

# Center/Institute Annual Report

*July 1, 2011 – June 30, 2012*

<b>Center/Institute:</b>	Center for Teaching Excellence		
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## 1. Describe any continuing activities conducted during the 2011-2012 fiscal year (July 1, 2011 – June 30, 2012):

As per the current charter the CTE Advisory Board has one member from each of the colleges, a co-director from Reflective Practice, 1 administrator, one graduate and one undergraduate student.

Following is the composition for 2011-2012:

#	Unit Represented	Representative
1	Distance Learning and Continuing Education	David Porter
2	Eberly College of Business and IT	Ramesh Soni
3	Education and Educational Technology	Crystal Machado
4	Fine Arts	Jason Chimonides
5	Graduate Studies and Research	Shari Robertson
6	Health and Human Services	John Lewis
7	Humanities and Social Sciences	Heide Witthoef
8	Natural Sciences and Mathematics	Edel Reilly
9	Reflective Practice Codirector	Stephanie Taylor-Davis
10	Undergraduate Student Member	Bethany Banaszewski
11	Provost Representative	Lynann Mocek
12	Graduate Student Member	Tracy Lassiter

## Faculty Recognition Awards:

The CTE Advisory Committee evaluated and ranked the fourteen submissions for the 2011-2012 Annual Faculty Recognition Awards. The following faculty members were recognized for their teaching and advising and presented with a \$500.00 monetary award at the Annual Teaching Excellence Awards Dinner on April 26, 2012:

One of the goals of the Center for Teaching Excellence is to recognize the excellence in teaching that exists at IUP. The awards acknowledge the multi-dimensional nature of the practice of teaching and recognize excellent faculty members at IUP.

**Dr. Lydia Rodriguez**, Foreign Languages, and **Dr. Francisco Alarcon**, Mathematics, receive the DISTANCE EDUCATION AWARD for their design of an online course that demonstrates exemplary online pedagogy and instructional design. Their course, *The Mayas: Culture, Literature and Numbers*, provides a variety of activities, individual guidance and an emphasis on meaning making with attention to multiple learning styles.

**Dr. Lynn Shelly**, English, receives the DIVERSITY AWARD for making diversity central to the intellectual content of her Basic Writing course at the IUP-Punxsutawney campus. She has made the theme of this course, comprised of students both from the local area and from Philadelphia, *Understanding Ourselves and Others*. Dr. Shelly had her students read about, research, discuss, blog, reflect and then write an essay in response to the question, “Is growing up in the city mostly different or mostly the same as growing up in the country?” Through this semester-long assignment students came to understand and appreciate the details of one another’s daily lives.

**Dr. Azad Ali**, Technology Support and Training, receives THE HEIGES-LAMBERSKI AWARD for EXPERIENTIAL LEARNING. He has effectively integrated Service Learning into the *Seminar in Business Technology Support* by having students design and implement technology projects for numerous non-profit organizations in the local area.

**Dr. John Taylor**, Geoscience, receives the award for CONTENT PEDAGOGY for his redesign of an upper level Paleontology course to maximize student learning. His thoughtful pedagogical progression has led to significant changes in his approach to classroom teaching (from lecture to interactive strategies), lab exercises (more challenging), exams (more focused on critical thinking) and field trips (more structured and systematic).

**Dr. Werner Lippert**, History, and **Dr. William McPherson**, Technology Support and Training, receive the award for COLLABORATIVE PRACTICE for exemplary work in linking their courses - *Introduction to Business* and *History of the Modern Era* – as part of the Eberly Connections program. Students enrolled in these two courses worked in 20 small teams to research and design a business plan for a product/service/business typical of an historical time period and then presented their work at an end-of-semester showcase, complete with period costumes.

**Ms. Meighan Robb**, Nursing, receives the new award this year for TEACHING ASSOCIATES. Meighan was nominated by Dr. Theresa Shellenbarger for exemplary teaching, specifically for her focus on student motivation, active learning and development of critical thinking and problem solving skills.

### **The Reflective Practice (RP) Project**

#### **Reflective Practice Co-Directors:**

Large Group Meeting Directors:	<b>Mark Palumbo and Michelle Papakie</b>
Teaching Circles Coordinator:	<b>Stephanie Taylor-Davis</b>
Special Project Director:	<b>Kelli Jo Kerry-Moran</b>
Portfolio and Evaluation:	<b>John Woolcock</b>
Research and Resources:	<b>Theresa McDevitt</b>

The CTE Director is the standing Director for Weekend Workshops and is responsible for overall management of RP Co-Directors.

Each Co-Director receives \$500.00 toward professional development for his/her annual service to the Reflective Practice Project.

#### **Faculty Participants in The Reflective Practice Project 2011-2012:**

**Total:** One hundred fifteen (115) members in 29 of 40 departments. (70 Active and 45 Active-Plus Members)

**Rank:** Full Professor 10%, Associate 23%, Assistant 39%, All Others 28%.

**Teaching Circles 2011-2012: 26 Total**

**Cross-Disciplinary Teaching Circles**

Distance Education  
Punxsutawney Teaching Circle  
RP Portfolio  
Writing for Publication  
Feminist Pedagogy  
Teaching Undergraduate Students  
Information Literacy  
The Quality Teaching Circle for Teaching Research

**Departmental Teaching Circles**

Hands-on Exercises for Teaching Introductory  
Statistics (Mathematics)  
Teaching Circle Concerning Emerging Technologies  
(Mathematics)

**Departmental Teaching Circles**

Applying Anthropology  
Criminology  
General Chemistry Laboratory  
Language Teaching & Classroom Management  
Nursing: Simulation Pedagogy  
Nurses-Teaching With Technology  
Psychology  
Safety Science  
Teaching Graduate Writing in Sociology  
Organic Chemistry  
College Chemistry  
Special Education and Clinical Services  
English Temps  
Techniques for Teaching & Learning Foreign  
Languages

**Large Group Meetings 2011-2012**

August 25, 2011 *Great Ideas for the First Day of Class* (48 participants)  
September 8, 2011 *Organization of Teaching Circles* (33 participants)  
October 5, 2011 *Using Social Media and YouTube in Your Classroom* (42 participants)  
November 10, 2011 *Copyright Compliance* (34 participants)  
December 7, 2011 *Gifts of Great Teaching Ideas from the RP Co-Directors* (35 participants)  
February 2, 2012 *Enhancing Students Critical Thinking Skills* (37 participants)  
March 7, 2012 *Grading Group Work* (32 participants)  
April 5, 2012 *Providing a Positive Learning Experience for Students with Disabilities* (17 participants)  
April 26, 2012 *Annual Awards Banquet* (96 participants)

**Workshops 2011-2012**

November 5, 2011 42 Participants  
*Why Don't My Students Think I'm Groovy*  
Dr. Christy Price, Facilitator

February 10, 2012 22 Participants  
*Service Learning: When to, Why to, How to, and Taking it up a Notch* Patrick Green, Facilitator

March 24, 2012 24 Participants  
*The Professor's Speech*  
Rick Kemp, Facilitator



- ✓ The Provost asked CTE to offer a workshop on Service Learning. With funding from the Provost's office, and all planning executed by CTE, Dr. Patrick Green, from Loyola University presented an excellent workshop on this topic.
- ✓ Student Affairs invited CTE to co-sponsor a workshop, *Partnering to Create Conditions for Student Success*, with Pat Terenzini. The collaboration between faculty and student affairs was successful and more such co-sponsored events are in the planning for 2012-2013.
- ✓ We offered small grants, up to \$500.00 each, to Teaching Circles in Fall, 2011. We were able to fund the following projects:

#### **Teaching Circle Grant Award Winners**

***“Grand Beginnings: Podcasting to Build Teaching Skills, Spread Awareness of Information Literacy, and Foster Library-Subject Faculty Collaboration.”***

Rosalee Stillwell, Tracy Lassiter, Portia Diaz, Jennifer Woolston, Tim Hibsman, Theresa McDevitt, Joann Jonosko, and John Branscum

*“Our Information Literacy Teaching Circle received a grant to purchase headsets and other equipment necessary to record a series of information-literacy related podcasts. We feel information literacy is a core competency for twenty-first century students to have. In order to highlight this skill and develop it among faculty, too, we have recorded two podcasts and scripted two others that, upon final editing, will be posted on the Reflective Practices website. Also, Dr. Hibsman’s Research Writing class prepared a Handbook that includes information literacy and library-related summaries. This .pdf document also will be posted on the RP site for faculty use.”*

***“Winning the WAGES Game: Learning How Gender-Specific Realities in the Academic Workplace Disadvantage Women.”***

Maureen McHugh, Tracy Lassiter, and Theresa McDevitt

*“We three formed the “Feminist Pedagogy” Teaching Circle. With our grant, we purchased seven copies of the WAGES board game. WAGES is an acronym for Workshop Activity for Gender Equity Simulation, and it was developed from empirical data by Stephanie Shields, a Penn State psychology professor. It reveals how patterns of thinking cause gender discrimination, which leads to significant pay disparity in academia. However, we feel the game demonstrates biased thinking against any minority group. Copies are available at Stabley for faculty/staff to borrow. We officially premiered WAGES at the Sex and Gender Conference held April 12.”*

***“Technologies for Teaching and Learning Foreign Languages at IUP.”***

Shijuan "Laurel" Liu, Jean-Louis Dassier, Christina Huhn, and Sean McDaniel

*“The purpose of the project was twofold: (1) identify resources and facilities available for the teaching and learning of foreign languages (TLFL) with technologies at IUP, (2) facilitate discussions and provide mutual support among faculty regarding TLFL. The team has had productive discussions and achieved its goals in 2011-2012. Additionally, the team is developing a survey on student use of technology, and will be reporting all above-mentioned findings to interested students and faculty.”*

***“Hands-On Exercises for Teaching Introductory Statistics.”***

Christoph Maier, Diane Shinberg, John Uccellini, Larry Feldman, Kelli Jo Moran, Mavis Pararai, Alvares Nosedal-Sanchez, and Russell Stocker

*“During the Spring 2012 semester, our teaching circle was awarded funds for equipment to be used throughout the IUP community in courses that contain a statistics component. We surveyed instructors across campus to determine their levels of interest in using hands-on resources and the types of materials that would be most beneficial. Several items were purchased including: dice, stop watches, scales, tape measures, vernier calipers, and beakers. All items are housed in the CLEM room in Stright Hall and are available for faculty checkout. Additionally, we are sharing ideas and classroom activities through a common folder on the X drive.”*

***“Writing for Publication: Harnessing the Potential of the Virtual World to Build a Professional Learning Community.”***

Crystal Machado, Courtney McLaughlin, and Hayat Messekher

*“To increase membership and participation technology was infused into our teaching circle. Group membership has doubled and will soon triple with members from China, Algeria, Pakistan, Austria and the US. The group has had 3 face to face meetings, a virtual meeting, and a hybrid meeting. Members collaboratively developed a grant proposal and an IRB application using Google Documents. A group Wiki was created to support pedagogical*

*exploration and collaborative research projects. Circle members will be presenting papers that describe how the virtual world is being used to develop a professional learning community at two different conferences in May.”*

**“Promoting Health-Care Technologies among Nursing Students”**

Terri Calderone, Lisa Palmer, Julie Greenawalt, and Cindy Zidek

*“The primary goal of this project is to foster collaboration and share technology teaching strategies in nursing with the Nursing and Allied Health Professions faculty. Health care professional roles continue to change as technology use in health care increases at a rapid rate. This grant funded access to a National League for Nursing webinar entitled, “SMARTcare: How a tactical innovation can support nurses in public health.”*

- ✓ CTE was awarded a website revitalization support grant for 40 hours of assistance with the re-design of the CTE website. This work was completed and the website is much improved.

**3. Please supply any other information you would like us to include in the Annual Report (e.g. student involvement, accomplishments achieved during past year, anticipated changes for coming year, other items).**

In addition to the annual ongoing activities of the CTE, the following goals were also identified

1. Recognize and reward excellent teaching through the CTE Faculty Recognition Awards
2. Nurture and sustain the Reflective Practice Project
3. Continue to develop New Faculty Orientation and address the need to provide additional Orientation for Temporary faculty
4. As an increasing number of faculty moves to teaching courses and offering programs online, provide faculty development to enhance pedagogy in the design, delivery and assessment of online courses.

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>.

**4. What are your center’s plans for the upcoming year?**

**Promotion of CTE to Increase Faculty Participation:** Our goal is always to involve as many faculty members as possible in excellent professional development activities and to enhance teaching and learning at IUP. To this end, we will be promoting our webpage, our monthly meetings, Saturday Seminars and special projects more vigorously.

**Increased collaboration with Student Affairs:** With the success of the co-sponsored event this year, the CTE hopes to continue to plan and implement programs and workshops with Student Affairs for the benefit of all university personnel responsible for student success.

**5. What are your center’s needs for the upcoming year?**

**The Center for Teaching Excellence has a strong presence on campus but no home. Having a designated space for the Center would be an excellent idea. Currently we have to reserve space for each and every meeting and, therefore, the location of meetings frequently varies - giving an**

**impression of instability. A permanent location would also provide a consistent place for faculty to go for assistance with issues and ideas related to teaching, scholarship and service. A Faculty Resource Center housing many entities, including CTE, would be a positive measure toward ensuring a successful professional teaching experience for faculty and a rich learning experience for our students.**

**6. Are there any changes in your current ongoing community relationships? If yes, please address:**

NO

**7. Please describe**

**a. The personnel commitment to the operation of this unit:**

**Director**

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

Faculty Professional Development Committee  
Academic Affairs  
Online Learning Committee  
Center and Institute Directors

Additional activities of the director are listed throughout this report.

**Administrative Assistant**

Sharon Aikins, Administrative Assistant, worked for the CTE approximately one third of her 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**

Karyl Piper, graduate student in Educational Psychology program, was the half-time (10 hrs. per week) graduate assistant this year. The new graduate assistant for 2012-13 is Sarah Brady. The numerous activities included in this report are impossible to accomplish without a graduate assistant.

**b. The financial operating commitment to this unit:**

**c. Sources of funding from IUP for personnel and operating commitments (e.g. assigned complement, college operating budget transfer, etc.):**

The Center for Teaching Excellence is funded by the Provost's Office. There is also a small CTE Foundation account.

***The following table is to be used to report your Center/Institute activity during FY 2011-2012. Please complete the following form and return it as part of your report.***

