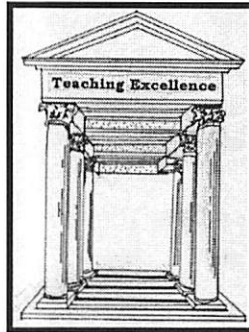

1999-00 Annual Report
Faculty Professional Development Activities
Center for Teaching Excellence



submitted to
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by
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I ntroduction

Despite the fact that preparing for an APSCUF strike was the number one priority of our faculty during most of the Fall semester, 1999-00 was another excellent year at the Center for Teaching Excellence (CTE). This report will summarize the Teaching Excellence Faculty Recognition Awards, New Faculty Orientation, Reflective Practice Group, instructional technology activities co-sponsored with the Instructional Design Center (IDC) and the ADEPTT grant, and personnel at the CTE. The appendices verify these activities, but are attached to only the Provost's Office copy because they are extensive.

Mission

The mission of the Center for Teaching Excellence is to foster the enhancement of teaching excellence in all its forms. We seek to provide constructive and developmental mechanisms for nurturing the excellence in teaching which already exists at IUP. These mechanisms will honor our differences and build on our strengths by:

- achieving the goals and missions of IUP, its faculty, and its students as they relate to teaching;
- facilitating the professional and personal development of faculty through teaching excellence and instructional design center activities;
- defining and providing mechanisms for enhancing and recognizing excellent teaching;
- stimulating thinking, discussion, and research about teaching and learning;
- providing forums for the exchange of information and ideas about teaching and learning

Goals

In addition to the annual ongoing activities of the CTE described in the brochure in Appendix A, the following six goals were also identified for the 99-00 AY:

1. Recognize and reward excellent teaching.

2. Obtain external funding for, nurture and expand the Reflective Practice Group with special emphasis on establishing additional Departmental Teaching Circles (DTCs).
3. Work collaboratively with the Instructional Design Center and ADEPTT staff to enhance the instructional technology skills of IUP faculty, and to obtain external funding for instructional technology.
4. Maintain the CTE web page.
5. Communicate the Center's effectiveness to off-campus audiences.
6. Move the CTE office to Stapleton library, near the Instructional Design Center.

Faculty Recognition Award: (Goal 1)

Five Faculty Recognition Awards for teaching excellence were presented for innovation, diversity, reflective practice and interdisciplinary practice (Appendix B). These faculty received a certificate of excellence and a \$500 monetary award to be used to further enhance their teaching. The recipients attended a recognition dinner on February 17, 2000, where their projects were summarized. Recipients of these awards were:

Herlinda Hernandez, Spanish and Classical Languages, Interdisciplinary Practice
Sally Lipsky, Learning Center, Innovation
Nicholas Mauriello and Gian Pagnucci, English, Innovation (joint award)
Lorraine Wilson, Music, Diversity
John Woolcock, Chemistry, Reflective Practice

New Faculty Orientation

There were 45 new permanent tenure track faculty hired for the 1999-00 AY – the most since the late 1960s. The new faculty/administrator intensive orientation was conducted August 25 (N= 42 present) and 27 (N=43 present), 1999. The faculty orientation continued with monthly meetings throughout the year which focused on topics such as sexual harassment issues, advising students, the attendance policy, improving the quality of course syllabi, and services provided at the Instructional Design Center. The meeting schedule is provided on page two of Appendix C. Because this group of new faculty was so large, the tenure process meetings were offered twice, and the number attending did increase significantly when this strategy was utilized. Approximately 5-7 of the new permanent full time tenure track faculty attended the monthly orientation meetings. Provost Mark Staszkiwicz hosted a picnic dinner for new faculty, their families, and academic administrators at the College Lodge on September 21, 1999, to build community within the group.

Most of the permanent full time faculty hired for the 1999-00 AY were matched with a mentor



from the Reflective Practice Group who assisted them with their teaching effectiveness. They will also be invited to join the Reflective Practice Group next year. Throughout the year, the second and third year probationary faculty were also invited to attend the New Faculty Orientation meetings that they had missed the previous year(s).

effective Practice

On May 5, 2000 the Provost hosted a focus group luncheon to evaluate New Faculty Orientation. Four new faculty gathered with eight faculty, staff and administrators to discuss how to further enhance an already successful program. Suggestions included adding 1) more information about the Library, 2) a prioritized checklist regarding tasks that should be accomplished on the Thursday between the two-day intensive orientation, 3) all presenters' email addresses and phone numbers to the agendas, 4) a table of contents to the handout packet, and 5) putting the curriculum handbook on the IUP webpage. Additions to the letter from the President will include asking new faculty to check in at their departmental office as soon as they arrive on campus, and sending them temporary parking tags.

Reflective Practice (RP) Group, (Goal 2)

The co-directors were: Mary Ann Cessna, responsible for overall management of the group and for the three Saturday workshops; John Woolcock, Chemistry, liaison with the DTCs; Laurel Black, English, managed the cross-disciplinary teaching circles; and Brian Jones, Theater, managed the Large Group monthly meetings. A fifth co-director was added this year – Terry Ray, Finance and Legal Studies, for assessment of the group's effectiveness via an ongoing portfolio process similar to the teaching portfolios of faculty. The group size remained steady at 115 members including faculty representing each of the six academic colleges, 33 of the 40 departments, and three individuals from the Student Affairs division (Appendix D). Criteria for determining active status were further refined this year, adding attendance at one all-day Saturday workshop. Seventy members were deemed "active," and were presented certificates for active participation by their Deans or a designee at the Recognition Dinner on May 4, 2000. Active members also received specially designed Reflective Practice 2000 tee shirts. Charles Walker from St. Bonaventure University observed how we celebrate faculty vitality as part of his American Association for Higher Education funded grant. Judith Villa, English, organized the Recognition Dinner which included a Middle Eastern menu. On behalf of the group, the Provost gave Mary Ann Cessna a Waterford crystal pedestal bowl with messages from participants about the contributions she has made to their teaching effectiveness. A list of topics for the monthly large group meetings, a summary of the annual evaluation, the RP brochure, the Recognition Dinner program, and the table of contents for the RP Portfolio are in Appendix E.

Twelve cross-disciplinary teaching circles and 14 departmental teaching circles met at least monthly to discuss problems and successes encountered in their teaching and to mentor each other about the teaching/learning process. Developing Portfolios for Promotion, 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, and Course Portfolios for Studio Courses were the topics of the cross-disciplinary teaching circles. New DTCs this year were: two circles in Special Education and Clinical Services, Criminology, Armstrong Campus (English), and Teaching for Democracy (English).

The Service Learning small group deserves special recognition for its work again this year. Facilitated by Sherry Kuckuck and Tom Van Dyke, group members included Mark Sloninger, Tammy Patterson, and Jonathon Smith. The group organized a workshop on February 19, 2000 facilitated by Alice Kaiser-Drobney, Slippery Rock University of PA, titled "Service Learning: An Active Learning Strategy that Really Works." Approximately 25 participated in this Saturday morning workshop.

A continuing thrust of the RP Group was to create and nurture DTCs. Therefore, RP members were given the option of participating in either a cross-disciplinary teaching circle or a DTC. Departments with Teaching Circles include Nursing and Allied Health Professions (2 circles), English (3 circles), Biology, Physics, Chemistry (2 circles) Technology Support and Training, Special Education, and the Armstrong Campus Circle for a total of 12 circles. This is a significant increase since 1997-98. Both the cross-disciplinary and the DTC reports are available on the CTE web page (www.iup.edu/teachex/services/).

The all day Fall workshop (Appendix F) on September 25 "Articulating Statements of Teaching Philosophy" led by a nationally recognized expert, Dr. Gail Goodyear, was very successful and included 70 active participants. Gail Goodyear also facilitated a Friday afternoon workshop titled "Teaching Philosophy: A Guide for Faculty Work" for academic administrators. There were two Spring workshops this year: Alice Kaiser-Drobney from Slippery Rock University of PA facilitated "Service Learning: An Active Learning Strategy that Really Works" on February 19, 2000 (Appendix G); and on March 18, 2000, titled "Teaching Climate and Faculty Well-being," was facilitated by Dr. Chuck Walker from St. Bonaventure University in New York. There were 30 participants at this workshop. See Appendix H.

The influence of the RP Group expanded not only at IUP, but also off campus as well. The RP co-directors Laurel Black, Mary Ann Cessna, Terry Ray and provost, Mark Staszkiwicz, presented "Creating and Sustaining Cross-Disciplinary Teaching Circles Through Reflective Practice" at the Eighth AAHE Conference on Faculty Roles and Rewards in New Orleans on February 5, 2000. Approximately 20 participated in this late Saturday afternoon concurrent session. 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. In addition, 10 faculty, mostly RP members, attended the Ninth Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures at State College, PA, March 9-11, 2000. Several of these faculty presented workshops at the conference.



Instructional Technology, (Goal 3)

Teaching effectively with technology continued to be a priority of our faculty for the third consecutive year. The CTE director worked closely with the Interim Director of the Instructional Design Center, Dennis Ausel, the director of Academic Technology Services, Rick McFerron, and the personnel involved with the ADEPTT and PT3 grants throughout the year (Appendix I). This year 135 workshops about teaching effectively with technology were offered, with 1188 seats filled. Some individuals attended multiple workshops. Five examples of this collaboration are summarized below.

1) Selected Jonathon B. Smith, Health and Physical Education, as IUP's third recipient of the award for innovative excellence in teaching, learning and technology which was presented at the Eleventh International Conference on College Teaching and Learning, April 12-15, 2000 in Jacksonville, Florida.

2) Co-directed (with Dennis Ausel) the Bell Atlantic Advancing the Development of Educators in Pennsylvania Through Technology Training (ADEPTT) grant titled Student Centered Learning: The Instructional Technology Catalyst, (\$1,084,265 for three years). Presented the Year 2 report to representatives from Microsoft Corporation, Bell Atlantic and the System Office at the Dixon Center on April 7, 2000.

3) Year 1 goals were accomplished for the Preparing Tomorrow's Teachers to Utilize Technology (PT3) grant titled "Preparing Teachers for the Digital Age: Implementing a Dynamic Model of Pedagogical Change in Western PA." Kyle Peck, Penn State, was hired as the external evaluator. His report for Year 1 should be received within the next several weeks.

4) Submitted to David Gray, SSHE Vice Chancellor for Technology, a proposal for \$79,000 titled "Teaching and Learning, Instructional Technology and Design: A Proposal to the Pennsylvania State System of Higher Education" to create an interdisciplinary planning guide, and to produce and distribute a guidebook for designing or renovating technology learning environments (classrooms). Although the proposal was not funded, the model presented will be pilot tested at IUP, perhaps for the renovation of Cogswell .

5) "Virtual Community" Technology Literacy Challenge Fund Grant, \$234,000 from the PA Department of Education to be shared among IUP, United, Purchase Line, and Blairsville-Saltsburg School Districts. The overall purpose is to improve student achievement of state standards in Indiana County by improving the ability of K-12 teachers in these three districts to teach more effectively with technology. This grant is for the 2000-01 AY.

The ADEPTT grant year 2 annual report contains a complete summary of the ADEPTT Consortium grant activity for this year. The ADEPTT Consortium has obtained more than \$2.5 million in external grants and corporate sponsorship within the past two years.

Additional Workshops

In addition to the instructional technology workshops, those designed especially for new faculty orientation, and the Reflective Practice Group, the following programs or workshops were also co-sponsored by the CTE (Appendix J).

- 10/28/99, 11/3/99, 2/2/00, & 2/17/00 **When a Student Is in Distress... What's a Faculty Member to Do?** Co-sponsored by the Center for Teaching Excellence, Student Development and Counseling Center, Division of Student Affairs, and University Health Service. There were 43 **total** participants.
- 2/24/00 **Information Literacy at IUP: The Key to Educating the Cut and Paste Generation**, co-sponsored by the Office of the Provost, the Center for Teaching Excellence, Instructional Design Center, Liberal Studies and University Libraries, 41 participants.
- 3/14/00 Donald Asher, **Graduate Admission Essays: What Works, What Doesn't and Why**, co-sponsored with the Office of Career Services, the Robert Cook Honors College, the Graduate School, the College of Natural Sciences and Mathematics, and the College of Humanities and Social Sciences. This session was for faculty advisors.
- 3/14/00 Donald Asher, **How to Gain Admission to Highly Competitive Graduate Programs**, Evening session for students; co-sponsored with Phi Kappa Phi.
- 4/17/00 & 4/18/00 Gary Ferguson, author of *Shouting at the Sky: Troubled Teens and the Promise of the Wild*, visiting writer; co-sponsored by English Department, Liberal Studies, Writing Center, IDC grant. Over 140 students and 14 faculty participated in lecture and classroom visits.

CTE Webpage, (Goal 4)

The CTE webpage www.iup.edu/teachex/ is superbly maintained by Marcia McCarty, CTE Office Manager. From July 15, 1999 until July 15, 2000, 1,550 hits were counted for the webpage (4,511 total hits recorded since 1998).

Communicate Center's Effectiveness, (Goal 5)

Carnegie Teaching Academy: Campus Conversations, Phase II

Academic year 1999-00 was year two for IUP's participation in the Carnegie Teaching Academy Campus Program Campus Conversations (about the scholarship of teaching) sponsored by the Carnegie

Foundation and the Pew Charitable Trusts. The CTE is the coordinating office at IUP for the Carnegie Teaching Academy activities. The Faculty Professional Development Committee decided that the issue we will study and act on during Phase II of the Campus Conversations process will be "How can we provide or enhance effective formative feedback about teaching effectiveness at IUP?" Since the APSCUF contract negotiations and preparing to strike were the primary focus of faculty attention during the fall semester, very little time was devoted to this Carnegie Teaching Academy initiative. During the spring semester, we had a new contract that eliminated the SSHE faculty professional development committee funding. Thus, most of the IUP Faculty Professional Development Committee's attention was re-directed to coping with this huge loss.

Sherry Kuckuck, M. D. Chaubey and Mary Ann Cessna did help persuade the following departments to participate in Phase II, which has been postponed until 2000-01.

Chemistry
Hotel, Restaurant and Institutional Management
Nursing and Allied Health Professions
Special Education and Clinical Services
Technology Support and Services
Theater

The goal was to obtain six departments (one from each of the academic colleges) to participate. However, we have been unable to identify a department in the College of Humanities and Social Sciences that is willing to participate. A draft report of Campus Conversations Part I was submitted to the Carnegie Teaching Academy WebCenter on May 24, 2000.

Pew Case, Jon Wergin

IUP has been working with Jon Wergin, Professor, School of Education, Virginia Commonwealth University, for two years through the Reflective Practice Group, as a consultant and workshop facilitator as we began forming DTCs and moving toward collective responsibility for learning at the department/unit level. In March 1999, Wergin prepared "Evaluation of Academic Departments: A Strategy Paper for the Pew Charitable Trusts" where he cited IUP as one of eight cases across the nation as best practices of collective responsibility for learning. The seven other cases are at Georgia State University, Northwestern University, St. Mary's University (Texas), Southeast Missouri State University, University of Arizona, and University of Southern California. The American Association of Higher Education will publish a monograph (Fall 2000) by Wergin and Swingen titled "*Evaluating Academic Departments: Best Practices, Institutional Implications.*"

Faculty Vitality Grant Charles Walker

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 that his model of faculty vitality (9 dimensions – 3 professional competence, 3 scholarship for teaching, 3 pedagogical skills)

has had on faculty development. Due to the outstanding accomplishments of the Reflective Practice Project, IUP is one of only three institutions of higher education participating in this research. The AAHE grant extends through November 2001. Two goals of the grant are:

1. To assess the effects that feedback from the *Inventory on Teaching Climate and Faculty Vitality* has had on faculty development programs and other practices that directly affect the quality of faculty work.
2. To find examples of practices that appear to maintain and enhance faculty vitality (i.e., best practices for faculty vitality).

We received approval for this research from the IUP Institutional Review Board for the Protection of Human Subjects in early May 2000, and Chuck Walker collected mostly qualitative data via focus groups and interviews on May 4 and 5, 2000. More data will be collected during Fall 2000, and Chuck will send IUP a written report about faculty vitality when these data are analyzed and interpreted.

Pew Charitable Trusts Student Learning Initiative

During the Spring 2000, the Pew Charitable Trusts funded a proposal written by Austin Dougherty, Tim Riordan and Jim Roth at Alverno College to publish (based on work at 25-28 colleges and universities) a monograph that includes a framework aimed at assisting institutions to implement practices that foster student learning on their campuses. The participants in this initiative will collaboratively author the framework, and provide examples to illustrate how the framework might be implemented in different ways and in different institutional contexts. IUP was selected to participate in the grant through an application process that was submitted by Gary Rice, Executive Director of Institutional Research, Assessment and Planning. Gary Rice and Mary Ann Cessna are the IUP representatives participating in the Pew grant. The timeframe for this project is 1.5 years.

Move CTE Office to Library (Goal 6)

Cessna met with Rena Fowler, Dean of Libraries, and the library faculty several times throughout the year to explain why the CTE and ADEPTT Center should be located in the Stapleton Library, near the IDC, since the director of CTE works very closely with the director of the IDC. In May 2000, Dr. Fowler invited both Teaching Excellence and the ADEPTT Center to move from Sutton to 102 Stabley Library. The catalyst for this move was the need for the ADEPTT Center to vacate Sutton due to the Sutton renovation. Both offices will move to Stabley Library later this month.

Personnel

Director

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

- Instructional Design Center Advisory Committee
- Faculty Professional Development Committee
- Teaching Excellence Sub-committee, Chair
- SSHE 2000 Summer Academy Conference Planning Committee
- SSHE Planning the Imperatives Advisory Committee
- Performance Indicators Task Force, IUP
- ADEPTT/PT3 grant Secretary Search Committee
- Credit for Service Think Tank
- Academy for Teacher Preparation Advisory Committee

Additional activities of the director are listed throughout this report. The Center needs to have a ½-time assistant director and at least 6 credits of summer contract for the Director in order to accomplish the goals of the CTE. Because pedagogy is shifting from the teaching to the learning paradigm and because the demand for integrating technology effectively into the teaching/learning process is great, the director's workload escalates significantly each year.

Office Manager

Marcia McCarty, office manager, worked for the CTE approximately one-third time. The CTE secretary is shared with Liberal Studies, Women's Studies, Diversity Studies, and the University-wide Undergraduate Curriculum Committee. At least a one-half time secretary is critically needed to prevent reduction of future services. In addition to all of her other responsibilities, Marcia is the web master for the CTE Home Page (<http://www.iup.edu/teachex/>) which continually needs to be updated. The Liberal Studies budget provided a graduate assistant during 1999-00 to assist Marcia with work for the University-Wide Curriculum Committee, but significantly more secretarial support is needed. Ideally, the CTE and the Instructional Design Center will share a full time secretary, since both directors will work closely together to promote faculty professional development.

Graduate Assistant

A quarter-time graduate assistant (10 hrs. per week) was funded through the CTE budget for the first time this year. Previous graduate assistants were funded through the Provost's discretionary account. Monica Machalka, a Food and Nutrition M.S. student, was the graduate assistant this year. The scope of activities that are included in this report are impossible to accomplish without a graduate assistant. The graduate assistant allocation for 2000-01 needs to be increased to at least two half-time (20 hrs. per week) assistants.

Miscellaneous

1. Christine Kesner, Human Development and Environmental Studies, Dee Klein, Special Education and Clinical Services, and Robert Mutchnick, Criminology, represented IUP at the Summer Academies for the Advancement of College Teaching in 1999.
2. Since numerous faculty request written verification of their participation in events sponsored by the CTE, Marcia McCarty developed an Access database to track individual participation at CTE sponsored or co-sponsored events. The 1999-00 data were entered by a student employee.
3. Tom VanDyke gathered IUP data for a SSHE \$5 million grant proposal authored by Alice Kaiser-Drobney at Slippery Rock University of PA and Chuck Agnew at the Dixon Center. The goal of the proposal was to further Service Learning opportunities at each of the System universities. Unfortunately the grant proposal was not funded.
4. The director estimates that approximately 560 participated in 22 TEC sponsored or co-sponsored activities, plus the nearly 1200 participants in the teaching with technology workshops cited on page 5 for a total of approximately 1,760 participants. Of course, many of these participants are the same individuals returning to numerous workshops (such as Reflective Practice faculty).
5. Adam Mickiewicz University Rector Stefan Jurgis renewed an exchange agreement with IUP. During this second phase of the agreement, Adam Mickiewicz officials look forward to gaining information about how to model IUP's teaching methods. Jurga cited IUP's CTE and novel approaches to teaching and learning as one of the strengths of IUP that Adam Mickiewicz hopes to implement.

Summary

When referring back to the six goals stated in the introduction on page one, this annual report clearly provides evidence that the Reflective Practice Group is thriving, impressive progress is being made to help IUP faculty teach effectively with technology especially by obtaining external funding during a tight budget year. Most of the director's time was devoted to the Reflective Practice Group and enhancing the instructional technology skills of our faculty. Significantly more of the director's time is being spent representing Teaching Excellence and IUP as a top quality teaching university off campus. All of the goals except obtaining external funding for the Reflective Practice Group were achieved. During the 1999-00 academic year, the Center for Teaching Excellence offered or cosponsored over 150 workshops, serving approximately 1,760 participants.

I've selected just four quotes from the many tributes received from Reflective Practice Group members regarding the impact of my work on their teaching:

When you talk of teaching
Your face lights up
And the gleam
Shows the rest of us the way.

You have been such a supporter of Service Learning at IUP, and it has made all of the difference in our forging the ground in this area. Thanks so much!

You have given me a sense of belonging to a supportive community in an impersonal Institution. May the gifts you have given return to you manifold.

Thank you for your inspiration! Your commitment to teaching comes right from your heart...

And it shows in all you do! Thank you.

Despite extremely low faculty morale due to the contract negotiations, and insufficient personnel, the CTE had a very successful year. Partnering with the IDC and ADEPTT maximized very scarce human resources. During 2000-01, I hope to entice some library faculty and staff into the partnership as well.

APPENDICES

- Appendix A Brochure, Center for Teaching Excellence
- Appendix B Teaching Excellence Faculty Recognition Award recipients for 1998-99
- Appendix C List of New Faculty Orientation workshops and Summary of the New Faculty Orientation Evaluations
- Appendix D Reflective Practice Group 1999-00
- Appendix E Reflective Practice: Large Group Meetings, End of Year Assessment, RP brochure, Recognition Dinner program, and table of contents for the RP Portfolio
- Appendix F Gail Goodyear workshops: "Articulating Statements of Teaching Philosophy" and "Teaching Philosophy: A Guide for Faculty Work"
- Appendix G Alice Kaiser-Drobney workshop: "Service Learning: An Active Learning Strategy that Really Works"
- Appendix H Chuck Walker workshop: "Teaching Climate and Faculty Well-being"
- Appendix I *NEA Advocate* article: "Benefits of Teaching Circles"
- Appendix J Instructional Technology
- Appendix K Co-Sponsored Workshops
- Appendix L Faculty Vitality
- Appendix M Miscellaneous