

## Office for Professional Development

### Five Most Important Goals for 1999, Performance Indicators, and Evidence

Goal	Performance Indicators	Evidence
1. Restructure the Office of Faculty and Senior Staff Development into an integrated unit that will be more responsive to campus needs and the IUPUI mission	Director hired	Director in place
	Name changed	New name adopted
	Increased collaboration with IUPUI academic and administrative units	Faculty associates and CTL Fellows programs, joint projects, shared staff
	Organizational structure revised	New organizational chart reflecting integrated units
	Integration across OPD units	Increased communications and collaborative work
	Instructional design function augmented	Unit created and program leader in place
	CyberLab initiated	Cyberlab in place
	Mission statement drafted	Statement approved
	Staffing changes accomplished	New staff in place and others in the planning
	System of performance appraisal established	Format for systems developed and in use currently
	Opportunities for professional development of staff created	Funds allocated for staff development
	Monthly reporting of activities begun	Up and running in November
	Office location consolidated in Library	Space constructed and Jan 2000 move scheduled
Needs analysis begun	Summaries of deans visits and new faculty survey	
Advisory system	Not accomplished-	

	established	preliminary meetings only
2. Continue to provide consultation and leadership for effective use of instructional technology	<p>Increased use of instructional technology associated with consultations</p> <p>Collaboration with groups involved in delivery systems needed for effective use of instructional technology</p> <p>Participation levels in workshops on different relevant topics</p> <p>Faculty satisfaction with workshops and implementation of ideas from workshops</p>	<p>No records to document this except indirect—increased use of Oncourse</p> <p>Participation in Oncourse implementation, various UITS committees, work with Library and Copyright Management</p> <p>Lists of workshops offered (attachment being prepared)</p> <p>Consistently high ratings on evaluations from Fall Workshops and others that were evaluated show (attachment being prepared) Follow up studies not conducted</p>
3. Continue to offer key professional development services	<p>New faculty orientation held</p> <p>Special summer workshops and regular workshops held throughout year</p> <p>Individual consultations on teaching and grant preparation provided</p> <p>Grants and awards programs revised and expanded</p>	<p>Program and evaluation record</p> <p>Lists of workshops offered (attachment being prepared)</p> <p>Incomplete records (partial list of consultations being prepared)</p> <p>Program announcements and records of awards</p>
4. Provide leadership for campus-level projects related to teaching and scholarship	<p>Events that serve campuswide populations coordinated</p> <p>Record of service on committees and project teams to accomplish campus work related to the OPD and IUPUI missions</p>	<p>Held EC Moore Symposium and Chancellor's Convocation</p> <p>Participation in Post-tenure Review Project, Learning Environments Committee, Campus Conversations, Portfolio Committee, Commission on Women, Asso-</p>

	Expanded activities of Associate Faculty Office and Office for Minority Faculty Development and establishment of Organizational Development program area	ciate Faculty Committee, Diversity Cabinet Record of events and activities coordinated
5. Contribute to University-wide and national dialogue on professional development issues	Participation and leadership in statewide and national activities	Record of coordination, presentation, and publication (being compiled) in projects such as the TLT Group, FACET, Indiana Faculty Development Conference, Learning Technology Consortium, UUPP, and professional associations (AAHE, AECT, ICTE, Educause, POD)

## Office for Professional Development

### Five Most Important Goals for 2000 and Performance Indicators

Goal	Performance Indicators
1. Contribute to campus retention activities by providing support for student-centered teaching, especially in first-year courses	Records of change in course delivery, plus increases in student satisfaction, learning, and retention associated with CTL support
2. Communicate understanding of restructured OPD on campus	Increased faculty and academic staff awareness of mission and services  Increased faculty associates programs and other linkages with academic units
3. Increase quantity and quality of services offered to academic units and individuals, focusing especially on student-centered teaching strategies, effective use of instructional technology, minority student and faculty retention, engagement and development of associate faculty, equity and retention of women, interdisciplinary scholarship and creative activity, and development of faculty grantwriting skills	Records of services and evaluation studies of impact of those services
4. Increase level of national activity through generating proposals for external funding, presentations, publications, and involvement in national projects	Documents demonstrating participation  Increased frequency of visitors, invitations, and citations  Increase in external funds
5. Initiate program of research on topics relevant to OPD work	Reports resulting from increased internal record keeping and self-assessment of program—the “Scholarship of Professional Development”  Records of specific studies undertaken on college teaching and learning, faculty work, and other topics  Publications and reports resulting from work  Increased activity of Campus Conversations

	Program
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## **Accomplishments: Office for Professional Development, 1999**

Although the Office for Professional Development was focused on restructuring the unit during 1999, it also contributed significantly to the accomplishments of IUPUI's goals as stated in *IUPUI in 2000 and Beyond*.

### **Student Learning**

OPD's main role with respect to this goal is to assist faculty to become more student centered in their teaching, thus increasing the likelihood of student success. Accomplishments toward this end include the coordination of regular workshops on various student-centered instructional strategies and multicultural teaching as well as special events such as the orientation for new faculty, the Chancellor's Convocation, and the E. C. Moore Symposium; and consultation with individual faculty and academic units. Special development projects involving instructional technology were also aimed toward improved student learning, notably projects on the Virtual Forest (Biology), Upper Extremities (Occupational Therapy), Global Voices (Music), and South African Praise and Music (Religious Studies).

### **Responsibilities of Excellence**

Goals 13, 14, 15, and 18 were all addressed through OPD activities. Special efforts this year with respect to part-time faculty included offering the regular orientation program and series of workshops as well as the development of an institute for faculty teaching first-year students. Advocacy efforts for associate, minority, and women faculty were increased through monitoring of policies, equity studies, increased level of workshops, and involvement in minority faculty recruitment. Increased support for faculty applying for grants was provided through a summer institute and workshops and individual consultations throughout the year. Support for distributed learning was extended in monumental fashion by a total unit effort to implement Oncourse this year, and through subsequent workshops and consultations.

### **Collaboration**

OPD work is routinely collaborative in nature, especially with UITS, University College, the Copyright Management Center, the University Library, and the academic units themselves. This year, the revised professional grants program encouraged increased interdisciplinary and collaborative efforts. Shared positions were initiated with the Office for Research, the health science schools, UITS, and University College. Work with approximately ten campus-level initiatives was undertaken, including the Post-tenure Review Project, Campus Conversations, Oncourse Implementation Committee, Learning Environments Committee, Undergraduate Portfolio Committee, Commission on Women, Associate Faculty Committee, and Diversity Cabinet.

### **Accountability and Best Practices**

OPD staff increased the visibility of IUPUI through frequent presentations at national meetings, participation in national projects, and hosting visitors to the Center for Teaching and

Learning. Contacts with regional centers as well as with campuses outside the system were made throughout the year.