



ANNUAL REPORT

2014

Table of Contents

- 3 Letter from the Executive Director
- 4 About Us
- 8 Unit Reports
- 18 University Contributions,
Research and Scholarship



Flags flying high at the Belk Bowl.



Letter from the Executive Director



Each year, the Delphi Center focuses on delivering outstanding, innovative learning opportunities and customer-centric service to university staff, faculty, students and the Louisville business community. This year was no different.

Excellence is at the heart of what we do. With every program we offer, such as the annual Celebration of Teaching and Learning and part-time faculty offerings (see page 8), or service we provide, such as our customized training opportunities or Blackboard technical support (see page 10), we seek to exceed the needs and expectations of the different communities we serve.

As you will see from this annual report, the feedback we receive from our customers is

critical. We take evaluations and assessments very seriously and incorporate them into every program or service we offer. In 2014 the Delphi Center conducted a large-scale survey within the university to gather data that will inform the future of programming and communications we offer to faculty. You can read more about this effort on page 4.

Additionally, we value innovation and strive to stay apprised of the latest technology and trends in higher education and learning development. For example, this year our Instructional Design and Technology team launched Delphi U Online, an eight-week online course to teach faculty how to put courses online (see page 9).

Partnerships with, and support for, university departments and faculty continue to be a priority for the Delphi Center. Online Learning continues to

make enormous strides – with a 30% increase in applications to online programs and 13% increase in course enrollments in 2014. Ideas to Action, the university's Quality Enhancement Program (QEP), entered into its second phase this year and met a major milestone – full adoption of the Culminating Undergraduate Experience (CUE) across all undergraduate programs.

I invite you to take a closer look at the contributions and achievements of the Delphi Center during 2014.

Best Regards,

Gale S. Rhodes, Ed.D.
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 to 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.

Making Data-Driven Decisions

In order to make sound and strategic decisions related to program planning, budgeting, communications, and application of time and resources, the Delphi Center examines and analyzes data from every facet of the department. This year, a survey of university faculty was launched to gather information about preferences for programming, resources and instructional support related to college teaching and learning.

Of the 1,609 faculty members asked to participate, 284 instructors provided responses, resulting in a 17.7% response rate. Additionally, 26.4% of respondents offered to participate in future focus groups. Participants were asked to offer feedback on programming types, duration and frequency, communication preferences, and any barriers they face in pursuing professional development opportunities.

Delphi Center staff have already put this data to good use. With additional feedback gathered from Delphi Center Advisory Board members, team members have used the data to plan for future programming and to adjust website and email communications to better suit faculty needs and preferences.



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.

2014 Advisory Board Members

Representative	College
Gay Baughman	School of Dentistry
Marie Kendall Brown	Delphi Center
Mike Day	J.B. Speed School of Engineering
Anna Faul	Kent School of Social Work
Aimee Greene	Delphi Center
Ann Herd	College of Education and Human Development
Bruce Keisling	University Libraries
Bill Stout	College of Business
Richard Lewine	Arts and Sciences
Seow-Chin Ong	School of Music
Patty Payette	Delphi Center
Gale Rhodes	Delphi Center
Ann Shaw	School of Medicine
Mary Sheridan	Arts and Sciences
Lars Smith	School of Law
Maurini Ronke Strub	University Libraries
Richard Wilson	Public Health and Information Sciences

Delphi Center Units

Faculty Development



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

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 faculty members learn new skills, technologies or pedagogical methods. The Faculty Development unit also designs customized workshop sessions for departments.

Ideas to Action (i2a)



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 Colleges and Schools (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.

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.

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.

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.

Shelby Campus Services



Virginia Denny
502.852.5581
virginia.denny@louisville.edu

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

Delphi Center Units

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 training and certification to university employees through the University Business Training program and SuccessfUL Supervisor Series.

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 Shelby 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.

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.



Delphi Center employees

Faculty Development

UNIT REPORT



22

grants awarded to faculty and students to attend Kentucky Pedagogicon Conference



45

professional development offerings



55

one-on-one instructional consultations with faculty



172

participants in two HSC-Delphi Faculty Development programs



307

faculty members nominated as a "2013-14 Faculty Favorite"



1,034

total program attendees

The Faculty Development unit provides pedagogical support and guidance to UofL faculty. In 2014 the reach of the unit's teaching and learning programs grew. The annual Celebration of Teaching and Learning conference attendance increased 8% (from 217 to 236 attendees) over the previous year, and the Part-Time Faculty Institute sessions were regularly full. The unit continued to focus its offerings on new technologies and teaching trends.

Designed to meet the professional development needs of the university's part-time faculty members, the 2014 Part-Time Faculty Institute was themed, "Teaching Tools and Strategies for Connecting Students and Creating a Thriving Classroom Environment." Twelve participants attended all six sessions to complete the institute and combined attendance for all the sessions was 102 faculty members. Dine and Discover workshops provide an opportunity for UofL faculty to learn from and interact with one another in interactive sessions that are designed to meet their teaching needs. The Faculty Development team offered 11 sessions to 156 total attendees over the course of the year. Popular session topics included the "flipped" classroom, data collection to inform teaching, and teaching with mobile apps.

The Faculty Development team also offered four reading circles with 39 faculty and staff participants. This year, the group used Ken Bain's *What the Best College Teachers Do* and *What the Best College Students Do* as well as several other books to support and deepen conversations about teaching and learning.

Partnerships and Collaboration

To increase learning opportunities for faculty and staff, the Faculty Development team partners with departments and individuals within the university community. For the fourth year it continued its partnership with the Health Sciences Center by hosting two presentations with 172 total HSC attendees.

In partnership with the J.B. Speed School of Engineering, a new faculty learning community (FLC) on collaborative learning was developed. For the second year, the team collaborated with Department of English Professor Mary P. Sheridan to facilitate the Digital Pedagogy FLC, which had 24 total participants. Faculty Development also partnered with the Office of First Year Initiatives to develop a student-focused session with Dr. Ken Bain and a Book-in-Common reading circle.

2014 Celebration of Teaching and Learning

Themed, *Igniting the Spark: Motivating Student Learning*, the 2014 Celebration of Teaching and Learning activities attracted nearly 400 UofL faculty, staff and students to programs and events held on the Belknap, HSC and Shelby campuses over two days. Conference attendees selected from among 11, one-hour concurrent sessions led by faculty and staff. Dr. Ken Bain, president of the Best Teachers Institute and author of several books on teaching and learning, offered the keynote address, met individually with department chairs (through a partnership with the Office of the Provost), and spoke with both faculty and students.

"Bain's presentation was terrific and, as always, Celebration was an opportunity for me to see people from around the university that I get to see only too rarely."

-2014 Celebration Participant

Instructional Design & Technology

UNIT REPORT

 **45**
program attendees

 **86**
faculty trained to teach online

 **515**
one-on-one consultations

The Instructional Design and Technology (IDT) team supports university faculty with designing and integrating technology into face-to-face, blended and online courses. During 2014, IDT focused on redefining its offerings, including its hallmark program – the week long, in-person program, Delphi U. Delphi U teaches participants how to design, develop, deliver and assess an online class. In all, 38 faculty members went through the program this year.

In an effort to meet evolving faculty needs, the team also redesigned Delphi U Level II, the second step for those who completed Delphi U and have taught at least one course online. The redesigned program features more advanced topics and includes a “flipped classroom” experience. Total attendance for the year was 11. Additionally, to help meet faculty members where they are, the team piloted an online version of Delphi U – Delphi U Online.

IDT continued to offer “The Survivor’s Guide to Teaching Online,” which was piloted last year. This condensed, nimble workshop was presented to ten faculty from the J.B. Speed School of Engineering. The team also formalized its instructional consultations service offering, which aims to assist faculty with developing and placing their courses online. The IDT team conducted 515 total consultations during 2014.

Partnerships and Collaboration

IDT continued its partnership with REACH and 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 designed for student learning. The partners re-established goals for the DMS and created a new structure, which will help the center run more efficiently.

Again the unit partnered with Undergraduate Advising and REACH to revise the Guide to Practice Success project, a set of video modules for students at risk of leaving the university. Additionally, the team established a partnership with the Math department to put the first ever math course online. IDT also grew its partnership with the Disability Resource Center to better provide faculty development and support in terms of web accessibility by outlining processes and developing documentation on how faculty members can make their online materials more accessible.

Delphi U Online

The IDT team piloted an eight-week online program, Delphi U Online, which teaches faculty how to design, develop, deliver and assess online courses – all online. Participants learn what it is like to be an online learner and how to effectively teach online. Three sessions were offered with 48 participants in attendance.

The initial pilot was deemed a success and will continue to be a core offering.

“This type of training should be ‘required’ (given as a gift?) of all who teach in higher education regardless of how much is delivered online.”

-Delphi U Participant



IDT team members at Delphi U.

Blackboard Support

UNIT REPORT



1

Blackboard upgrade



4

Blackboard 2015—*The Need to Know Info* classes



5

Building Blocks added to Blackboard



24

Event and Conference Services customers served with technical support



4,323

Blackboard support tickets



5,245,518

Blackboard sessions initiated in 2014 (7% increase over 2013)

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

The Blackboard team responded to user requests by installing new Building Blocks into the system this year, which added more functionality for users. MindLinks, LiveText, Manage Users in Course and Qwickly were all added to give faculty more control over courses and to allow them to more easily communicate with students. As an ongoing effort to monitor and analyze usage, EesySoft was added as a management tool.

The team also provides technical audio/visual support and assistance to Delphi Center Conferencing and Professional Development clients during events held at Shelby Campus.

Partnerships and Collaboration

In partnership with Information Technology (IT), the team installed AppDynamics in order to better monitor the health of all Blackboard servers. Use of this application has enabled IT to more quickly troubleshoot and resolve issues that arise. Additionally, the team provided training to IT Helpdesk staff in order to make them more effective in providing appropriate support to Blackboard users.

The Blackboard team also worked with University Libraries to incorporate Libguides into Blackboard courses this year. This enabled students and faculty to access library resource content for their course areas directly from the Blackboard course shells.

2014 TRENDS

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

Blackboard Collaborate usage totals **increased 33%** over previous year

Blackboard Collaborate mobile usage has **increased 100%** over the previous year

Streamlining Technical Support

Last year Blackboard implemented a new ticketing system to track technical support calls and requests. Spiceworks captures tickets for technical support issues handled by the Tier One staff as well as all incoming calls, emails and walk-in requests by faculty and staff regarding Blackboard support. In 2014 the ticketing system usage increased by 233% over the previous year: from 1,300 tickets in 2013 to 4,323 in 2014. The system not only allows the team to better serve the university community in a timely manner, but it also helps them recognize issues that may be trending. In turn, they can proactively fix issues and propose new tools.

“Thank you for fixing the Preferred Name function. I can’t even begin to tell you how much it will mean to the students who use Blackboard and previously struggled when their preferred name did not appear.”

-University Staff Member

Ideas to Action (i2a)

UNIT REPORT



89

courses were part of the
Fall 2014 Assessment Plan



100+

attended Dr. Patti Clayton's
campus visits



103

CUE courses



119

i2a Institute attendees



3,000+

new students introduced
to i2a during orientation

Ideas to Action serves as the university's Quality Enhancement Plan (QEP) to enhance the undergraduate experience by guiding students to build core critical thinking skills. The i2a team continued to execute the QEP's second phase in 2014 by meeting a major milestone – full adoption of the Culminating Undergraduate Experience (CUE) across all undergraduate programs. Additionally, the group developed and began to implement a two-year assessment plan for academic units to report on i2a integration. In total, 89 courses were involved in the assessment plan during fall 2014.

To increase the knowledge and adoption of i2a concepts throughout the university, i2a offers programs to the faculty community. This year it facilitated two learning communities – one on community-engaged

scholarship and another on critical thinking for part-time faculty. For the community-engaged scholarship learning community, 12 faculty members met monthly to discuss community engagement pedagogies such as service learning, internships and field work. The i2a team also hosted international scholar, consultant and trainer on community engagement, critical reflection and engagement analysis, Dr. Patti Clayton. Dr. Clayton led four workshops for UofL administrators, faculty and students.

Partnerships and Collaboration

Among its major strategic initiatives, the team collaborated with the Office of Community Engagement to finalize the Community-Based Experience Assessment Instrument after two years of piloting.

i2a 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 host a university-wide undergraduate research and community engagement symposium. Over 450 people attended to learn about student research projects and 64 posters were presented.

The group also deepened its relationship with the Office of First Year Initiatives by partnering to support the Student Outreach Uniting Louisville program during welcome week. i2a developed an instrument to assess its impact on 300 students in attendance. Additionally, as part of the Book-in-Common program, i2a sponsored a critical thinking essay contest in which 43 students participated.



i2a Institute 2014

Ideas to Action (i2a)

UNIT REPORT

i2a team member Edna Ross also designed a new training workshop focused on the Paul-Elder critical thinking framework, the Arts and Sciences Inclusion and Equity Internship Program. The program provides inclusion and equity workshops for both campus and community organizations and 16 interns participated.

Finally, i2a continued its community partnership with UofL faculty and Hotel Louisville. The team partnered with the Office of the Ombudsman to provide 40 hours of conflict resolution training for the Wayside Christian Mission/Hotel Louisville staff.



Major Milestone Achieved: Full Adoption of CUE

In 2007 the university's QEP "Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement," outlined UofL's intention to require every undergraduate student to apply critical thinking skills in a culminating undergraduate experience such as a capstone course, service learning project, research project, internship, practicum, or student teaching semester.

CUEs have been in development with faculty since 2008. A CUE is an activity, experience and/or course located in students' program of study in which they demonstrate and apply their critical thinking skills to real-world or real questions of their major discipline.

In 2014 a major milestone of the QEP was achieved — over 100 CUE courses were designated across all undergraduate programs. Additionally, the CUE expectation for students was articulated in a statement for inclusion in the summer 2014 Undergraduate Catalog. With this mandate, undergraduate students will enjoy a richer educational experience that will help them think more critically.

"I now feel like I have the ability to discuss any problem, to know other students' minds, ideas, share my own ideas and to protect my point of view."

-Criminal Justice Student

Online Learning

UNIT REPORT



16

online degree and certificate programs



600

applicants had contact with the Online Learning team



833

online course sections offered (17% increase from 2013)



4,146

unique students taking only online courses

In 2014 the Online Learning team expanded its programs and services and strengthened partnerships throughout the university. The team continued to focus on ways they could better support departments within the university as well as online students. At the beginning of the year, Online Learning implemented a new best practice for handling prospective students on behalf of its partner programs. The enrollment management process centers around outbound calls to interested students. Since the implementation of the process, the rate of applications to online programs has increased by 30%.

To help prospective students understand the online learning experience, the team launched an “Online Course Demo,” a Blackboard organization open to guests and used to communicate with prospective students. The demo allows a prospective student to get a feel for what the online learning course environment is like. It also includes info about Online Learning staff and tips for online learning success. Over 90% of the people who completed the survey about the demo found it to be helpful.

The team also launched its first in a series of semi-annual presentations for the online community at UofL. The presentations aimed to share best and effective practices for supporting prospective and current online students. They also share information about the general management of online programs. Topics included communicating with online students, partnering with the Delphi Center, and online orientations. In total, 43 people attended the two initial sessions, which received positive evaluations.

Additionally, the team expanded its marketing services for some programs – including launching a minisite for the Graduate Certificate in Autism and Applied Behavior Analysis, adding two new online programs to its portfolio of paid advertising campaigns, and launching a new blog.

In 2014 the team also received approval to operate in 21 states, bringing UofL’s overall online learning total of approved states to 38. In the remaining 12 states, UofL can offer at least the 100% online programs in all but one state.



Online Learning

UNIT REPORT



4,559

phone calls made to prospects
(214% increase from 2013)



10,329

leads



16,080

online course enrollments
(13% increase from 2013)



73,414

communication points
with prospective students
(69% increase from 2013)

Partnerships and Collaboration

The Online Learning team partners with 18 academic programs to offer and promote online degrees and certificates. Of these 18, eight contribute to a marketing budget and collaborate with Online Learning to develop marketing plans to reach enrollment goals.

The team works with various departments to help them understand the viability of launching new certificates or programs online.

Again this year, Online Learning continued its relationship with the Virtual Writing Center and REACH Virtual Tutoring. Throughout the year, the team promotes the virtual services to its students.

Implementing a New Enrollment Management Process

At the beginning of the year, the Online Learning team implemented a new best practice for handling prospective students. The enrollment management team follows up with new prospective students within an hour of their initial inquiry and continues his or her attempts to reach the prospect eight times in 10 days. Once a prospective student is reached, enrollment counselors answer questions to encourage the prospect to apply to the program.

Since implementing this process, the enrollment management team increased its outgoing communication (phone, email and mail) from 8,496 contacts in 2013 to 18,522 (a 118% increase) in 2014. The rate of applications to online programs increased from 768 in 2013 to over 1,000 (a 30% increase) in 2014.

“It has been a pleasure working with your team from the Delphi Center. You make our program and all of us look so good to our prospective as well as current students.”

-Faculty Member



The Spectacular

Professional Development

UNIT REPORT

BUSINESS COMMUNITY

30 seminars delivered

140 project management participants (record number)

1,010 total learning hours provided

2,800 total participants

18,040 total learning hours received

CERTIFICATES AWARDED

2 Professional Communication

3 Professional Development

36 Management Development

105 Project Management

UNIVERSITY COMMUNITY

20 SuccessfUL Supervisor graduates

42 UBT for Business Managers graduates

124 learning hours provided

2,675 learning hours received

In addition to award-winning university certification programs, the Professional Development team provides full-service consulting and strategic learning services that include certificate programs, customized learning programs and open-enrollment seminars.

This year the Professional Development team was able to expand its programs with existing clients and add new corporate clients to its portfolio. The team also worked to streamline internal business processes and optimize and leverage existing business systems. To continue to meet client needs and to provide quality training, new instructors were added to the team.

Within the university, Professional Development team members completed the pilot and redesign of the University Business Training program for department chairs. Even though participants provided positive feedback about the program, its launch has been delayed due to changes within the university's business systems and leadership.

The Professional Development team continues to run the SuccessfUL Supervisor (SSS) program for staff members who are managers within the university. The team provided 30 hours of learning and development for 20 employees as well as a customized SSS program to several employees with University Advancement in 2014.

Partnerships and Collaboration

This year the team partnered with the College of Education and Human Development to facilitate a consortium meeting with healthcare executives about competency-based education initiatives. It also provided

consultations to the J.B. Speed School of Engineering and College of Business regarding training services or certificate development.

Additionally, Professional Development launched a new partnership with the Family Business Center, which provides training to individuals who run family businesses. Professional Development was also awarded a five-year contract for customized management development training services by the Joint Special Operations Command.

Creating a Cohort Model

As part of the team's strategic initiatives, it partnered with a local CEO roundtable group to create a new customized leadership development series. This pre-sold, cohort model targets high-potential leaders within companies and opens up a new audience for the Professional Development team. Participants earn certificates designed to help them be better leaders within their organization, allowing them to contribute more effectively and grow with the company. A total of 30 participants from 12 companies were involved in the pilot program. The cohort model is a great opportunity to become a true partner with the local business community.

"We looked for a comprehensive training program. A lot of programs are more focused on one aspect of training. We wanted something that would address the whole gamut of personnel issues, from dealing with conflict to setting clear expectations and goals.

-Director of Operations,
Customized Learning Solutions Client

Event and Conference Services

UNIT REPORT

 **22**
conferences

 **42**
university-sponsored events

 **54**
weddings/social events

 **108**
UofL group events

 **302**
corporate events

 **528**
total events

 **32,313**
total attendees

The Event and Conference Service Center at Shelby Campus provides event space and logistics for meetings, conferences, corporate retreats, social events, weddings, and more. In 2014 the team welcomed a new director, implemented a new catering invoicing process, and continued to receive high marks on guest evaluations. Additionally, it implemented quality control measures around its catering process and student staffing structure. Both changes brought about increased efficiency and cost-savings to the operation.

Partnerships and Collaboration

One of the team's main objectives for the year was to become the preferred provider for university events. The team was able to expand its university client base and grew its business with the group by 6%.



St. Matthews Chamber Business Expo

Easy Events

The Conference Service team consistently receives outstanding feedback from its customers. Customers mention team members by name and are grateful for the detailed, consistent service they receive. Team members routinely go above and beyond for conference guests, enabling them to focus on preparing for their events, not the details.

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

-Conference Services Customer

WHAT OUR CUSTOMERS ARE SAYING...

“Speedy and efficient.”

“Always an easy process.”

“Very convenient!”

“I just wanted to send some compliments to UofL. It was fabulous last night, you all were exceptional to work with and there have never been more compliments flowing before. The food was amazing, the service completely impeccable and I couldn't be more blown away. The level of professionalism was just outstanding. Thank you to all those involved again in helping to make our event exceptional.”

Lifelong Learning

UNIT REPORT



20

in-person classes



255

in-person enrollments



332

online enrollments

The university's Lifelong Learning program began in 1977 with a total of four offerings. These offerings have been expanded to include over 300 online courses, which are becoming increasingly popular. In-person classes are offered on topics ranging from GRE and GMAT test preparation to photography and classic films. Online courses are offered in over 10 categories. Enrollments in online programs increased in 2014 by 4% over the previous year.

Facebook Photo Contest

Participants of the 2014 digital photography courses were invited to show off their best work in a photography contest held twice a year. Participants were asked to upload their best photos to Facebook. Lifelong Learning instructors and staff members chose the top five photos and Lifelong Learning Facebook followers were invited to vote on their favorite image. The winning images were featured in promotional materials and on the website. The team received 49 entries and 2,177 votes were cast in 2014.



Fall 2014 Photo Contest Winner

University Contributions, Research and Scholarship

PUBLICATIONS

Kendall Brown, M., Ralston, P., Baumgartner, K., & Schreck, M. (2014). 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*.

NATIONAL CONFERENCE PRESENTATIONS

Case, B. (2014). *Post-Production Captioning: Myths and Facts*. Presentation at the Accessibility and Higher Education Conference.

Case, B. (2014). *Post Production Captioning: Choosing the Right Software for Your Institution*. Presentation at the Accessing Higher Ground Conference.

Case, B. (2014). *Implementing a Campus-Wide UDL Initiative*. Presentation at the Accessing Higher Ground Conference.

Kendall Brown, M. (2014). *Is Lecture Really the "Root of all Evil"?* Lightning Talk at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education.

Leake, L. (2014). *Custom Faculty Development: Reach Faculty Where They Live!* Session at the Sloan C Conference.

Payette, P. (2014). *The Change Agent's Toolbox*. Presentation at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education.

Pinder-Grover, T., Kendall Brown, M., & Ellis, J. (2014). *Virtual Writing Communities to Foster Accountability and Enhance Scholarly Productivity*. Presentation at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education.

Rodems, M., Kendall Brown, M., & Boehm, B. (2014). *Enhancing Graduate Student Teaching Preparation through a Team-Based Learning Approach*. Presentation at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education.

REGIONAL CONFERENCE AND INVITED PRESENTATIONS

Case, B., & Greene, A. (2014). *Online Course Accessibility: Stay Calm and Use Your Instructional Designers*. Panel discussion at Kentucky Convergence Conference.

Fuller, R., & Kendall Brown, M. (2014). *Feeding the Faculty Soul: Faculty Reading Circles to Stimulate Conversation about Teaching*. Presentation at the Kentucky Pedagogicon Conference.

Gupta, N. (2014). Presentation on Faculty Learning Communities. Kentucky Engagement Conference.

Leake, L. (2014). *Custom Faculty Development: Reach Faculty Where They Live!* Presentation at the Kentucky Convergence Conference.

Payette, P. (2014). *QEP Impact Report: Balance of Theory and Practice*. Invited concurrent presentation. SACS Summer Institute.

Payette, P. (2014). *Principles of Practice for QEP Implementation*. SACS Annual Meeting.

Payette, P. (2014). *Making critical thinking part of everyday thinking*. Staff workshop. University of Houston-Clear Lake.

Rodems, M. (2014). *Holistic Graduate Student Support: Reinventing the Framework for Success*. Presentation at College Student Educators International (ACPA) annual conference.

Ross, E. (2014). *Thinking Clearly and Boldly: Critical Thinking Across the Campus*. Invited presentation. Alabama A&M University.

Ross, E. (2014). *Developing Students' Metacognitive Processes*. Invited workshop. St. Johns River State College.