CENTER FOR EXCELLENCE IN TEACHING

1998 – 1999 ANNUAL REPORT

EDINBORO UNIVERSITY OF PENNSYLVANIA
A Member of the State System of Higher Education

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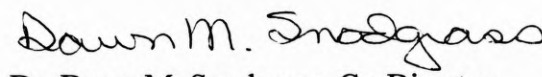
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INTRODUCTION

The 1998-1999 academic year at Edinboro University of Pennsylvania marked the seventh year of operation of the Center for Excellence in Teaching. The four institutes within the Center initiated programs which reflected their mission statements and goals continuing the focus on the diverse needs of our University family and surrounding communities. This faculty-driven collaborative model remains the central strength of the Center for Excellence in Teaching. The Center continues to serve to enhance Edinboro University's commitment to excellence in service to students, faculty, community members and others.

Positive, professional collaboration on multiple ventures extended the cross fertilization of ideas, experiences, and expertise that was an important area of focus during the 1998-1999 year. The Center made significant progress in outreach to a wide range of people on our campus and throughout the greater community. Specifically addressing the relationships between students and university faculty and support staff produced many project opportunities resulting in productive discussion. Publications and programming reached throughout the State System of Higher Education, across university academic departments and student organizations, into area rural and urban school districts and community businesses, and among learners of all characteristics.

The Co-Directors continued to serve as facilitators of faculty-driven initiatives meeting with institutes, subcommittees, chairs, and the Dean of the School of Education each month. Monthly reports of Center programming were distributed to the Center Advisory Board and a monthly bulletin of Center information went to all university faculty to be shared with students and staff. Beyond their role as coordinators of the Center's membership and staff, the Co-Directors initiated many activities involving high levels of collaboration among all institutes and supportive of the general mission of the Center itself.

This annual report includes the mission statement, organizational structure, memberships, goals and supporting activities, and current listing of resources available in the Center repository. The dedication of membership is clearly reflected in the depth and breadth of community based activities designed to celebrate excellence in teaching and learning in both traditional classrooms and non-traditional learning venues.

Dr. Mary M. Bevevino, Co-Director

Dr. Dawn M. Snodgrass, Co-Director

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MISSION STATEMENT

The Center for Excellence in Teaching was established in 1992 to maximize Edinboro University's potential as a major educational resource in northwestern Pennsylvania. Its establishment followed the guidelines of the mission of the University: *Twelve goals of quality education in Pennsylvania and the priorities for Pennsylvania's State System of Higher Education during the 1990s.* The primary mission of the Center for Excellence in Teaching is to utilize the strengths of University personnel in this task. Emphasis is placed on seeking opportunities to facilitate community collaboration within and beyond the University itself. The Center provides programs and services through collaborative activities involving students, faculty, staff and administration. The Center also showcases activities within the University community which promote excellence in teaching.

EDINBORO UNIVERSITY OF PENNSYLVANIA
CENTER FOR EXCELLENCE IN TEACHING 1998 – 1999

CENTER ADVISORY BOARD

President Frank Pogue, Ex-Oficio
Dr. Philip Kerstetter, Chair
Dr. Eric Randall
Dr. Terry Smith
Dr. Salene Cowher
Dr. Susan Criswell
Dr. Jean Faieta
Dr. Ken Felker
Dr. Dan Shelley

CO-DIRECTORS

Dr. Mary M. Bevevino
Dr. Dawn M. Snodgrass

INSTITUTE CHAIRS

Dr. Gloria Gerbracht
Institute for Ethics and Values Education

Dr. Maureen Walcavich
Lifelong Learning Institute

Dr. Barbara Rahal
Institute for Curriculum, Instruction, and Collaboration

Dr. Theresa Thewes
Institute for University Teaching and Learning

Center for Excellence in Teaching

The Institutes

Curriculum, Instruction, & Collaboration	Ethics & Values Education	Lifelong Learning	University Teaching and Learning
GOAL 1: Build a repository of materials on collaborative teaching within the educational system and with the business community and encourage it's uses.	**GOAL 1:** Promote dialogue and cooperation across the campus community and within the State System of Higher Education and the Commonwealth concerning ethics and ethical inquiry and post-secondary education.	**GOAL 1:** Increase and foster university and community awareness of issues relative to lifelong learning.	**GOAL 1:** Help to establish a supportive atmosphere for instructors who desire to improve the quality of their teaching (provide assistance, support and constructive feedback as requested).
GOAL 2: Promote the development, modeling, and refinement of effective instructional and classroom management practices within the basic educational system (K-12) and the development of in-service programs and work shops.	**GOAL 2:** Promote academic integrity for students, faculty, and staff.	**GOAL 2:** Investigate initiatives to advance lifelong learning and the component areas of lifelong learning.	**GOAL 2:** Pursue effective funding and provide programming to strengthen and support effective instructional practices and collaborations.
GOAL 3: Promote activities which encourage interdisciplinary course offerings, professional staff development, increased teaching effectiveness in basic education, and development of a videotape library depicting effective teaching.	**GOAL 3:** Provide educational opportunities on matters on public interest in ethics, values, character development, and informed decision-making to the larger community.	**GOAL 3:** Promote and support research and the exchange of knowledge on lifelong learning and the specific components of lifelong learning.	**GOAL 3:** In order to enhance teaching and to promote learning elicit student input regarding effective and ineffective teaching/learning strategies which they have encountered.
GOAL 4: Investigate new and promote established university-public school partnerships.	**GOAL 4:** Promote ethics, values, and the process of ethical decision-making on the part of faculty, staff, and students.	**GOAL 4:** Function as a resource for information related to lifelong learning.	**GOAL 4:** Establish a dialogue between the academic administrators and faculty about issues relating to teaching and the evaluation of teaching.
GOAL 5: Explore grant possibilities and outside funding to strengthen collaborative efforts.	**GOAL 5:** Support the mission of the Center for Excellence in Teaching and collaborate with other Center Institutes.	**GOAL 5:** Serve as a vehicle for lifelong learning through communication, research, outreach, initiatives and partnerships.	
GOAL 6: Expand collaborative classroom research opportunities with basic education, K-12, in public and non-public schools.			
GOAL 7: Strengthen lines of communication between the School of Education and the Schools of Liberal Arts; Science, Management, and Technologies; the Office of Students with Disabilities; the Office of Student Development; and the Northwest Tri-County Intermediate Unit #5.			
GOAL 8: Seek to coordinate efforts in which collaboration opens opportunities for faculty and students.			

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Center for Excellence in Teaching
1998-1999

The Center for Excellence in Teaching monthly bulletins were published in September and October of 1998 and February and April of 1999. The bulletins were distributed to all department chairpersons to share with their faculty. The bulletin highlighted Center for Excellence in Teaching activities and included a monthly section, called Focus on Faculty, highlighting EUP faculty members chosen at random. This initiative will be confirmed on a monthly basis during the 1999-2000 academic year.

The *Values Newsletter* was distributed in December of 1998 and the spring of 1999. The *Values Newsletter* provides a network for all members of the SSHE system who are interested in values and values education. The goal is to provide useful information that will assist faculty and staff in daily activities and contribute to the quality of the college experience for our students. The Values Newsletter was previously funded by the Faculty Professional Development Council of the State of Higher Education and is now supported by Edinboro University's center for Excellence in Teaching.

American Education Week was held during the week of November 16-20, 1998. To celebrate American Education Week, the Center for Excellence in Teaching prepared and distributed over *900 Tip for Teachers* booklets, authored by faculty to faculty members and to education majors. The event started with a continental breakfast on November 17. Booklets and apples were distributed in Butterfield Hall. Off-campus publicity in the form of newspaper announcements and radio broadcasts was utilized to increase community awareness of American Education Week and the Center for Excellence in Teaching. A display of student memories about EUP faculty was featured in the office. Free rental of educational movies at Edinboro Giant Eagle and Poppa Ropp's Video was made available to Edinboro University students,

The Center for Excellence in Teaching sponsored an open forum on Wednesday, February 4, 1999 in the University Center to discuss the accreditation process for NCATE. The open forum featured Dr. Rudy Mattai, NCATE Consultant. This forum was initiated as a University-wide event to examine the impact which the NCATE accreditation will have on each of us. The NCATE forum was attended by about 45 faculty, staff, and students.

The Celebration of Teaching Day was held on February 11 and 12, 1999. The Center for Excellence in Teaching sponsored Dr. Henry Huffing, Director, and Character Education Institute from California University of Pennsylvania, as the guest speaker at the luncheon in Van Houten Dining Hall on February 11, 1999. The Character Education Institute goals are to serve as a resource to the university's colleges, departments, and student organizations as they contribute to the moral development of California University students. It also provides an outreach to local school districts and parents as they influence the moral development of their children. The luncheon was attended by 50 guests, faculty, and for the first time emeriti faculty were recognized at the Celebration of Teaching Day Luncheon.

Dr. Henry Huffinan also presented an evening speaking engagement for the community at the University Center on February I 1. Community members from the surrounding Edinboro area were invited to attend this presentation entitled "Raising Responsible Children." About 100 people attended this informative presentation. Dr. HuffFinan also addressed the General McLane Character Education Committee on Friday morning, February 12, 1999 at General McLane'High School.

A certificate program in the area of character education was investigated by faculty representatives from Education Services, Elementary Education, Special Education, and Counseling and Human Development. Investigations during the development of this program resulting in the proposed certificates in Character Education included representatives from other SSHE universities and a nationally known Character Education program.

On Monday, March 15, 1999, The Center for Excellence in Teaching sponsored two presentations at the Reeder Lecture Hall by @. Dennis Christopher. Mr. Christopher is an Aerospace Educational Specialist from The NASA Goddard Space Flight Center. @. Christopher focused on science literacy and examining why everyone needs to know science. He discussed how science is used in our daily lives and in school. Several sessions were offered throughout the day and attended by 200 students and faculty from the Edinboro campus.

On Monday, April 12, 1999 the Evening of Science event was held. Over 800 children participated in the field trip sessions at the University Center. Nearly 230 Edinboro University students and faculty served as presenters. The evening session, open to the public, was attended by approximately 500 parents, teachers, and administrators and students from the Erie community and surrounding areas.

A Distance Education Research Committee was formed in 1999 to review all areas in the future in distance education at Edinboro University. The Center for Excellence and Teaching directed research into opportunities for university faculty to participate in instruction via distance education programs. Faculty from various academic departments and support offices participated in research collection, data analysis, data interpretation, and drawing conclusions. A final report was submitted to the President and the Provost on August 16, 1999.

Throughout the academic year, faculty members were randomly selected to be interviewed for Focus on Faculty. Interviews were completed and showcased in the Center for Excellence in Teaching office, on the homepage and in the monthly bulletin.

Throughout the academic year, the CET published "Thought for the Day" conunents on ETV and daily qoutes on WFSE.

Beyond the goals established by each of the operating institutes, the CET has determined directions which serve to guide the development of initiatives appropriate to the overriding mission of the CET.

Direction # 1: The CET will continue to provide a supportive environment for meetings which encourage dialogue among university personnel, basic education personnel ., and community members, serving as an "incubator" for educational discussions that allow for continued improvement.

Direction # 2: The CET will Continue to build a repository of materials select by members of institutes of the CET. Materials will be available to members of university community, educational personnel, and outside community members.

Direction # 3: The CET will continue to promote activities which strengthen activities which strengthen collaboration among the diverse members of the campus community including students, faculty, staff, and support personnel.

Direction # 4: The CET will continue to promote activities which encourage university to community collaborations, capitalizing on the diversity available within each.

Direction # 5: The CET will continue to promote the implementation of effective instructional practices across the university campus and public and non-public schools to promote development of a learner centered environment.

Direction # 6: The CET will continue to explore outside funding sources to allow for strengthening the collaborative efforts initiated by CET members as they seek to advance the institution.

Direction # 7: The CET will continue to promote and support research and the exchange of knowledge on issues of concern to institute members to further continue improvement efforts.

Initiative	Date	Supporting Institute	# of Participants
Faculty and Student Forum	9/17/98	UTL	16
Forum on Quality Teaching	9/22/99	IEVE	30
Monthly meeting	9/28/98	CIC	9
Monthly meeting	9/30/98	IEVE	12
Monthly meeting	9/28/98	LLI	13
Talking About Teaching Breakfast	10/7/98	UTL	11
Talking About Teaching Luncheon	10/8/98	UTL	17
Monthly meeting	10/14/98	UTL	7
Monthly meeting	10/20/98	IEVE	8
Monthly meeting	10/28/99	CIC	8
Talking about Teaching Breakfast	11/11/98	UTL	12
Talking about Teaching Luncheon	11/12/98	UTL	18
Monthly meeting	11/16/98	UTL	5
American Education Week: Distribution of Apples and Tips for Teachers	11/16/98 – 11/20/98	CET	920
Monthly meeting	11/18/98	IEVE	11
Monthly meeting	11/19/98	UTL	8
Monthly meeting	11/24/98	LLI	14
Character Education Proposal	12/98	CET	0
Values Newsletter	12/98	CET/IEVE	6,000 1st issue
Monthly meeting	12/9/98	UTL	9
Monthly meeting	12/8/98	CIC	11
Distance Education Research Committee	1/21/99	CET	10
NCATE Forum	2/3/99	CET	45
Monthly meeting	2/4/99	CIC	10
Monthly meeting	2/4/99	LLI	10
Jim Miller Celebration of Teaching Day	2/9/99	CET	50

Distance Education Research Committee	2/9/99	CET	10
Character Education Community Presentation	2/9/99	CET	100
Workshop in Character Education for General McLane Schools	2/10/99	CET	30
Forum on Quality Teaching	2/10/99	UTL	48
Monthly meeting	2/24/99	LLI	13
Student Faculty Forum	2/99	UTL	48
Social Studies Open House	3/3/99	CIC	94
Distance Education Research Committee	3/8/99	CET	10
Student Teacher Inservice: Speaker provided by NASA	3/16/99	CET	220
Monthly meeting	3/17/99	CIC	8
GEAR UP Grant	4/99	CET	
Erie Partnership GEAR UP Grant	4/99	CET	
Values Newsletter	4/99	CET/IEVE	6,000 2nd issue
Evening of Science	4/12/99	CET	1,400
Monthly meeting	4/15/99	LLI	11
Middle Level Conference	4/20/99	CIC	94
Monthly meeting	4/21/99	CIC	7
Character Education Graduate Certificate Meeting	4/22/99	CET	10
Distance Education Research Committee	4/29/99	CET	10
Urban Studies Interest Group	5/3/99	CET	8

SSHE FACULTY PROFESSIONAL DEVELOPMENT PROGRAM GRANTS WRITTEN ON BEHALF OF EDINBORO UNIVERSITY'S CENTER FOR EXCELLENCE IN TEACHING INITIATIVES

NAME	PRIORITIES IMPLEMEN-TATION GRANT (UNIVERSITY-WIDE GRANT)	CREATING COMMUNITY ON CAMPUS: A TRAINING MODEL IN PROBLEM SOLVING AND CONFLICT RESOLUTION (UNIVERSITY-WIDE GRANT)	AN EXAMINATI ON OF ACADEMIC INTEGRITY IN HIGHER EDUCATION (INTRA-SYSTEM GRANT WITH EDINBORO AND SHIPPENS-BURG)	SYSTEMWIDE VALUES EDUCATION NETWORK AND NEWSLETTER (INTRA-SYSTEM GRANT WITH BLOOMSBURG AND SLIPPERY ROCK)	ETHICAL ISSUES AND THE CAMPUS COMMUNITY (INTRA-UNIVERSITY GRANT WITH EDINBORO, BLOOMSBURG, EAST STROUDSBURG, SLIPPERY ROCK, MANSFIELD, AND CALIFORNIA)
	DR. M. BEVEVINO, PROJECT DIRECTOR	DR. M. BEVEVINO, PROJECT DIRECTOR	M. BEVEVINO, PROJECT DIRECTOR	DR. ED ABEGG, PROJECT DIRECTOR	DR. M. BEVEVINO, PROJECT DIRECTOR
	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997 EXTENDED THROUGH 1998
AMOUNT	$14,961	$10,051	$4,000	$3,918.75	$6,800
VALUE	STATEWIDE VALUES CONFERENCE HOSTED; CENTER FOR EXCELLENCE IN TEACHING ESTABLISHED; REPOSITORY IN THE CENTER FOR EXCELLENCE ESTABLISHED	TRAINING OF APPROX. 80 FACULTY; WORKSHOPS FOR EDINBORO STUDENT LEADERS; WORKSHOP FOR SSHE STUDENT LEADERS	STUDENT SURVEY AT EDINBORO AND SHIPPENS-BURG WITH RESULTING DATA USED TO PROVIDE FORUMS ON BOTH CAMPUSES FOR FACULTY, STUDENTS AND STAFF	PUBLICATION OF *VALUES NEWSLETTER* TO ALL SSHE FACULTY AND STAFF; AND ESTABLISHMENT OF SSHENET LINKAGE; SUBSEQUENT WEB SITE AND CONTINUED PUBLICATION BY THE CENTER FOR EXCELLENCE IN TEACHING	FORUMS AND SPEAKERS ON SIX SSHE CAMPUSES; DISTRIBUTION OF *THE ETHICS OF TEACHING* TO ALL PARTICIPANTS IN FORUMS ON THE EDINBORO CAMPUS; VARIOUS INITIATIVES IN THE OTHER UNIVERSITIES

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NAME	AMERICA READS	AMERICOUNTS
	THIS PROGRAM PROVIDES COLLEGE-STUDENT READERS TO AREA AGENCIES AND SCHOOLS SO THAT GRADE-SCHOOL CHILDREN CAN READ WITH OLDER ROLE MODELS DR. D. SNODGRASS, PROGRAM DIRECTOR SEPT., 1996-JUNE, 1999 TRANSFERRED FROM THE CET TO DR. D. FINAZZO, JUNE, 1999	THIS PROGRAM PROVIDES COLLEGE-STUDENT TUTORS FOR AREA AGENCIES AND SCHOOLS SO THAT GRADE-SCHOOL CHILDREN CAN EXPERIENCE OLDER ROLE MODELS HELPING THEM SUCCEED IN MATHEMATICS DR. D. FINAZZO AND DR. M. J. MELVIN, PROGRAM DIRECTORS THROUGH THE INSTITUTE FOR LIFELONG LEARNING SEPT., 1999-PRESENT
AMOUNT	DEPENDENT ON NUMBER OF ELIGIBLE COLLEGE-STUDENT VOLUNTEERS	DEPENDENT ON NUMBER OF ELIGIBLE COLLEGE-STUDENT VOLUNTEERS
VALUE	THIS PROGRAM PROVIDES MUCH-NEEDED HELP TO GRADE-SCHOOL CHILDREN ON A GROUP BASIS AND ON A ONE-TO-ONE CONTACT BASIS; IT ALLOWS GRADE-SCHOOL CHILDREN TO SEE OLDER STUDENTS WHO ARE SUCCESSFUL IN COLLEGE STUDIES AND WHO CARE ABOUT CHILDREN. IT GIVES GRADE-SCHOOL CHILDREN INDIVIDUAL ATTENTION AND REINFORCES THE IMPORTANCE OF READING.	THIS PROGRAM PROVIDES MUCH-NEEDED TUTORING SERVICES TO GRADE-SCHOOL CHILDREN ON A ONE-TO-ONE BASIS; IT ALLOWS GRADE-SCHOOL CHILDREN TO SEE OLDER STUDENTS WHO ARE SUCCESSFUL IN COLLEGE AND WHO ARE INTERESTED IN MATHEMATICS. IT GIVES GRADE-SCHOOL CHILDREN INDIVIDUAL ATTENTION AND EXTRA MOTIVATION TO IMPROVE IN MATHEMATICS.

NAME	PROPOSAL: CHARACTER EDUCATION INSTITUTE	PROPOSAL: ERIE SCHOOLS-AREA UNIVERSITIES PARTNERSHIP GRANT: GEAR UP:	PROPOSAL: WILSON MIDDLE SCHOOL-EDINBORO UNIVERSITY GEAR UP GRANT :
	ERIE COMMUNITY FOUNDATION PROJECT DIRECTORS: DR. M. BEVEVINO AND DR. M. SNODGRASS DEC. , 1998	STATE FUNDING PROJECT DIRECTOR: DR. M. BEVEVINO APRIL, 1999	FEDERAL FUNDING PROJECT DIRECTOR: DR. M. BEVEVINO APRIL, 1999
FUNDING REQUEST	$15.000	$220,000	$220,000
AMOUNT FUNDED	0	0	0
VALUE	ESTABLISHMENT OF INSTITUTE TO ADDRESS ISSUES OF CIVIC RESPONSIBILITY, CHARACTER EDUCATION AND VIOLENCE IN SCHOOLS AND COMMUNITIES THROUGHOUT THE NORTHWESTERN PENNSYLVANIA REGION	PARTNER PROGRAM WITH AREA UNIVERSITIES TO PROVIDE SERVICES TO ERIE STUDENTS IN ORDER TO PREPARE THEM FOR COLLEGE	WILSON MIDDLE SCHOOL-EDINBORO INITIATIVE TO TAKE A COHORT OF SEVENTH-GRADE STUDENTS THROUGH THE 12TH. GRADE, PROVIDING ACADEMIC, HEALTH, AND COMMUNITY SERVICES.

CURRICULUM, INSTRUCTION AND COLLABORATION

Dr. Barbara Rahal, Chairperson

School of Education
Dr. Marian Beckman	Elementary Education Department
Dr. Kathleen Benson	Educational Services Department
Ms. Joan Dengel	Educational Services Department
Dr. Charles Gallagher	Educational Services Department
Dr. Donna Murphy	Special Education and School Psychology Department
Ms. Rosemary Omniewski	Elementary Education Department

School of Liberal Arts
Mr. David Ferster	Political Science Department
Dr. Caroline Nobile	English/Theatre Arts Department
Mr. Umeme Sababu	History Department

School of Science, Mathematics, and Technology
Dr. Kerry Moyer	Geosciences Department
Dr. Kiran Misra	Biology and Health Services Department

Student Affairs
Dr. Robert McConnell	OSD

Northwestern Pennsylvania Administration
Ms. Linda Cook	Northwest Tri-County Intermediate Unit #5
Dr. Annette Rilling	James Parker Middle School
Ms. Connie Youngblood	Cambridge Springs Elementary School

Student Representatives
Ms. Pamela Klingman	Graduate Student
Ms. Erin McGowen	Undergraduate Student

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Institute for Curriculum, Instruction, and Collaboration
Support of Institute Goals
1998-1999

The purpose of this Institute is to promote collaborative initiatives, which will encourage the development of effective classroom practices across basic and higher educational programs.

GOAL 1: **Build a repository of materials on collaborative teaching and encourage its use within the educational system and with the business community.**

- Purchases for the repository have been ongoing.

GOAL 2: **Promote the development, modeling, and refinement of effective instructional and classroom management practices within the basic educational system (K-12), and the development of in-service programs and workshops.**

- Co-sponsored the Middle Level Conference on School Violence in conjunction with the Middle Level Association. Approximately 220 students, teachers, and administrators, and community members were in attendance. The institute provided scholarships to Edinboro University students to attend the conference.

- The 2nd. Social Studies Open House provided area teachers with an opportunity to explore ideas for integrating the Arts with Social Studies in their classrooms. Presenters were Edinboro students, area teachers and EUP faculty. Approximately 100 teachers and students attended the Open House, held at the Erie Maritime Museum.

GOAL 3: **Promote activities, which encourage interdisciplinary course offerings, professional staff development, increased teaching effectiveness in basic education and development of a videotape library depicting effective teaching.**

- Middle Level Conference (see Goal 2).

GOAL 4: **Investigate new and promote established university-public school partnerships.**

GOAL 5: **Explore grants possibilities and outside funding to strengthen collaborative efforts.**

- Social Studies Open House (see Goal 2).

GOAL 6: **Expand collaborative classroom research opportunities with basic education K-12, in public and non-public schools.**

GOAL 7: **Strengthen lines of communication between the School of Education and the Schools of liberal Arts; Science, Management, and Technologies; the Office of Students with**

Disabilities; the Office of Student Development; and the Northwest Tri-County Intermediate Unit #5.

GOAL 8: **Seek to coordinate efforts in which collaboration opens opportunities for faculty and students.**

- Social Studies Open House (see Goal 2).

ETHICS AND VALUES EDUCATION

Dr. Gloria Gerbracht, Chairperson
President Frank Pogue (Ex-Oficio)

School of Education

Dr. Joel Erion	Special Education and School Psychology Department
Ms. Patti Flach	Elementary Education
Dr. Jo Ann Holtz	Educational Services
Dr. Kathleen Stevens	Educational Services

School of Liberal Arts

Dr. Edmund Abegg	Philosophy Department
Dr. Corbin Fowler	Philosophy Department
Dr. Cynthia Legin-Bucell	Psychology Deparatment

School of Science, Mathematics, and Technology

Dr. Alice Conway	Nursing Department
Dr. Frank Marzanao	Math and Computer Science Department
Ms. Marie Papesch	Math and Computer Science Department
Ms. Sherry Reynolds	Business Administration and Economics Department
Mrs. Joyce Berry	Physics and Technology

Student Affairs

Mr. Daryl Parker	Residence Hall Coordinator

Student Representatives

Ms. Candy Maathewson	Graduate Assistant
Mrs. Beatrice Stuchell	Graduate Assistant
Ms. Rochele Laughlin	Undergraduate Student
Ms. Danielle DiMichele	Undergraduate Student

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Institute for Ethics and Values Education
Support of Institute Goals
1998-1999

The purpose of this Institute is to promote the development of dialogue across the campus and communication about ethics, values, and the process of ethical decision making. The programs of this Institute have been structured on the following set of goals.

GOAL 1:   **Promote dialogue and cooperation across the campus community and within the State System of Higher Education and the Commonwealth concerning ethics and ethical inquiry and post-secondary education.**

- *A Values Newsletter* was edited and 12000 (2 issues) copies were distributed to all SSHE schools; the *Values Newsletter* issues were also placed on the VNL web-site.

- An ethics topic of faculty interest was discussed at each IEVE meeting.

- Posters from the undergraduate university student poster competition were selected, copied, and distributed campus-wide.

- A meeting was held with Dr. Naomi Johnson for clarification on the Edinboro Community Values Statement and other initiatives involving University ethics.

- The University Ethics Mission Statement was reviewed and discussed with the Executive Committee of the University Senate.

- Dr. Henry Huffman (California University of PA) discussed with IEVE members his Character Education course and discussed the possibility of joint collaboration on a course in the proposed Character Education graduate certificate through distance education

- The development of a Character Education Certificate Program was initiated through collaboration with the Heartwood Institute and the Character Education program at California University of PA. Selected courses were identified, revised, and/or written for department approval.

- A survey of local school district superintendents was distributed to gather evidence for support of the Character Education proposal.

GOAL 2:   **Promote academic integrity for students, faculty, and staff.**

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- Work and discussion continued with student, faculty, and staff IEVE members on the revision of a University Ethics Mission Statement.
- New faculty received a copy of the *Ethics of Teaching* courtesy of President Pogue and the IEVE.

GOAL 3: **Provide educational opportunities on matters of public interest in ethics, values, character development, and informed decision-making to the larger community**.

- A representative will be sent to the 1999 SVHE Conference in Hampton, VA, in July of 1999.

- A grant proposal was submitted to the Erie Community Foundation for the establishment of a Character Education Institute.

- Two representatives from the SSHE Summer Academy program received funding to participate in the 8th Annual Conference of the SSHE Summer Academy Fellows in State College, March 8-12, 1999.

- An IEVE representative attended and reported on the Character Education Partnership Forum in Denver, CO.

- A poster contest was coordinated and conducted by IEVE, which included the Edinboro University of Pennsylvania Art Department, General McLane School District, and Northwestern School District.

- A Gear Up grant was written and submitted by the Center for Excellence in Teaching. If funded, it will involve the IEVE, university staff and students and local school districts.

- Larry Kessler, Curriculum Director, at General McLane and Debbie Easton, a community member were asked to join the membership of IEVE.

GOAL 4: **Promote ethics, values, and the process of ethical decision-making on the part of faculty, staff, and students.**

- Membership was extended to include Charlene Ceruti who represents Student Affairs and Student Success.

- A summer meeting was scheduled with Charlene Cerutti, to plan an event for the Fall of 1999 and Spring of 2000 which will focus on faculty, staff, and student programs involving ethical decision making.

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- IEVE members discussed ethical decision-making, issues with graphic arts students, course instructor, and members of the EEVE in brainstorming sessions for the poster contest.

- IEVE members discussed issues related to ethics, values, and the process of ethical decision making in selected articles at each meeting with faculty, staff, and students present.

- IEVE members encouraged approximately 1800 service hours by students in EDUC282 Ethics and American Education.

GOAL 5: **Support the mission of the Center for Excellence in Teaching and collaborate with other Center Institutes.**

- IEVE members participated in Institute activities such as the Evening of Science, *Tips for Teachers*, and Jim Miller Celebration of Teaching Day.

- IEVE members participated in a collaborative CET meeting, which presented an open forum on NCATE with Dr. Rudy Mattai.

- IEVE members participated in a joint luncheon and article discussion with UTL.

- IEVE members participated in the monthly Institute Chair meetings for the Center for Excellence in Teaching.

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LIFELONG LEARNING INSTITUTE

Maureen Walcavich, Chairperson

School of Education

Dr. Nancy Briggs	Elementary Education Department
Dr. Kathleen Dailey	Elementary Education Department
Dr. Denise Finazzo	Elementary Education Department
Dr. Jody Gallagher	School of Education
Dr. Mary Jo Melvin	Elementary Education Department
Ms. Paula Porter	Campus Day Care Center

School of Liberal Arts

Ms. Diane Crandall	Art Department
Ms. Bonnie Belcastro	Sociology/Anthropology/Social Work Department

School of Science, Mathematics, and Technology

Dr. Craig Steele	Biology and Health Services Department
Mrs. Joyce Berry	Physics and Technology Department

Student Affairs

Ms. Julie Fedders	Student Development/Programming and Activities

Athletics

Mr. Todd Jay	Athletics

Continuing Education

Ms. Beth Zewe	Continuing Education

Professor Emeritus

Dr. Al Stone	Professor Emeritus

Enrollment, Management, and Retention

Dr. Denise Ohler	Center for Career Services

Institutional Advancement

Ms. Nancy Jenkins	Sponsored Programs

Student Representatives

Pamela Klingman	Graduate Student
Christopher Stadtfeld	Undergraduate Student
Daryl Myer	Undergraduate Student

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Lifelong Learning Institute
Support of Institute Goals
1998-1999

The purpose of this Institute is to promote awareness of learning as a lifelong process, in order to encourage University and community members to remain active participants in the learning process. The programs of this Institute have been structured on the following set of goals.

GOAL 1: Increase and foster university and community awareness of issues relative to lifelong learning.

- Alternative Spring Break, March 8-12, 1999. Edinboro University of PA students and faculty engaged in various community service projects at the following locations: Gertrude Barber Center, Emmaus Soup Kitchen, Hospitality House, Community Shelter Services, and Edinboro Community. These community services projects were coordinated by Dr. Denise Finazzo.

- S. C. 0. R. E. (Seawolves Collaborate in Outreach Reading with Edinboro University) was a literacy project involving fourth-grade students from 31 Erie city and county schools that was put on hold for one year due to the changes in the Seawolves organization. Ideas were shared with the new management with the intent to continue this very successful project in the future,

- Reading Partners: Helping America Read, Children's Literacy Corps Fall and Spring semesters. Reading activities were conducted by Edinboro University students at many community settings that included child care centers, schools and non-profit agencies. These activities were coordinated by Dr. Nancy Briggs, Dr. Kathleen Dailey, and Dr. Dawn Snodgrass.

GOAL 2: Investigate initiatives to advance lifelong learning and the component areas of lifeong learning.

- Dr. Denise Finazzo's ELED510 students tutored women prisoners in the Cambridge Springs Women's Prison. Other ways for the Lifelong Learning Institute to provide support at the prison are being examined.

- America Counts: Dr. Denise Finazzo and Dr. Mary Jo Melvin were awarded a Presidential Research Release to establish a program that affords college students the opportunity to tutor K-8 children in mathematics.

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GOAL 3: **Promote and support research and the exchange of knowledge on lifelong learning and the specific components of lifelong learning.**

- Service Learning Brochure: A brochure has been designed, printed, and distributed to all departments on campus. This brochure defines service learning, provides a rationale for students and faculty for being involved in service learning, and explains how to find information about service learning opportunities. The service learning brochure was coordinated by Ms. Diane Crandall and Dr. Maureen Walcawich.

- Service Learning Directory: This a project to create a directory that will provide a listing of organizations throughout the Erie community serving the public has been assumed by Dr. Denise Finazzo as coordinator of the new Community Outreach Center.

- Listing of Service Learning Components: The institute remained involved in an ongoing project to identify which courses have a service learning component and to code those courses in the scheduling book and in the course description guide. This component was coordinated by Dr. Jody Gallagher.

- Reading Partners: Helping America Read (see Goal 1).

GOAL 4: **Function as a resource for information related to lifelong learning.**

- Purchases for the repository continued to be directed by institute members. Books, articles, videos, pamphlets, and a listing of web sites were added. New videos added included *Breaking Through, Reading Partners, Family Literacy Grant, and Literacy Corps.*

- Service Learning Brochure (see Goal 3).

- Service Learning Directory (see Goal 3).

GOAL 5: **Serve as a vehicle for lifelong learning through communication, research, outreach, initiatives, and partnerships.**

- Collaborated with Recruitment, Retention, and Management Office to examine ways the institute could support their efforts; an ongoing project.

- Collaborated with the Elementary Education Department's Recruitment and Retention Committee by supporting their open house held in the Miller Learning Research Center in November of 1998.

- Edinboro University's first Children's Literature Conference was held March 26, 1999, in the University Center. The Lifelong Learning Institute provided scholarships for eight students to attend. This conference was coordinated by Dr. Maureen Walcawich, Dr. Mary Jo Melvin, Dr. Gloria Gerbracht, and Dr. Barbara Rahal.

- Reading Partners: Helping America Read (see Goal 1).

- Alternate Spring Break (see Goal 1).

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UNIVERSITY TEACHING AND LEARNING

Dr. Theresa Thewes, Chairperson

School of Education

Dr. Dennis Buckwalter	Educational Services Department
Dr. Mary Jo Campbell	Elementary Education Department
Dr. Susan Norton	Counseling and Human Development Department
Dr. Rosemary Treloar	Elementary Education

School of Liberal Arts

Mr. Ben Gibson	Art Department
Dr. James Munro	Philosophy Department
Dr. Donald Sheehy	English and Theatre Arts Department
Mr. Nelson Smith	Speech and Communication Studies Department
Mr. Tim Thompson	Speech and Communications Studies Department

School of Science, Management and Technologies

Ms. Janice Giltinan	Nursing Department
Dr. David Hurd	Geosciences Department
Dr. Mary Lou Keller	Nursing Department
Dr. David Wagner	Physics and Technology Department

Academic Support Services

Mr. Bruce Skolnick	Academic Support Services

Student Affairs

Ms. Kate Strosser	OSD

Library

Dr. Raymond Dengel	Library/Government Documents

Students Representatives

Ms. Candy Mathewson	Graduate Student
Mrs. Beatrice Stuchell	Graduate Student
Mr. Josh Tysiachney	Undergraduate Student

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Institute for University Teaching and Learning
Support of Institute Goals
1998-1999

The purpose of this Institute is to promote the development and continuance of effective instructional practices that support faculty growth and improve student learning. The programs of this Institute have been structured on the following set of goals.

GOAL 1: Help to establish a supportive atmosphere for instructors who desire to improve the quality of their teaching (provide assistance, support and constructive feedback as requested).

- In an attempt to address this goal, the members of UTL held 8 Institute meetings during the academic year.

- At the end of the previous academic year, UTL had asked students to identify faculty members who were either very good at addressing issues of diversity in the classroom or who were very good at encouraging student participation in the classroom. More than 60 students identified 44 different faculty members as exceptional in these areas. A 'certificate of recognition' was sent to each faculty member who was recommended. All three academic schools and seventeen academic departments were identified. Speakers for the October and November "Talking About Teaching" programs were selected from the student nominees.

- Plans for next year's "Talking About Teaching" programs were developed. Two programs will be offered in the fall. The first program will highlight the biology and psychology of learning; the second will focus on using questions effectively in the classroom. We have asked for recommendations for presenters from these academic departments.

- UTL has sponsored a series of three "Talking About Teaching" programs this year: October 7 and 8 "Addressing Issues of Diversity in the Classroom"; November 11 and 12 "Encouraging Student Participation" and "Using Humor in the Classroom"; April 20 and 21 "Mat Does it Mean to be a Learner Centered Environment?" This series is presented by on-campus experts and is open to all faculty members. The presenters are always asked to leave lots of time for discussions among the faculty audience. This year 10 different presenters hosted programs that included 84 faculty participants.

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GOAL 2:   **Pursue effective funding and provide programming to strengthen and support effective instructional practices and collaboration.**

- The Institute has pursued external funding this academic year by participating in the GEAR UP proposal submitted by the Center for Excellence in Teaching. See above comments in regard to the "Talking about Teaching" series.

GOAL 3:   In order to enhance teaching and to promote learning illicit, students' input regarding effective and ineffective teaching/learning strategies which they have encountered

- The Institute placed most emphasis on this goal this year. Three forums were organized (two on Quality Teaching and one on Quality Learning) that were open to both students and faculty. Responses from the student and faculty participants were overwhelmingly favorable. Participants said that the best part of the forums was the student/faculty interactions. Almost unanimously, they indicated that these forums should continue. It has been decided that one UTL Forum will be sponsored early each term. The topic of the Fall 1999 UTL Forum will be "Defining Expectations of an Edinboro University Student and an Edinboro University Instructor." A summary report of the 1998-1999 forums is included. Note that not all organizers of the forums were UTL members. This report was distributed to the President, the Provost, the Deans, APSCUF, 70 student organizations, the University Senate, SGA and all department chairs.

GOAL 4:   **Establish an academic dialogue between the academic administration and faculty about issues relating to the teaching and evaluation of teaching.**

- As a step toward this dialogue, the Report on the Forums was distributed as indicated above. The *Spectator* included an article to emphasize the report and to encourage participation in future forums.

- The last "Talking About Teaching" program of this academic year dealt with "What Does it Mean to be a Learner-Centered Environment?" Approximately 30 faculty members joined in open discussion on this topic. A summary of concerns raised is attached. This summary will be distributed to the President, the Provost, the Deans, SGA, the Senate and to all department chairs.

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1998-1999 "Talking About Teaching"
Presenters:

Mr. Rodney Altemore (Student Activities)
Dr. Ron Craig (Psychology)
Dr. John Criswell (Elementary Education)
Dr. Charles Cross (Educational Services)
Dr. Deborah Dubartell (English/Theater Arts)

Dr. Tony Esposito (Speech/Connnunications)
Dr. Jo Ann Holtz (Educational Services)
Dr. Joe Laythe (History)
Dr. Tom Nuhfer (Math & Computer Sciences)
Professor Umeme Sababu (History)

**Some of these faculty attended more than
one of these programs

EDINBORO UNIVERSITY
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Center for Excellence in Teaching
The Institutes:
    Curriculum, Instruction and Collaboration
    Ethics and Values Education
    Lifelong Learning
    University Teaching and Learning
Miller Research Learning Center
Edinboro, PA   16444
(814) 732-2916

Memo To: The Edinboro Community

From: The University Teaching and Learning Institute
           Theresa Thewes, Chair

Date: April 19, 1999

RE: Campus Initiatives for Input on Teaching and Learning

The attached report summarizes a survey and a series of forums on teaching and learning at Edinboro University. This report is being distributed to the University Senate, leadership of student organizations, departmental chairpersons, deans, SGA, APSCUF, the Provost and the President of the University. Please review it, share it with colleagues, and make special note that the **next UTL FORUM** will be held in **October 1999** to discuss and define campus-wide expectations of Edinboro University students and instructors. Details regarding this forum will be announced next fall.

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REPORT TO THE EDINBORO UNIVERSITY COMMUNITY:

SURVEY ON QUALITY TEACHING
FORUMS ON QUALITY TEACHING
FORUM ON QUALITY LEARNING

At Edinboro University we pride ourselves on being a teaching institution which, by necessity, means that quality learning is taking place. How do we know if quality teaching or learning is indeed occurring? To generate discussion on these questions, the University Teaching and Learning Institute (UTL, of the Center for Excellence in Teaching) distributed a survey and held three forums during the 1998-99 academic year to address the issues of quality teaching and learning.

This report is to let the larger Edinboro University Community know about the interesting, and sometimes controversial, findings that surfaced at these forums. The main topics of the Forums were Quality Teaching and Quality Learning. Your input and comments on this report are requested.

THE SURVEY

In the Spring of 1998, a UTL subcommittee comprised of students and faculty wrote a survey to define the characteristics of quality teaching. In the fall of 1998, UTL members volunteered to administer the survey in their classes. A summary of the demographics of the students who completed the survey and a comparison to demographics of the Edinboro student body are attached to this report.

THE FORUMS

In September 1998 and February 1999, UTL sponsored two Forums on Quality Teaching. In February 1999, UTL also sponsored a Forum on Quality Learning. The forum participants were faculty and students. Some faculty members made attendance an optional course assignment. The format for all three programs was the same. They started with a skit by members of the Student Personnel Services Club. The participants were initially divided into students-only and faculty-only groups. After a discussion period, new groups comprised of both students and faculty were then formed. A list of characteristics of quality learning and quality teaching was developed. The programs were then concluded with open discussion, evaluation and definition of future plans. In all three forums, there were lively debates and provocative conversations.

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QUALITY TEACHING

Characteristics of quality teaching that were emphasized by students in the survey and by students and faculty in the forums include the following:

- ☐ Instructor is *approachable and available*
- ☐ Instructor is *knowledgeable and familiar* with his/her material being taught
- ☐ Instructor has a sense of *humor*
- ☐ *Expectations* are clearly stated and realistic

In the survey students were asked to select ideas that they felt were least important to quality teaching. Of the thirty items listed on the survey, students most frequently identified the following:

- ☐ Use of group work and group assignments
- ☐ Student evaluation of instructor and course
- ☐ Use of visual aids in presentations
- ☐ Giving several small quizzes throughout the semester
- ☐ Organized study sessions before exams

On the survey, students reported that, on average, 47% of their instructors were "really good" and 22% of their instructors were "really bad."

QUALITY LEARNING

On February 10, 1999, UTL hosted a forum on Quality Learning. Participants identified the following characteristics of a good learner:

- ☐ Active/Involved
- ☐ Collaborating
- ☐ Creativity
- ☐ Desire to learn (motivated)
- ☐ Goal setting
- ☐ Good attitude (optimistic)
- ☐ Hard work (disciplined)
- ☐ Inquisitive
- ☐ Open minded/ Risk taker
- ☐ Respectful
- ☐ Responsibility
- ☐ Study skills

It should be noted that the above list is in no particular order. This list, as well as the lists generated for Quality Teaching, were a result of brainstorming sessions held between students AND faculty.

WHERE DO WE GO FROM HERE?

In the *survey*, students reported that about half of the instructors are "really good" and about one out of every five is "really bad." In the *forums*, questions were raised regarding whether quality learning and teaching usually occur at Edinboro. As a campus, we must decide if we are satisfied with these results and, if not, what actions we would like to take to change them.

Virtually every evaluation form that was completed for the forums stated that these kinds of programs should be repeated. Evaluations indicated that the best part of the programs was the interaction and open dialog between STUDENTS **AND** FACULTY. As long as students and faculty participate, UTL will sponsor one open forum each term on topics relating to teaching and learning. For each program, a primary topic of conversation will be defined in advance. The **UTL FORUM** will be an open arena for faculty and students to come together in respectful conversations about teaching and learning.

The **UTL FORUM** will follow the format that has proven to be successful:

- We will meet in the Atrium of the University Center.
- Groups will form initially as students-only and as faculty/staff only. These groups will discuss the primary topic and develop a consensus statement.
- Groups will re-form to include students, faculty and staff. Each will re-address the primary topic.
- The program will conclude with open discussion, development of a plan for the next forum and an evaluation.
- In an attempt to encourage participation, lemonade and brownies will be served, and instructors will be asked to encourage student participation.

The **UTL FORUM** will have three main rules of participation:

- The program is based on respectful conversation between participants.
- Any member of the group may 'pass' if contributing to the conversation makes them uncomfortable.
- At no time will references be made by name to individuals or courses. The focus of the program is to define issues relating, in general, to teaching and learning at Edinboro and not to raise concerns about specific individuals.

The next UTL Forum will be held in early October 1999. The goal of this forum will be to generate a draft of how we, as a campus community, define the important expectations of an Edinboro University learner and an Edinboro University instructor.

If you have suggestions, comments or concerns about the **UTL FORUM**, please contact the Center for Excellence in Teaching at 732-2916 or Theresa Thewes at 732-2516 or, by email, at "Thewes."

WHO ATTENDED THE FORUMS?

September 1998	Forum on Quality Teaching	~8 students and ~20 faculty
February 1999	Forum on Quality Teaching	~30 students and ~15 faculty
February 1999	Forum on Quality Learning	~50 students and ~10 faculty

Total: 88 students and 45 faculty

WHO HELPED ORGANIZE THE FORUMS?

Under the direction of UTL members (18 individuals from 13 different departments, including student representation) and the Center for Excellence in Teaching, the following subcommittee organized the series of Forums:

Mary Jo Cambell   Don Sheehy
Baher Ghosheh   Kate Strosser
Jan Giltinan   Theresa Thewes
Sue Norton

This report was prepared by:

Jan Giltinan
David Hurd
Theresa Thewes

Who Took the Survey?

Gender:		Survey Respondents*		EUP**
	Females	382	(70.7%)	(57.4%)
	Males	157	(29.1%)	(42.6%)

Race/Ethnicity:	Survey Respondents*		EUP**
Amer. Indian/Alaskan Native	6	(1.1%)	(0.2%)
Asian or Pacific Islander	2	(0.4 %)	(0.5%)
Black, non-Hispanic	29	(5.4 %)	(4.5%)
Hispanic	7	(1.2 %)	(0.7%)
White	491	(84.8 %)	(92.9%)

Time at EUP:	Survey Respondents*		EUP**
< 1 year	114	(21.0 %)	(23.2 %)***
1 year	54	(10.0 %)	(16.2 %)****
2 years	80	(14.8 %)	(21.1 %)
3 years	154	(28.4 %)	(19.8 %)
4 or more years	140	(25.8 %)	(19.7 %)

School of Degree Program:	Survey Respondents*		EUP**
Education	185	(34.4 %)	(31.0 %)
Liberal Arts	123	(22.9 %)	(35.3 %)
S, M & T	144	(26.8 %)	(22.0 %)
General Studies (undeclared)	22	(4.1 %)	(9.6 %)
Other	64	(11.9 %)	(2.1 %)

* Not all respondents provided demographic information.
** These numbers are taken from the EUP Fact Book, January 1997.
*** Compared to 'First Time Freshmen'
**** Compared to 'Other Freshmen'

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Edinboro, PA   16444
(814) 732-2916

Memo To: The Edinboro University Community

From: The University Teaching and Learning Institute
  Theresa Thewes, Chair   *[signature]*

Date: May 3, 1999

RE: "What does it mean to be a Learner-Centered Environment?"

On April 21st and 22nd Dr. John Criswell (Elementary Education) and Mr. Rodney Altemose (Student Activities Office) led two groups of faculty members (a combined audience of ~30) in a discussion of "What does it mean to be a Learner-Centered Environment?" The program was structured around four main discussion points:

- Should we attempt to be a more learner-centered environment?
- Identify aspects of the environment that are aligned with a learner-centered environment.
- Identify aspects of the environment that are obstacles to the development of a learner-centered environment.
- Who are the key persons necessary to shift from a teaching-centered campus to a learner-centered campus?

There was consensus among the participants that we do want to become more learner-centered. In discussion, there were numerous examples of how individuals are working to develop course work that is more learner-centered than teacher-centered. The bulk of the conversations focused on the last two items listed above: obstacles and identification of individuals who are key to making a shift.

As these issues were discussed, it became clear that 'learner-centered' and 'student-centered' are not synonymous terms; the audience felt very strongly that we should strive to become more learner-centered. There were extensive conversations about policy that favors student-centered at the expense of learning (i.e. large class size, accepting students who may not be appropriately prepared for the rigors of a college education, offering courses in a compact time period). In order for the campus to become more learner-centered, it was agreed that students, faculty and management need to work in a more collaborative fashion than is the current norm. There was much discussion of students' attitudes and expectations. It was thought that 'active' learners are frequently a minority at Edinboro. The faculty expressed concerns that the evaluation/promotion process may not be conducive to reaching the goal of becoming a learner-centered campus. As we

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strive to excel in all aspects of collegiality, our schedules are very often taxed. It has become increasingly difficult for interested faculty members to balance their teaching responsibilities with other responsibilities that benefit the University community. Finally, it was agreed that in order to move to a more learner-centered environment, we must have strong support of University management. It often seems that faculty are asked to shoulder responsibilities that might more appropriately fall under the venue of management (i.e. repeated assessment tasks). Decisions are made in regard to issues like enrollment and class offerings that may be incompatible with a learner-centered campus.

In conclusion, I feel that this group of nearly thirty faculty members is reasonably representative of the University faculty as a whole. We are an exceptional, committed, hard working, overworked faculty who want to help prepare students to be exceptional, committed, hard working citizens and professionals. As this term ends and plans are being made for next year, we ask that the various decision-making bodies of Edinboro work together to address those issues that make it difficult for us to provide a quality education for our students.

cc: SGA President Bud White
Mr. Rodney Altemose
Dr. John Criswell
Participants in the Talking About Teaching Program
Department Chairs
UTL membership
University Senate President Renata Wolynec
Deans Richard Arnold, Philip Kerstetter, Eric Randall and Terry Smith
APSCUF President Baher Ghosheh
Provost Robert Weber
President Frank Pogue

Center for Excellence in Teaching Repository

• Marked items focus on teaching in the University Classroom. These resources were funded through a grant awarded to the graduates of the EUP Summer Academy for the Advancement of College Teaching.

Books

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Hildebrand, V. (1991). <u>Introduction to early childhood education</u>. (5th ed). New York: Macmillian.

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Salkind, N., & Ambron, S. R. (1987). <u>Child development</u>. (5th ed.). New York: Holt, Rinehart and Winston.

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Seaver, J. W., Cartwright, C. A., Ward, C. B., & Heasley, C. A. (1990). <u>Careers with young children: Making your decision</u>. Washington, DC: National Association for the Education of Young Children.

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Spodek, B., & Saracho, O. (1994). <u>Right from the start</u>. Boston: Allyn and Bacon.

Wilson, L. (1986). <u>Infants & toddlers</u>. Albany: Delmar.

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•Angelo, T. & Cross, P. (1993). <u>Classroom assessment techniques: A handbook for college teachers</u>. San Francisco: Josey-Bass. (2 copies).

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Arts in Education Seminar. Beth Cornell. The Pennsylvania State Plan for Arts in
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Arts in Education Seminar. Phyllis B. Susen. Creating Curriculum Materials with
 Educators. July 28, 1994. 1 hour 40 min.

Challenging behavior: Positive solutions conducting a functional assessment and
 developing hypothesis statements, Part 1. (10/24/95) 3 hours. *Overheads available

Challenging behavior: Postitive solutions conducting a functional assessment and
 developing hypothesis statements, Part 2. (10/24/95) 6+ hours. *Overheads available

Developing life skills in the early learner through health education. Dr. Kenneth
 Felker & Ms. Linda Mukina. Edinboro University of Pennsylvania. February 28,
 1995. 1 hour. *Materials included.

Elementary music/movement Presentation by Rosemary Omniewski (1994). 42 min.
 Lesson folder included.*

Evaluating teaching performance. Virginia Tidewater Consortium for Higher Education.
 November 14, 1997. 2 Hours. *Materials included.

How difficult can this be? The F.A.T. City Workshop. 70 minutes. PBS Video.
 *Discussion guide.

How to become an oscar winning teacher. Virginia Tidewater Consortium for Higher
 Education. October 31, 1997. 2 Hours. *Materials Included.

Movement difference, diversity, and positive behavioral support. (1/6/97) 2 hours.
 *Overheads available.

On television: Teaching the children. Produced by On Television, Ltd. California
 Newsreel: San Francisco. 56 min. *Materials

Panel discussion on play. Dr. Ernie Dettore & Dr. Sandra Waite-Stupiansky.
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Classroom Management

Active learning, produced by Tim Thompson and Jeanne Faieta. 15 minutes.

Conferencing with students and parents: Ways to win when you're talking with students.
  Sharon Fincham. The Master Teacher. Manhattan, Kansas. *Presenter's guide.
  40 minutes.

Discipline techniques you can master in a minute: Key attitudes and strategies for
  maximizing your options, Tape 1, 1994. 45 min.

Discipline techniques you can master in a minute: Approaches and actions to get the
  responses you want, Tape 2, 1994. 45 min.

Discipline techniques you can master in a minute: Handling chronic or habitual problems,
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Discipline techniques you can master in a minute: Critical mistakes that cause or
  perpetuate misbehavior, Tape 4, 1994. 45 min.

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  Institute for Curriculum, Instruction, and Collaboration of the Center for
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  inclusion strategies. 50 min.

The violent & aggressive student: December 7, 1995 videoconference. *Materials
  included.

Diversity

Multicultural education valuing diversity in the classroom videoconference:
  Friday, November 3, 1995. 2 hours. *Materials included.

Teaching about racism: Tools and strategies teleconference. Friday, November 4, 1994. (3   cop

The educational system in Pakistan-speaker Dr. Rashid Shah, December 1, 1993. 45 min.

Literacy

EVN windows literacy. 35 Minutes. 185V, Education Video Network, Inc.
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Family literacy grant. Literacy Corporation.

Read to me. (1995). International Association. (13 mins.)

Teaching Enhancement

Improving student achievement in science: Classroom scenes of research-based teaching
practices. (1996). Educational Research Service. (51 min.). *Handbooks included.

SuperStar teachers high school series. Tim McGee of Worland High School. *(2 tapes and
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  min. (tape 2).

Using your voice to improve your teaching. Purdue University. Continuing
  Education/Purdue University Research Foundation, West Lafayette, IN. 31 min.

University Teaching and Learning

A national forum: Attracting and preparing for the 21st century. (1997). *Progam packet
  included. 1 hour.

Classroom research: Empowering teachers. 18 minutes.

Cross, Patricia: Classroom research. 25 minutes.

Enhancing & evaluating college teaching. March 22, 1996 ©Virginia Tidewater
  Consortium for Higher Education. 2 hours.

Enhancing & evaluating college teaching & learning. March 31, 1995 ©Virginia Tidewater
Consortium for Higher Education. 2 hours. *Program packet included.

Maureen McClure. Presentation. April 1, 1995. 1 hrs. November 19, 1997. 90 min.

Talking about teaching: Increasing student involvement in the classroom. (1997) 90
  minutes.

Talking about Teaching: Enhancing student involvement in the classroom. (1997) 90
  minutes.

Teaching teachers: Episode #41 Stock 7790-3. NEA Professional Library. 22 min.

The shadow of hate. (1995). *Program packet included. 37 minutes.

The summer academy story, Office of Academic and Student Affairs, SSHE Dixon
  University Center, (1995). 17 minutes.

What kind of teacher are you? A videotape guide for college faculty in the
  preparation of teaching portfolios. Iowa State University Media Resources
  Center. 14 min. *Presentation guide.

Values

Character education: Restoring respect and responsibility in our schools. Dr. Thomas
  Lickona, Ph. D. (1996). 44 minutes.

Professional choices: Ethics at work. National Association of Social Workers. 40 min.

Video Presentations and Conferences

America 2000- What it is...Six national goals. 21 min.

Arts infusion in the elementary education classroom. (1995-96). Presentation by Rosemary
  Omniewski, Ruthanne Atkinson, and Donna Douglas. 10 minutes. *Final Project Report
  available

Brian Schrag symposium, 1994. 70 minutes.

Brommer, G. (1996). Art is elements of design. Glenview, IL: Crystal Productions. 29:57
  min. *Posters and instruction book included.

Brommer, G. (1996). Principles of design. Glenview, IL: Crystal Productions. 28:40
  min. *Posters and instruction book included.

Changing demands of a college education, Maureen McClure, May 1, 1995. 70 minutes. (2 copies).

Critical thinking in the arts- National Endowment for the Arts. 20 min.

Dawkins, R. (1997). Is evolution progressive? Los Angeles, CA: Into the Classroom Media. approx. 50 min.

Directions by Kathleen McGrory and Constance Ramirez. Society for Values in Higher Education. 25 minutes.

Educational forum- "Inclusion: What does it mean? What do students need to Know? Edinboro University of Pennsylvania. December 1, 1994. 90 minutes. *Materials included.

Educational reform in Pennsylvania. Lecturer: Dr. Gerald Longo, October 4, 1993. 1 hour.

Evening of science activities: April 3, 1995. Channel 24 News. 2-3 min.

Implementing Pennsylvania's educational reforms through school district strategic planning. 2 hrs. *Pamphlet included.

Jim Miller celebration of teaching day: Dr. Huffman presentation of character education , February 11, 1999. 90 minutes.

The master teacher roundtable. May 1994. Edinboro University of Pennsylvania. 1 hr. 20 min.

Talking about teaching: Organizing courses. September 30 - October 1, 1997. Presentation by Ms. Kathleen Benson, Dr. Alice Conway, and Dr. Mary Jo Campbell. 5 hours. *Pamphlet included.

Teaching about global issues: Tools and strategies. March 3, 1995. *Informational Materials Included. 2 hours.

Teaching with technology. Gateway Network. 5 min.

The teacher's lounge. Dr. Robert Connors and Mrs. Ruthanne Atkinson speak about the Center for Excellence in Teaching. 45 minutes.

Understanding people. ENN. Dr. Al Stone, host. 15 minutes each. 4 programs: Feb. 23, 1996, Jan. 1, 1997a, & Jan. 1, 1997b - topic "Center for Excellence in Teaching"; Feb. 21, 1997- topic "Evening of science".

* Materials Included

Educational Materials

Demographics

Summary Report of the 1996 PDK/Gallup Public Opinion Poll. A videotape of the results of the Gallup Public Opinion Poll on public schools. OMNI Productions. 15 minutes.
*Materials included:
   *Elam, Stanley. (1995). How America views its schools. Bloomington, Indiana:
   *Center on National Education Policy. (1996). Do we still need public schools? Washington, DC: Center on National Education Policy.

*Center on National Education Policy. (1996). <u>The good -- and the not-so-good -</u> <u>news about American schools</u>. Washington, DC: Center on National Education Policy.
*Transparencies

Diversity
Multi-cultural awareness project. Laser Disk
Ethics
<u>Institute for the Advancement of Philosophy for Children</u>
*Materials included:

*Lipman, M. (1998) <u>Elfie</u>. Upper Montclair, NJ: University Press of American, Inc.
*Lipman, M. (1987). <u>Harry Prime</u>. Upper Montclair, NJ: University Press of American, Inc.
*Lipman, M. (1982). <u>Harry Stottlemeier's Discovery</u>. Upper Montclair, NJ: Institute
*Lipman, M. (1982) <u>Kio & Gus</u>. Upper Montclair, NJ: University Press of American, Inc.
*Lipman, M. (1983). <u>Lisa</u>. Upper Montclair, NJ: Institute for the Advancement of
*Lipman, M. (1980). <u>Mark</u>. Upper Montclair, NJ: Institute for the Advancement of
*Lipman, M. (1996). <u>Nous</u>. Upper Montclair, N.J.: An Institute for the Advancement   of Philosophy for Children.
*Lipman, M. (1981). <u>Pixie</u>. Upper Montclair, NJ: Institute for the Advancement of Philosophy for Children.
*Lipman, M. (1978). <u>Suki</u>. Upper Montclair, NJ, Institute for the Advancement of Philosophy for Children.
*Lipman, M., Sharp, A. (1986). <u>Wondering at the World (Instructional Manual to Accompany Kio & Gus)</u>. Lanham, MD: University Press of American, Inc.

Values
<u>Gray matters: The ethics game</u>. Martin Marietta.

Other
<u>The Anarctic ozone hole</u>. NASA. (map)

Catalogs

Literacy
International Reading Association. (1995). <u>Catalog of publications</u>. * pamphlet.
<u>Educational Forum- "Forum on Quality Teaching</u> Edinboro University of Pennsylvania.
September 22, 1998. 60minutes.

<u>Dr. Barker Presentation at Edinboro University of PA</u>, November 16, 1998. 60 minutes.

Erickson, J.A., & Anderson, J.B. (1997). <u>Learning with the community: Concepts and models for service-learning in teacher education</u>. (1st ed). Washington D.C.: American Association of Higher Education.

Huffman, H.A. (1994). <u>Developing a character education program: One school district's experience</u>. (1st ed.). Alexandria VA: ASCD publications.

Fertman, C.I. (1994). <u>Service learning for all students.</u> (1st ed.). Indiana: Phi Delta Kappa Educational Foundation.

<u>How to create a community of caring school: Program Guide</u>. (1995). A Project of the Joseph P. Kennedy Jr. Foundation.