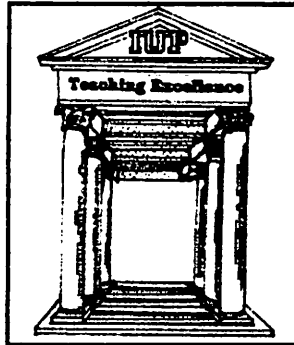

1996-97 Annual Report



Faculty Professional Development Activities Center for Teaching Excellence

submitted to
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by
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Introduction

Despite overall low faculty morale due to long and sometimes bitter APSCUF contract negotiations, 1996-97 was an excellent year at the Center for Teaching Excellence (CTE). In fact, this was the most successful of Cessna's four years as director. This report will summarize the Teaching Excellence Faculty Recognition Awards, New Faculty Orientation, Reflective Practice Group, Multimedia and other workshops, and personnel at the CTE. The appendices verify these activities, but are attached to only the Provost's Office copy because they are extensive.

In addition to the annual ongoing activities of the CTE described in the brochure in Appendix A, the following six goals were also identified for the 96-97 AY:

- to nurture and expand the Reflective Practice Group
- to continue to nurture the establishment of learning communities
- to continue promoting the use of teaching, course, and student portfolios to document teaching effectiveness
- to educate academic managers and administrators about the dire need for faculty professional development to incorporate more use of technology in the teaching/learning process, and to provide workshops for faculty to enhance their instructional technology skills.
- to create and maintain a web page for the Center
- to communicate the Center's activities to the other 13 SSHE universities

Awards

Five Faculty Recognition Awards for teaching excellence were presented for innovation, content pedagogy, and diversity (Appendix B). These faculty received a certificate of excellence and a \$500 monetary award to be used to enhance their teaching. The recipients attended a recognition dinner on November 12, 1996, where their projects were summarized. Recipients of these awards were:

Wendy Carse, English, content pedagogy
Michael Kesner, Biology, content pedagogy
Mary Micco, Computer Science, innovation
Teresa Shellenbarger, Nursing, innovation
Brenda Mitchell, Art, diversity

New Faculty Orientation

There were 15 new permanent tenure track faculty hired for the 1996-97 AY. The new faculty/administrator intensive orientation was conducted August 23 and 25, 1996. The faculty orientation continued with monthly meetings throughout the year which focused on topics such as using electronic mail, advising students, the attendance policy, improving the quality of course syllabi, and developing course portfolios. The meeting schedule is provided on page two of Appendix C. Because this group of new faculty was so large, both the syllabus workshops and the tenure process meetings were offered twice, and the number attending did increase significantly when this strategy was utilized. There were approximately five to seven new permanent full-time tenure track faculty at each monthly orientation meeting. The Provost hosted

a dinner for new faculty this year to build community within the group. The year-end evaluation of the new faculty orientation process was quite positive. See Appendix C.

Quotes from some of the written evaluations follow:

"Overall, I thought the orientation was good, extremely friendly, informative and helpful."

"I found it very helpful to bond with other new faculty. The process was the best I've experienced on any new job."

"Overall, I thought the process was exceptional. I felt welcomed and embraced by the IUP community. The organizational attention to detail was outstanding. It seemed like we covered everything!! I thought Mary Ann did a superb job of creating an inclusive and comfortable environment. I learned lots! The orientation was my most memorable first year experience."

All permanent full time faculty hired for the 1996-97 AY have been matched with a mentor from the Reflective Practice Group who will assist them with their teaching effectiveness during the 1997-98 AY. They will also be invited to join the Reflective Practice Group next year.

Throughout the year, the second- and third-year probationary faculty were invited to attend the New Faculty Orientation meetings that they had missed the previous year(s). These faculty also met with William Barker, Chair of the University-wide Promotion Committee, who explained the promotion process to them on April 16, 1997.

Reflective Practice (RP) Group

The Center director was one of three co-directors of the 1996-97 Reflective Practice Group (with Brian Jones, Theater, and John Woolcock, Chemistry). The group was partially funded by a 1993 SSHE Faculty Professional Development grant, but was funded mostly by the CTE. However, an SSHE FPDC University Special Projects grant for \$9,717 with an IUP match of \$13,136 will provide complete funding for the 1997-98 AY. The group size increased from 60 to 80 faculty representing each of the six academic colleges (Appendix D). Faculty, staff and academic administrators from the Student Affairs division joined the group this year. A list of topics for the monthly large group meetings and a summary of the annual evaluation is in Appendix E. Thirteen small interdisciplinary groups of faculty also met at least monthly to discuss problems and successes encountered in their teaching and to mentor each other about the teaching/learning process. Their small group reports are on the CTE web page (<http://www.iup.edu/teachex/>). The year-end evaluation indicated that this was the most successful year in the ~~three~~^{four}-year history of the RP Group for the small groups.

The all-day Fall workshops (Appendix F) on September 27 and 28, 1996, "Creating a Culture for Teaching and Learning in the Departments," led by a nationally recognized expert, Dr. Barbara Walvoord, were cosponsored by the RP group and the Center for Teaching Excellence. All IUP faculty were invited to attend and 67 participated. On September 27, 1996, Dr. Walvoord also presented a workshop at IUP for academic administrators cosponsored by the CTE, the Provost, and the Council of Deans. This luncheon meeting and workshop, "Creating a Culture for Teaching and Learning in the Departments," had 15 participants.

The Spring workshop on April 12, 1997, "Classroom Assessment Techniques in Active Learning," was led by Deborah DeZure, a national expert on this topic at Eastern Michigan University. There were 26 participants (Appendix G). Dr. DeZure also conducted a workshop for 30 academic administrators and members of the Reflective Practice Group on April 11, 1997 entitled "Equitable Approaches to a Model for Peer Observation."

A number of Reflective Practice faculty also participated in the Multimedia Workshops mentioned later in this report. In addition, seven RP members attended the Sixth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures at State College, PA, March 20-22, 1997. Conference expenses for most participants were paid by the Reflective Practice grant or the CTE. Forty-four RP members and academic administrators celebrated the end of the academic year on May 1 at the RP recognition dinner in the Blue Room, Sutton Hall. The College Deans presented certificates of participation at this dinner. The dinner program is included in Appendix D.

Instructional Technology

The CTE Director and Dennis Ausel and Steve Jackson obtained an SSHE Faculty Professional Development grant "Teaching Teachers to Teach with Tech" for \$5,718 to conduct a week of workshops during the 1997-98 year to enhance the skills of faculty to incorporate computer technology into the teaching/learning process. Ten senior and ten newer faculty will be paired during the workshop to mentor each other.

On January 10, 1997, the Center cosponsored an Instructional Technology Symposium with Academic Technology Services where four faculty (Steve Jackson, John Cross, Mary Micco, and George Long) showcased ways they use instructional technology. Despite the fact that this was a vacation day for faculty, 80 faculty, staff and administrators attended the symposium.

The large number of participants was indicative of the intense interest in instructional technology across the campus community this year. Fifty participants completed a needs assessment survey (See Appendix H) and identified the need for training as a top priority. The survey also indicated that the environment (classrooms and offices) which does not permit using instructional technology is a major barrier to using technology in their teaching. IUP needs to provide many more technology classrooms, appropriate hardware and software, as well as access to the WWW through a graphical interface (Netscape) for all faculty.

The CTE director worked closely with the Director of Academic Technology Services, Bill Creighton, the Director of the Libraries, Larry Kroah, and the Instructional Design and Development Center Task Force to convince top level administrators of the need for an Instructional Design Center. Dr. Dennis Ausel was recently named director of the Instructional Design Center with a 6-credit alternate workload release per semester beginning Fall 1997-98. Space in 110 Stapleton is currently being prepared to house the design center, with a grand opening planned for January 1998. The IDC will greatly enhance both teaching effectiveness and student learning.

Finally, the CTE sponsored a teleconference, "The World Wide Web, Gateway to Effective Learning: Designing and Restructuring Courses for Higher Education" on April 17, 1997. Twenty participants attended the teleconference.

Additional Workshops

In addition to the workshops designed especially for new faculty orientation and/or the Reflective Practice Group, the following five programs or workshops were also cosponsored by the CTE (Appendix I).

- 9/18/97 Donald Asher, **How to Gain Admission to Highly Competitive Graduate Programs**, Cosponsored with the Office of Career Services, the Robert Cook Honors College, the College of Natural Sciences and Mathematics, the Political Science Department, and the College of Humanities and Social Sciences. Several hundred students attended this presentation.
- 1/30/97 Roger Bybee, **Scientific Literacy: Myth or Reality**, cosponsored with the Biology Department.
- 3/11/97 Robert Lucas, **Scholarly Writing Workshop**, cosponsored with the Provost and The Graduate School. Approximately 50 faculty attended this four-hour workshop.
- 3/12/97 Robert Lucas, **Sustaining Academic Careers**, cosponsored with the Provost and The Graduate School.
- 6/2/97 Ann McLaren, **Retention Symposium on Supplemental Instruction**, cosponsored with the Learning Center and the Office of Enrollment Management.

All of the above are indicative of a much closer working relationship with the Learning Center, Academic Technology Services, the Associate Provost for Academic Administration, the Director of Libraries, Career Services, the Graduate School and the Student Affairs division than during previous years.

Personnel

Director. In addition to the activities mentioned above, the director represented Teaching Excellence on the following committees:

- Instructional Design and Development Center (IDDC) Task Force
- Faculty Professional Development Committee
Teaching Excellence Sub-committee, Chair
- APSCUF Technology Committee
- SSHE 1996 Summer Academy Conference Planning Committee

Additional activities of the director are listed throughout this report. The director needs to have a 3/4 AWL per semester (currently 1/2 AWL), at least six credits of summer contract, and an assistant director in order to accomplish the goals of the CTE.

Office Manager. Marcia McCarty, office manager, worked for the CTE approximately ¼ time. The CTE secretary is shared with Liberal Studies, Women's Studies and the University-wide Undergraduate Curriculum Committee. At least a ½ time secretary is critically needed to prevent reduction of future services. In addition to all of her other responsibilities, Marcia is the WWW master for the CTE Home Page (<http://www.iup.edu/teachex/>) which continually needs to be updated. The Provost will provide a graduate assistant during 1997-98 to relieve Marcia of her responsibility for the University-wide Curriculum Committee, but significantly more secretarial support is needed. Ideally, the CTE and the Instructional Design Center will share a full-time secretary since both directors will work closely to promote faculty professional development. At a meeting with the Teaching Excellence sub-committee of the Faculty Professional Development Committee in June 1996, the Provost stated that he will significantly increase the CTE budget for the 1997-98 AY.

Graduate Assistant. The Provost allocated a quarter-time graduate assistant (10 hours per week) to the CTE funded through the Provost's discretionary account. Kirk Gregory, a Food and Nutrition M.S. student, was the graduate assistant this year. The scope of activities included in this report are impossible to accomplish without a graduate assistant. The graduate assistant allocation for 1997-98 needs to be increased to at least two half-time (20 hours per week) assistants.

Miscellaneous

Rita Johnson, (Food and Nutrition), Brian Jones (Theater), and Jacqueline Gorman (Mathematics) represented IUP at the Summer Academies for the Advancement of College Teaching in August 1996. Dawn Woodland, Office Systems and Business Education, was selected by the Council of Deans to represent IUP at the AAHE-sponsored Faculty Forum for Exemplary Teaching in Washington, D.C., March 1997. Mary Ann Cessna co-presented (with Ausel, Chapman, and Pickering) "A Crack in the Ice: Instructional Technology on a Conservative Campus" at the Association for Educational Communications and Technology conference in Albuquerque, February 14, 1997. She also received the IUP Distinguished Faculty Award for Teaching at the May commencement.

Summary

Goal 1, Reflective Practice Group. When referring to the six goals stated in the introduction on page one, this annual report clearly provides evidence that the Reflective Practice Group is growing and thriving.

Goal 2, Learning Communities. The HI 195 History of the Modern Era/EN 202 Research Writing learning community continues to be successful. The faculty (Bailey, Welsh, and Vella) presented at the annual conference on Learning Communities and Collaboration in Michigan, November 14-16, 1996. A number of additional learning communities are being formed within the college of Humanities and Social Sciences with the full support of the Dean Dr. Brenda Carter. Vella, Carter, and Cessna applied for a FIPSE Demonstration Project for Learning Communities at IUP. Although this grant proposal was not funded, it provided the opportunity for creating a vision for Learning Communities within the College of Humanities and

Social Sciences. Clarion University of PA was selected as the only FIPSE Demonstration site in PA. Clarion has had well established effective learning communities for at least five years.

All of the Honors College core courses are taught as academic and residential learning communities, and the number of learning communities in the residence halls is expanding with plans to add a Computer Science theme floor next year. This goal was not completely achieved, and it needs to be reevaluated next year.

Goal 3, Portfolios. Approximately one-third of the Reflective Practice Group worked on portfolios this year, and several of these faculty are continuing their work in small groups coordinated by John Woolcock this summer. Just three years ago, portfolios were rarely mentioned outside the College of Fine Arts, or the Communications Media and English departments where they have been traditional for many years. The UWPC chair stated that five applicants for promotion submitted teaching portfolios as partial evidence of teaching effectiveness this year.

Goal 4, Educating Academic Administrators. This goal was accomplished through the Instructional Technology symposium, the videoconferences, and the Walvoord and DeZure workshops for academic administrators mentioned previously. The SSHE FPDC grant *Reflective Practice: Phase II* ensures funding for two additional workshops during 1997-98.

Goal 5, CTE WWW Page. This goal was accomplished in October 1996 when the CTE web page was approved by the Campus Wide Information Systems committee. On July 3, 1997, Rocky Rockwood who is the director of Teaching Excellence at California University of PA and a co-director of the SSHE Summer Academy for the Advancement of Teaching stated . . . "I checked out your website quite thoroughly: it's outstanding! And I'm a hard grader too. I'm really impressed. Congratulations!"

Goal 6, Communicating CTE activities to the SSHE. The following four presentations by the director accomplished this goal (Appendix J):

- *Changing from a Teaching to a Learning Paradigm: Teaching Excellence at IUP*, presented to the SSHE Board of Governors, 10/28/96
- *Progress Toward Implementing the Learning Paradigm at IUP*, presented at the Sixth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures, 3/21/97
- *The IUP Reflective Practice Project: A Campus Wide Effort to Promote More Effective Teaching*, presented with J. Woolcock and B. Jones at the Sixth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures, 3/21/97.
- *New Paradigms for College Teaching: Three Initiatives to Implement the Learning Paradigm at IUP* (with Bill McPherson) at the SSHE Academic Officers Meeting, May 22, 1997 at Millersville University of PA.

Mary Burger, Vice Chancellor for Academic and Student Affairs, named Cessna as one of only two State System faculty on the SSHE Planning Implementation Advisory Council for a three-year term beginning July 1997. This action provides direct evidence that goal six was achieved.

Conclusion. Evaluations from the New Faculty Orientation group, Reflective Practice group, and all workshops were quite positive. Goals one, four, five and six were completely achieved. We will continue to work on nurturing the formation of more learning communities and creating teaching portfolios as additional evidence of teaching effectiveness. Despite limited personnel and monetary resources, 1996-97 was the most successful of the four years I have been director of the Center for Teaching Excellence. Yes, I said that in my annual report last year too, but each year both the quality and the number of workshops and services expand. And this year was particularly productive for obtaining external funds through grants.