



ANNUAL REPORT

Professional Development Activities

Center for Teaching Excellence

1994-95 Academic Year

III. Improvement of Collegiate Teaching and Learning

Submitted by Mary Ann Cessna, Director

Center for Teaching Excellence

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Introduction

The Center for Teaching Excellence (CTE) has had its most productive year in a number of years during 1994-95, despite the fact that the director was on sick leave for one month from mid November through mid December 1994. This report will summarize the Teaching Excellence Awards, CTE publications, New Faculty Orientation, Reflective Practice Group, other workshops, grant activity, the HI 195/EN 202 learning community, initial work on teaching portfolios 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 four goals were also identified for the 94-95 AY:

- to promote the use of teaching portfolios to document teaching effectiveness
- to nurture the establishment of an academic learning community
- to publish two newsletters
- to educate academic managers and administrators about the dire need of faculty for professional development to incorporate more use of technology in the teaching/learning process, and to recommend action(s) that need(s) to be taken to achieve this goal.

Awards

Nine faculty, representing the disciplines of Anthropology, Art, Chemistry, Criminology, German, History, and the University School received teaching excellence awards for innovation, content pedagogy, and interdisciplinary practice (Appendix B). These faculty received a certificate of excellence and a monetary award to be used to enhance their teaching. The recipients attended a recognition dinner October 3, 1994, where their projects were summarized.

Publications

Two eight-page **Teaching and Learning** newsletters (Appendix C) were published. The theme for the Fall newsletter was Reflective Practice while the theme of the Spring issue was Learning Communities. These newsletters were distributed to all 800 faculty as well as academic managers and administrators.

A tri-fold brochure (Appendix A) describing the mission, activities and services of the CTE was developed and printed. Content and design of the brochure were approved by the Teaching Excellence sub-committee of the Faculty Professional Development Committee. This brochure will be distributed in September 1995. A logo was also designed for all CTE publications.

New Faculty Orientation

The new faculty/administrator intensive orientation was conducted August 25 and 26, 1994. The faculty orientation continued with monthly meetings throughout the year which focused on topics such as using electronic mail, creating visual aids, cooperative learning, grantsmanship (sponsored by The Graduate School), services for minority students, and the tenure process. Approximately half (N=12-15) of the new permanent full time tenure track faculty attended these monthly meetings. Year end evaluation of the new faculty orientation process was so positive and enthusiastic that these faculty asked to continue meeting throughout their second probationary year during 1995-96. The activities and evaluations are summarized in Appendix D.

Quotes from some of the written evaluations follow:

"...All the sessions I have attended have been extremely productive and worthwhile. The informal format, the open dialogue, and the timely topics have helped define for me my role as an IUP faculty member."

"The programs for new faculty organized by the Center are very thoughtful, helpful, and highly needed. The programs have crucially assisted me in making the transition from my previous institution to IUP. ... I value the orientation program very highly."

"The orientation and monthly meetings which you carefully planned helped me to better understand IUP and more importantly to network with others. You have been a valuable resource person and you always provided helpful answers to my questions. I appreciate your work and hope that IUP continues to support such programs which are vital for the success of new faculty."

Reflective Practice (RP) Group

The Center director was one of three co-directors of the 1994-95 Reflective Practice Group (with Marie Twal and Wayne Moore) this year. The group was co-sponsored by a SSHE Faculty Professional Development grant and the CTE. Forty faculty representing each of the six academic colleges participated. Approximately half of these individuals were also participants during the 1993-94 AY, while half were new members. A list of topics for the monthly large group meetings and a summary of the annual evaluation is in Appendix E. Small interdisciplinary groups of three to four 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.

The all day September 28, 1994 workshop "Creating Teaching Portfolios" led by a nationally recognized expert, Dr. Ray Shackelford, was sponsored by the RP group, although all faculty were invited to attend. The Spring workshop was a teleconference titled "Enhancing and Evaluating College Teaching and Learning." There were 50 participants at the September workshop and 35 at the teleconference.

Finally, 18 RP members attended the Fourth Annual Conference on Advancing Teaching

in College Classrooms and Campus Cultures at State College, PA, March 16-18, 1995. Conference expenses for most participants were paid by the Reflective Practice grant. Mary Ann Cessna and Barbara Blackledge co-presented a session about the IUP Reflective Practice project at this meeting (Appendix F). Miriam Chaiken, Anthropology, also summarized data from the 1993-94 RP Group evaluation at the IUP recognition dinner May 5, 1995. The College Deans presented certificates of participation at this dinner.

Additional Workshops

In addition to the workshops designed especially for new faculty orientation and/or the Reflective Practice Group, the following four workshops were also available for faculty development:

August 18, 1994 *Audio/Visual Technology: Today and Tomorrow*, co-sponsored with the Library and Media Resources

January 31, 1995 *Why IUP?* (an interactive computer prototype kiosk), 55 participants

March 22, 1995 *Effective Design and Use of Audio Visuals*, presented by Walt Laude, Chairperson, Library and Media Services, 25 participants

April 22, 1995 *Symposium on Student Learning* (all day), co-sponsored with the Benjamin E. Mays Academy and Liberal Studies, 40 participants

The flyers announcing these workshops are in Appendix G.

Grants

The CTE director was the principal investigator/administrator for three grants with five budgets (due to matching funds). All of the grants were carried over from the previous academic year:

- Institutional Models of Career Enhancement
- A Process of Reflective Teaching
- A Comprehensive Development Program for New Faculty

Two additional grants were obtained for the 1995-96 AY:

- Summer Academy Teacher-Scholar Grant, \$400 (for the Reflective Practice group)
- Multi-Media Integration Into the College Classroom: A Series of Workshops at IUP, (with D. Ausel, W. Chapman and J. Pickering), \$3,530, SSHE Faculty Professional Development Grant

Personnel

Director

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

- College of Education Technology Committee
- Instructional Design and Development Center (IDDC) Task Force
- Middle States Institutional Overview Committee
- Middle States Liberal Studies Committee
- Honors College Committee
- Academic Excellence Awards Committee
- Faculty Professional Development Committee
 - Teaching Excellence Sub-committee, Chair
 - Grants sub-committee

Cessna also:

1. Attended one week of extensive workshops about teaching and learning at the Summer Academy for the Advancement of College Teaching, Class of 94A, June 5-10, 1994 at the Allenberry Resort;
2. Completed the interactive computer technology project (with Ausel, Chapman, and Pickering) for the Bloomsburg University Advancing Teaching and Learning Through Technology, Phase II grant, which also included five days of intensive training in interactive computer technology. This project was an interactive kiosk prototype titled "Why IUP" ;
3. Completed the Introductory and Advanced Internet workshops conducted by Blaine Knupp, Stapleton Library;
4. Co-presented with Ausel, Chapman and Pickering "Some Suggestions for Establishing a Campus-Wide Instructional Development and Design Center" at the Sixth National Conference on College Teaching and Learning, April 5-8, 1995 in Jacksonville, Florida (Appendix H); and
5. Was a campus advocate (with Ausel, Chapman and Pickering) for faculty training to more extensively use computer technology, particularly presentation software, in the teaching/learning process. This effort entailed monthly meetings with Garry Bozylinsky, Associate Provost for Information Technology, during the Fall semester; and College of Education Technology Task Force led by Dean John Butzow, Spring semester.

Office Manager

Marcia McCarty, office manager, worked for the CTE approximately 1/4 time. The CTE secretary is shared with Liberal Studies, Women's Studies and the University Wide Curriculum Committee. Numerous attempts made throughout the year to obtain additional secretarial staff failed. Since the CTE was more active during 1994-95 than ever in its history at IUP, at least a

1/2 time secretary is critically needed to prevent reduction of future services. However, this position was upgraded from a Clerk Steno II to a Clerk Steno III in May 1995.

Graduate Assistant

The Provost allocated a quarter-time graduate assistant (10 hrs. per week) to the CTE funded through the Provost's discretionary account. Diane Lentner, 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 1995-96 needs to be increased to at least two half-time (20 hrs. per week) assistants for the 1995-96 AY.

Miscellaneous

Raymond Beisel, University School, was selected by the Council of Deans to represent IUP at the American Association for Higher Education Faculty Forum on Exemplary Teaching in Washington D.C. in March 1995. Each college or university may send only one representative to this meeting. Barbara Blackledge (Theater), Gail Wilson (English), and Bob Begg (Geography and Regional Planning), represented IUP at the Tucson, Arizona, American Association for Higher Education sponsored Changing Faculty Roles and Rewards Conference January 1995. Cessna (Food and Nutrition), Vincent Ferrara (Philosophy and Religious Studies), Marie Twal (Nursing/Allied Health), and Wayne Moore (Office Systems and Business Education) represented IUP at the Summer Academies for the Advancement of College Teaching in June and August 1994.

Learning Community

IUP's first academic Learning Community (outside the Learning Center) was established Spring semester by linking one section of HI 195 History of the Modern Era taught by Gary Bailey with two sections of EN 202 Research Writing taught by Mike Vella and Susan Welsh. The same 40 students were enrolled in both classes which were scheduled back-to-back on the same days. Preliminary data indicate that this Learning Community was very successful, and plans are in progress to continue and perhaps expand it next year. Vella, Bailey and Welsh also obtained a SSHE Faculty Professional Development grant to continue this Learning Community in 1995-96. Gratitude is extended to Diane Duntley, Darlene Richardson, Brenda Carter, Jim Gray, and Neil Lehman for their assistance in facilitating this endeavor.

The Director also met with Jeff Docking, Housing and Residence Life, to begin collaborative efforts to nurture both academic and residence hall learning communities.

Summary

When referring back to the four goals stated in the introduction on page one, this annual report clearly provides evidence that the latter three were completely achieved. However, the first goal, "to promote the use of teaching portfolios to document teaching effectiveness," is

difficult to measure. No follow-up survey of the 50 participants at the Ray Shackelford teaching portfolio workshop was conducted. Of the 22 faculty who responded to the Reflective Practice evaluation question "Have you started working on creating a teaching portfolio," five (23%) said yes. Two indicated that they completed first drafts. Another 13 faculty (59%) in the Reflective Practice group survey indicated that they desire assistance from the CTE Director, a Reflective practice mentor, and/or a mentor in their disciplines to get started on a teaching portfolio. The University Wide Promotion Committee Chair stated that seven promotion applicants included teaching portfolios in their support materials this year. Clearly, initial work on creating teaching portfolios has begun, but changing the campus culture to value them is a long-term goal.

Evaluations from the New Faculty Orientation group, Reflective Practice group and all workshops were quite positive. Despite limited resources and the director's illness which extended throughout the year, 1994-95 was a very productive and successful year for the CTE.