

# **Center for Teaching and Learning**

## **Annual Report 2007 - 2008**

**IUPUI**

# Introduction

Welcome to the 2007-2008 Annual Report of the Center for Teaching and Learning (CTL). The report begins with highlights from the CTL, and then documents achievements and impact in relation to our mission and goals. While we have had a busy and productive year, we have also undergone a year of significant change. Beginning January 1, 2008, the Center for Teaching and Learning became associated with the newly formed Consortium for Learning and Scholarship which consists of a strategic alliance of the Center for Teaching and Learning, the Center for Research and Learning, and the Center for Service and Learning. Aligned with traditional faculty roles and responsibilities for teaching, research, and service, the Consortium will provide leadership and support for faculty in their work with students to achieve the mission, vision, and goals of IUPUI.

The mission of the Center for Teaching and Learning is to advance teaching excellence at IUPUI. Supporting faculty through a collaborative approach that celebrates and embraces the diversity of our urban campus, the CTL offers a wide array of programs, events, and services that foster innovation and application of evidence-based practices. During 2008-2009, a new vision and mission statement for CTL will be developed, along with a three-year strategic plan.

The IUPUI Center for Teaching and Learning (CTL) was established in 1995. The CTL is a partnership among the following organizations:

Academic Affairs  
University Information Technology Services  
University Library

## Center for Teaching and Learning Highlights

### Teaching and Learning

- In the past two years, the Center for Teaching and Learning (CTL) established a formalized relationship with the Indiana University School of Medicine (IUSM) in support of the IUSM Office of Faculty Affairs and Professional Development's mission. This collaboration supports the planning and implementing of faculty development activities to ensure effective and successful recruitment, appointment, retention and promotion of IUSM faculty. The CTL and IUSM relationship encouraged participation of IUSM faculty in CTL and other IUPUI events and consultations resulting in the following levels of participation:

	2006-07	2007-08
# of IUSM unique faculty clients	58	230
# of presentations specifically for IUSM	2	7
# of consultations conducted with IUSM faculty	127	143
# of event contacts with IUSM faculty	36	242

Members of the IUPUI Center for Teaching and Learning, IUPUI School of Education, and the Moi University School of Education are partnering to visualize and create a professional development center for educators at Moi in areas of: a) teaching and learning, b) research and development, and c) empowering women in academia. In August, 2007 Megan Palmer, Nancy Chism, and Beth Berghoff traveled to Kenya to meet with Moi officials, visit various campuses and present two workshops to faculty. In October, the IUPUI School of Education and the CTL hosted two visiting Moi professors to determine the best ways to use latest technology in

preparing teachers and to learn how to improve teacher training in Kenya (see <http://newsinfo.iu.edu/news/page/normal/6615.html> and <http://site.educ.indiana.edu/elps/AboutELPS/RelatedVideos/tabid/10673/Default.aspx> for more information).

**Plater Institute:** To recognize the leadership of William M. Plater, executive vice chancellor and dean of the faculties at IUPUI from 1987 to 2006, 118 participants gathered to attend the *Institute on the Future of Learning: An Ever Distant Horizon? Challenges and Prospects for Achieving a Clear Vision of the Learning-Centered University* on September 21, 2007. This year's Plater Institute brought together distinguished scholars from across the country and asked them to project out to the year 2020 to envision how this transformation may unfold. In addition to remarks by William M. Plater, the keynote address was given by George Mehaffy, American Association of State Colleges and Universities. Other speakers included Estela Mara Bensimon, USC; Robert Bringle, IUPUI; Barbara Cambridge, IUPUI; Darren Cambridge, New Century College; Charles Dziuban, University of Central Florida; Alan Guskin, Antioch University; Mitch Leventhal, University of Cincinnati; Patsy Moskal, University of Central Florida; Robert Schoenberg, Association of American Colleges and Universities; Juree Vichit-Vadakan, National Institute of Development Administration; and Jon F. Wergin, Antioch University. The event was organized by the Center for Teaching and Learning, the Center for Research and Learning, the Center on Integrating Learning, and the Center for Service and Learning.

## Database Records

During 2007-2008 the following activities were entered by CTL staff into the database:

- Total consultations numbered 2051.\* See Appendix D for unique and total consults, unique and total event attendance, and unique clients by school/campus affiliation.
- Of these total consultations, there were 491 "unique" clients who received consultation services; 378 of those were faculty, 52 were academic staff, 19 were administrators, 12 were undergraduate students, 23 were graduate students, 5 were guests, and 8 were in the "other" miscellaneous category. These numbers include both scheduled and "walk in" consultations.\*
- There were 68 sponsored or co-sponsored events with a total of 1494 participants.\*
- Instances of outreach numbered 4; and these were targeted to 35 internal and 3 external individuals.\*
- There were 136 presentations made to a total of 2215 participants. Of these 136 presentations, 12 were delivered to 433 external participants.\* (See Appendix B)
- One publication was recorded (see Appendix A); and 7 courses were taught by CTL staff (see Appendix C).

\*Information retrieved from database January 15, 2009

## Teaching and Learning

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

#### 1.1 Edward C. Moore Symposium

<p><b>Achievements</b></p>	<p>This year was the tenth anniversary of the Principles of Undergraduate Learning (PULs) at IUPUI, and as part of the celebration, the focus of this year's Moore Symposium was competency-based education. Concurrent sessions provided a view of innovation and excellence in the college classroom with an emphasis on instruction geared to ensuring students meet the PULs and/or other competencies. The keynote address was provided by Dr. Douglas Eder, the associate provost for institutional effectiveness at the University of North Florida, a position he accepted after retiring from Southern Illinois University Edwardsville (SIUE) following 31 years of service. While at SIUE, Dr. Eder led the construction of the institution's program in academic assessment, which was cited as early as November, 1998, by the AACSC as a "best practice" site for academic quality assurance. Twice he received SIUE's Teaching Excellence Award as well as a Research Scholar Award.</p> <p>In addition to the Center for Teaching and Learning, this year's sponsors were the IU School of Medicine and the Faculty Colloquium on Excellence in Teaching.</p> <p>One hundred fifty-one faculty and staff from throughout the Indiana University system attended 12 concurrent sessions plus the keynote presentation and plenary workshop facilitated by Dr. Eder. IUPUI faculty provided 12 presentations and 20 posters that focused on intellectual, cultural, and ethical competencies.</p>
<p><b>Future Plans</b></p>	<p>Planning is underway for the 2009 Edward C. Moore Symposium. The theme will focus on the impact of instructional technology on teaching and learning.</p>
<p><b>Evidence of Progress</b></p>	<p>One hundred fifty-one participants attended the symposium.</p> <p>Overall comments from the symposium were positive with 93% of respondents to a conference evaluation survey responding that they either strongly agreed or agreed that the information presented during the symposium was useful to their professional work. A total of 55 individuals completed the online survey.</p>

#### 1.2 Center for Teaching and Learning Symposia

<p><b>Achievements</b></p>	<p>Four symposia were offered during 2007-2008. A total of 233 individuals attended the symposia.</p> <p><i>Symposium on First Year Student Success:</i> First-year students come to IUPUI with varying backgrounds, levels of preparation, support and knowledge about the collegiate experience. Further, the first year is critical in ensuring that students are preparing for the academic challenges associated with college and that they are able to navigate campus in order to get the support they need. This symposium was designed to bring interested parties across the entire university community together to work more closely with each other and recognize that our collective expertise and wisdom is necessary to improve first-year student retention. Fifty-eight participants attended.</p>
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	<p><i>Multicultural Teaching and Learning Institute (MTLI): Beyond Compliance: Embracing Students with Disabilities.</i> Gathering administrators, faculty, and staff to discuss and plan around the theme of diversity is not unfamiliar territory for IUPUI. The third annual Multicultural Teaching and Learning Institute (MTLI) focused on topics related to students with disabilities. Participants discussed methods for promoting the voices of students with disabilities in the classroom, assessing student learning, improving communication, referring students to campus resources, fostering an inclusive teaching environment and using innovative technology to foster student learning. This event was cosponsored by the Center for Teaching and Learning, Adaptive Educational Services, and the Division of Student Life. Thirty-one participants attended.</p> <p><i>Power Up Your Pedagogy: Teaching and Learning for a Web 2.0 World:</i> The 2008 Power Up Your Pedagogy symposium focused on Web 2.0 technologies and helped faculty capitalize on the power of using these tools in their courses. The symposium presenters explored these tools in a variety of instructional settings and presented a wealth of information to share on how to use these tools in meaningful ways. Eighty-three participants attended.</p> <p><i>Internationalizing the Curriculum Symposium:</i> This symposium was designed to help faculty and administrators consider how to graduate students who understand and function well in the globally interdependent world of the 21st century. The symposium offered practical suggestions for bringing international perspectives into courses, discussed current internationalization efforts at IUPUI, and provided resources to leverage IUPUI's international partnerships in classrooms and research. This event was cosponsored by the Center for Teaching and Learning and the Office of International Affairs. Sixty-one participants attended.</p>
<p><b>Future Plans</b></p>	<p>For 2008-2009 CTL will once again offer multiple half-day symposiums per semester in lieu of several one or two-hour workshops. The themes and dates for fall 2008 are:</p> <ul style="list-style-type: none"> <li>• Ready, Set, Go! Engaging Students, September 26</li> <li>• Power Up Your Pedagogy, October 17</li> <li>• Documenting Your Teaching, November 20</li> </ul> <p>The three CTL units will continue to offer workshops on request of schools and departments or to address any needs that may be determined by their work with faculty.</p>
<p><b>Evidence of Progress</b></p>	<p>Total symposia attendance in 2007-2008 was 233, a 10% increase from 2006-2007 when 211 individuals attended symposia. The average symposia attendance was 58 individuals per event, a decrease from the 2006-2007 average symposia attendance of 71 per event. However, in 2006-2007, only three symposia were held.</p> <p>Symposium evaluations were distributed online to participants. For the Symposium on First Year Student Success, 29 of 34 (85%) respondents agreed or strongly agreed with the statement, "Overall, I was very satisfied with this symposium." For the Power Up Your Pedagogy Symposium, 27 of 28 (96%) respondents agreed or strongly agreed with the statement, "Overall, I was very satisfied with this symposium." For the Internationalizing the Curriculum Symposium, 11 of 14 (79%) respondents agreed or strongly agreed with the statement, "Overall I was very satisfied with this symposium."</p>

### 1.3 Center for Teaching and Learning Workshops

<p><b>Achievements</b></p>	<p>Sixty-three workshops/web seminars were offered during 2007-2008. Topics included but were not limited to the following:</p> <ul style="list-style-type: none"> <li>• Active Learning Techniques</li> <li>• Engaging and Motivating IUPUI Students</li> <li>• Getting Started with Oncourse CL</li> <li>• Incorporating Dynamic Media Into Oncourse CL</li> <li>• Online Course Development</li> <li>• Podcasting and Pedagogy</li> <li>• Clickers in the Classroom</li> <li>• Assessment as a Learning Experience</li> <li>• Technology for Teaching</li> <li>• Exploring Emerging Technologies</li> <li>• Assessing Student Learning</li> </ul>
<p><b>Future Plans</b></p>	<p>For 2008-2009 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>• Getting Started in Oncourse CL</li> <li>• Promoting Academic Honesty with Turnitin.com</li> <li>• Getting Started with Student Learning Assessment</li> <li>• Let's Talk Teaching: Connecting with Students</li> <li>• Let's Talk Teaching: Effective Lecturing</li> <li>• Let's Create! A Recipe for Online Presentations</li> <li>• How to Get Past the Blank Stares: Clickers in the Classroom</li> <li>• Reel Quick: Instructional Video</li> </ul> <p>The CTL will continue to offer workshops on request of schools and departments or to address any needs that may be determined by their work with faculty.</p>
<p><b>Evidence of Progress</b></p>	<p>In 2007-2008, 54 workshops were held with a total attendance of 842. Average attendance was 16 participants per workshop.</p> <p>This year, more emphasis was placed on To Your Door Workshops, which are held for individual schools or departments, and Web seminars. Total number of To Your Door Workshops increased to 17 and the center offered 5 Web seminars. This was up from 6 To Your Door Workshop and 3 Web seminars in 2007-2007.</p>

## 1.4 Center for Teaching and Learning Consultations

<p><b>Achievements</b></p>	<p>During 2007-2008 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"> <thead> <tr> <th><b>Topics of Center for Teaching and Learning Consultations*</b></th> <th><b>2006-2007</b></th> <th><b>2007-2008</b></th> </tr> </thead> <tbody> <tr> <td>Oncourse CL</td> <td>574</td> <td>371</td> </tr> <tr> <td>Classroom Observations</td> <td>23</td> <td>99</td> </tr> <tr> <td>ePort</td> <td>22</td> <td>7</td> </tr> <tr> <td>Grant Support</td> <td>14</td> <td>36</td> </tr> <tr> <td>Online Teaching</td> <td>394</td> <td>242</td> </tr> <tr> <td>Portfolio Development</td> <td>30</td> <td>75</td> </tr> <tr> <td>Small Group Instructional Diagnosis</td> <td>2</td> <td>68</td> </tr> <tr> <td>Technology - general</td> <td>564</td> <td>605</td> </tr> <tr> <td>Teaching Topics/Pedagogy</td> <td>287</td> <td>229</td> </tr> <tr> <td>Information Resources</td> <td>10</td> <td>24</td> </tr> <tr> <td>Other</td> <td>534</td> <td>613</td> </tr> </tbody> </table> <p>* topics were tracked as either the primary or secondary focus of the consultation **not tracked in 2005-2006</p> <table border="1"> <thead> <tr> <th><b>Frequency of Attendance at CTL Consultations</b></th> <th><b>2006-2007</b></th> <th><b>2007-2008</b></th> </tr> </thead> <tbody> <tr> <td>Attended 1 consultation</td> <td>179</td> <td>200</td> </tr> <tr> <td>Attended 2-3 consultations</td> <td>137</td> <td>140</td> </tr> <tr> <td>Attended 4-5 consultations</td> <td>50</td> <td>61</td> </tr> <tr> <td>Attended more than 5 consultations</td> <td>101</td> <td>91</td> </tr> </tbody> </table> <p>See Appendix D for 2007-2008 Unique and Total Consults, Unique and Total Event Attendance, and Unique Clients by School/Campus Affiliation</p>	<b>Topics of Center for Teaching and Learning Consultations*</b>	<b>2006-2007</b>	<b>2007-2008</b>	Oncourse CL	574	371	Classroom Observations	23	99	ePort	22	7	Grant Support	14	36	Online Teaching	394	242	Portfolio Development	30	75	Small Group Instructional Diagnosis	2	68	Technology - general	564	605	Teaching Topics/Pedagogy	287	229	Information Resources	10	24	Other	534	613	<b>Frequency of Attendance at CTL Consultations</b>	<b>2006-2007</b>	<b>2007-2008</b>	Attended 1 consultation	179	200	Attended 2-3 consultations	137	140	Attended 4-5 consultations	50	61	Attended more than 5 consultations	101	91
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<p><b>Future Plans</b></p>	<p>Center for Teaching and Learning will continue to offer consultations in response to faculty requests.</p>																																																			
<p><b>Evidence of Progress</b></p>	<p>In the 2008 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 93.9% satisfaction rate with an average rating of 4.13 on 5 point scale.</p>																																																			

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

### 2.1 Gateway Initiatives

<p><b>Achievements</b></p>	<p>The Gateway Scholars Program was created in 2004 specifically to support course coordinators and Gateway instructors in their efforts to find new ways to improve teaching and learning. Changes were made to the 2007-2008 program to better serve more faculty. The program went from a week long intensive summer institute and a year long faculty learning community to a series of three, two-day long workshops. Additional workshops and web seminars focused on the needs of faculty teaching first</p>
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	<p>year courses were held. Follow-up workshops were held during the 2007-2008 academic year for associate faculty who attended the June 2007 Gateway Associate Faculty Retreat.</p> <p>The following events targeting Gateway faculty were sponsored or cosponsored by CTL, most of them in collaboration with the Gateway to Graduation Program which is part of University College.</p> <ul style="list-style-type: none"> <li>• Symposium on First Year Student Success</li> <li>• How Students Vs. How Faculty Teach: Using VARK to Bridge the Gap</li> <li>• From Grades to Grads: Teaching Strategies to Motivate Today's First-Year Seminar Students (offered twice)</li> <li>• Survival Strategies for Teaching Large Classes,</li> <li>• Gateway Scholars: Let's Get Together, Looking Forward and Looking Back</li> <li>• Assessment as a Learning Experience</li> <li>• Teaching Tools for Web 2.0</li> <li>• Emotional Intelligence – Why it Matters in College</li> <li>• Learning with Hope</li> <li>• A Taste of CTL for Writing Program Instructors</li> <li>• Finding Your Strengths: Leadership in the Gateway Class, two-day workshop</li> <li>• Overcoming Apathy in the Classroom, two-day workshop</li> <li>• It's Not Just a Grade, two-day workshop</li> </ul>
<b>Future Plans</b>	The administration of the Gateway Program has been turned over to University College. The Center for Teaching and Learning will continue to co-sponsor the program in various capacities.
<b>Evidence of Progress</b>	<p>During the 2007-08 academic year, 13 of 17 associate faculty who attended the June 2007 Associate Faculty Gateway Scholars retreat attended three or more additional teaching-related professional development activities offered at IUPUI.</p> <p>The thirteen CTL events targeting Gateway instructors were attended by a total of 226 faculty members.</p>

### 3. Support and evaluate the integration and impact of the PULs and the ePort.

<b>Achievements</b>	<p>CTL Contributions to ePortfolio initiative:</p> <ul style="list-style-type: none"> <li>• Working with Margaret Ricci from the UITS KB team, wrote and edited all eport content for the UITS knowledgebase and Oncourse CL help system</li> <li>• Served as primary CTL consultant on all ePort-related projects at IUPUI (10 integrative department grant projects, 2 themed learning community projects, several prospective projects, and numerous ad hoc requests for information).</li> <li>• Reviewed and/or prepared functional requirements documents and software design documents for Indiana University software developers and Open Source Portfolio community.</li> <li>• Participated in and provided local leadership in software quality assurance efforts for the ePortfolio tools.</li> <li>• With Elizabeth Rubens, conducted interviews with PRAC members on ePortfolio reporting needs.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Maintained the ePort User Group project site in Oncourse with resources for faculty using the software.</li> <li>• Reviewed (and obtained costs estimates) on commercial alternatives to our locally developed ePortfolio environment.</li> <li>• Represented the CTL on the IUPUI ePortfolio Executive Committee</li> <li>• Represented IUPUI on the UITS ePort Functional Requirements Committee <ul style="list-style-type: none"> <li>○ Served as Indiana University's primary liaison with the Open Source Portfolio community.</li> <li>○ With members of the ePort Executive committee, coordinated and made presentations at two IUPUI ePortfolio Symposia.</li> <li>○ Co-presented on IUPUI's ePortfolio work at four national/international conferences: <ul style="list-style-type: none"> <li>▪ Kahn, S., Price, M., &amp; Ward, L. (2007, October). Implementing intentional teaching and learning through electronic portfolios. Presented at the annual meeting of the Professional and Organizational Development Network, Pittsburgh, PA. [90-minute breakout session]</li> <li>▪ Buyarski, C., Gosney, J., Hamilton, S., Kahn, S., Price, M., Rubens, E., &amp; Ward, L. (2007, November). Multiple faculty development perspectives on the electronic portfolio experience. Presented at the 2007 Assessment Institute, Indianapolis, IN. [full-day, pre-conference workshop]</li> <li>▪ Angell, N., Botimer, N., Eynon, B., Keesler, S., Orgel, R., Peet, M., Smith, J. &amp; Ward, L. (2007, December). Introduction to the Open Source Portfolio. Presented at the 2007 Sakai Conference, Newport Beach, CA.</li> <li>▪ Blackwell, S., Price, M., Rubens, E., Vander Kooi, L. &amp; Ward, L. (2008, April). My Course to our curriculum: navigating the challenges of ePortfolio implementation. Presented at Making Connections: ePortfolios, Integrative Learning, and Assessment, La Guardia Community College, Long Island City, NY</li> </ul> </li> </ul> </li> </ul>
<b>Future Plans</b>	<p>Efforts for 2008-2009 will focus on</p> <ul style="list-style-type: none"> <li>▪ conducting workshops and assisting faculty with implementation;</li> <li>▪ gathering detailed advice from faculty and departments using ePort on needed software functionalities and upgrades;</li> <li>▪ providing detailed guidance and planning for ePort software development;</li> <li>▪ enhancing faculty development programming for ePort.</li> </ul>
<b>Evidence of Progress</b>	<p>Progress will be based on the following:</p> <ul style="list-style-type: none"> <li>▪ increase in eportfolio workshops offered and attended</li> <li>▪ increase in adoption and use by faculty and programs</li> </ul>

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

##### **4.1 JumpStart into Online Course Development Program**

<b>Achievements</b>	<p>During the spring and early summer of 2008, CTL provided intensive support for 17 faculty as they developed online courses within the Jump Start program.</p> <p>Again this year, two types of Jump Start grants were awarded. The traditional grant program was geared toward faculty who were new to or relatively inexperienced in online teaching.</p>
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Participants in the traditional Jump Start program were required to attend the four-day program. The new program, Jump Start XL (accelerated), was designed for faculty who were experienced in online teaching. These individuals had access to a support team, but were not required to attend the four-day program.

In addition to a change in the types of grants awarded, faculty were given the choice between course completion dates of August 2008 or December 2008.

Two significant changes were implemented this year in the Jump Start program. First, to encourage timely completions, bonuses were awarded for having met development deadlines and the final stipend payment was contingent upon successful course development completion. Second, to encourage school/departmental support of Jump Start faculty, an in-kind match was required from each Jump Start faculty member's school/department.

A mid-semester and end-of-semester student evaluation instrument for use by Jump Start faculty was also developed to garner feedback regarding courses developed under the program. Jump Start program evaluation efforts intensified greatly in 2008 and will continue.

A total of 32 faculty members applied for 2008 Jump Start or Jump Start XL grants. The following nine faculty members received Jump Start grants:

<b>Name</b>	<b>School</b>	<b>Department</b>	<b>Course Title</b>	<b>Course Number</b>
Elisabeth Degenhardt	Nursing	Environments for Health	Clinical Psychopharmacology	P510
Pat Fox	E&T	OLS	Sustainable Development in Buildings and Facilities Management	Tech 581
Yao-Yi Fu	PETM	TCEM	Marketing in Tourism and Hospitality	TCEM 231
Deborah Griffith	Medicine	Psychiatry	Introduction to Clinical Medicine	MSC1 X600
William Haeberle	IUPUC-Business	Management	Introduction to Business Administration	X100
Sharon Jamison	Education	Secondary Teacher Education	Tradebooks in the Elementary Classroom	E449/L559
Kathy Lay	Social Work	n/a	Human Behavior and the Social Environment II	S513
Yong Li	SPEA	n/a	Public Management Economics	V517
Sandra Wood	Nursing	Environments for Health	Clinical Psychopharmacology	P510

The following seven faculty received Jump Start XL grants:

<b>Name</b>	<b>School</b>	<b>Department</b>	<b>Course Title</b>	<b>Course Number</b>
Enrica Ardemagni	Liberal Arts	World Languages & Cultures	Legal Spanish	S430
Amy Arthur	Nursing	Family Health	Pharmacotherapeutics for Prescriptive Privilege	Y612
Richard Edwards	Informatics	New Media	Introduction to Digital Media Principles	N100

	Eugenia Fernandez	E&T	CIT	Introduction to ASP.NET Programming	CIT 242
	Julie Freeman	Liberal Arts	English	Freshman Composition, Honors	W140
	Paula Magee	Education	Teacher Education	Computers in Education	W531
	Ken Rennels	E&T	Engineering Technology	Engineering Economics	IET 350
<b>Future Plans</b>	<p>Plans are to offer the Jump Start program again in Spring 2009.</p> <p>Assessment of the Jump Start program will continue in 2008-2009. Activities will include interviews of faculty participants, a follow-up survey, mid and end-of-semester student course evaluations and course reviews.</p> <p>Comments from the 2008 program evaluation survey will be used to help determine the content.</p>				
<b>Evidence of Progress</b>	<p>Fourteen courses will be ready for August 2008 release and two courses will be released in December 2008. With the completion of the current Jump Start cohort a total of 85 courses will be completed.</p> <p><i>All Jump Start participants (100%) responded <b>strongly agreed</b> or <b>just right</b> on seven out of ten survey items. Faculty evaluated the program as being balanced between sessions conducted online and sessions conducted face-to-face; and, the presenters did a good job of modeling the use of technology appropriate for online courses. A majority <b>strongly agreed</b> or <b>agreed</b> (100%) that Jump Start was effectively organized; and, the balance between session presentations and work time with the course development team was <b>just right</b>. As a result of attending Jump Start, a majority of faculty <b>strongly agreed</b> or <b>agreed</b> (100%) they have a better understanding of how to incorporate a variety of technology into their online course. All faculty participants (100%) responded they were very satisfied with Jump Start; would recommend the program to others; the program was a good investment of their time, their department, and IUPUI. Faculty participant responses to the pre-post knowledge survey regarding their knowledge and skill abilities across 14 domains <i>prior to</i> and <i>after</i> the Jump Start program captured <b>positive</b> gains. Faculty participant responses to a pre-post attitude survey captured <b>positive</b> attitudinal change. As a result of attending the Jump Start program, a majority of faculty participants responded <b>strongly agree</b> or <b>agree</b> (Response range: 85.72% to 100%) that they have a better understanding as to how technology could be incorporated into their online course. Furthermore, comprehensive long-term evaluation is ongoing and will ultimately attempt to answer the following two questions:</i></p> <ol style="list-style-type: none"> <li>1) To what extent is the desired hierarchy of participant outcomes attained?</li> <li>2) What are the <i>effects</i> of the Jump Start program on participants, as well as longer-term outcomes associated with student engagement, retention, and DFW rates?</li> </ol>				

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

<b>Achievements</b>	<p>The IUPUI campus is becoming widely known for its innovative learning environments. The Center for Teaching and Learning provides leadership and administrative support to the campus learning environments committee, which helps with renovation and creation of formal and informal learning spaces on campus. During the last five years, the planning of new construction and renovation of existing spaces in IUPUI buildings has expanded in shared corridors, lobbies, outdoor spaces, and clearly state, "Learning happens here." During fiscal year 2007-08, the learning environments committee allocated its \$135,000 budget to fund a broad range of campus space</p>
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	<p>improvement projects including a) support for the renovation of the BS/SPEA corridor a) updated amenities for the Science student lounge; b) instructors tables for 13 classrooms in ITTC; c) replacement furniture for two Cavanaugh Hall classrooms; d) new benches for Cavanaugh Hall lobby area; e) whiteboards for three classrooms in the SL building; f) new carpeting for the second floor ES corridor; g) bulletin boards for the second floor ES corridor, and h) a sofa for new mother's nursing lounge.</p> <table border="1"> <thead> <tr> <th>Projects 2007 - 2008</th> <th>Funding</th> </tr> </thead> <tbody> <tr> <td>Informal (School of Science lounge)</td> <td>25,000.00\$</td> </tr> <tr> <td>outdoor furniture for the Campus Center</td> <td>15,000.00\$</td> </tr> <tr> <td>IT Instructor tables</td> <td>7,197.01\$</td> </tr> <tr> <td>CA classrooms (excluding 239)</td> <td>21,166.47\$</td> </tr> <tr> <td>AES/ADA furniture and labels</td> <td>8,952.70\$</td> </tr> <tr> <td>marker boards for three SL classrooms</td> <td>2,900.00\$</td> </tr> <tr> <td>sofa for mothers' nursing lounge</td> <td>1,000.00\$</td> </tr> <tr> <td>CA lobby benches</td> <td>8,278.56\$</td> </tr> <tr> <td>ES corridor carpet replacement</td> <td>19,954.00\$</td> </tr> <tr> <td>CA 239 renovation (not completed)</td> <td>20,000.00\$</td> </tr> <tr> <td>tech carts</td> <td>3,513.74\$</td> </tr> <tr> <td><b>Annual funding</b></td> <td><b>135,000.00\$</b></td> </tr> <tr> <td><b>Total spent</b></td> <td><b>132,962.48\$</b></td> </tr> </tbody> </table>	Projects 2007 - 2008	Funding	Informal (School of Science lounge)	25,000.00\$	outdoor furniture for the Campus Center	15,000.00\$	IT Instructor tables	7,197.01\$	CA classrooms (excluding 239)	21,166.47\$	AES/ADA furniture and labels	8,952.70\$	marker boards for three SL classrooms	2,900.00\$	sofa for mothers' nursing lounge	1,000.00\$	CA lobby benches	8,278.56\$	ES corridor carpet replacement	19,954.00\$	CA 239 renovation (not completed)	20,000.00\$	tech carts	3,513.74\$	<b>Annual funding</b>	<b>135,000.00\$</b>	<b>Total spent</b>	<b>132,962.48\$</b>
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<b>Future Plans</b>	The Learning Environments Committee will review the process for submitting proposals, reviewing proposals, and the awarding of grants for funding requests and will make the necessary changes to help systematize the process.																												
<b>Evidence of Progress</b>	Use of the informal indoor and outdoor spaces remains high, and faculty and student groups now turn to the Learning Environments Committee for advice and funding of projects they wish to undertake.																												

## 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 (MTLI)

<b>Achievements</b>	<p>Gathering administrators, faculty, and staff to discuss and plan around the theme of diversity is not unfamiliar territory for IUPUI. The third annual Multicultural Teaching and Learning Institute (MTLI), themed <i>Beyond Compliance: Embracing Students with Disabilities</i> focused on topics related to students with disabilities. Participants discussed methods for promoting the voices of students with disabilities in the classroom, assessing student learning, improving communication, referring students to campus resources, fostering an inclusive teaching environment and using innovative technology to foster student learning.</p> <p>This event was cosponsored by the Center for Teaching and Learning, Adaptive Educational Services, and the Division of Student Life.</p>
<b>Future Plans</b>	The MTLI will be offered again in Spring 2009 and will focus on supporting student

	success in a diverse world. It will attempt to help faculty bridge the gap between multicultural issues and internationalization.
<b>Evidence of Progress</b>	Thirty one participants represented various schools across campus.

## 5.2 Internationalizing the Curriculum

<b>Achievements</b>	This symposium was designed to help faculty and administrators consider how to graduate students who understand and function well in the globally interdependent world of the 21st century. The symposium offered practical suggestions for bringing international perspectives into courses, discussed current internationalization efforts at IUPUI, and provided resources to leverage IUPUI's international partnerships in classrooms and research. This event was cosponsored by the Center for Teaching and Learning and the Office of International Affairs.
<b>Future Plans</b>	The CTL will again collaborate with the Office of International Affairs to develop programs focused on internationalizing the curriculum.
<b>Evidence of Progress</b>	Sixty-one participants attended.

## APPENDIX A: Center for Teaching and Learning Publications

Hossler, D. & Palmer, M. (2008). College choice theory: What it means for the guidance counselor. In *Fundamentals of college admission counseling*. Alexandria, VA: National Association for College Admission Counseling.

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

Palmer, M. & Chism, N. (2007, August). *Using instructional technology*. Presented to the School of Education faculty. Moi University, Eldoret, Kenya.

Beasley, J. A. & Palmer, M. (2007, October). *Promoting student success and retention through faculty development*. Presented at the annual meeting of the Professional and Organizational Development Network, Pittsburgh, PA.

Palmer, M. & Soto, N. (2007, October). *Space matters: What's your role in creating effective learning spaces?* Presented at the annual meeting of the Professional and Organizational Development Network, Pittsburgh, PA.

Tarr, T. A., & Palmer, M. M. (2007, October). *The Greatest, Boomers, Gen-Xers, and Millennials: Creating intergenerational understanding*. Paper presented at the meeting of the Ohio Library Association Support Staff Conference, Erlanger, KY.

Tarr, T. A., & Palmer, M. M. (2007, October). *The Greatest, Boomers, Gen-Xers, and Millennials: Creating intergenerational understanding*. Paper presented at the FACET Associate Faculty and Lecturers Conference, Indianapolis, IN.

Kahn, S., Price, M., & Ward, L. (2007, October). Implementing intentional teaching and learning through electronic portfolios. Presented at the annual meeting of the Professional and Organizational Development Network, Pittsburgh, PA.

Palmer, M. & Chism, N. V. (2007, November). *I'm okay, you're okay, see ya'later: Student retention issues at an urban university*. Presented at Association for the Study of Higher Education Annual Conference, Louisville, KY.

Buyarski, C., Gosney, J., Hamilton, S., Kahn, S., Price, M., Rubens, E., & Ward, L. (2007, November). Multiple faculty development perspectives on the electronic portfolio experience. Presented at the 2007 Assessment Institute, Indianapolis, IN.

Angell, N., Botimer, N., Eynon, B., Keesler, S., Orgel, R., Peet, M., Smith, J. & Ward, L. (2007, December). Introduction to the Open Source Portfolio. Presented at the 2007 Sakai Conference, Newport Beach, CA.

Chism, N, Palmer, M. & Newbrough, R. (2008, February). *Blended learning*. Presented to the School of Education faculty. Chula University, Bangkok, Thailand.

Tarr, T. A., & Palmer, M. M. (2008, March). *Understanding and motivating millennial students* .Invited presentation for Indiana University Southeast faculty.

Blackwell, S., Price, M., Rubens, E., Vander Kooi, L. & Ward, L. (2008, April). My Course to our curriculum: navigating the challenges of ePortfolio implementation. Presented at Making Connections: ePortfolios, Integrative Learning, and Assessment, La Guardia Community College, Long Island City, NY.

Palmer, M. (2008, June). *The intersection of internationalism and diversity education: Exploring faculty and staff development practices*. Invited presentation at the American Council on Education Bridging the Gap Symposium, Washington DC.

Palmer, M. & Tarr, T. (2008, June). *Exploring generational influences on teaching and learning*. Presented at the International Consortium for Educational Development Conference, Salt Lake City, UT.

## APPENDIX C: Courses Taught by CTL Staff

OPD Staff Member	Course Name	Course #	Students	Semester
Tom Janke	Podcast Music Techniques	E532/Z320	10	Spring
Megan Palmer	The American Community College	EDUC 665	15	Spring
Lorie Shuck	Programming Concepts	CSCI N201	21	Summer
Lorie Shuck	Programming Concepts	CSCI N201	46	Fall
Lorie Shuck	Programming Concepts	CSCI N201	45	Spring
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Fall
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Spring
Terri Tarr	Child and Adolescent Psychology	PSY B360	60	Summer

**APPENDIX D: 2007-2008 Unique and Total Consults, Unique and Total Event Attendance, and Unique Clients by School/Campus Affiliation**

Unit	Unique Consults	Total Consults	Unique Event Attendance	Total Event Attendance	Unique Clients
ADMIN	28	90	78	175	84
BUS	19	38	20	26	31
CLN	5	19	8	10	11
DENT	20	89	35	70	45
E&T	37	106	70	90	87
EDUC	29	86	35	47	50
HERR	6	16	12	16	14
INFO	11	43	22	31	26
IPFW	0	0	6	6	6
IU	0	0	13	16	14
IUB	8	14	17	17	23
IUPUC	2	17	21	39	22
IUSM	36	158	265	322	288
IUSON	28	100	44	79	58
JOUR	2	3	1	1	3
LAW	5	13	12	21	16
LIBA	102	539	116	208	176
LIBR	21	65	25	52	33
MUS	7	27	3	3	7
OTHR	7	90	42	45	48
PETM	19	65	21	34	31
SCI	41	128	48	76	71
SHRS	8	23	10	15	15
SLIS	4	30	5	10	8
SOCW	24	165	31	59	41
SPEA	13	52	11	20	17
UCOL	9	82	5	6	13
<b>TOTAL</b>	<b>491</b>	<b>2050</b>	<b>976</b>	<b>1493</b>	<b>1238</b>

**APPENDIX B5: 2007-2008 Responses to Questions for Administrative Units**

1. If you had to implement a budget reduction of 3-5% in your base general fund budget, a) what would be your budget priorities and b) what strategies would you employ to walk the fine line of maintaining critical operations and investing in your future? Please describe how faculty and other stakeholders will be involved in the decision making process.

CTL is operating on a very lean budget already. If we are compelled to make cuts the decrease will need to come from the Learning Environments Committee budget.

- 2. Please describe current commitments or plans that require multiple year funding, including the amount of funding required and the length of time the initiative's funding is required.**

We have no programs that require multi-year funding. Jump Start and Learning Environments grants are offered each year. We have two faculty fellows in the CTL this year but that program is offered based on available funding.

- 3. How do you intend to use your reserves over the next four years? Please provide the information by fiscal year.**

We will have some salary savings from this year. We intend to spend the funds on renovating the consulting stations in the CTL and making the environment more stimulating and welcoming.

- 4. How do you define return on investment for diversity efforts in your unit (e.g, numbers of faculty/staff/students recruited and retained, grants received for special studies, new teaching methods or courses, placement of graduates, program reputation)? What are you doing to improve your ROI?**

In response to the comments of deans, chairs, program directors and faculty we are decreasing general programming and have added more discipline specific programs. We are evaluating the effectiveness of our programs such as the Jump Start Program. This program has been in existence for several years. The evaluation results will be used to make decisions about future offerings.

We are assessing the demand for the various workshops that have been offered traditionally by the CTL so that the ones that are no longer in demand can be eliminated and replaced with more discipline specific programs.

At the end of each workshop, participants complete an evaluation form to determine: 1) whether the workshop was appropriate to meet the participant's need; 2) *shifts* in participants' skill or knowledge; 3) whether participants' feel their new skill/knowledge will *improve* their abilities; 4) *how much* of the information presented will be useable to them, and 5) whether the participant felt the workshop was a *worthwhile investment* in their professional development. Participant feedback, such as this, helps the CTL to make changes to better meet participant's needs. Faculty ideas and comments are also used to make changes when the workshop is offered again—or, to develop new workshops