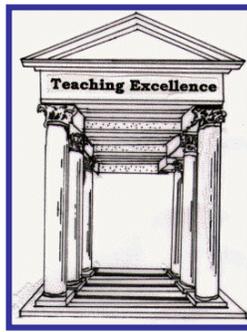

2006-2007 Annual Report
Faculty Professional Development Activities
Center for Teaching Excellence



submitted to
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Provost and Vice President for Academic Affairs

by
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Director, Center for Teaching Excellence
Submitted
September, 2007

Introduction

This report will summarize the Teaching Excellence Faculty Recognition Awards, New Faculty Orientation, Reflective Practice Group, Formative Dialogues Project, Mini-Grant Program Outcomes, and the New Faculty Orientation: Sustained Support Program. 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 goals were also identified for the 2006-2007 AY:

1. Recognize and reward excellent teaching.
 2. Nurture and sustain the Reflective Practice Group
 3. Provide additional support to Teaching Circles to improve persistence and outcomes.
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4. Continue to develop the CTE webpage.
5. Communicate the Center's effectiveness to off-campus audiences.
6. Conduct an "Awareness and Needs" survey of IUP faculty to determine future goals for the CTE.
7. Conduct a survey of PASSHE Teaching Excellence Centers as part of creating a network of professional development.
8. Continue to develop New Faculty Orientation and address the need to provide additional Orientation for Temporary faculty.

Advisory Committee

Membership on the Advisory Committee was confirmed following the representation and rotation guidelines established in 2004. The committee elected Rosalee Stilwell as chair. The committee met to discuss the goals of the CTE and to offer advice. Several members indicated interest in establishing a faculty mentoring program. Additionally, the Advisory Board agreed to offer up to 12 Faculty Recognition Awards (10 from the CTE and 2 from Instructional Technology Services). Though typically five such awards from the CTE and one from ITS is made, during the 2005-2006 AY, the call for applications for the awards was not sent out.

The Committee ranked all of the submissions (16) for Faculty Recognition Awards, but were unable to meet as a group to select the recipients. This was successfully done via email. The 2006-2007 CTE Advisory Committee members include Rosalee Stilwell, Judith Villa, Pankaj, Dee Klein, Andrew Shim, Penny Rode, Mary Anne Hannibal, Adam Clevenger, Kelly Jo Kerry Moran, and Barbe Moore. 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)

Ten Faculty Recognition Awards for teaching excellence for the 2005-2007 AY were presented in the categories of content pedagogy (2), general practice (1), advising (5), and innovation (2) (**Appendix B**). The category of Advising was a new one, and the Advisory Committee was delighted with the high quality of those submissions, as evidence by the number of awards. Each faculty member received a \$500 monetary award to be used to further enhance teaching. The 2005-2007 AYs recipients will be honored at a recognition dinner on Nov. 2, 2007.

Reflective Practice (RP) Group (Goal 2)

Reflective Practice
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This was a transition year for Reflective Practice, as interim

CTE Director Francisco Alarcón stepped down. However, the RP group was fortunate that Dr. Alarcón remained very active with RP, taking over from Laurel Black the position of Co-Director of Teaching Circles. The responsibilities of co-directors were reallocated, based on the need to provide more consistent coordination of the large group meetings. It was felt that because these meetings alternate between Wednesday and Thursdays, and because they can be complex to organize, with many last minute arrangements, two co-directors should share the responsibility for Large Group meetings. Stephanie Taylor-Davis continued in her position as Co-Director of Large Group Meetings, and the RP group welcomed Dr. Valerie Helterbran as a co-director, sharing Large Group Meeting responsibilities with Dr. Taylor-Davis. Additionally, responsibility for teaching circles was combined under one co-director, Dr. Francisco Alarcón. John Woolcock, Chemistry, continued as co-director of the RP Portfolio project. Dr. Judith Villa, who had been co-director for Special Projects, stepped down: special projects included the Peers as Colleagues—Formative Dialogues Project and Case Studies. Dr. Laurel Black assumed those responsibilities, along with coordinating weekend workshops and overall management of the RP group.

The overall RP group size was 91 members including faculty representing five academic colleges, 31 departments and the Student Affairs division. Ten cross-disciplinary teaching circles and 6 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. Fifty-eight members were deemed “active” and 33 were considered “active plus” for attending an additional Saturday workshop. All were presented certificates for participation by their Deans or a designee at the Recognition Dinner on May 3, 2007. Laurel Black, English, organized the Recognition Dinner which featured a Mexican menu coordinated by Francisco Alarcón. A list of topics for the monthly large group meetings, the RP brochure, and the RP executive summary for 2006-2007 are in **Appendix C**.

The all-day Fall workshop (**Appendix D**) on October 28, “Visual Teaching in an Auditory World” led by Elynn Arwood and Joanna Kaakinen of the University of Portland, Oregon, attracted 39 very active participants. The Spring workshop on March 8, titled “Writing for Publication” was facilitated by Mary Ellen Weimer of Penn State Berks (**Appendix E**); there were 33 participants at this workshop. Some of the outcomes from the Visual Teaching workshop are included on the executive summary. One outcome of the spring workshop was that a cross-disciplinary teaching circle focused on conducting and publishing research in the Scholarship of Teaching and Learning (SoTL) formed for the 2007-2008 year. Members will work with the bibliography and information provided from the full-day workshop held in spring, 2007.

The influence of the RP Group expanded not only at IUP, but also off campus as well. Publications and presentations by Laurel Black, Judith Villa, Rosalee Stilwell, Gian Pagnucci, Stephanie Taylor-Davis, John Woolcock, Ann Kondo, Philip Palko, and Wendy Elcessor highlighted work that each person directly attributed to his/her involvement in the Reflective Practice Group. The Lily Conference in California and the Teaching Professor Conference in Nashville, both prestigious national conferences, provided an opportunity for IUP faculty to share some of what they have learned from the Reflective Practice Group. A number of faculty were invited to conduct a

workshop on Formative Dialogues at Moravian College. Though not listed in RP outcomes, Terry Ray, who initiated the Formative Dialogues program at IUP, also conducted a workshop on that topic to medical doctors at Loma Linda. And a session at the Teaching Professor Conference highlighted presented by two other universities highlighted their indebtedness to IUP for the structure of their Formative Dialogues program. The Chemistry teaching circle presented their work as well at a professional conference in chemistry education.

Provide Additional Support to Teaching Circles (Goal 3)

Teaching Circles provide faculty with a structured and safe environment in which to explore aspects of teaching that most interest them. Cross-disciplinary circles often explore new pedagogical practices or theories, and departmental teaching circles often focus on a particular course or a course-related issue. Both kinds of circles meet at least once a month if not more often, and juggle schedules and other work to engage in this kind of scholarship. While the CTE had helped groups organize, created materials to help them focus on a product or outcome, and offered advice, additional support seemed to be needed to help groups persist and accomplish their goals.

For the 2006-2007 AY, the Provost's Office provided \$1500 to support "mini-grants" to teaching circles. Four circles received grants. They are:

"Creating Effective Teaching Portfolios." Portfolio CTC.
Nathan McElroy, Mike Briggs, Allison Downie

"Library Information Literacy." Information Literacy DTC.
Joann Janosko, Sandra Janicki, Susan Drummond

"Women in the Safety Sciences." Safety Sciences DTC.
Tracey Ceckada, Laura Rhodes, Phil Rivers, Bob Soule

"Understanding Oppression: A Teacher's Guide to the Multi-Cultural Classroom." Reflective Practice 2 CTC.
Laurel Black, Mary Ann Cessna, Val Helterbran, sj miller,
Judith Villa

The Teaching Portfolio group requested monies to pay for books used to organize and complete teaching portfolios; the Information Literacy group needed funds for books and to create materials for the Information Literacy Center that was approved partway through the 2006-2007 AY; the Safety Sciences group requested monies to support focus groups, questionnaires, and a discussion on the role of women in the safety sciences, all as part of an attempt to recruit and retain more female students. Finally, the RP2 group created a DVD and handout which is available to faculty to help them use an exercise that explores privilege and power and it's relation to class, race, age, ethnicity, and gender. Teaching Circles receiving grants were recognized at the RP Recognition Dinner.

CTE Webpage (Goal 4)

The CTE webpage www.iup.edu/teachingexcellence/ was maintained by Marcia McCarty, CTE Office Manager until her retirement; since then, Sharon Aikins, the new administrative assistant, has maintained the site.

New on the CTE website for 2006-2007 is a page that lists calls for conferences and papers. A request was sent to all faculty on campus to forward to the CTE all such calls so that they could be put up on this page. The page is updated on a weekly basis, with outdated calls removed and archived and new ones included.

Communicate the Center's Effectiveness to Off-campus Audiences (Goal 5)

This goal was completely accomplished: see the scholarly outreach section of the Reflective Practice Project executive summary, which indicates that members of the RP group, representing an important component of the CTE offerings, made a number of presentations at national conferences as well as running a workshop at another institution. In addition:

1. An article published in the Pittsburgh Post-Gazette on Feb. 14, 2007 (**Appendix F**), highlighted the work done to support teaching at IUP through the CTE. Writer Bill Schackner interviewed the CTE Director on three separate occasions, and followed up with Drs. Cheryl Wilson and Tara Neely upon Laurel Black's suggestion.
2. Laurel Black, along with Instructional Design Specialist Mindy Wygonik and former CTE Directors Mary Ann Cessna and John Woolcock, met with representatives of Slippery Rock University of Pennsylvania—Cynthia Dillon, Assistant to the Provost for Academic Policies and Programs, Ms. Nancy Cruikshank, Director of Grants and Mr. Brian Danielson, Instructional Design Specialist—to provide information on establishing a Center for Teaching Excellence at Slippery Rock.

Conduct an "Awareness and Needs" Survey of IUP Faculty to Determine Future Goals for the CTE (Goal 6)

A survey was sent electronically to all faculty in the spring of 2007 using Student Voice. The return rate was high: 102 faculty members responded, many writing extensive narrative answers to questions. While not every faculty member answered how many years they had been at IUP, many who responded were veterans: 15 years or more.

Most respondents were aware of the CTE and the Reflective Practice Project and Weekend Workshops. Many offered thanks for the work the CTE has been doing.

Much of the survey dealt with faculty needs. When asked what assistance they needed, many responded that they needed help with technology and dealing with increasing class sizes and

decreasing student skills. When asked what one initiative they would like to see the CTE take on, many of the responses focused on the need for release time to improve teaching: either to conduct SoTL research, work with seasoned SoTL researchers on campus, or immerse themselves in SoTL findings and redesign courses. Overwhelmingly, faculty answers indicated dedication to teaching and students and frustration at the lack of time (with 4/4 loads) to adequately assist students and conduct scholarly research.

These responses will inform the goals and objectives for the 2007-2008 AY.

Conduct a survey of PASSHE Teaching Excellence Centers as part of creating a network of professional development (Goal 7)

A questionnaire (**Appendix G**) was sent in Fall, 2006 to the other system Teaching Excellence Centers. Not all responded, and a second copy was sent in Spring, 2007. Again, response was spotty. The results are in Appendix F. One positive finding was that several of the system centers were interested in more cooperation and would participate in either producing, submitting information to, or editing an electronic Teaching Excellence newsletter.

New Faculty Orientations (Goal 8)

There were 38 new permanent tenure track faculty hired for the 2006-2007 AY, and 49 new temporary faculty hired. The new faculty/administrator intensive orientation was conducted August 21, 22, and 23. Temporary faculty attended the third day of the Orientation, an information fair with representatives from a range of programs and services present to answer questions and provide information. The faculty orientation continued with meetings throughout the year in the Sustained Support Program that focused on topics such as academic advising, tenure, and improving the quality of course syllabi. The agenda for the summer orientation and the year-long meeting schedule is provided in **Appendix H**. Approximately 5-10 of the new permanent full time tenure track faculty attended the monthly orientation meetings. All new faculty were invited to join the Reflective Practice Group next year. Evaluations from New Faculty Orientation were overwhelmingly positive.

The CTE director noted the need to better orient temporary faculty. However, some portions of the Tenure Track Orientation may not be applicable. During the 2006-2007 AY, she met with Rob Mutchnick, Pankaj Pankaj, Ezekiel Soundararajan, and Mary Grace Gainer, the latter three members of the APSCUF Temporary Faculty Committee. We determined that we would pilot a half-day orientation for Temporary Faculty, and, should a temporary faculty member be hired late or request it, offer the opportunity to attend the tenure-track faculty orientation.

Personnel

Director

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

on the following:

- IUP Faculty Professional Development Committee
- Information Literacy Task Force
- On-Line Learning Action Team (OLAT)
- Academic Excellence and Innovation Awards Committee

Additional activities of the director are listed throughout this report.

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. In addition to all of her other responsibilities, Marcia was the web master for the CTE Home Page (<http://www.iup.edu/teachingexcellence/>) that continually needs to be updated. In late spring, Sharon Aikins assumed all these responsibilities upon the retirement of Marcia McCarty. The transition was smooth, with a two-week overlap to assist in training.

Graduate Assistant

Olubukala Y. Salako, graduate student in the Composition and TESOL program, 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.

Miscellaneous

1. The CTE Director met with new temporary faculty and teaching assistants to support the English Department's orientation to teaching for these colleagues. She provided handouts on Principles of Good Teaching and teaching effectively, and answered questions.

Summary

This annual report provides clear evidence that all of the goals were achieved or exceeded.

APPENDICES

- Appendix A** Brochure, Center for Teaching Excellence
- Appendix B** Teaching Excellence Faculty Recognition Award recipients for 2006-2007
- Appendix C** Reflective Practice Executive Summary; RP Large Group Meetings, RP Brochure
- Appendix D** Fall Weekend Workshop: “Visual Teaching in an Auditory World”
Ellyn Arwood and Joanna Kaakinen, University of Portland, Oregon
- Appendix E** Spring Weekend Workshop: “Writing for Publication”
Mary Ellen Weimer of Penn State Berks
- Appendix F** Article: Bill Schackner, “2007 Education Planning Guide: Universities Approach Teaching with Creativity.” *Pittsburgh Post-Gazette*, Feb. 14, 2007.
- Appendix G** PASSHE Teaching Excellence Centers Survey 2006
- Appendix H** New Faculty Orientation, 2006; Sustained Support Program, 2006-2007
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Appendix A

Brochure, Center for Teaching Excellence

(Physical Attachment)

Appendix B

Teaching Excellence Faculty Recognition Award recipients for 2006-2007

Feng Zhou, Northpointe Regional Campus, for Content Pedagogy

Stacey Winstead, Developmental Studies, for Advising

Stuart Chandler, Religious Studies, for General Practice

Valeri Helterbran, Professional Studies in Education, for Advising

David Loomis, Journalism, for Innovation

Thomas Lord, Biology, for Innovation

Sue Reig, Professional Studies in Education, for Content Pedagogy

Ramesh Soni, Management, for Advising

Gwen Torges, Political Science, for Advising

Janet Walker, Mathematics, for Advising

Appendix C

Reflective Practice Large Group Meetings and Reflective Practice Executive Summary and RP Brochure

Center for Teaching Excellence Reflective Practice Meetings and workshops for faculty 2006 - 2007

- August 24 (Thursday) 2:00-4:00pm – Open Meeting – “Energizing Ways to Recharge Your Classes”
Director: Laurel J. Black; Co-Directors: Francisco Alarcón, Stephanie Taylor-Davis, Valeri Helterbran,
John Woolcock
- September 6 (Wednesday) 3:15-4:30pm – Crimson Event Center, Folger Hall
“Matchmaker, Matchmaker” ~ Forming Teaching Circles
- October 5 (Thursday) 3:15-4:30pm – Crimson Event Center, Folger Hall
Civic Engagement and Responsibility as Student Motivators
- November 1 (Wednesday) 3:15-4:30pm – Location to be announced
Writing for Publication
- December 7 (Thursday) 3:15-4:30pm – Crimson Event Center, Folger Hall
Share and Compare: Fun & Engaging Assignments
- February 7 (Wednesday) 3:15-4:30pm – Crimson Event Center, Folger Hall
Critical Thinking
- March 8 (Thursday) 3:15-4:30pm – Crimson Event Center, Folger Hall
Integrating Instructional Technology
- April 4 (Wednesday) 3:15-4:30pm – Crimson Event Center, Folger Hall
Stimulating Student Discussion Using the Socratic Seminar
- May 3 (Thursday) 5:00-7:00pm – Recognition Dinner, Crimson Event Center, Folger Hall
-

REFLECTIVE PRACTICE EXECUTIVE SUMMARY 2006-2007 MEMBERSHIP

91 members in 31 of 40 Departments

AA 7%, ECOB 5%, ED&ET 6%, FA 0%, HHS 35%,
HSS 22%, NSM 23%

58 Active and 33 Active Plus RP Members;

18% Full Professor, 23% Associate, 44% Assistant,
15% All Others; 45% Male, 55% Female

Fall Large Group Meetings

August 24, 2006 *Opening Meeting #1:
Energizing Ways to Recharge Your Classes*

September 6, 2006 *Opening Meeting #2
Matchmaker-Matchmaker: Teaching Circle
Formation*

October 5, 2006 *Civic Engagement and
Responsibility as Student Motivators*

November 1, 2006 *Writing for Publications*

December 7, 2006 *Share and Compare: Fun &
Engaging Assignments*

Fall Workshop

October 28, 2006 **39**
Participants

Visual Teaching in an Auditory World, E. Arwood
and J. Kaakinen, Facilitators

Spring Large Group Meetings

February 7, 2007 *Stimulating Student
Discussion Using the Socratic Seminar*

March 8, 2007 *Integrating Instructional
Technology*

April 4, 2005 *Generating Scholarship from Teaching
and Learning*

May 3, 2007 *Annual Recognition Dinner*

Spring Workshop

March 8, 2007 **33**
Participants

Writing for Publication, M. E. Weimer, Facilitator

91 members in 31 of 40 Departments

AA 7%, ECOB 5%, ED&ET 6%, FA 0%, HHS 35%,
HSS 22%, NSM 23%

58 Active and 33 Active Plus RP Members;

18% Full Professor, 23% Associate, 44% Assistant,
15% All Others; 45% Male, 55% Female

Fall Large Group Meetings

August 24, 2006 *Opening Meeting #1: Energizing Ways to Recharge Your Classes*

September 6, 2006 *Opening Meeting #2 Matchmaker-Matchmaker: Teaching Circle Formation*

October 5, 2006 *Civic Engagement and Responsibility as Student Motivators*

November 1, 2006 *Writing for Publications*

December 7, 2006 *Share and Compare: Fun & Engaging Assignments*

Fall Workshop

October 28, 2006 39
Participants

Visual Teaching in an Auditory World, E. Arwood and J. Kaakinen, Facilitators

Spring Large Group Meetings

February 7, 2007 *Stimulating Student Discussion Using the Socratic Seminar*

March 8, 2007 *Integrating Instructional Technology*

April 4, 2005 *Generating Scholarship from Teaching and Learning*

May 3, 2007 *Annual Recognition Dinner*

Spring Workshop

March 8, 2007 33
Participants

Writing for Publication, M. E. Weimer, Facilitator

10 Cross-Disciplinary Teaching Circles
(44 participants)

Service Learning
Writing for Publication
Reflective Practice Part 2
Classroom Management
Grant Writing
Service Learning
On-line Teaching & Learning
RP Portfolio
Punxytawney Branch Campus Faculty
Portfolios for Tenure and Promotion

6 Departmental Teaching Circles
(34 participants)

General Chemistry
Criminology
College Chemistry
Safety Sciences
Information Sciences (Library)
Food and Nutrition

Reflective Practice Member Outcomes

Laurel Black

1. Ghosts, Bigfoot, and Spontaneous Human Combustion: Using the Paranormal to Set your Students on Fire (Intellectually!) Lilly Conference West, Pomona, CA. March 16-17, 2007.
2. "Someone Who is More in Touch with Student Life." The Teaching Professor Conference. Nashville, TN. May 19-21, 2006. With Drs. Judith Villa and Rosalee Stilwell.
3. "The Creation of Meaning." The Teaching Professor Conference. Nashville, TN. May 19-21, 2006. With Drs. Gian Pagnucci, Rosalee Stilwell, and Judith Villa.
4. "The Formative Dialogues Project." Faculty Development Workshop at Moravian College, Bethlehem, PA. January, 2006. With Drs. Rosalee Stilwell, Stephanie Taylor-Davis, Judith Villa, and John Woolcock.
5. "Reflective Practice: In Action and On Action." Center for Teaching Excellence Weekend Workshop. Indiana University of Pennsylvania. October 15, 2005. With Drs. Gian Pagnucci, Rosalee Stilwell, and Judith Villa.

Wendy Elcesser

1. Elcesser, W. L.; Kondo, A.; Palko, P.; Woolcock, J. C. "CSI@IUP: Challenges in Developing Forensic Chromatography Labs", 19th Biennial Conference on Chemical Education, Purdue University, July 2006.

John Woolcock

1. Woolcock, J. C., Taylor-Davis, S. "Understanding the Rhythms of Teaching and Learning", Teaching Professor Conference, Nashville, TN, May 2006.
2. Woolcock, J. C., Frech, C. "Teaching Within the Rhythms of the Semester", 19th Biennial Conference on Chemical Education, Purdue University, July 2006.

Outcomes from Visual Learning Workshop

1. Mia Barker: I have completely transformed all the materials and the format of the support materials to a visual system for my introductory majors class. I had always used a fairly rich visual approach but this cemented the concept for me. The students are much more responsive in class and dialogue is appropriate and most of the questions are ones that are logical outgrowths of the topics (they are thinking and seeing relationships).
2. Judith Villa: When I have a concept such as the subtext of a film I draw on the board (quite badly, if I say so myself). I also draw any directions, such as going to the library or film room. I also draw what their paper should look like.
3. Valeri Helterbran: As a result of this workshop, I have infused a lot more "doodles" into my instruction—typically on the board. I am a visual learner and try to assist others who are as well. I also have them use drawings to communicate with each other in groups or to share as a large group.
4. Jon Southard: As I was preparing today's lecture for CHEM 255, it seemed that I could give the method described in Saturday's workshop a try. I think that my audience (dietetics majors) is comparable to nurses - they have some very specific needs in terms of chemistry. I also thought that the topic (structure & function of lipids) would lend itself fairly well to drawings. I did some sequentially zooming in from a person to tissue, to a cell, to chemical structures. I was able to cover the same topics at the same depth that I would in my normal lecture, but it was a bit more work. Before starting, I told the students what I was going to try. Afterwards I asked them to write a paragraph telling me what they thought of the experiment. Probably the single most common response was something along the lines of 'the class seemed to go much faster' (it is 90 min). So, maybe there is something to the idea that you can stretch attention span this way. I classified their responses as: favorable: 29, mixed: 5 and unfavorable: 7 No way to tell if they learned more or less, but they did mostly seem to like it.

Teaching Circle Mini-Grants

1. RP 2: Created a teaching DVD entitled "Understanding Oppression and Privilege: A Teaching Tool"
2. Safety Science: Organize a one-day conference: "Women in the Safety Sciences Field" for November 16, 2007.
3. Library: Investigating the feasibility of an Information Literary Center through purchase of reference books and creating of a bibliography of resources for "Library Information Literacy".
4. Portfolios for Tenure and Promotion: identification and purchase of books to act as resources for "Creating Effective Teaching Portfolios".

Appendix D

Fall Weekend Workshop: “Visual Teaching in an Auditory World” Ellyn Arwood and Joanna Kaakinen University of Portland, Oregon

The first Center for Teaching Excellence Weekend Workshop for the 2006-2007 AY is scheduled for Saturday, October 28th. Ellyn Arwood and Joanna Kaakinen, of the University of Portland, Oregon, will focus on cognitive processing of information: how exactly our students learn. It goes beyond learning styles to the hard-wiring that students and faculty may not be aware of, and offers participants advice on alternatives to standard lecturing as well as ways to alter other course assignments to improve student learning. We should leave this workshop with strategies we can use in the rest of the first semester and which we can apply to the courses we are designing for spring semester.

All faculty are invited. We will have light breakfast and beverages beginning at 8 am, start the workshop at 8:30, and break for lunch at noon. We will continue our work, laying out specific ways of adapting our teaching and assignments from 1-2. Please plan to attend this dynamic, helpful workshop!

The presenters' description is below.

"Visual Teaching in an Auditory World"

Today's learners mirror the changes in society where 60 to 90% of the population think with mental visual language. However, education has not changed "teaching strategies" to match the change in learners. As a result, more learners experience difficulty with higher order thinking skills. As a way to address this problem, a nurse educator collaborated with an educator who has a language/learning background. The results from this multidisciplinary activity included some innovative teaching strategies designed for visual learners.

The purpose of this presentation is threefold: 1) to share teaching strategies developed as an interdisciplinary project between nurses and educators; 2) to offer innovative ideas grounded in neurobiological learning theory; and 3) to demonstrate how higher order thinking strategies, based on lower order knowledge, assist visual learners.

At the conclusion of this presentation participants will: a) describe characteristics of "visual learners" from a language perspective, b) understand that visual language underlies how 60-90% of learners think, and c) adapt teaching strategies for the visual learner.

Appendix E:
Spring Weekend Workshop
“Writing for Publication”
Mary Ellen Weimer of Penn State Berks

Saturday, Feb. 10
Crimson Event Center (Folger)
8:30-2:30

In her book *Enhancing Scholarly Work on Teaching and Learning: Professional Literature that Makes a Difference*, Maryellen Weimer lists four benefits that can accrue from becoming familiar with such work: “lessons about pedagogical scholarship for the disciplines to learn from each other; the power of well-established findings to advance the profession; more effective advocacy for those working to advance the teaching-learning agenda; and the power of reading widely to improve individual practice.” On Feb. 10, she will begin to familiarize us with exemplars of such pedagogical literature and help us start the process of structuring our classes based on sound research findings. We will also begin to think about how we can conduct research on our own teaching that will add valuable knowledge to this field. If you have ever wondered if there is material out there to help you design your courses or that supports what you do or can help you improve on it, or if you have been considering how best to write for publication in a way that supports your teaching, this is a workshop you should attend.

Dr. Weimer is the editor of *The Teaching Professor* newsletter, which many of you have read through your connections to *Reflective Practice*; she is the author, co-author, or editor of many books on pedagogy, and she is an award winning teacher at Penn State Berks.

We will have light breakfast available at 8 am, begin promptly at 8:30, break for lunch at 12, and continue to apply what we’ve learned from 1-2:30.

Please RSVP to Marcia McCarty at mmccarty@iup.edu or by calling x7800 so that we can plan on handouts and food.

I hope to see many of you there for what promises to be an interactive, valuable workshop!

Dr. Weimer’s handouts are available on the CTE Webpage, <http://www.iup.edu/teachingexcellence> .

Appendix F:

2007 Education Planning Guide: Universities approach teaching with creativity

Wednesday, February 14, 2007

By Bill Schackner, Pittsburgh Post-Gazette

Every few weeks, a handful of faculty from disciplines as diverse as astronomy, Spanish and music crowd around a lunchroom table at Indiana University of Pennsylvania to hash out strategies and anxieties.

One week the topic turns to cell phones. Not which model to buy, but whether students in class should keep them on their desks. Another time, the group wrestles with how best to keep a lecture hall engaged.

Such chats about pedagogy would no doubt put most 18-year-old college freshmen to sleep. But the ideas emanating from this teaching circle -- and others like it at IUP -- are having a significant impact on what professors are attempting.

"They might change the way they lecture," said Laurel Black, who directs a center devoted to teaching at IUP. "They might get excited about what someone is doing in art and then bring it into an English class."

It's the sort of faculty introspection gaining popularity on the nation's campuses as accountability in higher education is being pushed as never before.

Teaching was always the preoccupation of small liberal arts campuses and community colleges, but such matters are increasingly a focus at mid-sized universities such as IUP. Even national research campuses that pride themselves on creating new knowledge in the lab are worrying more about the snooze effect in their big freshman lecture classes and what clicks and what falls flat in discussions of Shakespeare.

At IUP, the circle is part of the "Reflective Practice Project" at its Center for Teaching Excellence, one among a growing list campus operations nationwide promoting better teaching. For senior faculty, these informal discussions are a way to further hone their classroom skills. For new faculty like Cheryl Wilson, the sessions offer a neutral setting away from department peers in which they can talk candidly

Dr. Wilson, 27, began teaching at IUP in fall 2005 and is just a couple years removed from being a graduate teaching assistant at the University of Delaware. Initially, she showed up to the teaching circle to meet other colleagues on campus. But the voluntary sessions have proven so valuable, she now attends even when she otherwise would not be on campus.

"I find it energizing," said the assistant professor of English who specializes in Victorian literature. "Sometimes I hear something new. Sometimes, it's just reassuring to hear what other people are thinking and that other people are having similar problems."

In October, as U.S. Education Secretary Margaret Spellings outlined the Bush administration's plan to overhaul higher education, she openly questioned just what America gets from its ever-more-pricey system of higher learning.

It's hardly the first time someone has demanded better evidence of learning outcomes. For a decade and a half, colleges have been under mounting pressure from state politicians, the media and their own ranks to address matters of teaching quality, said James E. Groccia, who directs a teaching excellence center at Auburn University and is president of the Colorado-based Professional and Organizational Development Network in Higher Education.

"Once you start raising tuition, parents start saying, 'Is the extra money worth it? Show me that it's worth sending my son or daughter to this state university,'" he said.

He said the availability of Web-based courses "has pushed faculty to really question how they deliver" instruction and to consider how, if at all, the gadgetry improves learning.

Change often occurs glacially on college campuses. Yet there are visible signs of the growing movement.

Dr. Groccia said there are now an estimated 1,000 centers, committees or other internal structures on campuses dedicated to teaching excellence, a number that is up significantly in recent years. Membership in his group, which represents many involved in those campus efforts, is up by 50 percent in five years.

Higher education is a decentralized profession. Unlike K-12, no standard exam exists that all classroom instructors must pass to be certified.

New campus faculty arrive with enthusiasm and a wealth of knowledge about their subject, yet what they know about the art of teaching itself -- building a syllabus, managing a class -- can vary greatly, depending on their discipline and where they did their graduate study.

Some might receive "quite a bit of oversight, quite a bit of guidance" and others "might be sort of tossed into it and sort of have to figure it out for themselves," said Eric Combest, an associate secretary with the Washington D.C.-based American Association of University Professors.

Auburn's Biggio Center for the Enhancement of Teaching and Learning is more financially blessed than most such centers. It was created with a \$10 million gift that pays a staff of six and other operating expenses such as workshops, advising, course and curriculum development and other classroom support.

At IUP, some 14,200 students are taught by 750 faculty. Typically, 25 to 40 new tenure-track instructors arrive each year, some of whom have no university experience other than serving as a teaching assistant while in graduate school.

"They're very excited about sharing all the information they've acquired. They wouldn't have put in all those years of graduate work if they weren't," said Dr. Black, who directs IUP's teaching excellence center.

At the same time, she said, being a new faculty member "is very frightening. It's nerve-wracking."

New faculty members must hit the ground running to meet publishing and other tenure requirements. At least five times a year during their probationary period, their classes will be observed by a department chair or faculty peer. And they will confront student evaluations that can be brutal, and in some cases unfair, and will influence their chances to earn tenure.

"Some departments are very supportive. They will assign a faculty mentor, someone you can go to," Dr. Black said.

But some newer faculty "don't want to reveal what they see as a lack of skill to peers who are going to possibly evaluate their skills."

All new faculty at IUP get a three-day orientation run by the center. Faculty in their first or second year also can join monthly meetings on topics they indicate interest in, such as creating a syllabus, effective teaching strategies and workplace evaluation.

In addition, there are the teaching circles and large group meetings offered through the center's "Reflective Practice Project."

Over the long haul, the center "helps support a culture of the teacher as scholar," said Dr. Black.

And to the extent that better teaching techniques translate into better learning, she said the university is likely to produce a better graduate. "We would assume that they know more when they get out."

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Appendix G

Indiana University of Pennsylvania Center for Teaching Excellence Questionnaire for PASSHE Universities

Name of person completing this questionnaire:

Position:

University:

Contact info (email/phone number):

I. About the Center and the University

- A. What is the size of your faculty as of Sept. 1, 2006?
No. of temporary _____ No. of full-time _____
- B. To whom does your director report (e.g. the provost?)
- C. What are the top five activities of your teaching excellence center? Please explain why you place each in the top five (number of faculty involved, importance of activity, etc.) How often does each activity occur?
- D. If not mentioned above, please include publications by your teaching excellence center.
- E. What is the current percent participation of faculty in center-sponsored events and activities? If you can be more specific, linking percentages to the activities listed above, that is helpful.
- F. Additional information or comments.

II. Staffing and Support of Your Center

- A. Director/Assistant Director

Is there a director/asst. director:

Director

Asst. Director

Is s/he faculty?

Release time-# of workload hours

Summer contract

B. Do you have a student assistant? Yes ___ No ___ No. of hours p/wk ___

Graduate work study ___ Undergraduate work study ___ Grad. Asst. ___

C. Does your teaching center have a secretary/administrative asst.? Yes ___ No ___

1. If yes, please circle:

a) $\frac{1}{4}$ time b) $\frac{1}{3}$ time c) $\frac{1}{2}$ time d) $\frac{2}{3}$ time e) $\frac{3}{4}$ time

f) full-time g) other

2. Is your secretary/administrative asst. shared with any other program?

Yes___ No___

D. Do you have other support staff?

E. Is there an advisory committee for your center? If yes, how many members and what is their representation within your university? (i.e., from what departments?)

F. Additional comments or explanation:

G.

III. Budget

A. How much money is your teaching center allocated annually by the university?

B. What are the sources of this money? (e.g. Provost's fun, Foundation fund, etc.)?

C. Is the support staff paid out of this budget, either partially or completely?

1. Yes___ No___ Don't know ___

2. If yes, partially? ___ Completely? ___ Please elaborate.

D. Has your budget been (please circle) a) increased b) decreased within the past five years? Yes ___ No ___

1. If yes, by what percent?

2. If increased, from what source (grant, institutional monies, etc.)?

IV. Making Connections and doing Outreach

A. What programs or expertise does or could your Center offer as workshops or presentations that might be of interest to other institutions? (For example, a workshop on creating teaching communities or speakers familiar with a current pedagogical issue, i.e. distance education)

B. Does your center subscribe to a newsletter, such as the *Teaching Professor*?

Yes ___ No ___ If yes, is it distributed in hard copy ___ or electronically ___

Title of newsletter:

C. Does your center **create** and distribute any kind of newsletter related to teaching/learning excellence?

Yes ___ No ___ If yes, Hard copy ___ Electronic ___

D. Would your center be interested in (circle all that apply)

a) creating b) editing c) contributing

to a PASSHE newsletter about teaching excellence?

E. Do any center staff participate in POD conferences? Yes ___ No ___

F. What other conferences have center staff participated in related to the Scholarship of Teaching and Learning (SoTL) in the past five years?

G. Are any center staff interested in organizing or participating a PASSHE Teaching

Excellence Conference? Yes___ No___

H. Are there any projects linking PASSHE Centers for Teaching Excellence that you have been considering?

I. Comments/Elaboration:

Thank you for completing this questionnaire!

Appendix H:
New Faculty Orientation Agenda (Summer, 2006)
New Faculty Orientation: Sustained Support Program (2006-2007 AY)

NEW FACULTY ORIENTATION – Day 1, Tuesday Aug. 22 (half day)
Crimson Event Center (Folger Banquet Area)

Time	Event	Presenter/Moderator
8:00 – 8:30	Breakfast and Informal Discussion, Sponsored by the Center for Teaching Excellence	
8:30 – 9:00	IUP and CBA Scavenger Hunt	Laurel Black, Director, Center for Teaching Excellence (CTE), Francisco Alarcón, Co-Director, Reflective Practice Project; Co-Coordinator, New Faculty Orientation (NFO)
9:00 – 9:30	Scavenger Hunt answers and Introductions	Francisco Alarcón
9:30 – 9:45	Break and travel to computer lab	
9:45 – 11:45	WebCT NFO site	Francisco Alarcón
	Banner, network accounts, class lists and email for courses	Francisco Alarcón
	Project directories services	Francisco Alarcón
11:45 – 12:00	Return to Crimson Event Center (Folger Banquet Area)	
12:00 – 12:15	Welcome by Provost	Cheryl Samuels, Provost and Vice President for Academic Affairs
12:15 – 1:15	Lunch sponsored by the Provost	
1:15-1:30	Evaluation of the Day	Laurel Black, CTE Director

NEW FACULTY ORIENTATION – Day 2, Wednesday Aug. 23
Crimson Event Center (Folger Banquet Area)

Time	Event	Presenter/Moderator
8:00 – 8:30	Breakfast and Informal Discussion Sponsored by the Center for Teaching Excellence	
8:30 – 9:15	Survival Tips from Newer Faculty	Laurel Black, Director, CTE Newer Faculty Panel: Nathan McElroy, Cheryl Wilson, Jo Anne Kerr, Erick Lauber
9:15-10:15	Liberal Studies at IUP Alternatives to Lecturing	Mary Sadler, Director Liberal Studies
10:15 – 10:30	Break	
10:30 – 12:00	Faculty Professional Development Center for Teaching Excellence Reflective Practice Evaluation of Faculty	Laurel Black, Director, CTE Francisco Alarcón Reflective Practice Co-Directors
12:00 – 1:00	Lunch sponsored by the Council of Deans	Council of Deans: Michael Hood, John Eck
1:15 – 1:45	APSCUF	Rob Mutchnik, President, IUP APSCUF Todd Van Wieren, APSCUF Newer Faculty Committee Representative
1:45 – 2:15	Instructional Design Center	Glenn Himes, Director, Mindy Wygonik, Associate Director
2:15 – 2:30	Break	
2:30 – 3:00	Faculty Research IUP's Research Institute	Michele Schwietz, Assistant Dean, School of Graduate Studies and Research Mark Berezansky, Interim Director, IUP Research Institute
3:00 – 3:30	Academic Technology Services	Rick McFerron, Director, Academic Technology Services Nancy Evans, Coordinator, User Services, Academic Technology Services
3:30 – 3:45	Evaluation of the day	Laurel Black, CTE Director

NEW FACULTY ORIENTATION – Day 3, Thursday Aug. 24
Orientation Fair Day
Crimson Event Center (Folger Banquet Area)

Time	Event	Presenter/Moderator
8:00 – 8:30	Breakfast and Informal Discussion in Crimson Event Center (Folger), Sponsored by the CTE	
8:30 – 11:55	Orientation Fair in stations: All Stations in Crimson Event Center	
	Libraries at IUP	Susan Drummond IUP Libraries
	Student Affairs	Rhonda Luckey, Vice President, Student Affairs
	Advising and Testing	Cathy Dugan, Director
	University Policies and Benefits	Helen Kennedy, Interim Associate VP for Human Resources Lindsey McNickle, Benefits Manager
	Academic Integrity and Student Behavior	Kate Linder, Director, Office of Student Conduct Jake DeCarlo, Provost's Office
	Career Services and Center for Student Life	Mark Anthony, Director
	Student Employment Center	Diane Stipcak, Coordinator
	Registrar's Office	Michele Norwood, Asst. Registrar
	Advisor Advocate	Rebecca Sterley, Director
	Developmental Studies Program	Stacey Winstead
	Center for Counseling and Psychological Services	Kim Weiner, Director
	Pechan Health Center	Scott Gibson, Interim Director
	Safe Zone and GLBT Commission	Dan Burkett and John Mueller
	Writing Center	Tina Perdue, Director

	APSCUF Temporary Faculty Committee	Soundararajan Ezekiel, Chair
12:00 – 12:15	Welcome by President Atwater	President Tony Atwater
12:15 – 1:15	Lunch sponsored by the President	
1:15-1:45	Evaluation, Concluding Comments	Laurel J. Black, CTE Director Francisco Alarcón, Co-Coordinator, NFO

Schedule for New Faculty Orientation: Sustained Support Program 2006-2007

- R. Sept. 21: Effective Teaching (Laurel Black)
W. Oct. 11: The Evaluation Process (Laurel Black)
R. Nov. 9: Creating Effective Syllabi (Laurel Black)
Invite all to Dec. 7 (R) RP Meeting: exchanging exciting assignments
- W. Jan. 24: Faculty Exchange Programs (Nancy Hayward, guest speaker)
R. Feb. 15: Tenure/Promotion Process (Dennis Ausel and Kris Kaniasty, guest speakers)
W. Mar. 21: Using Stapleton Library for your Research and Students (Blaine Knupp, guest speaker)
R. April 19: Student Advising and Support (Rebecca Sterley, guest speaker)
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