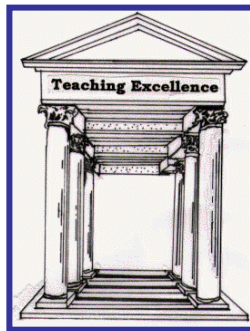


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**2003-04 Annual Report**  
**Faculty Professional Development Activities**  
**Center for Teaching Excellence**



submitted to  
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by  
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## Introduction

As we celebrated the 10<sup>th</sup> year of the Reflective Practice Project we were pleased to find that 2003-04 was another excellent year at the Center for Teaching Excellence (CTE). This report will summarize the Teaching Excellence Faculty Recognition Awards, New Faculty Orientation, Reflective Practice Group, student learning outcomes initiatives, Faculty Professional Development Committee initiatives, instructional technology activities co-sponsored with the Instructional Design Center (IDC), and personnel at the CTE. The appendices verify these activities, but are attached to only the Provost's Office copy because they are extensive.

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### Mission

**The mission of the Center for Teaching Excellence** is to foster the enhancement of teaching excellence in all its forms. We seek to provide constructive and developmental mechanisms for nurturing the excellence in teaching which already exists at IUP. These mechanisms will honor our differences and build on our strengths by:

- achieving the goals and missions of IUP, its faculty, and its students as they relate to teaching;
  - facilitating the professional and personal development of faculty through teaching excellence and instructional design center activities;
  - defining and providing mechanisms for enhancing and recognizing excellent teaching;
  - stimulating thinking, discussion, and research about teaching and learning;
  - providing forums for the exchange of information and ideas about teaching and learning
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### Goals

In addition to the annual ongoing activities of the CTE described in the brochure in Appendix A, the following eight goals were also identified for the 2003-04 AY:

1. Recognize and reward excellent teaching.
  2. Nurture and sustain the Reflective Practice Group with an emphasis on identifying
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outcomes via a portfolio.

3. Work collaboratively with the Instructional Design Center to enhance the instructional technology skills of IUP faculty.
4. Maintain the CTE web page.
5. Communicate the Center's effectiveness to off-campus audiences.
6. With the Information Literacy Task Force, a) create an awareness among faculty of the importance of Information Literacy Competency Standards for their students, b) develop a plan to assess the information competency skills of IUP undergraduate students, and c) expand on the plans to address student and faculty information literacy competency.

### Advisory Committee

The Advisory Committee met on several occasions this year. The committee, under the chairmanship of Terry Ray, decided that it would be prudent to begin a process of rotating faculty representation on the Advisory Board, i.e. there will be term limits set for each board member with extension possible. The plan was approved by the Provost and will go into effect AY 2004-05. The Advisory Board met on April 19, 2004 to establish a list of names from each College for possible membership on the Advisory Board. These names were forwarded to the Provost who will contact and confirm appointments.

The Committee ranked all of the submissions (13) for Faculty Recognition Awards, but were unable to meet as a group to select the recipients. This was successfully done via email. The 2003-2004 CTE Advisory Committee members include Chris Kesner, Al Novels, Sue Palmisano, Mary Ann Rafter, Terry Ray, Ray Winstead, Caroll Young and Jean Wilson. Acknowledgement of their work and thanks for their service and expertise as members of the advisory committee are in order and are hereby extended to them.

### Faculty Recognition Awards (Goal 1)

Five Faculty Recognition Awards for teaching excellence for the 2003-04 AY were presented for content pedagogy(2), pedagogical research, innovation, and diversity, (Appendix B). The faculty received a \$500 monetary award to be used to further enhance their teaching. The 2002-2003 AY recipients were honored at a recognition dinner on March 23, 2004 where their projects were summarized and they were presented certificates of recognition for their achievements.

Recipients of the 2002-2003 awards were:

Arden Hamer, Interdisciplinary Practice  
Christopher Janicak, Instructional Technology  
Diane Klein, Reflective Practice

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Jennifer Roberts, Content Pedagogy  
Ramesh Soni, Instructional Technology

### New Faculty Orientation

There were 46 new permanent tenure track faculty hired for the 2002-03 AY. The new faculty/administrator intensive orientation was conducted August 20 (N= 38) and 22 (N= 28 present), 2002. The faculty orientation continued with meetings throughout the year that focused on topics such as academic advising, tenure, and improving the quality of course syllabi. The meeting schedule is provided on page three of Appendix C. Approximately 5-7 of the new permanent full time tenure track faculty attended the monthly orientation meetings. All new faculty will be invited to join the Reflective Practice Group next year.

### Reflective Practice (RP) Group, (Goal 2)

## Reflective Practice

This was a transition year for Reflective Practice with the retirement in January 2004 of Mary Ann Cessna. The co-



RP Co-Directors: Terry Ray, Mary Ann Cessna, Laurel Black, Muhammad Numan, Diane Klein, and John Woolcock

directors were: Mary Ann Cessna, responsible for overall management of the group and for the Saturday workshops; John Woolcock, Chemistry, director of the RP Portfolio project; Laurel Black, English, managed the cross-disciplinary teaching circles; Muhammad Numan, Physics, managed the departmental teaching circles; Diane Klein, Special Education and Clinical Services, managed the Large Group monthly meetings; and Terry Ray, Finance and Legal Studies, co-director for special projects. Special projects included the Peers as Colleagues Formative Dialogues project, Case

Studies, and the Teaching Laboratory Project. In January, Diane Klein and John Woolcock shared CTE/RP responsibilities as co-directors to complete the academic year projects and activities. The group size was 1\_\_ members including faculty representing each of the six academic colleges, \_\_ of the 40 departments, and \_\_\_\_\_ individuals from the Student Affairs division (Appendix D. Please note that this list does not include faculty and administrators counted as RP members by being active with one or more of the teaching circles.) This was the largest membership in the history of RP at

IUP, representing some 20% of the full time permanent faculty. Ninety members were deemed “active”; among these were 44 “active plus” who attended an additional Saturday workshop. All were presented certificates for active participation by their Deans or a designee at the Recognition Dinner on April 29, 2004. Judith Villa, English, organized the Recognition Dinner which included an Eastern European menu. The entertainment was special this year, honoring Mary Ann Cessna for her many years of CTE stewardship. Terry Ray wrote an original play, “Super Mary Ann Saves the Day”, and co-directors of Reflective Practice performed. A list of topics for the monthly large group meetings, a summary of the annual evaluation, the RP brochure, RP executive summaries for years 1993-2003, and the Recognition Dinner program are in Appendix E.

Nine cross-disciplinary teaching circles and 13 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. Promotion Activities, Spirituality Across the Curriculum, RP Portfolio Group, Formative Peer Evaluation, Punxsutawney Campus, Case Studies, Teaching Laboratory Project, Information Literacy, and Reflective Journaling to Improve Pedagogy were the topics of the cross-disciplinary teaching circles. New DTCs in the Library and Economics formed this year.

A continuing thrust of the RP Group was to create and nurture department teaching circles (DTCs). Therefore, RP members were given the option of participating in either a cross-disciplinary teaching circle or a DTC. Departments with teaching circles include Computer Science, Criminology, Economics, University Libraries, Nursing and Allied Health Professions (2 circles), English, Physics, Chemistry (2 circles), Technology Support and Training, Special Education and Clinical Services, and Health and Physical Education for a total of 13 circles. Both the cross-disciplinary and the DTC reports are available on the CTE web page (<http://www.iup.edu/teachingexcellence/reflectivepractice/>).

The all day Fall workshop (Appendix F) on September 28 “I Used to Have a Handle on Life, but it Broke: Proven Strategies for Managing Time, Reducing Stress and Raising Productivity” led by Shari and Tom Robertson of Phoenix Enterprises, included 65 active participants. The Spring workshop on February 22, 2003 titled “Learning Styles in the University Classroom: Fact or Fad?” was facilitated by Patricia Smeaton, Faith Waters and Suzanne Mueller from East Stroudsburg University of PA (Appendix G); there were 41 participants at this workshop.

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Some participants in spring workshop *Learning Styles in the University Classroom: Fact or Fad?*

The influence of the RP Group expanded not only at IUP, but also off campus as well. On July 14, 2002 Mary Ann Cessna, Diane Klein and John Woolcock along with Dr. Kathleen McKinney at Illinois State University were featured as invited panel members to discuss “What Is the Relationship Between Teaching and Research, and Where Does the Scholarship of Teaching and Learning Fit at Carnegie Doctoral Research-Intensives?” at Mission, Values and Identity: A National Conference for Carnegie Doctoral/Research Intensive Institutions at Illinois State University.

Laurel Black and Mary Ann Cessna co-authored “Teaching Circles: Making Inquiry Safe for Faculty” an invited article by the Professional and Organizational Development Network for their *Toward the Best in the Academy Teaching Excellence Series*. Black, Cessna and John Woolcock also submitted an invited book chapter, “Beyond Numbers: Faculty Development, Faculty Productivity and the Reflective Practice Project at IUP” for a forthcoming book by James Groccia and Judith Miller (eds.) currently titled *Enhancing Productivity in Higher Education*. The book will be published by Anker Publishing in 2004.

At the request of Provost Staszkievicz, Diane Klein, Muhammad Numan and Mary Ann Cessna highlighted accomplishments of the Reflective Practice Project for the academic sub-committee of the IUP Trustees on May 9, 2003. In addition, 13 faculty, mostly RP members, attended the Twelfth Annual SSHE Conference on Advancing Teaching in College Classrooms and Campus Cultures in Harrisburg, PA, February 27 - March 1, 2003. Many of these faculty presented workshops at the conference.

### Instructional Technology, (Goal 3)



Teaching effectively with technology continued to be a priority of our faculty for the sixth consecutive year. Thus the CTE director worked closely with Glenn Himes, Director of the Instructional Design Center, Robert Friday, Associate Dean for Government and Corporate Affairs, and Nancy Yost and Kurt Dudt, co-directors of the Preparing Tomorrow’s Teachers to Use Technology (PT3) grant throughout the

year (Appendix I) on the following initiatives.

1) Selected John Zhang, Mathematics, as IUP's sixth recipient of the award for innovative excellence in teaching, learning and technology presented at the Thirteenth International Conference on College Teaching and Learning, April 2003 in Jacksonville, Florida.

2) Year 3 extension goals were accomplished for the Preparing Tomorrow's Teachers to Utilize Technology (PT3) grant titled "Preparing Teachers for the Digital Age: Implementing a Dynamic Model of Pedagogical Change in Western PA." As evidence of the outcomes of our work, we published *Technology Success Stories*, individualized testimonies from 59 faculty and three Deans at Clarion, Edinboro and Indiana University of Pennsylvania about the impact of the PT3 grant on their teaching and their students' learning. See executive summary in Appendix I.

3) The John P. Murtha Institute for Homeland Security was dedicated on April 24, 2003. There are currently seven projects within the institute, including the National Cryptologic Education Program. This three-phase project will introduce some 70 permanent and 1,000 adjunct faculty at the National Cryptologic School in Baltimore to the principles of using web-based instruction in their faculty development programs. The long-term objective is to convert the current curriculum to modern distance education modalities and to develop delivery platforms that allow training on the latest advances in electronic surveillance, intercepts, and cryptography.

Phase one (Statement of Work 1) of the project was completed this year. It included the creation of a pilot interactive CD-Rom on "Using PowerPoint" including a 37-page paper titled "Technology and Teaching Adults" summarizing the theory base for active learning strategies and principles of adult learning. In addition to the CTE director, the project team from IUP includes Gary Dean, Robert Friday, Glenn Himes, Steven Jackson and Michael Powers.

#### **CTE Webpage, (Goal 4)**

The CTE webpage [www.iup.edu/teachingexcellence/](http://www.iup.edu/teachingexcellence/) is superbly maintained by Marcia McCarty, CTE Office Manager. From July 1, 2002 until July 1, 2003, 1,497 hits were counted for the webpage (10,348 total hits recorded since 1998).

#### **Communicate the Center's effectiveness to off-campus audiences (Goal 5)**

This goal was completely accomplished through the scholarly outreach section of the Reflective Practice Project executive summary. In addition:

1. Mary Ann Cessna met with site reviewers for the Deaf Education accrediting team on March 13, 2003.
  2. Mary Ann Cessna worked with Gary Dean, Robert Friday, Glenn Himes, Steven Jackson and Michael Powers to create for the National Security Agency/ National Cryptologic School the
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interactive “Using PowerPoint” CD-Rom including a 37 page paper titled “Technology and Teaching Adults.”

3. The American Association for Higher Education (Spring 2003) cited *Student Learning: A Central Focus for Institutions of Higher Education (A Report and Collection of Institutional Practices of the Student Learning Initiative)*, among the top 10 resources for inquiry and action about the learning-centered institution. IUP’s Reflective Practice Project is one of 26 best practices described in this book.
4. The Provost’s Office hosted Dr. T. J. Bryan, Vice Chancellor for Academic and Student Affairs, at the Reflective Practice Recognition Dinner on April 30, 2003.

**With the Information Literacy Task Force, a) create Information Literacy Competency Standards for IUP, and b) advance the dissemination of information literacy across the curriculum. (Goal 6)**

All of Goal 6 was achieved with the commendable leadership of Dr. Rena Fowler, Dean of Libraries and the rest of the Information Literacy Task Force. See the Task Force report, University Senate approved standards for IUP, and recipients of the mini-grants in Appendix J. The fact that the Middle States Association has incorporated information literacy standards into the regional accreditation standards makes increasing the competency of IUP students and faculty even more urgent. In addition, the Task Force implemented a second round mini grant competition for faculty, and six grants totaling \$6,250 were awarded for 2003-04. Recipients of the 2002-03 mini grants will be invited to share results of their work during a poster display throughout the Carla List Phase 2 workshop on October 25, 2003.

On Saturday, February 8, 2003 Carla List, a national expert on information literacy and librarian at SUNY Plattsburg, facilitated the workshop “Building a Better IUP Graduate: Teaching Information Access and Evaluation.” Fifty-six faculty and staff from 24 departments participated, and Carla received rave reviews in the workshop evaluations. Thus, the Information Literacy Task Force has invited her to conduct a phase 2 workshop on October 25, 2003.

## **Personnel**

### **Director**

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

- Instructional Design Center Advisory Committee
  - College of Health and Human Services Outstanding Teacher Award Committee
  - IUP Faculty Professional Development Committee
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- Digital Repository Committee
- Information Literacy Task Force
- a team member (N=5) for the National Security Council/National Cryptologic School contract with the Department of Defense
- PT3 grant (Preparing Tomorrow's Teachers to Utilize Technology)
- Provost's Academic Council

Additional activities of the director are listed throughout this report. The Center needs to have a one-half time assistant director and at least 6 credits of summer contract for the Director in order to accomplish the goals of the CTE. Because pedagogy is shifting from the teaching to the learning paradigm and because the demand for integrating technology effectively into the teaching/learning process is great, the director's workload escalates significantly each year.

### Office Manager

Marcia McCarty, office manager, worked for the CTE approximately quarter time. The CTE secretary is shared with Liberal Studies, Women's Studies, Diversity Studies, and the University-wide Undergraduate Curriculum Committee that had an extensive work load this year due to the System mandate to reduce the number of credit hours for graduation from 124 to 120. At least a one-half time secretary is critically needed to prevent reduction of future services. In addition to all of her other responsibilities, Marcia is the web master for the CTE Home Page (<http://www.iup.edu/teachingexcellence/>) that continually needs to be updated. The Liberal Studies budget provided a graduate assistant during 2002-03 to assist Marcia with work 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 together to promote faculty professional development.

### Graduate Assistant

Holly Telenko, a Food and Nutrition M.S. student, was the quarter-time (10 hrs. per week) graduate assistant this year. The scope of activities that are included in this report are impossible to accomplish without a graduate assistant. The graduate assistant allocation for 2003-04 needs to be increased to at least two half-time (20 hrs. per week) assistants due to the expanding workload of the director.

### Miscellaneous

1. Sarah Neusius, Sociology, Anne Creany, Professional Studies in Education, Jonathon B. Smith, Health and Physical Education and Peter Sullivan, Spanish and Classical Languages represented IUP at the SSHE Summer Academy for the Advancement of College Teaching in 2002.
  2. Since numerous faculty request written verification of their participation in events sponsored by the CTE, Marcia McCarty maintains an Access database to track individual participation at CTE sponsored or co-sponsored events.
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3. The IUP Faculty Professional Development Committee was re-formed with Diane Klein and Michele Schweitz serving as co-chairs.

### Summary

When referring back to the goals stated in the introduction on page one, this annual report clearly provides evidence that all of the goals were achieved or exceeded: the Reflective Practice Group is thriving and receiving significant national attention, impressive progress is being made to help IUP faculty teach effectively with technology and the proposed IUP Information Literacy standards have been approved by the Liberal Studies Committee. We have a plan to enhance the information literacy skills of our faculty and undergraduate students, and are implementing it. Significantly more of the director's time is being spent representing Teaching Excellence and IUP as a top quality teaching university off campus.

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