

2009-2010 Academic Affairs - Center for Teaching and Learning

Section	Document Name
Mission Statement	• CTL Annual Report 2009-2010.pdf

Mission

Vision

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

Mission

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

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

Academic Affairs
University Information Technology Services
University Library

Goals and Objectives

▣ 1. Promote best practices in teaching and learning.

☑ 1.1 Curriculum Enhancement Grants

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

Curriculum Enhancement Grant

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 IUPUI 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.

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.

Example projects include but are not restricted to those that would:

- Enhance the effectiveness of courses through the use of technology.
- Enhance the effectiveness of courses through adapting pedagogies of engagement (e.g., just-in-time teaching,

- problem-based learning, peer-led team learning, peer tutoring).
- Incorporate experiential learning.
- Develop innovative curricular materials or laboratory experiences.
- Develop hybrid or fully online courses or sequence of hybrid or fully online courses.
- Develop a new course or sequence of courses.

Eligibility

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

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.

2010 Funded CEG Projects

- Jeffrey Platt, Lisa Willis, Paul Reifeis, Fidel Barbosa, Michele Kirkup, Edward DeSchepper, and David Brown, School of Dentistry
- Laura Romito and Lorie Coan, School of Dentistry; and Joe Defazio, School of Informatics
- Nancy Chism and Megan Palmer, School of Education
- Nancy Evans, Rob Elliot, Jerome Clark, and Joy Starks, School of Engineering and Technology
- Hadi Kharrazi, School of Informatics
- Judith Anspach, Debra Denslaw, Miriam Murphy, and Steven Miller, School of Law
- Jennifer Cochrane, School of Liberal Arts
- Estela Ene, School of Liberal Arts
- Judi Izuka-Campbell and Emily Beckman, School of Liberal Arts
- Victoria Rogers, School of Liberal Arts
- Susan McLennon and Barbara Friesth, School of Nursing
- Suosheng Wang, School of Physical Education and Tourism Management
- Ryan Denton and Rob Minto, School of Science
- Brian Woodahl and John Ross, School of Science
- Lynn Duggan, Marquita Walker, and Joseph Varga, School of Social Work

Evidence of Progress for 2009-2010:

CEG Awardees Information Session Feedback Survey Results

Survey's purpose: 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.

Survey Description: 16 survey items; two pages in length; yes/no questions; open-ended questions; and one statement agreement survey item—Likert scale.

Survey design: 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

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 Curriculum Enhancement Grant RFP process was appropriate—one respondent disagreed, and, others (4) listed N/A.

Suggestions to modify CEG request for proposals

- Asked whether the CEG request for proposals should be modified, four respondents offered suggestions.

Prospects of doing funded project w/o CEG

- **72.72%** 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.

CEG's affect on attainment of professional goals

- **58.33%** 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.

Activities planned for 2010-2011:

The Curriculum Enhancement Grants will be offered again in 2011.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

Evidence of Progress for 2009-2010:

Activities planned for 2010-2011:

☑ 1.21 Associate Faculty Orientation, August 19 and 20, 2009

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

The *Associate Faculty Orientation* was held on August 19 and 20, 2009 from 5 to 8 p.m. in BS 2006, 2007, and 2008.

Event Description

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.

Program

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

Overview of Oncourse CL

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.

What I Wish I Had Known: A Panel of Experienced Associate Faculty

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, and what campus resources they found most helpful. Participants also had the opportunity to ask panel members questions.

Engaging Students in the Classroom

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.

Designing an Effective Course Syllabus

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.

Teaching Unprepared Students: Strategies for Promoting Success

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.

Planning Committee

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

Evidence of Progress for 2009-2010:

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.

Activities planned for 2010-2011:

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.

☺ 1.22 Power Up Your Pedagogy Symposium, November 6, 2009

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

Power Up Your Pedagogy was held on November 6, 2009, in the IT building.

Event Description

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.

Program

Concurrent Sessions

Student Panel

Brittany Moser, Senior, Tourism, Convention, and Event Management
Lindsay Smith, Graduate Student, Higher Education and Student Affairs
Giorgio Webster, Junior, Finance

Web Based Research made Easy with Zotero

Jessica Trinoskey, University Library

Questions Concerning My Digital Textbook and No More Paper Cuts?: Resources on ePublishing for You and Your Students

Bob Beck, School of Liberal Arts
Rhonda Huisman, University Library

Flip for Flip Videocams: Using Flip Video to Enhance Teaching and Learning

Carina King, School of Physical Education and Tourism Management
Frank Smith, English for Academic Purposes Program
Suzan Stamper, English for Academic Purposes Program

Why Should I Care About Mobility?

Thomas I. M. Ho, School of Engineering and Technology

Connecting the Classroom with Twitter and Facebook

John Talbott, Kelley School of Business
Megan Palmer, School of Education

Planning Committee

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

Evidence of Progress for 2009-2010:

One hundred sixteen participants attended the symposium which was an 87% increase in attendance from

2008-2009 when 62 participants attended the symposium.

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.

Activities planned for 2010-2011:

The next Power Up Your Pedagogy Symposium is scheduled for Friday, February 11, 2011.

☒ 1.23 PUL Symposium, February 1, 2010

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

The *PUL Symposium* was held on February 1, 2010, in the IUPUI Campus Center.

Event Description

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.

Program

Plenary Session

PULs and Their Significance to IUPUI

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

Concurrent Sessions

Introduction to PULs 1 & 2: Examples and Experiences from IUPUI Faculty

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

Course-level View of PULs: Alignment of Outcomes, Activities and Assessment,

Trudy Banta, senior advisor to the chancellor for academic planning and evaluation

Ingrid Kucme, associate professor and director of academic affairs, School of Public and Environmental Affairs

Program-level View of PULs - IUPUI's PULs, Kelley's PBLs: Accreditation and Assurance of Learning

Ken Wendeln, clinical associate professor, Kelley School of Business

Introduction to PULs 3, 4, 5, and 6: Examples and Experiences from IUPUI Faculty

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

Keeping PULs Relevant (Avoiding PUL Fatigue), Panel,

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

Taking the Conversation Further - PUL round tables facilitated by CTL staff

Evidence of Progress for 2009-2010:

Sixty-two faculty members attended the symposium. This was the first year the symposium was offered.

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.

Activities planned for 2010-2011:

This symposium will not be offered next year, although the topics addressed in the session can be offered on request and will be covered in other events

☑ 1.24 Edward C. Moore Symposium, March 4, 2010

Campus Planning Theme:

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

The 2010 *Edward C. Moore Symposium on Excellence in Teaching* was held in the Campus Center on March 4, 2010.

Event Description

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.

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.

This year's keynote speaker, Eric Mazur, Ph.D., Balkanski Professor of Physics and Applied Physics at Harvard University presented *Lectures and Learning: Pedagogies, Technologies and Peer Learning for the 21st Century*. 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.

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.

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 *Inside, Outside, Upside Down: Our Journey in the Scholarship of Teaching and Learning*. The afternoon plenary session, *Designing and Assessing Integrative and Interdisciplinary learning: Insights from a National Project* 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.

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).

Program

Keynote Address

Lectures and Learning: Pedagogies, Technologies and Peer Learning for the 21st Century
Eric Mazur, Ph.D., Balkanski Professor of Physics and Applied Physics, Harvard University

Plenary Session

Inside, Outside, Upside Down: Our Journey in the Scholarship of Teaching and Learning
Carol Hostetter, MSW, PhD, associate professor, Indiana University School of Social Work and director, Mack Center for Inquiry on Teaching and Learning

Concurrent Sessions

Assessing the Role of a Graduate Pedagogy Course in the Development of Future Teacher-scholars
Valerie O'Loughlin, Medical Sciences, IU Bloomington
Katherine Kearns, Campus Instructional Consulting, IU Bloomington
Mark Braun, Medical Sciences, IU Bloomington

Course Design: Making the Implicit, Explicit
Jacqueline Singh, Center for Teaching and Learning
Crystal Garcia, School of Public and Environmental Affairs

An Integrative Longitudinal Case-Based Learning Model as a Curriculum Strategy to Enhance Teaching and Learning
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

Using Thinking Starters, Discussion Circles, and Student Writing to Support College Student Learning

Paula Magee, School of Education
Natalie Barman, School of Education

Just What the Doctor Ordered: Adjusting Your Teaching Style to Optimize Interactions with Learners

Paula Wales, School of Medicine
Mary Alice Bell, School of Medicine
Virginia Thurston, School of Medicine
James Brokaw, School of Medicine

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 Winger, 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

Integration of Tobacco Cessation Efforts for the Dental Team

Lorinda Coan, School of Dentistry
Laura Romito, School of Dentistry
Melinda Meadows, School of Dentistry

An Alternative Strategy for Enhancing Student Engagement and Understanding in a Diverse MBA Course

Jeffery Hittler, Division of Business, Indiana University-Purdue University Columbus

Cognitive and Affective Learning Outcomes in a Distributed Learning Environment

Marquita Walker, School of Social Work

Project-based Learning in Engineering

Razi Nalim, School of Engineering and Technology
Sivakumar Krishnan, School of Engineering and Technology

Partnering with Industry to Promote Student Engagement, Learning and Success: A Win, Win Strategy

Emily McLaughlin, School of Engineering and Technology

Goal Setting in the College Classroom: Who Decides?

Debra Herold, School of Science
David Leap, School of Science

The Efficacy of Team-Based Learning in Histology

James Brokaw, School of Medicine
Keith Condon, School of Medicine

Teaching Organizational Culture Integrating different teaching strategies

Erica Berte, Division of Business, IUPU Columbus

Design and Assessment of an Online Health Care Informatics Course

Mary Bourke, School of Nursing, IU Kokomo

Academic Versus Recreational Podcasting: The Student Perspective

Mark Urtel, School of Physical Education and Tourism Management

Conceptual Framework for International Service Learning

Mary Riner, School of Nursing

Working Together to Create Excellent Teaching: A Group Mentoring Project

Valerie Chang, School of Social Work
Carolyn Gentle-Genitty, School of Social Work
Andy Harner, School of Social Work

Experiential and Reflective Practice in the Teaching of Biomechanics

Jefferson Streepey, School of Physical Education and Tourism Management

Empathy in Physical Therapy: Why should we care?

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

Academic International Collaboration in Educational Research between IUPUI and Mahidol University

Usa Jeenjenkit, Urban Center for the Advancement of STEM Education, School of Education
Amnanorn Mummaj Urban Center for the Advancement of STEM Education, School of Education

Reading Before Class: Is It Still Happening?

Malika Mahoui, School of Informatics

Making the Case for Integrated Longitudinal Case Study Application Across a Curriculum

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

Matching Technology Tools and Pedagogical Approaches with Student Learning Styles to Enhance ...

Josette Jones, School of Informatics

Sara Anne Hook, School of Informatics

Why Do I Have to Take Research Methods? Assessing the Psychology Research Methods Curriculum

Leslie Ashburn-Nardo, School of Science

Framing Online Course Design Decisions Using Quality Evaluation Rubrics

Robert Morse, School of Informatics

Linking Community Resources to Learning and Assessment

Larita Killian, IUPU Columbus

Christopher Brandon, IUPU Columbus

Investigating Ethos in Pre-Service Teachers

Elee Wood, School of Education

Paula Magee, School of Education

Asynchronous Library Instruction for Dental Hygiene Students

Barbara Gushrowski, School of Dentistry

Lorinda Coan, School of Dentistry

Salvaging Struggling Students: The Role of the Learning Specialist in Medical Education

Patricia Wade, School of Medicine

Medical Students Who Ace Their Anatomy Exams: The Men Win. Is Mental Rotation Skill Advantageous?

Patricia Wade, School of Medicine

Human Patient Simulation as the Application Exercise of Team-based Learning for First Year Medical Program

Gabi Waite, School of Medicine

Ellen Hughes, School of Medicine, Terre Haute Center

What's the Use of Student Feedback at the End of the Course?

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)

Immersion in the Real World Classroom: Engaging Students through Service Learning

Andrea DeLee, School of Medicine

Scott Renshaw, School of Medicine

Deanna Willis, School of Medicine

Planning Committee

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

Evidence of Progress for 2009-2010:

One hundred seventy participants attended the Edward C. Moore Symposium. This was a 45% increase over 2008-2009 when 117 individuals attended the symposium.

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.

Activities planned for 2010-2011:

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

☒ 1.25 CTL Winter Lecture, Dr. Carl Wieman, March 11, 2010

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

The *CTL Winter Lecture* featuring Dr. Carl Wieman, Nobel Prize Laureate in Physics, was held Thursday, March 11, 2010, in the IUPUI Campus Center.

Event Description

To increase involvement of the various departments and schools and to increase discipline-based programming, the CTL Winter Lecture Series was created. The goal of this series is to bring speakers to the IUPUI campus who have made contributions to disciplinary research and conduct discipline-based education research. This year's Winter Lecture was held in partnership with the 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.

Public Lecture

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.

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 21st century.

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.

A public reception in the Campus Center was held immediately prior to Dr. Wieman's presentation. This event was open to the public.

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. For more information, go to <http://ctl.iupui.edu/winterseries/2010>.

Evidence of Progress for 2009-2010:

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.

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.

Activities planned for 2010-2011:

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 *Who Owns Antiquity?: Museums and the Battle Over Our Ancient Heritage*.

☺ 1.3 Center for Teaching and Learning Workshops

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

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.

1. 2009 Gateway to Graduation Retreat (65)
2. Adobe Connect Professional Overview for Music All-IDG Colloquium (6)
3. All-IDG Organizational Colloquium (29)
4. Armageddon 101: Dealing with Disruptive Students (45)
5. Armageddon 101: Dealing with Disruptive Students (39)
6. B.O.T.T. Series: Adobe Presenter (16)
7. B.O.T.T. Series: Managing Your Oncourse Site (16)
8. B.O.T.T. Series: New! Oncourse Assignments Beta (1)
9. B.O.T.T. Series: Oncourse Communication Tools (5)
10. B.O.T.T. Series: Oncourse Gradebook (14)
11. B.O.T.T. Series: Oncourse Resources (4)
12. Carl Wieman - Physics Department Colloquium (58)
13. CEG Awardees Information Meeting (19)
14. CONNECTing w/Students: Adobe Connect Best Practices (57)
15. CONNECTing with Students: Adobe Connect 7.5 (44)
16. Conversation with an NSF Program Director (22)
17. Creating Online Learning Activities (23)
18. Creating Online Learning Activities (Online Only) (20)
19. Curriculum Enhancement Grant Info Session (60)
20. Designing SENCER into a 1st YR Learning Community (9)
21. Developing Effective Classroom Assessments (13)
22. E&T - An Introduction to Student Response Systems 4)
23. Effective Classroom Assessments (4)
24. EndNote: Advanced (3)
25. EndNote: The Basics (4)
26. Engaging Students in Online Courses (12)
27. Enhancing & Packaging a Presentation(ITTE) (3)
28. Enhancing Student Learning through Reflection (21)
29. E-Publishing: Leveraging e-texts for Instruction (13)
30. Excel: The Basics (3)
31. Exploring Advanced Tools in Oncourse (10)
32. Exploring New Features in Oncourse (3)
33. Exploring the Library Tools in Oncourse (7)
34. Faculty Writing Circles Organizational Meeting (43)
35. FYS Institute - To Your Door: Developing Prompts (6)
36. FYS Institute - To Your Door: Managing Artifacts (9)
37. FYS Institute - To Your Door: Presentation Maker (8)
38. FYS Institute - To Your Door: Scaffolding (9)
39. FYS Institute - To Your Door: Using ePort (10)
40. FYS Institute -To Your Door: Intro to ePort – PDP (11)
41. Gateway to Gateway: Mid-Winter Tune-Up (27)
42. Getting Past the Blank Stares (12)
43. Getting Started with Instructional Podcasting-Online (17)
44. Getting Started with Instructional Podcasting (19)
45. Getting Started with Oncourse (28)
46. Have you met Lynda? (3)
47. Infoshare: Video Tutorials From Lynda.com (13)
48. Interpret and Use Test/Item Analysis Reports (11)
49. Introduction to IUPUI's ePortfolio (33)
50. Introduction to Teaching and Assessing PULs (26)

51. IT to Support FLC Work (1)
52. IUPUI ePortfolio Spring 2010 Symposium (24)
53. Learner Friendly Video (8)
54. Let's Create Engaging Online Presentations (15)
55. Let's Create! A Recipe for Online Presentations (13)
56. Let's Talk Teaching: Common Theme (12)
57. Let's Talk Teaching: Emerging IT (71)
58. Let's Talk Teaching: Motivating Students (21)
59. Let's Talk Teaching: Research in the Classroom (21)
60. Let's Talk Teaching: Using Podcasts for Learning (78)
61. Let's Talk Teaching: Web 2.0 Storytelling (35)
62. Making the Most of Bookmarking Tools (12)
63. Meeting Your Students Where They Are (11)
64. New Turning Point Student Response Systems Overview (32)
65. Oncourse Basics Workshop (4)
66. Oncourse Overview (6)
67. Oncourse Overview for Herron (9)
68. Online Teaching Fundamentals (75)
69. Online Teaching Topics Medley (23)
70. ONLINE: E-Publishing: E-texts for Instruction (15)
71. Open Access Week - Copyright Webinar (21)
72. PowerPoint: Customizing a Presentation (ITTE) (1)
73. PowerPoint: The Basics (3)
74. Presentation Best Practices for the Law School (7)
75. Promoting Academic Honesty with Turnitin.com (6)
76. PUL Learning Activities and Assessment (12)
77. RECORDING: Creating Online Learning Activities (1)
78. Retention Strategies for First Year Students (4)
79. Second Life for Instruction (10)
80. Setting Up Expectations with Goals and Objectives (1)
81. SPEA To-Your-Door: Online Teaching Fundamentals (13)
82. Special Topics in Online Teaching (31)
83. SPSS: The Basics (3)
84. Strategies for Incorporating Video in Instruction (17)
85. Teaching and Assessing PUL 1 (15)
86. Teaching and Assessing PUL 2: Critical Thinking (21)
87. Teaching and Assessing PULs 3 and 4 (18)
88. Teaching and Assessing PULs 5 & 6 (15)
89. Team-Based Learning (45)
90. Tech Camp: Audio Podcasting (16)
91. Technology Brownbag: Twittering in Courses (13)
92. Three, two, one...Action!: Video Tech Camp, I & II (11)
93. To Your Door: Documenting Your Teaching (14)
94. To Your Door: Assessing PULs (11)
95. To Your Door: Engaging Your Students In Lecture (52)
96. To Your Door: Moderating Focus Groups (8)
97. To Your Door: Assessing Learning in Online Courses (10)
98. To Your Door: Online Course Design (8)
99. To-Your-Door: Building IUSSW Faculty Web Sites (12)
100. Tricks, Strategies & Ploys to Promote Active Class (88)
101. Twittering in Support of Learning (12)

102. UCOL - An Introduction to Student Response Systems (19)
 103. Using Rubrics to Assess and Enhance Learning (47)
 104. Using the Program PUL Matrix: What Next? (37)
 105. Using Twitter to Enhance Collaborative Learning (41)
 106. Web-Based Collaboration Tools (29)
 107. Web-Based Research Tools (29)
 108. Webinar: Adobe Connect Meeting Upgrade (4)
-

Evidence of Progress for 2009-2010:

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.

Activities planned for 2010-2011:

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:

- BOTT Oncourse Series: Managing Your Oncourse Site
- BOTT Oncourse Series: Oncourse Gradebook
- Deliver Engaging Lectures with Clickers
- Getting Started with Instructional Podcasting
- Open Access: Open Education Resources
- PUL Learning Activities and Assessment
- Using Rubrics to Assess and Enhance Learning
- SCALE-UP Project
- Supporting Your Online Research with Zotero
- Teaching at IUPUI: Getting Students to Prepare
- Teaching at IUPUI: Grading Efficiently
- Teaching at IUPUI: Library Resources
- Teaching at IUPUI: PULs
- Teaching at IUPUI: Syllabus and First Day of Class
- Teaching at IUPUI: Using Mid-semester Feedback
- Teaching Excellence: Documenting Your Teaching

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.

- ☒ 1.4 Center for Teaching and Learning Consultations
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:
-

Actions taken for 2009-2010:

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:

Topics of Center for Teaching and Learning Consultations*	2009-2010	2008-2009
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
* topics were tracked as either the primary or secondary focus of the consultation		

Frequency of Attendance at CTL Consultations	2009-2010	2008-2009
Attended 1 consultation	251	201
Attended 2-3 consultations	138	134
Attended 4-5 consultations	53	46
Attended more than 5 consultations	91	66

Evidence of Progress for 2009-2010:

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.

Activities planned for 2010-2011:

The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.

☒ 1.5 Education Grant

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

National Science Foundation Grant

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

National Science Foundation (NSF), CCLI
Award Number: DUE – 0958168
Amount: \$97,989 for one year

Pratibha Varma-Nelson, Principal Investigator, and Terri Tarr, Co-Principal Investigator, hosted the workshop titled *The Role of Centers for Teaching and Learning in Improvement of Undergraduate Engineering Education Workshop* 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.

The workshop goals were to:

- 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.
- Identify programs, support and resources from CTLs appropriate for engineering faculty to enhance lifelong development as educators.
- Identify ways of utilizing faculty insight into student learning issues and difficulties with content to inform the planning of professional development programs.
- Prepare recommendations for how engineering administrators could support and recognize educational innovation and professional development through a partnership with CTLs.

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.

For more information, see the project Web site at <http://ctl.iupui.edu/projects/NSF>. Questions about this project should be directed to Pratibha Varma-Nelson (pvn@iupui.edu)

Evidence of Progress for 2009-2010:

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.

Activities planned for 2010-2011:

The Center for Teaching and Learning will continue to seek grants to fund education projects.

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

2.1 Gateway Initiatives

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

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.

The Gateway Scholars program offered the following half-day workshops.

- *Tricks, Strategies and Ploys to Promote Active Classroom Engagement*
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
- *Armageddon 101: Dealing with Disruptive Students and Overcoming Natural Aversion to a Subject*
Darby Lewis, PhD., professor of English and women's studies, Lycoming College

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.

- *Gateway Mid- Winter Tune- up: Gateway to Gateway*
 - o *Gateway Case Studies*, Sarah Lang, Center for Teaching and Learning
 - o *Syllabus Redefined*, Crystal Garcia, School of Public and Environmental Affairs
 - o *We teach. Must we entertain?* Mike Polities, Communication Studies Department
-

Evidence of Progress for 2009-2010:

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.

Activities planned for 2010-2011:

The Center for Teaching and Learning will continue to cosponsor the Gateway program in various capacities.

3. 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.

3.1 Jump Start into Online Course Development Program

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

1 Supporting Online Course Development

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.

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 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

Evidence of Progress for 2009-2010:

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.

Activities planned for 2010-2011:

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.

☒ 3.2 Online Teaching Workshops

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

Online Teaching Fundamentals was a half-day workshop held on March 15, 2010, and was followed by another half-day workshop on *Special Topics in Online Teaching* on March 16, 2010. Both workshops were held in University Library. The *Online Teaching Fundamentals* workshop was repeated on May 19, 2010, followed by *Online Teaching Topics Medley* on May 20, 2010.

Event Descriptions

Online Teaching Fundamentals, March 15 and May 19

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.

Special Topics in Online Teaching, March 16

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 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.

Online Teaching Topics Medley, May 20

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.

Planning Committee

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

Evidence of Progress for 2009-2010:

Total attendance for the online teaching workshops was 126.

Activities planned for 2010-2011:

For 2010-2011, the CTL plans to again offer workshops on online teaching fundamentals and special topics in online teaching.

☒ 3.3 Support and evaluate the integration and impact of the PULs and the ePortfolio

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

CTL Contributions to ePortfolio initiative:

Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative:

- New Faculty Welcome: Poster Presentation: IUPUI's ePortfolio (September 4, 2009).
- To Your Door: Presentation ePortfolio - UM Page Composer for PDP and ePort Project committee members (September 16, 2009) 6 attendees
- All IDG Colloquium (September 18, 2009) 19 attendees
- PUL Series: Measures of Achievement: Using Rubrics to Assess and Enhance Learning (September 25, 2009) 27 attendees
- PUL Series: Using the Program PUL Matrix: What Next? (October 9, 2009) 37 attendees
- All IDG Colloquium: ePort in Practice (November 12, 2009) 28 attendees
- To Your Door: Using ePort for IUPUI - CTL - IT Consultants (November 17, 2009) 5 attendees
- PUL Series: Introduction to IUPUI's ePortfolio (November 20, 2009) 19 attendees
- PUL Series: Using Rubrics to Assess and Enhance Learning (February 5, 2010) 12 attendees
- To Your Door: ePortfolio in Higher Education: Trends, Uses, and Options - Using ePortfolio for the DNP program (February 23, 2010) 14 attendees
- Online Special Topics: Introduction to ePort Presentation Maker (March 16, 2010) 4 attendees
- PUL Series: Introduction to IUPUI's ePortfolio (March 26, 2010) 6 attendees
- IUPUI ePortfolio 2010 Spring Symposium (April 23, 2010) 19 attendees
- To Your Door: ePortfolio for DNP Advisory Committee Retreat (May 4, 2010) 20 attendees
- To Your Door: First Year Seminar Curriculum Development Institute: Introduction to ePort and the PDP (June 21, 2010) 11 attendees Institute: Instructional Scaffolding to Facilitate Learning (June 22, 2010) 9 attendees
- To Your Door: First Year Seminar Curriculum Development Institute: Creating a Public Folder in My Workspace – Managing Artifacts (June 22, 2010) 9 attendees
- To Your Door: First Year Seminar Curriculum Development Institute: Using Presentation Maker to Support Learning – The Student Experience (June 23, 2010) 8 attendees
- To Your Door: First Year Seminar Curriculum Development Institute: Using ePort Tools Effectively (June 24, 2010) 10 attendees
- To Your Door: First Year Seminar Curriculum Development Institute: Developing Prompts for the PDP (June 25, 2010) 6 attendees

CTL staff provided over 230 hours of individual consultation to faculty members working with ePortfolio.

CTL staff supported nine active Integrated Department Grant projects in 2008-2009.

CTL staff presented or co-presented three external presentations on IUPUI's ePortfolio

- ePortfolios and Integrated Department Grants as an Implementation Strategy - Presentation at 10th Sakai Conference (July 8, 2009) 45 attendees
- 2009 Assessment Institute: A Department-Based Model for Implementing an ePortfolio Program (October 26, 2009) 65 attendees
- Expanding ePortfolio Tools: IUPUI's Presentation Maker – Presentation at 11th Sakai Conference (June 16, 2010) 50 attendees

CTL staff participated as a member of Cohort VI of the Inter/National Coalition for Electronic Portfolio Research.

Evidence of Progress for 2009-2010:

Increased the number and variety of workshops offered to faculty and received an excellent response.

Increased number of active Integrated Department Grant projects also with an excellent response.

Increased number of consultations and meaningful contacts.

Increased international participation in ePortfolio initiatives.

Activities planned for 2010-2011:

Increased the number and variety of workshops offered to faculty and received an excellent response.

Increased number of active Integrated Department Grant projects also with an excellent response.

Increased number of consultations and meaningful contacts.

Increased international participation in ePortfolio initiatives.

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

4.1 Learning Environments Committee and Grant

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

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.

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.

2009–2010 Projects

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)

Learning Environments Committee Members

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

Evidence of Progress for 2009-2010:

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.

Activities planned for 2010-2011:

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.

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)

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2009-2010:

The *Multicultural Teaching and Learning Institute* (MTLI) has been held annually since 2006. The *Multicultural Teaching and Learning Institute: Creating an Environment of Inclusivity for Women and Men* was held on February 11, 2010, in the Campus Center.

Event Description

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 *When Gender Matters: Creating an Environment of Inclusivity for Women and Men*, with sessions exploring how to best support African American males, women, and LGBT students.

Program

Keynote Address

Allies at the Intersections: Creating and Sustaining Inclusive Classrooms, Departments and Universities
Erik Malewski, associate professor, Department of Curriculum and Instruction, Purdue university

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.

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

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

Evidence of Progress for 2009-2010:

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.

Activities planned for 2010-2011:

The 2010-2011 MTLI will be held on November 10, 2010, and will have a theme of *Culturally Sensitive Pedagogy*. The keynote speaker will be Dr. David Stinson, Associate Professor of Mathematics Education, Department of Middle-Secondary Education and Instructional Technology, Georgia State University.

Fiscal Health

Reallocation Plan

Other Question(s)

1. Please describe faculty/staff participation in the planning process in your unit. What factors strongly influence your budget and planning priorities? Please give examples, which might include attracting and retaining undergraduates, strengthening graduate programs, building collaborative partnerships, increasing diversity in faculty and student populations.

2. How do the plans within your unit align with the [President's Principles of Excellence and the Chancellor's Guideposts](#)? Please describe

your process for integrating your unit's plans with those of the campus.

3. What longer-term trends (5-10 years) exist in your discipline/field that will affect your unit?

4. If the University experiences further budget cuts, what existing and emerging programs/initiatives in your unit will be your highest priorities?