



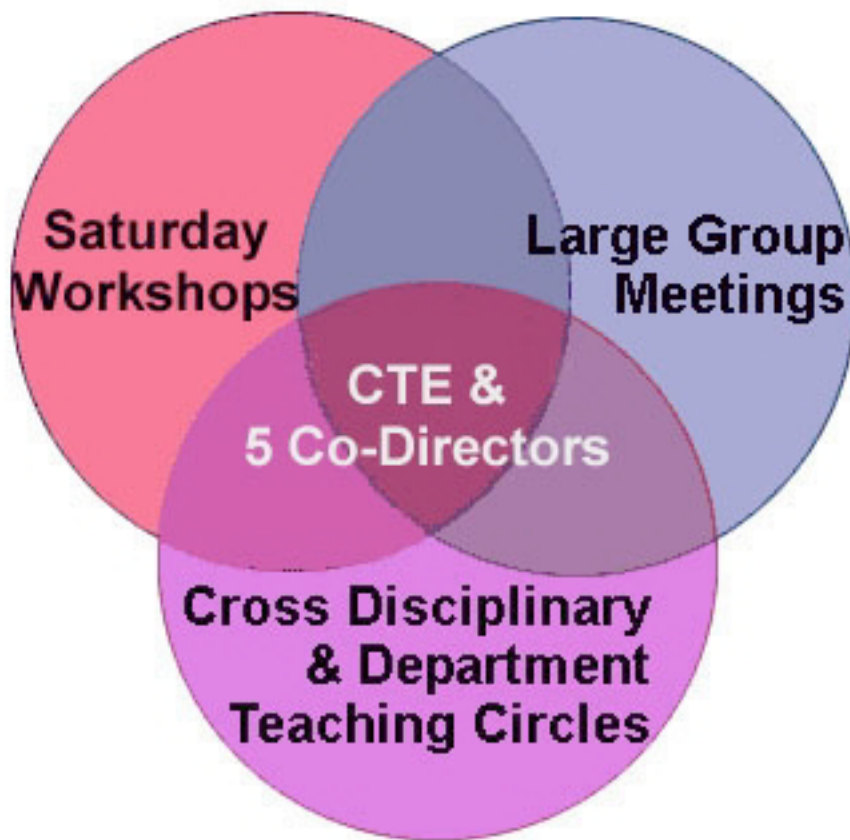
Thanks for the Memories

Reflective Practice

1993 - 2004

Presented at the RP Recognition Dinner April 29, 2004

What is the Reflective Practice (RP) Project?





**At Birth
1993**



From Mary Ann Cessna,
former director
Center for Teaching Excellence

*This time, like all times,
is a very good time
if we but know what to do with it.*

~ Ralph Waldo Emerson

April 17, 2004

Dear Reflective Practice Group,

I hope that you will enjoy the memory book that we've crated to celebrate our tenth anniversary of RP at IUP 1993-94 through 2003-04. The memory book is organized on the dual themes of professional growth and development – the core values of RP. Who could have envisioned during those early years that this Project would eventually achieve national attention from the American Association for Higher Education, The Pew Charitable Trusts, Alverno College, and the Carnegie Academy for the Scholarship of Teaching and Learning? Who could have envisioned in 1993 the professional and personal growth and development resulting in collegiality and friendships that have been spawned and nurtured among participants throughout the years?

Let's recall for a moment the cultural setting at IUP in 1993-94 when:

- Larry Pettit was beginning his second year as president
- Mark Staszkiwicz was appointed as the new Interim Provost
- Plans were underway to lay the new fiber optic cable for technology across campus, and the responsibility for computing moved to the Provost's Office
- Refocus II Strategic Planning Committee was launched. Do we really want to remember that???
- Air pollution from the Cogeneration plant was the hot issue on campus
- The design for the new \$8.9 million renovation of the College of Business was approved
- TERMREG was the new early registration program, and we processed 20,000 paper drop/add transactions!

I can still clearly recall several initial meetings with Barbara Blackledge, now Chair of Theater and Dance, when she so enthusiastically explained to me the vision that she, Miriam Chaiken, Anthropology, and Bob Begg, Geography and Regional Planning, had for a grant proposal to the SSHE Faculty Professional Development Council to fund the RP Project. These three alumni of the Summer Academy for the Advancement of Teaching perceived the need for a structure and campus-wide forum for good talk about good teaching at IUP. We thank our three founders for their initiative and leadership to obtain and so successfully implement that first grant. During those early years I had only the foggiest concept of RP, but of course I wasn't about to admit that to Barb. Little did I know that the importance of reflection in the teaching and learning process dates all the way back to John Dewey in 1904!

Another vivid memory for me is an April Large Group meeting where I suggested that we split up the first small group (Peter Broad, Carroll Young, Tony Joseph, Dee Klein and others) working on portfolios for promotion. What a mistake and eye opening learning experience that was. The need for RP to provide opportunities for social networking and for personal friendships to flourish became evident that day. These faculty truly enjoyed working (and playing) together. Even after all were promoted they have remained together as a teaching circle working on additional topics for eight years. That's amazing.

Many folks in addition to the Project founders deserve our thanks for their support of the Project: all past and current co-directors, Marcia McCarty, the charter members (many of whom are still active participants), Mark Staszkiwicz and the academic deans, and APSCUF. But most of all we thank all of the faculty, teaching associates, and Student Affairs professionals who so freely shared their time, expertise, and friendship with each other and with me.

RP is the joy of my professional life. You, the participants, continually re-energize me and motivate me to strive even harder for self actualization in RP. I've learned so much about teaching, learning, and interpersonal relationships from you. Although retired from IUP, I intend to continue active participation in the Project, particularly in the RP Portfolio Teaching Circle. *"To teach is to touch a life forever."* Each of you has touched my life in a special way. I'm confident that we will enjoy **many more** successful years as a RP learning community.

Announcing the birth of...

Baby: Reflective Practice

**Parents: Center for
Teaching Excellence**

Date: July 1993

**Place: Indiana University
of Pennsylvania**

**Size: 43 members from
21 departments and
6 Colleges**





Reflective Practice

IUP Reflective Teaching Project

An abstract of an article written by Barbara Blackledge and published in Teaching Excellence (Vol. 6, No. 4, 1994-1995)

Following participation in the SSHE Summer Academy, Barbara Blackledge, Bob Begg, and Miriam Chaiken were encouraged to reflect upon their current teaching methods, they returned to IUP and submitted a SSHE Institutional Incentive Grant proposal. The Reflective Teaching Project was the direct result of the acceptance and funding of that proposal. Two IUP Provosts, Hilda Richards and Mark Staszkiwicz, and seven academic deans gave implementation to this teaching project in July 1993.

It was the intention of the grant to provide a supportive framework of teaching methods assessment, which could be both constructive and non-threatening. Faculty who were scholars in their field of expertise were typically not trained in the methods of teaching and therefore often began teaching the same way they had been taught.

Starting with books bought with grant funds, faculty participants were encouraged to begin evaluating their own teaching process through the use of journals, video-tapings, observations by fellow participants, and classroom assessment techniques. Participants met once monthly with a small group of peers as well as once monthly with the entire group of participants.

Several workshops were provided with additional grant funding and participants were also able to attend conferences and purchase additional materials that encouraged the continued development of reflective teaching skills.

The project was so successful, participants asked the Center for Teaching Excellence to continue the initiative the following year.

The rest, as they say, "is history".





RP Charter Members-1993

Mentors

Dennis Ausel
Bill Barker
Ray Beisel
Mary Ann Cessna
Gary Dean
Kurt Dudt
Trenton Ferro

Ann Massey
Carol Mills Young
Bob Millward
Muhammad Numan
Russell Peterson
Mary Ann Rafoth
Terry Ray

Participants

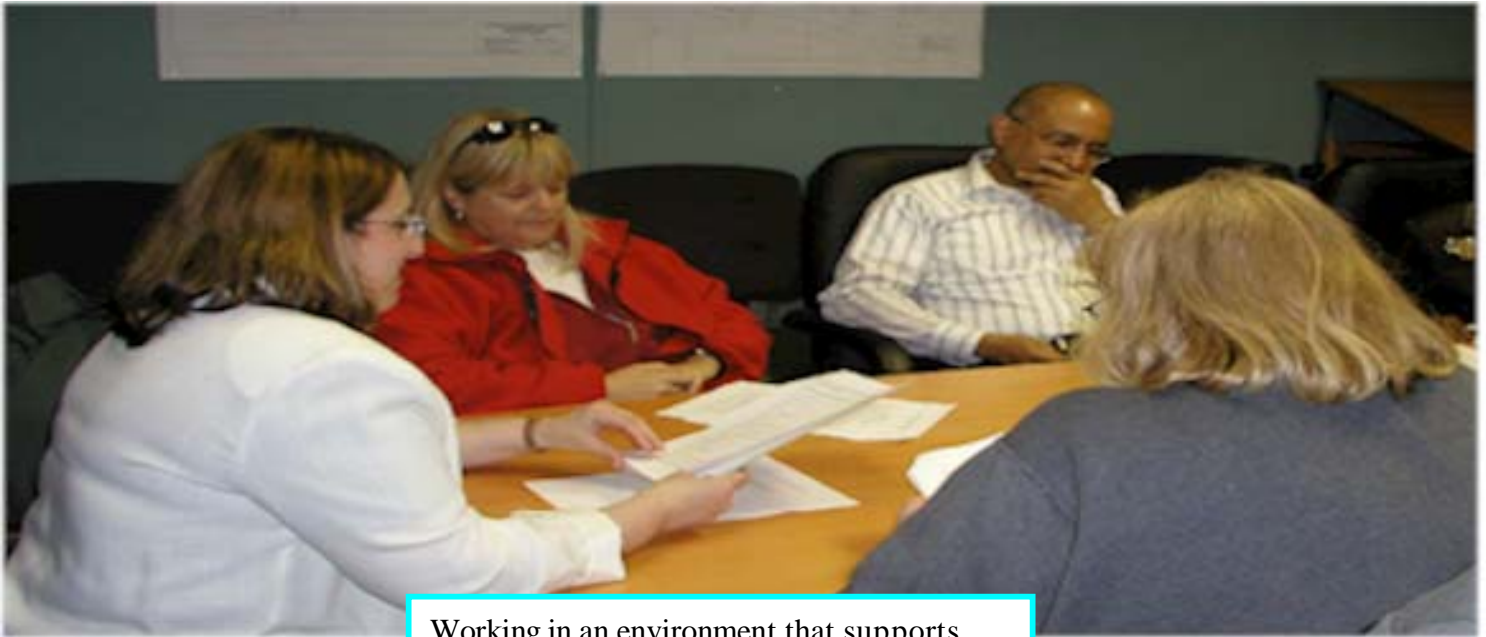
Francisco Alarcon
Yaw Asamoah
John Baker
Madan Batra
Bob Begg
Charles Bertness
Barb Blackledge
Peter Broad
Dean Eiteman
Wendy Lou Elcesser
Brooke Grant
Nancy Hayward
Janice Heckroth
Jeannine Heny
Rita Johnson
Nick Karatjas
Marjorie Mambo

Randy Martin
Patrick McCreary
Wayne Moore
Stanford Mukasa
Sarah Neusius
Rich Nowell
Karen Ready
Joe Ritchie
Jean Slenker
David Stein
Marie Twal
George Walz
Susan Wheatley
V.J. Wijekumar
Lorraine Wilson
John Woolcock



The Early Years 1993-1996





Working in an environment that supports effective teaching helps me keep fresh in my teaching ...



Just knowing that I would have to tell others what I was doing made it more significant ...

I have always been reflective; however, RP has opened up new ways for me to reflect on my teaching as well as on student learning ...

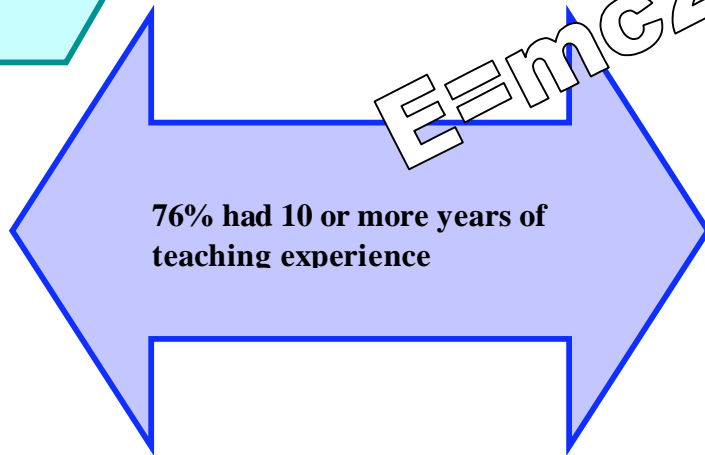
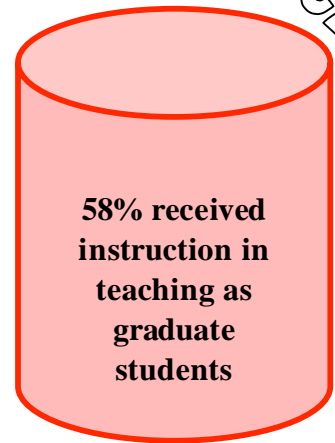
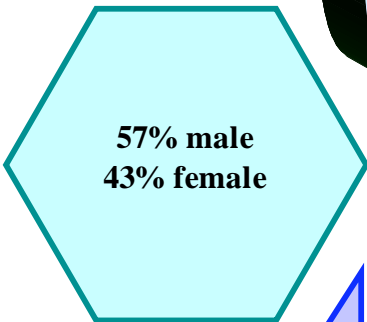
... In attempting to mentor a peer, I reflected more on every aspect of my syllabus and teaching....



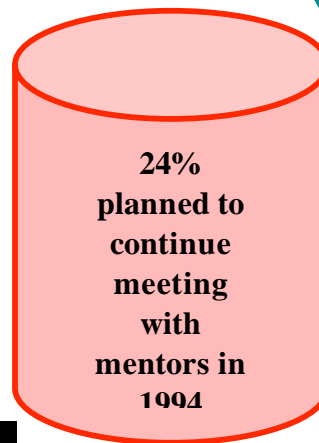
Go Figure

in 1993

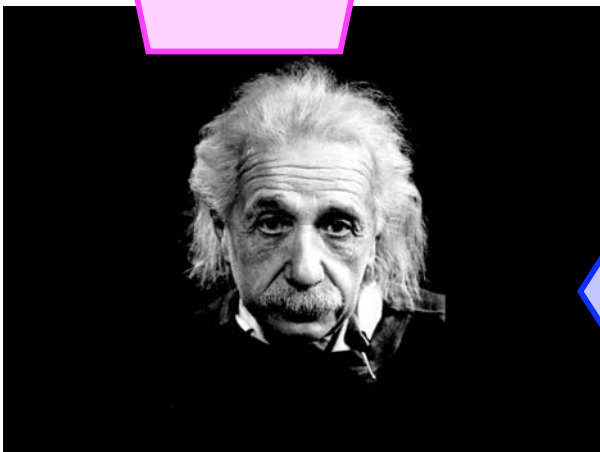
E=mc²



E=mc²



E=mc²



The First Cross-disciplinary Teaching Circle Report

End of yr. report. Ever!
4/19/96

CP 101 Small Group facilitated by Wendy Ellerstein.

Sarah Mesina
Linda Szul
Sue Glor. Schie

1/30/96

With respect to the Course Portfolios text:
(pre-Richlin/Manning workshop)

- distractions at various times
- learning from each other
- interaction with people with whom we might not otherwise have contact
- assessment of the Day's Objectives - do we present these objectives? and how do we do this?

2/13/96

- Meet in Eberly Room 303 for a tour of the new College of Business
- Continued discussion of what assignments are left for the first CP 101 course

3/12/96

- Discussion of Penn State Conference: Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures
- Sue Glorscheib on her grant at Blairsville/Saltsburg School District on special ed and gen ed pairs to help inclusionary practice

4/9/96

- Sarah and I discussed a plan for our progress report. I agreed to E-mail copies to our group the E-mail messages I have shared with the group and with Mary Ann, whose group is working on the same course portfolios course.
- Looking ahead to the summer when other time constraints do not distract us from the tasks within the definition of the course portfolios.
- Promotion 1996 approaches much too quickly. Both Sarah and I agreed that we'd like to incorporate at least some of this material from CP 101 into our application materials.

4/18/96

Some final thoughts before the larger group meeting...

-I want to always "teach better." The Reflective Practice Group (large and small) has provided me with the encouragement to try to do so. I believe I am a better teacher than I was when I joined this group. I hope only that my students believe this as well.

-This week I had a discussion with a colleague about the overwhelming drive to "cover the material." Although we subscribe to covering what we can well, perhaps better than we had done so previously, we admit to still feeling this need to get through the "expected" course material in the time allotted. As the semester ends, this feeling returns at full strength. I think I have externally moved past this, but internally, I still feel guilty that I didn't "cover everything." I also have a more difficult time shaking this belief in the introductory courses than in the upper-level courses. Even those of us in this group aren't fully converted!

The CP 101 doesn't have to ^{be} finished in the semester either, i.e. we don't have to "cover everything" either.

IUP Reflective Practice Cross-Disciplinary Teaching Circles (CTC's) 1995-2003

Portfolios:

Teaching Portfolio 101 (Richlin-Manning system): 1995 (2 circles), 1996, 1997 (2 circles)
Teaching Portfolio 102 (Richlin-Manning system): 1995, 1996
Creating a Teaching Portfolio (Bill Cerbin system): 1998
Creating a Teaching Portfolio, Part 2, (Shackleford & Seldin system): 1995, 1996, 1997
Creating a Course Portfolio (Richlin-Manning system): 1996 (2 circles), 1997, 1998
Student Portfolios: 1995, 1996
Digital Teaching Portfolios: 2000
Course Portfolios for Studio Classes: 1999, 2000
Portfolios for Promotion: 1998, 1999, 2000, 2001, 2003
Reflective Practice Portfolio: 1999, 2000, 2001, 2002, 2003

Enhancing Student Learning:

Cooperative or Collaborative Learning: 1995, 1998, 1999, 2000, 2001
Learning Styles: 1995
Service Learning: 1997, 1998, 1999, 2000, 2003
Evaluating Learning & Learning Styles: 1998
Learning Communities: 1996
Developing Critical Thinking: 1995, 1997, 1998, 1999, 2000
Spirituality Across the Curriculum: 2001, 2002, 2003
Gender in The Classroom: 2001
Campus Civility: 1999
Student-Centered Problem-Based Learning: 2003
Teaching Students in a Changing Cultural Environment: 1999, 2000
Teaching Cultural Sensitivity in the Classroom: 1998, 1999

Teaching with Technology:

Computer Technology & Multimedia Instruction: 1995
Distance Learning: 1996, 1998
Multimedia Instruction: 1996
Using PowerPoint: 1996, 1997
Using Computer Graphics for Interactive Learning: 1996
Using the Internet to Enhance Teaching, Learning, and Research at IUP: 1997, 1998
Using Computer Technology to Enhance Learning: 1999
Web Pages for Teaching: 1996, 1998
Technical Practice: 1998
Using WebCT (2 circles): 1999, 2000
Information Literacy: 2002, 2003

Student Assessment:

How & Why We Grade: 1996, 1997
Classroom Assessment Techniques: 1995, 1996
Student Retention/Punxsutawney Campus: 2000, 2001, 2002, 2003

Active Learning:

Classroom Management: 2000, 2001, 2003

Simulating Student Discussions: 1995

Active Learning in Large Lecture Courses: 1996, 1998, 1999

Alternatives to Lecturing: 1996, 1999

Using Case Studies in Teaching: 1995, 1997, 1998

Creative and Performing Pedagogy: 2003

The Interactive Classroom: 1998

Effective Small Group Activities: 1996

Professional Development:

Grant Writing: 2000, 2003

Book Club/Teachers Literary Guild: 2001, 2003

RP Case Studies: 2001, 2002, 2003

Teaching Laboratory: 2001, 2002

Formative Dialogs: 2000, 2001, 2002

Writing for Promotion: 2001, 2002

Reflective Journaling to Improve Pedagogy: 2002



Center for Teaching Excellence

Reflective Practice Group 1993-1994 Executive Summary

Co-Directors: Barbara Blackledge, Theater, Robert Begg, Geography and Regional Planning, and Miriam Chaiken, Anthropology

MEMBERSHIP

33 Faculty members from 21 Departments
and all 6 Academic Colleges

Large Group Meetings

In the course of the year-long Reflective Teaching Project, faculty shared strategies for effective teaching, discussed difficulties that confronted them about their own teaching, experimented with new methods, and generally reflected on their role in the classroom. Project activities and formal workshops throughout the year on various pedagogical issues were presented both by IUP and external invited speakers. There were eight Large Group meetings held on these dates:

8/26/93	2/15/94
9/21/93	3/15/94
10/19/93	4/19/94
11/16/93	5/4/94 or 5/9/94

Workshops

25 September 1993 50 participants
Feedback Options to Improve Instruction
by Mary Ellen Weimer, Penn State

17-19 March 1994 20 attended
*Annual Conference on Advancing Teaching
in College Classrooms and Campus Cultures*
(State College, PA)

16 April 1994 28 participants
Creating Learning Communities
by Roberta Matthews, LaGuardia
Community College, CUNY

Cross-Disciplinary Small Groups

In addition to the Large Group meetings, each participant was paired with a partner from another discipline and college, and a mentor, an experienced teacher, who provided guidance and support for both of the paired partners. There were 15 of these mentor/mentee small groups.



Center for Teaching Excellence

Reflective Practice Group 1994-1995 Executive Summary

Co-Directors:

Mary Ann Cessna, Dir. Center for Teaching Excellence, Wayne Moore, Office Systems and Business Administration, Marie Twal, Nursing and Allied Health Professions

MEMBERSHIP

40 Faculty members

6 Academic Colleges

Large Group Meetings

29 August 1994
Organizational Meeting

20 September 1994 (Caroll Young)
Group Activities

24 September 1994 (Ray Shackelford)
Creating Teaching Portfolios

18 October 1994 (Dennis Ausel)
Creating Effective Visual Aids

29 October 1994 (Wayne Moore)
Assessment and Quality: Midterm Class Assessments

26 January 1995 (Terry Ray)
Using Cases

23 February 1995
(Gary Bailey, Susan Welsh, Mike Vella)
Establishing Learning Communities

30 March 1995 (Videoconference)
Enhancing and Evaluating College Teaching and Learning

27 April 1995
1994-95 Evaluation Meeting

4 May 1995
Recognition Dinner

Cross-Disciplinary Small Groups

11 Groups organized based on those with whom members wanted to work.

Workshops

28 September 1994 50 participants
Designing a Teaching Portfolio By Ray Shackelford

31 March 1995 35 participants
Videoconference: *Enhancing College Teaching and Learning*
By Tom Angelo and Peter Seldin

16-18 March 1995 18 attended
Fourth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures (*State College, PA*)



Center for Teaching Excellence

Reflective Practice Group 1995-1996 Executive Summary

Co-Directors:

Mary Ann Cessna, Dir. Center for Teaching Excellence, Marie Twal, Nursing and Allied Health Professions, and Lorraine Wilson, Music

MEMBERSHIP

59 Faculty members

6 Academic Colleges

11 Cross-Disciplinary Small Groups

“Teaching Portfolio”

“Student Portfolio”

“Course Portfolio (CP 101)”

“Course Portfolio (CP 102)”

“Computer Technology & Multimedia Instruction”

“Classroom Assessment”

“Cooperative Learning”

“Learning Styles”

“Stimulating Student Discussion”

“Developing Critical Thinking”

“Case Studies in Teaching”

Workshops

20 October 1995

Conversations about Learning Communities

By Dr. Roberta Matthews

21 October 1995

32 participants

Creating Learning Communities and Cooperative Learning: Toward a Definition of Teaching Excellence at IUP

By Dr. Roberta Matthews

3 February 1996

43 participants

Developing Course Portfolios to Improve Evaluation of Teaching

By Brenda Manning, University of Pittsburgh

2 May 1996

Reflective Practice Recognition Dinner

7-9 March 1996

Fifth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures at State College, PA



Center for Teaching Excellence

Reflective Practice Group 1996-1997 Executive Summary

Co-Directors:

Mary Ann Cessna, Dir. Center for Teaching Excellence, Brian Jones, Theater,
John Woolcock, Chemistry

MEMBERSHIP

80 Faculty members
6 Academic Colleges

7 Student Affairs Professionals

8 Cross-Disciplinary Small Groups

“Creating A Teaching Portfolio”
“Student Portfolio Development”
“Learning Communities”
“Classroom Assessment”
“Effective Small Group Activities”
“Alternatives to Lecturing”
“Evaluating and Grading Students”
“Multimedia use in Classroom Instruction”

CTE web:

www.iup.edu/teachex/services/

Large Group Meetings

5 September 1996

Peer Review in Your Department

3 October 1996

What Can Reflective Practice Do To Promote a Culture of Teaching/Learning in Departments?

7 November 1996

Reflecting On Student Evaluations

5 December 1996

Reports From Small Groups

1 May 1997

Reflective Practice Recognition Dinner

20-22 March 1997

Sixth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures at State College, PA

Workshops

27 - 28 September 1996

Creating a Culture for Teaching and Learning in the Departments

By Dr. Barbara Walvoord

67 participants

27 September 1996

Creating a Culture for Teaching and Learning in the Departments for academic administrators

By Dr. Barbara Walvoord

15 participants

11 April 1997

Equitable Approaches to a Model for Peer Observation

By Dr. Deborah DeZure

30 participants

12 April 1997

Classroom Assessment Techniques in Active Learning

By Deborah DeZure (Eastern Michigan University)

26 participants

The "Tweens" 1997 - 1999





“Reflective Practice is a wonderful opportunity to learn from colleagues. It is also an opportunity to share ideas. This is the one opportunity faculty has to ask questions of each other and share ideas/suggestions for teaching effectiveness...”



“It showed me the impact on student learning that student self-assessment through reflection papers can have. What a powerful learning strategy!”



“I think about what I do in the classroom and use strategies that have been shared through RP in my teaching”

“RP has caused me to constantly think about what I do and why...”



Hmmmmmmmmmm...

DTC's were started in 1997 as part of an RP Phase II grant funded by the SSHE!

DTC's : organized the same way as cross-disciplinary ones, except all members are in one department!

First DTC's: English, Biology, Fine Arts, Theater, Nursing (2 circles), Physics and Office Systems!

What about the DTC or Department Teaching Circles ???

Since 1997: 144 faculty have participated in 23 DTC's!



RP Department Teaching Circles 1997-2003

- **Armstrong Campus (English): 1998, 1999**
- **Biology: 1997, 1998, 1999**
- **General Chemistry: 1998, 1999, 2000, 2001, 2002, 2003**
- **College Chemistry: 1998, 1999, 2000, 2001, 2002**
- **Computer Science: 2001, 2002**
- **Criminology: 1999, 2000, 2001, 2002, 2003**
- **Economics: 2002, 2003**
- **English (Eat & Talk): 1997, 1998, 1999, 2000, 2001, 2002, 2003**
- **English (Teaching Literature): 1998, 1999**
- **English (Teaching Democracy): 1999**
- **Fine Arts: 1997**
- **Food and Nutrition: 2003**
- **Health and Physical Education: 2000, 2001, 2002, 2003**
- **Library: 2002, 2003**
- **Nursing (Clinical Teaching): 1997, 1998, 1999, 2000, 2001, 2002, 2003**
- **Nursing (Classroom Assessments): 1997, 1998, 1999, 2000, 2001**
- **Nursing (Evaluation of Teaching Effectiveness): 2001, 2002, 2003**
- **Physics: 1998, 1999, 2000, 2001, 2002, 2003**
- **Special Education (Student Outcomes): 1998, 1999, 2000, 2001, 2002, 2003**
- **Special Education (Technology Fair): 1999, 2000**
- **Technology Support and Training: 1997, 1998, 1999, 2000, 2001, 2002, 2003**
- **Theater: 1997**
- **University School: 1999**

Excerpts From The First English Department Teaching Circle Report: "Eat and Talk-1997"

MEMBERS: Judith Villa, Laurel Black, Elaine Ware

GOALS:

1) To meet 1-2 times per month to share food and teacherly information and build community. This goal was accomplished by putting 2 flyers, a week apart, in the box of every faculty and TA, including part-time temporaries. In addition, we wrote up, copied, and distributed them to all who were interested--approximately thirty faculty, including the Chair.

2) To have a focus on a professional issue for each monthly meeting that will promote reflection of each attender's teaching in a very specific area and to build community. This goal was accomplished by asking for topic suggestions and a vote at the end of every meeting. We, as a group decided what we wanted to focus on and a participant volunteered her/his house as the next meeting place.

3) Build community by eating good food and talking as friends and colleagues. This goal was accomplished by setting up Eat&Talk as a potluck. It was designed this way to help promote community and to help break do real and imagined barriers between disciplines and between "old timers" who have been teaching at IUP for a number of years and newer faculty. The preparation of food is part of creating community--it is a personal contribution to a meeting of professionals.

4) Share knowledge while building community. This goal was accomplished by asking a specific person to speak on a specific topic in which we were all interested in atmosphere of congeniality and collegiality.

Has your Department Circle resulted in more use of active learning strategies in your department?

Yes. Here are three specific examples:

1) Judith Villa shied away from group work in Research Writing, but after an Eat&Talk meeting in which this was discussed, she implemented more peer response groups.

2) Elaine Ware began using peer evaluations of discussion groups after a meeting on this topic.

3) Laurel Black began using literature and film in her College Writing class after a meeting on this topic and "Book Groups" in her Research Writing class

All of these innovations were a direct result of discussion which took place at various Eat&Talk meetings.

Do you have any evidence that your Teaching Circle activity has improved student learning?

Yes. Again, here are three examples.

1) Judith Villa's Research Writing students told her they felt the frequent use of peer response groups helped them improve the quality of their papers.

2) Elaine Ware's use of peer evaluations in relation to group work persuaded students to work harder in the groups because they felt they had more of a stake in them.

3) Laurel Black's students formed book groups, each reading a novel, and learned to evaluate the novels not just in terms of quality but in terms of representative examples of creative nonfiction.

Has your Department Teaching Circle resulted in improving methods of evaluating teaching in your department?

Yes. Several of us are on the Departmental Evaluation and Observation committee, and some of us have noted that because we now know more about the wide variety of teaching methods used in our department, we feel more qualified to evaluate, and we feel we are able to evaluate more accurately, because we are doing so in a context of many experiences and much expertise. It has also helped some of us who are on the Promotion Committee because we have a broader context in which to judge the teaching of others



Center for Teaching Excellence

Reflective Practice Group 1997-1998 Executive Summary

Co-Directors:

Mary Ann Cessna, Dir. Center for Teaching Excellence, John Woolcock, Chemistry, Brian Jones, Theater, Teresa Shellenbarger, Nursing and Allied Health Professionals

MEMBERSHIP

116 Faculty members 32 of the 40 Departments
and all 6 Academic Colleges

8 Student Affairs Professionals

11 Cross-Disciplinary Teaching Circles

- “Alternatives to Lecturing”
- “Creating a Teaching Portfolio” (4 groups)
- “Critical Thinking”
- “Service Learning”
- “Using Case Studies”
- “Using the Internet to Enhance Teaching, Learning and Research at IUP”
- “How and Why We Grade”
- “Teaching with Technology—PowerPoint”

7 Departmental Teaching Circles

English
Biology
Nursing (2 Circles)
Office Systems and Business Education
Physics
Theater

CTE web: www.iup.edu/teachex/services/

Workshops

- 10 October 1997** 47 participants
“How Do You Measure Departmental Productivity?”
by Dr. Jon Wergin (Virginia Commonwealth University)
- 11 October 1997** 42 participants
“Thinking Collectively about Student Learning: The Role of the Academic Department”
by Dr. Jon Wergin (Virginia Commonwealth University)
- 28 March 1998** 27 participants
“Linking Departmental Productivity to Student Learning”
by Dr. Jon Wergin (Virginia Commonwealth University)
- 17–18 May 1998** 23 participants
“Community Partnerships that Transform Student Learning” by Dr. Alice Kaiser-Drobney

RP Large Group Meetings

- August 1997** (John Woolcock and Brian Jones)
Starting Off on the Right Foot
- September 1997** (John Woolcock and Brian Jones)
Getting Started: Reports From the First Day of Class, Classic Small Groups, and Departmental Teaching Circles
- October 1997**
Classroom Discussion: Getting It Started, Keeping It Going (Terry Ray)

Videoconference: How to be an OSCAR Winning Teacher (Tony Grasha)
- November 1997** (Teresa Shellenbarger)
Reflecting on OSCAR
- December 1997** (Muhammad Numan)
Assessment of Student Learning as a Means to Affect Student Behavior
- February 1998** (Tom Van Dyke)
Using TQM in the Classroom
- March 1998** (Dan Boone and Carol Caraway)
Making Critical Thinking Work in Your Course—An Applied Workshop
- April 1998** (Virginia Hemby, Bill McPherson, Linda Szul, and Dawn Woodland)
Bring Out the Tinkertoys

Reflective Practice Recognition Dinner

Presentation

- 20 March 1998** *Seventh Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures*
“Good Talk about Good Teaching: Stimulating Departmental Conversations about Teaching and Learning”
by T. Shellenbarger, M. Twal, J. Woolcock, M A Cessna, and B. Jones
- 19-21 March 1998** *Seventh Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures*
14 Reflective Practice Members attended



Center for Teaching Excellence

Reflective Practice Group 1998-1999 Executive Summary

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MEMBERSHIP

115 Faculty members 31 of 40 Departments
and all 6 Academic Colleges

3 Student Affairs Professionals

11 Cross-Disciplinary Teaching Circles

“Creating a Teaching Portfolio”
“Critical Thinking”
“Distance Learning”
“Using Computer Technology to Enhance Learning”
“Evaluating Learning and Learning Styles”
“Service Learning”
“Web Page Design”
“Teaching Cultural Sensitivity in the Classroom”
“The Interactive Classroom”
“Creating a Teaching Portfolio”
“Technical Practice”

CTE web: www.iup.edu/teachex/services/

11 Departmental Teaching Circles

Nursing	(2 circles)
English	(2 circles)
Biology	
Physics	
Chemistry	(2 circles)
Branch Campus Circle	
Technology Support and Training	
Special Education	

CTE web: www.iup.edu/teachex/services/

Workshops, Conferences & Large Group Meetings

17 October 1998 (Fall workshop)

“Representing What We Know and Learn in Multiple Ways Using Computers as Mindtools”
by Dr. David Jonassen (Penn State University)

27 February 1999 (Spring Workshop)

“Classroom Research and Reflective Practice”
by Dr. Chuck Walker (St. Bonaventure University, New York)
31 Participants

RP Large Group Meetings

August 1998 (Laurel Black)

Organizational meeting: Small groups, Teaching circle formation

September 1998 (Judith Villa)

Organizational meeting: Small groups, Teaching circle formation

October 1998 (Terry Ray)

Springboards for Using Cases

November 1998 (Gian Pagnucci)

Technology and Teaching

December 1998 (Michael T. Williamson)

Sequencing Small Groups to Promote Critical Thinking

February 1999 (Mary Jalongo)

Electronic Teaching Portfolios as a Tool for Reflective Practice

March 1999 (Madan Batra)

Student-Team Projects

April 1999 (Vicki Damiani)

Case Studies in the Classroom

May 1999 (Mary Burger and Mark Staszkiwicz)

Reflective Practice Recognition Dinner

Presentations

21 November 1998 *18th Annual Lilly Conference on College and University Teaching* (Miami University-Oxford, Ohio)

“Celebrating Five Years of Shifting to the Learning Paradigm: The Reflective Practice Project at IUP”

RP Co-Directors: Mary Ann Cessna, Teresa Shellenbarger, John Woolcock

22 January 1999 *Seventh AAHE Conference on Faculty Roles and Rewards* (San Diego)

“Risky Conversations: Negotiating Collective Responsibility for Student Learning”

Jon Wergin, Mary Ann Cessna, Mark Staszkiwicz and Brian Jones



Center for Teaching Excellence

Reflective Practice Group 1999-2000 Executive Summary

Co-Directors:

Mary Ann Cessna, Dir. Center for Teaching Excellence, John Woolcock, Chemistry,
Laurel Black, English, Brian Jones, Theater, Terry Ray, Finance and Legal Studies

MEMBERSHIP

112 Faculty members in 83% of 40 Departments
and all 6 Academic Colleges

3 Student Affairs Professionals

13 Cross-Disciplinary Teaching Circles

“Developing Portfolios for Promotion”
“Course Portfolios for Studio Courses”
“The Reflective Practice Portfolio”
“Critical Thinking”
“WebCT” (two groups)
“Using Technology to Enhance Teaching and Learning”
“Service Learning”
“Teaching Students in Changing Cultural Environments and
Maintaining Standards”
“Campus Civility”
“Active Learning in Large Classrooms”
“Collaborative/Interactive Learning”
“Classroom Management”

CTE web: www.iup.edu/teachex/services/

14 Departmental Teaching Circles

Nursing and Allied Health Professions	(2 circles)
English	(3 circles)
Biology	
Physics	
Chemistry	(2 circles)
Criminology	
Technology Support and Training	
Special Education Clinical Services	(2 circles)
Armstrong Campus	

CTE web: www.iup.edu/teachex/services/

Workshops, Conferences & Large Group Meetings

24 September 1999 for academic administrators
Teaching Philosophy: A Guide for Faculty Work
by Gail Goodyear (California State Polytechnic University)

25 September 1999 (Fall workshop) 70 participants
Articulating Statements of Teaching Philosophy
by Gail Goodyear

19 February 2000 25 participants
Service Learning: An Active Learning Strategy that Really Works
Alice Kaiser-Drobney
(Slippery Rock University of PA)

9-11 March 2000 10 faculty attendees, mostly RP members
*Ninth Annual Conference on Advancing Teaching in College
Classrooms and Campus Cultures* (State College, PA)
Several of these faculty presented workshops at the conference.

18 March 2000 30 participants
Teaching Climate and Faculty Well-being
by Charles Walker (St. Bonaventure University, NY)

RP Large Group Meetings

August & September 1999 (Brian Jones)
Organizational Meetings: Focus Meeting and Teaching Slam

October 1999 (Dennis Ausel)
The Role Of Technology in Good Instructional Design

November 1999 (Ben Rafter and Matt Willen)
Recent Research and Applications for Concept Mapping

December 1999 (John Woolcock)
Teaching in the Rhythms of the Semester

February 2000 (Dee Klein and Caroll Young)
Opening Doors: Two Cases of Formative Assessment of Teaching

March 2000 (Pete Goldsmith)
Teaching The New Student: Where Hope and Fear Collide;

and Teaching Slam (Brian Jones)
April 2000 (Terry Ray)

Taking Stock

Publications and Presentations

5 February 2000 *Eighth AAHE Conference on Faculty Roles and Rewards* (New Orleans) 20 participants
“Creating and Sustaining Cross-Disciplinary Teaching Circles Through Reflective Practice”
by co-directors: Laurel Black, Mary Ann Cessna, Terry Ray and provost Mark Staszkiwicz

May 2000

Cessna co-authored with David Graf, Nova Southeastern University in Miami, an article titled “Benefits of Teaching Circles” which was published in the May 2000 issue of *NEA Advocate*. (*NEA Advocate is distributed to 87,000+ faculty members in higher education.*)



“I have learned and utilized a large number of techniques that I wouldn't have otherwise considered.”



“I find it hard to go to meetings--
-but the food always helps—ha!”

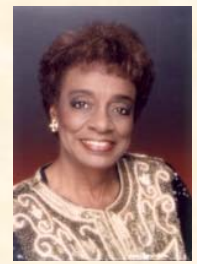




RP Branches Out
2000-2003



We are RP



Reflective Practice Report Card

Area of Development	1993 - 1994	2002 - 2003
Active Members	33	123
Male	54%	40%
Female	46%	60%
Full Professor	58%	21%
Associate Professor	31%	30%
Assistant Professor	11%	38%
Other		11%
Natural Sciences and Math	20%	15%
Business and Information Technology	17%	7%
Fine Arts	21%	5%
Humanities and Social Sciences	21%	29%
Health and Human Services	21%	18%
Education and Educational Technology	13%	11%
Other		17%

We surveyed our audience of RP participants and asked them this question:

What are the active learning strategies you use most?



and the survey said . . .

Use of humor to promote learning

Multimedia/
technology based instruction

Demonstrations of concepts and principles

Student presentations

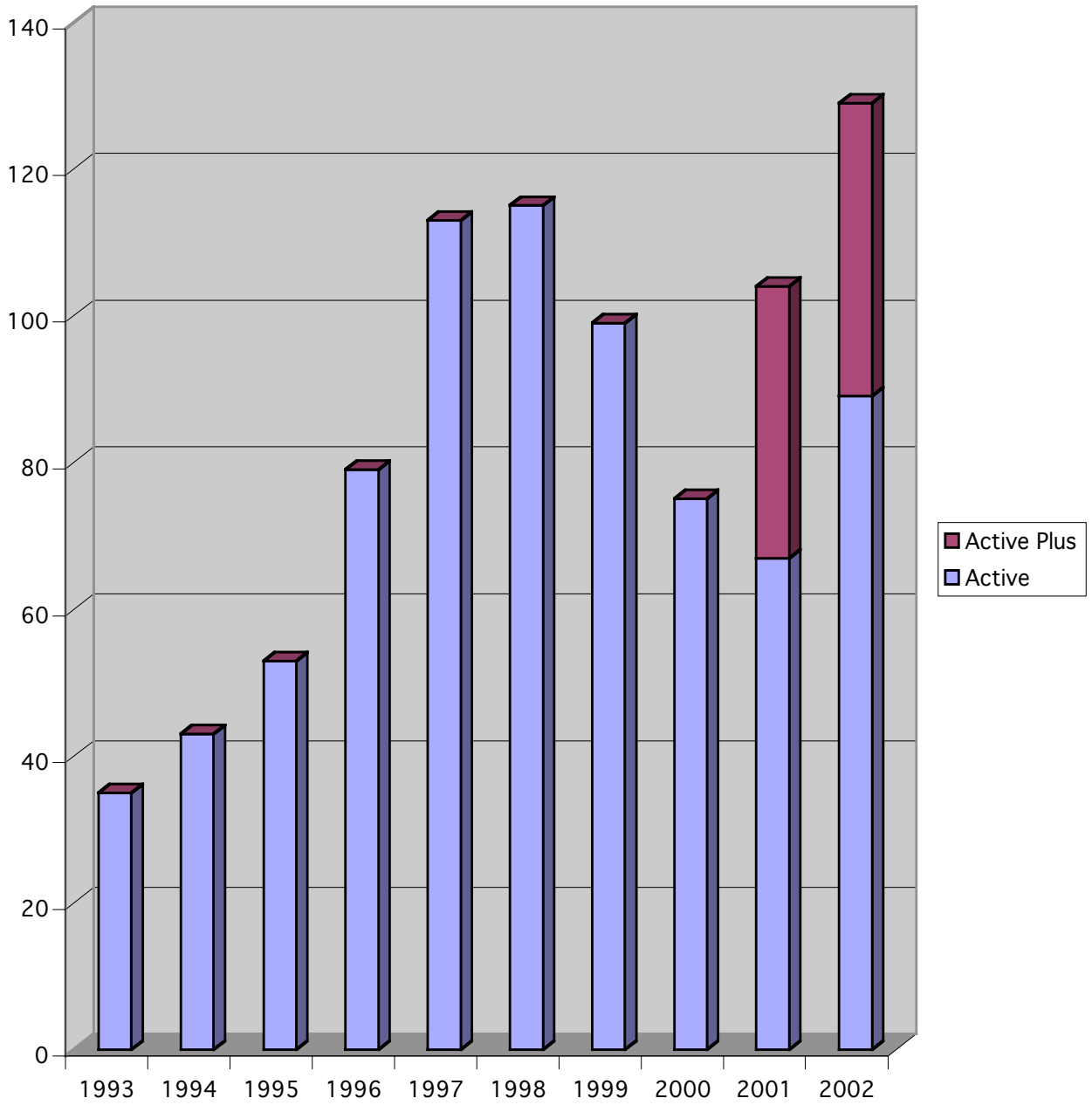
In-class writing

Problem based learning

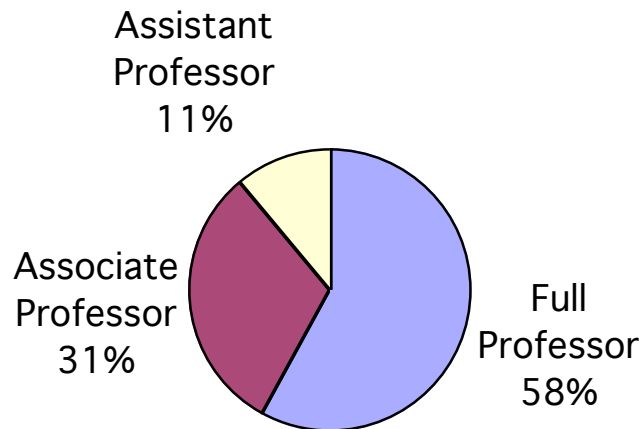
Peer-led team learning

Student portfolios or learning journals

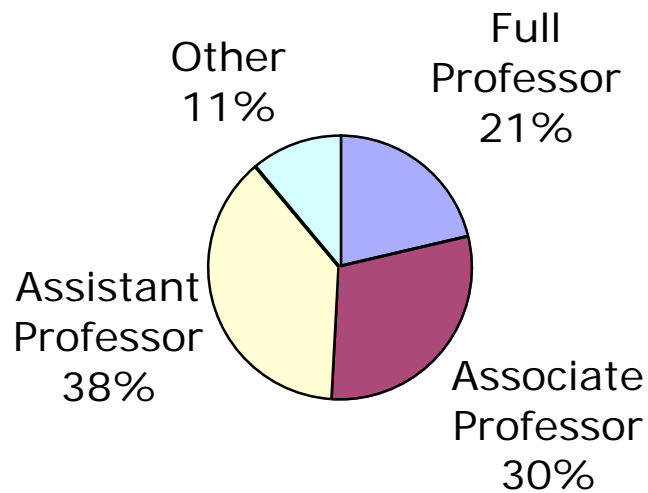
RP Active and Active Plus Members



RP Members by Academic Rank in 1993-94



RP Members by Academic Rank in 2002-03



RP Branches Out From IUP

Jon Wergin, Consultant for DTC's

During 1998-2000 the co-directors worked with Jon Wergin, Professor, School of Education, Virginia Commonwealth University, as a consultant and workshop facilitator for forming Departmental Teaching Circles. IUP was then selected by Wergin as one of eight national best practice sites for moving toward collective responsibility for learning at the department/unit level. During Fall 2000, Jon Wergin and Judi Swingen co-authored the monograph *Departmental Assessment: How Some Campuses Are Effectively Evaluating the Collective Work of Faculty* published by the American Association of Higher Education (AAHE).

Charles Walker, Faculty Vitality

In 2000, the American Association for Higher Education's New Pathways Project II funded a grant proposed by Chuck Walker, St. Bonaventure University, to study the effects of faculty vitality on faculty development and the quality of faculty work. Due to the outstanding accomplishments of the Reflective Practice Project, IUP was one of only three institutions selected to participate in this research. Chuck Walker collected data from 69 faculty, 4 staff, and several academic administrators via surveys, focus groups, and interviews in May 2000. Data analysis revealed that IUP faculty are scholars and have the pedagogical skills and knowledge required to teach college students. Professional development programs at IUP appear to be quite effective. However, data also indicated that faculty did not feel recognized for doing good work, lacked sufficient social support, and because of time constraints and insufficient resources, can not do their work the way they feel it should be done. Chuck Walker strongly urged deans and administrators at IUP to form standing committees on faculty well-being and the quality of work.

Alverno College Student Learning Initiative

In Spring 2000, the Pew Charitable Trusts funded a proposal from Alverno College to publish a monograph that includes a framework aimed at assisting institutions to make student learning central on their campuses. IUP's Reflective Practice Project was selected among 26 best practice sites across the nation to illustrate the importance of organizing institutional structures and rethinking professional responsibilities to facilitate collaboration on the design of teaching and assessment. Some 10,000 copies of the monograph *Student Learning: A Central Focus for Institutions of Higher Education, (A Report and Collection of Institutional Practices of the Student Learning Initiative)* have been distributed to provosts, faculty, professional organizations, and accrediting agencies across the nation. The American Association for Higher Education has cited this monograph among the top 10 resources about the "learning-centered institution."

Reflective Practice Special Projects

Terry Ray - Special Projects Director (tray@iup.edu)

Formative Dialogues on Teaching

This project is designed to help instructors improve their teaching outside the current summative process at IUP for faculty evaluations. The project uses entirely formative, non-threatening and completely confidential consultations between a faculty member or a teaching associate and a peer mentor. Faculty or teaching associates contact the project director for a list of Colleagues who have been trained to do formative dialogues. They choose the Colleague with whom they are most comfortable and the rest is strictly between the two of them. Since the Spring of 2002 the Colleagues of the Formative Dialogues project have conducted regular workshops to train faculty to become new Colleagues of the Formative Dialogues Project. Many faculty and teaching associates on campus have taken advantage of the services offered by this Project.

Reflective Practice Case Studies Project

Reflective Practice (RP) formed a Special Project known as the Case Study Group. This group has undertaken a study of Reflective Practice members to assess the impact of RP on the teaching, the students, and the professional lives of faculty. It is a comprehensive, qualitative study based upon the individual case studies of past and present members of Reflective Practice. Case study interviews from a cross section of RP members focused on the following specific areas: impact of RP on teaching; impact of RP on students and impact of RP on the overall professional life of faculty. These interviews have been transcribed and are now being analyzed to determine what themes and effects of RP can be found. The ultimate goal of the project is to submit an article about our analysis of these case studies for publication in the Journal on Excellence in College Teaching.

Teaching Laboratory Project

The ultimate objective of this project is the creation of a state-of-the-art experimental, teaching and learning laboratory to enhance teaching and learning on the IUP campus. It will include completely wireless technology with no fixed furniture or equipment. For this reason the lab can be re-configured into any type of classroom environment. This room can be configured to act as site for teaching experimentation and formative dialogues by faculty or teaching associates and for student teacher training. It could also be used for experimentation with, and demonstrations of, new technology for teaching and distance education and may be used as a resource for industry, government, and local K-12 institutions. In addition being completely wireless, the lab will also contain portable smart boards, video streaming and teleconferencing equipment, ceiling mounted cameras, LCD projectors and sound system and a connected control room with DVD recording equipment. This unique facility will be open to all campus constituencies and selected external groups and will to be located in the Stapleton Library. It is our belief that this facility will dramatically transform the way individuals teach and learn on the IUP campus and throughout external teaching and learning communities.

Why RP is important to IUP

by Mark Staszkiwicz, IUP Provost – April 2004

Since its inception, there have been faculty at IUP who valued teaching and made the improvement of teaching the primary focus of their academic career. Any institution would love to have large numbers of such faculty. Nonetheless, the sheer existence of such individual faculty does not, in and of itself, mean that the University is committed to teaching excellence. To demonstrate the institution's commitment, it is necessary to document that the university, as an organization, supports and encourages the active improvement of teaching at all levels. The Reflective Practices program at IUP provides that evidence. It supports the notion that IUP is a teaching institution.

We have claimed to be a teaching institution for many years. Typically, claims of being a teaching institution means one of two things. Either the institution has large teaching loads or it is not a research-oriented institution. Neither of these supports the notion of a "teaching institution" in the way it ought to be thought of. Large teaching loads do not equate to good teaching; the absence of research is not equivalent to good teaching. The RP project is, in my opinion, the largest and most sustained effort in IUP's history to IMPROVE TEACHING and LEARNING. That is what makes us a teaching institution!

More specifically, RP has:

- Created a critical mass to change the culture of IUP relative to hiring, tenure, and promotion. By creating an institution-wide dialogue of what constitutes good teaching and how can it be measured, the RP program will, over time, change the culture of IUP and that, in turn, will impact how we approach hiring, tenure, and promotion.
- Created a "community" within IUP. We all know the importance of communities. That is why we have specialty floors in the residence halls and that is the basis for the "community of scholars" in the Honors College. IUP is no longer a small campus in which faculty can easily get together. Most faculty do not know many people outside of their own department. The RP project creates a "community" for faculty from all disciplines to get to know each other and to become involved.
- Elevated the quality of teaching and learning for students. As more faculty engage in reflective practice and, as a result, improve their own teaching skills - the real winners will be our students.
- Brought national recognition to IUP. It really is a model that is getting more and more attention beyond the IUP borders. Within SSHE as well as at the national level, the RP model is seen as a highly creative and effective approach to improving learning.
- Provided a platform from which we can secure external funds. Largely because of all the items above, RP is something that can be funded through Foundations, philanthropy and grant activity. It is "marketable" to these agencies because it is effective.
- Provided an apolitical common ground for discussions among faculty, APSCUF, Senate, administration, students, etc. It is apolitical because we all agree that good teaching is important. It is a good starting point for us to move to all kind of other issues.



Center for Teaching Excellence

Reflective Practice Group 2000-2001 Executive Summary

Co-Directors:

Mary Ann Cessna, Dir. Center for Teaching Excellence, John Woolcock, Chemistry,
Laurel Black, English, Terry Ray, Finance and Legal Studies, Diane Klein, Special Ed. and Clinical Services

MEMBERSHIP

110 Faculty members in 97% of 40 Departments
and all 6 Academic Colleges

2 Student Affairs Professionals

Large Group Meetings

August 24, 2000 *Organizational Meeting #1*
Co-directors: Drs. Mary Ann Cessna, Laurel Black, Diane Klein, John Woolcock, and Terry Ray

August 31, 2000 *Organizational Meeting #2*
Teaching Circle Commitments

October 5, 2000 *Helping Hard to Reach Students*
Drs. Carmy Carranza & Sally Lipsky, Learning Center

November 2, 2000 *Effective Assessment Strategies*
Dr. Diane Klein, Special Education and Clinical Services

December 7, 2000 *Constructivist Teaching at the Post-Secondary Level*, Dr. Tom Lord, Biology

February 1, 2001 *Conferencing with Your Students*
Dr. Laurel Black, English

March 1, 2001 *Working with Your Students as Research Partners*
Dr. Devki Talwar, Physics

Large Group Meetings

April 5, 2001 *Evaluation, RP Portfolio and Planning for 2001-2002*
Dr. John Woolcock

May 3, 2001 *Annual Recognition Banquet*

Workshops and Conferences

23 September 2000 65 participants
Designing and Using Rubrics to Assess Student Learning
Dr. Rosemary Radziewich

15-17 March 2001 18 faculty attendees, mostly RP members
Tenth Annual Conference for the Advancement of College Teaching and Learning (State College, PA)

31 March 2001 25 participants
Develop Your Own Rubric-Guaranteed: A Hands-on Workshop
Drs. Christine Kesner and Diane Klein

14 Cross-Disciplinary Teaching Circles

1. Developing Portfolios for Promotion
2. Reflective Practice Portfolio
3. Grant Writing
4. Digital Teaching Portfolios
5. Information Literacy
6. Using Technology and Web CT in Classes
7. Service Learning
8. Critical Thinking with an Focus on Changing Cultural Environment
9. Student Retention (Punxsutawney Campus)
10. Classroom Techniques for Collaborative/Interactive Learning
11. Course Portfolios for Studio Courses
12. Classroom Management
13. Gender Studies in the Classroom
14. Faculty Forum (Armstrong Campus)

11 Departmental Teaching Circles

Eat and Talk, English
Chemistry (2 circles)
Criminology
Nursing and Allied Health Professions (2 circles)
Physics
Special Education and Clinical Services (2 circles)
Technology Support and Training
Health and Physical Education

CTE web: www.iup.edu/teachex/

Scholarly Outreach

RP Group was one of eight national case study sites selected in J.F. Wergin and J.N. Swingen's monograph *Departmental Assessment: How Some Campuses Are Effectively Evaluating the Collective Work of Faculty*, American Association for Higher Education, 2000.

18 January 2001 J. Roth, M. A. Cessna, J. Davis and V. Lee, *The Student Learning Outcomes Initiative, Making Student Learning Central: Principles and Practices*, Association of American Colleges and Universities, New Orleans, LA.

Carnegie Teaching Academy Campus Conversations Phase 2, Five departments participated: Chemistry, Nursing and Allied Health Professions, Special Education and Clinical Services, Technology Support and Training, and Theater and Dance



Center for Teaching Excellence

Reflective Practice Group 2001-2002 Executive Summary

Co-Directors:

Mary Ann Cessna, Dir. Center for Teaching Excellence, John Woolcock, Chemistry, Muhammed Numan, Physics, Laurel Black, English, Terry Ray, Finance and Legal Studies, Diane Klein, Special Ed. and Clinical Services

MEMBERSHIP

121 Faculty members in 85% of 40 Departments
and all 6 Academic Colleges

2 Student Affairs Professionals

Large Group Meetings

- August 22, 2001** *Opening Meeting #1*
Co-Directors: Mary Ann Cessna, Laurel Black, Dee Klein,
John Woolcock, Muhammed Numan and Terry Ray
- August 30, 2001** *Opening Meeting #2*
Teaching Circle Commitments
- October 4, 2001** *Information Literacy: The Foundation
for Life Long Learning*
Susan Drummond, Janice Holmes and Mr. Bryan Houser
- November 1, 2001** *Sharing Bright Ideas – Stimulating
Student Discussions: An Interactive Panel Discussion*
Barbara Blackledge, Teresa Shellenbarger, Mark Poteet,
Ryan Rearick, Robert Viegas, and Megan Dively
- December 6, 2001** *Happy Hour at the Improv*
Starring: THE NEAR PROFESSIONALS
- February 7, 2002** *Assessing Student Learning - An
Interactive Panel and Breakout*
Muhammed Numan, Peter Broad, Richard Ciganko, Mary
Ann Rafoth, and Kate Hanrahan

Large Group Meetings

- March 14, 2002** *Carnegie Teaching Academy- A Report
from the IUP Departments on Formative Assessment and
Departmental Definitions of the Scholarship of Teaching,*
Dee Klein, Michelle Gerwick, and Ruess Ramsey
- April 4, 2002** *Wrap-Up and Evaluation Meeting,*
John Woolcock
- April 25, 2002** *Annual Recognition Banquet*

Workshops and Conferences

- 29 September 2001** 65 Participants
*Peers as Colleagues: Using Institutional Observation and
Peer Review Constructively,* Maryellen Weimer, Facilitator
- 16 February 2002** 89 Participants
The Seven Humorous Habits of Highly Effective Professors
Ron Berk, Facilitator
- 21-23 March 2002** 14 attendees, mostly RP members
*Eleventh Annual Conference for the Advancement of College
Teaching and Learning* (Harrisburg, PA)
- 27 March 2002** 15 Participants
Formative Dialogues about Teaching
Terry Ray, Facilitator

12 Cross-Disciplinary Teaching Circles

1. Portfolios for Promotion
2. Writing for Promotion
3. Spirituality Across the Curriculum
4. Gender in the Classroom
5. Collaborative Learning in the Classroom
6. RP Portfolio Group
7. Formative Peer Evaluation
8. Punxsutawney Campus: Retention
9. Case Studies
10. Teaching Laboratory Project
11. Book Club
12. Peer Focused Formative Feedback

12 Departmental Teaching Circles

- Chemistry (2 circles)
General Chemistry
College Chemistry
- Computer Science
- Criminology
- English (Eat and Talk)
- Health and Physical Education
- Nursing and Allied Health Professions (3 circles)
Service Learning in Nursing
Classroom Teaching
Evaluation of Teaching Effectiveness
- Physics
- Special Education and Clinical Services
- Technology Support and Training

CTE web: www.iup.edu/teachingexcellence/



Center for Teaching Excellence

Reflective Practice Group 2002-2003 Executive Summary

Co-Directors:

Mary Ann Cessna, Dir. Center for Teaching Excellence, John Woolcock, Chemistry, Muhammad Numan, Physics, Laurel Black, English, Terry Ray, Finance and Legal Studies, Diane Klein, Special Ed. and Clinical Services

MEMBERSHIP

133 faculty in 39 of 40 Departments and all
6 Academic Colleges; 78 Active, 44 Active Plus

3 Student Affairs Professionals

Large Group Meetings

August 21, 2002 *Opening Meeting #1*
Co-Directors: Mary Ann Cessna, Laurel Black, Dee Klein,
John Woolcock, Muhammad Numan and Terry Ray

August 29, 2002 *Opening Meeting #2*
Teaching Circle Commitments

September 4, 2002 *Reflective Journal Writing for
Students and Faculty*, Dr. Gian Pagnucci

October 3, 2002 *Professional Presentations and
Publications-Skill Mentoring*, Laurel Black, Mary Ann
Cessna, Rob Mutchnick, Muhammad Numan, Shari
Robertson

November 6, 2002 *Grant Writing- Skill Mentoring*
Dennis Giever, Rosalee Stilwell, John Woolcock

January 22, 2003 *"Retooling" The Teaching Circles*

February 6, 2003 *"Just in Time Teaching" Strategies*
Carl Luciano, David Pistole

Large Group Meetings

March 12, 2003 *Faculty Well-Being at IUP: It's a
Wonderful Life...Almost*, Charles Walker

April 3, 2003 *Revisiting Your Reflective Journals,
Annual Wrap-up, Evaluations, Faculty Showcase Fair*
Mary Ann Cessna, Laurel Black, Dee Klein, John Woolcock,
Muhammad Numan, Terry Ray

April 30, 2003 *Annual Recognition Banquet*

Workshops and Conferences

28 September 2002 65 Participants
*I Used to Have A Handle on Life, But it Broke: Proven
Strategies for Managing Time, Reducing Stress, and Raising
Productivity*, Thomas and Shari Robertson, Co-Facilitators

22 February 2003 41 Participants
Learning Styles in the University Classroom: Fact or Fad?,
Patricia Smeaton, Faith Waters, Suzanne Mueller
Co-Facilitators

February 27-March 1, 2003 13 attendees, mostly RP
members, Twelfth Annual Conference for the Advancement of
College Teaching and Learning, Harrisburg, PA

9 Cross-Disciplinary Teaching Circles

Promotion Activities
Information Literacy
Spirituality Across the Curriculum
Reflective Journaling to Improve Pedagogy
RP Portfolio Group
Formative Dialogues (peer evaluation)
Punxsutawney Campus
Case Studies
Teaching Laboratory Project

CTE web: www.iup.edu/teachingexcellence/

13 Departmental Teaching Circles

Chemistry (2 circles)
 General Chemistry
 College Chemistry
Computer Science
Criminology
Economics
English (Eat and Talk)
Health and Physical Education
Library
Nursing and Allied Health Professions (2 circles)
 Service Learning in Nursing
 Evaluation of Teaching Effectiveness
Physics
Special Education and Clinical Services
Technology Support and Training




To Infinity and Beyond



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www3.sympatico.ca/.../images/background/trees.jpg



A Message from Dee Klein Incoming Director of the Center for Teaching Excellence

What an incredibly glorious 10 years it has been for IUP's Reflective Practice Project. I stand in awe of the leaders who had the foresight and wisdom to create this remarkable support system. I have personally had the benefit of participation for the last nine years and must say that Reflective Practice has truly made a meaningful and everlasting difference in my life both personally and professionally.

I have grown as a teacher, a scholar, a person.

I come to you now as a new leader, following in the footsteps of two giants on our campus. Dr. Mary Lou Zanich, the **Birth** mother of CTE, and Dr. Mary Ann Cessna, the nurturing parent who saw her 'child' toddle through those difficult **Early Years**, into the questioning **Tween** years, maturing and **Branching Out** to reach the point where we are today. We have deep, DEEP roots and a solid foundation. We have grown to meet many of the needs of our various constituencies. We are flexible. We are strong. We want to know more.

We are ready to leap into **Infinity and Beyond!**

Have you noticed the design around the edges of this message? Those who participate in Reflective Practice stand up and constantly reach to meet their highest potential.

Participation, cooperation, collaboration, interaction, association, community, collegiality, reflection, introspection, imitation, emulation, identification...all descriptors of what Reflective Practice has been and will continue to be.

Where do we go from here?

We **CONTINUE TO GROW**. We become the BEST mentors for our novice colleagues. We become the BEST advisors for all of our students. We continue to engage one another in exciting and innervating teaching and learning activities. We validate the relevance and importance of the SCHOLARSHIP of TEACHING. We utilize the knowledge and skills gained through 10 years of "good talk about good teaching" to show that we have OUTCOMES that reflect who we are and what we do so well. **We demonstrate that there is no finer group of faculty on any campus than those found here at IUP. WE ARE RP!**



Your fearless leader

Go Figure !!!

**13 RP
members
have won
teaching
awards**

**22 external
grants by RP
members have
been funded for
a total of**

**16 articles related to the work
of RP have been published in
16 different journals**

**50 courses
at IUP have
a service-
learning
component**

RP Member Outcomes 1993-2003

**98 RP-related
presentations
have been
given by RP
members**

**9 internal
grants were
reported by
RP
members
totaling**



The Reflective Practice Project Portfolio
(by John Woolcock, Chemistry Department, x7-4828, woolcock@iup.edu)

The Co-directors of the IUP Reflective Practice (RP) Project have decided to create a “RP portfolio” similar to a teaching portfolio. This portfolio has the following goals:

- To document and assess the utilization and effectiveness of a reflective approach to teaching and the use of active learning strategies that are promoted by the RP Project. (summative assessment goal)
- To aid the RP Co-directors in making decisions about how to improve the services we offer and to develop a future path for the Reflective Practice Project. (formative assessment goal)
- To demonstrate the influence and promote the value of RP as a faculty professional development activity to the entire campus, to a regional and national audience and to potential sources of funding. (outreach/funding goal)

We chose a portfolio model to document and assess the Reflective Practice Project because:

- It is a familiar form of assessment and has a well established philosophy.
- It can be used as both a formative and a summative form of assessment.
- It can effectively synthesize the divergent types of information we have collected to document the tangible and intangible aspects of the RP Project.

Reflective Practice Project Portfolio Plan (* indicates qualitative data)

Philosophy & Overview	Material from Self	Material from Others	Products of Good Practice	Future Goals & Outreach
Goals & Objectives of RP*	Teaching Circle reports*	Student panel discussions about teaching & learning*	Special project: Formative Dialogs on Teaching	RP brochure*
Yearly Executive Summaries of RP Events*	Yearly survey of impact of RP on members and their use of active learning*	Administrator descriptions of RP impact*	Special project: Teaching Laboratory*	RP web pages*
Duties of RP Co-directors*	Case studies of member's professional development*	Focus groups of alumni describing RP impact*	Number & titles of RP-influenced publications	Visits to, and partnerships with, other institutions*
RP document archive*	Focus groups of RP members describe their needs and their experiences with active learning*	Interviews with former RP faculty*	Number & titles of RP-influenced presentations	Performance improvement plan for RP*
History of RP*	Statistics & demographics of members	Publications describing RP by colleagues at other institutions*	Number & titles of RP-influenced grants	Number and titles of publications & presentations about RP by co-directors
Benchmarks of RP participation and activities	Statistics of attendance at RP events		Teaching awards of members	RP yearly planning survey



Center for Teaching Excellence

Reflective Practice Scholarly Outreach

December 2002. L. Black, M. A. Cessna and J. Woolcock submitted a book chapter “Beyond Numbers: Faculty Development, Faculty Productivity, and the Reflective Practice Project at IUP”, for forthcoming book by J. Groccia & J. Miller, *Enhancing Productivity in Higher Education*, Anker Publishing Co., 2004.

September 2002. L. Black and M. A. Cessna, “Teaching Circles: Making Inquiry Safe for Faculty” invited article by the Professional and Organizational Development Network for their Toward the Best in the Academy Teaching Excellence Series.

July 14, 2002. Baker, P., M. A. Cessna, D. H. Klein, K. McKinney and J. Woolcock. Invited panel members, “What Is the Relationship Between Teaching and Research, and Where Does the Scholarship of Teaching and Learning Fit at Carnegie Doctoral Research-Intensives?” Mission, Values and Identity: A National Conference for Carnegie Doctoral/Research Intensive Institutions, Illinois State University.

2000-2002. IUP was one of four institutional case analyses and 20 sites for data collection for the American Association for Higher Education’s New Pathways Project II on Post-Tenure Review, Christine Licata, director; “Faculty Vitality and Well-Being”, sub-contracted @ \$5,000 to Dr. Charles Walker, St. Bonaventure University.

RP Group is featured as one of 26 national Institutional Practice sites in A. Doherty, T. Riordan and J. Roth (eds.) *Student Learning: A Central Focus for Institutions of Higher Education, A Report of the Student Learning Initiative*, Alverno College Institute Milwaukee, WI, 2002. Project funded by The Pew Charitable Trusts. (10,000 copies distributed.)

18 January 2001. J. Roth, M.A. Cessna, J. Davis and V. Lee, *The Student Learning Outcomes Initiative, Making Student Learning Central: Principles and Practices*, Association of American Colleges and Universities, New Orleans, LA.

Carnegie Teaching Academy Campus Conversations on Scholarship of Teaching and Learning, Five departments participated: Chemistry, Nursing and Allied Health Professions, Special Education and Clinical Services, Technology Support and Training, and Theater and Dance.

RP Group was one of eight national case study sites selected in J.F. Wergin and J.N. Swingen’s monograph *Departmental Assessment: How Some Campuses Are Effectively Evaluating the Collective Work of Faculty*, American Association for Higher Education, 2000.

May 2000. M. A. Cessna co-authored with D. Graf, Nova Southeastern University in Miami, an article titled “Benefits of Teaching Circles” which was published in the May 2000 issue of *NEA Advocate*. (*NEA Advocate is distributed to 87,000+ faculty members in higher education.*)

5 February 2000. *Eighth AAHE Conference on Faculty Roles and Reward* (New Orleans) “Creating and Sustaining Cross-Disciplinary Teaching Circles Through Reflective Practice” by co-directors: Laurel Black, Mary Ann Cessna, Terry Ray and provost Mark Staszkievicz.



Center for Teaching Excellence

Reflective Practice Scholarly Outreach

22 January 1999. *Seventh AAHE Conference on Faculty Roles and Rewards* (San Diego) “Risky Conversations: Negotiating Collective Responsibility for Student Learning” J. Wergin, M. A. Cessna, M. Staszkievicz and B. Jones.

21 November 1998. *18th Annual Lilly Conference on College and University Teaching* (Miami University-Oxford, Ohio) “Celebrating Five Years of Shifting to the Learning Paradigm: The Reflective Practice Project at IUP” RP Co-Directors: M. A. Cessna, T. Shellenbarger, and J. Woolcock.

20 March 1998. *Seventh Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures* “ Good Talk about Good Teaching: Stimulating Departmental Conversations about Teaching and Learning” by T. Shellenbarger, M. Twal, J. Woolcock, M. A. Cessna, and B. Jones.



RP Memory Book
 Designed and Produced by
 Mary Ann Cessna
 Melissa Fabina
 Dee Klein
 Jody Kuzneski
 Marcia McCarty
 John Woolcock

Reflective Practice



