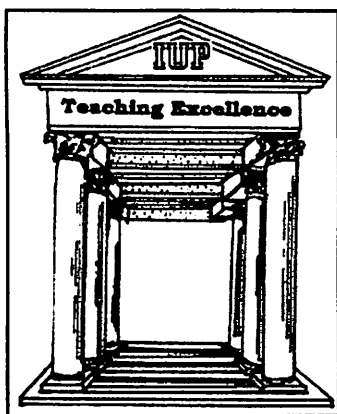




1995-96 Annual Report

Faculty Professional Development Activities

Center for Teaching Excellence

submitted to
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by
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Introduction

1995-96 was an 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, 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 four goals were also identified for the 95-96 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 of faculty for professional development to incorporate more use of technology in the teaching/learning process, and to provide workshops for faculty to enhance their computer skills.

Awards

Five Faculty Recognition Awards for teaching excellence were awarded for innovation, content pedagogy, and interdisciplinary practice (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 date January 24, 1996, where their projects were summarized. Recipients of these awards were:

Gary Bailey, History, and Susan Welsh and Michael Vella, English -- team award
 Judith Hechtman, University School, and James Myers, Mathematics -- team award
 Gary Ferrence, Biology
 Wayne Moore, Office Systems and Business Education
 Grace Ann Rosile, Management

New Faculty Orientation

There were 34 new permanent tenure track faculty hired for the 1995-96 AY. This was the largest group of new faculty in at least 15 years. The new faculty/administrator intensive orientation was conducted August 24 and 25, 1995. 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. Approximately 5-10 of the new permanent full time tenure track faculty attended the monthly orientation meetings. The Director believes that more effort is needed to build community within the group when it is this large. Plans have already been made to do this during next year's orientation. 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 1995-96 AY have been matched with a mentor from the Reflective Practice Group who will assist them with their teaching effectiveness during the 1996-97 AY. They will also be invited to join the Reflective Practice Group next year.

Throughout the year, the second year probationary faculty were invited to attend the New Faculty Orientation meetings that they had missed the previous year. These faculty also met with William Barker, Chair of the University-wide Promotion Committee, who explained the promotion process to them on April 16, 1996.

Reflective Practice (RP) Group

The Center director was one of three co-directors of the 1995-96 Reflective Practice Group (with Marie Twal, Nursing, and Lorraine Wilson, Music) this year. The group was co-sponsored by a SSHE Faculty Professional Development grant and the CTE. The group size increased from 40 to 59 faculty representing each of the six academic colleges (Appendix D). One fourth of the group was new members. A list of topics for the monthly large group meetings and a summary of the annual evaluation is in Appendix E. Eleven 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. The year end evaluation indicated that this was the most successful year in the three year history of the RP Group for the small groups.

The all day Fall workshops (Appendix F) on October 21, 1995 "Creating Learning Communities" and "Cooperative Learning: Toward a Definition of Teaching Excellence at IUP" led by a nationally recognized expert, Dr. Roberta Matthews, were co-sponsored by the RP group and the Center for Teaching Excellence. All IUP faculty were invited to attend and 32

participated. Dr. Matthews also presented the first workshop at IUP co-sponsored by the CTE and the Provost for academic administrators, "Conversations about Learning Communities," a luncheon meeting and workshop on October 20, 1995. She also consulted with faculty in the process of creating and/or teaching linked courses in Learning Communities.

The Spring workshop on February 3, 1996, "Developing Course Portfolios to Improve Evaluation of Teaching," was led by Brenda Manning, a national expert on this topic at the University of Pittsburgh. There were 43 participants (Appendix G). A number of Reflective Practice faculty also participated in the Multimedia Workshops mentioned later in this report. Twelve RP members attended the Fifth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures at State College, PA, March 7-9, 1996, even though this was during the week of Spring Break. Conference expenses for most participants were paid by the Reflective Practice grant or the CTE. The group also had the best quality and most attended (N=44) recognition dinner on May 2, 1996 in its three year history. The College Deans presented certificates of participation at this dinner, and the dinner program is included in Appendix D.

Multimedia Workshops

The CTE Director and Dennis Ausel, William Chapman and Jerry Pickering obtained a SSHE Faculty Professional Development grant of \$3,530 to conduct a series of seven monthly Saturday morning workshops throughout the year to enhance the skills of faculty to incorporate computer technology into the teaching/learning process. Nineteen faculty participated (Appendix H). The workshop topics were:

- How to Design Instructional Technology, the ASSURE Model
- Multimedia Capabilities at Media Resources in the library
- PowerPoint
- Persuasion and Astound
- Hperc card and Linkway
- Distance Education and "Technology and Learning: A System View of Opportunities and Challenges" All faculty, selected administrators and staff were invited to attend this workshop; 29 attended. (Appendix I)
- Presentation of projects and grant evaluation

Additional Workshops

In addition to the workshops designed especially for new faculty orientation and/or the Reflective Practice Group, the following three programs were also available for faculty development. The two videoconferences were co-sponsored with the Provost, the Distance Education Committee, and the Multimedia Workshops grant.

1/25/96 Videoconference: Educational Technology: What's New & How Can You Use it?

2/1/96 Videoconference: Funding Educational Technology

5/6/96 Syllabus workshop for Safety Sciences faculty

Finally, the CTE paid registration and expenses for one faculty member from each of the six academic colleges to attend the third annual Computing Across the Curriculum conference at Bloomsburg University of Pennsylvania on May 21 and 22, 1996.

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
- Middle States Institutional Overview Committee
- Middle States Liberal Studies Committee
- Honors College Committee
- Faculty Professional Development Committee
- Teaching Excellence Sub-committee, Chair

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. Two eight-page newsletters which were published last year were impossible to complete this year because an assistant director and increased secretarial time are vital. In addition, a Home Page needs to be designed and continually updated. This goal will be very difficult to achieve without additional secretarial assistance. If Teaching Excellence really is IUP's number one priority, then the Center must have significantly increased staff and budget for the 1996-97 AY.

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 Kukich, 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 1996-97 needs to be increased to at least two half-time (20 hrs. per week) assistants.

Miscellaneous

William Barker, Chair of the University Wide Promotion Committee, Mary Ann Cessna, and Charles Cullum, Associate Dean, College of Humanities and Social Sciences represented IUP as a team at the Atlanta, Georgia, American Association for Higher Education sponsored conference on Faculty Roles and Rewards January 18-21, 1996. Lorraine Wilson, (Music) and Darlene Richardson (Geology) represented IUP at the Summer Academies for the Advancement of College Teaching in June 1995. Mary Ann Cessna attended the Professional and Organizational Development Network in Higher Education in Cape Cod, MA in October 1995.

Summary

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

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) will attend the second annual conference on Learning Communities and Collaboration in Michigan November 14-16, 1996. They have submitted a proposal and it has been accepted for presentation at that meeting.

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. Elaine Ware (English) and Steve Jackson (Political Science) will offer a learning community linking En 202 Research Writing and PS 281 Research Writing in Political Science Fall 1996. All of the Honors College core courses will be taught as academic and residential learning communities, and the number of learning communities in the residence halls is also expanding.

Goal 3, Portfolios

Nearly half of the Reflective Practice Group worked on portfolios this year as follows: 8 - teaching portfolios, 13 - course portfolios, and 3 - student portfolios. Thirteen of these faculty are continuing their work in small groups coordinated by John Woolcock this summer. Just two 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 seven applicants for promotion submitted teaching portfolios as partial evidence of teaching effectiveness this year.

Goal 4, Incorporating Technology into Classes

This goal was accomplished through the Multimedia Workshops and the videoconferences mentioned previously. This topic was also the focus of two of the Reflective Practice small groups. Many faculty desperately need help in this area. They are especially vocal about the need for training about how to effectively use the Internet in their classes. **MUCH** more faculty professional development is needed in this area as soon as possible.

Evaluations from the New Faculty Orientation group, Reflective Practice group and all workshops were quite positive. Despite very limited resources, 1995-96 was a very productive and successful year for the Center for Teaching Excellence. That is why this annual report is so long!