

# Faculty Development & Center for Teaching and Learning Task Force Report

## EXECUTIVE SUMMARY AND RECOMMENDATIONS

### Task Force Charge and Process

At the beginning of the fall 2016 semester Executive Vice Chancellor Kathy E. Johnson formed the Faculty Development & Center for Teaching and Learning Task Force.<sup>1</sup>

The charge to the Task Force was twofold: one, re-imagine how support for teaching and learning, as well as other aspects of faculty development that affect teaching and learning might best be supported; and, second, reflect on the current scope of the Center for Teaching and Learning (CTL) in relation to faculty needs and recommend alternative approaches and/or enhanced strategies that can ultimately improve faculty satisfaction with professional development opportunities.

The Task Force addressed its charge in a number of ways. Foremost among them were informal conversations with faculty across campus; formal focus groups in particular units; and a survey of part-time faculty about the CTL. In addition, research about and interviews with colleagues at other institutions with special units and programs dedicated to teaching and learning contributed to the discussions among task force members that have resulted in this report.

### Recommendations of the Task Force

- The Campus should create a new administrative reporting structure, conceptually described within this report as the Forum, to support learning, Instruction, leadership, and innovation. The Forum centralizes and supports strategic collaboration across a variety of diverse offices and units whose missions frequently overlap and may operate at cross-purposes.
- The Forum should be led by a new administrative position, Associate Vice Chancellor for Academic Professional Development, within the Office for Academic Affairs, to advance collaboration across multiple units and the dissemination of scholarship that emerges from Forum activities.
- The Campus should retain the CTL as one of the lead units with the Forum, whose work is re-conceptualized to support the Forum's broader mission to underscore and support IUPUI's commitment to excellence in teaching and learning, innovation, and leadership.
- The re-imagined CTL should refocus as a resource for, collaborator with, and advocate to support innovation, outreach, and scholarship on teaching and learning (SoTL).

---

<sup>1</sup> The EVC's charge to the task force and the announcement of it, including the members of the task force, are posted in the IUBox: CTL Task Force Fall 2016 (Folder: Task Force Report – 16 December 2016)

- The Campus should create a new designation and funding for “Forum Fellows,” a prestigious role that can be filled by faculty from across schools, to establish a cohort of faculty leaders, innovators, and scholars on teaching and learning.
- The Campus should provide, or reconfigure, space (recommended within University Library or the CTL and similar to the Indiana Arts & Humanities Center) to create the Forum, a physical space that is equipped to support collaboration, design thinking, and creative projects and innovations in teaching.
- The Campus should devote resources to reconfiguring the CTL’s physical space to enhance its accessibility and effectiveness for all IUPUI instructors in the area of teaching and learning and the scholarship of teaching and learning.

## TASK FORCE CHARGE AND PROCESS

The Task Force addressed its charge in several different ways that included overcoming the difficulty of finding times during which the large number of task force members could meet. The report reflects participation by all, with some of them taking on responsibilities for the task force as a whole and as liaisons to their respective units.<sup>2</sup> Following the lead of EVC Johnson, whose charge included suggested readings, the Task Force conducted a selective review of the literature on faculty development. It also researched online and in person (by phone and at conferences) units with special emphasis on teaching and learning, taking advantage of task force members with a wide variety of interests, expertise, and experience. Reports about the literature consulted, internal highlight reports, and select external interviews guided the discussions of the task force.<sup>3</sup>

### External Research – Information About Aspirational Peer Institutions

The exploration of aspirational peer Centers for Teaching and Learning and/or Faculty Professional Development at aspirational peer institutions involved virtual site visits with follow-up personal conversations. Task Force members asked questions about the scope and structure of the units, the strategies used to communicate with faculty, and the programs they regularly sponsor (including ways in which they support and seed innovative teaching).

### Internal Research – (Campus) Feedback on the CTL

The Task Force gathered information from a variety of sources and constituencies in order to address the questions posed in the charge. Data-gathering processes took advantage of the skills, interests, and expertise of members. Questions centered on what faculty know about the CTL, how they have used it, what they found useful, and what they believe would improve its offerings. In addition, the CTL staff were asked to respond to questions about their vision and perceived obstacles. Sources/methods included the following:

- Email correspondence/surveys within members' home units
- In-person conversations with faculty
- In-person focus groups
- Online survey administered to associate faculty
- Open-ended questions asked of CTL staff

### Summary of Findings<sup>4</sup>

---

<sup>2</sup> Mangilal Agarwal, Lisa Contino, Julie Hatcher, Krista Hoffmann-Longtin, Kym Kramer, Jennifer Lee, Sara Lowe, Chris Rogers, Matthew Rust, and Kate Thedwall, contributed to the Task Force by the roles they assumed in data collection and analysis. These include designing, administering, and analyzing the survey sent out to part-time faculty; arranging for and reporting on the focus groups in several academic units (health science related units; liberal arts, and less formally KSB, Herron, and science); and in interviewing colleagues at IUPUI and at other institutions with centers or institutes that focus on faculty development and teaching and learning.

Karen Lee was very helpful in making arrangements for the six meetings of the task force and her assistance to the task force in many other ways proved very valuable.

<sup>3</sup> Reports, minutes, and other materials that supported and informed the discussion of the task force and its report are posted in the IUBox: CTL Task Force Fall 2016

<sup>4</sup> Internal research findings on faculty perceptions of the CTL are captured in the table on pages 9-12, below.

The reflection on and analysis of the current scope of the CTL became central and determined efforts to gather information about what faculty at IUPUI know of the CTL and how they have used the center. This resulted in the design and distribution of a survey to part-time and full-time faculty and identifying a set of common questions that would be used in several focus groups. These data provided valuable insights and, based on their analyses, led in large part to the task force's recommendations.

The particular questions posed as part of the charge to the Task Force focus primarily on the CTL. The information that the CTL provided about its work<sup>5</sup> together with the Task Force's survey, focus groups, interviews, and conversations<sup>6</sup> revealed not only the complex structure and relationships of offices and programs that currently are part of or have some connection to the CTL (Graphic 1) In addition, the data were sorted into broad categories. The first is professional development, a term that is more encompassing than faculty development and includes units, programs, and activities that include but are not exclusive to the CTL. Based on inquiries and the Task Force's discussions, the CTL currently does and should continue to play a role as resource and research center for teaching and learning. In addition to its expertise and interest in course development and instructional design, the CTL should take on more responsibilities in those areas to include curriculum planning, assessment, and review. The greatest potential for transforming the CTL into a place on campus for innovation and leadership with regard to learning and instruction is contingent on creating additional space, close and complementary to the CTL, that fosters creativity and collaboration among faculty who share passion for as well as demonstrate and promote excellence in teaching (for more details, see below and Graphics 2 and 3).

The Task Force's survey and focus groups indicate that those faculty who know about the CTL and have visited and used it, were well satisfied with the assistance they received from dedicated and experienced staff, ranging from instructional design to peer review; gaining access to resources that include grants as well as equipment; and services that encompass not only technical support but also learning about research opportunities and presenting scholarship of teaching and learning.

Evidence compiled by the Task Force suggests the work of the CTL would be improved with greater faculty awareness about the CTL by a wide-range of stakeholders (e.g., instructors, Department Chairs, peer institutions). Such an improvement requires outreach, accessibility, and education. The difficulty of gaining access to help, either with a specialist on staff or when in need of technical assistance, prevents faculty from seeking assistance in the first place as well as from re-connecting with the CTL. In addition, the frequent turnover of CTL staff in the past several years has made it difficult, if not impossible, to forge, let alone maintain, the kind of long-term relationships between faculty and CTL staff that, under different circumstances, resulted in successful experimentation in the classroom and subsequent innovation more broadly and also professional development.

Faculty and the CTL staff strongly agree about the areas, activities, and initiatives that they wish for. These focus on a different conceptualization of the CTL staff role; easy access to services in person or online, especially technical help; and space conducive to faculty interaction that creates and supports a community of teachers and scholars.

The CTL remains central to and plays a critical part in general, campus-wide effort that encompasses professional development in holistic support of all part-time and full-time instructional ranks, ranging

---

<sup>5</sup> The CTL (highlight) reports, 2010-2015, including the data of use of and satisfaction with the CTL (and CSL and CRL) that the IRDS makes available are posted in the IUBox: CTL Task Force Fall 2016.

<sup>6</sup> The reports about the survey results and focus groups as well as the interviews with colleagues at other institutions are posted in the IUBox: CTL Task Force Fall 2016.

from graduate students to distinguished professors. The envisioned (re)organization of the CTL's staff, activities, and space (see Graphic 3) focuses on excellence in teaching and learning as part of the faculty's role and highlighted as a goal in IUPUI's Strategic Plan. It also connects with faculty and other units in new, more far reaching ways that inspire innovation, foster leadership, and cultivate community.

## RECOMMENDATIONS

Based on the research detailed above, themes emerged that shaped the recommendations for a re-imagining of faculty development and the CTL. These recommendations focus on new administrative roles and responsibilities through an AVC for Academic Professional Development, the Forum as an administrative unit to support learning, instruction, leadership and innovation (for visual depictions of that re-imagining, see Graphs 2 and 3), and the Forum as a new physical space, changes for CTL roles and responsibilities, and two ideas to strengthen outreach of CTL (i.e., Forum Fellows, CTL Liaisons).

### The Forum: A New Administrative Role and Reorganization for Academic Professional Development

The Forum combines existing components of academic professional development, including the CTL as its cornerstone, but it also represents a new collaborative unit to support learning, instruction, leadership, and innovation. The Forum would be under the leadership of a new position, the AVC for Academic Professional Development. The Forum, as an administrative unit, is focused on faculty and innovation in teaching and learning, with academic professional development as its foundation. The AVC for Academic Professional Development would be responsible for administrative leadership, vision, coordination, resources, staff, space renovation, and advancing the scholarship of teaching and learning. The AVC for Academic and Professional Development would have direct reporting line to the SAVCAA (and hereby to the EVC/CAO) and with responsibilities for the directors of all of the centers for learning and also those designated as director-level liaisons in "goal-linked" offices headed by VCs and VPs.) (see the proposed organizational chart in Graph 4).

The organizational framework and its lines of reporting must be clear and responsibilities and goals must be well and comprehensively defined as suggested in Graphic 4. The Task Force does not recommend changes for any system or campus staff already part of units and programs with responsibilities for professional development and teaching and learning. The task force does, however, propose re-definition of two positions.

1. The director of faculty enhancement in the OAA, is to be changed to director of professional development.
2. The other, an expert staff member in the CTL, is to be charged with the direction of the Forum's communication and web management. Responsibilities for this re-defined position include design and maintenance of a teaching and learning focused resource website for faculty and also an online resource to showcase the scholarship of teaching and learning at IUPUI (close collaboration with colleagues in the library who designed and maintain IUPUI's ScholarWorks may prove efficient and useful). The realignment and possible reassignment pertaining to those two positions depend on decisions following the Task Force's recommendations.

### Academic Professional Development

Academic professional development is foundational to the Forum. It plays this critical role because it intersects with all components of the CTL and it also includes and brings together current and future

mentoring and leadership programs and initiatives, some of which make use of programming and support offered through institutional memberships in national organizations such as the Assessment Institute, National Center for Faculty Development & Diversity, and AAC&U. In addition, the professional development portfolio for the faculty coordinates responsibilities that center on IUPUI's signature features and are variously assigned to different learning centers (CRL, CSL, CTL, SEIRI) and campus and system-wide programs and initiatives (RISE, ePortfolio, and MOSAIC). A more systematic, centralized approach to grant support for faculty may become part of this reconfigured portfolio of professional development.

### The Forum: New Collaborative Space for Teaching Innovation

The greatest potential for transforming IUPUI and the CTL into a place on campus for innovation and leadership with regard to learning and instruction is contingent on creating additional space, close and complementary to the CTL, that fosters creativity and collaboration among faculty who share passion for as well as demonstrate and promote excellence in teaching (for more details, see below and Graphs 2 and 3). Ideas and innovation thrive in spaces where people, who share values and goals, have room to work on issues and problems about which they are passionate in their exploration and in pursuit of finding solutions by themselves and on their own time but with easy access to colleagues, who not only understand the frustrations as well as the joys of experimentation and research but whose insight and expertise can lend support and point to alternative viewpoints, different approaches, and inspired creativity. Since teaching and learning is inter-disciplinary as well as multi-disciplinary, the conventional spaces typically designed for discipline-focused and inspired “shop talk” cannot serve master teachers well. Instead, they deserve a space that provides sanctuary as well as inspiration for their kind of research and practice. The Forum is a place designated for collaboration and creativity, ideally in the University Library—secure and open, separate from but close to the resource and research-dedicated activities and areas of the CTL (not unlike the space created for IAHI on the fourth floor of University Library).

### Strengthening CTL Outreach: CTL Faculty Liaisons and Forum Fellows

To support innovation and extend the outreach of CTL into academic units, two recommendations came forward. Teaching and learning is based upon human interaction. As such, one the key recommendations that emerged is to designate CTL Faculty Liaisons for each school. The CTL Faculty Liaisons would have vested interest in the school by holding an adjunct role on the school's faculty and being physically located inside the school. Further, as an adjunct, the CTL Faculty Liaisons would possess clear understanding for the overarching disciplines of the school. Funding for the Faculty Liaisons would be determined by the AVC for Academic Professional Development in coordination with each school, based on resources and priorities. The Faculty Liaisons would spend time working collaboratively with the faculty of their respective school and also with the expert staff in the CTL. The roles of the Faculty Liaison include building rapport and trust with faculty members in ways that would allow for meaningful collaboration. Joint work could include curricular support for courses through pedagogical and instructional design updates; integration of innovative teaching, technological, and discipline-related practices; and evaluation of current teaching practices in ways that allow faculty to evolve and grow within a nurturing environment. Faculty Liaisons are thereby taking on roles instructional coaches, whom colleagues in programs and schools will learn to trust and value for their abilities to support and advance the scholarship of teaching and learning. Faculty Liaison do not take on evaluative roles, but they do help faculty review, reflect upon, and improve their teaching, and therefore contribute to student success.

The designation “Forum Fellow” reflects a prestigious role to which any faculty from across schools or programs can be recruited and that all reaching faculty can fill. Forum Fellows become members

of a cohort of faculty leaders, innovators and scholars on teaching and learning. Faculty who are well known and respected as dedicated and highly effective teachers in their home units and beyond are especially encouraged to engage in the Forum.

The commitment, experience, and expertise of Forum Fellows intersects with the centers for learning in special ways and also the goals and activities of the mentoring and leadership academies and their particular knowledge and skill sets make their input valuable to the Advisory board of the AVC for Academic Professional Development, with regard to searches and reviews with focus on teaching and learning as well as student success. In addition to the engagement of the teaching faculty in service to and pursuit of excellence in teaching this group constitutes the core of a community of teachers across the campus that currently lack a space to work individually on their projects or to gather for conversation or collaboration with like-minded colleagues. As the cohort of Forum Fellows evolves and develops, the showcasing of their work—informally with regular discussions and presentations at the Forum as well as more formally at national conferences and expanding the reach and impact of IUPUI's Edward C. Moore Symposium for Excellence in Teaching.

This lack of a space of their own is a reflection of the history of IUPUI with its many and diverse academic units and centers. And, unlike other institutions, which have invested heavily and at times beautifully in centers that offer opportunities for collaboration and creativity and thereby promote imagination and innovation, IUPUI can do what we have learned to do well: be entrepreneurial and do more with what is already available. Designating Forum space for collaboration and creativity among fellows and faculty provides yet another opportunity for making that maxim come true.

#### Center for Teaching and Learning

The CTL re-focuses its current role more deliberately as resource for the IUPUI faculty. Regarding its central resource function, the CTL provides and coordinates all aspects of instructional design, including assessment, peer review, and classroom management ranging across all modes of delivery. It does so with a much-expanded web presence that depends on and models up-to-date design, usability, and demonstrated effectiveness.

The need for effective communication in matters of teaching and learning is both pressing and broad. Our recommendations include support for planned improvement and innovation, as well as on-demand services for immediate concerns and pressing questions for which answers must be available to all instructors whenever classes are in session. This may mean an expansion of hours from the current model.

The challenge for improved online communication is coupled with the difficult task of matching faculty who depend on expert staff assistance with appropriate and timely support. Coordinating requests from instructors with experts (who may be CTL staff or part of another unit) relies on effective collaboration among colleagues with shared interests, expertise, and overlapping assignments and on expert knowledge of disciplines and academic units in order to make connections that work.

The Task Force recommends renewed attention to the support of the scholarship of teaching and learning, which benefits the campus in three ways.

1. It provides opportunity to deliberately link ideas for improving and/or innovating courses or curricula with appropriate research designs and methodologies, including critical IRB approvals.
2. Such intentional approach to developing proposals and evaluating outcomes is of particular interest for those faculty whose appointments or research interests focus on excellence in

teaching and who depend on the impact they can demonstrate through research that culminates in peer-reviewed publications and other modes of dissemination appropriate for the scholarship of teaching.

3. Focus on the CTL's core mission of scholarship of teaching and learning has the potential to make a mark well beyond the campus by modeling the effectiveness of teaching, especially in areas where IUPUI has already made a name for itself (for example, Gateway to Graduation and RISE initiatives; high impact practices that link academic and extra-curricular learning).

Related to the CTL's resource and research missions are curriculum planning and review—a coordinating function that connects various units (campus committees and academic programs) because they share the goal of creating, supporting, and promoting an undergraduate experience unique to IUPUI and they offer graduate and professional degrees that are fulfilling the promise of launching students on specialized, satisfying, and rewarding career paths.

### Re-Configuration of the Current CTL Space and Staff Roles

The re-imagined Forum also calls for a re-configuration of the current CTL space in favor of a resource center that is inviting, friendly, and open to all faculty, with hours of operation more closely in line with those of the library or at least whenever faculty are teaching. It is expected that the experience of the library with long-opening-hour-staffing will serve as a model for making the CTL a welcoming and useful space, which may offer high quality coffee and tea bags as an obvious invitation. Any reconfiguring of the current CTL space needs should focus on four areas differentiated by services and activities:

1. The “immediate assistance desk,” which is staffed during class times.
2. A “practice and experimenting corner” where faculty can try out equipment and programs.
3. A “play area” that showcases innovative and innovating equipment and apps, akin to the way Apple stores show off what is new and exciting.
4. “Consultation rooms” for fact-to-face conversations that may be specially designated for such occasions or that may also do double duty as the offices for CTL's expert staff.

### Design Thinking and Select Projects Teams

Critical to the reconfiguration of the CTL as part of the Forum and the creation of a collaborative space for faculty is a rethinking of the CTL staff role and a different conceptualization for promoting excellence in teaching and learning as well as driving leadership and innovation in those areas. Central to those efforts is the formation of the Forum's Design Thinking and Select Projects Teams (see Graph 3). They bring CTL's expert staff together with faculty and link to academic programs and units. The composition of the collaborating teams varies according to interests and goals but is typically shaped by discipline or disciplinary clusters. The focus on the disciplines makes use of the professional identities characteristic of faculty, encourages familiarity with and development of discipline-specific knowledge and skills of instructional design and other expert CTL staff, and is vital for first building and then retaining relationships between the Forum and academic programs and units that promote excellence in teaching and learning for all IUPUI faculty.

The Task Force sees the greatest potential for innovation and impact in the collaborative teams of the Forum, which bring together expert staff of the CTL (and, possibly, other units) and faculty in ways that enhance teaching and learning not only in new ways but also more broadly across campus. Research results related to the task force charge and discussion among task force members point to their willingness to engage further and contribute their ideas, experience, and expertise to more detailed and comprehensive planning of the Forum and the new unit.



Internal research findings on faculty perceptions of the CTL are captured in the table below.

	Positives	Negatives	Suggestions for Improvement
Herron	<ul style="list-style-type: none"> <li>• Classroom observations popular and effective</li> <li>• Good feedback</li> <li>• Easy to schedule appointments</li> <li>• Web-based resources</li> <li>• Color printer for small jobs</li> <li>• Willing to bring workshops to us</li> <li>• Focuses on strengths and provides strategies to help with challenging areas</li> </ul>	<ul style="list-style-type: none"> <li>• Too big a deal when just need quick advice</li> <li>• Emails aren't supported in all browsers</li> <li>• Workshops too hard to fit into busy schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate and advertise more about what they do</li> <li>• Help faculty with writing</li> </ul>
University Library	<ul style="list-style-type: none"> <li>• Programming on cognitive processing and evidence-based teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Gave up on CTL, workshops weren't relevant</li> <li>• Personality conflicts in CTL put many faculty off</li> <li>• Do not consider CTL a resource</li> <li>• CTL staff do peer reviews of teaching when they are not peers</li> </ul>	<ul style="list-style-type: none"> <li>• More substantial programming options</li> <li>• Better web-presence with more robust examples</li> <li>• Peer-mentoring and training programs</li> <li>• Develop more training and resources for active learning</li> <li>• Organize/train group of teaching faculty willing to do peer reviews across campus</li> <li>• MOOC development</li> </ul>
Gateway Faculty Communities of Practice	<ul style="list-style-type: none"> <li>• Faculty appreciate reviews of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty already doing things with technology that CTL does not support</li> <li>• Unwelcoming atmosphere</li> <li>• Hours not conducive to faculty schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Better partnership with IU Online</li> <li>• Create space in CTL for faculty to play with new technology before adopting</li> <li>• Support purchases of small items (mikes, cameras) for faculty who teach online</li> </ul>
Public Health	<ul style="list-style-type: none"> <li>• Helped a great deal with Zombie class</li> <li>• Overall, CTL considered an asset</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have advanced technical expertise</li> <li>• Takes a lot of time to give very little</li> </ul>	<ul style="list-style-type: none"> <li>• Actively help us do things instead of telling us how to do it</li> <li>• More help with scholarship of teaching, design how to measure it</li> <li>• Webinars for active, live presentations</li> <li>• More staff</li> <li>• Assign staff to serve each school</li> <li>• Have list of expertise of each staff member</li> <li>• Reduce staff turnover</li> </ul>

			<ul style="list-style-type: none"> <li>• Create tools for more basic functions</li> </ul>
Kelley School of Business	<ul style="list-style-type: none"> <li>• Covers the basics well</li> <li>• Knowledgeable</li> <li>• New technology, like clickers, converting to Canvas, Adobe presenter</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops too basic</li> <li>• No idea what CTL offers</li> <li>• A lot of turnover</li> <li>• Sometimes talk down to faculty, assume they don't know anything</li> </ul>	<ul style="list-style-type: none"> <li>• Create more advanced topics</li> <li>• Respond in timely manner to requests for custom needs</li> <li>• Showcase best practices by faculty who are leading-edge users.</li> <li>• Personalize service approach</li> <li>• Assign liaison to schools</li> <li>• Communicate offerings more effectively</li> </ul>
Engineering & Technology and Informatics	<ul style="list-style-type: none"> <li>• Provide good resources</li> </ul>	<ul style="list-style-type: none"> <li>• Not a welcoming environment, too formal</li> <li>• Took too long to get in</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of projects the CTL is doing</li> <li>• Use "coaching" model, decentralize</li> <li>• Engage faculty in their environments</li> <li>• Add student component in form of advisory group</li> </ul>
Health Sciences (included faculty from nursing, dentistry, and medicine)	<ul style="list-style-type: none"> <li>• Support for CEGs</li> <li>• Online resources</li> <li>• Peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Limited staff</li> </ul>	<ul style="list-style-type: none"> <li>• Support manuscript writing and submission</li> <li>• Offer support for writing exam questions</li> <li>• Discipline-specific support for health sciences, someone familiar with clinical teaching as well as Med and Dent curriculum</li> <li>• Support for dossier preparation</li> <li>• Help create modules for common practices, such as writing a script, SOAP note, or motivational interviewing.</li> </ul>
Liberal Arts	<ul style="list-style-type: none"> <li>• Interpersonally strong</li> <li>• Staff members provide good "in the moment" support</li> <li>• SoTL is made accessible as goal of projects</li> </ul>	<ul style="list-style-type: none"> <li>• CTL's human resources are oversubscribed</li> <li>• Faculty are unsure of who does what</li> <li>• Scale of resources may not fit campus needs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop more community among faculty</li> <li>• Engage faculty as people, not as robots who teach courses</li> <li>• Keep good records, use them to connect like-minded faculty</li> <li>• Provide ongoing collaboration in addition to problem-solving consultation</li> <li>• Attend to faculty climate on campus (as Student Affairs</li> </ul>

			<ul style="list-style-type: none"> <li>attends to student climate)</li> <li>• Provide coaching around specialized pedagogies (PBL, experiential learning)</li> <li>• Be a clearinghouse of information on all things teaching and learning</li> <li>• Be a place where faculty can just hang out and talk with colleagues</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Provides excellent, detailed feedback on teaching</li> <li>• Helpful on questions about Oncourse/Canvas</li> <li>• Great resources on website</li> <li>• Generous with their time to help School of Science develop process for peer review of teaching</li> <li>• Focus groups, classroom observations, individual consultations, support for technology</li> <li>• Webinars and their recordings make professional development possible given busy schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Services are not useful or specialized enough to warrant taking the time to make appointment, go over there, follow-up, etc.</li> <li>• Response to requests for support is not always quick</li> <li>• Workshops are stale, repeated over and over</li> <li>• CTL viewed as place to go if you are new to teaching, not place to go if you are already experienced with SoTL work</li> </ul>	<ul style="list-style-type: none"> <li>• Not sure; do not know</li> <li>• Maybe more outreach to departments</li> <li>• Get on agendas for faculty meetings to talk about resources</li> <li>• Be more accessible to graduate students; offer one-on-one intensive with graduate students (and faculty) who are teaching their first course</li> <li>• Support anything that can be done to make CTL's efforts more impactful</li> </ul>
Associate Faculty	<p><b>Used CTL For . . .</b></p> <ul style="list-style-type: none"> <li>• Workshops online and in person</li> <li>• Oncourse/Canvas Help</li> <li>• One-on-one appointments</li> <li>• Online course design/setup</li> <li>• Equipment/hardware</li> <li>• Orientation for adjunct faculty</li> </ul>	<p><b>Have Not Used CTL Because . . .</b></p> <ul style="list-style-type: none"> <li>• Don't know about it</li> <li>• Time constraints</li> <li>• Don't know how it would help</li> <li>• Don't need it</li> <li>• Rarely on campus</li> <li>• Scheduling conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Assign department-specific liaisons</li> <li>• Regularly email listservs</li> <li>• Open up CEGs and other opportunities to part-time faculty and staff who teach</li> <li>• Open during non-standard hours (evenings, weekends)</li> <li>• Make the space more sociable, welcoming entrance with open doors, don't need appointment to be there</li> <li>• Highlight successful courses and practices on campus</li> </ul>
CTL Staff	<p><b>Dream for CTL</b></p> <ul style="list-style-type: none"> <li>• Strategic and proactive in its work, not reactive</li> <li>• Collaborative, safe, mutually supportive site</li> <li>• Known for leading innovations and part of evidence-making process, more experimental</li> </ul>	<p><b>Obstacles</b></p> <ul style="list-style-type: none"> <li>• Faculty perceptions that their work as teachers is not valued by the university</li> <li>• Faculty who see their work on teaching as tangential to their success</li> <li>• View that CTL is place to go to get a problem solved</li> </ul>	<p><b>Centers Worth Visiting</b></p> <ul style="list-style-type: none"> <li>• Boise State</li> <li>• Georgetown</li> <li>• IU Bloomington</li> <li>• Stanford</li> <li>• UC Merced</li> <li>• University of Kansas</li> <li>• University of Michigan</li> <li>• University of South Florida</li> <li>• University of Texas-Austin</li> </ul>

		<p>rather than to enhance teaching effectiveness and improve student learning</p> <ul style="list-style-type: none"> <li>• CTL staff have competing demands on their time and energy</li> <li>• Limited opportunities for professional development and advancement within CTL</li> <li>• CTL is missing key personnel, e.g., assessment and evaluation specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Vanderbilt University</li> </ul>
--	--	--	---

Notes for Graph 1: **Offices and/or Programs with Interest in and/or Charged with Faculty Development (FD) or Teaching & Learning (T&L)**

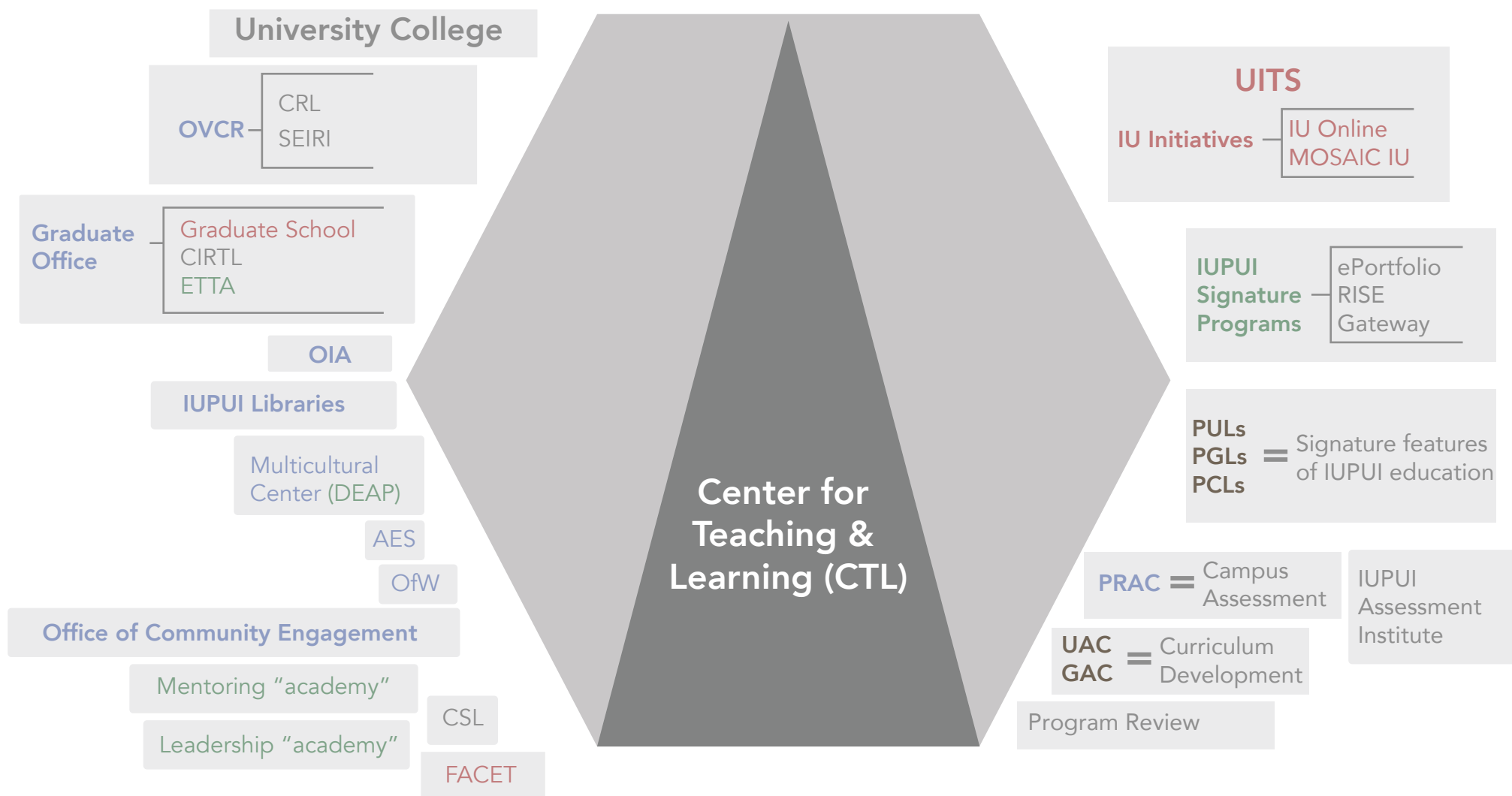
Please note: the information is very basic and in some cases is incomplete and, also, may not be correct.

Unit/Program/ Initiative	Name	Reporting to	FD/T&L staff	Source of funding	Responsibilities/ Activities	Comments
System-wide unit	UITS	VP (Wheeler) S. Morrone	CTL (MOU); (Gosney = liaison?)	Assessment (MOU)	Technical support	Cost and staff sharing would carry over to Collaborative
System-wide initiative	IU Online	Title? Calhoun	MOUs with programs (chairs); Support through CTL?	Assessment; Credit hour fee	Instructional design	Support negotiated with programs
System-wide Initiative	MOSAIC Interactive classroom initiative	?	Grants and Support through CTL?	?	Instructional design; Technical (classroom) support	Pilot? Sustainable?
System-wide initiative	FACET	?	(M. Morrone at IUB); no formal staff connection to CTL	?	Master teachers; modeling excellence in teaching; no formal connection to CTL	Opportunity for collaboration
System-wide office; Campus office	Graduate School; Graduate Office	Associate Executive Dean; Director Blum	Educational Training for Teaching Associates (ETTA)	?	Graduate student training;	Workshops; technical support
Campus office	OVCR Center for Research and Learning (CRL)	VC Atkinson Director Galli		Assessment (ICR?)	No formal staff connection to CTL; Support of professional development for faculty who mentor students	EMPOWER
Campus unit	University College (UC)	AVC of UE and dean	UC faculty; Support staff	Assessment; MOUs with programs (deans)	Gateway to Graduation; RISE; TLCs; PDP → connection to ePortfolio in the future?	UC faculty participate in CTL workshops and other events; make use of technical support
Campus office	Office of International Affairs	AVC Laatz	No formal staff connection to CTL	Assessment	Professional development	Workshops for international grad

						students and faculty
Campus unit	<b>University Library</b>	Dean Lewis	No formal staff connection to CTL	Assessment	Professional development	Participation in UC and its programs and initiatives
Campus unit	(DEI) Multicultural Center	(Dace)	Director of DEAP?	Assessment	Gateway to Graduation; TLCs; other?	Participation in UC and its programs and initiatives
Campus unit	(Student Affairs) <b>Adaptive Educational Services (AES)</b>	(AVC) King	No formal staff connection to CTL	Assessment	Technical support such as captioning	
Campus unit	(Office of Community Engagement) <b>Learning Center for Service and Learning (CSL)</b>	(AVC?) Warner Director Hatcher	No formal staff connection to CTL	Assessment	Experiential learning through internships and community engagement	
Campus unit	<b>Office of Academic Affairs</b> <b>Center for Teaching and Learning</b> (CTL); SEIRI; UCASE?; Office for Women (OfW); <b>Mentoring academy</b> ; <b>Leadership academy</b> ; <b>ePortfolio initiative</b> ; <b>PRAC</b> ; <b>UAC</b> ; <b>GAC</b>	EVC Johnson SAVAA Ferguson Director Tarr; Director Varma-Nelson; Director? ?; Director Grove; Director? Williamson; Director(s) Black; Gibau; Title? Kahn; Chair ?; Chair ?; Chair Blum	Various staff connections to CTL and responsibilities assigned to faculty development and/or teaching and learning	Assessment	No detailed listing here	
Campus unit	<b>IFC</b>				PULs PGPLs PCLs	
(Campus unit?)	<b>IUPUI Assessment Institute</b>					

# Graph 1: Offices and/or Programs with Interest in and/or Charged with Faculty Development (FD) and/or Teaching & Learning (T&L)

## Office of Academic Affairs (OAA) Faculty Development



**Please note:** Graph1 is a way to indicate the many units, programs, initiatives, and committees that have responsibility for and/or are charged with and/or have an interest in faculty development and/or teaching and learning. Those elements are very different in character and their relationship(s) to the Center for Teaching and Learning (CTL) is simply indicated by their grouping around CTL, not by directional arrows that would indicate the connection(s) and relative strength of the link.

System-wide elements are in **red**; campus-wide elements in **blue**; IUPUI programs in **green**; light or shaded colors indicate broad components or elements that warrant inclusion and/or consideration but where the connections in the current configuration of FD and CTL is not always clear or they indicate suggestions. The highlighted text is a summary of part of the charge to the TF. Refer to the legend to Graph1 for further explanation.

## Graph 2: Forum

Re-imagined space and support for and activities in professional development, with comprehensive focus that underscores IUPUI's commitment to excellence in teaching and learning, innovation, and leadership



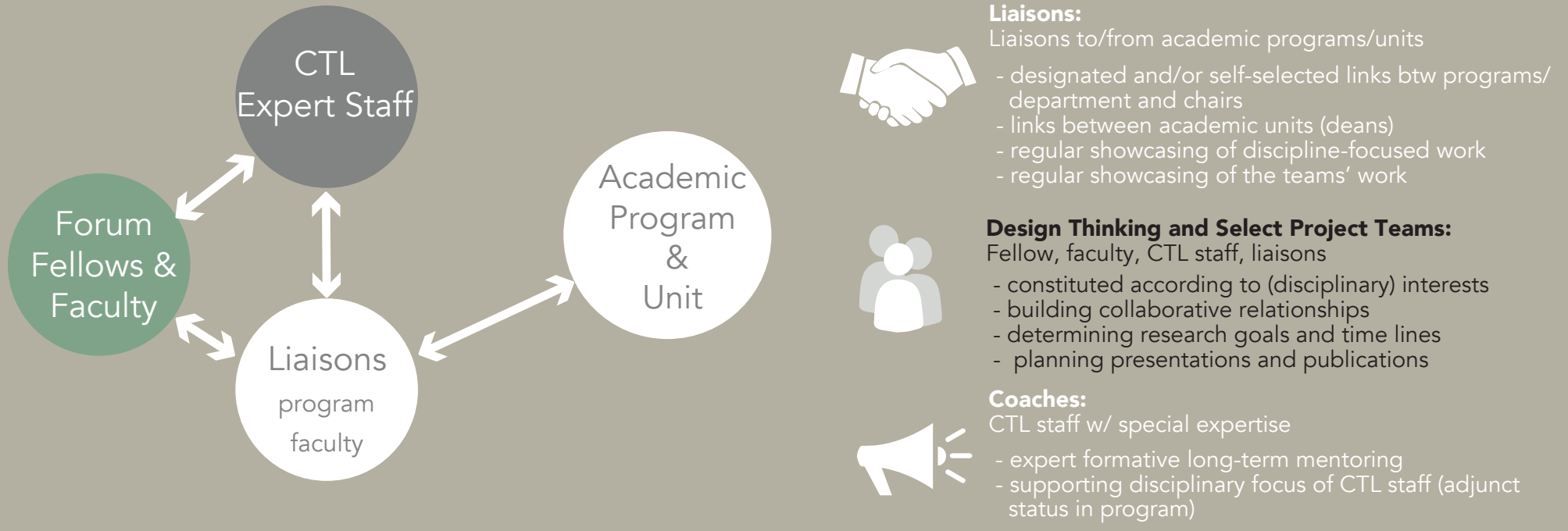


# Graph 3: Reconfiguration of the Center for Teaching and Learning (CTL) including Forum

## Forum for Fellows and Faculty

Space designed and designated for collaboration and creativity

(movable chairs and tables for individual spaces and in open space for informal meetings, seminars, and open houses)



## Center for Teaching and Learning

Re-design and re-allocate existing SPACE (no barriers; inviting; simple; comfortable)

Immediate assistance desk staffed during class times	Practice and experimenting corner, inviting all faculty to try things out	Play area with "cool stuff," showcasing equipment and apps	Consultation rooms and expert staff offices
<b>Activities</b>			
Expert assistance and consultation technology & instructional design	Communication center website and social media	Curriculum planning design, assessment, review	Research support, design, and dissemination
Open house for all faculty on campus		Moore Symposium → National Conference	

## Notes for Graph 4: **Proposed Organizational Structure supporting the FORUM for Learning, Instruction, Leadership, and Innovation**

The organizational structure depicted in Graph 4 highlights two items, one in the category of staff the other pertaining to space. Both are deemed essential for the re-imagined forum for learning and instruction, leadership, and innovation.

The **EVC in the role of CAO** has ultimate responsibility and relies on the **SAVCAA** reporting in the decision-making about the Forum for Learning, Instruction, Leadership, and Innovation.

Leadership responsibilities for the FORUM for Learning, Instruction, Leadership, and Innovation are assigned to an **Associate (Assistant?) Vice Chancellor for Academic Professional Development (APD)**. The rationale for creating this position has three elements:

- the size and scope of the portfolio demands it;
- it puts faculty affairs on the level of the divisions of undergraduate education, student affairs, and enrollment management as a clear signal about the importance of the capital asset that faculty constitute on campus;
- it allows for establishing critical redundancies in the Office of Academic Affairs, where the role of the SAVCAA, as evident in the renaming of the position “senior,” has grown in terms of responsibilities and increasing needs on a campus that demands, and offers, attention at all times, in part because of expectations tied to operations in the digital world of the 21<sup>st</sup> century, in part because of changing characteristics of IUPUI’s students with more of them living on or near campus, and in part because of increasingly complex structures pertaining to faculty positions and ranks in response to fundamental shifts in higher education that affect the roles and responsibilities of faculty.

Since the responsibilities for this position are primarily determined by the components that make up the consortium of learning, instruction, leadership, and innovation as well as professional development, duties with regard to professional development for faculty extend beyond teaching and include research and service, linking this position to faculty affairs more broadly, including tasks related to and in support of tenure and promotion.

The AVC for APD draws on input and advice from an Executive Committee and an Advisory Board. The Executive Committee is a working committee that meets regularly and frequently; its members are appointed from the directors of direct-reporting units and/or programs and Advisory Board. The Advisory Board meets once each semester and on demand; its members are the leaders, chairs, or designates of units and committees whose charges, interests, and work intersect with the professional development and/or teaching and learning on campus and system-wide.

The AVC for APD has responsibility for the learning centers and professional development, the directors of which report directly. Also note that the reporting lines of the CRL and CSL may have to be reconfigured, for which there are several ways by which that could be accomplished. And further note that the Director of Professional Development is a reconfigured position that is currently in the OAA with comparable responsibilities among others but under a different title (Faculty Enhancement)

The directors of the mentoring and leadership academies as well as those responsible for campus and system-wide programs and initiatives also report to the AVC for APD.

The staff and space of the CTL warrant reconfiguration with regard to aligning current staff responsibilities and roles as well as the use of space with the variety of needs that must be met

when the stated goal is to serve all faculty well (see Graph3). In rethinking staff roles and reassigning responsibilities the need for expert staff charged with providing reliable communication across all media but especially making effective use of the web and social media, is critical. IUPUI faculty must be able to rely on easy access to correct, useful, up-to-date, and timely information. In addition, showcasing how IUPUI continues to excel in innovations pertaining to teaching and learning is a prerequisite for building on the national and international reputation of leadership in education the campus has established, especially at a time of dramatic change in college and at universities.

The request for additional space, in the library—separate from but close to the CTL—is central to the community building among teaching faculty, who are the leaders for articulating how the IUPUI education experience is unique and for driving the achievement recognition of student success.

Designating the FORUM for fellows and faculty as space of collaboration and creativity (tables and chairs; white board, plugs, and WiFi), where they, individually and as members of design thinking and mapping teams and other project groups, can pursue their work, is an administrative responsibility in the portfolio of the AVC for APD.

Coordination and oversight of the resources that support learning, instruction, leadership, and innovation, either in the form of course and curriculum grants or as stipends for the Fellows is another administrative responsibility in the portfolio of the AVC for APD.

# Graph 4: Proposed Organizational Chart

Re-imagined space and support for and activities in professional development, with comprehensive focus that underscores IUPUI's commitment to excellence in teaching and learning, innovation, and leadership

