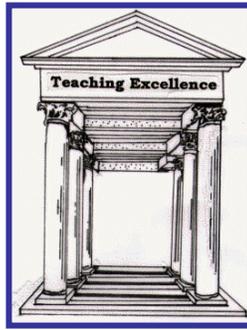

2007-2008 Annual Report
Faculty Professional Development Activities
Center for Teaching Excellence



submitted to
Dr. Gerald Intemann
Provost and Vice President for Academic Affairs

by
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Director, Center for Teaching Excellence
Submitted
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Introduction

This report will summarize the Teaching Excellence Faculty Recognition Awards, New Faculty Orientation, Reflective Practice Group, Formative Dialogues Project, 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

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 2007-2008 AY:

1. Recognize and reward excellent teaching through the CTE Advisory Committee
2. Nurture and sustain the Reflective Practice Project
3. Continue to develop the CTE webpage

4. Continue to develop New Faculty Orientation and address the need to provide additional Orientation for Temporary faculty
5. Create stronger ties between the CTE and IRT
6. Begin to create a stronger support system for the growing number of Teaching Assistants

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. Members indicated interest in establishing a CTE Wiki that would provide for interactive electronic discussion of teaching. However, the continuing delay in developing the new IUP websites has put that on hold.

Additionally, the CTE Advisory Committee ranked and discussed all of the submissions (12) for five Faculty Recognition Awards. The 2007-2008 CTE Advisory Committee members included Rosalee Stilwell, Judith Villa, Pankaj, Dee Klein, Wendy Elcessor, 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 2007-2008 AY were presented in the categories of content pedagogy (Michelle McCoy), general practice (Jonathan Southard), Innovation (Rick Kemp and Bob Millward), and Expository Instruction (Ken Coles). Each faculty member received a \$500 monetary award to be used to further enhance teaching. The recipients were honored at a recognition dinner on May 5, 2008.

In addition, the CTE Director and Dr. Mindy Wygonik considered applications from four faculty for the Award for Innovative Excellence in Teaching, Learning and Technology presented at the 19th International Conference on College Teaching and Learning. The Provost and President sent one nominee to the conference: Gian Pagnucci. Dr. Pagnucci was honored with the Ernest L. Boyer International Award for Excellence in Teaching, Learning and Technology with a \$5,000 cash prize.

FOR NEXT YEAR:

- We have been disappointed in the lack of applications for the Instructional Technology category. In 2008-2009, we will more actively recruit some of our fine faculty who routinely design classes that effectively use technology to consider applying for this award.
- I believe that the faculty who win these awards should have more visible recognition. At the presentation dinner, we were all stunned and amazed at the marvelous work that each faculty

member was doing. However, the number of people in attendance was low. In the upcoming year, we will move the recognition dinner to coincide with the Reflective Practice Recognition Dinner, where more Deans and Faculty are in attendance. They create an audience of dedicated teachers who are likely to benefit from hearing about the teaching award recipients' projects.

Reflective Practice (RP) Group (Goal 2)



Stephanie Taylor-Davis and Valerie Helterbran continued in their positions as Co-Directors of Large Group Meetings. Dr. Francisco Alarcón also continued as Co-Director of Teaching Circles, and John Woolcock, Chemistry, continued as co-director of the RP Portfolio project. Dr. Laurel Black continued her responsibilities as Co-Director of Special Project and Co-Director of weekend workshops, as well as overall management of the RP group.

The overall RP group size was 71 members including faculty representing five academic colleges, 30 departments and the Academic Affairs division. Nine cross-disciplinary teaching circles and 5 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. Thirty-five members were deemed “active” and 36 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 April 29th. 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 2007-2008 are in **Appendix B**.

The all-day Fall workshop (**Appendix C**) on Saturday, Oct. 20, 2007, was conducted by Ken Bain, the author of *What the Best College Teachers Do*, a book outlining the results of extensive research across many universities. Dr. Bain is a highly-sought after speaker, and his presence was initiated and facilitated by Dr. Valerie Helterbran. Attendance was a record 150 people. The Spring workshop on February 9, 2008, titled “Integrative Learning,” was conducted by Dr. Matt Fisher of St. Vincent University (**Appendix D**). Dr. Fisher is a Carnegie Scholar with extensive background in the field of integrative learning. This workshop was a direct response to requests from those who were considering how the proposed changes in Liberal Studies requirements would impact their teaching. Again, there was a high degree of interest, with 54 participants at this workshop.

Two additional workshops were offered this year, in May. Dr. Barbara Frey offered a full-day workshop on “Best Practices in On-Line Pedagogy” as well as a half-day workshop on “Classroom Civility.” Despite their late-in-the-year offering, both workshops were full, with 25 faculty attending the On-Line Pedagogy workshop and 30 attending the Classroom Civility workshop. Information on these workshops is located in **Appendix E**.

Also for the first time, Reflective Practice sponsored on November 8, 2007, a “Promotion Box Night.” This was in response to both RP program participant interest and New Faculty Orientation concerns. Recently promoted faculty were asked to bring their promotion boxes and materials to the Crimson Event Center and discuss their organization with as-yet-to-be-tenured faculty. An informal question and answer session was included. Approximately 30 newer faculty attended.

A training session for Formative Dialogues Colleagues was conducted on November 29th, 2007. Five new FD Colleagues practiced observing and responding to colleagues who have asked for formative discussion on teaching skills.

The RP Executive Summary also includes a list of outcomes. These are publications and presentations that RP members directly attribute to their participation in the RP project. These publications and presentations give IUP’s Reflective Practice Project a very public face.

FOR NEXT YEAR:

- The Cross-Disciplinary Teaching Circle focused on the RP Portfolio (an archive of sorts) is conducting interviews to determine why members drop out of the project or why they don’t participate. If their analysis is ready, the RP Co-Directors will act on the analysis to foster wider interest in the RP Project and encourage retention.
- Formative Dialogues is a valuable program with many faculty who are trained. However, they are apparently rarely asked to observe colleagues in classrooms. For next year, we will attempt to make the program more visible with print as well as email notices, and will encourage current FD Colleagues to visit each other’s classrooms to maintain their skills.
- The results of a pilot program in using undergraduate interns as Instructional Associates in the English Department in selected courses has made the CTE consider how the interaction of a skilled undergraduate and a faculty mentor can lead to deep and productive reflection on

teaching. We may begin to institute something similar across campus.

CTE Webpage (Goal 3)

The CTE webpage www.iup.edu/teachingexcellence/ was maintained by Sharon Aikins, the administrative assistant.

Development of the CTE webpage is on hold, as we have shifted to a standardized template. Expected new pages that will helpfully reorganize the material will include a Teaching Resources page, a page specifically for New Faculty, and an expanded conference and calls for papers page.

New Faculty Orientation (Goal 4)

There were 23 new tenure-track and 24 new temporary faculty hired for Fall, 2007. The tenure-track faculty attended a three-day orientation. The first day focused on gaining familiarity with technology used in planning courses and communicating across campus. The second day focused on important policies and support services for teaching and research, while the third day focused on Student Affairs and Academic Affairs groups, offices, and services. This day was organized as an “information fair,” with tables set up and representatives who introduced their programs and then answered questions and offered written materials as new faculty circulated.

For the first time, a separate orientation was held for Temporary Faculty. At the request of APSCUF President Rob Mutchnick and Temporary Faculty Committee Chair Ezekiel Soundarajan, the CTE organized a half-day workshop run concurrently with the first day of the tenure-track orientation. In addition, any temporary faculty member who wished could attend the last two days of the tenure-track orientation. Response was excellent, with more than 20 temporary faculty attending, and evaluations were very positive. Agendas for both orientations are in **Appendix F**.

The **Sustained Support Program** continued to offer all new faculty the chance to continue to meet and interact over the course of the academic year in small seminars on topics faculty indicated were of interest to them. A list of those workshops, conducted by either the CTE Director or a guest speaker when appropriate, is also located in **Appendix F**.

FOR NEXT YEAR:

- Although written evaluations at the end of the orientation sessions show faculty are very happy with the format, discussions with faculty throughout the academic year indicate that they feel they would benefit from more discussion and practical advice on both teaching and research. A radical redesign of orientation may be necessary to accomplish that.
- Temporary faculty would also benefit from a longer orientation, and it is possible to better integrate them into the three-day orientation.
- Teaching Assistants also need to associate with temporary and full-time tenure track faculty and should feel as if they are part of a teaching community, not simply a “graduate

community.” More inclusion of TAs into orientation is necessary.

- It is not the responsibility of the CTE to streamline the ways in which new faculty are funneled through Human Resources, but it is very difficult to get names, addresses, and other contact information in a timely fashion, particularly for temporary faculty. The CTE Director and Sharon Aikins, Administrative Assistant, will continue to work with the Provost’s Office and Human Resources to determine if there is an appropriate way to contact incoming faculty at an earlier date. Several faculty members indicated that an earlier orientation that would provide them with time to implement teaching changes would have been very helpful.
- Attendance at the workshops for the Sustained Support Program ranged from 2-15 faculty. Often, there were 3-5. This is a very low number, and thus the formal nature of that program might be rethought. A new approach to providing new and newer faculty with additional information in a timely fashion is needed.

CTE and IRT Connections (Goal 5)

The RP Large Group Meetings schedule included a presentation by Mindy Wygonik on Oct. 11, 2007. Attendees discussed millennial students, technology natives, and the need to integrate technology productively into pedagogy. In addition, a full-day workshop with Barbara Frey on “Best Practices in On-Line Pedagogy” was offered and filled to capacity on May 20, 2008. Finally, the CTE Director met several times with Dr. Wygonik to discuss additional training and theory opportunities for faculty interested in integrating technology into their classrooms. The CTE Director also sits on the On-Line Action Learning Committee, where discussion of the switch from WebCT to another course management system has been on-going. IRT representatives are at all OLAC meetings. Dr. Wygonik and the CTE Director met to discuss how to better evaluate proposals for on-line courses as they move through the Graduate Curriculum Committee.

FOR NEXT YEAR:

- A full-day workshop for novices in integrating technology is being offered on Oct. 11, 2008.
- The CTE will advertise directly to new faculty through the sustained support program any workshops and support services for the use of technology in the classroom.

Outreach and Support for Teaching Assistants (Goal 6)

As IUP continues to develop its doctoral programs, an increasing number of Teaching Assistants will be instructing undergraduates. While the mentoring and disciplinary training of these TAs are the primary responsibilities of each program Director, the Center for Teaching Excellence can offer support in a variety of ways. This year, mailings about the Reflective Practice program went out to teaching assistants, encouraging them to join. The CTE Director spoke to a group of new Teaching Assistants in English, and teaching and graduate assistants were invited to all weekend workshops. Many were in attendance for the Ken Bain workshop in October, 2007.

FOR NEXT YEAR: A list of programs with Teaching Assistants and the names of Program

Directors and TA Mentors will be compiled. The maintenance of this list will be part of the CTE Graduate Assistant's responsibilities. The CTE Director will offer to visit all programs and speak to TAs about the CTE and its support for developing and enhancing teaching skills. TAs will be invited to attend New Faculty Orientation and participate in at least the one-day temporary faculty orientation, and the entire three-day orientation if they wish. TAs will again be encouraged to join the Reflective Practice Project or at least be on the mailing list.

Personnel 2007-2008

Director

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

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

Additional activities of the director are listed throughout this report.

Administrative Assistant

Sharon Aikins, Administrative Assistant, worked for the CTE approximately quarter time. The CTE administrative assistant is, uniquely to IUP, shared with Liberal Studies, Women's Studies, and the University-wide Undergraduate Curriculum Committee.

Graduate Assistant

Jennifer Oakes Curtis, 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.

Undergraduate Student Workers

The CTE rarely requires the use of undergraduate workers, but gratefully acknowledges their indispensable help for preparation of New Faculty Orientation, which falls in a gap between graduate assistant assignments. During 2007-2008, the CTE relied on Katie Sechrist for assistance.

Summary

This annual report provides clear evidence that all of the goals were achieved. IUP's faculty is enriched by the presence of the Center for Teaching Excellence, and the support of the Office of the

Provost is greatly appreciated.

Much additional information on the Center for Teaching Excellence can be found on the CTE website:

<http://www.iup.edu/teachingexcellence>.

APPENDICES

- Appendix A** Brochure, Center for Teaching Excellence
- Appendix B** Reflective Practice Executive Summary; RP Large Group Meetings, RP Brochure
- Appendix C** Fall Weekend Workshop: Ken Bain, “What the Best College Teachers Do.” Oct. 20, 2007
- Appendix D** Spring Weekend Workshop: Matt Fisher, “Integrative Learning.” Feb. 9, 2008.
- Appendix E** Barbara Frey May Workshops: May 20 “Best Practices in On-Line Pedagogy” and May 21, “Classroom Civility.”
- Appendix F** New Faculty Orientation: Tenure-Track, 3-Day Orientation Agenda and Temporary Faculty Half-Day Orientation Agenda, and Sustained Support Program

Appendix A

Brochure, Center for Teaching Excellence

(Physical Attachment)

We have many, many of these. The two-color brochure is outdated, as the CTE has moved several times; we will continue to move over the next couple of years, so it does not make sense to update it at this time. The photocopy attached is current, if uninspired.

9 Cross-Disciplinary Teaching Circles

(36 members)

Service Learning
Writing for Publication (2 circles)
Reflective Practice Part 2
Grant Writing
On-line Teaching & Learning
RP Portfolio
Punxsutawney Branch Campus Faculty
Scholarship of Teaching and Learning

5 Departmental Teaching Circles

(24 members)

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

RP MEMBER OUTCOMES

Valerie Helterbran

1. Helterbran, V. R. (in press). The ideal professor: Student perceptions of effective instructor practices, attitudes, and skills. *Education*, 129(2).
2. Helterbran, V. R. (2008). Professionalism: Teachers taking the reins. *The Clearing House*, 81(3), 123-127.
3. Helterbran, V. R. (2007). Promoting critical thinking through discussion. *Journal of College Teaching & Learning*, 4(6), 1-5.
4. Helterbran, V. R. (2008, June). *Planning for Instruction: Benefits and Obstacles of Collaboration*. Program presented at the 15th International Conference on Learning, Chicago, IL.
5. Helterbran, V. R. (2008, March). *Professionalism: The relationship between teacher conduct and student achievement*. Program presented at the Association for Childhood Education International (ACEI) Annual International Conference and Exhibition, Atlanta, GA.
6. Helterbran, V. R. (2007, November). *Writing for publication: Turning a passion for teaching and learning into scholarship*. Program presented at the Kappa Delta Pi Convocation, Louisville, KY.
7. Helterbran, V. R. *Outstanding Professor Award*, IUP Pan-Hellenic Association, Spring 2008
8. Helterbran, V. R. *College of Education and Educational Technology Recognition Award for Outstanding Accomplishment as a Teacher-Scholar*, (presented Fall, 2007)
9. Helterbran, V. R. *Center for Teaching Excellence Faculty Award: Advising*, (presented Fall, 2007)

Mary Lou Metz

1. Metz, M. L. (2008, April). *Building Probabilistic Understanding through Simulation*. Presented at the National Council of Teachers of Math, Salt Lake City, UT.
2. Metz, M. L. (2007, November). *Using Student Work as a Lens into Student Thinking*. Presented at the PA Council of Teachers of Math, Philadelphia, PA.
3. Metz, M. L. (2007, November). *Connecting Mathematical Concepts through Multiple Representation*. Presented at the PA Council of Teachers of Math, Philadelphia, PA.

Mindy L. Wygonik

1. Wygonik, M. L. (2008, February). *Why use Technology with Boomers, Xers, and Millennials in the same Classroom?* Presented at the PAACE Midwinter Conference on Adult Education, Hershey, PA.
2. Wygonik, M. L. Cross Disciplinary Comparisons in Students' Attitudes toward Service Learning: Lessons Learned. *The Michigan Journal of Community Service Learning*.

Mary Ann Cessna

1. Cessna, M. A. Consulting at St. Vincent College, 2007-08 AY.

Waleed Farag

1. Farag, W. (2008, April). *A new Histogram Analysis Technique Applicable to Multimedia Content-based Retrieval Systems*. Pennsylvania Association of Computer and Information Science Educator, Kutztown, PA.
2. Farag, W. *Exploring the Applicability of Deploying Remote Proctoring Systems to Ensure the Integrity of On-line Testing*. ACPAC – 2008.

Lea Masiello

1. Masiello, L. (2008, January) *Effective Reading Strategies for Field Notes*. Presented at Focus the Nation, Indiana University of Pennsylvania, Indiana, PA.
2. Masiello, L. *Writing through one Disciplines at IUP – A Reason to Study*. Presented at EAPSU.

Appendix B, Continued**Reflective Practice – Large Group Meetings 2007-2008****FALL Semester**

- August 23 (Thursday) 3:15-4:30pm – 101 Stabley Library**
Open Meeting – “How Can I Use This? Easy Teaching Props to Encourage Participation”
Co-Directors: Laurel J. Black, Francisco Alarcón, Stephanie Taylor-Davis, Valeri Helderbran, John Woolcock
- Sept. 5 (Wednesday) 3:15-4:30pm – Crimson Event Center, Folger Hall**
“Teaching Circles as Scholarly Active Learning: Collegiality and Creative Thinking.” Francisco Alarcón
- October 11 (Thursday) 3:15-4:30pm – Crimson Event Center, Folger Hall**
Integrating Instructional Technology – WHY use it?
- Nov. 7 (Wednesday) 3:15-4:30pm – Crimson Event Center, Folger Hall**
Grading and UN-Grading: Get Acquainted with Both
- December 6 (Thursday) 3:15-4:30pm – Crimson Event Center, Folger Hall**
Learning Communities and Residential Revival: Faculty Connections beyond the Classroom

SPRING Semester

- February 6 (Wednesday) 3:15-4:30pm – Crimson Event Center, Folger Hall**
Motivating Students!
- March 6 (Thursday) 3:15-4:30pm – Crimson Event Center, Folger Hall**
Critical Thinking Activities for Students
- April 2 (Wednesday) 3:15-4:30pm – Crimson Event Center, Folger Hall**

Visual Learning: What Works?

April 29 (Tuesday)

**5:00-7:00pm – Crimson Event Center, Folger Hall
Recognition Dinner**

Appendix B, Continued

Physical Attachment: RP Brochure

Appendix C

Faculty: Mark your calendar for Ken Bain!

The Center for Teaching Excellence is hosting a weekend workshop in October featuring Ken Bain. Dr. Bain is an internationally renowned educator, author, and historian. He is in high demand to keynote conferences and provide lectures and workshops on the topic of effective college teaching. We are indeed lucky to have him visit IUP.

Among his numerous publications, he recently completed a 15-year national research project which culminated in his influential and popular book, *What the Best College Teachers Do*. His study included nearly one hundred college teachers in a wide variety of universities and academic fields.

This event is supported by the Provost's Office, The College of Education and Educational Technology, The School of Graduate Studies and Research, Professional Studies in Education's ALS and C & I doctoral programs, and others. This workshop will be held on Saturday, October 20, 2007, in The Crimson Event Center.

The schedule is noted below:

Breakfast: 8:30 AM

Session begins: 9:00 AM

Lunch: 12 noon

Session Ends: 2:30 PM

This exciting event is **free of charge to faculty**. However, **openings at this point are very limited**. RSVP to Sharon Aikins (saikins@iup.edu) as soon as possible to reserve your place.

Spring Weekend Workshop

Dr. Matt Fisher, “Integrative Learning.” Saturday, Feb. 9, 2008

SAVE THE DATE!

Topic: Integrative Learning

Speaker: Matt Fisher

Date: Saturday, Feb. 9

Time: 8:30-2:30

Location: Crimson Event Center

In a recent report from the AACU authored by Mary Taylor Huber and Pat Hutchings, faculty are reminded that helping students explore links between disciplines and develop skills that they can transfer from one context to another is a crucial element in a liberal arts education.

At our own level, some of the most exciting work being done crosses disciplinary boundaries, asks us to come at "familiar" concepts with new ideas, from a different disciplinary perspective.

In the very well-attended Fall Weekend Workshop, Ken Bain spoke of how letting students explore broadly helped them locate their wider, educational and personal passions within the boundaries of our classes, engaged them, and made them willing to learn. Students come to our classes, which we have often narrowly defined by department, from diverse backgrounds and with, we hope, knowledge from other classes—how do we tap into that knowledge? How do we help them transfer skills? How do we present knowledge and learning as inclusive and engaging, not isolated and esoteric? Especially those who teach courses for Liberal Studies--and there are many of us!--need to see our students as "world academic travelers" and structure our courses appropriately.

Dr. Matt Fisher, Chair of the Chemistry Department at St. Vincent College and a Carnegie Scholar in Integrative Learning (2005), is our workshop facilitator.

He has regularly attended IUP's Weekend Workshops and understands the very practical nature of them: the need to come away with specific ideas and directions for change and development. It can be, at best, challenging to integrate concepts and practices from other disciplines into classes we are already comfortable teaching; at worst, it's down right frightening. But the excitement of learning holds true for faculty as well as students! Join your colleagues at this important

workshop!

Additional supporting materials are available on the CTE Website:
www.iup.edu/teachingexcellence.

To RSVP, please contact saikins@iup.edu.

Barbara Frey May Workshops

SAVE THE DATE(S)!

Over the course of the year, the CTE has heard from a lot of faculty about the kinds of workshops they would like to attend. I am very happy to say that we have been able to respond to two of those recent topic requests: IUP is very lucky to have Dr. Barbara Frey (pronounced “Fry”) coming to conduct two very different workshops in May, during pre-session. The descriptions below will be fleshed out in more detail as Mindy Wygonik, Faculty Liaison for Instructional & Research Technologies, and I have the chance to speak with Dr. Frey and share faculty interests and concerns. If you have any specific aspects of either or both of these workshops that you would like Dr. Frey to address, please respond to Laurel.Black@iup.edu. I realize that they are mid-week, but that is not possible to change, given Dr. Frey’s schedule. If you would like to attend either or both of these, please RSVP to Sharon.Aikins@iup.edu as soon as possible so that we can be sure to reserve the most appropriate room available.

Tuesday, May 20: Best Practices in On-line Pedagogy

Dr. Frey will conduct a day-long workshop on best practices in on-line pedagogy. As IUP offers increasing numbers of courses on-line and in a hybrid format, it is apparent that traditional face-to-face course design and pedagogy must be rethought. How do such courses affect a variety of teaching and learning structures, such as learning outcomes, methods of assessment, interaction, assignment structures, and syllabi? If you teach such a course or are considering teaching one, this workshop will be important to attend!

Location: TBA; Time: 9-4:30, with breakfast and lunch provided.

Wednesday, May 21: Classroom Civility

Students talking while the professor is lecturing, disrupting class work with inappropriate behavior, eating up teaching/learning time while they argue with the teacher or challenge information or demand additional class-time attention: these are the students that can make our roles as teachers frustrating and anxiety-ridden. How can we structure our classes and our relationship to our students to prevent such episodes? If they do occur, how can we best deal with them?

Location: TBA; Time: 9-12. Breakfast and lunch provided.

About Dr. Barbara Frey: Barbara A. Frey received her D.Ed. from Pennsylvania State University and her M.Ed. from the University of Pittsburgh. She is a Senior Instructional Designer in the Center for Instructional Development and Distance Education at the University of Pittsburgh where she provides support and training to faculty on a variety of teaching and learning projects. In addition, she teaches as an Adjunct Assistant Professor in the Learning and Performance Systems Department of Pennsylvania State University World Campus. Her

research interests include Web-based distance education, program evaluation, and human resource development. In addition to her work with instructional design, she has done presentations on promoting classroom civility.

Appendix F: New Faculty Orientations

Three-Day, Tenure-Track Orientation

NEW FACULTY ORIENTATION – Day 1 Monday, August 19 (half day) Crimson Event Center (Folger Banquet Area)

Welcome to IUP! This morning, we will get acquainted with one another and with the technology you'll need to move smoothly through designing and organizing your classes. We'll finish with a lunch, leaving you time to attend to some of the many things you need to do to get moved in, prepared for class, or oriented to the community.

Time	Event	Presenter/Moderator
8:00 – 8:30	Breakfast and Informal Discussion, Sponsored by the Center for Teaching Excellence	Laurel Black, Director, Center for Teaching Excellence
8:30 – 9:00	Address by the Provost	Dr. John Intenmann, Provost and Vice President for Academic Affairs
9:00 – 9:15	Break and travel to computer lab Eberly 109	
9:15 – 11:45	Overview of Information Technology Services; Banner/URSA, network accounts, class lists and email for courses	Mindy Wygonik, Instructional and Research Technologies (IRT) Faculty Liaison; IT Services Staff
11:45 – 12:00	Return to Crimson Event Center (Folger Banquet Area)	
12:00 – 12:15	Welcome	Laurel Black, CTE Director
12:15 – 1:15	Lunch sponsored by the Provost's Office	Cheryl Samuels, Provost and Vice President for Academic Affairs
1:15-1:30	Evaluation of First Day	Laurel Black, CTE Director

NEW FACULTY ORIENTATION – Day 2, Tuesday, August 21, 2007 Crimson Event Center (Folger Banquet Area)

Today is a bit longer, in order for us to provide you with a wide range of presentations and informal discussions. Support for teaching and research, questions about tenure and promotion, and advice from new and newer faculty all give you the opportunity to get answers to questions about important aspects of your teaching, service, and scholarship at IUP.

Time	Event	Presenter/Moderator
8:00 – 8:30	Breakfast and Informal Discussion Sponsored by the Center for Teaching Excellence	Laurel Black, Director, CTE.
8:30 – 9:15	Survival Tips from Newer Faculty	Laurel Black, Director, CTE Newer faculty panel
9:15-9:45	Liberal Studies at IUP	Mary Sadler, Director Liberal Studies
9:45-10:00	Break	
10:15 – 12:00	Faculty Professional Development Center for Teaching Excellence Support Successful Teaching Strategies Reflective Practice Evaluation of Faculty	Laurel Black, Director, CTE Reflective Practice Program Co-Directors: Francisco Alarcón, Val Helterbran, Stephanie Taylor-Davis, John Woolcock
12:00 – 1:00	Lunch sponsored by the Council of Deans. Concluding comments.	Dr. John Eck, Interim Vice Provost for Research and Dean of Graduate Studies
1:15 – 1:45	APSCUF	Rob Mutchnick, President, IUP APSCUF Francisco Alarcón, Vice-President, IUP-APSCUF Todd Van Wieren, Newer Faculty Committee
1:45 – 2:15	Faculty Research IUP's Research Institute	Michele Schwietz, Assistant Dean, School of Graduate Studies and Research Tracy Eisenhower, IUP Research Institute
2:15 – 2:30	Break	
2:30 – 3:30	Tenure and Promotion: Questions and Answers	Sue Glor-Scheib, Holly Belch
3:30 – 3:45	Evaluation of the day	Laurel Black

NEW FACULTY ORIENTATION – Day 3, Wednesday, Aug. 22
Information Fair Day
Crimson Event Center (Folger Banquet Area)

All faculty have the chance to move from station to station, speaking with representatives about their programs or services. After a lunch sponsored by the President, Orientation concludes for tenure-track faculty.

Time	Event	Presenter/Moderator
8:00 – 8:30	Breakfast and Informal Discussion in Crimson Event Center (Folger), Sponsored by the Center for Teaching Excellence	Laurel Black, Director, CTE
8:30 – 11:30	Orientation Fair in stations: All Stations are in the Crimson Event Center	
	Libraries at IUP	Susan Drummond IUP Libraries
	Student Affairs	Rhonda Luckey, Vice President, Student Affairs Terry Appolonia, Dean of Students Jim Begany, Associate Vice President for Enrollment Management
	Advising and Testing	Cathy Dugan, Director
	University Policies and Benefits	Helen Kennedy, Associate VP for Human Resources Lindsey McNickle, Benefits Manager
	Academic Integrity and Student Behavior	Kate Linder, Director, Office of Student Conduct Lynnann Mocek, Executive Staff Assistant, Provost's Office
	Career Services and Center for Student Life Student Employment Center	Mark Anthony, Director Tracy VanHorn-Juart, Coordinator, Student Employment Center Deb Stanley, University Testing Services and National Student Exchange
	Registrar's Office Advisor Advocate	Jeannie Broskey, Associate Registrar for Student Records Rebecca Sterley, Director
	Development Studies Dept./Learning Enhancement Center	Carmy Carranza, Director
	Counseling and Psychological Services Pechan Health Center	Kim Weiner, Director Scott Gibson, Director

	Safe Zone and GLBT Commission	Rita Drapkin, Lynne Alvine
	Writing Center	Tina Perdue, Director
	APSCUF Temporary Faculty Committee	Dr. Soundararajan Ezekiel
12:00 – 12:15	Welcome by President Atwater	Crimson Event Center
12:15 – 1:15	Lunch sponsored by the President	Crimson Event Center
1:15-1:30	Evaluation of Day Three	Laurel Black, CTE

**Appendix F:
Continued New, Half-Day Temporary Faculty Orientation**

**A Half-Day Orientation for New Temporary Faculty
Monday, August 20, 2007
Eberly College of Business
Room 201**

Coordinated by the APSCUF Temporary Faculty Committee

	Time	Description
	8:30 a.m. to 9:00 a.m.	Breakfast and Refreshments
	9:00 a.m. to 9:15 a.m.	Welcome to IUP
	9:15 a.m. to 9:30 a.m.	Union Orientation and Support Information
	9:30 a.m. to 10:30 a.m.	Review of key University Policies related to teaching <ul style="list-style-type: none"> - Syllabus of Record - Course packet information (how to assemble and where to go) - Office hours - Academic Integrity - Student Conduct - Final Exam Policy - Mid-term and final grades - Peer and Student evaluations - Center for Teaching Excellence: Support for the Above
	10:30 a.m. to 11:00 a.m.	Employment related information <ul style="list-style-type: none"> - Expectation of service at university and department levels - Voting rights - CBA and rights - Contract renewals
	11:00 a.m. to 11:15 a.m.	Break
	11:15 a.m. to 11:45 p.m. ECB 115	Instructional Support <ul style="list-style-type: none"> - Writing Center - WebCT and other course related technologies - Instructional Design Center - IDC Training Workshops - Accessing library resources

	11:45 a.m. to 12:30 p.m.	Introduction to Information Technology Landscape: <ul style="list-style-type: none">- Network Login- The Banner/URSA system- The SAP self-service system- Email- Network Drives- Requesting Equipment- Helpdesk- Free Software
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Appendix F, Continued: Sustained Support Program

New Faculty Sustained Support Program: 2007-2008

New faculty have spoken—through their suggestion forms at New Faculty Orientation—and I've put together the following short workshops to address your interests. I've also tried to schedule them at appropriate times in the semester or year, and have alternated them between Wednesday and Thursday to accommodate more schedules. I'll try to get printed materials up on the CTE website shortly after each workshop, but those won't replace the face-to-face bonding and questions and answers! So please attend! **RSVP to saikins@iup.edu so that I know how many handouts to prepare.**

Fall, 2007

Effective Teaching:

We all like to think that we are effective teachers. But how do we know? And what if we have that nagging sense or even outright evidence that things aren't going so well? What are some of the principles of effective teaching? How can active learning be used in large group settings? How long should you lecture in any setting? How do I know whether what I'm doing is working—and how is it working? In the time we have, we can't cover every aspect of effective teaching, but join together for advice and discussion—and if we want, we can schedule another such discussion!

Speaker: Laurel Black, Director, Center for Teaching Excellence

Day/Time/Location: Thursday, Sept. 27, 3:30-4:45, 203 Stabley Library (the old library, in the back!).

FERPA:

As faculty, you have access to student records and must, on occasion, interact with parents and guardians requesting information about their student's academic standing. This presentation will cover:

- What is FERPA?
- Guidelines for release of student directory information
- What is "legitimate educational interest"? (Need to know)
- What about parents?
- What can I do to uphold FERPA?

- FERPA guidelines for faculty and staff
- Operational reminders
- Consequences of unauthorized release of information

What do you need to know to protect your students' privacy? What are the common mistakes teachers make? The consequences of not fully understanding FERPA requirements and the release of unauthorized information can be far-reaching – for both the University and the employee.

Speaker: Jeannie Broskey, Associate Registrar for Student Records.

Day/Time/Location: Wednesday, Oct. 17, 3:30-4:45, 317 Clark Hall

Advising Students:

It would be great if all students read their catalogs—but some don't even own one or never look on line! What do you need to know to effectively advise students? What resources are available to you? How do you find the people who have the info you need? Advising is an important part of what we do, and the more you know about it, the better you can meet your students' and department's needs. While each department has its own materials and some offer formal training, this workshop will cover the basics and some logistics. Bring **YOUR** catalog!

Speaker: Rebecca Sterley, Director, *Advisor Advocate*.

Day/Time/Location: Thursday, Nov. 1, 3:30-4:45, 203 Stabley Library
(the older library, in the back)

Creating Syllabi:

Just in time for putting together your second semester courses, a workshop on what you must, should, and could put into a syllabus. What info are students looking for? What messages or signals is your syllabus sending? Bring a copy of yours to share for discussion, and come away with new ideas.

Speaker: Laurel Black, CTE Director

Day/Time/Location: Wednesday, Nov. 28, 3:30-4:45, 203 Stabley Library.

New Faculty Sustained Support Program

Spring, 2008

Print and post somewhere you'll see this! It's easy to forget what is available to you as the semester goes along and you get bogged down. But talking seriously with other faculty about our teaching is always worthwhile! Please plan to attend as many of these as possible. I've alternated Wednesday and Thursday, and written materials will be posted on the CTE website if you cannot attend. Remember, too, that Reflective Practice Large Group Meetings are also open to all faculty—you do not have to have joined the RP project to attend any that interest you! All of those are listed on the CTE website as well. Don't forget the Feb. 9th Weekend Workshop on Integrative Learning!

All workshops and discussions are from 3:30-4:45.

Thursday, Jan. 31: Effective Teaching 2.

The first discussion on effective teaching was so well attended and so many of you indicated that you wanted to do more of this that we'll start off the semester with another! What do you want to try this semester? What are your concerns? Remember that materials handed out last semester on effective teaching are accessible on the CTE website. We got into attendance, group work, large lecture classes and engagement, and student civility last time, and we can revisit all of those again and/or discuss other aspects of effective teaching.

Discussion Facilitator: Laurel Black.

Location: 203 Stabley (old library, across the bridge from Stapleton Library).

Wednesday, Feb. 20: Library Research

As you juggle teaching and research, sometimes any little tip will help. IUP Libraries have many resources available to help us, and the librarians know all the secrets of using the databases and more! Time is one of our most precious commodities at IUP, and this workshop will help you learn how to make the best use of it. Send me some of your research topics in advance so that we can use them as part of the demonstrations!

Workshop Facilitator: Susan Drummond

Location: Stapleton 101 (new library, classroom on your left after you go through the Java City lounge area and the double doors marked Technical Services.)

Thursday, Mar. 20: Instructional Design Possibilities

Our students come in with an uneven level of technological skill and savvy, but with a lifetime of immersion in technology that influences their approaches to learning. As we begin to integrate technology into our classes, what do we need to think about in terms of instructional design? How can we use technology to stimulate and support learning, not simply because the technology is there? When can and should we choose NOT to use it? How might we determine the effectiveness of one method over another? This workshop will help us begin to think hard about those issues.

Workshop Facilitator: Mindy Wygonik
Location: Stright Hall, G-33

Thursday, April 10: Grading

By now you know what you're teaching next semester. How can you think about grading in ways that encourage student participation, decrease the amount of time you spend, and accurately represent what your students really know and can do? What can go ungraded? How can you handle group projects? Where do you find rubrics and how do you make them?

Discussion Facilitator: Laurel Black
Location: Stabley 203 (old library, across the bridge from Stapleton Library).