

October 1, 1996

Dr. William M. Plater
Executive Vice Chancellor and Dean of the Faculties
NN University-Purdue University NNpolis
Administration Building
355 North Lansing Street, Room 108
NNpolis, IN 46202

Dear Dean Plater:

Dr. William Roberson, Assistant Director for Academic Administration at XXUXU XYZ, intends to submit a proposal for Round 2 funding titled: XYZ Center for Teaching Excellence.

This proposal relates to Item Number 18 of the major area Responsibilities of Excellence of The Strategic Directions Charter: "Strengthen existing partnerships and create new partnerships with public schools, businesses, government agencies, and other external groups."

The XYZ Center for Teaching Excellence (CCTE) will be a campus-based community organization whose purpose will be to support, facilitate and advise on the development of the highest quality teaching at all educational institutions in the Greater XYZ area.

Anchored by its university standing, XXUXUC will appoint a director, part-time (from among current faculty) to coordinate the activities of CCTE. The support staff will be composed of faculty members from post-secondary, secondary, and elementary schools in the Greater XYZ area. Much of the work of the support staff can be done at their home institutions. The XXUXUC campus will provide a headquarters for CCTE, serve as the communication crossroads, and be the locale of multi-institutional events.

Among the responsibilities of the CCTE will be to lead community efforts to develop and enhance the skills of teachers and to establish criteria for evaluating teacher performance; open and maintain ongoing discussions about teaching quality among all educational institutions in the Greater XYZ area; organize and lead workshops, seminars, and faculty retreats; coordinate the exchange of ideas and information among community leaders, teachers, and alumni of post-secondary institutions; build and maintain a network of consultants who can advise teachers from any school in the effective use of instructional technology; act as a liaison to match needs of teachers with services and resources in the XY system.

This program meets the SDI guidelines in that it will expand our partnerships with other institutions to enhance K-12 teaching in NN and will build on existing and new partnership arrangements with business, industry, and other organizations.

Regards,

Paul R. Bippen
Dean

The XYZ Center for Teaching Excellence

Brief Description:

This is a campus-based center for the improvement of teaching at the post-secondary and secondary levels in the XYZ area.

Introduction and Statement of the Problem

The XYZ Center for Teaching Excellence (CTTE) is a partnership among XXUXU XYZ, Ivy Tech State College, and the Bartholomew Consolidated School Corporation for the purpose of promoting community-wide faculty development.

The creation of the Center addresses the problem of disappointing student retention rates in higher education. Through faculty development initiatives targeting both secondary and post-secondary instructors, CCTE will create a professional teaching culture that establishes high achievement standards and expectations for all students. Instructors from the greater XYZ area will benefit from the Center's broad programming, which will include teaching workshops, new faculty orientations, seminars, consultation services, training in instructional technology, and access to mini-grants for individual teaching objectives.

As a result of the Center's activity, teachers at the secondary level will be better equipped to prepare students for the transition to the university or to technical training. At the same time, XXUXUC and Ivy Tech faculty will be better able to support and mentor students in their transition between high school and post secondary studies.

The XYZ Center for Teaching Excellence inaugurates XXUXUC's strategy for responding to a key component of NN University's mission. XXUXUC is a gateway for hundreds of high school graduates from southern NN who, for personal, professional, or financial reasons, cannot attend the Bloomington, NNpolis, or West Lafayette campuses. The XYZ campus provides a viable means for these students to receive any of several Associate's and Bachelor's degrees in their home community, or a first step toward any other degree offered in the NN or Purdue University systems. For this reason XXUXUC is ideally situated to achieve the objectives of "America's New Public University" as set forth in the Strategic Directions Charter. The XYZ Center for Teaching Excellence, through partnerships with neighboring secondary and post-secondary institutions, is an integral part of XXUXUC's mission to build a broad "Community of Learning" in south-central NN.

What is CCTE's activity?

How does CCTE relate to the Strategic Directions Charter?

The XYZ Center for Teaching Excellence will promote, support and sustain faculty development for strategies in student-centered learning, and will specifically address the teacher's role in building "a community of learning." This

will be accomplished through the following eight initiatives, whose links with SDC initiatives appear in parentheses.

1. Equipping and managing an XXUXU XYZ campus ak for community-wide faculty development and support. (SDC initiatives 2, 3,18)

XXUXU XYZ will lead the community partnership for teaching and learning by providing office space, furniture, and basic supplies for the Center. The office will be located squarely in the center of campus on the second floor of the XYZ Campus Building, in the present location of the faculty lounge. This central, highly visible location will communicate to students, faculty, staff, and campus visitors the university's focus on and commitment to teaching.

Two tenured XXUXUC faculty have agreed to serve as co directors of the Center to help launch it into its first year of activity. Dr. Ron Dehnke, Associate Professor of Education, and Dr. Nancy Head, Associate Professor of Computer Technology for Purdue University, will share responsibilities for management of the center and for developing its extensive programming for faculty development. Dr. Dehnke is a specialist in secondary education, and thus his knowledge in this area will help the Center bridge the perceived gap between secondary and postsecondary teaching and learning. Dr. Head brings the expertise necessary to support faculty as they learn to adopt the technology of the Internet. She will be pivotal in the creation of a communication network among teachers in the XYZ area.

The CCTE office, when fully equipped through SDI funding, will be a major resource center for teachers in the XYZ area. Faculty from XXUXUC, Ivy Tech, and Bartholomew Consolidated Schools will have access to a substantial collection of hardware and software chosen specifically to support pedagogy. CCTE will also house a selection of journals, reference works, manuals and other texts covering key issues in faculty development.

CCTE will be fully networked. As teachers in the public schools come on line and gain access to email, CCTE will become a communication crossroads for the entire XYZ teaching community. The center will coordinate the collection and dissemination of information about conferences and workshops on teaching held throughout the nation, and will maintain a listserv to encourage communication, consultation and resource- gathering on line.

The CCTE facility will be a workplace for residential faculty as well as non-residential teachers who come to use the available services and equipment. The directors of the center will use their regular university faculty offices for much of their work as center coordinators. This will be one strategy for fully integrating the functions of CCTE into the daily life of the campus. Associate faculty who work for CCTE but lack office space of their own will have access to a shared office

near CTE. This secondary office will allow CTE staff members to conduct consultations in private.

2. Planning and development of New Faculty Orientation (SDC initiatives 2 & 3)

Every year XXUXU XYZ and Ivy Tech benefit from the services of more than 200 part-time instructors. While these instructors are carefully screened and highly qualified to teach, many who come from business and industry, or who have not taught for several years, need orientation to the higher education community, to effective teaching practices, and to changing student needs. Before each new semester begins CTE will conduct regular workshops for all post-secondary faculty.

The Bartholomew Consolidated School Corporation is anticipating a turnover of more than 100 teachers in the next three years. In partnership with the public schools CTE will work with the school administration and faculty to plan and conduct summer orientation workshops for incoming secondary school instructors. The purpose of these workshops will be to develop continuity between secondary and post secondary instruction, and to reinforce XXUXUC's commitment to the highest standards and expectations for student performance.

3. Expanding XXUXUC's mentoring program for new faculty (SDC initiatives 2& 3)

XXUXUC has had a successful faculty mentoring program in place since 1993, due in great part to the effort and leadership of

Dr. Nancy Head, who will serve as a co director for CTE. The purposes of the program are to promote excellence in teaching to increase communication and the spins of collegiality among instructors, to strengthen the link between student learning and good teaching, and to help new faculty feel like welcome, integral participants in a professional community.

The mentoring program promotes the pairing of experienced faculty with new faculty, classroom observation, continuing feedback, and formative assessment.

CTE will not only maintain this program, but expand it to include faculty in other institutions. New high school teachers, for example, will benefit from having the ready help and support of a seasoned XY, Purdue, or Ivy Tech teacher. This contact will strengthen the communication among instructors at these institutions, and consequently among students.

Students will ultimately benefit from their teachers' expanded knowledge of the academic standards and expectations of post-secondary schools.

4. Planning and conducting of teaching improvement workshops (SDC initiatives 2 & 3)

Faculty will enhance their skills and receive new teaching ideas from seminars and workshops on specific teaching issues. CCTE will sponsor these events on a programmatic as well as ad hoc basis. Schools, departments, or groups of faculty will be able to "request workshops or courses on topics that would immediately benefit their teaching performance. Here is a list of representative topics.

- Learning styles and teaching styles
- Cooperative and Collaborative learning
- Strategies for Team Teaching
- Grading for effective learning
- Classroom Assessment Techniques
- Motivating underprepared students
- Setting clear goals and high expectations for students
- The World Wide Web as a teaching/learning resource
- Webbased Courses
- Using Student Portfolios
- Teaching Portfolios for improvement and/or evaluation
- Students mentoring students, teachers mentoring teachers
- Email as a teaching tool
- Teaching strategies and techniques for distance education
- Peer observation methods

5. Maintaining a team of teaching consultants (SDC initiative 2&3)

The CCTE staff will consist of two co directors and three adjunct faculty members, all of whom will serve as consultants. Additional staff members will be retained or contracted as needed for individual projects. Dr. William Roberson will design and manage a training program for consultants. All of these staff members will be experienced teachers. Teachers from any of the area's secondary or post-secondary institutions will be able to schedule appointments with these consultants in order to discuss their particular concerns or needs, such as course development, syllabus design, development of instructional manuals, testing and grading strategies, outcomes assessment, and other issues that can arise in the classroom. At least one member of the CCTE staff will be qualified to assist faculty in professional development related to the use of technology in their teaching.

6. Building a community network for assessment (SDC initiatives 1, 18, 22, 30)

XYZ, as a manufacturing and commercial center, is home to a large population of highly educated professionals, whose skill, knowledge, and experience as

leaders, as teachers within their companies, and as former and current students are valuable untapped resources for educational institutions. The XYZ Center for Teaching Excellence will host a series of conferences in which community leaders from industry and business meet with professional teachers, current students and alumni to share ideas on how to improve the educational environment of XYZ. The conferences will address the questions:

- 1) What should students expect of an education?
- 2) What should teachers demand of their students?
- 3) What is teaching excellence?
- 4) What is the role of the community in building a strong teaching and learning environment?

The goal of this conference series will be to formulate a long-range, community-based strategy for achieving teaching excellence in the XYZ community, at all strata of the area's educational structure.

7. Linking with state and national faculty development resources (SDC initiatives 2 & 3) The CCTE will be a clearinghouse of information about state-wide and nation-wide opportunities for faculty development. Faculty development programs at Bloomington, NNpolis, and Kokomo are of interest to XYZ faculty, but often the relevant information does not reach XYZ, since those programs are primarily campus-focused. The same applies to opportunities at most major national universities with strong centers for teaching and learning. One of CCTE's functions will be to maintain communication with other centers and with professional organizations concerning faculty development via the Internet and mailing lists in order to share and borrow the latest innovations in faculty development.

8. Awarding mini grants for teaching enhancement (SDC initiative 2)

A portion of the requested SDI funding will go to mini-grants targeting specific faculty efforts toward teaching excellence and course enhancement. Mini-grant programs have met with much success at other university teaching and learning centers, the University of North Carolina-Chapel Hill, and the University of Michigan-Ann Arbor, being two excellent examples. UNC and Michigan award 30-SO grants annually, ranging from \$50 to \$500, and the direct result has been increased interest in faculty development projects, as well as improvement of faculty morale. Faculty are pleased and encouraged to learn that, through a relatively simple procedure, they may acquire small amounts of funding for highly focused endeavors to improve teaching. Examples of fundable projects would be requests for new instructional materials, software for a course, travel to a teaching conference, or a piece of equipment that would improve the teaching of a laboratory class.

What has been done previously?

1. Demonstrated commitment to faculty development.

XXUXUC demonstrated its commitment to faculty development through the formation of its new faculty mentoring program in 1993. That program, which has since become a model for other campus in the XY system, has increased overall faculty interest in teaching.

Furthermore, the faculty who have participated in the program, both mentors and mentees, have found that the overall environment for teaching has improved. In the wake of this move to emphasize teaching excellence, faculty development became an issue that clearly shaped a 1996 search to find a replacement for outgoing Assistant Director for Academic Administration, Jacqueline Franz. Among the finalists for the position was Dr. William D. Roberson, an experienced teaching consultant from the Center for Teaching and Learning at the University of North Carolina at Chapel Hill. Dr. Roberson was eventually chosen in large part for the faculty development expertise he would bring to the assistant director's position. In that capacity Dr. Roberson now oversees the instructional activities of approximately 130 adjunct faculty, and has conducted two campus-wide workshops on teaching.

With the presence of a specialist in university instruction, and a faculty that has a proven commitment to teaching excellence, XXUXU XYZ is ideally positioned to launch a comprehensive program in faculty development, a program whose influence extends beyond the campus borders.

2. Community's need for new ideas in education

At the same time that XXUXUC was engaged in a search to fill the position Dr. Roberson now holds, the XYZ Economic Development Board retained the Hudson Institute of NNpolis to assist XYZ and the surrounding communities in laying out a development strategy for the future. The Hudson staff looked at demographics, standard of living, and community needs, and made five primary recommendations. The number one recommendation was to enhance the quality of the local workforce by strengthening the community's schools and post-secondary institutions, namely XXUXU XYZ and Ivy Tech State College, and by strengthening the relations among them.

The XYZ Center for Teaching Excellence is a response not only to the Strategic Directions Initiative, but also to the Hudson Institute's assessment of the XYZ economic and educational needs.

In addition to this proposal for the Center, XXUXU XYZ has already taken direct action to strengthen its relationship with neighboring Ivy Tech State College and with the area public school corporations. In October of this year XXUXUC formed a partnership with these institutions to form the "School to Careers Academy." The Academy will sponsor a series of workshops in the Summer of 1997 to provide professional development to approximately 70 XYZ area secondary and

post-secondary teachers. XXUXUC is the lead sponsor of the Academy, and sees it as a pilot program for the XYZ Center for Teaching Excellence.

What will this proposal accomplish?

The realization of the XYZ Center for Teaching Excellence will immediately and substantially redirect university resources and personnel, as well as attention and energy, toward a primary objective of the Strategic Directions Charter: high quality, student-centered teaching and learning. The Center will be a community presence that will set high expectations for teachers and students, and set standards against which the local educational entities will measure their performance.

More concretely, The Center will give professional teachers in XYZ unprecedented access to instructional tools, counsel, financial support, technology, and a network of professionals for sharing innovative ideas about effective teaching and learning.

The XYZ Center for Teaching Excellence will influence the teaching and learning environment of XYZ on a symbolic level as well. XXUXUC's willingness to cross boundaries that have traditionally separated secondary schools from post-secondary institutions, or universities from technical colleges, signals that the time has come to explore a new model for education. In America's New Public University, a campus cannot be insulated from the concerns that affect the members of the larger community. Education is a fully integrated, lifelong process of teaching and learning. The proposed Center, as a whole-community, inter-institutional project, will be the concrete realization of this philosophy.

How will the activity of CCTE be assessed?

The multi-faceted activity of the Center for Teaching Excellence requires an assessment strategy that reflects the program's complexity. Like teaching itself, which requires a broad spectrum of data before it can be fairly evaluated, CCTE will need to collect a variety of information and observations in order to develop a complete portrait of its accomplishments. For this reason CCTE will compile a portfolio over the course of each year, much like a teaching portfolio, and use this document for both formation and summation evaluation. CCTE's portfolio will contain the following materials.

Quantitative data

1. records of attendance at orientations, workshops, and brown bag lunches
2. records to indicate daily use of the campus facility, including computers, network, printer, books and materials
- 3 . records of all individual consultations with faculty, by telephone, by email, or in person
4. records of topics discussed in brown bag lunches, workshops, and consultations

5. semester summary and description of activities carried out, objectives achieved

Qualitative data

1. needs assessment survey each year to help focus the activities of CCTE
2. written evaluations by participants at the end of every workshop or seminar
3. follow-up surveys and interviews to verify the usefulness of orientations to participants
4. testimonials by faculty on the benefits of workshops
5. interviews with deans, principals and directors of faculty to indicate the effects of workshops and orientations on faculty performance
6. follow-up discussion groups to review usefulness of mini-grants
7. annual self-assessment reports by individual members of the CCTE staff