

Annual Report FY2010
Center for Teaching, Learning & Technology

March 2, 2009

I. Accomplishments and Productivity for FY09

A. Unit's goals and how the goals supported Educating Illinois

1. Revise CTLT's mission and vision statement so that it reflects our evolving capabilities and evolving institutional needs, insuring alignment with the new Educating Illinois university strategic plan.
 - *Goal 4, Strategy 2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.*
2. Develop a CTLT five-year strategic plan based on the revised mission/vision statement.
 - *Goal 4, Strategy 2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.*
3. Continue to increase the breadth (number of participants) and depth (time of participation) of faculty involvement with professional development activities.
 - *Goal 1, Strategy 5: Ensure that the University's curricula and teaching reflect the best educational practices and create enduring learning experiences that prepare students for success in their personal and professional lives.*
 - *Goal 2, Strategy 2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities.*
 - *Goal 2, Strategy 3: Facilitate the appropriate use of onsite, online, and other innovative delivery methods of instruction.*
4. Create a CTLT Crisis Response Plan that articulates our role in supporting faculty teaching in times of crisis.
 - *Goal 5, Strategy 2: Develop and implement programs and activities to promote the safety of students, faculty, and staff.*
5. Reinvent New Faculty Orientation and expand scope of the annual August event.
 - *Goal 2, Strategy 1: Recruit, retain, and promote outstanding faculty and staff committed to the values of the University.*

B. List major accomplishments for each goal

1. Revise CTLT's mission and vision statement so that it reflects our evolving capabilities and evolving institutional needs, insuring that it aligns with the new Educating Illinois university strategic plan.
 - *Mission Statement updated and elaborated (Appendix A)*
2. Develop a five-year strategic plan based on the revised mission/vision statement.
 - *Strategic plan development process initiated in Spring 2009. University Teaching Committee serving as primary advisory group*
 - *Consultations scheduled with campus stakeholders to review plan drafts and provide input*
 - *Projected completion date is Fall 2009*
3. Continue to increase the breadth (number of participants) and depth (time of participation) of faculty involvement with professional development activities.

NOTE: (Following figures are based on actual data from July 1 2008-Jan 31 2009 plus projected numbers for Feb 1 2009-June 20 2009 based on actual data from Feb 1 2008-June 30 2008)

 - *CTLT projects a 1.3% increase for FY2009 over FY2008 for number of unique individuals participating in professional development activities.*
 - i. FY2009 = 783 individuals (FY2008 = 773 individuals)*
 - ii. FY2009 = 332 tenure-line faculty (FY2008 = 314 tenure-line faculty)*
 - *Increase of 5.7% in tenure line faculty participation from FY2008 to FY 2009*
 - iii. FY 2009 tenure-line faculty members represents 47% of all tenure-line faculty at ISU (n = 694, from 2008 ISU Factbook)*
 - *CTLT projects a 9% increase for FY2009 over FY2008 for the number of hours devoted to professional development activities*
 - i. FY2009 = 10,455 hours; FY2008 = 9,548 hours*
4. Create a CTLT Crisis Response Plan that articulates our role in supporting faculty teaching in times of crisis.
 - *Progress is ongoing as scope of project requires sustained effort beyond one fiscal year. However, achieved several accomplishments directly related to goal:*
 - i. Expanded numbers of faculty receiving support for developing online instruction skills in preparation for teaching fully online, which would be required in instances where the campus had to be closed.*
 - ii. Hosted a series of workshops for faculty on the theme "Teaching In Times Of Crisis" that focused on recognizing and responding to students exhibiting signs of distress.*

5. Reinvent New Faculty Orientation and expand scope of the annual August event.
- *NFO Steering Committee met throughout the spring 2008 semester and several times during the summer to re-design New Faculty Orientation, emphasizing the distinction between “need to know” over “nice to know.” As a result, committee:*
 - i. Formulated a specific set of “learning outcomes” (objectives) for the experience;*
 - ii. Redesigned day-long event intended to address learning outcomes;*
 - iii. Implement a “modeling of best practices” principle for each segment of the event, which was successful in some segments but less so with others. In preparation for NFO 2009, committee will continue to work with presenters to ensure more consistent modeling of best practices.*
 - *NFO Steering Committee and two CTLT coordinators piloted an “Online New Faculty Community” to build relationships with newly hired faculty before they arrive on campus. Difficulties alerting new faculty to this resource in a timely fashion resulted in only a small percentage of new hires being aware of the community. This year we will continue to work with Human Resources to streamline communication with new faculty and to expand their participation in this online community.*
 - *Event evaluations were positive, indicating that the revisions have improved the relevance and effectiveness of this event in meeting new faculty’s most urgent needs as they begin their ISU career.*

C. Measures of productivity (calendar year figures)

Professional Development Hours	2007	2008	% change
Professional Development Hours (total)	8,275	10,623	+8%
Tenure-line Faculty CTLT Hours	3,545	4,700	+7.5%
Tenure-line % of total CTLT hours	43%	44%	+1%

Professional Development Participation (unique individuals)	2007	2008	% change
Totals	790	935	+8.5%
Unique Tenure-line Faculty	304	334	+9.1%
% of All Tenure-line Faculty at ISU*	44%	48%	+4%
NTT, Adjunct, Faculty Associates, Emeriti	174	205	+17.8%
% of All NTT Faculty at ISU*	38%	42%	+4%

* Based on ISU Factbook for appropriate year

Participation at Annual Teaching and Learning Symposium (unique individuals)

Year	2002	2004	2005	2006*	2007	2008	2009
Count	100	118	127	158	263	267	283
% change	--	+18%	+7.5%	+24.5%	+ 66.5%	+1.5%	+6%

* 1st year under CTLT management; % change since 2005 = +123%

Participation at Summer Institute for 21st Century Educator (unique individuals)

Year	2005	2006*	2007	2008
Count	31	79	256	355
% change	--	+155%	+224%	+39%

* 1st year under CTLT management; % change since 2005 = +1,045%

Participation Workshop Hours at Summer Institute for 21st Century Educator

Year	2005	2006*	2007	2008
Hours	854	1,734	4,070	5,893
% change	--	+103%	+135%	+45%

* 1st year under CTLT management; % change since 2005 = +590%

Full-Day Workshops Offered at Summer Institute the 21st Century Educator

Year	2005	2006*	2007	2008
Count	14	17	32	79
% change	--	+21%	+88%	+147%

* 1st year under CTLT management; % change since 2005 = +464%

Financial Support For Faculty: Summer Institute for 21st Century Educator

Year	2005	2006*	2007	2008
Stipends (\$100/day)	\$5,505	\$28,900	\$57,500	\$92,900
% change	--	+425%	+99%	+61.5%

* 1st year under CTLT management; % change since 2005 = +1,587%

Financial Support For Faculty: CTLT Grant Programs

Year	2006	2007	2008
Grants	\$18,030	\$29,090	\$45,318
% change	--	+61%	+56%

Evaluation of Summer Institute for 21st Century Educator*	2006	2007	2008
<i>I learned specific ideas to improve my teaching.</i>	4.5	4.6	4.6
<i>I leave event knowing how to apply the ideas.</i>	4.4	4.4	4.5
<i>I leave event eager to improve my teachings.</i>	4.8	4.6	4.6
<i>I leave event feeling time spent was worthwhile.</i>	4.6	4.6	4.6
<i>I would recommend this event to my colleagues.</i>	4.6	4.6	4.7
<i>I would recommend facilitator(s) to my colleagues.</i>	4.6	4.7	4.7
<i>Based on this experience, I want to attend future CTLT events.</i>	4.5	4.7	4.7

* 1 = strongly disagree; 5 = strongly agree

II. Internal Reallocations and Reorganizations in FY09

A. Describe any reallocations or reorganizations

- Hired Chasity Logan as “Operations Support Specialist” in March 2009 to fill position left vacant by employee on long-term disability.
- Promoted Claire Lamonica to Associate Director, effective January 1, 2009.

B. Describe how the unit used additional funds to enhance accomplishments and productivity

- The \$25,000 transfer from the Provost’s Office was allocated to personnel account to fund stipends for faculty participation in the “Reinvent Your Course” workshops during the Summer Institute for the 21st Century Educator. These funds thus support faculty participation in professional development activities critical to the university’s core mission of providing excellent instruction.
- Permanent \$7,164 increase in operating expenses has been allocated to fund a 10% raise in line with the promotion of Claire Lamonica from Assistant Director to Associate Director (a \$6,625 increase in annual salary). Since the raise was implemented January 1, 2009, a portion of the allotted base increase (\$3312.50)

was applied to the salary increase while the remainder (\$3851.50) will be allocated to faculty stipends for the Spring Institute and Summer Institute.

C. Attach an Accountability Report for FY08 Program Enhancement

- PERS 939 Accountability Report: Reinvent Your Course Faculty Stipends
- PERS 939 Accountability Report: New Faculty Mentoring Online

III. Major Objectives for FY10 (accompanied by corresponding Educating Illinois Goals, Core Values)

1. Continue to increase the breadth (number of participants) and depth (time of participation) of faculty involvement with professional development activities.
 - *Goal 1, Strategy 5: Ensure that the University's curricula and teaching reflect the best educational practices and create enduring learning experiences that prepare students for success in their personal and professional lives.*
 - *Goal 2, Strategy 3: Facilitate the appropriate use of onsite, online, and other innovative delivery methods of instruction.*
 - *Core Value: Pursuit of Learning and Scholarship*
2. Expand and enrich professional development support for exemplary online instruction to enhance ISU's ability to provide high-quality distance education (including in episodes where on-campus instructional capacity is disrupted) and to expand effective instruction in blended (onsite plus online) courses.
 - *Goal 2, Strategy 3: Facilitate the appropriate use of onsite, online, and other innovative delivery methods of instruction*
 - *Core Value: Pursuit of Learning and Scholarship*
3. Expand and enrich an integrated and sustained support program for early career faculty, including pre-hire contact and post-hire professional support designed specifically to address newer faculty's needs and opportunities.
 - *Goal 2, Strategy 1: Recruit, retain, and promote outstanding faculty and staff committed to the values of the University.*
 - *Core Value: Pursuit of Learning and Scholarship*
 - *Core Value: Individualized Attention*
4. Provide programming that enhances faculty's attunement to students of diversity (broadly defined) and provide direction for instructional practices that enhance student retention and academic success.
 - *Goal 1, Strategy 1: Ensure learning opportunities are accessible and affordable for a diverse pool of students.*

- *Goal 1, Strategy 4: Increase enrollment and improve retention and graduation rates of underrepresented students.*
 - *Goal 1, Strategy 6: Infuse multiculturalism ... throughout the curriculum in general education and all degree programs, as well as with co-curricular activities.*
 - *Core Value: Diversity*
5. Provide programming that enhances faculty's recognition of the benefits of incorporating community engagement into instruction and that provide direction for instructional practices that maximize those benefits for student learning and personal growth.
- *Goal 1, Strategy 6: Infuse ... civic engagement throughout the curriculum in general education and all degree programs, as well as with co-curricular activities.*
 - *Core Value: Civic Engagement*
6. Complete the CTLT Strategic Plan that provides a blueprint for unit initiatives and priorities in alignment with Educating Illinois at CTLT's mission statement; share with campus community.
- *Goal 4, Strategy 2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.*
7. Develop a Sustainability Plan for CTLT that identifies ways to increase resource efficiency (energy, materials, etc.) and that recommends policies and procedures.
- *Goal 5, Strategy 4: Develop and implement a University policy on environmental sustainability.*
8. Develop a Resource Protection Plan for CTLT's internal operations with recommendations for policies and procedures to protect computer hardware and software as well as protection and backup of intellectual property stored digitally. Goal is to ensure continuity of CTLT's operations, support, and programming in the event of virtual attacks (e.g., computer viruses) or physical disasters (e.g., natural calamities, health-related calamities).
- *Goal 4, Strategy 6: Enhance computer network and data security and reliability.*

IV. Program Enhancement Requests (attached)

1. Instructional Development Travel Grant Program
2. Online Instruction Online Support Initiative

V. Position Requests

Coordinator, Online Instruction: \$48,000-\$52,000

This position would provide essential support for the increasing number of ISU faculty who are – or wish to teach – online and blended courses. This request is for permanent funding for the position now funded through temporary funds transferred to CTLT from Extended University through their now defunct “flex funding” program. The arrangement between EU and CTLT for temporary funding was in response to increased demand from faculty for technical and pedagogical support when using the campus’s newly upgraded classroom management system (Blackboard 6.0). While our projections are that the demand for enhanced support is likely to continue to increase, this support has additional benefits for two university priorities.

- a. Sustaining teaching operations during emergency campus closures. If the campus is required to close during a semester for health or safety reasons (e.g., flu pandemic, natural disasters, etc.), conventional classroom-based classes could not be held. This can create significant financial and administrative problems for the university. However, if faculty are prepared to move instruction online as part of the campus disaster response plan, then instruction can continue sufficient to bridge the time until the campus can reopen or to complete the term. Preparing faculty for this eventuality requires sustained support over several years to develop the technological and pedagogical skills. This position made permanent would strengthen CTLT’s ability to address this challenge.
- b. Maintaining ISU enrollment in the face of declining numbers of college-bound high school graduates. Demographic trends suggest greater competition among the nation’s universities for the declining number of applicants for admission. Universities that offer the convenience and career-preparation advantages of online and blended courses as a part of students’ educational experience will have a competitive advantage over those that do not. Even as other institutions expand their online offerings, the key to attracting and retaining students will be the quality of online and blended courses. This position will strengthen CTLT’s existing capacity to provide technical and well-informed pedagogical guidance to faculty so that ISU’s reputation for quality teaching will extend to its online and blended course offerings.

VI. Facilities Requests

None

VII. Budget Requests

I request an increase in my operating and personnel budgets, specifically to allow CTLT to continue to expand its success in our two largest and highest profile offerings and to meet critical upcoming technology upgrade needs.

1. CTLT's costs for hosting the annual Teaching and Learning Symposium are increasing as participation rises.

We are seeing significant success in our efforts to attract more faculty to the full-day event each January, and our costs are increasing as well. This year, even with after another impressive set of co-sponsorships by various campus units totaling \$5,450, CTLT's costs were still more than \$7,000 until a late (and much appreciated) contribution of \$3,000 from CTSG reduced it to about \$4,000. That compares to almost no additional costs associated with prior years when registration was half of what it was this year.

The bulk of the additional costs are from renting additional meeting space to accommodate the increased attendance as well as the noon luncheon that we have always provided to all attendees, which we think is an important draw and a valuable contribution to the overall climate of the event. Attendance increased again in 2009 and set another new record, continuing the trend of the last five years. We expect the trends in increasing participation to continue as the event's reputation spreads among faculty and because of the added convenience that would be provided by the expected move to the new conference facility in uptown Normal.

2. CTLT's costs for the Summer Institute for the 21st Century Educator are increasing as we are more successful at attracting greater faculty participation.

For the intensive workshops, we provide a modest \$100/day stipend for faculty participants. This is far lower than stipends provided in previous years, when participation was limited to a couple dozen faculty and the programs extended over several weeks. However, while these stipends are not enough to motivate participation on their own, they are effective in assisting faculty to allocate precious summer time to instructional development instead of concentrating exclusively on their other pressing priorities (e.g., research).

Last summer (covering two fiscal years), CTLT spent more than \$93,000 for faculty stipends – which is a testament to the dramatic increase in faculty participation in activities highly valued on this campus. In addition, we need to hire several contract instructors each to provide faculty with important sessions on cutting-edge strategies in areas outside the expertise of current CTLT staff. We also wish to continue bringing in experienced ISU faculty as peer mentors for various workshops, which involves a full-day commitment and requires modest stipends as well (\$100/day).

We expect the participation trends to continue its increases in coming years. One indication is that registration for the 2009 Spring Institute (an extension of the Summer Institute held during Spring Break for the second time this spring) set a new record in its second year. Details about the increase attendance and stipend distribution is detailed in the chart below:

Spring Institute for the 21st Century Educator

	2008	2009 (prelim)	% change
Workshops	9	13	+44.5%
Registrations	72	120	+66.5%
Unique Individuals	53	69	+30.2%
Total Hours	432	720	+66.5%
Average hours	8.1	10.4	+28.4%
Stipends	\$6,900	\$11,700	+69.5%

All workshops provide \$100/day stipends consistent with the Summer Institute stipend policy, so the Spring Institute's success has added to funds needed for stipends even as it foreshadows growth for the Summer Institute stipend budget.

To cover these expenses, we have transferred funds from operating budget to personnel each year for the past three years and we expect to do the same this year. Those transfers, of course, reduce our ability to update computer equipment and software as often as is recommended, which over time begins to degrade the effectiveness of our technology support to faculty.