Center/Institute Annual Report

July 1, 2007 - June 30, 2008

Center/Institute:	Center for Teaching Excellence		
(1) Contact Name:	Dr. Laurel J. Black	**Title:**	Director
(2) Contact Name:		**Title:**	
(3) Contact Name:		**Title:**	
(1) Phone Number:	724-357-7800	**Fax Number:**	724-357-2281
Address:	103 Stabley Library		
Website address:	www.iup.edu/teachingexcellence		
Clerical support:	Sharon Aikins	**Title:**	Administrative Assistant

1. Describe any continuing activities conducted during the 2007-2008 fiscal year (July 1, 2007 – June 30, 2008):

Faculty Recognition Awards: Ten Faculty Recognition Awards for teaching excellence for the 2007-2008 AY were presented in the categories of content pedagogy (Michelle McCoy), general practice (Jonathan Southard), Innovation (Rick Kemp and Bob Millward), and Expository Instruction (Ken Coles). Each faculty member received a $500 monetary award to be used to further enhance teaching. The recipients were honored at a recognition dinner on May 5, 2008. In addition, the CTE Director and Dr. Mindy Wygonik considered applications from four faculty for the Award for Innovative Excellence in Teaching, Learning and Technology presented at the 19th International Conference on College Teaching and Learning. The Provost and President sent one nominee to the conference: Gian Pagnucci. Dr. Pagnucci was honored with the Ernest L. Boyer International Award for Excellence in Teaching, Learning and Technology with a $5,000 cash prize.

Reflective Practice (RP) Group: Stephanie Taylor-Davis and Valerie Helterbran continued in their positions as Co-Directors of Large Group Meetings. Dr. Francisco Alarcón also continued as Co-Director of Teaching Circles, and John Woolcock, Chemistry, continued as co-director of the RP Portfolio project. Dr. Laurel Black continued her responsibilities as Co-Director of Special Project and Co-Director of weekend workshops, as well as overall management of the RP group. The overall RP group size was 71 members including faculty representing five academic colleges, 30 departments and the Academic Affairs division. Nine cross-disciplinary teaching circles and 5 departmental teaching circles met at least monthly to discuss problems and successes encountered in their teaching and to mentor each other about the teaching/learning process. Thirty-five members were deemed "active" and 36 were considered "active plus" for attending an additional Saturday workshop. All were presented certificates for participation by their Deans or a designee at the Recognition Dinner on April 29th.

Workshops: The Fall workshop, Saturday, Oct. 20, 2007, was conducted by Ken Bain, the author of *What the Best College Teachers Do*, a book outlining the results of extensive research across many universities. Dr. Bain is a highly-sought after speaker, and his presence was initiated and facilitated by Dr. Valerie Helterbran. Attendance was a record 150 people. The Spring workshop on Februrary 9, 2008, titled "Integrative Learning," was conducted by Dr. Matt Fisher of St. Vincent University. Dr. Fisher is a Carnegie Scholar with extensive background in the field of integrative learning. This workshop was a direct response to requests from those who were considering how the proposed changes in Liberal Studies requirements would impact their teaching. Again, there was a high degree of interest, with 54 participants at this workshop.

Two additional workshops were offered this year, in May. Dr. Barbara Frey offered a full-day workshop on "Best Practices in On-Line Pedagogy" as well as a half-day workshop on "Classroom Civility." Despite their late-in-the-year offering, both workshops were full, with 25 faculty attending the On-Line Pedagogy workshop and 30 attending the Classroom Civility workshop.

A training session for Formative Dialogues Colleagues was conducted on November 29, 2007. Five new FD Colleagues practiced observing and responding to colleagues who have asked for formative discussion on teaching skills.

New Faculty Orientation: There were 23 new tenure-track and 24 new temporary faculty hired for Fall, 2007. The tenure-track faculty attended a three-day orientation. The first day focused on gaining familiarity with technology used in planning courses and communicating across campus. The second day focused on important policies and support services for teaching and research, while the third day focused on Student Affairs and Academic Affairs groups, offices, and services. This day was organized as an "information fair," with tables set up and representatives who introduced their programs and then answered questions and offered written materials as new faculty circulated.

CTE and IRT Connections: The RP Large Group Meetings schedule included a presentation by Mindy Wygonik on Oct. 11, 2007. Attendees discussed millennial students, technology natives, and the need to integrate technology productively into pedagogy. In addition, a full-day workshop with Barbara Frey on "Best Practices in On-Line Pedagogy" was offered and filled to capacity on May 20, 2008. Finally, the CTE Director met several times with Dr. Wygonik to discuss additional training and theory opportunities for faculty interested in integrating technology into their classrooms.

Outreach and Support for Teaching Assistants: As IUP continues to develop its doctoral programs, an increasing number of Teaching Assistants will be instructing undergraduates. While the mentoring and disciplinary training of these TAs are the primary responsibilities of each program Director, the Center for Teaching Excellence can offer support in a variety of ways. This year, mailings about the Reflective Practice program went out to teaching assistants, encouraging them to join. The CTE Director spoke to a group of new Teaching Assistants in English, and teaching and graduate assistants were invited to all weekend workshops. Many were in attendance for the Ken Bain workshop in October, 2007

2. List any NEW activities (initiatives or programs) begun during the 2007-2008 fiscal year:

For the first time, a separate orientation was held for Temporary Faculty. At the request of APSCUF President Rob Mutchnick and Temporary Faculty Committee Chair Ezekiel Soundarajaran, the CTE organized a half-day workshop run concurrently with the first day of the tenure-track orientation. In addition, any temporary faculty member who wished could attend the last two days of the tenure-track orientation. Response was excellent, with more than 20 temporary faculty attending, and evaluations were very positive

Also for the first time, Reflective Practice sponsored on November 8, 2007, a "Promotion Box Night." This was in response to both RP program participant interest and New Faculty Orientation concerns. Recently promoted faculty were asked to bring their promotion boxes and materials to the Crimson Event Center and discuss their organization with as-yet-to-be-tenured faculty. An informal question and answer session was included. Approximately 30 newer faculty attended.

3. Please include any other information you would like us to include in the Annual Report (e.g. student involvement, accomplishments achieved during past year, anticipated changes for coming year, other items).

Faculty Recognition Awards – for next year:

- We have been disappointed in the lack of applications for the Instructional Technology category. In 2008-2009, we will more actively recruit some of our fine faculty who routinely design classes that effectively use technology to consider applying for this award. I believe that the faculty who win these awards should have more visible recognition. At the presentation dinner, we were all stunned and amazed at the marvelous work that each faculty member was doing. However, the number of people

in attendance was low. In the upcoming year, we will move the recognition dinner to coincide with the Reflective Practice Recognition Dinner, where more Deans and Faculty are in attendance. They create an audience of dedicated teachers who are likely to benefit from hearing about the teaching award recipients' projects.

Reflective Practice – for next year:

- The Cross-Disciplinary Teaching Circle focused on the RP Portfolio (an archive of sorts) is conducting interviews to determine why members drop out of the project or why they don't participate. If their analysis is ready, the RP Co-Directors will act on the analysis to foster wider interest in the RP Project and encourage retention.
- Formative Dialogues is a valuable program with many faculty who are trained. However, they are apparently rarely asked to observe colleagues in classrooms. For next year, we will attempt to make the program more visible with print as well as email notices, and will encourage current FD Colleagues to visit each other's classrooms to maintain their skills.
- The results of a pilot program in using undergraduate interns as Instructional Associates in the English Department in selected courses has made the CTE consider how the interaction of a skilled undergraduate and a faculty mentor can lead to deep and productive reflection on teaching. We may begin to institute something similar across campus.

New Faculty Orientation – for next year:

- Although written evaluations at the end of the orientation sessions show faculty are very happy with the format, discussions with faculty throughout the academic year indicate that they feel they would benefit from more discussion and practical advice on both teaching and research. A radical redesign of orientation may be necessary to accomplish that.
- Temporary faculty would also benefit from a longer orientation, and it is possible to better integrate them into the three-day orientation.
- Teaching Assistants also need to associate with temporary and full-time tenure track faculty and should feel as if they are part of a teaching community, not simply a "graduate community." More inclusion of TAs into orientation is necessary.
- It is not the responsibility of the CTE to streamline the ways in which new faculty are funneled through Human Resources, but it is very difficult to get names, addresses, and other contact information in a timely fashion, particularly for temporary faculty. The CTE Director and Sharon Aikins, Administrative Assistant, will continue to work with the Provost's Office and Human Resources to determine if there is an appropriate way to contact incoming faculty at an earlier date. Several faculty members indicated that an earlier orientation that would provide them with time to implement teaching changes would have been very helpful.
- Attendance at the workshops for the Sustained Support Program ranged from 2-15 faculty. Often, there were 3-5. This is a very low number, and thus the formal nature of that program might be rethought. A new approach to providing new and newer faculty with additional information in a timely fashion is needed.

CTE and IRT Connections - for next year:

- A full-day workshop for novices in integrating technology is being offered on Oct. 11, 2008.
- The CTE will advertise directly to new faculty through the sustained support program any workshops and support services for the use of technology in the classroom.

Outreach and Support for Teaching Assistants - for next year:

A list of programs with Teaching Assistants and the names of Program Directors and TA Mentors will be compiled. The maintenance of this list will be part of the CTE Graduate Assistant's responsibilities. The CTE Director will offer to visit all programs and speak to TAs about the CTE and its support for developing and enhancing teaching skills. TAs will be invited to attend New Faculty Orientation and participate in at least the one-day temporary faculty orientation, and the entire three-day orientation if they wish. TAs will again be encouraged to join the Reflective Practice Project or at least be on the mailing list.

4. **Are there any changes in your current ongoing community relationships? If yes, please address:**

No.

5. **Please describe (and attach sheets as necessary):**
   a. **The personnel commitment to the operation of this unit;**

Director, Laurel Black. Six-hour release from English Department.
Graduate Assistant: Jennifer Oakes Curtis, 10 hours.
Administrative Assistant: Sharon Aikins. Shared with Liberal Studies, Women's Studies, and University-Wide Undergraduate Curriculum Committee.

   b. **The financial operating commitment to this unit: $25,000.**

   c. **Sources of funding from IUP for personnel and operating commitments (e.g. assigned complement, college operating budget transfer, etc.):**

Budget transfer from Office of the Provost.

The attached table is to be used to report your Center/Institute activity during FY 2007-2008. Please complete the following form and return it as part of your report.

Annual Reporting Form

IUP Centers and Institutes
July 1, 2007 – June 30, 2008

Center/Institute Name:

Organization[1] or Individual[2] Information		Number of Clients Served		Amount of Income Requested *(grants applied for or contracts bid on)*	Amount of Income Received *(grants, contracts, fees, etc.)*	Pro Bono Value *(If public service with no monetary remuneration)*
Service provided to[3]	**Type of Organization Receiving Service[4]**	**PA Residents**	**Non-PA Residents**			
Faculty at IUP	**NA**	**NA**	NA	NA	NA	**NA**
TOTAL						

[1] For the purpose of this report, an organization is defined as any group having specific responsibilities and united for a particular purpose.

[2] For the purpose of this report, individuals are defined as persons or families seeking services that are not affiliated with an organization.

[3] If service is provided to an organization (as defined above), list name of organization. If service is provided to individuals/families (as defined above), write "individual," or "family" in column one without providing names. Please provide number of individuals/families served.

[4] Types of organizations would include schools, agencies, local government, private companies, etc.