

**Indiana University of Pennsylvania
Center for Teaching Excellence**

June 3, 1994

Subject: IUP Faculty Development Report

To: Evelyn Mutchnick

From: **Mary Ann Cessna, D.Ed.**
Director

Attached is a summary of the professional development activities at the Center for Teaching Excellence for the 1993-94 AY. I can provide more details about each of these activities if needed.

IMPROVEMENT OF TEACHING AND LEARNING, 1993-94

Submitted by Mary Ann Cessna, Director

Teaching Excellence Center (TEC)

June 3, 1994

A list of the 100 TEC book and 13 videotape/filmstrip holdings at the Center was compiled and distributed upon request.

In September 1993, the faculty were surveyed to determine the types of professional development activities desired. Ninety-four surveys were returned. Summary data are in Appendix I. The top five responses were:

1. Classroom alternatives to lecturing
2. Increasing student motivation
3. Conducting lively discussions
4. Encouraging critical thinking
5. Helping students become independent learners

These needs were addressed via nine workshops sponsored or cosponsored by the TEC.

WORKSHOPS (see Appendix II)

The TEC director met monthly throughout the year with new faculty Marna Barrett, Dianne Farrell, Sue Glor-Scheib, Whit Watts, and Susan Welsh for new faculty orientation.

There was no formal two-day new faculty orientation prior to Fall semester this year due to the faculty hiring freeze.

Mary Ellen Weimer, Feedback Options to Improve Instruction, Sept. 25, 1993, 50 participants

Frederick Miller, Focus on Academic Integrity, Nov. 16, 1993, 15 participants

Instructional Design Center Workshop, Jan. 13 and 14, 1994. Fifty (50) faculty, staff and administrators attended.

Workshop for English Department Teaching Associates, Sept. 28, 1993, 15 participants

Louie Crew, Electronic Resources and Scholarly Discourses, April 8, 1994, 28 participants

Ann Lucas. Team Building in the Department, April 9, 1994, Team Building for Chemistry and Physics faculty, 21 participants

Roberta Matthews. Creating Learning Communities, April 16, 1994, 28 participants

Karl Smith, Collaborative/Cooperative Learning, May 20, 21, 1994, 27 participants

REFLECTIVE PRACTICE GRANT

Thirty-three faculty and 15 mentors participated in the Reflective Practice Grant funded jointly by a SSHE Faculty Professional Development Grant, the Center for Teaching Excellence, and the Deans. Barbara Blackledge was the project director assisted by Bob Begg and Miriam Chaiken. Dr. Blackledge's summary of the grant activities is in Appendix III. The participants and some of the mentors met monthly. The Mary Ellen Weimer and the Roberta Matthews workshops above were for the Reflective Practice participants, but all faculty were invited to attend.

The Reflective Practice grant was a complete success. Dr. Blackledge reported that "both participants and mentors feel that this experience . . . was most productive towards not only improving their own teaching, but realizing how teaching methods from one discipline can be teaching strategies in another [discipline]." Nearly all participants asked to extend the reflective practice process through the 1994-95 AY. In fact, the TEC director plans to expand the number of faculty in this core group next year.

Twenty IUP faculty attended the annual conference on Advancing Teaching in College Classrooms and Campus Cultures at the Pennsylvania State University March 17-19, 1994. Expenses for most participants were paid by the Reflective Practice grant.

TEACHING EXCELLENCE AWARDS

Ten faculty received teaching excellence awards. See Appendix IV. These faculty were recognized at a dinner November 8, 1993.

INSTRUCTIONAL DESIGN & DEVELOPMENT CENTER

The TEC director, Mary Ann Cessna, along with Larry Kroah, Director of Libraries, and Jerry Pickering, Biology, provided leadership to the Instructional Design Center Task Force to propose an Instructional Design and Development Center (IDDC) for IUP. This center will assist faculty in the utilization of computer technology in their classes and provide other services. See proposals in Appendix V.

MISCELLANEOUS

Finally, the following individuals represented IUP at Teaching and Learning conferences:

Barbara Blackledge, Theater Department, was selected by the Deans to attend the American Association for Higher Education Faculty Forum for Exemplary Teaching in Chicago in March. Each college or university may send one representative.

Mary Ann Cessna, Food and Nutrition/Teaching Excellence, and William Chapman, Special Education, were selected by the Provost to represent IUP at the SSHE Priorities for the 90s, Phase II Interactive Computer Technology grant at Bloomsburg University. They, along with partners Jerry Pickering, Biology and Dennis Ausel, Communications Media, trained through the SSHE Priorities I Grant, will design and produce a program to showcase use of interactive computer technology at IUP.

Appendix I:
Teaching Excellence Survey

TEACHING EXCELLENCE SURVEY, SEPTEMBER 1993

Name (please print) Tabulation Results of Teaching Excellence Survey
 Campus Address December 2, 1993
 Campus Phone # of Surveys tallied = 94 College _____
 Department _____ Rank _____

A list of topics found to interest faculty on other campuses appears below. Indicate with a check in the space provided, all topics of special interest to you. Check areas in which you would like to see programs planned, discussion groups formed, printed materials sent to you, etc. **Please return this survey to the Center for Teaching Excellence, 352 Sutton, by October 18.**

- | | | | |
|-----------|--|-----------|--|
| <u>20</u> | 1. Designing course syllabi | <u>28</u> | 24. Improving classroom tests |
| <u>19</u> | 2. Preparing course objectives | <u>13</u> | 25. Evaluating curriculum |
| <u>35</u> | 3. Delivering effective lectures | <u>13</u> | 26. Computerizing your testbank |
| <u>48</u> | 4. Conducting lively discussions | <u>14</u> | 27. Understanding student views about grades |
| <u>54</u> | 5. Classroom alternatives to lecturing | <u>16</u> | 28. Computerizing your gradebook |
| <u>37</u> | 6. Asking challenging questions | <u>16</u> | 29. Preparing classroom materials (e.g., transparencies) |
| <u>13</u> | 7. Enhancing student notetaking | <u>19</u> | 30. Using the classroom as a research laboratory |
| <u>18</u> | 8. Helping test-anxious learners | <u>19</u> | 31. Getting started in publishing |
| <u>28</u> | 9. Exploring learning style differences | <u>17</u> | 32. Conducting peer observations |
| <u>25</u> | 10. Teaching writing skills | <u>28</u> | 33. Using student feedback to improve instruction |
| <u>46</u> | 11. Encouraging critical thinking | <u>23</u> | 34. Preparing for the tenure/promotion process |
| <u>41</u> | 12. Promoting active learning | <u>19</u> | 35. Writing new course proposals |
| <u>50</u> | 13. Increasing student motivation | <u>27</u> | 36. Writing grants |
| <u>44</u> | 14. Helping students become independent learners | <u>08</u> | 37. How to develop and present a poster session |
| <u>09</u> | 15. Improving student speaking skills | <u>28</u> | 38. Managing stress and preventing burnout |
| <u>21</u> | 16. Developing undergraduate research skills | <u>22</u> | 39. Balancing the teacher/scholar roles |
| <u>21</u> | 17. Sponsoring undergraduate research activities | <u>05</u> | 40. "Polishing" my resume |
| <u>11</u> | 18. Increasing library usage | <u>30</u> | 41. Using e-mail in the teaching/learning process |
| <u>26</u> | 19. Teaching underprepared learners | | |
| <u>09</u> | 20. Assisting international students | | |
| <u>21</u> | 21. Helping minority students | | |
| <u>10</u> | 22. Working with adult students | | |
| <u>14</u> | 23. Mentoring thesis advisees | | |

Please indicate any other topic(s) of special interest to you:

1. See attached sheet
2. _____
3. _____

1. A series of informal discussion groups focused on topics like those on the preceding page is being considered. These groups would be comprised of 7-10 faculty. Assuming that such groups are set up, what is the best time of day, generally, for such meetings?

54 over lunch 33 late afternoon 16 evening

2. Please identify by number any of the topics on the preceding page for which you could serve as a discussion leader or presenter.

3. If workshops dealing with special topics like those on the preceding page are offered, when is the best time to schedule those workshops?

21 During the regular semester (weekends) 39 Between semesters in January
40 During the regular semester (weekdays) 25 Just after classes end in May
25 Just before classes begin in Sept.

4. Listed below are some of the services usually offered by Teaching Excellence Centers. Which of these services would be of interest to you?

- 19 Individual consultation on course design
- 35 Individual consultation on classroom techniques
- 18 Individual consultation on course evaluation
- 22 Individual consultation on classroom-based research
- 31 Classroom videotaping
- 37 Access to printed or video material on teaching/learning
- 7 Other (Please specify) _____

5. Part of any teaching enhancement program is the recognition of teaching excellence among our peers. What ideas do you have about recognizing teaching excellence? For example, how should such faculty be identified, what role, if any, should students play in the process, what form should such recognition take, etc.? (This recognition may be in addition to other programs which exist on campus or may be a combined effort with current programs.)

6. I am interested in establishing a liaison between each department and the Center for Teaching Excellence. This liaison would promote services/programs available through the Center to departmental faculty. Please react to this idea. Would you be willing to be the liaison for your department? 42 Yes 31 No

If no, please recommend a faculty member(s) in your department who would function well in this role.

#42. Other Topics of Special Interest:

Three individuals listed "Collaborative and Cooperative learning"
Student Learning Committee
Assessing Student Performance
Discussing Situational Awareness
Using Classroom Visuals
Grading Methods
Electronic Presentation Systems
Planning and Obtaining a Merit Sabbatical
Nurturing Cross Curriculum Courses
Handling Difficult Faculty and Students
Developing Curriculum objectives, and Course Objectives
Teaching in the Laboratory
Job Placement for Students (Helping Students find jobs.)
Handling Controversial Topics in the Classroom
Dealing with Students Cheating on Exams
Teaching values/morals
Writing to Learn (As opposed to Learning to Write.)
Faculty as Advisors (Sharpening Advising Skills.)
Gender Issues
Relating to different personality types, and cultural backgrounds.
Use of Video on Computer Demonstrations.
Designing an effective Syllabus
Creating a Workable Course Objective
Creating Course Assessment Systems that work.
Using Computer Labs in Teaching

1. Over Lunch...54 positive responses
Late Afternoon...33 positive responses
Evening...16 positive responses
3. During the regular Semester (weekends)...21 positive responses
During the regular Semester (weekdays)...40
Just before class begins in September...25
Between Semesters in January...39
Just after Classes end in May...25
4. Individual Consultation on Course Design...19 positive responses
Individual Consultation on Classroom Techniques...35
Individual Consultation on Course Evaluation...18
Individual Consultation on Classroom based research...22
Classroom videotaping...31
Access to printed or video material on teaching/learning...37
Other...7 suggestions.
6. YES...42
NO...31
*19 no response, 2 maybe's.

Appendix II:

Workshops

- | | |
|--|---------------------|
| 1. Feedback Options to Improve Instruction | September 25, 1993 |
| 2. Focus on Academic Integrity | November 16, 1993 |
| 3. Instructional Design Center Workshop | January 13-14, 1994 |
| 4. Electronic Resources and Scholarly Discourses | April 8, 1994 |
| 5. Team Building in the Department | April 9, 1994 |
| 6. Creating Learning Communities | April 16, 1994 |
| 7. Collaborative/Cooperative Learning | May 20-21, 1994 |

DATE: September 14, 1993
SUBJECT: 9/25 Workshop on Reflective Teaching Practices
TO: All Interested Faculty
FROM: Barbara Blackledge, Theatre Department
Project Director, "Process of Reflective Teaching" Grant

There will be a day-long workshop on Saturday, September 25, here at IUP for 50 IUP faculty interested in developing reflective teaching practices towards self-assessment of their teaching. Dr. Mary Ellen Weimer, a national authority on teaching self-assessment methods (and a most dynamic workshop leader!) will be presenting this hands-on workshop. The monies supporting this workshop have come from a SSHE funded grant towards supporting a limited number of faculty from each college in a year-long process of reflective teaching practices.

While many of the participants in this grant-funded project will have reserved spaces at this workshop, there are a number of spaces available to any faculty at IUP interested in re-appraising their teaching methods. If you are free from 9:30 AM until 3:00 PM on 9/25 and are interested in being offered this workshop, please fill out the form below and return it ASAP to my mailbox at the Theatre Department Office in Waller Hall. (Breakfast, Lunch and snacks will be provided for all workshop participants!) As I fear that I will not be able to accomodate all faculty who might be interested in this challenging opportunity, reservations will be determined on a first-come, first-serve basis.

I would like to be considered for participation in the September 25 workshop led by Dr. Weimer titled "Feedback Options to Improve Instruction." I will be available to participate from 9:30 AM to 3:00 PM on that Saturday.

Signature of Faculty Member _____ Date _____

Department: _____

Campus Address: _____

Campus Phone: _____

E-Mail Address: _____ (if on E-Mail)

"A workshop for faculty and students"

**F o c u s o n
A c a d e m i c I n t e g r i t y**

**November 16, 1993 3:00 p.m.
HUB Program Lounge**

Sponsored by Senate Academic Committee

**guest presenter
Frederick Miller**

- **Dean of Student Services (South Campus) and Chief Legal Counsel
Community College of Allegheny County**
- **Workshop presenter on aspects of cheating on college campuses
throughout region of Middle States Association**

Questions to Think About

- **What is Academic Integrity?**
- **What is IUP's Academic Integrity Policy? (Hint: 1993-94 Catalog, p.31)**
- **Does anybody care about cheating?**
- **Who is responsible for Academic Integrity? faculty? students?**
- **What can I do to reduce cheating?**
- **What can I do to promote Academic Integrity?**
- **How does this affect me?**

CHEATING ON COLLEGE CAMPUSES:
THE CONSTANT THREAT

INDIANA UNIVERSITY OF PENNSYLVANIA

FREDERICK A. MILLER, ESQ,
DEAN OF STUDENT SERVICES
AND COLLEGE STAFF LEGAL COUNSEL

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
PITTSBURGH, PENNSYLVANIA

The objective of the open presentations to faculty, staff, and students is to provide your institution with an overview of the problem of cheating and plagiarism with an emphasis on the following topics:

- * The inclement moral climate
- * The scope of the problem of cheating and plagiarism on campus with attention to current research and literature
- * The definitions of cheating and plagiarism
- * A review of your institution's pertinent policies
- * Legal issues involved in the development and application of college policies
- * Faculty and student facilitation of academic dishonesty
- * Classroom and institutional remedies

In addition, specific groups have been scheduled to address concerns requiring greater opportunity for exploration, such as honor codes, confidentiality, and the proper roles of faculty and students in the administration of an academic honesty policy.

**SCHEDULE FOR
INSTRUCTIONAL DESIGN CENTER WORKSHOP
January 13 & 14, 1994 - 210 Stabley Library**

Goals

To educate decision makers and interested individuals about the technological changes in education and how IUP will address these changes.

To build a spirit of cooperation at IUP in order to develop a plan to address the technological changes in education.

Day One

8:00 am - Coffee and Danish, Registration

8:30 am - Introduction by Dr. Lawrence K. Pettit

8:40 am - Sessions Begin

1st speaker - Dr. Fred Gage

Topic - Why is an Instructional Design Center (IDC) needed?

2nd speaker - Dr. Larry Reagan

Topic - What does an Instructional Design Center do?

Break

3rd speaker - Dr. Judy Boettcher

Topic - How is an IDC organized and funded?

4th speaker - Dr. Tim Phillips

Topic - Bloomsburg University Institute for Interactive Technologies, a model for IUP?

Noon - Lunch will be served in Media Resources, and examples of instructional technology

1:00 pm - Break-out Sessions

Group 1- What are the technological needs of students, faculty, and administrators at IUP?

Group 2- What services should the IDC provide at IUP? What are the operational (equipment and personnel) needs of the IDC at IUP?

Group 3- What is the projected administrative organization and funding system of the IDC at IUP?

2:30 pm - *Break*

2:45 pm - Group reports & Discussion

4:00 pm - Closing remarks

Evening - Draft plan

Day Two

8:30 am - Coffee and Danish

9:00 am - Presentation and discussion of first draft -- Dr. Mary Ann Cessna, Moderator
Director, Center for Teaching Excellence

10:30 am - Closing remarks: What is the next step?

SCHOLARLY USES OF ELECTRONIC RESOURCES/DISCOURSES

Dr. Louis Crewe

Friday, April 8, 1994 - Breezedale Library

-1	Paul Ben-Zvi	Art
2	Andrew Browe	Biology
-3	William Forbes	Biology
4	Jerry Pickering	Biology
-5	John Cross	Computer Science
6	Ali Aghbar	English
7	John Barber	English
8	Seodial Deena	English
-9	David Downing	English
10	Celene Seymour	English
11	Michael Vella	English
-12	Susan Forbes	Geography
13	Jim Dougherty	History
-14	Dale Landon	History
15	Jim DeGeorge	Journalism
-16	Karen Brown	Library
17	Myrtle Joseph	Library
18	David Kaufman	Library
-19	Larry Kroah	Library
20	Theresa McDevitt	Library
-21	Edward Edwards	Nursing
22	Wayne Moore (2:15-3:30)	Office Systems/Business Educ
-23	Sherill Begres	Philosophy/RS
-24	David Platt	Political Science
-25	Bob Soule	Safety Sciences
-26	Jerry Fiddler	Special Education
27	Mary Ann Cessna	Teaching Excellence
-28.	Foster Jones	French.

N = 21 participants
12 Chem.

Indiana University of Pennsylvania
Departments of Chemistry and Physics
April 9, 1994

Facilitator: Ann Lucas

9:00 to 9:15	Coffee, Tea, and Donuts
9:15 to 9:30	Introduction
9:30 to 10:15	Expectations and Overview
10:15 to 10:30	Coffee Break
10:30 to 12:00	How do we want things to be? How are they now? Gap analysis. Establishing goals, action steps, and timelines
12:00 to 1:00	Lunch
1:00 to 2:00	Evaluate data. Prioritize issues. Discuss by department one high priority issue.
2:00 to 3:00	Analyze data: methods of problem solving, small group dynamics.
3:00 to 4:00	Follow-up Interventions to be Used by Departments. Evaluation of Progress. Next steps.

Roberta Matthews 4/16/94

CREATING LEARNING COMMUNITIES WORKSHOP

Afternoon Workshop Groups:

- #1. Francisco Alarcon, Math
Charlie Bertness, Math
Margaret Sempien, Math
Mary Micco, Computer Science
- #2. Bob Begg, Geography
Gail Sechrist, Geography
Whit Watts, Geography
Monte Tidwell, Anthropology
- #3. Mary Ann Cessna, Food & Nutrition
Nancy Norberg, Human Development & Environmental Studies
Marie Twal, Nursing
- #4. Joe Ritchie, Advising & Testing
David Stein, Special Education
George Walz, Psychology
Imogene Moyer, Criminology
- #5. Ruiess Van Fossen Bravo, Chemistry
Nicholas Christodouleas, Chemistry
Wendy Elcesser, Chemistry
Muhammad Numan, Physics
- #6. Dean Eiteman, Accounting
Mohamed Ghobashy, Accounting
Ronald Woan, Accounting
- #7. Peter Broad, Spanish
Karen Ready, German
Michael Vella, English
- #8. Barb Blackledge, Theatre
Jeannine Heny, English
Marjorie Mambo, University School (Art)

COLLABORATIVE/COOPERATIVE WORKSHOP
May 20-21, 1994

Karl A. Smith, Presenter
(Internet: ksmith@vx.cis.umn.edu)
Cooperative Learning Center
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455

1	A. C. Browe	Biology
2	Martha Jack	Biology
3	Tom Lord	Biology
4	Ray Winstead	Biology
5	Ruies Van Fossen Bravo	Chemistry
6	Wendy Elcesser	Chemistry
7	John Woolcock	Chemistry
8	Yaw Asamoah	Economics
9	Mary Ann Cessna	Food & Nutrition/Teaching Excellence
10	Darlene Richardson	Geoscience/Liberal Studies
11	Paula Martini	Graduate student
12	Amy Pozar	History education major
13	Thomas VanDyke	Hotel, Restaurant, Institutional Management
14	Charles Bertness	Mathematics
15	Barb Lamberski	Mathematics
16	James Reber	Mathematics
17	Margaret Stempien	Mathematics
18	Mary Sadler	Nursing
19	Nashat Zuraikat	Nursing
20	Cinda Roebuck	Post-baccalaureate student
21	Maureen McHugh	Psychology/Women's Studies
22	Dianne Ferrell	Special Education
23	Susan Glor-Scheib	Special Education
24	Barbara Blackledge	Theater
25	Noreen Ash-Johnson	Biology, Armstrong Campus
26	Robert Johnson	English, Armstrong Campus
27	Dr. Patricia Hill	Chemistry Department, Millersville University

Appendix III:

Reflective Practice Grant

1. List of Reflective Practice Grant Participants
2. Reflective Practice Grant Activities Report
3. Participants in Advancing Teaching in College Classrooms and Campus Cultures Conference, March 17-19, 1994

Reflective Practice Grant
Participants by College, 1993-94

Business

Dean Eiteman (Accounting)
Madan Batra (Marketing)
Wayne Moore (Office Systems and Business Education)

Education

Rich Nowell (Special Education)
David Stein (Special Education)
Marjorie Mambo (University School/Art Education)

Fine Arts

Jean Slenker (Art)
Susan Wheatley (Music)
Lorraine Wilson (Music)
Barbara Blackledge (Theater)
Patrick McCreary (Theater)

Human Ecology and Health Sciences

Janice Heckroth (Family Development and Environmental Studies)
Rita Johnson (Food and Nutrition)
John Baker (Hotel, Restaurant, and Institutional Management)
Marie Twal (Nursing)

Humanities and Social Sciences

Sarah Neusius (Anthropology)
Nancy Hayward (English)
Jeannine Heny (English)
Nick Karatjas (Economics)
Yaw Asamoah (Economics)
Bob Begg (Geography)
Karen Ready (German)
Peter Broad (German)

Natural Sciences and Mathematics

Wendy Elcesser (Chemistry)
John Woolcock (Chemistry)
Francisco Alarcon (Mathematics)
Charles Bertness (Mathematics)
George Walz (Psychology)

Learning Center

Joseph Ritchie (Advising and Testing)

From: GROVE::BBLACKLE "Barb Blackledge" 25-MAY-1994 09:48:36.69
To: MARK_STASZKIEWICZ
CC: MARYANN_CESSNA, MIRIAM_CHAIKEN, BOB_BEGG, JAN_PARKER,
ME
Subj: ROLLOVER FUNDING REQUEST FOR REFLECTIVE TEACHING
PROJECT

Mark,

I have what I hope will be a pleasant task for you to address. The "Reflective Teaching" Project which I directed this year with the help of Bob Begg and Miriam Chaiken would seem to have been quite productive. We started with 34 faculty participants who wanted to be involved from all six colleges (and the Learning Center).

Of those 34, two faculty had to drop out due to work overloads which didn't give them the time required by the project to work on their teaching and only two faculty were basically no-shows without explanation. In addition, the project involved another eleven faculty as mentors to the smaller peer groupings for the project. In other words, 41 faculty members actively engaged in this project through most of the past academic year. In addition to the monthly meetings with their 3-4 member peer groups, these faculty also met once a month for a meeting of all the participants (some of the mentors coming as well) to explore particular methods or problems involved in university teaching. These meetings eventually evolved to participatory workshops led by invited faculty on such topics as creating more effective syllabi and overall strategies for organizing your courses, using the case study method to teach a class, and numerous cooperative or active learning strategies for classes in several disciplines. Also, the project faculty (as well as faculty who weren't involved in the project) participated in two all day workshops funded by the project budget: one in September on assessment techniques to improve your teaching with Dr. Mary Ellen Weimer from Penn State and one in April on collaborative teaching strategies and learning communities with Dr. Roberta Matthews from Laguardia Community College in NYC. Many of the faculty involved also attended regional or national conferences specifically focused on teaching strategies for college level courses.

From casual reactions from both participants and mentors involved, they feel that this experience with this project this year was most productive towards not only improving their own teaching, but realizing how teaching methods from one discipline can be teaching strategies in another. They also appreciated the opportunity to have constructive and supportive feedback from colleagues, an option they don't feel that the university professional development process really fosters.* In fact, the vast majority of the faculty involved want to continue the reflective teaching process either as members of peer groups

across disciplines and colleges +/- or as members of a committee generated by the Teaching Excellence Center to insure the continuation of reflective teaching practices across the entire university.

Mary Ann Cessna (who served as one of the faculty mentors on the project) is quite committed to continuing this reflective teaching process in some manner for next year. As I have been most frugal in controlling the budget to best assure that as many faculty as possible benefited in terms of growth in teaching, there is still several thousand dollars which has, as of yet, not been encumbered. (This is not only the result of my "frugality" but also that the major workshops we conducted were facilitated by national figures who were close enough to not involve major traveling expenses and that a number of the faculty participants did not take advantage of their travel money allotment.) Mary Ann and I are requesting that the unspent money be transferred to the 1994/95 budget so that it can serve as seed money to foster this project for yet another year. She has already touched base with all the college Deans on this matter and has requested nominations of faculty from the deans for each of their colleges to again assure the university-wide stature of the project. Please let me know as soon as you are able if this request is indeed possible.

Thanks again, Mark. I have greatly appreciated your support.

*There was a formal survey taken at the last project meeting in May. The results of this survey will be made available to you when they are tabulated.

Newsmakers

continued from page 7

Victimization in the General Population: Cross-sectional, Longitudinal, and Prospective Analyses," with Dr. F. Norris (Georgia State University). The article was published in the February issue of *Journal of Consulting and Clinical Psychology*.

Student Affairs

Dr. Carolyn Princes recently presented "The Precarious Question of Black Cultural Centers versus Multicultural Centers" at the 24th Annual Pennsylvania Black Conference on Higher Education in Mechanicsburg. She also presented "Diversity and Multiculturalism" to a counseling in school settings class at IUP. Princes, co-presenters Rev. Melvin Jenkins and Dr. Andrew O. Igbineweka, also offered "African American Life, History and Culture" to a ninth grade English class at Penn-Trafford High School, Greensburg.

Student Affairs -- Black Cultural Center

The Black Cultural Center was awarded this year's *Multicultural Award* by the National Association of Campus Activities (NACA) for 1994 at the NACA Annual Conference held in Boston, Mass. The award was sponsored by the association's Educational Foundation, and only one award was granted to the many higher education institutions represented by NACA. Additionally, the BCC and the Black Emphasis Committee were part of the NACA *Excellence in Programming Award* that was granted to IUP's Office of Student Activities and Organizations. The award was presented on the basis of the programming activities conducted on campus by TEN, Artist Series, BEC and BCC. One such award was granted by NACA for each of the four categories of school sizes.

Theater

Annie-Laurie Wheat recently chaired a panel at the East Central Theater Conference in New York City on "Selling Yourself in 60 Minutes: The Job Interview."

University School

The classroom magazine division of Scholastic, Inc., featured Dr. Judi Hechtman as a speaker for their Scholastic University In-Suite Seminar Series at the National Science Teachers Association Annual Conference in Anaheim, Calif. Hechtman's presentation, "Where Science and Whole Language Meet," was offered three times during the conference to more than 100 teachers from all over the U.S.



EXCELLENCE IN PROGRAMMING - IUP's Office of Student Activities and Organizations received an Excellence in Programming Award from the National Association for Campus Activities Educational Foundation. IUP has won the award for the past two years in a row and three out of the last four years. The award recognizes organizations that offer diverse programs that reach a broad spectrum of the student populations. Pictured from left are: Frank DeStefano, associate director of Student Activities and Organizations; Vaughn Clay III, graduate assistant for Major Events; Michele Snook, executive chairperson of the Entertainment Network; Nordine L. Harris Jr., chairperson of the Publicity Committee for the Black Emphasis Committee; Stacey McIntosh, graduate programming assistant for the Black Cultural Center and Dr. Carolyn Princes, Director of the Black Cultural Center.

IUP faculty participate in SSHE conference on advancing teaching

IUP was well represented at the Annual Conference on Advancing Teaching in College Classrooms & Campus Cultures held at Pennsylvania State University March 17-19.

Registration included approximately 175 faculty from the SSHE and private colleges and universities in Pennsylvania.

Pat Hutchings, Director of the Teaching Initiative of the American Association for Higher Education, and Tom Angelo, nationally known for his work in Classroom Assessment Techniques, were the primary workshop leaders.

Barbara Blackledge, theater, and Adam Hoffman, a junior in the IUP theater department, performed a staged reading of *Another Antigone* at the Conference.

IUP faculty who participated were:

Dr. Dean Eiteman, Accounting; Dr. Russell Peterson, Biology; Dr. Ray Winstead, Biology; Pat Scott, Continuing Education; Dr. Terry Ray, Finance and Legal Studies;

Dr. Mary Ann Cessna, Food and Nutrition; Jon Baker, HRIM; Dr. Francisco Alarcon, Mathematics; Dr. Charles Bertness, Mathematics; Dr. Ann Massey, Mathematics;

Dr. George Mitchell, Mathematics; Dr. Susan Wheatley, Music; Dr. Lorraine Wilson, Music; Marie Twal, Nursing; Dr. Mary Lou Zanich, Psychology;

Dr. Carol Young, Spanish; Barbara Blackledge, Theater;

Dr. Ray Beisel, University School; Dr. Marjorie Mambo, University School.

Appendix IV:
Teaching Excellence Awards

Teaching award winners announced

By Kelly Fisher

Ten IUP professors recently received awards for their dedication and excellence in teaching.

Each year, the Teaching Excellence Center requests applications for the awards. The committee screens the application and selects the winners based on their judgment of several categories.

"This is one of the most prestigious awards offered for teachers on the IUP campus," said Mary Ann Cessna, center director. "The faculty receive a monetary award that they use to enhance their teaching."

The 10 recipients selected this year are Sherrill Begres, philosophy and religious studies; Joseph Bencloski, geography; Ruiess Van Fossen Bravo, chemistry; David Downing, English; Phillip Neusius, anthropology; Jerry Pickering, biology; Ronald Shafer, English; John Sitton, political science; Theresa Smith, philosophy and religious studies and Jean Wilson, English.

Begres believes she won the award because of her reflective practice in the process of teaching ethics.

"I came to realize that my students, because of their age, hadn't had the experience to come to critical ethical decisions," she said. "They hadn't lived long enough, and they tended to be too idealistic."

Begres said she tried to "artificially mature" them by exposing them to and showing them videos of real-life ethical problems. She believed this would help them to develop maturity and empathy.

"There are a lot of good teachers here, and getting the award at IUP is especially flattering," she said.

Bencloski has been at IUP since 1988. He says he has developed several new models and techniques for human and physical geography classes.

"I believe that all teachers should continuously evaluate 'standard' or traditional techniques and replace them with more effective ones."

He said that winning the award "was especially gratifying, because the development of new techniques and methods is one of the hallmarks of my teaching."

Bravo said she believes she was chosen for her variety of teaching techniques to get students interested in different back-



TEACHING EXCELLENCE - The 10 professors selected for the Teaching Excellence Awards are, pictured front row from left, Joseph Bencloski, Theresa Smith, Sherrill Begres, Jean Wilson, Ruiess Van Fossen Bravo, Phillip Neusius; back row, from left: Jerry Pickering, David Downing, John Sitton and Ron Shafer.

grounds. She used group work and instant feedback methods in her class.

"We also did creative projects," she said. "This is a college chemistry course, so a lot of the students enrolled aren't chemistry majors. They did projects that closely related to their majors, but also related chemistry to their majors."

"I was pleased and rather surprised to win because it's my first year here," she said.

Downing team-taught a graduate seminar last spring as an on-line electronic telecommunications conference that brought together two classes at two separate universities, IUP and the Miami University of Ohio. "The innovative feature of this course was that students at both schools 'connected' with each other on a daily basis," Downing said. "This seminar was especially concerned with exploring the uses of the virtual classroom in promoting various kinds of collaboration over long distances."

Four separate conferences were designed from the course.

Shafer was recognized for his method of teaching sonnets last semester.

"The poetic form of the sonnet was the selected topic for this teaching approach," he said. "The history of the sonnet was divided into its various components, each of the students selecting a favorite."

Each student researched his or her topic in depth, wrote the research into

scripts for television and delivered the information to an audience in the university television studio. The tapes were then edited into a form suitable for classroom use.

Sitton is a strong believer in what Socrates once said about the real point of education, "the unexamined life is not worth living."

"If one can persuade students of the truth behind that statement, the most important work has been done," he said. "In accord with this perspective, I have often thought of teaching as taking imperfect swimmers out to where they can see how deep the water is, without letting them drown."

"Teaching is not just a job," he added. "It is one of the few ways one can make a difference in a complicated world."

Smith talked about the challenges her particular subject entails.

"Religious studies presents particular challenges for students and teacher, especially in introductory classes," she said. "One of the greatest challenges for me has been to create a classroom environment in which students' preconceptions about the study of religion are addressed."

Smith explained that many students enroll in the religious studies because of a liberal studies requirement and expects to be bored with the course.

See Teaching awards, page 7

Teaching awards --

continued from page 6

"My task is to convince students that the academic study of religion is interesting, important, and that whatever they may believe about the truth of a given tradition, religion is a human activity that may evidence compassion, beauty, cruelty, terror and humor."

Smith said she employs a number of methods in order to help students develop an appreciation for religion.

"I require reading of first-hand accounts of religious experience, myths and novels," she said. "I illustrate the mythic and ritual dimensions of religion by sharing films, art work and ritual objects."



Smith said she also asks students to make judgments about conflicts, encourages interviews and field studies as sources for research papers and uses role playing.

"Above all, I try to create a classroom atmosphere in which students take responsibility for their learning process applying their critical and creative skills to the material set before them," she said.

Wilson has a special assignment for her students' final research papers. There are certain exclusive rules they must follow for them.

"The papers have to involve an interview, have to make a substantial original contribution to the existing information on the subject at hand, and have to have a history involved," Wilson said. "Furthermore, the history has to be of something of high personal interest to the researcher."

The result of this assignment has been many first-rate papers that she herself becomes interested in, saves and keeps on file for future use.

Applications for the 1993-94 Teaching Excellence Awards will be due in April. Contact the Teaching Excellence Center at 357-7800 for more information.

College Connections offers variety of children's programs

At IUP it's never too early to make the college connection!

On Saturday mornings in January and February, the School of Continuing Education is running College Connections mini-courses for children in grades one to six and teens in grades seven to 10.

Mini-courses for younger children are especially designed to spark and build on a child's natural curiosity.

Eco-warriors in "Walk on the Wild Side" will explore Pennsylvania's wildlife and ecosystem. In "Multicultural Crafts" children will experiment with unusual art forms from various countries. Those choosing "What a Disaster!" will create volcanoes and other natural disasters in the IUP lab.

Classes for older elementary school children focus on experimentation and development of more specific skills. Young authors will learn creative writing techniques from a published children's author.

Aspiring scientists will do physical science experiments with "Mr. Wizzard," while mathematicians will learn cutting-edge skills in IUP's new Center for Statistics Education.

On a higher level, College Connections

for Teens encourages continued questioning and searching for answers. Teens wondering why people are the way they are and act as they do can begin to find answers in "Psychology: To See, To Think, To Be."

Teens can get the inside view of life in Nigeria and Somalia in "The African Connection," an interactive seminar series led by a doctoral student from Nigeria.

For teens seeking computer mastery, "Computer Boss" is a totally hands-on course in editing and debugging various programming languages.

Pre-geometry students can reduce math anxiety in "Jump-Start Geometry," which eases them into the subject with a discovery approach.

The premise of the College Connections program is that exploration and experimentation in a comfortable, test-less and grade-less, academic environment will lead to positive attitudes toward learning which will last a lifetime.

To request a brochure or further information about College Connections for Kids or College Connections for Teens, call the School of Continuing Education, extension 2227.

A thank-you to the IUP community...

The Office of Admissions extends its gratitude to the deans, faculty, department representatives and university staff for their participation in the IUP College Information Day Program on Nov. 13.

The program was designed from Terry Ray's recommendation and Dr. Mark Staszkiwicz's encouragement for faculty involvement.

Amidst the overcast and steady drizzle of rain, students and their parents continued to assemble in Fisher Auditorium. At the time of Dr. Pettit's official welcome, approximately 1,000 students and parents had gathered.

Students represented the states of Kentucky, Virginia, New York, New Jersey, Ohio, Maryland and Washington, D.C., as well as the entire state of Pennsylvania. Parents included: alumni, high school teachers, and secondary guidance counselors

- all with their children.

The highlight of the day was the Academic Marketplace where high school seniors had an opportunity to explore programs and meet with deans and faculty to talk about the vast array of academic opportunities at IUP. The various displays in the multipurpose room were exciting and served well in attracting students in a very positive way.

The entire program was received with high compliments from both faculty participants and students/parents alike. You are to be commended. We are proud to be a part of the IUP community.

The important aspect of the program is that only high school seniors were invited, many of whom have not yet applied.

As we prepare for next year, we will seek ways to improve. That's not to make us better - that's to make us the best.

Appendix V:

Instructional Design and Development Center

1. Proposal for the Creation of an Instruction Design and Development Center (IDDC) at IUP
2. Instructional Design and Development Center (IDDC) Startup Proposal

PROPOSAL

Creation of an Instructional Design and Development Center (IDDC) at IUP

This report is the outcome of a workshop held on January 13 & 14, 1994 on "Exploring the Creation of an Instructional Design Center at IUP". Speakers from Penn State University, University of Pittsburgh, and Bloomsburg University presented information on the needs, organization, operation, and funding of instructional centers at their universities. The workshop was attended by fifty people representing faculty, administration, and IUP support staff. It was organized by the Interactive Technology Committee and sponsored by Stapleton Library, Liberal Studies, The Center for Teaching Excellence, and Academic Computing Services. This document is a revision of a first draft which was developed by the participants of the workshop.

Currently, there is no centralized place on the IUP campus for faculty to learn about new instructional technologies and the impact of these technologies on the learning and teaching process. A recent survey of IUP faculty and the January workshop underscore the growing interest in the use of technology.

IUP needs a IDDC defined in terms of space, budget, human resources and function. The IDDC shall assist faculty in examining technological and pedagogical issues to enhance the teaching process. The mission of the IDDC is: To support and enable faculty to design, develop and use instructional strategies in teaching and learning.

To accomplish this mission the IDDC shall provide:

- **Professional Development**
To enhance the teaching process and the quality of instructional design by conducting seminars, workshops and individual work sessions.
- **Consulting**
To match technologies to instructional needs and assist faculty in the integration of these technologies into their teaching.
- **Materials Design, Development and Evaluation**
To create new instructional tools or techniques when existing courseware is not available or is inappropriate.
- **Advocacy**
To encourage the sharing of ideas, technical information and instructional material. To provide opportunities for faculty to be recognized for quality activities.

The staffing of the IDDC is critical to its success and must be supported by the university administration. The IDDC should consist of four types of staff: a full-time Director, Instructional Designers, Instructional Computer Specialists, and Technical/Clerical Support Specialists.

Possible sources of funding and support for the IDDC include: internal and external grants, corporate sponsorships, community resources, the Capital Campaign, and reallocation of funds. Release time should be made available, and incentives that apply to tenure and promotion offered in order to encourage faculty participation.

The establishment of an IDDC has the support of many segments of the university community and many of its elements already exist. For progress to continue on this important endeavor, there must be cooperation and open communication among all constituencies. Now, is the time to make the IDDC a reality!

January 16, 1994

Submitted by the IDDC Task Force, Members of the Interactive Technology Committee

Dr. Dennis Ausel
Comm. Media Dept.

Mr. Blaine Knupp
Stapleton Library

Mr. Paul Ben-Zvi
Art Dept.

Dr. Larry Kroah, Director
Stapleton Library

Dr. Mary Ann Cessna, Director
Teaching Excellence Center

Dr. Jerry L. Pickering
Biology Dept.

Dr. William Chapman
Special Education Dept.

Mr. Ronald Yarnick
Info. Systems & Comm.

Title: Instructional Design and Development Center (IDDC) Startup Proposal

1) The creation of an Instructional Design and Development Center (IDDC) at IUP would assist in the integration of instructional technology into the teaching/learning environment. A workshop was held in January to explore the development of an IDDC at IUP. The attached position paper was generated as a product of the workshop. It provides broad specifications, a mission statement, and the means to accomplish this mission.

Dr. Mark Staszkiwicz, Interim Provost, responded positively to the position paper and requested that specific recommendations be made to him with regards to personnel, space, and equipment. Currently, this request is being addressed by the IDDC Task Force Committee.

The purpose of this proposal is to secure funds to purchase some of the anticipated "start-up" instructional equipment and software for the IDDC. The purchased items would initially be "assigned" to the Teaching Excellence Center (TEC), and would be used by the TEC until the establishment of the IDDC. The funding of this proposal would allow the TEC, and eventually the IDDC, to begin to provide some of the services indicated in the IDDC proposal (see attached). Specifically the hardware and software would allow for the provision of training sessions and workshops on topics such as:

- Instructional design
- Presentation software
- Screen design
- Presentation equipment
- Multimedia presentations

The establishment of an IDDC has the support of many segments of the University community. This initial funding is an important step in making the IDDC a reality at IUP.

2) Itemized Budget:

Flatbed scanner	\$1,400.00
HP Deskwriter 550C	650.00
Laptop color computer with modem	3,000.00
Power PC AV Computer, 1MB	6,159.00
Apple CD multimedia kit (CD-ROM drive, speakers)	630.00
Bernoulli multidisk 150 pro	600.00
150 MB disk	109.00
Desktop Projector	7,000.00
Video Spigot	400.00
Presenter Plus (for viewing computer screen on TV monitor)	500.00
Software	
Hypercard 2.2	109.00
Adobe Photoshop 2.5	560.00
Aldeus Persuasion 3.0	325.00
Macromedia Director 4.0	850.00
Claris Works	200.00
Furniture items	750.00
Miscellaneous computer items	<u>2,000.00</u>
	Total-\$25,242.00

3) Sources of Support:

Although there is no additional financial support for this proposal, there is considerable support and interest by members of the University community to establish an IDDC at IUP. This is indicated by the fact that the workshop that was held in January on, "Exploring the Creation of an Instructional Design Center at IUP" was sponsored by Stapleton Library, Liberal Studies, The Teaching Excellence Center, and Academic Computing Services. The workshop was attended by fifty individuals representing faculty, staff, and administrative personnel. In addition, the IDDC Task Force Committee consists of representatives from different areas of the University.