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The Delphi Center is deeply committed to helping move the university forward by providing excellent, meaningful, and innovative teaching and learning opportunities for faculty, staff and the community. These efforts are closely aligned with the 21st Century University Initiative, an effort to implement the 2020 plan, which outlines UofL’s mission to reach its state-mandated goal of becoming a premier, metropolitan research university by the year 2020.

The university must pull together to meet our goals and provide an outstanding learning experience for students. As you will see from this annual report, the Delphi Center has partnered with numerous departments and units within the university to give faculty and staff the tools they need to support student success.

From launching the Seminar on Teaching for New Faculty to instructional design consultations and funding three SUN grants to help build core critical thinking skills (which will impact an estimated 5,620 students), the Delphi Center’s reach is far and wide. And, it doesn’t stop within the walls of the university.

Our Professional Development team provided over 754 learning hours to the university and business communities this year. Online Learning now partners with university departments to offer 18 online degree and certificate programs and an additional 14 online concentrations and specializations to 1,316 students, a 25% increase over 2014. The Event and Conference Services Center on ShelbyHurst Campus has deepened its ties with the Louisville community with a 21% increase in events held over 2014.

Through meaningful, productive partnerships we can work together as one university to make the 2020 plan a reality. I invite you to review the Delphi Center’s accomplishments from 2015.

To build upon our success this year, we look forward to the launch of the Teaching Innovation Learning Lab (TILL) in 2016. The TILL will serve as a dedicated space in the library where faculty can explore and test new pedagogical methods and technologies.

We can’t wait to share with you what we have been working on.

Best Regards,

Gale S. Rhodes
Associate University Provost and Executive Director
Delphi Center for Teaching and Learning
About Us

With a presence on each of the university’s campuses, the Delphi Center provides programming, learning opportunities and other resources to university faculty, staff and community members that encourage excellence in teaching and foster a spirit of learning.

The Delphi Center is made up of the following units, or areas of focus: Faculty Development, Instructional Design and Technology, Blackboard Support, Ideas to Action (i2a), Online Learning, Professional Development, Event and Conference Services, and Lifelong Learning.

Mission Statement
The Delphi Center’s forward-thinking programs serve a diverse audience with one common goal: to promote academic and professional growth through education. Delphi’s 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 and 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.*
About Us

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

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

• Serve as advocates and liaisons with their colleges and schools to further the Delphi Center’s mission;
• 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;
• Assist with long-term strategic planning for the Delphi Center and its role with the university; and
• Actively participate in at least one Delphi Center program or event per semester each academic year.

2015 Advisory Board Members

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<th>Representative</th>
<th>College</th>
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<tr>
<td>Kathy Baumgartner</td>
<td>School of Public Health and Information Sciences</td>
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<td>Marie Kendall Brown</td>
<td>Delphi Center</td>
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<td>Darcy Deloach</td>
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<td>Gail DePuy</td>
<td>J.B. Speed School of Engineering</td>
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<td>Alicia Dunlap</td>
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<td>Tracy Eells</td>
<td>Office of the Provost</td>
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<td>Aimee Greene</td>
<td>Delphi Center</td>
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<td>Deborah Keeling</td>
<td>College of Arts and Sciences</td>
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<td>Bruce Keisling</td>
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<td>Richard Lewine</td>
<td>College of Arts and Sciences</td>
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<td>Michael Metz</td>
<td>School of Dentistry</td>
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<td>Larry Michalczyk</td>
<td>Kent School of Social Work</td>
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<td>Patty Payette</td>
<td>Delphi Center</td>
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<td>Gerard Rabalais</td>
<td>School of Medicine</td>
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<td>Gale Rhodes</td>
<td>Delphi Center</td>
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<td>Lars Smith</td>
<td>School of Law</td>
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<td>Bill Stout</td>
<td>College of Business</td>
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<td>Maurini Ronke Strub</td>
<td>University Libraries</td>
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<td>Jeff Sun</td>
<td>College of Education and Human Development</td>
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Delphi Center Units

**Faculty Development**

Dr. Marie Kendall Brown  
502.852.7416  
marie.brown@louisville.edu  
louisville.edu/delphi

The Faculty Development unit provides pedagogical support and guidance to UofL faculty. Program offerings include the annual Celebration of Teaching and Learning, lunchtime Dine and Discover series, the Part-Time Faculty Institute, faculty learning communities, reading circles, and special events offered in collaboration with other university units. These programs are designed to help faculty members learn new pedagogical skills, investigate instructional technologies and enhance their teaching effectiveness. The Faculty Development unit also designs customized workshops for departments.

**Instructional Design & Technology**

Aimee Greene  
502.852.4482  
aimee.greene@louisville.edu  
louisville.edu/delphi

To support faculty in the integration of technology into their courses, the Delphi Center offers training on Blackboard, classroom response systems, social media, audio/video creation, and other instructional design technologies, in addition to instructional design services and workshops on designing effective online courses.

**Blackboard Support**

Alicia Montgomery Dunlap  
502.852.0724  
alicia.dunlap@louisville.edu  
louisville.edu/delphi/blackboard

The Delphi Center is responsible for the administration of and technical support for Blackboard, the university's learning management system. This includes technical and functional support for faculty and staff using Blackboard and associated applications.

**Ideas to Action**

Dr. Patty Payette  
502.852.5171  
patty.payette@louisville.edu  
louisville.edu/ideastoaction

Ideas to Action is the university’s Quality Enhancement Plan (QEP) to promote the infusion of critical thinking and culminating undergraduate experiences (CUEs) 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 and programs to support the integration of i2a inside and outside of the classroom.

**Online Learning**

Kristen Brown  
502.852.8565  
kristen.brown@louisville.edu  
louisville.edu/online

The Online Learning team assists departments with developing online programs, developing marketing and advertising campaigns, answering prospective student inquiries, coordinating support for enrolled online students, and managing state and federal regulatory requirements pertaining to online education. Online Learning partners with 18 UofL online programs. The team also maintains data regarding online courses, prospective student inquiries and student enrollment.
Delphi Center Units

ShelbyHurst Campus Services

**Virginia Denny**
502.852.5581
virginia.denny@louisville.edu

Supporting university departments as well as the business community, ShelbyHurst Campus Services include UofL Professional Development, UofL Event and Conference Services and UofL Lifelong Learning.

Event & Conference Services

**Melanie Kelley**
502.852.0365
melanie.kelley@louisville.edu
louisville.edu/weddings
louisville.edu/conferenceservices

With more than 16,000 sq. feet and 14 rooms of modern, renovated space, UofL’s Event and Conference Service Center at ShelbyHurst Campus can host groups of up to 500 people for single or multi-day meetings, conferences, corporate retreats, and social events. One-stop meeting planning and registration services are provided as well.

Professional Development

**Robbie Chitwood**
502.852.8571
robbie.chitwood@louisville.edu
louisville.edu/professionaldevelopment

The Delphi Center’s Professional Development team works cooperatively with the local, regional and national business community to develop employees with its award-winning seminars, certificate programs and customized learning solutions. The team also provides customized and technical training and certification to university employees through the University Business Training program and Performance Takes Flight performance management training.

Lifelong Learning

**Melanie Kelley**
502.852.0365
melanie.kelley@louisville.edu
louisville.edu/lifelonglearning

The university’s Lifelong Learning program offers in-person and online courses on topics ranging from GRE and GMAT preparation to photography and classic films.
The Faculty Development unit provides pedagogical support and guidance to UofL faculty. In 2015 the unit continued to support teaching excellence in the university by focusing on cultivating new partnerships and providing new learning opportunities for faculty.

The unit’s two regular workshop series, Dine and Discover and Part-Time Faculty Institute, continued to meet attendance goals throughout the year. In total, 221 faculty members attended 22 Dine and Discover sessions. 116 faculty members attended the seven, two-hour sessions of the Part-Time Faculty Institute, a program designed to meet the professional development needs of part-time faculty. Attendance at the annual Celebration of Teaching and Learning grew 5% over the previous year (244 in 2015 vs. 234 in 2014). The 2015 Celebration was themed “Cornerstones for Teaching Excellence: Building Powerful Learning Experiences with Students,” and featured keynote Dr. Linda B. Nilson.

New in 2015, the team began a partnership with the Kent School of Social Work to develop a fall retreat, peer observation process and online modules to support new faculty. Additionally, Faculty Development entered into a partnership with the School of Medicine to provide ongoing support for faculty development. The unit continued its partnership with the Health Sciences Center (HSC) by hosting two annual presentations for HSC faculty (230 total faculty members attended) and partnered with the J.B. Speed School of Engineering to facilitate two faculty learning communities on collaboration. For the seventh and final year, the Delphi Center partnered with the School of Interdisciplinary and Graduate Studies (SIGS) to co-sponsor the Graduate Teaching Assistant (GTA) Academy, a cohort-based series of monthly sessions designed to help GTAs improve their classroom teaching and develop professionally as future college teachers.

In response to the 21st Century Initiative, Faculty Development took the lead on laying ground work for the Teaching Innovation Learning Lab (TILL). Opening in August 2016, the TILL will serve as a dedicated place where faculty can explore and test new pedagogical methods and technologies. It will be a resource to the university community for innovative teaching and student success.
Faculty Development

UNIT REPORT

Seminar on Teaching for New Faculty

“This seminar has been an amazing experience. As professors we come in as content experts. We know our areas well, but we know little about pedagogy. We have learned so much. We have become more scholarly about our teaching. We now look to get feedback about what works with our teaching and what doesn’t. This seminar is a game changer in the way we approach our teaching.”

Goldburn P. Maynard Jr.
Assistant Professor of Law | Brandeis School of Law

In partnership with the Office of the Provost, the team launched a new cross-disciplinary, yearlong seminar designed to provide a supportive, collegial atmosphere for junior faculty to explore and apply the findings of learning theory in their teaching at UofL.
The Instructional Design & Technology (IDT) team supports university faculty with designing and integrating technology into face-to-face, blended and online courses. In 2015 the IDT team made several significant strides in its faculty development programming efforts.

IDT continued to run its hallmark program, Delphi U. Offered twice a year, these one-week sessions helped faculty learn how to develop, deliver and assess online courses. In 2015, 36 faculty members completed the program. After a successful pilot program in 2014, the team added Delphi U Online to its regular programming this year. Delphi U Online is an eight-week, online version of Delphi U. Three sessions were offered in 2015 with 46 faculty enrolling and 32 successfully completing the program.

The team also provided instructional consultations and Delphi Certified Reviews to faculty across campus and online. The Delphi Certified designation is applied to online courses that meet the rigor of the Quality Matters (QM) course design process and rubric. Submitted courses are reviewed by the IDT staff.

The team continued to partner with many departments and faculty across the university to provide support in online course design. In partnership with the College of Education and Human Development, the team helped develop modules for the first competency-based education program at UofL. Additionally, it partnered with Criminal Justice to offer a Ph.D. course in online course design. IDT also continued to partner with the Disability Resource Center and provided 59 consultations related to accessibility with 35 faculty members. Topics included how to make materials more accessible and overseeing captioning needs.

IDT partnered with REACH and the University Libraries to improve the Digital Media Suite (DMS) – a state-of-the-art computer lab where students and faculty can work on digital projects. Additionally, it has been involved with planning, creating and assessing innovative programming and events for the Teaching Innovation Learning Lab (TILL), slated to open in 2016.
The IDT team partnered with the Faculty Development unit to develop a new track for Delphi’s Dine and Discover series. “D&D Tech” was created to provide professional development opportunities focused on instructional technology used in the classroom. The IDT team created and delivered 11 sessions and provided online modules and resources to participants.

“The Delphi Center is a jewel in the crown of UofL. Their leadership and staff focus their considerable talent and energy on the development of consistent, quality teaching for all faculty and students of our university.”

Larry Michalczyk, MSSW
Adjunct Faculty | Kent School of Social Work
Blackboard Support

UNIT REPORT

The Blackboard team provides ongoing support for faculty, students and staff while continuously improving Blackboard functionality by upgrading the system and installing and maintaining third-party applications that add to the richness of university-wide learning management system.

2015 was a year of collaboration between UofL IT and the Blackboard team. The team partnered with IT, the Registrar’s Office and faculty to develop an automated Grade Import process. The new feature was developed in response to faculty feedback. After launching in fall 2015, the process imported 7,485 student grades from 125 courses in Blackboard into PeopleSoft and not only saved faculty time, but also reduced errors. The team partnered with IT to migrate the university’s lecture-capture software, Tegrity, and its content to the cloud as well. In addition, the team provided training to Helpdesk staff in order to make them more aware of how to support Blackboard users, typical scenarios and their fixes, and how to route calls for efficient services to students, faculty and staff.

In conjunction with Undergraduate Advising, the Blackboard unit also coordinated and deployed the Advisor’s Tablet Pilot program. Six advisors evaluated three tablets over a period of six weeks to determine the tablet model that should be distributed to 41 advisors across seven colleges.

Additionally, to provide redundancy, increase efficiency and minimize service interruption, the team moved Blackboard servers from a physical server environment to a virtual environment.

The Blackboard team also answered user requests by installing five new Building Blocks into the system this year, which added more functionality for users. This included xpLor Connector, Collaborate Ultra, and pilots for Echo360, MediaSuite, and Panopto.

2015 Trends

UofL Blackboard Global Reach (greatest usage after U.S.): Panama, Germany, Canada, South Korea, United Kingdom, Japan, Nigeria, Israel

Blackboard Collaborate (UofL’s web-based conferencing solution) usage totals increased an additional 20% over previous year

Blackboard Collaborate mobile usage has increased 90% over the previous year
Blackboard Support

UNIT REPORT

“Just wanted to let you know that the new Bb Collaborate is awesome. So far I’ve used it as:

• A lecture hall with all tools;
• A way to host student team meetings from different computers;
• A live demo in a UofL classroom streaming live music;
• An international study meeting space including colleagues from seven countries; and
• A faculty meeting."

Petra Kern, Ph.D., MT-BC, MTA, DMtG
Adjunct Associate Professor | School of Music

Each year the Blackboard team installs new Building Blocks into the university’s learning management system to provide students and faculty with additional functionality. In 2015 the group incorporated Collaborate Ultra into UofL’s Blackboard system. Blackboard Collaborate enables users to interact in an online or face-to-face course, or to communicate with colleagues within and outside the university. Blackboard team members provided training on the popular application to more than 100 faculty and staff members in-person and to more than 30 online.

The team shared the M.E.C.C.A. model as a way to get the most out of the application. With Collaborate and the M.E.C.C.A. model, trainees learned how to Mediate office hours, Educate within the classroom, Cultivate group study, Collaborate with your students and colleagues, and Appreciate the benefits of using Collaborate to enrich the online learning environment.
Ideas to Action (i2a) serves as the university’s Quality Enhancement Plan (QEP) to enhance the undergraduate experience by guiding students to build core critical thinking skills. In 2015 the i2a team moved into its last year of the cumulative 2014-2016 Assessment Plan with the academic units and launched the planning of its 2017 QEP project within the QEP Development Committee.

The team also developed sustainability guidelines to ensure i2a’s longevity in curricular structures by ensuring every course at UofL had access to the critical thinking mini-guide through Blackboard, and updated the CUE (Culminating Undergraduate Experience) website to provide faculty with continued support for CUE courses.

The team continued to offer programs focused on critical thinking to the faculty community. The annual i2a Institute took on a new two-day format that included the addition of TED Talk-styled “Lightning Talks.” Dr. Stephen Brookfield hosted a half-day workshop as part of the conference. Additionally, the conference moved from Shelby-Hurst to Belknap Campus to better accommodate faculty members’ busy schedules. The team also hosted national teaching and learning scholar Dr. James Rhem for a presentation and monthlong residency in February.

To increase the knowledge and adoption of i2a concepts throughout the university, the team continued to collaborate with the Office of First Year Initiatives to support the Student Outreach Uniting Louisville program during welcome week by developing an instrument to assess its impact on the students in attendance. As part of the Book-in-Common program, i2a sponsored a critical thinking essay contest in which 21 students participated. The team also partnered with the Office of Community Engagement, Office of Civic Engagement, Leadership and Service, and the Office of the Executive Vice President for Research and Innovation to organize and sponsor the university-wide Undergraduate Research and Community Engagement Symposium. Over 450 people attended to learn about student research projects and 34 posters were presented.

Each year i2a funds a series of SUN Grants to support projects that help sustain i2a integration. An estimated 5,620 students will be impacted by the three SUN Grant projects that were funded in 2015. One such project was the Critical Thinking Comic Book Series. Comic books were developed by students and faculty/staff participating in the pilot integrated one or more comics into their course. The comic books were also used by community organizations, including Hotel Louisville. i2a continued its community partnership with UofL faculty and Hotel Louisville. i2a staff created critical thinking scenarios for addiction recovery clients and designed critical thinking seminars for residents at Wayside Christian Mission/Hotel Louisville.
“There has been a lot of value gained from using the critical thinking inventories. It helps faculty members compare their own perspectives on what is happening in the classroom with the perspectives of their students. It gives you a way to address issues in a course and decide what you want to tweak or change in your teaching.”

Alan Attaway
Professor, Department of Accountancy | College of Business

In 2015 i2a continued to implement the QEP Assessment Plan. The team was able to work with every academic unit across the university to report on i2a integration. In October alone, the team met with each department in the College of Arts and Sciences. Faculty members were interested in the new critical thinking inventories as an accessible, indirect measure of how faculty and students perceive critical thinking is fostered in the classroom. In total, 230 undergraduate courses representing all nine units were a part of the 2015 Assessment Plan. Involvement grew by 158% over 2014, from 89 courses.
In 2015 Online Learning continued to expand the foundation for future growth. The team created and executed 11 marketing plans in partnership with online programs, compared to nine marketing plans the previous year. This consisted of developing advertising and communication campaigns as well as social media and recruitment strategies for program partners. The team also launched two new online programs for the College of Education and Human Development: the Classroom Reading Endorsement and the Instructional Technology Endorsement.

In regards to state authorization, UofL received approval to fully operate in two additional states in 2015 and received additional approvals in seven other states. UofL’s overall online total of approved states is now 39. In the 11 remaining states, UofL can offer the 100% online programs in all but three states.

Because of Online Learning’s work in creating a process for identifying the location of students in adherence to state authorization regulations, UofL won a WCET SANsational award. This award confirms that the university has developed a model of best practice in tracking the location of distance students.

In an effort to support online learning across the institution, the Online Learning team created an online orientation template and an Info Session presentation template for academic departments to assist them in improving their admission processes and communication to online students. In addition to Online Learning’s continued partnership with the Virtual Writing Center and REACH, it established a formal partnership with Library Services. Online Learning shares information about library programs and services with online students and faculty through regular email campaigns.
Online Learning

UNIT REPORT

School of Nursing Partners with Online Learning to Revive Online Program

“It really has been a team effort…I know we would all say that this year has been a success for our RN-BSN program. I look forward to more successes for our program and our partnership.”

Ruth (Topsy) Staten, Ph.D., PMHCS-PMHNP-BC
Associate Professor and Associate Dean for Undergraduate Programs | School of Nursing

On the recommendation from Online Learning, the School of Nursing made some curriculum and cost changes to revive the declining RN-BSN online program. Online Learning updated the program’s marketing messaging, developed a new landing page, expanded advertising, and supported a targeted info session for leaders of regional hospitals, which resulted in one person applying to the program that same day.

After discovering that only 36% of applicants were working with Online Learning prior to applying (compared to 60-80% for other online programs), the team also revamped the program’s recruiting strategy so that Online Learning was the first point of contact for prospective students.

As a result of the partnership and collective efforts, the RSN-BSN program:

• Generated 467% more organic leads from the new landing page alone; overall, the new strategy delivered a 21% increase in leads over the previous year (from 474 in 2014 to 572 in 2015);

• Received 17% more applications compared to 2014 (from 63 in 2014 to 74 in 2015) of which, 67 were submitted between April (re-launch time) and December; and

• Increased enrollment by 7 students, up 8% from the previous year when the program enrollment had declined by over 20 students.
The Delphi Center’s Professional Development team works cooperatively with the local, regional and national business community to develop employees with its award-winning seminars, certificate programs and customized learning solutions. The team also provides customized and technical training and certification to university employees.

In 2015 Professional Development continued to focus on creating and fostering strategic partnerships. The team grew its customized learning solutions client portfolio significantly with the addition of over 40 new organizations. In a new partnership, the team brought together two military commands (United States Army Recruiting Command and United States Human Resources Command) to develop a cohort-based, customized leadership development program for civilian leaders. Professional Development also partnered with a local CEO roundtable group. In February the team launched a customized, cohort-based leadership series for 15 of its member organizations.

2015 was the final year for the university’s business manager certification program, University Business Training. 30 participants graduated from the program in September. In an effort to assist university employees with performance evaluations, Professional Development partnered with UofL’s Human Resources department to pilot a new training program, “Performance Takes Flight.” The program is expected to roll out university-wide in early 2016.

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BUSINESS COMMUNITY

- **35** seminars delivered
- **169** project management participants (record enrollment)
- **681** total learning hours provided
- **1,574** total participants
- **14,931.5** total learning hours received

CERTIFICATES AWARDED

- **1** Professional Communication
- **2** Professional Development
- **65** Project Management
- **75** Management Development
Part of the College of Business, the University of Louisville Family Business Center (FBC) provides consulting and hands-on assistance for the unique challenges family-run businesses face. In the fall of 2015, Professional Development partnered with the FBC by providing a customized, cohort-based leadership development series with a focus on family business. Nine member organizations participated in the series, and 18 people are expected to graduate in the spring.

“I think family businesses should make this leadership program a requirement for anyone who wants to assume leadership positions in their companies. To run a family business successfully you have to have some kind of conceptual framework to work within to balance systems and stakeholders. This is not an easy task. Professional Development was great in making sure not only that learning took place, but that the program was delivered well. They were great at structuring the outcomes.”

Kathleen Hoye
Director | College of Business, Family Business Center
The Event and Conference Service Center at ShelbyHurst Campus provides event space and logistics for meetings, conferences, corporate retreats, social events, weddings, and more.

In 2015 Conference Services was able to grow both the number of corporate groups serviced by 32% and university business by 7% over 2014. The group also hosted such notable events as the Pathways Women’s Leadership Conference, Kentucky Governor’s EEOC Conference, the 4th Annual KHAKY Renal Conference and the 2015 Kentucky Higher Ed PCI Roundtable.

Meeting Customer Needs with Upgraded Technology

“Everything magically appeared without any disruption to our meeting. Fantastic!”

Lisa Stephenson
Greater Louisville Association of Realtors

UofL Event and Conference Services is proud to provide exceptional facilities and outstanding service for events at competitive rates. In order to meet customer needs and provide the best possible event experience, Conference Services made several technology updates in 2015.

All of the technology in the Founders Union ballroom was upgraded to High-Definition. New, updated podiums were placed in both Burhans Hall and the Founders Union building. Additionally, the technology team assisted with installing seven digital signs in the buildings to provide customers with enhanced wayfinding and schedule information.
The university's Lifelong Learning program began in 1977 with a total of four offerings. These offerings have been expanded to include over 300 non-credit online courses, which are becoming increasingly popular. In-person classes are offered in topics ranging from GRE and GMAT test preparation to photography and classic films. Online courses are offered in over 10 categories.
Arnold, E & Ballinger, T. (2015). Drive-by requests… driving you nuts? Get out of email and into a bona fide ticket-tracking system... Spiceworks! 2015 Kentucky Convergence Conference, Bowling Green, KY.
This session provided an overview of tips and tricks when adopting a new ticketing system.

This session presented a model for collaboration between Disability Services and Teaching & Learning Centers in order to increase accessibility through Universal Design for Learning.

This session presented methods for making materials accessible at the time they are created, saving time, stress, and money.

Fuller, R. (2015, May). Cultivating Critical Thinking Capacity in Faculty Through Targeted Faculty Development. Kentucky Pedagogicon Conference, Richmond, KY.
In this session, an overview of UofL’s QEP on critical thinking was provided with an eye towards developing critical thinking through faculty programs.

Fuller, R. (2015, November). Feeding the Teaching Soul: Faculty Reading Circles to Stimulate Conversation about Teaching. FALCON Conference, Indianapolis, IN.
This session offered an overview of the Delphi Center’s Faculty Reading Circles, focusing on how other institutions can develop such circles in their setting.

This session presented a model for collaboration between Disability Services and Teaching & Learning Centers in order to increase accessibility through Universal Design for Learning.

This session demonstrated how animation can be used to convey complex concepts and to engage students.

This interactive session provided structure and process to help attendees turn their learning into action. Participants used a four-step process and engaged a peer coach to ensure accountability in the next 90 days.
University Contributions, Research and Scholarship

PRESENTATIONS (CONTINUED)


This session shared the story of how one team of Social Work faculty partnered with the Delphi Center to make the transition from traditional teaching methods by using SoftChalk Create. The presenters shared examples from the course and information on how to get started with SoftChalk.

Kendall Brown, M. (2015, June). Specialist Lecturer, College Teaching and Instructional Strategies. School of Cadet Command’s Cadre and Faculty Development Course. U.S. Army ROTC, Fort Knox, KY.

Dr. Marie Kendall Brown supported the launch of the Cadre and Faculty Development Course at Fort Knox by acting as a specialist lecturer. Presentation topics included philosophy of teaching, seven principles for how learning works and concept mapping.


The session shared the process from idea to creation of the online, course-embedded Critical Thinking & Information Module series and the collaboration between faculty, librarians and instructional designers to enhance the knowledge of students with regard to information literacy and research tools.


Repeated, by popular demand, this hands-on workshop gives QEP leaders from across schools and colleges an opportunity to learn more about what SACS expects with the Fifth Year Impact Report and tips on how to complete a successful report.


This hands-on workshop gives faculty an opportunity to learn how to prepare a student-centered syllabus. Focus was on differentiating between and writing course goals, course objectives and student learning outcomes.


This hands-on workshop gives QEP leaders from across schools and colleges an opportunity to learn more about what SACS expects with the Fifth Year Impact Report and tips on how to complete a successful report.
University Contributions, Research and Scholarship

PRESENTATIONS (CONTINUED)


This hands-on workshop provided an overview of the Paul-Elder critical thinking framework. Faculty and staff were given opportunities to learn and use strategies to engage students and hone their critical thinking skills. Strategies for getting students to acknowledge their own assumptions and biases as well as to understand other points of view were emphasized.


This invited professional development workshop focused on classroom management and the faculty-student dynamics that are involved.


In this session, participants defined and discussed the relevance of metacognition in improving student learning outcomes while engaging with concepts of metacognition and critical reflection.


This session was designed to help faculty facilitate student awareness of their own assumptions in order to enhance student learning and long-term retention of course material.

PUBLICATIONS

Kendall Brown, M., Ralston, P., Baumgartner, K., & Schreck, M. (2015). Creating a Supportive Teaching Culture in the Research University Context: Strategic Partnering and Interdisciplinary Collaboration between a Teaching Center and an Academic Unit. To Improve the Academy, 34(1-2), 234-269.

This paper describes two “strategic partnering” and “interdisciplinary collaboration” case studies between a Center for Teaching and Learning (CTL) and an academic unit at a mid-sized metropolitan research university in the American Midwest.