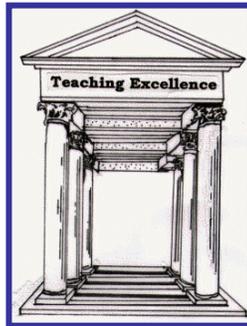


---

**2001-02 Annual Report**  
**Faculty Professional Development Activities**  
**Center for Teaching Excellence**



submitted to  
**Dr. Mark Staszkiwicz**  
**Provost and Vice President for Academic Affairs**

by  
**Mary Ann Cessna**  
**Director, Center for Teaching Excellence**

**July 1, 2002**

---

---

## Introduction

2001-02 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), 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

---

### 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 2001-02 AY:

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

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. Lead and nurture the Carnegie Academy for the Scholarship of Teaching and Learning Campus Program.
7. With the Information Literacy Task Force, a) create Information Literacy Competency Standards for IUP, b) develop a plan to assess the information competency skills of IUP undergraduate students, and c) recommend a plan to address student and faculty information literacy competency.
8. Donate CTE books to Stapleton Library

### Advisory Committee

The Advisory Committee met on November 26, 2001, January 24, 2002 and February 20, 2002. The CTE Advisory Committee members include Chris Kesner, Al Novels, Sue Palmisano, Mary Ann Rafoth, Terry Ray, Ray Winstead, Carroll 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)

Six Faculty Recognition Awards for teaching excellence were presented for innovation, expository instruction, content pedagogy, reflective practice, interdisciplinary practice, and instructional technology (Appendix B). These faculty received a \$500 monetary award to be used to further enhance their teaching. The instructional technology award was funded by the Instructional Design Center. Due to scheduling conflicts among the recipients, the 2001 recipients will join the 2002 recipients at a recognition dinner in Fall 2002 where their projects will be summarized and they will be given certificates of recognition for their achievements.

Recipients of these awards were:

Jodell Kuzneski, Amy Labant, Elizabeth Palmer, and Teresa Shellenbarger – Reflective Practice  
Laurence Kruckman – Content Pedagogy  
Wayne Moore, Linda Norris, and Linda Szul – Interdisciplinary Practice  
Sharon Sowa – Interdisciplinary Practice  
Michael Sell – Innovation  
W. Thomas Conelly – Instructional Technology  
Shari Robertson – Expository Instruction

---

## New Faculty Orientation

There were 32 new permanent tenure track faculty hired for the 2001-02 AY. The new faculty/administrator intensive orientation was conducted August 21 (N=36) and 23 (N=26 present), 2001. The faculty orientation continued with monthly 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. A picnic dinner planned by CTE for new faculty, their families, and academic administrators to help build community within the group was to be hosted and funded by Provost Mark Staszkiwicz. However, the picnic, scheduled for the evening of September 11, 2001, was cancelled because of the 9/11 terrorist attacks that occurred that morning. These new faculty will be invited to join the Reflective Practice Group next year.

This year, Teaching Excellence partnered with Liberal Studies, the Provost's Office and the Associate Deans Group to provide a very successful full day advising and tenure workshop on January 15, 2002. See agenda and evaluations in Appendix C. The presenters did a fantastic job. Twenty-nine new faculty attended – the highest participation at a New Faculty Orientation event other than the two-day intensive sessions in August. Hopefully we can make this an annual event.

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

### Reflective Practice REFLECTIVE PRACTICE

The co-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; Muhammed 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 evaluation project, Case Studies, and the Teaching Laboratory Project. The group size was 121 members including



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

faculty representing each of the six academic colleges, 34 of the 40 departments, and two 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. One hundred and two members were deemed “active”; among these were 36 “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 25, 2001. Fifteen percent more of the membership were active this year compared to last year. Judith Villa, English, organized the Recognition Dinner which included an oriental menu and learning to create origami cranes. A list of topics for the monthly large group meetings, a summary of the annual evaluation, the RP brochure, RP executive summaries for years 1993-2002, and the Recognition Dinner program are in Appendix E.

Twelve cross-disciplinary teaching circles and 12 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. Portfolios for Promotion, Writing for Promotion, Spirituality Across the Curriculum, Gender in the Classroom, Collaborative Learning in the Classroom, RP Portfolio Group, Formative Peer Evaluation, Punxsutawney Campus: Retention, Case Studies, Teaching Laboratory Project, Book Club, and Peer Focused Formative Feedback were the topics of the cross-disciplinary teaching circles. A new DTC in Computer Science formed this year, but it hasn't really jelled yet.

The Chemistry and Nursing and Allied Health Professions circles deserve special recognition this year. The College Chemistry Teaching Circle was awarded a NSF grant for \$210,000 to adapt and implement the Working With Chemistry laboratory program for General Chemistry students at IUP. This grant will change the instruction 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 Nursing Service Learning Teaching Circle maintained a service learning bulletin board in the department and used service learning assignments in two sections of NURS 305 and one section of NURS 213. Teresa Shellenbarger received an \$8,000 grant “Enhancing Service Learning in Gerontology” from the Association for Gerontology in Higher Education and Generations Together at the University of Pittsburgh. Finally, Jody Kuzneski was awarded a \$1,000 grant “Enhancing Nursing Student Safety” from the department of Nursing and Allied Health Professions.

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, Nursing and Allied Health Professions (3 circles), English, Physics, Chemistry (2 circles), Technology Support and Training, Special Education and Clinical Services, and Health and Physical Education for a total of 12 circles. Both the cross-disciplinary and the DTC reports are available on the CTE web page ([www.iup.edu/teachingexcellence/services/](http://www.iup.edu/teachingexcellence/services/)).

---

The all day Fall workshop (Appendix F) on September 29 “Peers as Colleagues: Using Institutional Observation and Peer Review Constructively” led by Dr. Maryellen Weimer, included



Ron “The Tool Man” Berk

65 active participants. The Spring workshop on February 16, 2002 titled “The Seven Humorous Habits of Highly Effective Professors” was facilitated by Dr. Ronald Berk (Appendix G); there were 89 participants at this workshop – a new record high!

The influence of the RP Group expanded not only at IUP, but also off campus as well. IUP is among 55 colleges and universities fully participating in the Carnegie Academy for the Scholarship of Teaching and Learning Campus Program. Five departments participated: Chemistry, Nursing and Allied Health Professions, Special Education and Clinical Services, Technology Support and Training, and Theater and Dance. While all five departments are making progress toward incorporating formative feedback about teaching effectiveness, 80% of them reported a tendency to defer this work in order to focus on “more pressing” matters such as declining enrollment, student and faculty retention, budget, accreditation and curricular matters.

IUP received a certificate of achievement for contributions to this program from 1997-2001.

The RP Group was featured as one of 26 national Institutional Practice sites in A. Doherty, T. Riordan and J. Roth (eds.) *Student Learning: A Central Focus for Institutions of Higher Education, A Report of the Student Learning Initiative*, published by the American Association for Higher Education and funded by The Pew Charitable Trusts. Copies of this monograph were distributed to the state Department of Education, the Education Committee of the state legislature, the SSHE Chancellor and Board of Governors, IUP academic administrators, and all active members of the RP Group. The IUP vignette is included in Appendix H. In addition, 14 faculty, mostly RP members, attended the Eleventh Annual SSHE Conference on Advancing Teaching in College Classrooms and Campus Cultures in Harrisburg, PA, March 21-23, 2002. 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 fifth consecutive year. The CTE director worked closely with Glenn Himes, Director of the Instructional Design Center, Rick McFerron, director of Academic Technology Services, and Nancy Yost and Kurt Dudt, co-directors of the Preparing Tomorrow's Teachers to Use Technology (PT3) grant throughout the year (Appendix I). This year approximately 500 IUP faculty participated in workshops about teaching effectively with technology (Instructional Technology Town Meeting 4, PT3 and IDC). Some individuals attended multiple workshops. Five examples of this collaboration are summarized below.

1) Selected Laura Ferguson, Music, as IUP's fifth recipient of the award for innovative excellence in teaching, learning and technology presented at the Twelfth International Conference on College Teaching and Learning, April 10-13, 2002 in Jacksonville, Florida.

2) Year 3 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 we approach the end of this 3-year grant, more than two-thirds 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 grew from 20 in Year 1 to 125 by the end of April 2002, representing 80% of targeted courses. We estimate that some 3,100 students (nearly 60% of the targeted student population of 5,000 at three universities) are seeing more technology in courses. All targeted programs saw increased use of web-based and multimedia resources. A total of 345 teacher education faculty at IUP, Clarion and Edinboro received teaching with technology training with 1053 workshop seats filled. Interdisciplinary partnerships are flourishing. Finally some 35 publications and presentations were completed or accepted at international, national, and regional conferences and journals – an impressive number indeed! See executive summary in Appendix I.

3) With primary leadership from Jeanne Vilberg, Clarion ADEPTT Center director, the ADEPTT Consortium produced nine on-line modules for a \$50,000 grant from the Community of Agile Partners in Education (CAPE) 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." Three of these modules were created at IUP by Kurt Dudt, Steve Jackson and Linda Szul.

4) On March 16, 2002 the IDC, CTE, Provost's Office, Technology Services Center, and Academic Technology Services Center co-sponsored the Instructional Technology Town Meeting 4: *Reviewing the Past, Inspiring the Future*. Forty-five faculty, staff and administrators participated in poster sessions, presentations about progress made in applying technology to the teaching and learning process since Town Meeting 3, and provided input via round tables about the future use of

technology in:

1. Undergraduate Instruction
2. Graduate Instruction
3. Scholarship and Research
4. Distance Education
5. Support of the Academic Mission

A compilation of the round table findings was presented to ACPAC by Rick McFerron and is available upon request.

#### **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 June 8, 2001 until July 1, 2002, 1,783 hits were counted for the webpage (8,851 total hits recorded since 1998).

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

This goal was completely accomplished through two national initiatives:

1. IUP was selected by Alverno College as one of 26 sites nationally for making student learning central to our mission and is included as a best practice in A. Doherty, T. Riordan and J. Roth (eds.) *Student Learning: A Central Focus for Institutions of Higher Education, A Report of the Student Learning Initiative*, Alverno College Institute, 2002. Presentations about the initiative were made at 16 national or international conferences and 9,350 copies of the monographs have been disseminated thus far. The North Central Association (Higher Learning Commission) mailed an individual copy to each Academic Officer of the 1,000 NCA institutions with a letter indicating the monograph's value to accreditation.
2. IUP participated in the Carnegie Academy for the Scholarship of Teaching and Learning Campus Conversations. Each of these projects is summarized below.

#### **Pew Charitable Trusts Student Learning Initiative**

During Spring 2000, the Pew Charitable Trusts funded a proposal written by Austin Dougherty, Tim Riordan and Jim Roth at Alverno College to publish a monograph (based on work at 26 colleges and universities) 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 collaboratively authored the framework, and provided institutional examples to illustrate how the framework is being 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 monograph was published in January 2002. 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 H.

### **Lead and nurture the Carnegie Academy for the Scholarship of Teaching and Learning Campus Program (Goal 6)**

#### **Carnegie Academy for the Scholarship of Teaching and Learning: Campus Program**

Academic year 2001-02 was year four for IUP's participation in the Carnegie Academy for the Scholarship of Teaching and Learning Campus Program sponsored by the Carnegie Foundation and the Pew Charitable Trusts. IUP is one of only 55 colleges and universities throughout the nation participating in this initiative. 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](http://www.aahe.ital.utexas.edu). Reports of the departments' work and a list of the 55 schools participating are included in Appendix J. Mary Ann Cessna represented IUP at the CASTL reunion meeting in Chicago, March 16 and 17, 2002 and was presented a certificate of achievement for "contributions to the Campus Program of the Carnegie Academy for the Scholarship of Teaching and Learning 1997 – 2001."

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. Thus the five participating departments are Chemistry, Nursing and Allied Health Professions, Theater and Dance, Technology Support and Training, and Special Education and Clinical Services. All of these departments are making progress, but 80% reported that the tendency is to defer work on this issue in order to focus on "more pressing" matters – declining enrollment, student and faculty retention, budget, accreditation, curricular changes and so forth. An update about IUP's progress was submitted to the Carnegie Teaching Academy WebCenter in March 2002.

### **With the Information Literacy Task Force, a) create Information Literacy Competency Standards for IUP, b) develop a plan to assess the information competence skills of IUP undergraduate students, and c) recommend a plan to address student and faculty information literacy competency. (Goal 7)**

All of Goal 7 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, draft standards for IUP, and recipients of the mini-grants in Appendix K that includes the draft IUP Information Literacy Competency Standards, the pilot assessment (N=30 questions) of a sample (N=493) of 30 lower level Liberal Studies sections and upper class synthesis (LBST 499) students' skills, and a recommended five-year plan to enhance the skills of students and faculty. The overall mean score on the pilot assessment was 60% indicating that the information competency of our

---

students definitely needs to be improved. 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 mini grant competition for faculty and some \$9,000 will be awarded to 10 faculty to implement these grants during 2002-03.

### Donate CTE books to Stapleton Library (Goal 8)

Because the CTE has insufficient staff to check books in and out and no way to enforce that faculty return borrowed books, the CTE Advisory Committee recommended donating the book collection to Stapleton Library. This goal was accomplished in early June when 110 books were donated to the library. Each book will have a template stating that it was donated by the CTE.

### Personnel

#### Director

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

- Instructional Design Center Advisory Committee
- College of Health and Human Services Outstanding Teacher Award Committee
- Instructional Technology Town Meeting 4 Planning Committee
- Performance Indicators Task Force, IUP
- Information Literacy Task Force, IUP
- Envisioning Library Future and Space Committee
- Academy for Teacher Preparation Advisory Committee
- 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 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/teachingexcellence/>) that continually needs to be updated. The Liberal Studies budget provided a graduate assistant during 2001-02 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. Yau Ming Ng, 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 2002-03 needs to be increased to at least two half-time (20 hrs. per week) assistants.

### Miscellaneous

1. Madan Batra, Marketing, and Jack Scandrett, Music, represented IUP at the SSHE Summer Academy for the Advancement of College Teaching in 2001.
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 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, the Campus Program of the Carnegie Academy for the Scholarship of Teaching and Learning project is slowly evolving, and we will begin the 2002-03 year with a proposal for enhancing the information literacy skills of our faculty and undergraduate students. Significantly more of the director's time is being spent representing Teaching Excellence and IUP as a top quality teaching university off campus. In addition, the APSCUF contract extension provides for ... "the continuation of the (SSHE) Professional Development Council and all substructures. The State System will contribute \$150,000 to the Professional Development Fund to be utilized for faculty professional development programs and activities approved by the Council." Thus, the FPDC monies that were deleted from the current contract have been reinstated.

---

## APPENDICES

- Appendix A** Brochure, Center for Teaching Excellence
- Appendix B** Teaching Excellence Faculty Recognition Award recipients for 2000-2001
- Appendix C** Agendas for New Faculty Orientation and list of workshops for 2001-2002
- Appendix D** Reflective Practice Group 2001-2002
- Appendix E** Reflective Practice: Large Group Meetings, Summary of Annual Evaluation, RP brochure, 1993-2002 RP executive summaries, and Recognition Dinner program
- Appendix F** Maryellen Weimer workshop: “Peers as Colleagues: Using Institutional Observation and Peer Review Constructively”
- Appendix G** Ronald Berk workshop: “The Seven Humorous Habits of Highly Effective Professors”
- Appendix H** IUP Vignette from *Student Learning: A Central Focus for Institutions of Higher Education, A Report of the Student Learning Initiative*, published by the American Association for Higher Education and funded by The Pew Charitable Trusts
- Appendix I** PT3 Executive Summary; Technology Town Meeting 4
- Appendix J** Carnegie Academy for the Scholarship of Teaching and Learning: Campus Program - Reports of the departments’ work; list of the 55 participating schools
- Appendix K** Information Literacy Task Force
-