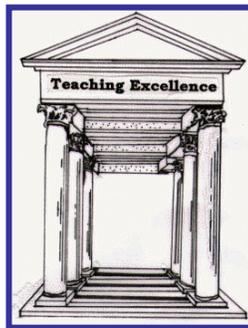

2000-01 Annual Report
Faculty Professional Development Activities
Center for Teaching Excellence



submitted to
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by
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Introduction

2000-01 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, instructional technology activities co-sponsored with the Instructional Design Center (IDC) and the ADEPTT grant, the Carnegie Teaching Academy Campus Conversations, Phase II and personnel at the CTE. The appendices verify these activities, but are attached to only the Provost's Office copy because they are extensive.

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 six goals were also identified for the 2000-01 AY:

1. Recognize and reward excellent teaching.
 2. Obtain external funding for, nurture and sustain the Reflective Practice Group.
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3. Work collaboratively with the Instructional Design Center and ADEPTT/PT3 grant staff to enhance the instructional technology skills of IUP faculty, and to obtain additional external funding for instructional technology.
4. Maintain the CTE web page.
5. Communicate the Center's effectiveness to off-campus audiences.
6. Lead and nurture the Carnegie Teaching Academy Campus Conversations Phase II project.

Faculty Recognition Awards (Goal 1)

Six Faculty Recognition Awards for teaching excellence were presented for innovation, expository instruction, general practice, content pedagogy and instructional technology (Appendix B). These faculty received a certificate of excellence and a \$500 monetary award to be used to further enhance their teaching. The instructional technology award was funded by the Instructional Design Center. The recipients attended a recognition dinner on February 19, 2001, where their projects were summarized.

Recipients of these awards were:

Theresa Derrickson, English, Innovation
David Myers, Criminology, Expository Instruction
Mark Poteet, English, General Practice
Mary Swinker, Human Development and Environmental Studies, Content Pedagogy
Janet Walker, Mathematics, Instructional Technology
John Zhang, Mathematics, Content Pedagogy

New Faculty Orientation

There were 30 new permanent tenure track faculty hired for the 2000-01 AY. The new faculty/administrator intensive orientation was conducted August 23 (N= 32 present) and 25 (N=29 present), 2000. The faculty orientation continued with monthly meetings throughout the year that focused on topics such as sexual harassment issues and improving the quality of course syllabi. The meeting schedule is provided on page three of Appendix C. The tenure process meetings were offered twice, and the number attending did increase significantly when this strategy was utilized. Approximately 5-7 of the new permanent full time tenure track faculty attended the monthly orientation meetings. Provost Mark Staszkiwicz hosted a picnic dinner for new faculty, their families, and academic administrators at the College Lodge on September 20, 2000, to help build community within the group.

Most of the permanent full-time faculty hired for the 2000-01 AY were matched with a mentor from the Reflective Practice Group who assisted them with their teaching effectiveness. They will also be invited to join the Reflective Practice Group next year.

Reflective Practice (RP) Group, (Goal 2)

The co-directors were: Mary Ann Cessna, responsible for overall management of the group and for the Saturday workshops; John Woolcock, Chemistry, liaison with the DTCs and director of the RP Portfolio project; Laurel Black, English, managed the cross-disciplinary teaching circles; and Diane Klein, Special Education and Clinical Services, managed the Large Group monthly meetings. Terry Ray, Finance and Legal Studies, was the co-director for special projects related to data collection for the portfolio. The group size was 110 members including faculty representing each of the six academic colleges, 39 of the 40 departments, and two individuals from the Student Affairs division (Appendix D). Seventy-seven members were deemed “active,” and were presented certificates for active participation by their Deans or a designee at the Recognition Dinner on May 3, 2001. Judith Villa, English, organized the Recognition Dinner which included a Mexican menu and salsa dancers. A list of topics for the monthly large group meetings, a summary of the annual evaluation, the RP brochure, RP executive summaries for years 1993-2001, and the Recognition Dinner program are in Appendix E.

Fourteen cross-disciplinary teaching circles and 10 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. Developing Portfolios for Promotion, the Reflective Practice Portfolio, Grant Writing, Digital Teaching Portfolios, Using Technology and Web CT in classes, Service Learning, Gender Studies in the Classroom, Retention (Punxsutawney Campus), Classroom Techniques for Collaborative/Interactive Learning, Course Portfolios for Studio Courses, Classroom Management, Critical Thinking with a Focus on Changing Cultural Environment, Information Literacy, and Faculty Forum (Armstrong Campus) were the topics of the cross-disciplinary teaching circles. A new DTC in Health and Physical Education formed this year.

Three Department Teaching Circles deserve special recognition: the Service Learning circle in Nursing and Allied Health Professions, Chemistry, and Physics. The Nursing Service Learning Circle has incorporated service learning requirements in all five Clinical courses in the new B. S. degree curriculum, partnering with community agencies such as Pechan Health Center, the American Red Cross, the American Cancer Society, local high schools, the Aging Center of Indiana County and CareNet. The teaching circle also decided to disseminate what they have learned through the use of faculty teaching circles to other professional nursing faculty. Thus, they presented a paper at the American Association of Colleges of Nursing’s annual convocation in Chicago December 2000. They also have obtained IRB approval to implement a project titled “Nursing Students’ Experiences with Service Learning” which will evaluate the service learning components of the curriculum via student focus groups. In addition, faculty from **both** of Nursing’s teaching circles have submitted a total of four manuscripts for publication to journals such as *Nurse Educator*.

The College Chemistry Teaching Circle submitted an NSF grant proposal on June 5, 2001 (approximately \$100,000) to adapt and implement the Working With Chemistry laboratory program for General Chemistry students at IUP. If funded, this grant will change the instructional

from traditional (lecture) to problem-based, better meet the needs and backgrounds of students, further develop the instructional abilities of faculty, and integrate technology into the laboratories.

The Physics Teaching Circle also submitted an NSF grant proposal on June 7, 2001 for \$270,700 over three years for “Development of Well-Crafted Average Difficulty Problems Designed to Assess Understanding and Problem Solving Skills in Introductory Physics.” Project Co-directors are Muhammed Numan and Stanley Sobolewski. The purpose of the grant is to create well-crafted problems, suitable for administering in an hour exam, that are good for assessment of expert-like problem solving skills. A detailed template will be developed to accompany the problems.

Even if neither the Chemistry nor the Physics grant proposals are funded, completing and submitting these grant proposals is a huge accomplishment for both circles.

A continuing thrust of the RP Group was to create and nurture 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 Nursing and Allied Health Professions (2 circles), English (2 circles), Physics, Chemistry (2 circles), Technology Support and Training, Special Education and Clinical Services, and Health and Physical Education for a total of 10 circles. Both the cross-disciplinary and the DTC reports are available on the CTE web page (www.iup.edu/teachex/services/).

The all day Fall workshop (Appendix F) on September 23 “Designing and Using Rubrics to Assess Student Learning” led by Dr. Rosemary Radziewich, included 65 active participants. The Spring workshop on March 31, 2001 titled “Develop Your Own Rubric – Guaranteed” was co-facilitated by IUP’s Dr. Christine Kesner and Dr. Diane Klein (Appendix G); there were 25 participants at this workshop.

The influence of the RP Group expanded not only at IUP, but also off campus as well. Mary Ann Cessna co-presented “The Student Learning Outcomes Initiative, Making Student Learning Central: Principles and Practices for Implementation” at the Association of American Colleges and Universities conference in New Orleans on January 18, 2001. Approximately 30 participated in this concurrent session. In addition, 18 faculty, mostly RP members, attended the Tenth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures at State College, PA, March 15-17, 2001. Several of these faculty presented workshops at the conference. Amy Labant, Nursing and Allied Health Professions, wrote in her thank you note... “Thank you for allowing me to attend the annual conference. My overall evaluation of the conference was outstanding. I came home with four pages of excellent teaching strategies!” We have documented in the RP Portfolio that RP members have conducted 96 presentations and published 17 articles in 17 different journals based on their work in RP. Additional manuscripts have been submitted and are being peer reviewed for publication.

Instructional Technology, (Goal 3)

Teaching effectively with technology continued to be a priority of our faculty for the fourth consecutive year. The CTE director worked closely with Glenn Himes, Director of the Instructional Design Center, Rick McFerron, director of Academic Technology Services, Nancy Yost and Kurt Dudt, co-directors of the Preparing Tomorrow's Teachers to Use Technology (PT3) grant, and the ADEPTT grant personnel throughout the year (Appendix H). This year approximately 500 IUP faculty participated in workshops about teaching effectively with technology (ADEPTT, PT3 and IDC). Some individuals attended multiple workshops. Five examples of this collaboration are summarized below.

1) Selected Steve Jackson, Political Science, as IUP's fourth recipient of the award for innovative excellence in teaching, learning and technology which was presented at the Twelfth International Conference on College Teaching and Learning, in April 17-21, 2001 in Jacksonville, Florida.

2) Co-directed (with Dennis Ausel) the last year of the Verizon Advancing the Development of Educators in Pennsylvania Through Technology Training (ADEPTT) grant titled Student Centered Learning: The Instructional Technology Catalyst, (\$1,084,265 for three years).

3) Year 2 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. Mid-way through this grant, approximately half of the targeted faculty are participating in such activities as workshops, individual consultations, classroom mentoring, mini-grants, revision of syllabi, teaching circles and/or best practice showcases. The number of syllabi revised has more than doubled compared to year 1, representing over 40% of the targeted courses (N=45) and 40-50% of the targeted teacher education students. A total of 160 teacher education faculty at IUP, Clarion and Edinboro received teaching with technology training with 506 workshop seats filled. Some of these seats filled are the same faculty attending multiple workshops. All targeted programs are seeing increased use of web-based and multimedia learning resources. Interdisciplinary partnerships are flourishing. See executive summary in Appendix I.

4) With primary leadership from Jeanne Vilberg, Clarion ADEPTT Center director, the ADEPTT Consortium applied for and was awarded a \$50,000 grant for 2001-02 from the Community of Agile Partners in Education (CAPE) to produce nine online modules for pre-service and in-service teachers as well as university faculty. The module topics are technology classrooms, online courses, electronic spreadsheets, digital imaging, multimedia, mindtools, webquests, videoconferencing, and electronic communication. The grant is titled "Technology Chalkboard Modules: Building a Collaborative Model for Integrating Technology into the Classroom". The proposal is in Appendix J.

5) Implemented the "Virtual Community" Technology Literacy Challenge Fund Grant, \$234,000 from the PA Department of Education to be shared among IUP, United, Purchase Line, and Blairsville-Saltsburg School Districts. Deborah Bartz is assisting Dolores Brzycki, Project Manager, with this grant. The overall purpose is to improve student achievement of state standards in Indiana

County by improving the ability of K-12 teachers in these three districts to teach more effectively with technology. This grant will end in September 2001.

The ADEPTT grant year 3 annual report contains a complete summary of the ADEPTT Consortium grant activity for this year. The ADEPTT Consortium has obtained approximately \$3 million in external grants and corporate sponsorship within the past three years.

[CTE Webpage, \(Goal 4\)](#)

The CTE webpage www.iup.edu/teachex/ is superbly maintained by Marcia McCarty, CTE Office Manager. From July 15, 2000 until June 8, 2001, 1,557 hits were counted for the webpage (6,088 total hits recorded since 1998).

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

This goal was completely accomplished through four national initiatives:

1. IUP was selected by Jon Wergin as one of eight case nationally for work toward achieving collective responsibility for learning at the department level
2. IUP was selected by Charles Walker as one of three sites nationally to collect data for an American Association of Higher Education grant about faculty vitality and well-being
3. IUP was selected by Alverno College as one of 26 sites nationally for making student learning central to our mission and
4. IUP participated in the Phase II Campus Conversations of the Carnegie Teaching Academy for the Scholarship of Teaching and Learning. Each of these projects are summarized below.

[Pew Case, Jon Wergin](#)

IUP has been working with Jon Wergin, Professor, School of Education, Virginia Commonwealth University, for three years through the Reflective Practice Group, as a consultant and workshop facilitator as we began forming DTCs and moving toward collective responsibility for learning at the department/unit level. During the Fall semester, 2000, Jon Wergin and Judi Swingen published the monograph *Departmental Assessment: How Some Campuses Are Effectively Evaluating the Collective Work of Faculty* where they cited IUP as one of eight cases across the nation as best practices of collective responsibility for learning. The seven other cases are at Georgia State University, Northwestern University, St. Mary's University (Texas), Southeast Missouri State University, University of Arizona, and University of Southern California. The American Association of Higher Education published the monograph. The research for this study was funded by the Pew Charitable Trusts and the AAHE.

[Faculty Vitality Grant, Charles Walker](#)

The American Association for Higher Education's New Pathways Project II funded a grant proposed by Chuck Walker, St. Bonaventure University, to study the effects that his model of faculty

vitality (9 dimensions – 3 professional competence, 3 scholarship for teaching, 3 pedagogical skills) has had on faculty development. Due to the outstanding accomplishments of the Reflective Practice Project, IUP is one of only three institutions of higher education participating in this research. The AAHE grant extends through November 2001. Two goals of the grant are:

1. To assess the effects that feedback from the *Inventory on Teaching Climate and Faculty Vitality* has had on faculty development programs and other practices that directly affect the quality of faculty work.
2. To find examples of practices that appear to maintain and enhance faculty vitality (i.e., best practices for faculty vitality).

We received approval for this research from the IUP Institutional Review Board for the Protection of Human Subjects in early May 2000, and Chuck Walker collected mostly qualitative data via focus groups and interviews on May 4 and 5, 2000. Sixty-nine faculty took the *Inventory on Teaching Climate and Faculty Well-Being*, a survey on vital organizations, content analysis of faculty statements on what makes them flourish and perish. Forty-nine of the same faculty also listed what causes them to flourish or perish at IUP. Chuck Walker interviewed 19 faculty, 4 staff and administrators to clarify and elaborate about the results.

Analysis of these data revealed that faculty at IUP are scholars and have the pedagogical skills and knowledge required to teach college students. Professional development programs at IUP appear to be quite effective. However, data also suggest that faculty do not feel recognized for doing good work, lack sufficient social support, and because of time constraints and insufficient resources, can not do their work the way they feel it should be done (i.e., their autonomy as professionals is being abridged). Chuck Walker strongly urged deans and other upper administrators at IUP to form standing committees on faculty well-being and the quality of work. His complete executive summary of the research is in Appendix K.

[Pew Charitable Trusts Student Learning Initiative](#)

During the Spring 2000, the Pew Charitable Trusts funded a proposal written by Austin Dougherty, Tim Riordan and Jim Roth at Alverno College to publish (based on work at 27 colleges and universities) a monograph that includes a framework aimed at assisting institutions to implement practices that foster making student learning central on their campuses. The participants in this initiative will collaboratively author the framework, and provide vignettes and other examples to illustrate how the framework might be implemented in different ways and in different institutional contexts. IUP was selected to participate in the grant through an application process that was submitted by Gary Rice, former Executive Director of Institutional Research, Assessment and Planning. Mary Ann Cessna is the IUP representative participating in the Pew grant. The timeframe for this project is 1.5 years, so the monograph should be completed in 2002. Cessna co-presented a concurrent session about making student learning central at the annual meeting of the American Association of Colleges and Universities in New Orleans on January 18, 2001. The vignette that Cessna submitted about IUP's Reflective Practice Group to illustrate the importance of organizing

institutional structures and rethinking professional responsibilities to facilitate collaboration on the design of teaching and assessment is in Appendix L.

Lead and nurture the Carnegie Teaching Academy Campus Conversations Phase II project (Goal 6)

Carnegie Teaching Academy: Campus Conversations, Phase II

Academic year 2000-01 was year three for IUP's participation in the Carnegie Teaching Academy Campus Program Campus Conversations (about the scholarship of teaching and learning) sponsored by the Carnegie Foundation and the Pew Charitable Trusts. The CTE is the coordinating office at IUP for the Carnegie Teaching Academy activities. Teaching Circles in five departments continued to study and act on "How can we provide or enhance effective formative feedback about teaching effectiveness at IUP?" Elaine Blair, Diane Klein, Sherry Kuckuck, M. D. Chaubey, and Mary Ann Cessna are the committee members to implement this initiative. Additional information about the Carnegie Teaching Academy is available at www.aahe.ital.utexas.edu.

Nursing and Allied Health Professions. On 12/18/00, adopted the following working definition of Effective Teaching. "Effective teaching supports the development of educational environments that embrace diverse learning styles, places the focus of education on the learner and engages the student in the learning process. Within nursing, the scholarship of teaching helps the student develop as a member of the nursing profession and in an advance practice-nursing role. The scholarship of teaching manifests itself by staying current in the profession, knowing the recent literature, connecting pedagogical information and disciplinary concepts of the pedagogical information to the prior knowledge of the students and demonstrating commitment and enthusiasm for the profession of nursing." Sources: AACN Position Statement on Defining Scholarship for the Discipline of Nursing IUP-FPDC Defining Teacher Scholar.

The faculty evaluation committee is considering this definition. They will develop tools and processes for formative evaluation.

Special Education and Clinical Services. Their department teaching circle set a goal for both fall and spring semesters. Fall semester's goal was to gather student perceptions from students in each of their four discipline areas as to what helps students to learn best in the classroom. They compiled student comments and categorized them.

Spring semester's goal was to review the student course evaluation forms in light of the student's perception of what helps students learn best in the classroom. Faculty are putting together other peer mentoring processes to help new faculty be aware of what students in their department say helps students to learn better.

Chemistry. There are 20 permanent and 2 temporary faculty in the Chemistry Department. Nine faculty met with the department chair Fall 2000. They were asked by the Chair to create written definitions of effective teaching in the following areas:

Organic chemistry
Inorganic chemistry
Analytical chemistry
Physical chemistry
Chemistry Education

None of these groups had responded with a proposed written definition by April 9, 2001. The Chair reports that the upper division courses are not a problem. However, she has some concern about the introductory courses where there are multiple sections with lots of faculty (with different learning goals) teaching these courses. Newer faculty seem to distrust the initiative to provide formative feedback, because they fear it will become written summative feedback which can be used “against them” in unintended ways. To change the department’s peer observation form requires a 2/3 vote by secret ballot. The Chair has not discussed the issue at a faculty meeting because she knows that she can’t muster the required votes for approval. Chemistry intends to keep working on this issue during 2001-02.

Technology Support and Training. Five faculty met as a teaching circle 4-5 times each semester. They discussed effective teaching in:

Business Education
Technology Support
Core curriculum

Via focus groups, they surveyed student learning styles and work ethics. They revised the peer observation form, and the departmental evaluation process now includes a pre and post observation conference format. They are currently working on defining the new corporate culture – traditional business education versus high technology.

Theater and Dance. Five of nine faculty are participating in the Teaching Circle including faculty in both Theater and Dance. They had approximately seven breakfast meetings. They began by sharing their individual philosophies of teaching and learning, then identified common threads. Barb Blackledge, department chair, wrote a draft definition of effective teaching in Theater and Dance that synthesized the common threads and it is currently being circulated among the Teaching Circle for approval or revisions. The circle plans to finalize the definition of effective teaching and revise the peer observation form this summer. Both items will be discussed at the first department faculty meeting in the Fall 2001-02 semester.

Hotel, Restaurant and Institutional Management. No progress has been made to date primarily due to preparing an accreditation (CHRIE) self-study report during 2000-01. The newly elected department chair is requesting consultation from the other five CTA departments regarding suggested first steps for HRIM during 2001-02.

The goal was to obtain six departments (one from each of the academic colleges) to participate.

However, we have been unable to identify a department in the College of Humanities and Social Sciences that is willing to participate. A Campus Map of Support for the Scholarship of Teaching and Learning report was submitted to the Carnegie Teaching Academy WebCenter on June 15, 2001.

Personnel

Director

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

- Instructional Design Center Advisory Committee
- Faculty Professional Development Committee
- Teaching Excellence Sub-committee, Chair
- SSHE 2001 Summer Academy Conference Planning Committee
- SSHE Planning the Imperatives Advisory Committee
- Performance Indicators Task Force, IUP
- Information Literacy Task Force, IUP
- Credit for Service Think Tank
- Envisioning Library Future and Space Committee
- Academy for Teacher Preparation Advisory Committee

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 one-third time. The CTE secretary is shared with Liberal Studies, Women's Studies, Diversity Studies, and the University-wide Undergraduate Curriculum Committee. 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/teachex/>) that continually needs to be updated. The Liberal Studies budget provided a graduate assistant during 1999-00 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

A quarter-time graduate assistant (10 hrs. per week) was funded through the CTE budget for

the first time this year. Previous graduate assistants were funded through the Provost's discretionary account. Regan Bailey, a Food and Nutrition M.S. student, was the 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 2001-02 needs to be increased to at least two half-time (20 hrs. per week) assistants.

Miscellaneous

1. Wendy Elcesser, Chemistry, Laureen Hurt, French, and Kay Snyder, Sociology, represented IUP at the SSHE Summer Academies for the Advancement of College Teaching in 2000.
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.

Summary

When referring back to the six goals stated in the introduction on page one, this annual report clearly provides evidence that the Reflective Practice Group is thriving, impressive progress is being made to help IUP faculty teach effectively with technology especially by obtaining external funding during a tight budget year. Most of the director's time was devoted to the Reflective Practice Group and enhancing the instructional technology skills of our faculty. Significantly more of the director's time is being spent representing Teaching Excellence and IUP as a top quality teaching university off campus. All of the goals except obtaining external funding for the Reflective Practice Group were achieved.

I've selected just two quotes from the many tributes received from Reflective Practice Group members and others regarding the impact of my work on their teaching:

Near the birthplace of Jimmy Stewart, faculty at Indiana University of PA are writing a sequel to "It's a Wonderful Life." Faculty in the Reflective Practice Group are reinvigorating each other by putting community back into academic life. While the rest of the country is worrying about what to do with deadwood, these faculty are worrying about what to do next. They are flourishing.

~ Charles Walker, St. Bonaventure University

The Reflective Practice Group literally changed my life. By interacting with other faculty, being mentored by those who had experience in areas in which I was naïve, and by working across disciplines in various teaching circles, I grew significantly as a teacher, as a technology user, and probably most importantly, as a person. Reflective Practice is one of IUP's brightest gems!

~ Diane Klein, RP Co-director (participated in three teaching circles this year)

APPENDICES

- Appendix A** Brochure, Center for Teaching Excellence
- Appendix B** Teaching Excellence Faculty Recognition Award recipients for 1999-00
- Appendix C** Agendas for New Faculty Orientation and list of workshops for 2000-2001
- Appendix D** Reflective Practice Group 2000-2001
- Appendix E** Reflective Practice: Large Group Meetings, Summary of Annual Evaluation, RP brochure, 1993-2001 RP executive summaries, and Recognition Dinner program
- Appendix F** Rosemary Radziewich workshop: “Designing and Using Rubrics to Assess Student Learning”
- Appendix G** Christine Kesner and Diane Klein workshop: “Develop Your Own Rubric ~ Guaranteed!”
- Appendix H** Instructional Technology personnel
- Appendix I** PT3 Executive Summary
- Appendix J** CAPE Proposal
- Appendix K** Chuck Walker – Faculty Vitality
- Appendix L** Student Learning Outcomes Initiative
-