



UL DELPHI CENTER FOR
TEACHING & LEARNING

2016 Annual Report

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Letter from the Executive Director

Colleagues:

Significant strides have been made in the past year to advance the University of Louisville's 21st Century University Initiative, a strategic effort to reach its state-mandated goal of becoming a premier, metropolitan research university.

The Delphi Center for Teaching and Learning is committed to advancing the 21st Century University goal of creating excellence in engaged teaching, with the ultimate goal of supporting student success at our institution.

In August 2016, we opened the Teaching Innovation Learning Lab (TILL), designed to help educators explore and test innovative teaching

methods for the 21st century student.

Produced in part through a collaboration between the Faculty Development unit, Instructional Design unit, and Blackboard and Learning Technology team, the lab features a technology-enabled active learning classroom, free instructional consultations for UofL faculty, and other resources that will help prepare faculty to teach in the new academic building set to open in 2018.

The Event and Conference Services unit achieved another year of growth at the ShelbyHurst campus; the Professional Development unit achieved record program enrollments, particularly with

its Project Management certificate program; and the Online Learning team, in partnership with the College of Education and Human Development (CEHD), launched UofL's first competency-based degree in Healthcare Leadership.

In all, 2016 was a phenomenal year for the Delphi Center. At the end of the year, the university was awarded a \$515,000 grant from the Association of Public and Land-grant Universities (APLU) to promote the adoption of adaptive learning at UofL. Delphi will manage this grant and share progress in the coming year.

I invite you to read about our accomplishments in more detail in the

following pages. More enhancements—including developing a new Quality Enhancement Plan to address the challenges second-year undergraduate students face, increasing the amount of online degree programs and enrollment, and continuing to prepare faculty to teach in active learning classrooms—are expected in 2017.

We look forward to providing you with continued support, encouragement and resources in the coming year.

Best Regards,

Gale Rhodes

Gale S. Rhodes

Associate University Provost
and Executive Director
Delphi Center for Teaching and Learning



With a presence on each of the university's campuses, the Delphi Center for Teaching and Learning 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: the Adaptive Learning Grant, Teaching Innovation Learning Lab (TILL), Faculty Development, Instructional Design and Technology, Blackboard and Learning Technology, Online Learning, Quality Enhancement Plan, 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.



2016-17 ADVISORY BOARD

Representative

College/School

Kathy Baumgartner	Public Health and Information Sciences
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Darcy Deloach	School of Music
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Gale Rhodes	Delphi Center
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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.

Adaptive Learning Grant Unit Report

The Accelerating Adoption of Adaptive Courseware at Public Research Universities Grant, funded by a grant from the Association of Public and Land-grant Universities (APLU), was awarded to UofL in August 2016.

The grant's goal is to accelerate and scale the university's adoption of adaptive courseware across multiple disciplines over three years. Up to 20 percent of students enrolled

in general education courses will be positively impacted, resulting in lower rates of students who receive a D, fail, or withdraw from courses.

A total of eight institutions received the grant, including Arizona State University, Colorado State University, Georgia State University, Northern Arizona University, Oregon State University, Portland State University, and University of Mississippi.



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ABOUT THIS UNIT

The Adaptive Learning Grant fosters the incorporation and expanded use of adaptive learning technologies and processes in university course offerings.

The program specifically addresses UofL's 21st Century University Initiative by seeking to improve student retention through the adoption of adaptive courseware in large-enrollment general education courses.

Under the grant, adaptive learning practices will be implemented in the following general education course sections for the 2017 spring semester, impacting over 500 students:

- Biology 240.1 Unity of Life, affecting 200 students
- Economics 201.8 and 201.12 Principles of Microeconomics, affecting 55 students
- Economics 202.4 and 202.76 Principles of Macroeconomics, which involve 34 students
- Physics 222.75 Fundamentals of Physics II, with 65 students
- Psychology 201.01 and 201.02 Introduction to Psychology, taught to 226 students



HIGHLIGHTS

- ▶ Faculty participated in a monthly faculty learning community (FLC) to research and share best practices in their implementation of courseware and pedagogical change
- ▶ Seven faculty members involved in five general education courses adopted several different adaptive learning courseware and pedagogical strategies, which are scheduled to be implemented in the 2017 spring semester

“The FLC really made me consider my role as an instructor in a new light and helped me begin to grapple with the value and purpose (both for me and for them) of the work my students do in and outside of my classroom.”

Adaptive Learning FLC Participant

Teaching Innovation Learning Lab Unit Report

In fall, the highly anticipated Teaching Innovation Learning Lab (TILL) opened, on schedule, with more than 100 attendees present at the facility's ribbon-cutting ceremony.

The TILL is the result of an extensive benchmarking project that included visits to similar innovation and technology-enhanced learning spaces at Xavier University (Ohio),

Steelcase Industries, Grand Valley State, University of Michigan, and Indiana University (Bloomington).

It was designed and launched as a collaboration between Delphi's Faculty Development, Instructional Design and Technology, and Blackboard and Learning Technology teams.



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ABOUT THIS UNIT

The TILL, which opened in August 2016, is a space for faculty-driven exploration and testing of innovative teaching methods that will drive success for the 21st century student at the University of Louisville. Located on the third floor of Ekstrom Library, the TILL was developed through ongoing feedback from a provost-appointed steering committee comprised of faculty, staff, and students. It includes a technology-rich active learning classroom, three collaborate rooms, a conference room, and a recording studio. This technology-enabled active learning space will prepare faculty to teach in the new Belknap Academic Classroom Building, which is scheduled to open in 2018.

Faculty members can utilize the TILL to assess the impact of teaching methods on student learning; they can also apply to teach in the TILL or meet with a TILL staff member for a one-on-one instructional consultation.

4

innovation-themed faculty learning communities offered over 16 sessions (40+ contact training hours)

18

applications received to teach in the TILL

24

departmental outreach meetings to introduce more than 300 faculty to the TILL

4,000+

visitors to the TILL in September and October alone



In its first year of operation, the TILL developed a number of policies, procedures, and internal and external communication materials, including a new website. The center also created an application process for teaching in the TILL.

In addition, the TILL exceeded its recruitment goal for its four new innovation-themed faculty learning communities, receiving 60 applications that represented all of UofL's degree-granting units.

By the end of December 2016, the TILL had received 18 applications from faculty members to teach in the space during spring 2017.

"I find the TILL offers new ways to increase student engagement. Instead of watching me work problems at the front of the room, students use the white boards and technology to collaboratively work out those same problems and learn from each other."

Jeff Hieb, Ph.D.

Associate Professor
J.B. Speed School of Engineering



HIGHLIGHTS

- ▶ Trained 27 faculty and staff members to be faculty learning community facilitators in a two-day workshop led by two national experts
- ▶ Piloted eight courses in the TILL classroom led by five faculty members that reached nearly 300 students
- ▶ Hosted a site visit for 21 educational developers from the U.S. and around the world as part of the annual Professional and Organizational Development (POD) conference held in Louisville

Faculty Development Unit Report

In 2016, the Faculty Development unit led many workshops for faculty and graduate students. Topics included syllabus design, college teaching skills, assessing teaching effectiveness, creating a supportive teaching culture, and using learning science to inform one's teaching.

The team also continued to work closely with the Office of the Provost to again offer the Seminar on Teaching for New Faculty, a yearlong cohort-based program for new faculty members, and partnered with the Kent School of Social Work to develop and launch the Part-time Faculty Teaching Academy.



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ABOUT THIS UNIT

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, Seminar on Teaching for New Faculty, Part-time Faculty Institute, faculty learning communities, reading circles, and special events offered in collaboration with other university units. The programs are designed to help faculty members learn new pedagogical skills, investigate instructional technologies, and enhance their teaching effectiveness.

The Faculty Development unit also manages the day-to-day operations of the TILL and designs customized workshop sessions for departments.

4

unit-level faculty development partnerships

63

unique professional development offerings

117

programming hours

334

faculty members nominated as a "2015-16 Faculty Favorite"

27% increase from last year

1,464

total program attendees

5,074

total contact hours

“It is impressive to me that the conference is provided to UofL faculty free of charge with nationally known speakers and food. Thank you! This demonstrates to me the value that I, as a teacher, [have] in the eyes of the organization.”

Celebration of Teach and Learning attendee



Faculty Development deepened its collaboration with the School of Medicine in 2016 and enjoyed continued success in its partnership with the Health Sciences Center (HSC); two annual HSC-Delphi Faculty Development program

offerings exceeded 140 attendees. The Faculty Development unit also entered its fifth year of robust collaboration with the J.B. Speed School’s Center for Teaching and Learning Engineering (CTLE).

- ▶ Administered two award programs. The Paul Weber Award for Departmental Excellence in Teaching was awarded to the Department of Middle and Secondary Education in the College of Education and Human Development and 624 Students nominated 334 faculty members as “Faculty Favorites”
- ▶ Concluded the inaugural Seminar on Teaching for New Faculty in the spring and launched a second-year cohort in fall
- ▶ Met attendance goals for the department’s regular workshop series and the Celebration of Teaching and Learning



HIGHLIGHTS

Instructional Design and Technology Unit Report

Over the past two years, the Instructional Design and Technology team played a key role in developing the Bachelor of Science in Organizational Leadership and Learning-Healthcare Leadership program, partnering with College of Education & Human Development faculty to develop courses for the program. Since launching

in fall 2016, UofL's first competency-based education program has had successful enrollment.

During 2016, the unit's annual offerings—including a one-week session of its hallmark faculty-oriented Delphi U program and three online Delphi U sessions—continued to draw solid faculty member attendance.

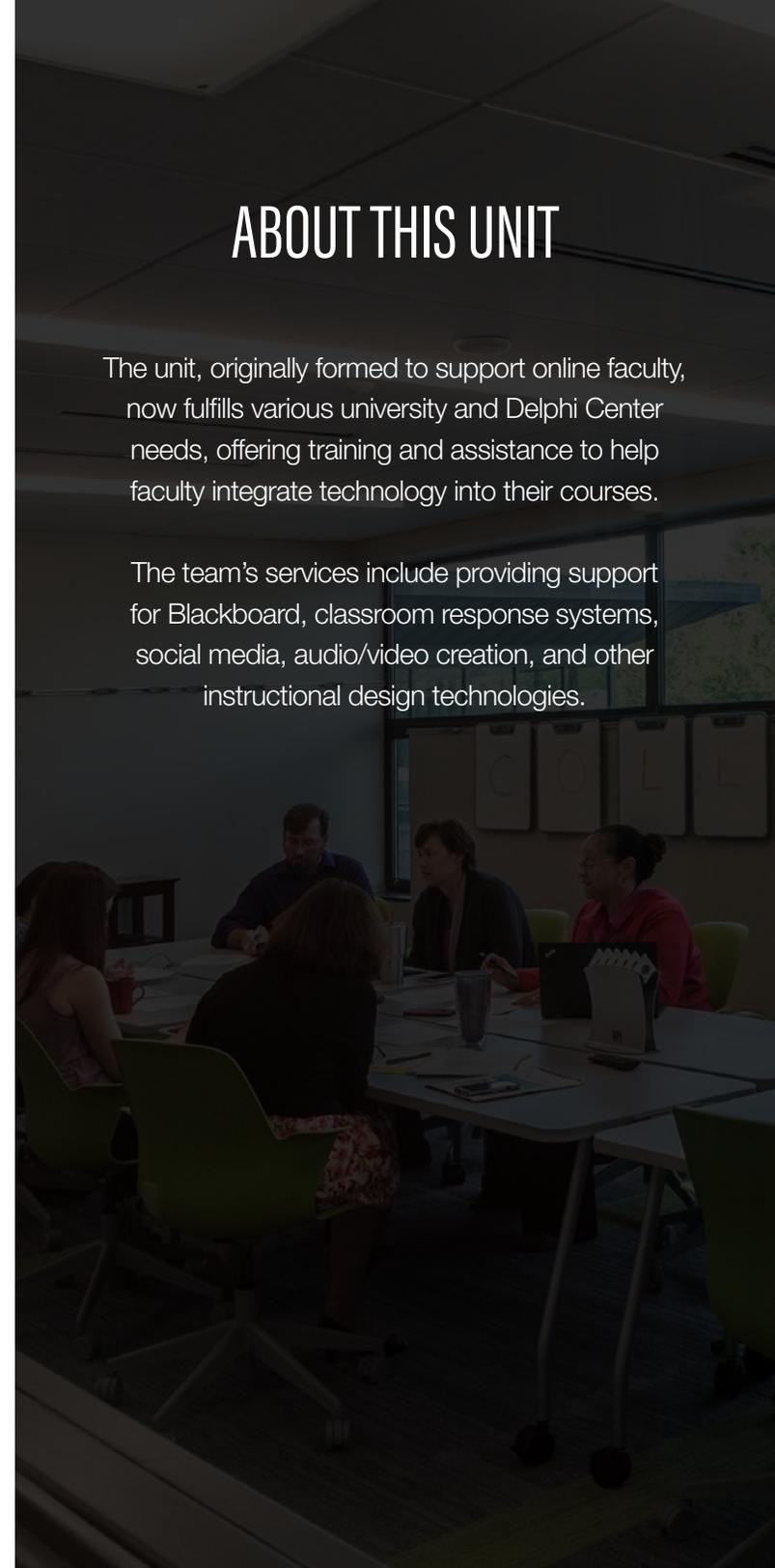


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ABOUT THIS UNIT

The unit, originally formed to support online faculty, now fulfills various university and Delphi Center needs, offering training and assistance to help faculty integrate technology into their courses.

The team's services include providing support for Blackboard, classroom response systems, social media, audio/video creation, and other instructional design technologies.



77

program attendees

106

faculty members trained to teach online

29% increase from 2015

1,262

one-on-one consultations



This year, the Instructional Design and Technology team took over the primary responsibility for the day-to-day operations of the Digital Media Suite (DMS). The DMS is a dedicated workspace where faculty and students can use the latest technology tools to access, analyze, evaluate,

and create multimedia projects, including videos, digital images and podcasts.

The unit also partnered with a number of organizations and departments in various initiatives—including creating an online version of Math 105, the first

math course available online, produced with the Department of Math; Dine and Discover Tech sessions; and, in tandem with the Disability Resource Center, offered support to help faculty make online materials accessible to students with disabilities.

“The Delphi Center Instructional Technology team has been a critical component of the drive to offer the first competency-based education bachelor’s degree program in Kentucky. The professional, collegial staff members readily and expeditiously support faculty and course developers to achieve quality online learning with course content development, innovative solutions to emergent technology challenges, and continuing guidance and support.”

Lee W. Bewley, Ph.D., FACHE
 Program Director, B.S. OLL-Healthcare Leadership

HIGHLIGHTS

- ▶ Partnered with Faculty Development and Kent School senior faculty to develop a Seminar on Teaching for New Faculty. The seminar included two face-to-face sessions and four online modules, and was completed by 24 faculty members
- ▶ Collaborated with Department of English creative writing faculty to develop a new set of SoftChalk e-books for English 201
- ▶ Awarded seven faculty members with the Delphi Certified designation, which is applied to online courses that have met the rigor of the Quality Matters (QM) course design process and rubric

Blackboard and Learning Technology Unit Report

In 2016, the Blackboard and Learning Technology Team, over the course of six months, planned and tested for Blackboard's migration from its University of Louisville IT environment to a managed hosting environment. The migration was successfully completed over a five-day period in December.



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The unit also spearheaded a pilot of three lecture capture applications, ultimately recommending to replace the university's existing application with Panopto, which went live in December.

ABOUT THIS UNIT

The Blackboard and Learning Technology Team provides ongoing technology support for faculty, students and staff. The department is responsible for continuously improving Blackboard functionality through system upgrades and installing and maintaining third-party applications that add to the university-wide learning management system.

1

Blackboard migration to managed hosting and upgrade

4

Building Blocks and LTI added to Blackboard

13

Event and Conference Services events served with technical support

3,870

Blackboard support tickets (75% resolved in 48 hours or less)

6,378 Million

Blackboard sessions initiated in 2016

10% increase from 2015

- ▶ Hosted a number of workshops involving education software provider iClicker, including one to introduce a new mobile-optimized student engagement tool to 21 new faculty users
- ▶ Participated in the planning, execution and launch of the Bachelor of Science in Organizational Leadership and Learning - Healthcare Leadership competency-based education program
- ▶ Increased usage totals for Blackboard Collaborate, UofL's web-based conferencing solution, by 31,000—an additional 20%—over the previous year

"I was quite impressed with the iClicker training and believe this will add significantly to my classroom."

Joseph P. Gutmann, J.D.

Adjunct Professor

University of Louisville, Paralegal Studies

Additionally, the unit collaborated with the Registrar's Office to put the Family Educational Rights and Privacy Act (FERPA) certification forms and training assessment into a Blackboard organization. University staff who handle student data must complete a training program. All university FERPA information is stored electronically, meeting SACS requirements.

The team also worked with the Controller's Office to successfully test and integrate an outside PCI Training module for faculty and staff use. This helps the university remain PCI security compliant.



Online Learning Unit Report

In 2016, the Online Learning team partnered with the College of Education and Human Development (CEHD) to launch UofL's first competency-based education (CBE) degree program.

The campus-wide effort was coordinated and facilitated by the Online Learning team, which built the university application for the program, managed applications, developed and implemented its marketing

and student orientation plan, and helped develop the policies associated with the program. By the end of 2016, the program had 13 enrollments, exceeding its annual enrollment goal after only 3 months.

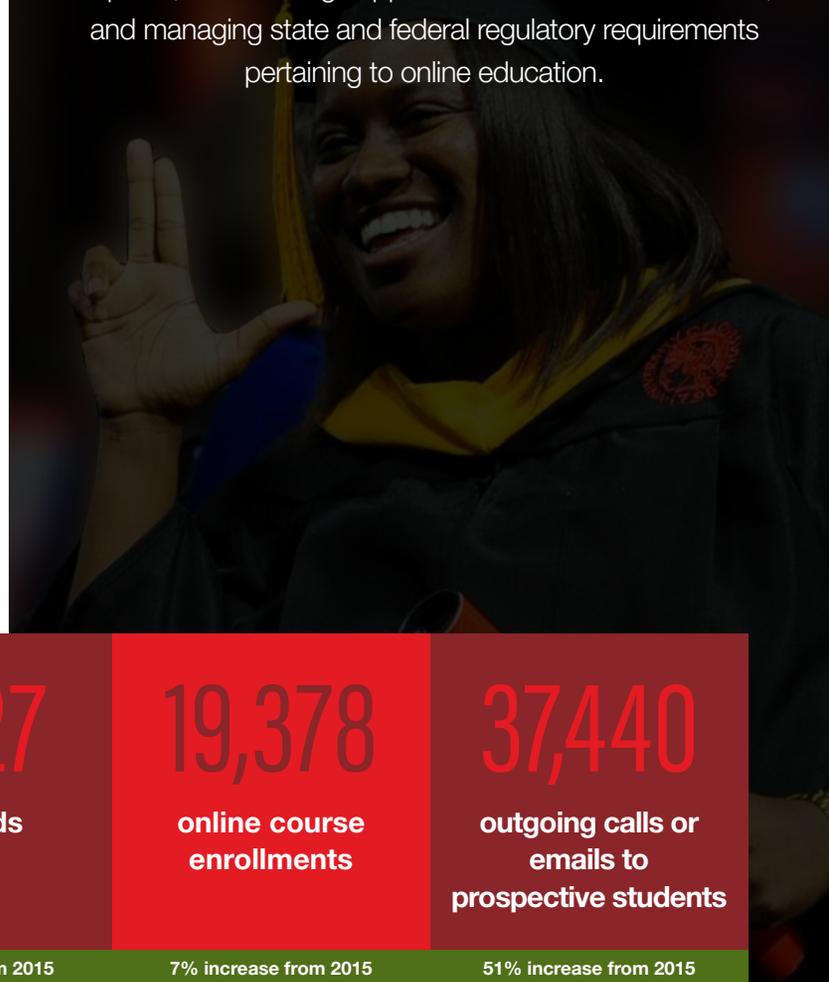
Online Learning also partnered with the CEHD to launch of the Master of Education in Teacher Leadership and the English as a Second Language endorsement, increasing Online Learning's program portfolio from 18 to 21.



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ABOUT THIS UNIT

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.



21

online degree
and certificate
programs

17% increase from 2015

1,080

online course
sections

10% increase from 2015

1,381

individual
students enrolled
in online programs

5% increase from 2015

8,027

new leads

7% increase from 2015

19,378

online course
enrollments

7% increase from 2015

37,440

outgoing calls or
emails to
prospective students

51% increase from 2015



- ▶ Successfully advocated for Kentucky to join the State Authorization Reciprocity Agreement (SARA), which will allow Kentucky to operate in states outside Kentucky for its online programs and experiential learning sites
- ▶ Became authorized in four additional states for state authorization
- ▶ Developed and implemented strategic marketing plans for 12 online programs and UofL Online Learning
- ▶ Added five programs to the department's enrollment management services
- ▶ Led a presentation that shared online learning best practices with the deans, resulting in several departments adopting the recommendations from the presentation to improve program quality and online program rankings
- ▶ Collaborated with the Department of English to develop and teach English 102 online, which was the last remaining general education course required for online students to complete their entire undergraduate degree online

"A few months ago, we had 0 students; now we have 19 enrolled (and growing) ... the future looks bright for making a meaningful difference for students and the quality of healthcare leadership and management in our communities through CBE."

Lee W. Bewley, Ph.D., FACHE

Program Director, B.S. OLL-Healthcare Leadership

In addition to increasing its services in both marketing and enrollment management, adding three programs to its online program portfolio and marketing plans, and adding five programs to its outbound call services, the Online Learning department established a Memorandum of Understanding with each of its department-partners outlining marketing investments, expectations, and lead/application/enrollment and conversion goals.

Online Learning also adopted several new recruitment strategies, including attending events in partnership with academic units, implementing recycled call campaigns, and providing prospective students with a career assessment tool to help guide their decision-making.

Quality Enhancement Plan (QEP) Unit Report

In 2016, the Quality Enhancement Plan (QEP) unit concluded its successful 2014-2016 Ideas to Action (i2a) Assessment Plan, allowing it to assess critical thinking and culminating undergraduate experiences (CUE) course integration in every undergraduate program. The QEP unit offered the final i2a Institute conference in May 2016 with all-new content and a focus on helping units and

faculty sustain their i2a progress to date.

To continue to foster the use of i2a practices, critical thinking instruments are available to every instructor through the university's Blackboard system, as well as a new critical thinking comic book series, and a new set of online modules.



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ABOUT THIS UNIT

Every 10 years, the University of Louisville designs and launches a Quality Enhancement Plan (QEP) as part of the re-accreditation process with the Southern Association of Schools and Colleges (SACS). The QEP must be an innovative, five-year project developed with campus-wide input that centers upon enhancing student learning and/or the environment to support student learning.

The Ideas to Action initiative, launched in 2007, was the university's QEP to promote the infusion of critical thinking and culminating undergraduate experiences (CUE) into the undergraduate curriculum.

UofL's second QEP, Find Your Fit, is set to launch in 2017 and is centered upon the design and implementation of a new seminar for undecided or pre-unit second-year students that offers innovative academic and advising practices to strengthen and align students' academic goals, personal interests and career direction.

3

critical thinking
grant projects
funded, which will
impact 1,200
students annually

9

new critical
thinking modules

132

i2a Institute
attendees

166

approved CUE
courses by the
end of 2016

13% increase from 2015

3000+

new students
introduced to i2a
during orientation

“Not all students are lucky enough to receive the opportunities that some have, so deciding on a career/job path so early is quite the daunting path for many. I believe this future course will provide more students with the opportunity to learn the tools they need to decide on, and to focus, their college goals and future careers.”



An undergraduate student's feedback on the new QEP plan

- ▶ Launched a new QEP website with information, resources and feedback surveys
- ▶ Provided leadership for the QEP Development Committee and launched a new Faculty Work Group and Student Advisory Team to ensure faculty and students are intimately involved with every aspect of QEP development
- ▶ Conducted focus groups and a survey with undergraduate students to add dimensions to the unit's planning efforts
- ▶ Partnered with the Office of Admissions to integrate i2a concepts into training for student orientation staff, share critical thinking and faculty expectations with parents and incoming students, and introduce the i2a project to transfer students

HIGHLIGHTS

Last year marked an important transition between the completion of the first Quality Enhancement Plan, i2a, and the next QEP, Find Your Fit. Visit uofl.me/QEP2017 to learn more about the Find Your Fit QEP.

The unit's most successful 2016 program involved offering more than 30 sessions and presentations across the campus to share Find Your Fit program and marketing concepts and garner feedback from campus constituents.



Professional Development Unit Report

In 2016, the Delphi Center's Professional Development unit achieved record program enrollments, delivered more learning hours than in 2015, and expanded the programs and services it offers to both legacy and new clients.

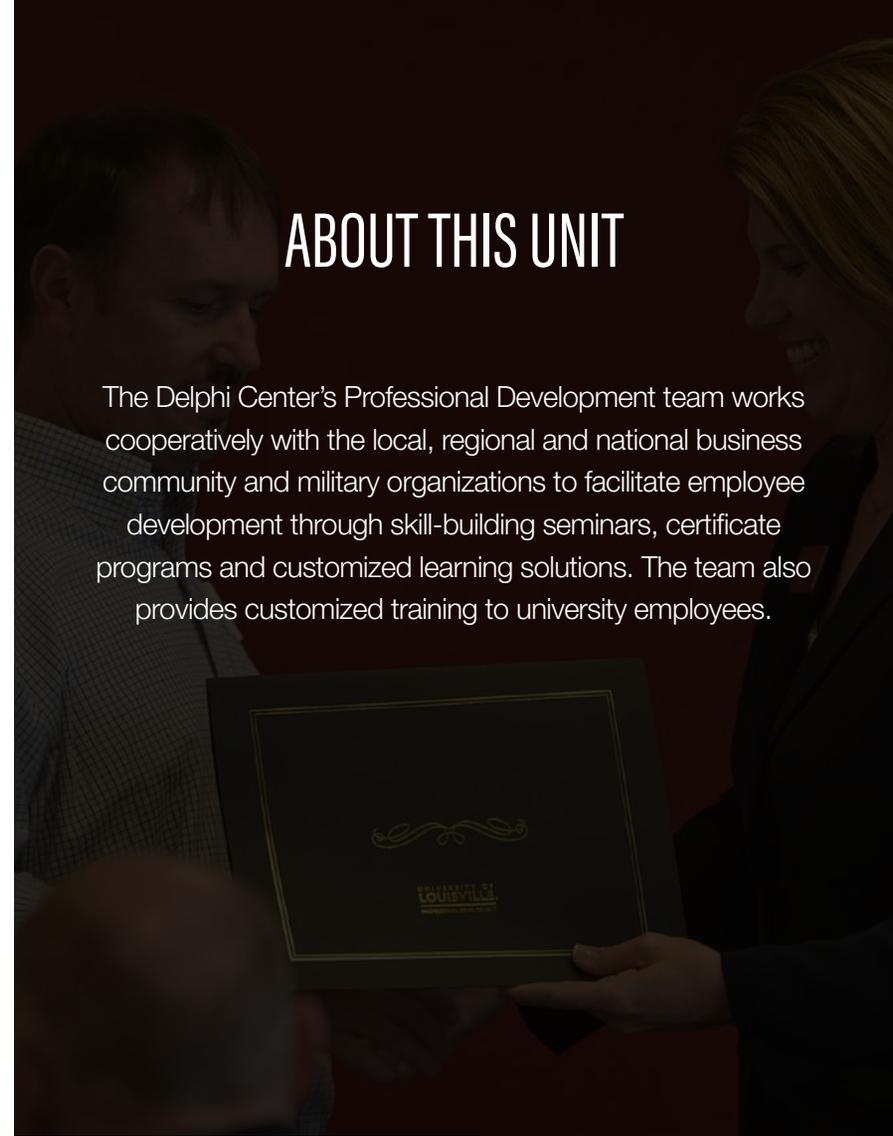
New programs the department successfully launched during the year include a performance management training seminar for over 500 university employees, developed in partnership with Human Resources, new open-enrollment seminars, and a grant writing certificate program.



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ABOUT THIS UNIT

The Delphi Center's Professional Development team works cooperatively with the local, regional and national business community and military organizations to facilitate employee development through skill-building seminars, certificate programs and customized learning solutions. The team also provides customized training to university employees.



The Professional Development unit made several operational changes in 2016 to increase efficiency and to make its program model more flexible. This included making an investment in a program content library to expand its seminar offerings without the substantial development costs generally associated with new programming.

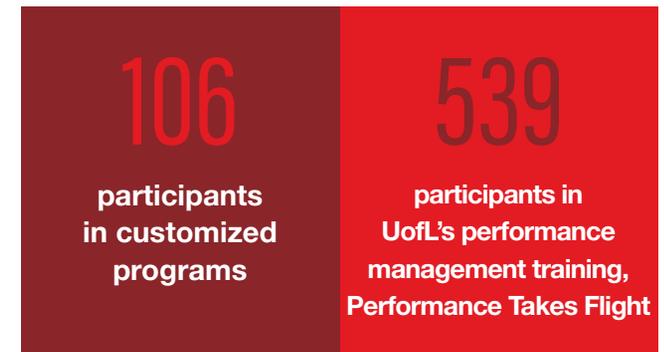
The unit worked with the Delphi Marketing team in 2016 to utilize paid advertising and an increased social media presence to promote its offerings, foster brand awareness and deepen reach into the community. Growth in customer inquiries and renewed focus on sales conversion resulted in record-setting enrollments

in the department's project management program. The team also piloted paperless seminar environments to reduce waste, increase efficiencies and leverage technology.

“This program has helped me to develop personally and also built my confidence to help others to develop. Now I feel like I can coach my team and other teams in my area on several of the subjects we studied to help develop my region to be stronger and more productive.”

Leadership course participant

University Community



HIGHLIGHTS

- ▶ Expanded the department's client portfolio. New partnerships included an eight-seminar Management Development Certificate for Monument Chemical employees and a six-seminar Professional Communication Certificate for Flavorman employees.
- ▶ Grew business relationships with key training and development executives within the military sector. Added a third command, USACC (United States Army Cadet Command), to a previous collaboration with two commands and continued delivery of a five-year contract to provide a customized management development program for the Joint Special Operations Command (JSOC)
- ▶ Increased the unit's resource pool with the addition of several new instructors
- ▶ Provided 419 Customized Learning Solutions hours, 221 open-enrollment seminar hours, 69.5 internal program hours, and 168 project management learning hours

Event and Conference Services Unit Report

The Event and Conference Services unit achieved another year of growth in 2016. Overall revenue rose by 13%.

The department made a number of improvements to its conference center space in 2016, including adding a welcome center where guests can be greeted and clients can host event registration.



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Long-term rentals provided a steady income stream throughout the year for Conference Services—particularly rentals by Ford and GE; leased space also contributed to the department’s income stream in 2016.

ABOUT THIS UNIT

The Event and Conference Services unit coordinates short- and long-term space rental at the 16,000-square-foot Conference Center at ShelbyHurst Campus, which features 14 fully equipped rooms and can host groups of up to 500 for single- or multiple-day conferences, trainings, corporate retreats, and other events. The Conference Center also offers event management services, including attendee and vendor registration services via an online booking engine, and registration staffing and materials.

In addition, the Event and Conference Services unit is responsible for leasing office space, often with inclusive janitorial and maintenance services, in Burhans Hall to a variety of business, university and government entities.

18

weddings &
social events

57

conferences

57

university-
sponsored events

62% increase from 2015

360

corporate events

534

total events

37,264

total attendees

“The facility met our needs and exceeded my expectations. Finding a good training location with reliable technology and comfortable seating for participants has often been a challenge, but this site had it all. The food was great and the servers were gracious and very helpful.”

Joanna Neubert
Human Resource Administrator
Kentucky Board of Nursing



By creating a number of new metrics and reports, including a detailed occupancy report and data on average booking windows and cancellations, the unit significantly improved its decision-making capabilities. Analyzing data helped Conference Services determine the profitability of its various lines of business.

- ▶ Established a partnership with a new critical service provider, Masterson's Catering
- ▶ Hosted the ShelbyHurst Summer Bash open house and community fair for approximately 200 people from area businesses and the local community
- ▶ Phased out the center's wedding event work to focus business on community-related revenue generation, which provides greater profitability; business event revenue increased 86% over 2015
- ▶ Received a good or excellent facility rating in 98% of all post-event survey responses and an overall 4.76 rating out of 5.0

HIGHLIGHTS



ABOUT THIS UNIT

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. In-person classes are offered in topics ranging from GRE and GMAT test preparation to photography and classic films. Online courses are offered in more than 10 categories.



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PRESENTATIONS

The Teaching Innovation Learning Lab

Kendall Brown, M., & Fulmer, S. (2016, November). Building a Teaching Innovation Center from the Ground Up. The Professional and Organizational Development (POD) Network in Higher Education Annual Meeting, Louisville, KY.

This presentation described how the Teaching Innovation Learning Lab (TILL) was created at UofL and shared helpful information about how similar efforts could be launched at other institutions.

Rhodes, G., & Kendall Brown, M. (2016, November). Art and Science of Learning. The Professional and Organizational Development (POD) Network in Higher Education, Louisville, KY.

As part of the annual conference of the Professional and Organizational Development (POD) Network, UofL hosted a group of more than 20 educational developers from across the country and world and provided them with an overview and introduction to the newly-opened TILL.

Instructional Design and Technology

Greene, A & Michalczyk, L. (2016, April).

Beyond PowerPoint: Moving Your Course From the Chalkboard to SoftChalk. Social Work Distance Education Conference, Indianapolis, IN.

This presentation told the story of one faculty member's journey moving his course content to SoftChalk.

Hatfield, D. & Leake, L. (2016, November). Keeping It Simple: Instructional Design & Quality Matters Practices at UofL. Kentucky Convergence Conference, Bowling Green, KY.

This presentation described how UofL developed a standardized course template to guide faculty in structure and layout, as well as pre-populating their online course with content, such as university resources and policies.

Case, B. (2016, November). Captioning Basics: Using YouTube Effectively. Kentucky Convergence Conference, Bowling Green, KY.

This presentation demonstrated how to use YouTube to appropriately caption videos.

Case, B. & Zahrndt, J. (2016, November). Free and Easy Multimedia Creation. Kentucky Convergence Conference, Bowling Green, KY.

Presenters demonstrated how to use Adobe Spark to create free and easy multimedia content for courses.

Case, B. & Zahrndt, J. (2016, November). Don't Worry, Be Appy. Kentucky Convergence Conference, Bowling Green, KY.

Presenters facilitated app sharing in an "open mic" format, where participants shared their favorite educational apps with each other.

Greene, A. & Miller, S. (2016, November). Creating Connections: Using Social Media to Form Classroom Communities. Kentucky Convergence Conference, Bowling Green, KY.

This session explored the concept of using social media to build community outside of the classroom, reviewed best practices for building community, and explored available technology tools.

Blackboard and Learning Technology

Lawton, B. (2016). Don't Get Left Behind: Get on the Data-Driven Bus! BBWorld Conference, Las Vegas, NV.

This presentation shared information about how the presenter had gone from guesswork to a data-driven solution to make better choices in deciding which LMS tools to retain and which to discontinue.

Homan, M. (2016). Conversations in the Cloud. Kentucky Convergence Conference, Bowling Green, KY.

This presentation explored five unique UofL faculty approaches to facilitating discussion in their online classes.

Quality Enhancement Plan

Barrow, I. (2016). Building Bridges: Implementing and Integrating QEP Assessments on Your Campus. Assessment Institute, Indianapolis, IN.

This session focused on how to establish and execute a university-wide assessment plan with diverse groups of colleagues.

Barrow, I. (2016). Building Bridges: Implementing and Integrating QEP Assessments on Your Campus. SACS Annual Meeting, Atlanta, GA.

This session also focused on how to establish and execute a university-wide assessment plan with diverse groups of colleagues.

Payette, P. (2016). Demystifying the QEP Impact Report: Theory and Practice. SACS-COC Annual Meeting, Atlanta, GA.

This preconference workshop led individuals through the process of unpacking SACS' expectations for the Fifth Year Impact Report and offered tips on organizing and achieving those goals.

Payette, P. & Hale, E. (2016). Cultivating Critical Partnerships Across Campus: Notes from the Field. POD Network Annual Conference, Louisville, KY.

This session used the Paul-Elder framework as a lens for creating strong partnerships across a campus.

PUBLICATIONS

Quality Enhancement Plan

Payette, P. & Ross, E. (2016). Making a Campus-Wide Commitment to Critical Thinking: Insights and Promising Practices Utilizing the Paul-Elder Approach at the University of Louisville. *Inquiry: Critical Thinking Across the Disciplines*, 31 (1), 98-115

Ross, E., Gupta, N. & Losavio, M. Problems, Messy Problems, Wicked Problems: Issues of Intercultural Communicating in Community Engagement and Community-Based Learning.

Telepresentation at Perm State National Research University Conference on Education, Language and Intercultural Communication

In this presentation, the speakers discussed a course that examined options relating to community engagement through university teaching to secure the benefits against the security threats in the information world.

Professional Development

Denny, V. (2016). Walk & Talk; Exploring the Work of Professional Development Plenary Session – The Next 90 Days. CMED Conference, St. Pete Beach, FL.

This closing session led attendees through an exercise to put what they learned into action when they returned home.

Chitwood, R. (2016). Let's Make A Deal!
CMED Conference, St. Pete Beach, FL.

This presentation covered negotiation and deal-making strategies.