DELPHI CENTER FOR TEACHING & LEARNING

2011-2012 Annual Report

TEACHING & LEARNING

BLACKBOARD

LIFELONG LEARNING

PROFESSIONAL DEVELOPMENT

ONLINE LEARNING

EVENT & CONFERENCE SERVICES

IDEAS TO ACTION

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Letter from the Executive Director

I am pleased to share that the 2011-12 fiscal year was a year of growth and opportunity for the Delphi Center for Teaching and Learning.

The Delphi Center exists as a resource to University of Louisville faculty and staff as well as to the community. In everything that we do, we strive to provide relevant, researched-based programming and outstanding customer service.

From our Teaching and Learning programs, which provide resources and best practices in student engagement as well as technology training, and online course design for our faculty, to our Professional Development programs and Conference Services, which support the learning needs of the community, we are dedicated to meeting the needs of the university and community.

Below is a snapshot of our programs' performance for the 2011-12 fiscal year.

Delphi Center Program	Audience(s) Served	# of Events	# Served
Faculty Development	UofL Faculty	29	1,076
Teaching with Technology and Instructional Design	UofL Faculty	151	555
Blackboard Support	UofL Faculty	N/A	N/A
Online Learning	UofL Departments	560	11,260
Ideas to Action (i2a)	UofL Faculty and Professional Staff	9	3,219
Professional Development	Business Community and UofL Staff	223	4,039
Event and Conference Services	Associations, Corporations, Consumers, and UofL Community	361	22,000
Lifelong Learning	Consumers	296	1,614
TOTALS		**1,629**	**43,763**

I invite you to review our 2011-12 Annual Report in its entirety for a more detailed look at our accomplishments and activities.

Best Regards,

Gale S. Rhodes, Ed.D.
Associate University Provost and Executive Director
Delphi Center for Teaching and Learning

About Us

Located on all three campuses, the Delphi Center is dedicated to promoting teaching and learning excellence in the university, community and beyond. The Delphi Center provides programming and other resources to university faculty, staff and the community that encourage excellence in teaching and fosters student learning.

Delphi Center Units

Faculty Development
Belknap Campus | louisville.edu/delphi
Dr. Marie Kendall Brown, Assistant Director | marie.brown@louisville.edu | 502.852.7416

From the annual Celebration of Teaching and Learning conference to the Dine and Discover workshop series and Part-time Faculty Institute, the Delphi Center offers an array of faculty development programs designed to help full- and part-time faculty members learn new skills, technologies, or pedagogical methods. The Faculty Development unit also provides individual consultations and customized workshops for departments. In addition, it facilitates two teaching award programs each year: the annual Faculty Favorites and the Provost-sponsored Paul Weber Award for Departmental Excellence.

Instructional Design
Belknap Campus | louisville.edu/delphi
Dr. Steve Dwinnells, Assistant Director | steve.dwinnells@louisville.edu | 502.852.7689

To support faculty in the integration of technology into their teaching, the Delphi Center offers technology training sessions on Blackboard, classroom response systems, social media, podcasting and other instructional design technologies. It also offers instructional design services and workshops on designing effective online courses.

Blackboard Support
Health Sciences Campus | louisville.edu/delphi/blackboard
Mark Kasselhut, Assistant Director | mark.kasselhut@louisville.edu | 502.852.0724

The Delphi Center is responsible for the administration of and technical support for Blackboard, the university's learning management system. The Blackboard Support team provides technical and functional support for faculty and staff using Blackboard and associated applications including Tegrity, Wimba and Learning Objects Campus Pack.

Ideas to Action (i2a)
Belknap Campus | louisville.edu/ideastoaction
Dr. Patty Payette, Executive Director | patty.payette@louisville.edu | 502.852.5171

Ideas to Action, or i2a, is the university's quality enhancement plan (QEP) to promote the infusion of critical thinking, culminating undergraduate experiences (CUE) and community engagement into the undergraduate curriculum as part of the re-accreditation process with the Southern Association of Schools and Colleges (SACS). In collaboration with undergraduate faculty and staff, i2a provides consultations, services and programs to support the goals of i2a in and outside the classroom.

Online Learning
Belknap Campus | louisville.edu/online
Kristen Brown, Assistant Director | kristen.brown@louisville.edu | 502.852.8565

UofL's Online Learning program coordinates marketing and recruitment for 14 online programs: five undergraduate degrees, seven graduate degrees and two graduate certificates. The office also maintains data regarding online students and courses, and assists departments with various administrative aspects of online learning.

Professional Development
Shelby Campus, Founders Union Building | louisville.edu/professionaldevelopment
Virginia Denny, Director of Professional Development | virginia.denny@louisville.edu
502.852.5581

The Delphi Center's Professional Development team helps the Louisville business community create leaders and develop employees with its seminars, certificate programs and award-winning, customized learning solutions. The team also provides training and certification to university employees through the University Business Training program, the SuccessfUL Supervisor series and regularly offered seminars.

Event and Conference Services
Shelby Campus, Founders Union Building | louisville.edu/conferenceservices
Anita Block, Director of Event and Conference Services | anita.block@louisville.edu
502.852.0365

With more than 16,200 square feet and 12 rooms of modern, renovated space, UofL's Event and Conference Service Center at Shelby Campus can host groups of up to 500 people for single- or multi-day meetings, conferences, social events, and wedding ceremonies and receptions.

Lifelong Learning
Shelby Campus, Burhans Hall and Founders Union Building | louisville.edu/lifelonglearning
Anita Block, Associate Director | anita.block@louisville.edu | 502.852.0365

The university's Lifelong Learning program offers fun and affordable learning experiences taught by the best instructors in the city. From GRE or GMAT preparation to wine appreciation, photography and golf, classes are offered to enhance lifestyles. With over 30 in-person courses and 300 online courses, learners are certain to find their learning experience both fun and beneficial.

The Delphi Center Advisory Board

Chaired by the Delphi Center's executive director, the Advisory Board is comprised of invited faculty representatives from several of the colleges/schools of the university, the assistant/associate directors of the Delphi Center for Teaching and Learning, and other specified members of the university community.

Board members assist the Delphi Center in the following important ways:

1. Serve as advocates and liaisons with their colleges and schools to further the Delphi Center's mission;
2. Work with Delphi staff to identify and help prioritize major teaching and learning initiatives, technology in the classroom, and online learning needs and opportunities across campuses;
3. Assist with long-term strategic planning for the Delphi Center and its role within the university; and
4. Actively participate in at least one Delphi Center program or event per semester each academic year.

2011-12 Advisory Board Members

Representative	College or Unit
Rob Amchin	School of Music
Kathleen Bean	School of Law
Kristen Brown	Delphi Center for Teaching and Learning
Marie Kendall Brown	Delphi Center for Teaching and Learning
Barry Ceridan	School of Dentistry
Mike Day	J.B. Speed School of Engineering
Steve Dwinnells	Delphi Center for Teaching and Learning
Anna Faul	Kent School of Social Work
Marianne Hutti	School of Nursing
Mark Kasselhut	Delphi Center for Teaching and Learning
Sharon Kerrick	College of Business
Scott LaJoie	School of Public Health and Information Sciences
Richard Lewine	College of Arts and Sciences
Diane M. Nichols	University Libraries
Patty Payette	Delphi Center for Teaching and Learning
Gale Rhodes	Delphi Center for Teaching and Learning
Michael Rowland	School of Medicine
Christine Sherretz	College of Education and Human Development
Lisa Wagner	College of Arts and Sciences
Andrew Wright	College of Business
Charles Zimmerman	College of Arts and Sciences

Mission Statement and Annual Goals

The Delphi Center's forward-thinking educational programs, annual strategic goals, and commitment to excellence in teaching and learning are driven by its mission statement:

> *The Delphi Center for Teaching and Learning at the University of Louisville provides excellent, responsive, innovative services and programs to enhance teaching and learning for faculty, students, staff and the community.*
>
> *We deliver expertise, leadership, and resources to become the first-choice partner for fostering educational excellence.*

Unit Reports

Faculty Development

The Delphi Center's Faculty Development unit was created in 2005 to provide support and guidance to UofL faculty and to promote the study of cutting-edge, research-driven teaching methods. Faculty Development program offerings include the annual Celebration of Teaching and Learning, lunchtime Dine and Discover sessions, a Part-Time Faculty Institute, and special events offered in collaboration with other university units. For 2011-12, the Faculty Development events garnered over 1,100 enrollments.

In addition to open-enrollment events, the Faculty Development unit conducted individualized consultations, customized workshops and a number of internal presentations to chairs, new faculty, part-time faculty, and graduate teaching assistants (GTAs).

Enrollments in 2011-12 Faculty Development Events

Event	Enrollment
Celebration of Teaching and Learning	171
Pre-Celebration Workshop	24
Dine and Discover Sessions (15)	239
Part-Time Faculty Institute	128
Part-Time Faculty Learning Community	12
Graduate Teaching Assistant (GTA) Academy	175
Dr. Richard Arum's "Academically Adrift" Presentation	186
School of Public Health and Information Sciences/Delphi Center Monthly Workshops (6)	126
Delphi-Sponsored Registrations for Kentucky CPE Conference	15
Delphi/HSC "What's Holding You Back" Technology Workshop	67
Total Faculty Served	**1,143**

Annual Celebration of Teaching and Learning Conference

Themed "Envisioning Teaching and Learning in the Digital Age," the 2012 Celebration of Teaching and Learning attracted over 170 faculty, staff and, for the first time, graduate teaching assistants to the Shelby Campus. Dr. Cynthia Selfe, a nationally recognized technology and teaching innovator, delivered the conference keynote and pre-conference workshop, while UofL faculty and staff led concurrent sessions in the afternoon. New to the 2012 Celebration were a highly successful Technology Café and the use of Twitter as a back-channel for conversation and exchange of ideas.

> "At the Celebration, I enjoyed the contact with other like-minded and enthusiastic teachers who value their profession as an art form based upon objective, scientific precepts."
>
> —2012 Celebration Attendee

Dine & Discover Series

Dine and Discover sessions provide an opportunity for UofL faculty to learn from and interact with one another during thought-provoking lunchtime sessions. This fiscal year, a combined 239 faculty members attended 15 Dine and Discover sessions. The most well-attended sessions included "Learning to Make the Most of Your Teaching Activities," "How to Know if Students are Meeting Your Course's Learning Objectives," and "Helping Students Develop Essential Competencies to Enhance Employability." The series focuses on providing best practices on how to engage students in the learning process, utilize technology in the classroom, and evidence-based strategies for overcoming common classroom challenges.

> "Very creative ideas and detailed information were presented by [faculty] from different disciplines. It was very eye-opening!"
>
> —Dine and Discover Attendee
> *GREEN THREADS: A Conversation about Implementing Sustainability in Your Curriculum*

Part-Time Faculty Institute and Learning Community

To meet the specific professional development needs of UofL's part-time faculty, the Delphi Center's Faculty Development unit offers an annual Part-Time Faculty Institute. The six, two-hour evening sessions were attended by 128 faculty members.

Additionally, the newly created Faculty Learning Community (FLC) was launched this year. The yearlong program focused on "Learner-Centered Teaching" and it had 12 participants.

Award Programs

The Delphi Center's Faculty Development unit also oversees two award programs each year: the Faculty Favorites Award and the Provost-sponsored Paul Weber Award for Departmental Excellence in Teaching.

Through an online nomination process, 552 students nominated 310 faculty members who made a significant difference in their learning and intellectual growth during the 2011-12 year. All "Faculty Favorites" received certificates and recognition from Provost Shirley Willihnganz and an invitation to a Delphi-sponsored reception, which was attended by 76 nominees.

The Paul Weber Awards for Departmental Excellence were established by Provost Shirley Willihnganz in October 2005 to recognize departmental excellence in teaching or curriculum design. The awards are named in memory of Dr. Paul Weber, a distinguished teacher, scholar, and mentor at the University of Louisville, and are intended to foster and sustain a university-wide culture of teaching excellence.

The 2011 award winners were the Department of Pediatrics, School of Medicine (Aaron Calhoun, MD and Katherine Potter, MD); Trover Campus, School of Medicine (William Crump, MD); and Department of Management and Entrepreneurship, College of Business (Sharon Kerrick, PhD). Each department received a monetary award to sustain excellence in learning through ongoing curricular development and innovative teaching.

Partnerships and Collaborations

The Faculty Development unit made significant headway in building and nurturing cross-campus partnerships during the fiscal year, offering five collaborative events.

2011-2012 Collaborative Faculty Development Events

Event	Co-Sponsor/Partner
Graduate Teaching Academy	School of Interdisciplinary and Graduate Studies
What's Holding You Back: A Conversation about Integrating Instructional Technology into Health Sciences Courses	Schools of Medicine, Nursing and Dentistry
Monthly Teaching and Learning Workshops	School of Public Health and Information Sciences
Academically Adrift: Learning During Unsettled Times featuring Dr. Richard Arum	College of Arts and Sciences
Dine and Discover: How to Structure and Assess Student Team Projects in Engineering	Department of Engineering Fundamentals, J.B. Speed School of Engineering

Instructional Design

The Delphi Center offers a number of programs aimed to train faculty in new and emerging classroom technologies. Teaching with Technology sessions provide training for Blackboard and other related technologies used by the university. The Instructional Design unit also offers Delphi U and Advanced Delphi U, popular workshops on designing and teaching online courses, and instructional design services.

Enrollments in 2011-12 Technology/Instructional Design Events

Event	Enrollment
Teaching with Technology Classes	458
Delphi U	57
Advanced Delphi U (New)	40
Total Enrollments	**555**

Instructional Design Services

In addition to Delphi U, faculty can receive assistance in developing and designing online courses through a new, tiered-service offering, which was introduced in the 2011-12 fiscal year. Through this service, faculty have the opportunity to draw upon the expertise of instructional designers in the creation, review, revision, and support of online courses. Thus far, Delphi Center instructional designers have assisted 15 faculty members in the development of 18 courses.

Teaching with Technology Training

Nearly 150 Teaching with Technology sessions were offered on the Belknap and Health Sciences Campuses this fiscal year. In addition to Blackboard and its grading, assessment, assignment and communication tools, these courses cover other useful technologies such as Adobe Presenter, iTunes U, and Tegrity Lecture Capture. Classes are delivered via a mixture of face-to-face and online synchronous, or simultaneous, training. Currently, the team is working to develop asynchronous online training modules.

Delphi U and Delphi U Advanced

To meet rising student demand for online courses, Delphi U was developed and first delivered in spring 2008. This four and one-half day workshop is designed to give faculty the tools and principles they need to create effective, interactive and stimulating online courses. Modules covering the design, development, delivery, and assessment of online courses are led by Delphi staff. A record number of 57 faculty members participated in the two summer 2011 offerings. Additionally, this year, for the first time, a mobile app was created to support and enhance Delphi U. Graduates of Delphi U and those with online teaching experience were invited to attend the inaugural March 2012 offering of Advanced Delphi U, an intense one-day workshop.

Partnerships and Collaborations

To assist those just getting started with online learning, the Instructional Design unit made exclusive presentations on creating online courses to the Department of Special Education (College of Education and Human Development), J.B. Speed School of Engineering, and the Kent School of Social Work.

During the fiscal year, partnerships played a significant role in exposing new technologies to the university's faculty community. To help encourage faculty to incorporate digital media in assignments, Instructional Design staff assisted student participants in "Lights. Camera…i2a," a multimedia project sponsored by the Delphi Center, i2a and the Digital Media Suite.

The Instructional Design team also used its expertise to develop 10 online training modules for an i2a/Undergraduate Advising initiative that addressed intervention for non-returning students. In addition, the last of 44 online modules for a university-wide Unit Business Training project were developed.

Blackboard Support

Blackboard is the online course management system used at the University of Louisville. Approximately 76 percent of all courses use Blackboard—either as a supplement to classroom instruction or as a host for a fully-online course. The Blackboard Support team provides technical and functional support for faculty and staff who use Blackboard and associated applications including Tegrity, Wimba and Learning Objects Campus Pack. This unit also provides hardware and software support to Delphi Center staff.

2011-12 Blackboard Usage

Semester	Number of Shells	% Usage
Summer 2011	4,115	59%
Fall 2011	4,118	76%
Spring 2012	4,122	76%
Summer 2012	4,125	68%

Blackboard was successfully and smoothly upgraded to 9.1 Service Pack 7 during the 2011-12 fiscal year. It was also enhanced by the implementation of two new customized building blocks: one that allowed student

course evaluation surveys to be deployed and taken through Blackboard, and another in collaboration with the university's Information Technology and Institutional Research departments that identified and extracted syllabus files in support of the SACS accreditation process. Blackboard Assistant Director Mark Kasselhut presented on the success of this project at the 2012 Kentucky Innovations and Blackboard World 2012 Conferences.

Other enhancements to Blackboard included an infrastructure upgrade, the installation of Blackboard Collaborate in advance of the Wimba phase-out in 2013, and the addition of a rotating news module and alert header to better inform users of major issues and announcements. Additionally, a Blackboard Advisory Group consisting of faculty representatives from each college and academic unit was formed and met twice during the fiscal year. This group reviewed Blackboard policies and tested the Service Pack 7 upgrade.

Internal (Delphi Center) accomplishments included the successful conversion from GroupWise to Exchange email service and related documentation/training; technology upgrades to two conference rooms and four meeting rooms; evaluation and implementation of a new registration system; the installation of two new servers; and the replacement of 22 desktop computers.

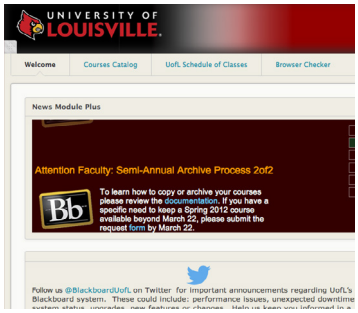
Online Learning

The university's development of online courses and programs began in 2000 when Provost Willihnganz recommended a "University Center that is devoted to faculty support and development of technology-based instructional materials, including fully mediated courses and programs."

The adoption of this and other recommendations marked the beginning of 10 years of significant growth in online learning at UofL:

- Online course enrollments have increased 171 percent from academic year 2004-05 to academic year 2011-12 (from 4,154 to 11,260);
- The number of online course sections has increased 157 percent from academic year 2004-05 to academic year 2011-12 (from 218 to 560);
- The number of online-only students has increased 118 percent since fall 2004 (from 411 to 894); and
- The number of students taking at least one online course has increased 83 percent from academic year 2005-06 to academic year 2011-12 (from 2,680 to 4,906).

The university now offers and markets 14 online programs: five undergraduate degrees, seven graduate degrees and two graduate certificates. Forty additional programs are more than 50 percent online.



Fully Online Academic Programs

Undergraduate	Graduate	Graduate Certificate
RN to Bachelor of Science in Nursing	Master of Science in Administration of Justice	Graduate Certificate in Data Mining
Bachelor of Science in Administration of Justice	Master of Science in Social Work	Graduate Certificate in Network and Information Security
Bachelor of Arts in Communication	Master of Science in Human Resources and Organization Development (two concentrations available)	
Bachelor of Science in Communication	Master of Education in Special Education (four concentrations available)	
Bachelor of Science in Organizational Leadership and Learning (three concentrations available)	Master of Arts in Higher Education	
	Master of Science in Computer Science	
	Master of Science in Civil Engineering	

Fiscal year 2012 was a year of change, planning and moderate growth for Online Learning, which is charged with the marketing and recruitment for the 14 online programs. A complete staff turnover (new director, program coordinator, marketing coordinator and enrollment counselor) during the 2011-12 year meant staying the course and taking inventory of existing processes and procedures for the most part; however, the unit made two significant contributions during the year: 1) Coordination of the university's first campus-wide strategic planning effort for online learning; and 2) Partnership with the Kent School of Social Work to launch their online Masters in Social Work.

Online Learning Program Performance

Enrollment in online courses grew eight percent over the previous academic year. Online course enrollments for the year totaled 11,260, and 4,096 students took at least one online course. Online course sections increased from 515 in 2010-11 to 560 in 2012. To make UofL's tuition rate more competitive regionally, the university did not raise the tuition rate for online courses.

At the request of Provost Willihnganz, Online Learning led a 40-member, cross-campus strategic planning initiative that identified goals for the Online Learning program that aligned with the university's mission and 2020 Plan, while providing a framework that met the needs of our students and community. It also established a vision, mission and goals for online education at UofL. While not approved, the plan, titled "Imagining the Future of Online Learning" was well-received and incorporated, in part, into the Provost's 21st Century University Initiative that kicked off in fall 2012.

Marketing and Recruitment

Marketing and recruitment for the 14 online programs involves developing and implementing marketing plans with the support of the academic units as well as providing information about the online programs to prospective students in a way that engages them in the application process.

During the 2011-12 year, marketing plans for five of the online programs, as well as one for the UofL online brand, were developed and implemented. Marketing agreements were developed with each of the units outlining the plans for the year.

A full-time enrollment counselor was hired during the year and a new communication strategy was implemented to ensure that prospective students receive timely and relevant information regarding their program of interest. Online Learning served over 4,000 prospective students during the year, answering inquiries made by phone or email in real-time or returning missed calls within one business day.

Services Provided

Other services provided by Online Learning during the 2011-12 year included:

- Development of a business case that identified possible areas of growth for quality online programs and proposed the launch of 17 new online programs between academic years 2014 through 2017;
- Monitoring of federal and state regulations regarding online education;
- Notification of newly offered online courses to college or department unit business managers to ensure the accurate assessment and allocation of tuition revenue;
- Creation of a sharable spreadsheet for the Delphi Center's Instructional Design team's use in tracking the development of new online courses;
- Development of a 16-page research summary report noting trends and studies regarding online education nationally and internationally, as part of the "Imagining the Future of Online Learning" strategic planning initiative;
- Writing and editing of the "Imagining the Future of Online Learning" plan;
- Partnering with the Virtual Writing Center and REACH to provide online academic student services to online students; and
- Creation of online program plan codes in collaboration with the Office of Academic Planning and Accountability to better track enrollment and facilitate reporting to various agencies.

In an effort to grow the online programs, presentations were made to the Department of Special Education and the J.B. Speed School of Engineering that outlined the support and services available to those departments/schools interested in launching an online program. This presentation led to the development of the Master of Education in Special Education program and feasibility studies for three new graduate certificate programs as well as a new online Master of Engineering in Engineering Management degree for the J.B. School of Engineering.

Ideas to Action (i2a)

Ideas to Action, or i2a, provides consultation services and sponsors workshops, events and other programs in support of the university's ten-year Quality Enhancement Plan (QEP) to infuse critical thinking, culminating undergraduate experiences (CUEs) and community engagement into the undergraduate curriculum. It serves university faculty, staff and students.

The fourth (2011-12) year focused on the establishment of i2a protocol or programs that grew out of successful pilot projects in the prior academic year. The year was marked by:

- Important progress in the systematic reporting and tracking of i2a efforts across General Education courses, courses in the major, and CUE courses;
- Assembly of a Fifth Year Impact Report Committee and completion of a draft report outlining progress on implementing the university's QEP;

- Great strides in the ongoing collaboration with the Office of Academic Planning and Accountability that resulted in a new Student Learning Outcomes (SLO) template, integration of i2a into the annual report process, and a revised Scorecard to more accurately reflect the assessment of i2a outcomes;
- Stronger ties to community engagement partners, including a sustained collaboration with Wayside Christian mission;
- Enhancement of the annual i2a Institute in response to campus needs;
- Integration of i2a concepts and tools into student-led programs;
- Refinement, production and distribution of customized critical thinking posters across campus; and
- Integration of i2a concepts into the work of Delphi Center managers and their teams.

2011-12 i2a Events and Participation

Event	Audience	Participation
i2a Institute	Faculty and Staff	184
Dr. Tine Reimers Workshops (2)	Faculty	90
Collaborative Learning Community	Staff	7
Think. Decide. Succeed!	Students	1,145
Part-Time Faculty Cohort	Part-Time Faculty	6
Lights, Camera…Ideas to Action*	Faculty and Students	727
Student Outreach Uniting Louisville (SOUL)*	Students	400
TEDx Sustainability Conference*	Students	600
Bonner Scholars How Should We Lead? Conference*	Students	60
		Total: 3,219

**Co-sponsored event*

i2a Resources and Services

All i2a initiatives are grounded in the Paul-Elder critical thinking framework. In response to the requests for a visible tool for incorporating the Paul-Elder framework into academic work and everyday thinking, the i2a Poster Project was initiated. Feedback from a poster pilot was used to refine and print posters for distribution across campus. The posters were placed in over 90 classrooms and other spaces including conference rooms, libraries and the campus health center. A plan to assess the impact of the posters is being developed.

In its QEP proposal to the Commission on Colleges of the Southern Association of Colleges and Schools, the University of Louisville outlined its intention to require every undergraduate to apply critical thinking skills in a culminating undergraduate experience (CUE) such as a capstone course, service learning project, research project, internship, practicum, or other activity through its Ideas to Action initiative.

During the 2011-12 academic year, i2a designed a CUE Curricular Toolkit designed to provide support, resources, exemplars, and interactive planning tools for faculty, staff and others who are developing, implementing, and assessing CUEs. The Toolkit can be accessed online.

> "The critical thinking Elements poster started me on a journey that brought an awareness that critical thinking should be approached as a way of life rather than simply as a task to complete. I am learning to think critically in the disciplines in my major, but more importantly, I am beginning to think critically in my life."
>
> —*Rhonda Orman*, Honors Program Student

Another initiative that supports the incorporation of selected i2a outcomes into undergraduate programs and courses is the i2a SUN Grant program. Faculty and/or staff can receive up to $7,500 per grant to develop, implement and assess projects that will directly and significantly support the sustained incorporation of selected i2a outcomes into undergraduate academic, co-curricular and student support projects, programs, courses and curricula. A total of 11 projects impacting 1,858 students were funded in 2011-12. This fourth round of funding had the highest funding rate (92 percent), the largest total award amount, and the second highest projected student impact.

i2a Events

i2a Institute

The i2a Institute is a multi-day professional development conference for faculty and staff aimed to help them deepen their engagement and use of critical thinking tools and strategies across the undergraduate experience.

> "The Institute had a way of forcing me to take the time to think about the way I teach and how to incorporate critical thinking tools in a concrete manner."
>
> *–2012 Institute Participant*

New to the fourth annual i2a Institute was a call for proposals structured around three thematic strands as well as roundtable sessions designed to provide additional opportunities for attendees to share i2a innovations. The 2012 Institute, "Critical Thinking Innovations," attracted more than 180 participants (over 20 percent of these attendees were from other schools and colleges in the region) who rated the quality of the conference as 5.22/6.0.

Featured Workshops with Dr. Tine Reimers

Additional learning opportunities for staff and faculty included two September workshops presented by Dr. Tine Reimers: "Teaching Critical Thinking: Are We Really Doing It?" and "Let Data Drive Inquiry: Engaging Your Students in Questioning, Discovery, and Critical Thinking." Dr. Reimers is an expert facilitator of critical thinking workshops and researcher of engaging students in critical thinking through teaching and course design. A total of 90 faculty attended these two workshops.

Collaborative Learning Community

The 2011-12 year marked the second and final year of training for those who participated in the learning community for university professional staff, Collaborative Learning Community (CLC). Throughout this two-year project, university professional staff – primarily those working in student and academic affairs as well as student services – collaborated with i2a to develop, implement and assess critical thinking projects for their departments. Descriptions of the seven projects, which are designed to become a permanent part of each department, can be viewed online.

Think. Decide. Succeed! Smart Decisions Workshop

In fall 2011, over 1,100 first-year students across 10 courses participated in the development phase of the Think. Decide. Succeed! Smart Decisions Workshop, which was piloted in February 2011 with a group of faculty representing the College of Business, College of Education and Human Development, and J.B. Speed School of Engineering. The workshop's eight modules were designed and created by Harry Pickens, special assistant to the provost for special initiatives, to engage students in evaluating, improving and using their decision-making skills by addressing this critical question:

How may I make sound, intelligent decisions that assist me in accomplishing my top priority goals and living in harmony with my core values?

The students rated the overall quality of the program as 8.9/10.

> "This workshop gave me a different perspective on what I do now and how it will affect my future."
>
> —*Student Participant,* Think. Decide. Succeed!

Part-Time Faculty Cohort

In another effort to increase the use of basic i2a tools in the classroom, a Part-Time Faculty Cohort was created. This group received support for attending and presenting at the i2a Institute, useful tools and strategies during follow-up sessions, and assessment of their i2a teaching activities. Six part-time faculty successfully completed the program and each presented their i2a integration work during the 2012 i2a Institute. A list of cohort members and their projects is available on the i2a website.

Partnerships and Collaboration

Staff

The i2a staff partners regularly with students and staff colleagues in other units to infuse i2a concepts into undergraduate programs and projects. Staff partners include The Office of Admissions, Office of First-Year Initiatives, The Cultural Center, Undergraduate Academic Advising, Office of Academic Planning and Accountability, and Office of Civic Engagement, Leadership and Service. The use of critical thinking tools and concepts is not exclusive to academic undergraduate programs. During fall 2011, the Delphi Center Manager's Critical Thinking Integration was launched to integrate i2a into their teams' work. The six managers in the training project successfully collaborated with a member of the i2a team to integrate critical thinking tools into a decision-making process regarding a team project.

Students

Student input and participation have been critical to the success of i2a. In October 2009, a Student Interest Group (SIG) was formed, bringing together undergraduate students to support i2a. The work of faculty and students who pioneered i2a's Culminating Undergraduate Experience (CUE) was highlighted during an April 2010 Community Engagement Showcase which was co-sponsored by the Office of the Vice President for Community Engagement and the Office of Civic Engagement, Leadership and Service.

During the 2011-12 academic year, students were challenged to combine critical thinking with cutting-edge technology as part of "Lights, Camera…Ideas to Action." Through the Digital Media Suite and the help of the Delphi Center Instructional Design staff, students received technical support and access to professional-grade equipment to develop and produce digital projects that were showcased in April, 2011. A record 727 students participated in this event that debuted in spring 2010. The Digital Media Suite is a collaborative effort by University Libraries, the Delphi Center for Teaching and Learning, and Resources for Academic Achievement (REACH).

Bonner Scholars approached i2a in fall 2011 seeking a co-sponsor and advice on shaping its leadership conference, "How Shall We Lead?" In August 2011, i2a served as a co-sponsor of the SOUL (Student Outreach Uniting Louisville) service projects in which critical thinking reflection was integrated. i2a staff also worked with student leaders to integrate critical thinking into discussion tools and guidelines for UofL's first TEDx conference which was themed "3Es for the Future: Education, Entrepreneurship, and Environment."

Outside the university, during the 2011-12 academic year, i2a developed a community partnership with Wayside Community Mission. More than 50 undergraduate students were involved in i2a-related activities at Wayside's Hotel Louisville.

> "The i2a initiative can help us in teaching our resident clients how to think rather than what to think. Proper thinking can lead to better decision making and this is what we want for the women in our care."
>
> —*Michael Blunk*, Pastor, Wayside Community Mission

Professional Development

The Delphi Center's Professional Development unit has been serving the learning needs of local organizations for over 25 years and university departments since 2006. UofL's learning and development services include skill-building seminars, certificate programs, and customized learning solutions. During fiscal year 2011-12, the unit continued to shift its focus from open-enrollment seminars to developing and delivering more customized learning solutions.

Customized programs for external customers included co-branded corporate universities with the Galt House Hotel and Fort Bragg's Joint Special Operations Command. Additionally new coaching and learning plans as well as facilitated executive sessions for organizational change projects were developed and delivered to numerous clients. The unit is continuing to build partnerships with its clients; many engagements are ongoing.

A greater focus on offering popular and high-demand seminars enabled the unit to provide service to more individuals with fewer course offerings, creating efficiencies in the open-enrollment program.

Program Performance and Enhancement

In an effort to better serve its external clients, the unit worked with marketing to create and communicate to its audience clear product and service offerings. Additionally, the unit made strides with innovations in its customized learning service offerings including blending learning, new coaching and learning plan services, high-engagement virtual instructor led training, and executive facilitating for organizational change projects. For the first time the unit now owns content that can be customized and redeployed. This significantly enhances efficiency and financial impact for the university.

The emphasis on customized learning solutions, in conjunction with a cohesive business strategy, realignment of staff responsibilities, and inclusion of online training modules, has been very successful, generating a 54 percent increase in corporate revenue over the first half of 2010-11 and a 100 percent increase over the last half of the period.

2011-12 Professional Development Programs and Enrollments

Program	# of Sessions	Total Enrollment
Open-enrollment Seminars	43	2,078
Corporate Universities	16	50
Joint Special Operations Command (JSOC) Management Development Certificate Program	2	34
Customized, In-House Training	48	1466
Project Management	6	54
Purchasing	10	69
SuccessfUL Supervisor Series*	2	44
University Business Training*	96	244
Totals	**223**	**4,039**

** Internal programs for UofL staff only*

> "By creating leaders within our organization, we are better positioning our company for growth and serving the greater Louisville community."
>
> —*Stefanie Englebrecht,* Manager of Learning and Development, Galt House Hotel

University Contributions

In collaboration with over 60 internal subject matter experts, the university's Unit Business Training program was developed as a customized learning solution and received international recognition from the American Society for Training and Development. The UBT program is a certification and training initiative for the University's Business Administrators (UBA). This training program was designed to support the high demands of a UBA's job function and is a continuation of the higher level of business excellence expected within the university. The curriculum development and piloting for this program is now complete and the first class will begin fall 2012.

The Professional Development unit also facilitates the popular SuccessfUL Supervisor series, which has become a valued internal resource for growing internal talent.

Additionally, this unit provided guidance and support in the creation of the "Imagining the Future of Online Learning" strategic planning effort with Online Learning.

> "Each Wednesday, she comes back to the office beaming with excitement…and she is just getting started! Thanks to you and your team for presenting such a quality, value-added program."
>
> —*Manager of SuccessfUL Supervisor Attendee*

Event and Conference Services

The Event and Conference Services unit was established in 1992 on the university's Shelby Campus. It began with one customer, UPS, and has grown to the point where demand has nearly outgrown capacity. Well-known for exceptional facilities and outstanding service at very competitive rates, the unit serves corporations, associations, and university departments as well as individuals who use the facilities for wedding receptions and other social events.

> "We have received many compliments from our participants regarding the locale, ease of access, and meeting rooms. They are state-of-the-art, roomy, and comfortable. We love the renovations!"
>
> —*Donna Smith,* Amedisys Home Health and Hospice

A shift in sales strategy from single-day room rentals to conferences and other large-scale events, continued renovations to the Shelby Campus facilities, an increased focus on the internal market, and the development of strategic partnerships, resulted in significant growth in most service areas.

2011-12 Events by Type

Event Type	# of Events	# Served
Conference	35	4675 participants
Wedding/Social	29	5000 participants
Room Rental	210	9445 participants
Lease	38	333 participants
UofL Events	49	3317 participants
Totals	**361**	**22,770 participants**

These events served approximately 22,000 people.

> "The staff is very professional, accommodating and friendly…and a joy to work with. I arrange 12-15 events each year, which sometimes can become a bit of a chore. This has never been the case with [UofL's Event and Conference Services]."
>
> —*Jack Rutledge,* Kentucky Society of Healthcare Engineers

The number of wedding and social events held in 2011-2012 increased by nearly 142 percent over those held in 2010-2011. This increase is largely due to renovations of the Founders Union building, a sales focus on brides-to-be, and alignment with the Louisville Wedding Network, an association that offers members online directory listings and exhibit opportunities at many shows throughout the year.

> "The Founders Union [building] was a great facility and received rave reviews from our attendees. We plan to hold this event there again, and would highly recommend others do the same."
>
> —*Cliff Whalen,* Parkinson's Support Group of Kentuckiana

Strategic relationships with local chambers, the Louisville Convention and Visitors Bureau, non-profit associ-

ations, and corporate neighbors resulted in the acquisition of over 30 new clients. The unit elevated its reputation as the university's resource for event and conference services by hosting 46 UofL-sponsored events.

The unit's reputation for outstanding customer service is verified by event evaluation data. Of customers surveyed, 90 percent rated the facilities as "excellent" or "good," and 95.8 percent said they would recommend the facilities to others.

In an effort to continue to better serve its customers, Event and Conference Services made the following service improvements during 2011-12:

- Enhancements to the wireless network;
- Availability of rental items, such as decorations, chair covers and additional lighting, at very low rates;
- Establishment of a "Hugs and Kisses" appreciation program;
- Customer-friendly improvements to the website;
- Development of comprehensive sales materials and event-planning aids; and
- Cross-training of staff and the use of students and temporary personnel to service an increasing number of weekend and evening events.

Event and Conference Services anticipates continued growth in the 2012-13 year as a new 100-seat meeting room and a second ballroom become available.

Lifelong Learning

Lifelong Learning programming began in 1977 with a total of four offerings. Since then, the classes offered and customers served have grown substantially. Approximately 100 classes attracting 1,500-2,000 adult learners are offered each year. Popular classes include wine appreciation, photography, golf and GRE preparation.

To save money and generate additional revenue, classes were offered throughout fiscal year 2012 on a quarterly basis, as opposed to the traditional spring and fall terms. In addition, over 300 ed2go online courses were added to the product mix to create an additional revenue stream.

Eighty-eight unique, on-campus classes with 125 sessions were offered. Thirty-six of the 88 classes offered were new. These sessions generated 1,443 enrollments.

Over 300 online classes developed by ed2go were offered during the fiscal year. Categories included computer applications, healthcare and medical, personal development, technology, and writing and publishing. Most online classes are six weeks in length. The online classes generated 171 registrations for the fiscal year.

2011-12 Lifelong Learning Enrollments by Category

Category	# Classes Held	Total Enrollments
Arts, Sciences & Humanities	21	264
Crafts	11	87
Food & Spirits	10	190
Hobbies	30	294
Home & Garden	9	103
Languages	7	70
Mind, Body & Spirit	8	60
Recreation & Fitness	14	140
Test Preparation	8	182
This & That	3	13
Web Technologies	4	40
Sub-Totals:	**125**	**1443**
Online Classes		171
Total Enrollments		**1614**

Note: Figures do not represent enrollments in canceled classes.

The addition of online classes, the shift to year-round programming (vs. September – December and February – May) and inclusion of the entire year's offerings in the promotional catalog enabled Lifelong Learning to surpass its goal of a five percent increase in revenue.

Delphi Center Marketing

Based on historical, operational data and program performance as well as competitor, target audience, and best practice research, the marketing team created four distinct strategic marketing plans for Professional Development, Lifelong Learning, and the corporate and wedding lines of business for Conference and Event Services. These marketing plans contained new direction and strategy for the Delphi Center's external units. Additionally, they covered everything from the look and feel of each unit's distinct brand to a suggested marketing spend aligned with marketing goals and a tactical plan to implement the goals.

The team also provided communication and marketing support to all of the Delphi Center's internal, academic units: Faculty Development, Blackboard Support, Instructional Design and Ideas to Action.

Additional accomplishments of the marketing team included:

- Initial planning and development of six new websites (Go-live dates are scheduled for summer/fall 2012): Lifelong Learning, Professional Development, Event and Conference Services (Wedding and Corporate), Delphi Center, and Ideas to Action;
- Sales kits for Event and Conference Services' corporate and wedding markets;
- New marketing plans and promotional materials for Faculty Development that saved thousands of dollars;
- New and improved catalogs as well as the creation of clear and concise product offerings for Professional Development;
- Testing and launch of mobile web apps for Delphi U and Celebration of Teaching and Learning;
- Decreased reliance on stock photography; sourcing photos through shoots;
- Implementation of project management software system, Basecamp; and
- Transition of many Delphi Center paper forms to web forms.

The initial implementation of the strategic marketing plans is starting to yield successful results. In fiscal 2013 the group will continue to create processes and procedures around the marketing function. Additionally, the group will continue to focus on building a marketing foundation and brand for each of the units.

Delphi Center University Contributions, Research, and Scholarship

Delphi Center staff made external presentations during the 2011 Professional and Organizational Development (POD) Conference, the 2011 Southern Association of Colleges and Schools (SACS) annual meeting and the Kentucky Innovations Conference. Specific presentations include the following:

Dwinnells, D., & Greene, A. (2012, May). *Putting Courses Online for Faculty – Are You Kidding Me?* Presentation given at the annual meeting of the Kentucky Innovations Conference, Erlanger, KY.

Kendall Brown, M. (2012, October). *From "Soup to Nuts": Strategies for Developing Faculty Workshop Series*. Presentation accepted at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education, Seattle, WA.

Kendall Brown, M., & Ralston, P. (2012, May). *Creating Faculty Development Partnerships*. Presentation given at the annual meeting of the Kentucky Innovations Conference, Erlanger, KY.

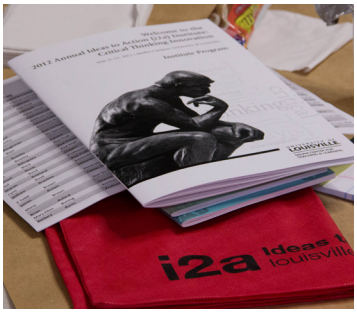
Kuhlenschmidt, S., & Kendall Brown, M. (2012, May). *Strategies for Improving Your Conference Proposals: Tips From the Trenches*. Presentation given at the annual meeting of the Kentucky Innovations Conference, Erlanger, KY.

Leake, L. (2012, May). *Using Courseware for More Than Just Courses*. Presentation given at the annual meeting of the Kentucky Innovations Conference, Erlanger, KY.

The Instructional Design Team also shared their expertise during the Blackboard World Conference and submitted some of their work to Sloan-C, Blackboard, Best of Kentucky, and Quality Matters for award consideration.

Additionally, Mark Kasselhut presented on the success of the university's successful implementation of two customized building blocks: deploying student surveys through Blackboard and another identified and extracted syllabus files in support of the SACS accreditation process, at the 2012 Kentucky Innovations and Blackboard World 2012 Conferences.

Research and scholarship was boosted within the department in fall 2011 when University of Cambridge doctoral student and visiting scholar Rush Cosgrove researched the impact of i2a's intentional integration of critical thinking into teaching and learning activities. He collaborated with Executive Director Patty Payette to offer a session on his research and i2a's model of faculty development work. "What Happens After the Workshops: Making Critical Thinking 'Stick' at Your Institution" was presented at the 2012 International Conference on Critical Thinking. Other i2a staff presentations included:



- Dr. Payette's session on "Planning with Success in Mind: Preparing for your QEP 5-year Impact Report" from Day One at the SACS 2011 Summer Institute on Quality Enhancement and Assessment, July 2011
- Dr. Edna Ross' presentation on "Guiding Students in Thinking About Their Own Thinking: Using Metacognition to Improve Student Learning and Critical Thinking" at the International Conference on Critical Thinking, July 2011.
- Dr. Patty Payette's presentation on "Demystifying Assessment: Engaging Faculty with Fundamental Assessment Practices for Quality Enhancement" at the Commission on Colleges of the Southern Association of Colleges and Schools' Annual Meeting, December 2011
- Dr. Nisha Gupta's facilitation of a panel discussion on "Building and Sustaining Engagement in Departments and Programs" at the Kentucky Engagement Conference, November 2011

Publications included:

- Ralston, P., Larson, A., & Bays, C. (2011) *An Assessment of Undergraduate Engineering Students' Critical Thinking Skills Guided by the Paul-Elder Critical Thinking Framework.* INQUIRY: Critical Thinking Across the Disciplines, 26 (3), 25-32.
- Payette, Patty. (2011). *Will This Thinking Be on the Test? Strategies to Foster Students' Disciplinary Thinking*. The National Teaching & Learning Forum, 20 (4), 3-6.

"My Delphi Center colleagues are proud of all of our accomplishments this past year and look forward to serving the University and the Greater Louisville community this upcoming year. We would love to have you come for a visit.

–**Gale S. Rhodes, Ed.D.**
Associate University Provost and Executive Director, Delphi Center for Teaching and Learning