty-nine participants attended the Multicultural Teaching and Learning Institute. This was a 3% decrease from 2008-2009 when 61 participants attended.  Overall comments about the institute were positive with 93% 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 31 individuals completed the online survey.

#### **APPENDIX A: Center for Teaching and Learning Publications**

Burden, R., Tinnerman, L., Lunce, L., & **Runshe, D.** (2010). Video case studies: Preparing teachers for inclusion. *Teaching Exceptional Children / Teaching Exceptional Children Plus*, 6(4) Article 3. Retrieved on 11/15/2010 from <http://escholarship.bc.edu/education/tecplus/vol6/iss4/art3>.

Gosser, D.K., Kampmeier, J.A., & **Varma-Nelson, P.** (2010). Peer-Led Team Learning: 2008 James Flack Norris Award Address. *Journal of Chemical Education*, 87(4), 374-380.

**Tarr, T. A.** (2010). Working with adjunct faculty members. In K. Gillespie & D. Robertson (Eds.). *A Guide to Faculty Development (2<sup>nd</sup> ed.)*. San Francisco, CA: Jossey-Bass.

Donovan, Hoskins, Lopatto, O'Connor, **Varma-Nelson**, White, Withers. Cultivating scientific thinking. Chapter in *Vision and Change for Biology Education* commissioned by the American Association for Advancement of Science. Chapter submitted for review.

## APPENDIX B: Center for Teaching and Learning Grant Writing

### Grant Received

*The Role of Centers for Teaching and Learning in Improvement of Undergraduate Engineering Education Workshop*

Course Curriculum and Laboratory Improvement (CCLI) program at the National Science Foundation (NSF)

Award Number: DUE – 0958168

Amount: \$97,989 for one year

Principal Investigator: **Pratibha Varma-Nelson**

Co-Principal Investigator: **Terri A. Tarr**

### Grants Written

Howard Hughes Medical Institute. Kathy Marrs (PI), **Pratibha Varma-Nelson** (PI) and several others, \$2,000,000. Under review.

NSF, ADVANCE CT Program, Uday Sukhatme, Lisa Riolo, **Pratibha Varma-Nelson**, Stephen Hundley and Jane Williams, \$200,000 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 Review.

NSF, *Cyber PLTL (cPLTL): Development, Implementation, and Evaluation*, Course Curriculum and Laboratory Improvement (CCLI) program Principal Investigator: Pratibha Varma-Nelson  
Co-Principal Investigators: Lin Zhu, Randy Newbrough, Tom Janke, and Lorie Shuck. Pending.

NSF, *Development and Assessment of an Online Virtual Reality Based Course in Advanced Manufacturing*, Emerging Research, Pathways, REESE Grant, Hazim El-Mounayri, Charles Feldhaus, Eugenia Fernandez, **Sarah Lang**, Co-PI. Not funded. Will be revised and resubmitted in 2010.

NSF REESE Program, *Cyber Peer-Led Team Learning: New insights into an established pedagogical approach in STEM learning*, Joshua Smith and **Pratibha Varma-Nelson**. \$150,0000. Denied funding. Will resubmit.

NSF, *Scholarships for Natural, Information, and Mathematical Sciences Majors at Indiana University Kokomo*, S-STEM Grant, \$515,665, Christian Chauret and Marcia Gillette from IU Kokomo, **Sarah Lang**, external evaluator for proposal. Under review.

## APPENDIX C: Center for Teaching and Learning External Presentations

- Beasley, J.** (2010, April). *Introduction to rubrics*. Presentation for the Indiana Evaluation Association, Indianapolis, IN.
- Burnstad, H., Gadberry, J., & **Tarr, T.** (2010, March) *Supporting adjunct faculty*. PaperClip Communications webinar.
- Cooney, E. Kahn, S., & **Runshe, D.**, (2009, October). *A department-based model for implementing an ePortfolio program*. Presentation at the 2009 Assessment Institute, Indianapolis, IN.
- Lafuze, J., & **Runshe, D.** (2010, June). *Teaching basic anatomy/physiology lab courses using Sakai*. Presentation at 11th Sakai Conference, Denver, CO.
- Lang, S.** (2010, May). *Biology student departure and persistence: The effects of college biology experience and course performance*. Webinar for the Consortium for Student Retention Data Exchange.
- Mausser, K., Sours, J., Zhu, L., & **Varma-Nelson, P.** (2010, March). *Cyber PLTL (cPLTL): Development, implementation, and initial findings*. Poster presented at the 239<sup>th</sup> American Chemical Society National Conference, San Francisco, CA.
- Runshe, D.**, Kahn, S., Scott, S., & Ward, L. (2010, June). *Expanding ePortfolio tools: IUPUI's presentation maker*. Presentation at 11th Sakai Conference, Denver, CO.
- Runshe, D.** (2010, April). *Identifying and reaching unprepared students*. Webinar for Innovative Educators.
- Runshe, D., Tarr, T., & Varma-Nelson, P.** (2009, October). *Welcoming faculty by meeting their specific disciplinary needs*. Presentation at 2009 Professional and Organizational Development Network Conference, Houston, TX.
- Runshe, D.**, Kahn, S., & Cooney, E. (2009, July). *ePortfolios and integrated department grants as an implementation strategy*. Presentation at 10th Sakai Conference, Boston, MA.
- Shuck, L.** (2010, April). *Effective use of PowerPoint*. Presentation at the National Public Health Week Conference – A Healthier America: One Community at a Time, Indianapolis, IN.
- Shuck, L., Newbrough, J., Janke, T., & Runshe, D.** (2009, July). *Sakai and Jump Start: A holistic approach to online course development*. Presentation at 10th Sakai Conference, Boston, MA.
- Singh, J., Tarr, T., & Janke, T.** (2009, October). *Demonstrating impact of a team-based online course development program*. Presentation at the 2009 Assessment Institute, Indianapolis, IN.



- Tarr, T.** (2009, November). *Making your online course engaging*. Presentation at the University of Louisiana Lafayette for the School of Nursing, Lafayette, LA.
- Tarr, T.** (2010, February). *Writing multiple choice test questions*. Presentation for the National Federation of High School Associations (NFHS), Indianapolis, IN
- Tarr, T.** (2010, June). *Workshop overview*. Presented at Role of Centers for Teaching and Learning in Improving Undergraduate Engineering Education Workshop, Arlington, VA.
- Singh, J., Mzumara, H., Ritchie, I., Stocker, R., & Fulayter, D.** (2009, October). *End-of-course evaluations: Revisiting content validity to help improve teaching and learning*. Presentation at the 2009 Assessment Institute, Indianapolis, IN.
- Singh, J.** (2009, November). *Faculty development, program theory, and ROI...oh,my!* Presentation at the American Evaluation Association, Orlando, Florida
- Singh, J.** (2010, April). *Conceptual frameworks*. Presentation at the Indiana Evaluation Association Spring Conference, Indianapolis, IN.
- Varma-Nelson, P.** (2009, October). *Evaluation, dissemination, and institutionalization of a college level initiative*. Keynote address at Appalachian Colleges Association Annual Summit, Abingdon, VA.
- Varma-Nelson, P.** (2009, November). *History, lessons learned and new directions*. Opening keynote address at Morehouse College National PLTL Conference Expanding Peer Led Team Learning in the Sciences and Mathematics, Atlanta, Georgia.
- Varma-Nelson, P.** (2010, June). *Development of Peer-Led Team Learning: Lessons learned and new directions*. Keynote address at the 41<sup>st</sup> Central Regional Meeting of the American Chemical Society, Dayton, OH.
- Varma-Nelson, P.** (2010, June). *Motivation for the workshop*. Presented at Role of Centers for Teaching and Learning in Improving Undergraduate Engineering Education Workshop, Arlington, VA.
- Varma-Nelson, P., & Pelaez, N.** (2009, October). *Proposal writing workshop*. Presentation at the 2009 Assessment Institute, Indianapolis, IN.

## **APPENDIX D: Committee Service by CTL Faculty/Staff**

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

*2012 Accreditation Committee*, Pratibha Varma-Nelson and Terri Tarr  
*ACRL-IS Task Force*, Rhonda Huisman (Co-Chair)  
*Adobe Connect Implementation Committee*, Randy Newbrough  
*Center for Service and Learning Advisory Committee*, Pratibha Varma-Nelson  
*Classroom Planning for the SERC Building Committee*, Pratibha Varma-Nelson  
*Council on Retention and Graduation*, Sarah Lang and Pratibha Varma-Nelson  
*Council on Retention and Graduation Steering Committee*, Pratibha Varma-Nelson  
*DNP Planning Committee*, Debra Runshe  
*Education Committee*, Pratibha Varma-Nelson  
*ePort Executive Committee*, Debra Runshe  
*INULA By-Laws Committee*, Rhonda Huisman  
*IUB Teaching and Learning Technologies Center Team Leader Search Committee*, Randy Newbrough  
*N1H1 and Teaching Committee*, Randy Newbrough and Terri Tarr  
*New Faculty Orientation*, Terri Tarr (Co-chair), Tom Janke  
*Oncourse Functional Requirements Committee* Randy Newbrough  
*Oncourse Support and Implementation Team*, Randy Newbrough  
*Plater Symposium Planning Committee*, Jennifer Beasley and Lorie Shuck  
*PDP Planning Committee* (for use of ePort), Debra Runshe  
*PRAC Committee*, Jacqueline Singh  
*PRAC ePort Sub-committee*, Debra Runshe  
*2009 Sakai Fellow Selection Committee*, Randy Newbrough  
*Search Committee for Chemical Biology/Biochemistry Position*, Pratibha Varma-Nelson  
*Search Committee for Coordinator of Organic Chemistry Labs*, Pratibha Varma-Nelson  
*Solution Center Associate Director Search Committee*, Terri Tarr  
*Talent Alliance Council, Post Secondary Transitions and Further Education Committee*, Jennifer Beasley  
*UITS Course Capture Pilot Project/Committee*, Randy Newbrough  
*University College Curriculum Committee*, Rhonda Huisman

**APPENDIX E: Courses Taught by CTL Faculty/Staff**

<b>CTL Faculty/Staff Member</b>	<b>Course Name</b>	<b>Course #</b>	<b>Number of Students</b>	<b>Semester</b>
Tom Janke	Podcast Music Techniques	MUS E536	8	Fall 2009
Tom Janke	Podcast Music Techniques	MUS E536	8	Spring 2010
Mona Kheiry	First Year Seminar	UCOL U110	23	Fall 2009
Sarah Lang	Molecular Biology and Genetics Laboratory	BIOL K323	24	Fall 2009
Lorie Shuck	Programming Concepts	CSCI N201	57	Fall 2009
Lorie Shuck	Programming Concepts	CSCI N201(IUPUC)	2	Fall 2009
Lorie Shuck	Programming Concepts	CSCI N201	54	Spring 2010
Lorie Shuck	Programming Concepts	CSCI N201(IUPUC)	7	Spring 2010
Lorie Shuck	Programming Concepts	CSCI N201	21	Summer I 2010
Lorie Shuck	Programming Concepts	CSCI N201 (IUPUC)	1	Summer I 2010
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Fall 2009
Terri Tarr	Child and Adolescent Psychology	PSY B360	65	Spring 2010
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Summer 2010
Pratibha Varma-Nelson	Implementation and coordination of discussion session training for organic chemistry peer leaders.	For CHEM 314	8	Spring 2010

**APPENDIX F: 2009-2010 Unique and Total Consults, Unique and Total Event Attendance, and Unique Clients by School/Campus Affiliation**

<b>Unit</b>	<b>Unique Consults</b>	<b>Total Consults</b>	<b>Unique Event Attendance</b>	<b>Total Event Attendance</b>	<b>Unique Clients</b>
ADMIN	46	125	85	289	106
BUS	14	30	29	69	38
CLN	5	12	14	25	5
DENT	16	56	80	214	88
E&T	61	173	88	232	115
EDUC	26	78	44	101	53
GRAD IU	16	37	40	93	50
GRAD PU	1	1	8	14	8
HERR	2	4	20	37	22
INFO	13	40	24	73	28
IPFW	1	3	6	17	6
IUB	9	15	38	61	46
IUE	0	0	20	61	20
IUK	0	0	17	31	17
IUN	0	0	4	4	4
IUPUC	10	34	21	41	25
IUSB	0	0	6	10	6
IUSM	35	109	142	275	165
IUSON	29	111	40	73	58
JOUR	1	13	2	2	3
LAW	8	25	21	81	25
LIBA	70	268	120	310	161
LIBR	10	25	20	56	23
None Needed	1	2	58	101	59
PETM	18	57	28	98	36
SCI	45	155	107	331	121
SHRS	16	54	21	34	31
SLIS	7	21	7	12	10
SOCW	27	76	59	132	72
SPEA	7	20	28	49	31
UCOL	9	34	29	64	30
Unknown	3	11	12	34	15
<b>TOTAL</b>	<b>506</b>	<b>1,589</b>	<b>1,237</b>	<b>3,024</b>	<b>1,490</b>

## APPENDIX G: 2009-2010 Unique Clients by Faculty Rank

Faculty Rank	Unique Clients
Full Professor	92
Associate Professor	131
Assistant Professor	165
Full Clinical Professor	14
Associate Clinical Professor	35
Assistant Clinical Professor	70
Full Librarian	3
Associate Librarian	16
Assistant Librarian	10
Lecturer/Senior Lecturer	126
Academic Specialist	20
Associate/Adjunct Faculty	207
Visiting Faculty	27
Emeritus	5
Associate Research Professor	1
Assistant Research Professor	6
Research Associate	9
Senior Scientist	1
Assistant Scientist	1
Affiliate	2
Other*	547
<b>Grand Total</b>	<b>1,490</b>

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