



FOR
FACULTY INITIATIVES

2002-2003 Annual Report

Report Submitted by HCFI 2002-03 Co-Directors:

Dr. Joseph Laythe
Department of History and Anthropology

Dr. Theresa Thewes
Department of Chemistry

Mission Statement

The Highlands Center for Faculty Initiatives, formerly The Center for Excellence in Teaching, was established in 1992 to advance the position of Edinboro University as a major educational resource for the northwestern Pennsylvania region. The primary mission of the Highlands Center is to foster faculty initiatives in all areas of academic endeavor and professional service. In fulfillment of this mission, the Center conducts or facilitates a broad range of research projects and collaborative activities that involve faculty, staff, students, area school districts, social agencies, and community leaders. As a corollary to these undertakings, the Highlands Center serves through its various publications as a conduit for professional communication within and beyond the Edinboro University community.



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HIGHLANDS CENTER FOR FACULTY INITIATIVES **(HCFI)**

2002-2003

CO-DIRECTORS

Dr. Joseph Laythe, Department of History and Anthropology
Dr. Theresa Thewes, Department of Chemistry

INSTITUTE CHAIRS

Dr. Patricia Flach
Dr. Jo Holtz
Institute for Ethics and Values Education (EVE)

Dr. Allan Turner
Dr. Caroline Nobile
Institute for Internal Collaboration (IIC)

Dr. Denise Finazzo
Dr. Jody Gallagher
Dr. Denise Ohler
Lifelong Learning Institute (LLL)

Dr. Laurie Parendes
Ms. Kate Strosser
Institute for University Teaching and Learning (UTL)

Dr. Naod Kebede
Collaborative for Excellence in Teacher Preparation in Pennsylvania (CETP-PA)
Dr. Ken Adams, Dr. Theresa Thewes – Campus Team Co-Leaders

CENTER ADVISORY BOARD

Dr. Frank G. Pogue, President
Dr. Robert Weber, Provost
Dr. Peg Bevevino, Dean of Graduate Studies and Research

Mission Statement

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Event/Project/Program Reports:

- #1 Faculty Survey for HCFI Future Directions
- #2 Faculty Research Database
- #3 IIC Conversations on Collaboration:
Strategies for Making Time for Research
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- #5 CETP-PA Constructivist Teaching Discussion Group
- #6 CETP-PA Year 1-3 Accomplishments and Year 4 Strategic Plan
- #7 Evening of Science Activities
- #8 Race, Gender and Ethnicity Conference
- #9 Halloween Treat Week
- #10 Neighborhood Forum
- #11 Pennsylvania History Day
- #12 Yellow Ribbon Campaign
- #13 Jim Miller Celebration of Teaching
- #14 *Scots Record*
- #15 Research Colloquium

Weekly Updates (all documents distributed via email to campus leadership and PR offices)

Report Summary

Overview and Objectives:

This year in the Center has been a year filled with challenges and accomplishments. In seven and a half months we've:

- Reconfigured the office spaces.
- Trained twelve student staff members.
- Upgraded the office equipment (copier, additional memory for computers, updated software, printers, laminator).
- Evaluated the role and function of each Institute (this led to a reorganization – LLL is defunct, CIC has become IIC).
- Organized work through the Institutes.
- Organized work through the Center.

Our objectives this year were to address issues relating to:

- Organization
- Image
- Outreach
- Leadership Development

We have made significant progress on the organization of the space and the records within it. Our goal is to complete this task this summer. By August of 2003 we hope to have a system in place that allows us to locate any back files. This system will be used to ensure that all future work generated by the Center is logged and readily found; this includes both paper and electronic record keeping.

The issues of Image and Outreach are closely linked. It is difficult to monitor our success in addressing the issue of HCFI image across campus. While the co-directors and others who have worked with the Center have long been aware that our mission is to serve our faculty, anecdotal evidence from participants suggests that we are indeed moving away from the 'School of Education Center' and towards the 'Faculty Center'. We usually ask participants to evaluate programs in which they participate. Generally these comments are favorable. Most frequent complaints deal with A/V equipment and food choices – minor issues that can be readily resolved.

As reported earlier, faculty participation in HCFI programming is up. Obviously, some clarification of **participation** is needed. We've defined this term as any contact from a faculty member to the Center. This may be minimal – submitting research topics to the faculty database or citations to the Scots Record. The participation may be more significant – leading an Institute or planning a conference. Our numbers and the range of individuals involved imply that we have

succeeded in reaching more and more faculty members. We've worked hard to actively involve new faculty in the Center. We have worked hard to be more inclusive of faculty who'd like to participate and to identify tasks that suit their style and level of commitment. We've also made a concerted effort to involve more administrators and to communicate to them the important role that the Center serves.

As the Institute reports indicate, we have positioned co-chairs for leadership of all Institutes. This mimics the co-director leadership. We're optimistic that, as faculty work loads ebb and flow, leadership in the Center will remain continuous. We believe that an important aspect of leadership development involves the transition to new leadership. Our intent is to continually identify potential new Center leaders and to foster their growth.

We are encouraging leadership development among our student staff. We have hired a staff that (with very few exceptions) is self-motivated and productive. The culture of the office is informal, fun and very work-oriented. Our staff is exceptional and manages to remain immensely productive even when highly stressed. We think it speaks volumes that, in spite of the huge workload, all but two of our staff has asked to return next year (one undergraduate member has graduated, one graduate member has been offered a unique position with the Planetarium – one more closely aligned with his major). By necessity, we have placed significant responsibilities on their shoulders. Each has accepted those responsibilities and has excelled.

Strengths:

- One of the most important strengths of the Center is the shared leadership. In addition to comments that were made above, Drs. Laythe and Thewes are an exceptional working team. We share a strong commitment to the Center and express it through the time, energies and concern donated to it. Our past commitments to on-campus projects have led to the involvement of new faculty in the Center. Again, the student staff was outstanding.
- We did an exceptional job of communicating this year. We shared information of HCFI programming with faculty, campus offices, and off-campus partners.
- In our opinion, the Administrative team of the campus is more informed about HCFI than ever before. There are two main reasons for this. The first is the Weekly Update initiative (administrators received an email detailing what the Center had accomplished). Dr. Peg Bevevino is the second, more important reason that the Center is in the 'consciousness' of the Administration. She has served as a welcome advisor to the Co-Directors and has been a strong advocate for the Center and its initiatives.
- HCFI has received strong support from the Administration. This is true in terms of resource allotment and in terms of ideological support of the Center and its mission. The Co-Directors are deeply appreciative of this overt support.
- The productivity of the HCFI office is phenomenal. See previous comments about partnerships and student staff.
- We are proud of the quality of the work produced by HCFI this year. We have made a concerted effort to present a professional image for the Center in our mailings, brochures,

programs and presentations. This has also been accomplished through visibility of the Center logo. We will work to maintain a high quality product.

- The Middle States team has identified HCFI as an important part of our faculty professional development initiatives. To reiterate the statement of our opening pages:

“The university shows its commitment to teaching and to maintaining academic quality in a variety of ways, but one that is most notable is the work of the Highlands Center for Faculty Initiatives, the source of many teaching-centered institutes, workshops and programs that emphasize faculty and professional development.”*

Challenges:

While we have had a very successful year in the Center, challenges remain.

- The first challenge deals with the co-directors time commitment to the Center. If we assume that summer release equates to release time during the academic year, the co-directors have had a total of 12 hours of release time.* Consider the following summary of work for the co-directors:

Total time worked by Co-Directors during academic year 2002-03	1000 hours
Total release time for two Co-Directors during academic year 2002-03*	12 hours
Average weekly work hours for the Center per Co-Director	16.7 hours
Average Teaching commitment/week per Co-Director	9 hours
Average Prep Time/Grading per week per Co-Director (conservative estimate)	18 hours
TIME COMMITTED TO CENTER AND TEACHING PER WEEK PER CO-DIRECTOR	43.7 hours

The Administration is well aware that the current HCFI Co-Directors consistently volunteer for responsibilities other than the Center and Teaching. We are committed members of our academic departments and serve on numerous department and university-wide initiatives and committees; we are actively involved in professional organizations, research, publications and discipline-specific community outreach. The

* Middle States Report 2003

* [This is technically not true; one co-director had no Center release time during the academic year and, hence has received significantly less financial remuneration for energies committed to the Center.]

workload for the Co-Directors is exceptionally large and financial remuneration should be re-visited.

Too much of the Co-Directors' time has been spent in office management, staff hiring and training, record-keeping and other responsibilities that could have been easily handled by a full-time office manager. It is imperative that this position be produced and filled.

- Quality control of HCFI products is a significant issue. We deal with large volumes of work with overlapping deadlines and large numbers of part time staff. In spite of a desire for quality and an on-going effort to review all work, editorial errors have occurred in our publications. This could be improved if an office manager handled supervision of other tasks.
- The Co-Directors are concerned about a lack of publicity for HCFI events. Given the workload of the office, it is impossible to accomplish all that we do AND handle PR too. While the campus Public Relations office has met with us a few times, there has been minimal media or campus coverage of HCFI events.
- We are concerned about the number of HCFI working members. The Co-Directors and the Institute Chairs (and student staff) accomplish the bulk of the work of HCFI. While the number of faculty participants has improved this year, we need to increase the number of working members.

Vision for the Future:

Conversations between the Co-Directors, with the Provost and with past leaders of HCFI and its Institutes led to a vision for the future of the Center. The Center will become a think tank for faculty initiatives. This could include an expanded professional development program for our faculty. Aspects of this could include:

- the ability to videotape and critique lessons
- peer mentoring projects,
- a new faculty induction program,
- an enhanced web site,
- a cadre of teaching consultants,
- a site for formal and informal conversations about teaching and other aspects of the professorial obligations
- a set of easily accessed resources relating to aspects of the academic career.
- a showcase of faculty research and creative work
- a speakers' bureau that highlights faculty expertise and interests
- other possibilities as defined by faculty

Some changes must occur in order for the Center to achieve this vision.

- The office manager position is key. This would decrease Co-Director time commitment and increase the quality of the time in the office. Co-Directors could focus less on the management of the office and more on building a professional development center.
- It is imperative that we streamline operations of the office and work with other offices to decrease redundancy in shared goals. (An example would be UTL's cooperation with TLTR. Another example would be highlighting HCFI on the campus Speaker's Bureau.)
- HCFI is a valuable asset to the faculty and to the university. Unfortunately, because of our location and limited space, the Center is not conducive to drop-in visits, teaching consultations, dialogue and discussion. To achieve the vision, the Center will need additional space to serve the functions for formal and informal interaction, a lounge/reference area, a mid-sized dining/lecture/conference area.
- We need to improve and enhance faculty commitment to HCFI. This involves building collegiality and structuring a Center that fulfills the needs of the faculty.
- While administrative support of HCFI has been strong this year, some changes in funding and prioritization will need to be made in the future. In order for HCFI to achieve its vision, participation in Center programming and leadership must be clearly and vocally valued by the administration. Obviously, some of the comments listed above (dealing with staff and space) will require additional financial commitments.

New Planned Programs:

In addition to those initiatives that the Center and the Institutes have worked on, to approach the vision, we will investigate the following new programming:

- Website for Teaching Tips and Publications
The productivity of HCFI needs to be the basis of a publication. We have clearly documented this work; we need to begin recording and documenting the creativity in teaching that occurs on this campus. The web seems the most logical venue.
- New Faculty Welcome Picnic
We have already begun planning for a fall picnic to welcome new faculty, re-orient second year faculty and to begin formation of inter-department connections.
- Summer Retreat
The Center would like to sponsor a summer retreat patterned after the "Breadloaf" model of Bernard DeVoto (a western historian). Faculty and families would meet at a resort site. The mornings are devoted to individual work, late mornings and early afternoons are dedicated to family/free time; and the late afternoon and evening meals are dedicated to sharing ideas, brainstorming, critiques and collaboration.

Statistical Summary

In an attempt to illustrate the volume of the work and the amount of outreach that this office has generated, this section provides some numbers against which other, fully staffed offices can compare.

Number of Faculty Participating*:	559
Number of Administrators Participating*:	52
Number of Students Participating*:	1144
Number of Staff Participating*:	18
<u>Total University Participated*:</u>	1773
Number of Community Members Participating:	614
Number of Guests Participating:	1107
<u>Total Non-University Participation:</u>	1721
Total Participation:	3494
* An individual faculty member, administrator, student or staff member may have attended more than one HCFI event. Hence, the numbers are greater than possible.	
Number of Pieces of Mail, Advertisements and E-Mails sent	
<u>from</u> HCFI:	7185
Number of Contacts Made <u>to</u> HCFI:	560
Total Contact:	7745
Total number of <u>Individual</u> Faculty Members: 169 (42% of 404) (This suggests that those who were involved participated an average of 3.3 times each.)	
Number of <u>Departments</u> represented: (Participating or in attendance)	26 (100%)
Number of <u>Departments</u> represented in HCFI Leadership Roles	8 (31%)
Number of <u>Departments</u> represented in HCFI Key Members	18 (69%)
Number of <u>Events/Meetings</u> attended by Co-Directors:	84

In order to recognize participation and to minimize mailings, a comprehensive thank you program was initiated. At the end of each academic term a letter was sent from the Center to each individual who participated in HCFI programs. That letter included a list of events/programs in which the individual participated. We generated 156 of these letters in the fall and 134 in the spring.

Partnerships

It is impossible to accomplish the work that we do without other offices and departments both on- and off- campus. In this academic year we have partnered with:

- | | |
|--|---|
| ✓ SSHE System Schools | CETP-PA, Values Newsletter |
| ✓ School of Education | CD Duplication |
| ✓ Northwest Tri-County Intermediate Unit #5 | CETP-PA, Evening of Science, PA History Day |
| ✓ Edinboro Chamber of Commerce | Neighborhood Forum |
| ✓ Edinboro Borough Council | Neighborhood Forum |
| ✓ Washington Township Leadership | Neighborhood Forum |
| ✓ B*sides Book Store | Jim Miller Day, CETP-PA |
| ✓ DocuCenter | Everything |
| ✓ Woods Dining Services | All Programs with Food |
| ✓ Publications Office | HCFI Magnets |
| ✓ University Center | Evening of Science, PA History Day,
Conference on Race, Gender and Ethnicity |
| ✓ Library Services | Scots Record |
| ✓ Student Government Association | Neighborhood Forum |
| ✓ Community Outreach Center | Yellow Ribbon Campaign |
| ✓ Facilities | Evening of Science, Neighborhood Forum |
| ✓ Department of Chemistry | ACS-Lee Marek Presentation, Jim Miller Day |
| ✓ Department of History and Anthropology | PA History Day,
Conference on Race, Gender, and Ethnicity |
| ✓ Department of Psychology | Jim Miller Celebration of Teaching |
| ✓ Department of Social Work | Conference on Race, Gender, and Ethnicity |
| ✓ Office of Graduate Studies and Research | Fall/Spring Research Colloquium,
Research Database, Scots Record |
| ✓ Office of the Provost | American Education Week
Jim Miller Celebration of Teaching |
| ✓ Office of the Dean of Science, Management and Technology | Constructivist Teaching Discussion Group |
| ✓ Office of the President | Yellow Ribbon Campaign |

HCFI in Perspective and the Annual Report Format

Background:

The Highlands Center for Faculty Initiatives has been in existence since 1992 (it had previously been named the Center for Excellence in Teaching). The overall structure of the Center includes several Institutes, each of which has a primary focus:

Institute for Ethics and Values Education (EVE)	To promote ethics, values and the process of ethical decision-making on the part of faculty, staff, and students.
Institute for Internal Collaboration (IIC)	To encourage and support intra-campus collaboration among faculty from all departments.
Lifelong Learning Institute (LLL)	To support initiatives to advance life long learning.
Institute for University Teaching and Learning (UTL)	To enhance the quality of teaching and the dialogue about teaching at Edinboro.
Collaborative for Excellence in Teacher Preparation in Pennsylvania (CETP-PA)	To improve the quality of preparation of math and science teachers in the state.

A Chair (or Co-Chairs) and a group of faculty volunteers decide and define the directions of their Institute. In general, the Institutes sponsor programs (Talking About Teaching, Conversations on Collaboration, Evening of Science Activities), publications (*Values Newsletter*), conferences (Character Education), discussion groups (Constructivist Teaching Discussion Group) and other programming.

The Highlands Center is responsible for the implementation of Institute programming (mailings, room and food arrangements, support materials, etc.). There are currently two Co-Directors with partial release time and a staff comprised exclusively of undergraduate work-study students and graduate students. Funding for the Center is provided through the Office of the Provost. CETP-PA joined the Center with NSF funding from a statewide initiative.

In addition to the work of the Institutes, the Center also sponsors additional programming (American Education Week, Jim Miller Celebration of Teaching), publications (*Scots Record*) and data acquisition (Survey of Faculty, EUP Faculty Research Database).

The 2002-2003 academic year was a transition year for the Center. For the first time since its inception, both Co-Directors were new to their office. While both had worked with the Center and the Institutes, both were new to the Center leadership. A significant amount of time and energy was committed to organizing the office space, records and tasks. With only one returning graduate student and one returning undergraduate student, there was minimal continuity to the staff of the office.

On the other hand, the 'new blood' offered an opportunity to move the Center in new directions and to confront the misconception that it 'belonged to' the School of Education.

2002-2003 Center Objectives

The Co-Directors chose to address a limited set of objectives in the first year of their term.

Organization

The Center has been without a competent secretary or office manager for a number of years; it has been staffed by faculty members (whose primary responsibility is to their academic departments) and by undergraduate and graduate students. The most immediate challenges were (and continue to be) those of office organization and record keeping. For months, the staff has expended energy tracking down records, reorganizing files, and literally rearranging the office space. It is reasonable to estimate that fully one third of the staff time went to developing and standardizing a 'system' for the office.

The organization of the office is multi-faceted. At this point, the space is best configured for the tasks of the Center. The paper and electronic records organization should, with the help of a new graduate student, be completed over the summer. Training of student staff continues to be a challenge. There was a student staff of six students in the fall; only two of them returned in the spring. Significant energies were expended to train five new student staff members in January. We instituted bi-weekly staff meetings to be sure that all staff was familiar with the upcoming tasks.

Without a doubt, and not unexpectedly, the largest challenge in the Center is communication.

Image

Since 1992 (with one exception) the Center Co-Directors have been faculty members from the School of Education. This led, we believe, to a persistent belief among this campus' faculty that the Center was a branch of the School of Education. It was important to us to shift that image to better reflect what we knew to be the function and purpose of the Center. The Highlands Center is a resource center for all faculty initiatives. The nature of the

programs offered this year, those individuals chosen to assume Institute leadership roles, and presenters at HCFI events have emphasized the diversity of the Center and our continued efforts at highlighting professional development for all faculty.

Outreach

A third objective for 2002-2003, and one that directly overlaps with the previous goal, is faculty outreach. To continue the successes of the past, particularly those established by Dr. Bevevino, it is critical that we actively and aggressively reach out to the faculty. In effect, we believed we had to engage in a "public relations blitz."

Needs Assessment:

In order to best serve the faculty, a web survey was distributed to the faculty in early September. The summary of this survey is attached as Report #1. Faculty were asked to identify programming that had been very successful in the past and to provide input on what initiatives should have the strongest support in the future. A recurrent theme from the survey (80 respondents, ~20% of all faculty) was the need for faculty development and inter-department partnerships between faculty members. The results of this survey were used as guidelines for programming throughout the year.

Visible Presence:

It was important to maintain a presence in the minds of faculty members. This was accomplished through a variety of e-mails, distribution of HCFI magnets (with contact information), placement of table cards in the University Club, ads in the Spectator and announcements of events both through email and traditional mail. Several attempts to work with the Public Relations Office were made. A request to highlight the Highlands Center for Faculty Initiatives on the Speaker's Bureau page was submitted. HCFI can serve as the conduit for speaking arrangements and further enhance our office's ties to the community.

Professional Development of New Faculty:

It was decided very early in the year that the Center should play an active role in the lives of new faculty. As a result, HCFI helped to organize and to facilitate a new faculty orientation panel addressing the role of advising, research, and extracurricular events in the practice of "good teaching." This event, held in the first week of the fall semester, introduced the new faculty to the Center (and ultimately led to several new active members in the Institutes). We continued to extend ourselves to new faculty over the course of the year with Halloween Treat Week, the "Lunch...of the Year" and invitations to other programs that were specifically directed to new faculty. In short, new faculty members were welcomed; an attempt was made to bring them into an active role within the Center. This, we hope, led to a greater socialization to the campus and familiarity with the Highlands Center.

It is important to inform the administrative team of the University of work produced through the HCFI office. We accomplished this primarily through the HCFI Weekly Update – weekly summaries of the work in the office. This sort of report has not previously existed.

Leadership Development

The vitality of this organization hinges on the widespread participation of faculty. It is impossible to accomplish any Center event without that collaboration. Because our faculty often goes through cycles of high workloads, we extended a practice of co-leadership. It is critical that continuity in leadership exists. This approach will help to ensure so.

Format of the Report

The remainder of the HCFI 2002-03 annual report will highlight the work of the Center through this academic year. This overview is followed by a calendar of events/meetings and a list of individuals who have presented at HCFI sponsored or supported events. This is followed by a summary of the work of each Institute. The next section of the report contains brief summaries of HCFI Center-sponsored or –supported events. The final section contains supporting documents. Included here are detailed reports containing an overview, attendance and evaluation of each program and all Weekly Updates.

2002-2003 HCFI Calendar of Events

In order to give some perspective on the volume of work completed by the staff and Co-Directors of HCFI, the following is a list of **84 (!)** events and meetings that were attended by at least one Co-Director. Those items that are highlighted with bold font are events/programs that were organized by the Institutes and the Center Staff. It is likely that this list is incomplete. For example, not all staff meetings have been noted, nor have walk-in meetings been included.

Fall 2002:	August 26 September 5 September 10 September 12 September 12 September 17 September 19 September 23 September 24 October 3 October 5 October 9 October 10 October 14 October 15 October 22 October 24 October 25 October 28-31 November 1 November 4 November 4 November 5 November 8 November 11 November 12 November 13 November 14 November 15 November 18 November 19 November 20 November 21 November 22 December 2 December 5 December 12	New Faculty Orientation Panel Discussion CETP-PA Scholars HCFI staff meeting CETP-PA Discussion Group Meeting HCFI Team Leadership Meeting EUP CETP-PA Team Meeting CETP-PA Leadership Meeting Conference with Colleen Hites re: Publicity HCFI office staff meeting UTL organizational meeting CETP-PA Co-Supervision Meeting LLL organizational meeting EVE organizational meeting UTL meeting CETP-PA NCISE Visit Evening of Science planning meeting CETP-PA meeting CIC meeting Halloween Treat Week CIC re-organizational meeting UTL meeting CETP-PA Team meeting Values Newsletter meeting Conference on "Race, Gender, & Ethnicity" LLL meeting UTL: Talk About Teaching Breakfast UTL: Talk About Teaching Luncheon EVE meeting LLL meeting Administration "Walk About" Certificate distribution Fall Research Colloquium Lunch . . . of the Year Thank you/magnet distribution UTL meeting CETP-PA Leadership meeting EVE meeting
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Spring 2003:	January 6 January 14 January 22 January 24 January 30 January 30 January 30 January 30 February 4 February 6-7 February 11 February 12 February 13 February 13 February 14 February 20 February 20 February 22 February 25 February 27 February 27 February 27 March 20 March 3 March 20 March 20 March 21 March 27 March 27 March 29 March 31 April 3 April 4 April 4 April 8 April 10 April 10 April 13 April 14 April 17 April 24 April 28 May 1 May 1 May 8 May 6 August 14-16	Co-Directors report to the Provost HCFI Staff Interviews Neighborhood Forum Planning Meeting Staff Meeting Public Relations Meeting UTL Meeting CETP-PA Team Meeting CETP-PA Co-Leaders/Western Regional Coordinator Meeting HCFI Co-Directors/Dr. Bevevino Meeting CETP-PA/NVC/NSF Meetings Neighborhood Forum Planning Meeting with Mayor Rhodes UTL Brown Bag lunch IIC Meeting EVE Meeting EUP CETP-PA Strategic Planning Meeting UTL Meeting CETP-PA Planning Meeting Jim Miller Planning Meeting Neighborhood Forum HCFI Co-Directors/Dr. Bevevino Meeting IIC Meeting CETP-PA Discussion Group Meeting EVE Meeting Researcher of the Year Meeting EVE Meeting CETP-PA Discussion Group Meeting Staff Meeting UTL Meeting IIC Meeting PA History Day Evening of Science Activities IIC Panel Luncheon Yellow Ribbon Campaign Staff Meeting Middle States Interview EVE Meeting HCFI Co-Directors/Dr. Bevevino Meeting Jim Miller Book Signing at B*sides Jim Miller Celebration of Teaching Day UTL: Talk About Teaching CETP-PA Discussion Group Meeting Spring Research Colloquium: Scots Record UTL Meeting IIC Meeting EVE Meeting Scots Record Meeting 4th Annual CETP-PA State-wide Conference
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Total Number of Meetings/Programs:	84
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2002-03 HCFI Presenters

The following presenters have, for the most part, generously volunteered to participate in HCFI events. Our presenters have come from the Edinboro faculty, administration and student body, from other colleges, universities and professional organizations and from municipal groups in the area. They include:

Presenter	Affiliation	Event
Adams, Ken	Professional Studies	IIC CETP-PA Team Mtg
Ahmad, Saman	MHEDS	Race, Gender, Ethnicity
Atchinson, Alana	Social Work	Race, Gender, Ethnicity
Bajorek, Ruth	Staff-Social Work	Race, Gender, Ethnicity
Baker, Lance	Alumni-EUP	Race, Gender, Ethnicity
Batista, Maritza	MHEDS	Race, Gender, Ethnicity
Bixby, Ryan	Student-Slippery Rock	Race, Gender, Ethnicity
Bohne, Lucy	English and Theatre Arts	Race, Gender, Ethnicity
Bowen, Karrie	Broome Community College	Race, Gender, Ethnicity
Breckenridge, Ryan	Montana State University	Race, Gender, Ethnicity
Bugera, Lesya	MHEDS	Race, Gender, Ethnicity
Burdick, Dan	Music	Race, Gender, Ethnicity
Chen, Xin	History and Anthropology	Race, Gender, Ethnicity
Community Presenters		22 Evening of Science
Cortes, Pedro	Gov. Advisory Cmsn on Latino	Race, Gender, Ethnicity
Cowher, Salene	Professional Studies	Race, Gender, Ethnicity Fall Research Colloquium
Donkor, Martha	History and Anthropology	Race, Gender, Ethnicity
EUP Student Presenters		224 Evening of Science
Fauble, Mandy	Family Services of NWP	Race, Gender, Ethnicity
Fiala, Irene	Sociology	IIC
Franklin, Annette	Erie MHMR/Couns-Psych Svcs	Race, Gender, Ethnicity
Friedman, Lawrence	Indiana University- Bloomington	Race, Gender, Ethnicity
Garcia, Mona	History and Anthropology	Race, Gender, Ethnicity TAT
Golden, Kathleen	Speech and Communication	Race, Gender, Ethnicity TAT
Gornall, Georgeanne	Edinboro Chamber of Commerce	Neighborhood Forum
Hannan, Michael	Business	Orientation
Hegel, Susan	Speech and Communication	Fall Research Colloquium
Hickey, Dennis	History and Anthropology	Race, Gender, Ethnicity
Holtz, Jo	Secondary Ed	TAT
Horne, Mary Ann	Borough Council	Neighborhood Forum
Hungerford, Greg	Social Work	TAT
Jenrette, Jerra	History and Anthropology	Race, Gender, Ethnicity
Johnson, Patsy Ann	Slippery Rock Univ	Constructivist Discussion Grp.

Kennedy, Kathleen	Fed. Correction Institution	Race, Gender, Ethnicity
Kilgore, Jenn	SGA	Neighborhood Forum
Kulo, Lejla	MHEDS	Race, Gender, Ethnicity
Kuolarop, Monytwic	MHEDS	Race, Gender, Ethnicity
LaPlaca, Jaclyn	Oxford University	Race, Gender, Ethnicity
Laythe, Joseph	HCFI	
Leehan, Amy	Nursing	Fall Research Colloquium
Leonard, Tonya Thames	West Chester University	Race, Gender, Ethnicity
Linhart, Caren	NWPA Rural AIDS Alliance	Race, Gender, Ethnicity
Lutz, Dennis	Speech and Communication	TAT
Mamani, Carlos	Gannon University	Race, Gender, Ethnicity
Marzano, Frank	Math and CS	TAT
Matthews, Rhonda	Sociology	Race, Gender, Ethnicity
Mohammed, Ali	English and Theatre Arts	Race, Gender, Ethnicity
Mughal, Nazir	History and Anthropology	Race, Gender, Ethnicity
Nachman, Steven	History and Anthropology	Race, Gender, Ethnicity
Nash, Philip	Penn State Shenango	Race, Gender, Ethnicity
Neal, Dave	Student-EUP	Race, Gender, Ethnicity
Ohler, Denise	EUP-Latino Youth Dev. Council	Race, Gender, Ethnicity
Omniewski, Rosemary	El. Ed	Orientation
Parendes, Laurie	Geosciences	TAT
Parker, Kathleen	Indiana University of PA	Race, Gender, Ethnicity
Pastor, Miriam	NWPA Rural AIDS Alliance	Race, Gender, Ethnicity
Pavkov, Ruth	Alumni-EUP	Race, Gender, Ethnicity
Peard, Terry	Indiana University of PA	CETP-PA Team Mtg
Pogue, Frank	President	Race, Gender, Ethnicity
Priscaro, Agnes	MHEDS	Race, Gender, Ethnicity
Regan, Shawn	HPE	Race, Gender, Ethnicity
Rhodes, Caroline	Edinboro Mayor	Race, Gender, Ethnicity Neighborhood Forum
Rogers, Janet	Chemistry	Constructivist Discussion Grp.
Ruth, Dick	ACLU	Race, Gender, Ethnicity
Sababu, Umeme	History and Anthropology	Race, Gender, Ethnicity
Sheehan, James	Finance	Neighborhood Forum
Smith, Terry	Dean of Liberal Arts	Race, Gender, Ethnicity
Snyder, Ed	Sp.Ed and School Psych	TAT
Snyder, Sally Jo	Good Schools PA	Race, Gender, Ethnicity
Spiller, Ron	History and Anthropology	Race, Gender, Ethnicity
Straffin, Eric	Geosciences	Orientation
Strosser, Kate	OSD	TAT
Stupiansky, Nick	El. Ed	Constructivist Discussion Grp.
Taylor, Frank	Sociology	Race, Gender, Ethnicity
Thewes, Theresa	HCFI	
Thompson, Tim	Speech and Communication	TAT
Tshudy, Dale	Geosciences	IIC Fall Research Colloquium

Turner, Allan	Social Work	Race, Gender, Ethnicity TAT
Unico, Lisa	Chemistry	Jim Miller
Watt, Adam	Student-EUP	Race, Gender, Ethnicity
Weber, Robert	Provost	
Widner, Jack	Library	Spring Research Colloquium
Wolynec, Renata	History and Anthropology	Race, Gender, Ethnicity
Woodland, Susan	NOW	Race, Gender, Ethnicity
Wreh-Wilson, Elliott	Philosophy	Race, Gender, Ethnicity
Wright, James	Alumni-EUP	Race, Gender, Ethnicity
Zull, James	Case Western Reserve Univ.	Jim Miller

The Institutes

Historically, the Institutes of HCFI have served as the incubators for much of the programming of the Center. This portion of the annual report reviews the work of each of the five HCFI Institutes:

- Institute for Ethics and Values Education
- Institute for Curriculum, Instruction and Collaboration
(became the Institute for Internal Collaboration)
- Institute for Life Long Learning
(Institute has been dissolved)
- Institute for University Teaching and Learning
- Collaborative for Excellence in Teacher Preparation

We have listed the names of the Co-Chairs of each Institute; we've also listed the names of key members. These are the individuals who have most frequently and most consistently been involved with the meetings and planning work of the Institutes. There are other members who have participated in smaller ways; their names have not been included.

We will discuss each of the Institutes in the following format: Overview, Institute Chairs, Key Membership, Goals and Future.

Institute for Ethics and Values in Education (EVE)

Overview:

The leadership and membership of EVE remains strong. The Institute held six meetings this year.

There was a successful transfer of leadership for the *Values Newsletter*. Due to the pending retirement of long-term EVE member Ed Abegg (Philosophy), the *Values Newsletter* editorship was handed over to new EVE member Paul Rovang (English and Theatre Arts). The *Values Newsletter*, v.10, Issue 1 was released in Spring 2003 with contributions by Richard Double (Philosophy), Lisa Unico (Chemistry), Elliott Wreh-Wilson (Philosophy), Paul Rovang (English), and Punnipa Hossain (Lock Haven University). The newsletter was distributed on campus and to the other SSHE Universities. It is available on-line at <http://www.edinboro.edu/highlandscenter>.

Ron Craig (Psychology) and Charlene Cerutti (Judicial Affairs) co-developed an Academic Integrity Statement and a Faculty Disciplinary Referral Form (p. 20-21), both of which were forwarded on to the Faculty Senate and will be further examined by the Commission on Civility.

The Institute had to cancel two events at the last moment - the *Annual Poster Contest* and the *First Annual Character Education Conference*. The poster contest was to focus on one school; it was lost at that school because of an unexpected change in administration there. The conference was cancelled because of low registration. The First Annual Character Education Award was to be distributed to the Pittsburgh Public Schools. It will be presented at a future date.

Institute Chairs:

Patricia Flach (Elementary Education)
Jo Holtz (Secondary Education)

Key Membership:

Charlene Cerutti (Judicial Affairs)
Joel Erion (Special Education and School Psychology)
Ron Craig (Psychology)
Gloria Gerbracht (Elementary Education)
Ed Abegg (Philosophy)
Paul Rovang (English and Theatre Arts)
Anna Elliott (Parker Middle School).

Goals:

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.

2. Promote academic integrity for students, faculty, and staff.
3. Provide educational opportunities on matters of public interest in ethics, values, character development, and informed decision-making to the larger community.
4. Promote ethics, values, and the process of ethical decision-making on the part of faculty, staff, and students.
5. Support the mission of the Center for Excellence in Teaching and collaborate with other Center Institutes.

Future:

EVE is a strong Institute. Members are committed to programming. Their largest challenges will be to expand membership and to plan a bit further in advance.

Edinboro University of Pennsylvania Statement of Academic Integrity

In order to create an environment conducive to the legitimate pursuit of knowledge and to promote the highest level of academic excellence, the faculty of Edinboro University of Pennsylvania hold all students accountable for maintaining the highest standards of academic integrity. Students who participate in any form of academic dishonesty will be considered to be in violation of the Edinboro University's academic integrity statement and will be subject to sanctions, up to and including dismissal from the University.

Academic dishonesty is defined as follows:

Cheating. Behaviors including, but not limited to, use of unauthorized notes or reference materials during examinations; copying answers from another student's paper during an examination; the unauthorized possession of academic materials, including exams; the unauthorized exchange of course assessment materials, including exams; the unauthorized exchange of information or collaboration regarding tests, or other course assignments; aiding another to engage in cheating; and/or all other acts of academic dishonesty that any member of this academic community would reasonably understand to be a breach of this academic integrity statement will be considered cheating and an act of academic dishonesty.

Plagiarism. Plagiarism may be defined as the act of taking the ideas and/or expression of ideas of another person and representing them as one's own. This includes, but is not limited to, using ideas or passages from a work without properly attributing the source, paraphrasing the work of another without giving proper credit, and/or the sale, purchase, or exchange of papers or research. It is the student's responsibility to know what plagiarism is and to properly cite the work of others. If a student is in doubt, it is their responsibility to resolve any ambiguity prior to submitting the work. Plagiarism is nothing less than an act of theft, and, as such, is subject to University disciplinary action.

Students are expected to represent their personal work honestly in that the work students submit for evaluation in a course is their own. Honesty is expected in all facets of students' academic lives and in their interactions with faculty regarding all aspects of their courses. Students involved in acts of cheating or plagiarism fail to meet the mission of the University and thus are subject to disciplinary action.

Students who are in violation of the University's academic integrity statement will be held accountable for their actions by the faculty member and the academic department, and be subject to the imposition of discipline. Such violations can result in the student receiving a lower grade or a failing grade for the assignment and/or the course, and/or other academic sanctions as deemed to be appropriate by the faculty member.

Students engaged in dishonest academic behavior can also be held accountable for a violation of the **Student Code of Conduct**. Allegations by a faculty member of a student's academic dishonesty can result in formal judicial charges being filed with the Office of Student Judicial Affairs, and a hearing before the Committee of Fact. Students who are found to be responsible for a violation of the University's Statement of Academic Integrity will be subject to disciplinary sanctions, up to and including, University suspension or expulsion.

FACULTY DISCIPLINARY ACTION REPORT

The Office of Student Judicial Affairs is available to assist faculty members in cases of academic dishonesty and disruptive behavior in the classroom. This form is intended to be used as a tool to facilitate coordination of the judicial process between the faculty member and the Office of Student Judicial Affairs.

Your Name and Department: _____

Campus Phone and Address: _____

Best Day and Time to Call: _____

Name of Student(s) Involved: _____

Description of the Incident (Please attach a separate sheet if necessary):

Names of Witnesses (if any):

Disciplinary Action Taken by Faculty to date (if any):

_____ **Yes, I would like to coordinate a response with the Office of Student Judicial Affairs.**

_____ **No, I would not like to pursue judicial action, but please retain this report for the record.**

If you indicated that you would like to coordinate a response with the Office of Student Judicial Affairs, you will be contacted upon receipt of this form. If you prefer, you may call 732-2920.

For more detailed information about judicial procedures, please consult the *Student Code of Conduct and Judicial Procedures* which is available at the University's website at www.edinboro.edu. Please click on Student Life, and then Judicial Affairs. In particular, please review the sections of the *Student Code of Conduct and Judicial Procedures* titled **Dishonesty** and **Disruption of Educational Mission**. Both of these sections can be found under **Violations of the Operation of the University**.

_____ *Faculty Signature*

_____ *Date*

**Institute for Curriculum, Instruction, and Collaboration (CIC) became
Institute for Internal Collaboration**

Overview:

In 2001-02 CIC was inactive. Because of declining participation and lack of interest for CIC's work, the HCFI co-directors held a general meeting to assess the goals and objectives of CIC and to seek ways to revitalize this institute. Participants at this meeting were individuals who had indicated an interest in working with HCFI in the Future Directions Survey. The results of that survey [Report #1] and the list of CIC goals were an important part of the preliminary discussion.

It was concluded that CIC needed a more specific focus and that collaboration within the University held the greatest interest and possibilities. The group selected five of the CIC goals (listed below) as guidelines for the year's initiatives. They also decided to include an emphasis on collaborative research. As a result, CIC was reorganized under the name of the *Institute for Internal Collaboration (IIC)*. Almost immediately, the new focus began drawing greater faculty support

The newly re-organized IIC held four meetings this year. The first meetings dealt with the need and desire for reorganization. The others dealt with planning an event and discussions of plans for next year. The Institute made active use of the new HCFI Faculty Research Database [Report #2].

This spring IIC hosted a luncheon "Conversations on Collaboration: Strategies for Making Time for Research" [Report #3].

IIC Institute Chairs:

Caroline Nobile (English, On-Sabbatical Spring 2003)
Al Turner (Social Work).

IIC Key Membership:

Joel Erion (Special Education and School Psychology)
Suzanne McDevitt (Social Work)
Marc Sylvester (Math and Computer Science)
Renata Wolyneec (History and Anthropology)

IIC Mission Statement:

To encourage and support intra-campus collaboration among faculty from all departments.

IIC Goals:

1. Promote activities that encourage interdisciplinary course offerings, professional staff development, seminars on increased teaching effectiveness in basic education, and development of a videotape library depicting effective teaching.
2. Explore grant possibilities and outside funding to strengthen collaborative efforts.
3. Develop in-service programs and workshops for public school and non-public school faculty.
4. Strengthen lines of communication among the School of Education, the School of Liberal Arts, The School of Science, Management, and Technology, the Office of Students with Disabilities, the Office of Student Development, and the Northwest Tri-County Intermediate Unit #5.
5. Seek to coordinate efforts in which collaboration opens opportunities for faculty and students.

Future:

IIC is well on its way to addressing some of the 'big' issues of communication between faculty. Initial programming will focus on collaboration in research. Future programming will also deal with issues of building a faculty, one with an emphasis on collegial interaction and support. They hope to expand membership in the Institute.

Institute for Life Long Learning (LLL)

Overview:

Repeated requests for help in planning LLL programming have been unfruitful. In a unanimous decision, the Institute Chairs and the Center Co-Directors have dissolved this Institute.

Institute Chairs:

Denise Finazzo (Elementary Education, Community Outreach Center)

Jody Gallagher (Career Services)

Denise Ohler (Career Services)

Key Membership:

Robert Matthews (Music)

Dave Obringer (Library)

Goals:

1. Increase and foster university and community awareness of issues relative to life long learning.
2. Investigate initiatives to advance life long learning and the component areas of life long learning.
3. Promote and support research and the exchange of knowledge on life long learning and the specific components of life long learning.
4. Function as a resource for information related to life long learning.
5. Serve as a vehicle for life long learning through communication, research, outreach, initiatives and partnerships.

Future:

NONE

Institute for University Teaching and Learning (UTL)

Overview:

UTL is active, members are working well together and their programming is well received by other faculty members. In addition to special events, they held seven meetings this year.

UTL's premiere program continues to be Talking About Teaching. There were two programs this year, both with a focus on Alternative Assessment Methods. The first was held in November, the second in April [Report #4]. In both cases, the faculty presenters were well received and the faculty audience engaged in lively conversation.

In an attempt to include other faculty members in a less formal setting, UTL tried a Brown Bag Luncheon in February. They discussed two articles dealing with the academic preparation of freshmen. The articles were available on the Baron-Forness Docutek site. There is great potential in the Center for the use of this site. This program was poorly attended (but held at minimal expense).

Institute Chairs:

Laurie Parendes (Geosciences)
Kate Strosser (OSD).

Key Membership:

Mona Garcia (History and Anthropology)
Carol Gleischner (Academic Support Services)
Tadesse Kidane-Mariam (Geosciences)
Tim Meyer (Mathematics and Computer Science).
Ed Snyder (Special Education and School Psychology)

Goals:

1. Help to establish a supportive atmosphere for instructors who desire to improve the quality of their teaching by providing assistance, support and constructive feedback as requested.
2. Pursue effective funding and provide programming to strengthen and support effective instructional practices and collaboration.
3. In order to enhance teaching and to promote learning elicit students' input regarding effective and ineffective teaching/learning strategies which they have encountered.
4. Establish an academic dialogue between the academic administration and faculty about issues relating to the teaching and evaluation of teaching.

Future:

There will be a leadership transition. In 2003-2004 Laurie Parendes (Geosciences) will step down as co-chair. Tadesse Kidane-Mariam (Geosciences) will join Kate Strosser

(OSD) in that position. The Institute also plans to explore a partnership with the Teaching and Learning Technology Roundtable. They have proposed an all-Institute luncheon to welcome new faculty. This program will be planned for late August. To expand faculty participation, they'll work with targeted mailing lists for program invitations – they'll invite all faculty members who are open at a certain day/time to a program (i.e. 11:30-12:45 on T/R).

We are confident that UTL will continue to facilitate conversations about teaching at Edinboro.

Collaborative for Excellence in Teacher Preparation (CETP-PA)

Overview:

CETP-PA has, by far, the largest membership of any Institute. In addition to the Chair, Co-Leaders and Leadership Team listed below, CETP-PA also includes 16 other faculty members (School of Education and School of Science, Management and Technology), 15 in-service teachers, two administrators and 10 community representatives and at least 20 Edinboro science and math education majors. This team of approximately 70 individuals compares to an average of 28 team members for the other SSHE schools participating in the CETP-PA initiative. In addition to doing well in numbers, we also compare favorably in the distribution of types of members and amount of student involvement.

The EUP CETP-PA has been very active this year. Team Co-Leaders have attended six statewide Steering Committee meetings. These are planning meetings and included one with the NSF National Visiting Committee (who will make the year 4 and 5 funding determination).

CETP-PA provided support for Theresa Thewes (Chemistry) to attend the National Science Resources Council LASER conference in Washington, D. C. last July. This is a planning workshop for the implementation of science education reform.

Science and Math faculty were paired with secondary science and math education junior field students in a co-supervision project. This was facilitated by Naod Kebede (Chemistry) and Denny Buckwalter (Secondary Education).

The Constructivist Teaching Discussion Group met five times this year [Report #5]. Copies of James Zull's The Art of Changing the Brain were distributed to all members of the Discussion Group (as well as to the campus leadership team).

The campus leadership team met for strategic planning for year 4 of the program and to highlight accomplishments from years 1-3 [Report #6] for inclusion in the NSF reverse site visit that was held in Washington, D. C. in early April.

There were 8 Teaching Scholars named at Edinboro. The following students received scholarships and have worked on assorted projects to recruit potential math and science education majors.

Scholar:	Major:
Rachel S. Barczyk	Biology/Gen Science Cert.
Jason R. Brown	Elem./Special Ed/Science
Jennifer Catherman	Math/Math Cert.
Matthew A. Graham	Earth & Space Science/ Music
Katharine Knafelc	MS Biology, Bio Cert.
Michael A. Mohny	MEd Secondary/Middle Ed Math & Physics Cert.
Kelly A. Montz	Elem./Special Ed/Math
Lindsay Roberts	Elem./Mentally & Physically Handicap/Math

CETP-PA organized the 11th Annual Evening of Science Activities [Report #7]. Again, with minimal advertising, there was a full University Center for each of three programs.

Karim Hossain (Physics) and Janet Rogers (Chemistry) put forth a proposal for a Masters in Natural Science degree. It is likely that this will develop into a certificate for masters programs out of the School of Education.

Naod Kebede (Chemistry) Nick Stupiansky (Elementary Education) and Marc Sylvester (Math and Computer Science) are co-organizers of the statewide summer conference. An anticipated audience of 250-300 teachers, faculty members and students will attend this conference in August this summer. To date, we have three keynote speakers of national stature and more than 60 proposals for the break out sessions.

Ken Adams (Professional Studies) completed all reports and budgets that were required by the project office.

Institute Chairs:

Naod Kebede (Chemistry)
Ken Adams (Professional Studies), Team Co-Leader
Theresa Thewes (Chemistry), Team Co-Leader

Key Membership:

Denny Buckwalter (Secondary Education)
Joan Dengel (School Psychology and Special Education)
Karim Hossain (Physics)
Brian McKay (Chemistry)
Kerry Moyer (Geosciences)
Laurie Ongley (Math and Computer Sciences)
Janet Rogers (Chemistry)
Eric Straffin (Geosciences)
Nick Stupiansky (Elementary Education)
Marc Sylvester (Math and Computer Sciences)
Fred Weening (Math and Computer Sciences)

Project Objectives:

1. Changing selected university content courses taken by education students to reflect research-based effective pedagogy.
2. Supplementing the math and science content of science and math education courses.
3. Introducing the paired supervision of science and math student teachers by content and pedagogy specialists.
4. Providing consistency in the experiences received by science and math education majors between their revised university courses, their field experiences, and their induction period.

5. Increasing the efforts at recruitment of public school students to pursue careers in teaching science and mathematics.

Future:

CETP-PA faces a few challenges. The first will be one of funding. At this point NSF has not released funding for years 4 and 5 of the grant – this will have significant implications for our year 4 summer conference. The second challenge will be that of a transition of leadership. Ken Adams (Professional Studies) will step down as a co-team leader of the project. Naod Kebede (Chemistry), who has served as the Institute Chair, will assume his position. In the near future, Theresa Thewes (Chemistry) will also step down. Inquiries are underway for her replacement. The final challenge will deal with planning so that the CETP-PA initiatives are institutionalized beyond the NSF funding.

HCFI Initiatives

In addition to the work of the Institutes described previously, HCFI worked with other departments or offices to co-sponsor and organize an additional series of programs. Programs initiated and organized exclusively by HCFI represent a third category of Center initiatives. In a chronological order, this section provides a brief description of the events in which the Center served as sole organizer or as co-sponsor. More complete reports of the events are included under Supporting Documents.

HCFI Initiatives

Faculty Survey for HCFI Future Directions

This program was described earlier. In order to define the direction of the Center under the current Co-Directors a survey of all faculty was distributed via the web in early September. 80 faculty members responded. The results were discussed in IIC meetings and used to frame the role and tasks of this new Institute. [See Report #1.]

Faculty Research Data Base

Early conversations, especially those with Dr. Bevevino, emphasized the lack of an all-faculty summary of current research. With an initial email request we began to develop a list of faculty members who are actively engaged in research. We've also collected their research interests. We continued to build the data base throughout the year with requests to deans, chairs, sign up sheets at IIC events and the contributor list to the Scots Record. [See Report #2.]

Conference on Race, Gender, and Ethnicity

On November 8, 2002, Edinboro University of Pennsylvania hosted a conference on "Race, Gender, and Ethnicity: Local and Global Perspectives of Social Justice." The conference, coordinated by the Department of History and Anthropology and supported by HCFI, was an unmitigated success. It brought together social activists, social workers, and scholars from a variety of disciplines to wrestle with the issues of race, gender, and ethnicity. [See Report #8].

American Education Week

The Center used American Education Week as the Fall opportunity to highlight teaching at Edinboro. We also used it as an opportunity to highlight the Center and resources that were available to the faculty. Over the course of the week (November 17-22) HCFI sponsored a daily event/activity to highlight our appreciation of faculty.

- Monday Administrative Walk About—administrators were asked to visit classroom buildings and to express their appreciation for the quality work of our teaching faculty.
- Tuesday Certificates of Excellence—In advance of this program we asked students to identify faculty members who excelled in the classroom. On Tuesday, official certificates were distributed to over 35 faculty members from 65 student nominations.

- Wednesday Fall 2002 Research Colloquium featuring Amy Leehan (Nursing), Salene Cowher (School Psych and Special Education), and Susan Hegel (Speech and Communication). They presented their research to the campus community.
- Thursday "Lunch...of the Year"—This program brought together new faculty members and those faculty and staff recognized as Advisor, Educator, and Staff of the Year. The lunch program sought to facilitate a discussion of "What is Good Teaching?" Twenty-seven individuals were in attendance.
- Friday Thank You Cards with HCFI Magnets—This public relations ploy was carried out in an effort to show our appreciation of the great work performed on this campus as well as highlight the Center and its role on campus.

Halloween Treat Week

Wood Dining Services provided free lunch coupons to the Center. Current Center members invited new faculty members to lunch. This was part of the Center's larger objective of reaching out to new faculty and creating a network for collaboration. During the last week of October new faculty went to lunch with HCFI members from departments outside of theirs. [See Report #9.]

Neighborhood Forum

In the spring of 2002 a resident of Meadville Street submitted a letter to Edinboro Council, the President of the University and the *Independent Enterprise*. In this letter she described the University as a very poor neighbor. On Tuesday, February 25, 2003 the Highlands Center for Faculty Initiatives and the Student Government Association co-sponsored a 'Neighborhood Forum' to discuss potential partnerships between the Borough of Edinboro and Edinboro University. This program was well attended and led to a long list of potential partnerships. [See Report #10.]

Pennsylvania History Day

On March 29, Edinboro University of Pennsylvania hosted, for the fourth consecutive year, Pennsylvania History Day. The purpose of Pennsylvania History Day is to promote middle school and high school students' entry into historical inquiry, critical thinking, and the art of historical presentation. This event was co-sponsored by the Department of History and Anthropology and supported by HCFI. Teachers and students from local schools presented papers, posters and other creative work. For the most part, judges were Edinboro faculty and staff members. [See Report #11.]

Yellow Ribbon Campaign

Over the course of the last two weeks of March, the staff and faculty of both the Highlands Center for Faculty Initiatives and the Community Outreach Program worked diligently to spearhead the campus' Yellow Ribbon Campaign. [See Report #12.] There were four components to the campus campaign:

- Provide lapel ribbons in each department.
- Decorate lampposts and streetlights with large yellow bows.
- Establish an exhibit in the University Center where faculty, students, staff, and community members can list the names of their friends and loved ones serving in the conflict.
- Establish a collection site for gifts, letters, and care packages for those in the armed services.

Jim Miller Celebration of Teaching

On April 14, HCFI sponsored the seventh annual Jim Miller Celebration of Teaching Day. A discussion with the Department of Psychology had identified Jim as a "researcher." We decided to focus this year's program on research and teaching. Dr. James Zull, a neurobiologist and author of The Art of Changing the Brain served as the keynote speaker at a luncheon in Van Houten South Dining Hall. For that event, 73 members of the campus community were in attendance. Shortly thereafter, Dr. Zull spoke to a second group that included 69 students and faculty. [See Report #13.]

Middle States Interview

In the first week of April, we met with a representative of the Middle States Accreditation Team and discussed the Highlands Center's role on campus, the types of events sponsored, and the support of the university administration for those initiatives. As highlighted on the opening pages of this report, HCFI figured prominently in the Middle States' final report.

Scots Record

The *Scots Record* is a cumulative, orderly, comprehensive, and accessible account of the creative and scholarly work at this university. An initial issue was to have been released last spring; that did not occur. Working closely with Jack Widner (Library), the managing editor of the publication, and his editorial board, the *Scots Record* was finally unveiled on April 28 in the Baron-Forness Special Collections Room as part of the Spring 2003 Research Colloquium. [See Report #14.]

Research Colloquium

In an attempt to highlight faculty research, these events were co-sponsored by HCFI and the Office of Graduate Studies and Research. The Fall Colloquium showcased the research of three faculty members. The Spring Colloquium was a reception to unveil the *Scots Record*. [See Report # 15.]

Reports

- #1 Faculty Survey for HCFI Future Directions
- #2 Faculty Research Database
- #3 IIC Conversations on Collaboration:
Strategies for Making Time for Research
- #4 UTL Talking About Teaching:
Alternate Assessment Methods
- #5 CETP-PA Constructivist Teaching Discussion Group
- #6 CETP-PA Year 1-3 Accomplishments and Year 4 Strategic Plan
- #7 Evening of Science Activities
- #8 Race, Gender and Ethnicity Conference
- #9 Halloween Treat Week
- #10 Neighborhood Forum
- #11 Pennsylvania History Day
- #12 Yellow Ribbon Campaign
- #13 Jim Miller Celebration of Teaching
- #14 *Scots Record*
- #15 Research Colloquium

Report #1: Faculty Survey for HCFI Future Directions

Question #1: Have you attended an HCFI/CET event in the past?

Yes	47
No	31
No Response	2

Question #2: If so, what events?

Talking About Teaching	25
UTL Forum	13
Jim Miller Day	10
Evening of Science	7
Technology Fair	3
CETP-PA	3
Ethics Meetings/Discussions	3
Social Studies Resource Fair	2
Other (including Values Poster Contest, Summer Academy, Lecture Series)	10

Question #3: Have you worked with HCFI/CET to organize or present programs in the past?

Yes	30
No	49
No Response	1

Question #4: If so, which ones?

Talking About Teaching	6
UTL Forum	7
CETP-PA Events	1
Evening of Science	4
Poster Contest/Ethics & Values	4
Social Studies Fair	2
Scots Record	3
Other (misc. or not specified)	7

Question #5: Would you be interested in continuing to work on HCFI/CET projects in the future?

Yes	35
No	30
No Response	16

Question #6: If interested in continuing to work on HCFI/CET projects, please provide contact information.

Refer to attached spreadsheet

Question #7: What do you think HCFI/CET has done really well in the past and we should continue to support?

Community Outreach Programs (like Evening of Science)	61.3%
Talking About Teaching (faculty to faculty)	58.8%
Sponsored speakers on Educational Topics	45.0%
Student/Faculty Forums	35.0%
Faculty Services Tasks	17.5%
Newsletter/campus updates	16.3%

Question #9: As we consider the allocation of resources and definition of new directions for the center, please mark what you consider to be the three most important initiatives?

Develop Programs to enhance the quality of teaching at EUP	63.8%
Facilitate dialogue between faculty and faculty	50.0%
Facilitate dialogue between students and faculty	42.5%
Support faculty research efforts (not to include monetary support)	40.0%
Facilitate conference/workshop arrangements	36.3%
Facilitate dialogue between faculty and administration	31.3%
Facilitate collaboration between faculty and the community	22.5%
Expand CD production/reproduction capabilities	07.5%
Produce/distribute special interest publications (Values Newsletter/Scots Record)	07.5%

Question #10: What other initiatives would you recommend for the Highlands Center for Faculty Initiatives?

Work towards achieving more funding for the center to be able to function at a higher level.

Incorporate more programming to enhance the quality of teaching such as, Educational Colloquia with other respected institutions and professional/research conferences. Creation of a "universal no-class hour" that would allow everyone to attend important events.

Promotion of higher academic standards including: higher entrance and exit standards, and more emphasis on the academic mission of the University.

Provide more programs that work at creating a sense of community among faculty, staff, students, and the local area including: open forum between the faculty and the Provost each semester, "Dinner With Strangers" (this is a dinner between a small group of faculty, students, and alumni), and focusing on joint initiatives between faculty, staff, and students. Push for more facilities on campus that would enhance casual interactions between faculty and students.

Create more programs that focus on and/or celebrate issues and interests of minority groups on campus. Push for a large, visible cultural center.

Question #11: How would you define the Mission of the Highland Center for Faculty Initiatives?

of Responses

Falling in this category:

Initiatives Summaries:

16

Support: Faculty enhancement in teaching development, professional development, research, and department initiatives, in turn, helping students reach their full potential.

4

Facilitation: Organize and publicize programming, encouraging more faculty involvement.

8

Communication: Establish positive connections and communication within the local community and among local professionals. Facilitate communication within the Edinboro University community including faculty, staff, and students.

Exact Responses:

1. To provide opportunities for scholars to communicate and help one another.
2. To make it possible to recruit high-quality students and then to facilitate communication that will lead to policies that will encourage those students to achieve to their highest potential.
3. To promote the professional growth and development of faculty.
4. To bring faculty together to provide connections with the community and to support collaborative research.
5. To promote excellence in teaching and learning.
6. I think the mission of HCFI will ultimately be determined by the administration regardless of what the faculty think so in my opinion, this is an irrelevant question.
7. Support efforts to improve faculty efficacy.
8. I am unsure, but would like to think about this. One item would be "dialogue" between campus constituents.
9. Serve the faculty.
10. I'm happy with the mission statement included on HCFI's web page. It's broad enough to include a variety of initiatives, with a focus on faculty.
11. To provide support for the betterment of teaching at the university.
12. To support faculty as they serve students.
13. As an avenue for exploring issues that impact the academic success of students, enhance professional growth of faculty, and create positive connections within the Western PA community.
14. Don't know...seems to be increasingly "scattered"...
15. Support for faculty to provide quality education.

16. A center of support for faculty/department initiatives/research.
17. Don't know...new here.
18. To facilitate dialogue between faculty with other faculty members, students, and the administration.
19. To support faculty in enhancing teaching and professional development.
20. To keep the academic community relevantly engaged.
21. Not sure, I haven't had enough contact to really comment about it.
22. ?
23. To facilitate programming as well as to publicize programming.
24. When I worked with the Center on some projects, it appeared that much of what was being done centered around collaboration and activities with public schools. Although I feel this is important, perhaps there could be more emphasis on what we do here on campus. Some of the breakfast get togethers were wonderful but sparsely attended.
25. Support faculty initiatives in teaching, research and service.
26. To improve teaching at Edinboro University, provide faculty-to-faculty contacts and open the lines of dialogue between faculty and students.
27. To promote and support faculty driven projects.
28. To help faculty be better at what they do.
29. To provide research support, which is lacking nearly everywhere here.
30. Mission: To support, promote, and develop programs and resources for faculty training and research.
31. As the vehicle for community outreach and excellence in teaching initiatives.

Question #12: If you have any other ideas about the roles/function of the Center, please make note here:

1. Create a campus bulletin board that will allow faculty and administration to have open discussions. These posts must be unmonitored.
2. I think it would be great if HCFI was all about supporting the academic mission of EUP---faculty development, innovative learning opportunities, etc.
3. A general comment: My personal preference would be concentrate on fewer initiatives and do them very well (rather than take on more initiatives than there are volunteers to implement them!)
4. It would be great to have some research support such as bib searches, community contacts, maybe a centralized place to coordinate faculty initiatives within the community to avoid duplication and/or dovetail one another.
5. ex nihil nihil fit "Nothing is created from nothing"

Respondents

Name	Department
Carol Gleichsner	Academic Support Services
Japhet Zwana	Academic Support Services
Susan Curtin	Elementary Ed
Patti Flach	Elementary Ed
Rosemary Omniewski	Elementary Ed
Mary Jo Melvin	Elementary Ed
Laurie Parendes	Geosciences
Eric Straffin	Geosciences
Renata Wolyne	History & Anthropology
Marc Sylvester	Math & Computer Science
Amy Leehan	Nursing
Bob McConnell	OSD
Kate Strosser	OSD
Elvage G. Murphy	Poli. Sci. & CJ
David Ferster	Poli. Sci. & CJ
Ken Adams	Professional Studies
Dawn Snodgrass	Professional Studies
Cynthia Legin-Bucell	Psychology
Dennis Buckwalter	Secondary Ed
Sue Norton	Secondary Ed
Allan Turner	Social Work
Suzanne McDevitt	Social Work
Joan Dengel	Special Ed. & School Psych.
Joel Erion	Special Ed. & School Psych.
Nelson Smith	Speech & Communication Studies
Kathleen Golden	Speech & Communication Studies

Report #2: Faculty Research Database

Name:	Office Room Number:	Research:	UGs	GAs	Phone Ext:	Email: (**@Edinboro.edu)	Dept.	School
Donna M. Murphy	126 Butterfield	Scott Baldwin, Jean Faieta, and I are working on some field-based research with Diehl Elementary School in Erie.	N/S	N/S	2417	dmurphy	Elementary Education	Ed
Kathleen Dailey	132 Miller	I am surveying parents of young children with special needs to determine their understanding of the IEP process and their knowledge of available resources for parents of young children with special needs.	Work study student	N/S	2714	dailey	Elementary Education	Ed
Maureen Walcavich	130 Miller	Dr. Virginia McGinnis and I are into our second year of a research project where we are looking at the relationship between a child's reading fluency and their rates of comprehension.	N/S	N/S	2303	mwalcavich	Elementary Education	Ed
Rosemary Omniewski	120 Miller	I am in the middle of a 3 year grant \$1 million to infuse the arts into the elementary curriculum. I am providing teacher training and support, and Ken Adams is collecting data.	3 field students	3 assistants	2004	romniewski	Elementary Education	Ed
Susan Curtin	127 Miller	I am interested in working with the Erie School District to work toward recruiting more persons of color into the profession of teaching.	N/S	One	1544	scurtin	Elementary Education	Ed
Beverly Mahoney	B-19 Crawford Center	I have actually just completed an evaluation research project for the Pennsylvania Department of Education. It was an evaluation of the 2002 Summer Governor's Institute for Health, Safety, and Physical Education. They attended a one week institute to teach them about the new standards for their fields, and I did qualitative and quantitative evaluation measures.	N/S	N/S	1442	bmahoney	Health Education	Ed
Ken Adams	322 Butterfield	Qualitative and Quantitative study on the effect of Art Dissemination Model with Warren School District.	N/S	2, as field data collectors for qualitative data collection	2292	kadams	Professional Studies	Ed
Salene J. Cowher	312 Butterfield	I just completed a study and published in a referred journal about research on Erikson's model of psychosocial development. I am working on a book dealing with dreamwork in therapy and another grant proposal dealing with spirituality among rural high school students.	N/S	N/S	1116	scowher	Professional Studies	Ed
Joel Erion	126 Butterfield	An analysis of 13 published and unpublished studies in which parents provided academic instruction to their own children was conducted.	N/S	N/S	2287	jerion	Special Ed/School Psych	Ed

Ed Snyder	120 Butterfield	I am actively pursuing a line of research aimed at empowering students with disabilities in the k-12 special education process. Researching Lewis&Clark trail by motorcycle. Funded by outside donation and FSRG.	N/S	N/S	1099	esnyder	Special Ed/School Psych	Ed
Ben Gibson	206 Hamilton	I work on women and aging and issues of representation and power in contemporary, visual art.	N/S	N/S	2437	bobison	Art	LA
Charlotte Wellman	Doucette G2G	As a professor of studio art, my research activity is making my own artwork. I maintain a sculpture studio in my home, and I cast my work in bronze at the foundry in the Art Department.	N/S	N/S	1149	cwellman	Art	LA
Jim Parlin	Faculty Annex 145	The Printmaking Area of the Art Department is involved with an ongoing research project that we developed over the past five years. The nature of the project is a diverse fine art publishing, art project facilitating, and entity called Egress Press.	N/S	N/S	2915	jparlin	Art	LA
John Lysak	Loveland Hall Studio 5	I have received numerous Senate, Presidential, and FPDC grants for my creative research. My current project is photographing women and their families living in rural poverty.	N/S	N/S	2271	jlysak	Art	LA
Kathe Kowalski	104 Doucette	I am creating a new body of ceramic art work, experimenting with brushed surfaces.	N/S	N/S	2016	kkowalski	Art	LA
Lee Rexrode	111 East	I am currently involved in research in the area of Brazilian architecture.	None involved	None involved	2309	lrexrode	Art	LA
Steven Wright	Doucette G2E	I am currently working on a senate research grant. I propose to create two multi-color prints using a new printing process called "the Silicone Intaglio System."	N/S	N/S	2539	swright	Art	LA
William Mathie	Bruce Gallery	Research includes Effectiveness of character education, America's Promise- health start, mentoring, marketable skills, safe place outside of school and community service opportunities.	N/S	N/S	2513	wmathie	Art	LA
Denise Finazzo		The research I am currently engaged in is a study of semantic change from Medieval Spanish to Modern Spanish within the Natural Semantic Metalanguage Theory framework; the work will be published as a chapter in a book on NSM theory.	N/S	N/S	2699	dfinazzo	Elementary Education	LA
Deborah DuBartell	238 Centennial	Pacific Northwest Coast Native Art--Canadian Studies--6 interviews with famous artists and I had the help of Alton Post assisting me with the written transcription of the live interviews. Continuing to research and put together a bibliography of all works about and by contemporary American novelist Chuck Palahniuk.	N/S	N/S	2269	dubartell	English	LA
Jan Kinch	114 Centennial		N/S	One	1561	jkinch	English	LA

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Jean E. Snyder	Faculty Annex 138	I completed the first chapter of my book on African-American composer Harry T. Burleigh in August, and after incorporating feedback from several readers will be submitting it to publishers.	N/S	N/S	2517	jsnyder	English	LA
Lisa Joyce	237 Centennial	I am working on an assessment of commitment to on-line communities, the study of world wide web use, and a book-length study of the poet Susan Howe.	N/S	N/S	2448	ljoyce	English	LA
Mary Paniccia Carden	237 Centennial	I am working on the mythology of self-made man in America.	N/S	N/S	1584	mpearden	English	LA
Paul Rovang	Centennial 232	I am working on a book-length manuscript on Thomas Malory's "Morte Darthur" for the Connotations Monograph Series.	N/S	N/S	1556	provang	English	LA
Roger Solberg	240 Centennial	Dr. Caroline Noble and I are co-editing an anthology of literary nonfiction for Prentice Hall Publishers. We will be researching the critical/scholarly response to many full-length and magazine length works for literary nonfiction.	N/S	N/S	1562 or 2736	rsolberg	English	LA
John Cussen	Centennial	I've been studying the work of travel writers V.S. Naipaul, Paul Theroux, and Robert D. Kaplan.	N/S	N/S	1558	jcussen	Foreign Languages	LA
Jim Roberts	Human Performance Lab	I am doing research on Ratings of Perceived Exertion (RPE) and how music affects the RPE during exercise.	N/S	N/S	1435	jroberts	Health	LA
Jerra Jenrette	147 Hendricks	I am researching the history of women in Erie from 1930s to the 1960s, focusing primarily on women in the context of Depression, WWII, the postwar period, and the anti-war movement.	Participated in WWII Oral History Project	Participated in WWII Oral History Project	2575	jjenrette	History	LA
Joe Laythe	106 Hendricks	I am conducting new research on the histories of small town law enforcement agencies. I am continuing my research on women murderers from 1900-1930 as well as wrapping up my research on crime in Erie, PA.	N/S	N/S	1230	jlaythe	History	LA
Richard Double	333 Centennial	I continue to work out in journal articles the details and implications of what I call "free will subjectivism," an innovative approach to the free will problem.	N/S	N/S	1125	rdouble	Philosophy	LA
Bridget Jeffery	241 Hendricks	I'm working on a grant on integration of rural transportation services in PA.	Research Assistant	N/S	1627	bjeffery	Political Science	LA
Dave Ferster	146 Hendricks	Along with 11 other faculty I am involved in a research project examining sentencing practices of the Erie County Courts	N/S	N/S	2409	dferster	Political Science	LA

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Kevin Courtright	207 Hendricks	I am presently working on three separate articles from a data set we collected a few years ago measuring empathy and the 'rehabilitative ideal' among college students and particularly criminal justice majors. Process and program evaluations of correctional interventions (probation, parole, intermediate punishment programs such as house arrest with electronic monitoring, boot camp prisons, intensive probation supervision).	N/S	N/S	2408	<u>kcourtright</u>	Political Science	LA
Max Azicri	219 Hendricks	Currently, as co-editor and chapter author, I am finalizing a volume on contemporary Cuba with contributions of scholars from the U.S., Canada, and Cuba.	N/S	N/S	2411	<u>mazicri</u>	Political Science	LA
Cynthia Legin-Bucell	Compton 203	Development outcomes of NICU graduates through the preschool years.	N/S	N/S	2480	<u>leginbucell</u>	Psychology	LA
Grant McLaren	112A Compton Hall	I founded and have maintained the Bioacoustic Research Training Program since 1992 at Edinboro. The research topic addresses how male and female redwing blackbirds use song to transmit information in the wild.	Have used	Have used	2245	<u>gmclaren</u>	Psychology	LA
Greg Morrow	14 Compton Hall	A structured diary study examining the differences between long distance and proximate romantic relationships. There is also data available in the data set to examine behavioral differences in individuals endorsing different views of love. A multidimensional scaling study of erotic fantasy. The basic goal here is to try and determine if men and women differ in how they think about and organize sexually oriented materials.	N/S	N/S	2240	<u>morrow</u>	Psychology	LA
Heather T. Snyder	Compton 106-B	My research interests lie in examining psychosocial adjustment in children and adolescents who experience atypical challenges and identifying ways to promote optimal development.	Have used/ Hopes to	Have used/ Hopes to	1583	<u>hsnyder</u>	Psychology	LA
Ken Milles	113 Compton	Personality differences related to musical and logical-mathematical intelligences.	N/S	N/S	2578	<u>milles</u>	Psychology	LA
Ron Craig	Compton B-102	My research focuses on forensic developmental psychology. Specifically interviewing and assessing children statements, detection of deception in juveniles, and the impact of media violence on children.	Have used	N/S	2532	<u>rcraig</u>	Psychology	LA
Alana Atchinson	Butterfield	Autism Research Project: (looking at inclusion in the classroom) Grant proposal in progress. The impact of a safe space campaign on LGBTQ students on a small university campus. Research design in progress.	N/S	N/S	2019	<u>aatchinson</u>	Social Work	LA



Allan Turner	221 Butterfield	Currently undertaking a study that investigates the long-term effects of 3 summers of service-learning projects on the Cheyenne River Sioux Nation in South Dakota. The research focuses on student participant's continuing involvement in Social Justice issues related to the American Indian. Also, presently researching the relationship between the business world and the social work group.	None (only as respondents)	None (only as respondents)	2015	<u>aturner</u>	Social Work	LA
David Pugh		Mental health-- The "recovery model"-- philosophy of treatment of mental health like an addiction type treatment. This is not something they can help. Program evaluations of a variety of services such as sex offender treatment, drug, and alcohol addiction treatment, conflict resolution. Also, have researched the impact or effects of drug courts.			2022	<u>dpugh</u>	Social Work	LA
Gregg Hungerford		Various research on inmate mothers or mother with criminal histories-- children with inmate mothers, what do police officers do when they arrest a mother? PA Children's Trust Fund-- Child visitation for mother that's incarcerated, Day camp for these kids.			2078	<u>ghungerford</u>	Social Work	LA
Suzanne McDevitt	221 Butterfield	My current research concerns the policy development and implementation of social exclusion, social welfare policy in the European Union. Hunger security--not having enough to eat. University / community partnerships.	None involved	None involved		<u>smcdevitt</u>	Social Work	LA
Irene Fiala	134 Hendricks	My current research is on "racial profiling" and I also am continuing to do research in the area of "medicolegal death investigation" (how social factors influence death investigation by coroners/medical examiners which represented my doctoral dissertation.	N/S	N/S	2402	<u>ifiala</u>	Sociology	LA
Robin Alvares		Rural health--ways to use technology to help families of rural communities. Research in: Teaching and Supervision, Early Intervention, Angelman's Syndrome. The Summer Academy-- professional continuing education.			2850	<u>ralvares</u>	Speech communications	LA
Tony Peyronel		Put together Computer and Media Lab Workshops to serve needs of regional non-profit organizations. Teach leaders/managers of non-profits general computer information, how to create news letters, bulletins etc.			2166	<u>apeyronel</u>	Speech communications	LA
Andrew Smith	Compton 100-A	Currently research focuses on the liberalization of speech and development of civil society in Morocco and similar Arab-Islamic regimes.	N/S	N/S	2165	<u>arsmith</u>	Speech Comm	LA
Kathleen Golden	Compton 100-C	I am involved in study of online support groups, specifically a self-help group on the Angelman Syndrome Listserv.	<u>kg</u>	N/S	2528	<u>kgolden</u>	Speech Comm	LA

Katya Hill	102 Compton Hall	Various research projects on the feasibility of language activity monitoring (LAM). Her research has supported LAM being included as a built-in feature in several high performance augmentative and alternative communication (AAC) devices. Continued work on the development of performance measurement tools and methods to support AAC evidence-based practice through collaboration with the AAC Institute and the Prentke Romich Company. Continues to participate in a research project in the Rehabilitation Engineering Research Center (RERC) on Wheelchair Mobility at the University of Pitsburg school of Health and Rehabilitation Sciences.			2431	khill	Speech/ Comm	LA
Roy Shinn	Compton 103	I currently chair a four member national committee of the Council of Academic Programs in Communication Sciences and Disorders, and our primary objective is to carry out and publish demographic and salary studies about CSD programs, students, faculty, and staff.	N/S	N/S	2730	shinn	Speech/ Comm	LA
Susan Hegel	112 Leader	I am actively involved in research out at Wattsburg Elementary Center. My graduate students and I are out there every month to six weeks testing students to document kindergarten development with respect to phonological awareness (preliteracy skills).	At Miller School	Only at Wattsburg	2192	shegel	Speech/ Comm	LA
William Covington Jr.	Compton 105-E	I am involved in study systems and individual achievements within social systems.	N/S	N/S	2146 or 2641	wcovington	Speech/ Comm	LA
Robert McConnell	131 Crawford	A group of us are looking at persistence to graduation rates for students with various types of disabilities. Incorporating technology into teaching, which will allow students equal access to education. How well do students adjust to new rules/laws of adulthood and what transition issues are evident upon graduation from EUP. Also, Prematriculative variables through career/employment placement.	Student Helpers	Student Helpers	1396	mcconnell	OSD	OSD
Jeff Quirk	137 Cooper	Detection of infectious agents in ovarian tumors. DNA fingerprinting of Aspergillus species. Descriptive epidemiological investigation of ovarian cancer incidence in the United States. Clinical epidemiological investigation of the relationship between cigarette smoking and the risk of bladder cancer in men and women.	N/S	N/S	2158	iquirk	Biology	SMT



Marty Mitchell	Cooper 152A/18	Hormonal control of insect postembryonic development and reproduction. Reesearch on the use of secondary plant compounds that affect the hormonal control of insect postembryonic development and reproduction	Have used	Have used	2938 or 2500	mmitchell	Biology	SMT
Peter V. Lindeman	110 Cooper	I study the ecology, evolution, life history, and conservation biology of freshwater turtles.	Have used	Hopes to use	2447	plindeman	Biology	SMT
William J. Mackay	Cooper	Current research in my lab involves the analysis of the protective functional role of DNA repair proteins in recognizing and repairing anthracycline-induced DNA adducts.	N/S	N/S	2926	wmackay	Biology	SMT
Gerry Hoffman	Cooper	Currently I am interested in mono and dithalides of the noble gases. I am using high-level ab initio techniques to calculate the potential energy surfaces of these species in order to learn more about their relative stabilities.	N/S	N/S	2813	ghoffman	Chemistry	SMT
Lisa Unico	cooper 233	As a protein chemist I use physical methods to explore the structure/function relationships within proteins.	yes	yes	1577	lunico	Chemistry	SMT
Naod Kebede	Cooper	My research interest is in the area of photochemical transformations of organic compounds, in particular, the photochemistry of heterocyclic aromatic compounds and computational chemistry for mechanistic studies.	N/S	N/S	2564	nkebede	Chemistry	SMT
Dale Tshudy	208 Cooper	Continuous/ongoing research in paleontology, mostly re: the evolution, taxonomy, and paleoecology of crustaceans.	N/S	N/S	2453	dshudy	Geosciences	SMT
Eric Straffin	202B Cooper	NSF funded project to study river system response to climate change in France. WPC funded project to document the physical environment and flow dynamics of part of French Creek. I am working with an undergraduate Independent Study Honor's project, focused on the sedimentation history of Edinboro Lake through the stratigraphic study cores.	Undergraduate Independent Study Honors program	N/S	1574	estraffin	Geosciences	SMT
Hank Lawrence	205 Cooper	I am doing research in historical-cultural-urban-bio-geography into the history of planting trees in cities.	N/S	Two	1572	hlawrence	Geosciences	SMT
Laurie Parentes	214B Cooper	Long-term project to monitor zebra mussels in Edinboro Lake, Conneautte Creek, and French Creek. Collaborative project with John Ashley (Biology).	N/S	Research Assistant	2840	lparentes	Geosciences	SMT
Tim Pitts		Applying spatial economic models. Non-profits that solicit funds-location, location, location. Volunteer fire departments- rural fire departments, what is the best location for their firehouses			2291	tpitts	Geosciences	SMT
Dan Bennett	202 Doucette	I am currently working on a PhD in Computer Science I have been working in distributed and cluster computing, scientific visualization and computer graphics	P/W/S	N/S	1177	dbennett	Math	SMT

Marc A. Sylvester	203 Doucette	My research endeavors include statistical meta-analysis and research in mathematics and statistics education.	N/S	N/S	1181	<u>msylvester</u>	Math	SMT
Pat Pineo	203 Doucette	I am involved in developing techniques for automatically partitioning computer code for parallel processing.	Currently Using	Currently Using	1182	<u>ppineo</u>	Math	SMT
Patricia Hillman	200 Doucette	The creation of a steering and visualization environment for distributed scientific applications that includes backtracking.	Have used	N/S	2760	<u>hillman</u>	Math	SMT
Richard White	202 Doucette	My research interests currently lie in algebraic quantum field theory.	N/S	N/S	1188	<u>rwhite</u>	Math	SMT
Amy Leehan	128 Centennial	I just completed research on learning styles of traditional versus non-traditional nursing students for my dissertation.	33 students	37 students	2625	<u>aleehan</u>	Nursing	SMT
Cate Stiller	128 Centennial	"The Effect of Therapeutic Touch on Fibromyalgia Pain."	N/S	N/S	2643	<u>cstiller</u>	Nursing	SMT
Debra Kubinski		Research includes Developmental Instruction Strategies; cognitive development; NCFLEX predictors of success and/or strategies to enhance successful performance; Critical thinking and decision making in Nursing; The Perry network and Perry's Scheme of Intellectual and Ethical Development; and Benner's Novice to Expert model in relation to levels of professional nursing practice.			2236	<u>dkubinski</u>	nursing	SMT
Jim Kirk	Doucette	I am researching the dynamics of mesoscale storms. The study involves detailing vorticity development in mesoscale convective vortices that form over the Great Plains.	N/S	N/S	2834 or 2592	<u>kirkj</u>	Physics	SMT
John Polo		My research is theoretical computations of the optical properties of complex media.	N/S	N/S	2655	<u>polo</u>	Physics	SMT

Report #3: IIC Conversations on Collaboration: Strategies for Making Time for Research

Overview:

On Thursday, April 3, 2003, the Institute for Internal Collaboration held a luncheon program entitled "**Conversations on Collaboration: Strategies for Making Time for Research.**" The program featured three speakers: Kenneth Adams (Professional Studies), Irene Fiala (Sociology), and Dale Tshudy (Geosciences). Allan Turner (Social Work) as Acting Chair for the Institute for Internal Collaboration served as host. Presentations were followed by brief discussion and an evaluation. Individuals were asked to add themselves to the research database.

In brief the three speakers addressed the topic:

Irene Fiala: Highlighted the use of undergraduate collaboration in the research process. Noted that the collaboration benefited both the student and the faculty, but that the faculty needed to be cautious not to exploit the students' labor such that it was not beneficial to the students' learning process. Introduced the organization Council of Undergraduate Research (CUR) to the group and that the organization had limited funds available. Also offered specific strategies for use of "down-time" such as laptop computer access and dictaphones for long distance travel.

Kenneth Adams: Emphasized the importance of breaking down the larger research objective or goal into manageable tasks that could be accomplished within discreet time frames. Offered a very specific framework to begin managing time, handling goals and tasks, and daily/weekly time management. Also reminded group of the services provided by the Highlands Center for Faculty Initiatives.

Dale Tshudy: Noted that researcher has to have a passion for their research topic before any of the specific strategies could be implemented. Noted that finding a "research niche" was critical considering the constraints of working at a 'teaching institution.' This doesn't mean, he asserted, that EUP researchers had to compromise their research and "only" teach. Suggested that keys to research was finding and making time and "working smarter." Dr. Tshudy suggested on and off-campus collaboration and use of support resources.

Attendance/Participation:

Twenty-four participants attended the program. This included faculty from all three schools, two administrators and HCFI graduate student staff.

Publicity/Evaluation

Publicity for the event was primarily through campus mail with an email reminder.

A survey was handed out to all those in attendance. The survey included questions regarding their broad research questions, obstacles to their research, and whether they

found the program to be beneficial. Survey also asked for suggestions for future programs/events.

Of the 23 in attendance, 17 completed the survey.

- Roughly one-third (6) identified time constraints as the major obstacle to their fulfillment of research goals. Over one-half (9) of those who responded recognized time constraints as one of the top two obstacles to their research.
- Nearly one-half (7) identified funding or resources as the principal obstacle to their research.
- Twelve of the respondents (12) affirmed that the program was beneficial. They suggested that it offered them new strategies for overcoming their obstacles to research and motivated them to renew their research.
- Suggestions for future IIC programs include:
 1. Review of HCFI Research Database
 2. Follow-Up Meetings and Speakers' Series
 3. Time Management Seminars
 4. Focus on New Faculty Research

Research Database

To date, the HCFI has compiled nearly 100 entries into the Research Database. An announcement was made, however, that many of those in attendance had not submitted their research information. A form was passed around for those wishing to be added to the database. In all, six new individuals submitted their information to be included in that database: Susan Boam-Wood, Susan Packard, Suzanne McDevitt, Eleanor Randall, Lisa Joyce, and Tim Pitts.

Report #4: UTL Talking About Teaching: Alternate Assessment Methods

Overview:

The Talking About Teaching Series for several years has followed the same format. Institute members select a topic and then recruit EUP faculty members as presenters. Generally, the series includes a lunch and a breakfast on different days to accommodate the varied schedules of our faculty audience. After food is served, two or three presenters address their topic and then lead discussion. This year UTL sponsored both a Fall and a Spring Talking About Teaching program. Because the conversation on the Fall program was so rich; they decided to repeat the same topic in the Spring – Alternative Assessment Methods. These presenters discussed the use of portfolios, Blackboard, individual or group projects, oral presentations or debates, analysis of the sociology of characters in movies and analysis of syntax in video clips.

In brief, the presenters addressed the topic:

Kathleen Golden (Speech/Comm): Demonstrated the power of multimedia and artistic interpretation as tools for teaching and assessment. Discussed the dynamics of group projects, but noted the dangers of interpretation.

Jo Holtz (Secondary Ed.): Offered a variety of alternative projects for the classroom, such as Wanted Posters, Journals, Postage-stamp design and Models. In doing so, she noted, students engage in material more fully and tailor their exercises to their own strengths.

Greg Hungerford (Social Work): Addressed the value of media sources to illustrate particular stereotypes and social responses. Emphasized importance of including applied knowledge, internships and the life experience in the process.

Joe Laythe (History and Anthropology): Highlighted the use of student-generated exams and group projects. Gave specific formulas for measuring groups' projects in such a way that it fairly assesses those who 'worked' and those who did not.

Dennis Lutz (Speech/Comm): Addressed the value of finding alternative methods of instruction and use of models with which students have greater familiarity (i. e. Yoda from Star Wars). Emphasized the importance of flexibility and adaptation to the many different learning strategies.

Frank Marzano (Math and Comp Sci): Emphasized the use of the 'muddiest point' to determine those areas in need of greater clarification. Simply, but effectively student perceptions are surveyed for their comprehension of the material.

Ed Snyder (Sp Ed and School Psych): Focused on the use of multiple methods and portfolio building. Reiterated the need to be flexible and constructive in measuring students and being clear on what we want them to learn.

Tim Thompson (Speech/Comm): Highlighted the use of alternative projects and tasks – including games – and the use of community work in which learned material is directly applied.

Attendance/Participation:

38 different faculty members attend at least one of these programs (10 attended in both the spring and fall). Four graduate students from the HCFI staff also participated.

Publicity/Evaluation:

Publicity for the program included all-faculty paper invitations and email reminders. Because of low attendance, UTL has opted to run two lunches rather than breakfast and lunch. They're also considering the use of targeted invitations (i.e. invite those faculty who do not have classes scheduled from 11-1 on Monday or from 11-1 on Tuesday).

Evaluations were overwhelmingly favorable. Quotes from the evaluation form suggested that the speakers/presentations were:

- Well chosen, well sequenced
- Excellent examples, practical
- Interesting and worthwhile
- Diversity of approaches was a good strategy
- Very good ideas
- A consideration of varied approaches to accommodate different learning styles.
- Good visual aids
- Good discussion and information/idea sharing.
- Great to see colleagues trying new things

Concerns voiced in the evaluations dealt with issues relating to the A/V equipment and the food selections. A list of potential topics for future Talking About Teaching programs was also generated.

Report #5: CETP-PA Constructivist Teaching Discussion Group

Overview:

The Constructivist Teaching Discussion Group started in the Spring of 2001 and has met regularly since. This informal group of education, science, mathematics and computer science faculty have informal conversations about the implementation of constructivist teaching in our classrooms. Initial meetings dealt with the definition of 'constructivist teaching' and the breadth versus depth consequences of this teaching strategy. In the next series of meetings faculty presented lessons, and we analyzed them, and talked about how to modify our similar lessons. We also discussed the role of the syllabus in defining a constructivist classroom. This year the group met five times:

- Review and discussion of materials from the 3rd annual CETP-PA State-Wide Summer Conference.
- Meeting with the CETP-PA Western Regional Coordinator (Dr. Patsy Ann Johnson, SRU)
- Making Changes I (a board game to address the process, participants and attitudes of implementation of change).
- Making Changes II (completed the game and discussed lessons learned from it).
- Development of a Masters in Natural Science. By the end of this session, we'd decided to investigate implementation of a certificate program in the constructivist teaching of math and science to complement existing MS in Education programs.

At the end of the year each participant in the discussion group (and the larger CETP-PA campus leadership team) were given a copy of James Zull's book The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning. (James Zull was the HCFI – invited speaker for the Jim Miller Celebration of Teaching.)

Attendance/Participation:

Over the year, seventeen different faculty members from the Departments of Biology and Health Services, Chemistry, Computer Science and Mathematics, Elementary Education, Geosciences, Physics, Professional Studies, and Special Education and School Psychology participated. The average attendance per session was seven.

Publicity/Evaluation:

Karim Hossain (Physics) coordinates the Discussion Group. Presenters volunteer and announcements of each meeting are made via email. While there has been no formal evaluation of the program, discussion is always lively and the membership is consistent. We have decided to continue this group next year.

Report #6: CETP-PA Year 1-3 Accomplishments and Year 4 Strategic Plan

CETP-PA Strategic Planning Feb. 2003

Edinboro University's 'Campus ACCOMPLISHMENTS':

1. Campus will continue the process of course and program revision to increase the number of CETP-PA endorsed courses.

➤ Target Courses (NCISE-Evaluated): N = 4

Course	Enrollment (since Fall 2001)	
	BIOL102 Environmental Biology	Total
	El Ed	501
	Math	4
ELED360 Methods of Teaching Science in the Elementary School	Total	295
	El Ed	287
MATH260 Elements of Statistics	Total	832
	El Ed	43
	Math	4
	Science	9
SEDU594 Special Topics in Education Secondary Science and Math Methods	Ma:	18
	Sci:	25

➤ CETP-PA Endorsed. – 2 Observations with PCO. (since Fall 2001)

Category	MATH260	CHEM120
Instructors	3	1
Course Sections	9 + 2 current	8
Students enrolled	309 + 119 current	98 + 43 current
Elem Ed Majors	8 + 13 current	21 + 3 current
Secondary Math Majors		
Secondary Science Majors	2 + 1 current	
Teaching Scholars	1 current	1 + 1 current

2. Campus will improve the field experiences at all levels to expand the opportunity for education majors to develop constructivist lessons, to work with a clinical faculty member who is well-trained in standards-based constructivist teaching strategies and to work with content faculty from the campus who can model/share content-based teaching strategies.

➤ Level II Co-Supervision Model of the Junior Field Experience (funded for Fall 2001)

In this program teams were formed around the secondary math or science major enrolled in the Junior Field Experience. Each team contained the field student, the education faculty supervisor, the in-school supervising teacher (the clinical faculty) and a science or math content faculty member. The education faculty supervisors were the instructors of the Methods/Field Experience courses and served on all teams. During the Methods section of the course, team members came to campus on Saturday mornings. They received training on the PCO and constructivist teaching. During this time, the teams then worked on lessons and units that would be presented by the Field Students during their field experience. The pilot program was funded in Fall 2001 with Level II funds; it was supported in Spring 2002 and Fall 2002 with local CETP-PA funds. Content faculty are volunteering to participate with the 3 enrolled students this term. Summaries since Fall of 2002 include:

	Math	Science	PCO Trained
Method/Field Experience Students	18	25	43
Education Faculty	3		3
Content Faculty	4	13	17
Clinical Faculty (Cooperating Teachers)	7	16	23
School Districts	6		
Schools	10		
# HS and MS Classrooms	7	16	
Students in those classrooms	Assume 20/student →		~500

➤ Important Results:

- # Lessons presented during the field experience increased.
- 5 Observations with the PCO planned per student (2 from clinical faculty, 1 from content faculty, 1 from education faculty and 1 by student from videos).
- Clinical faculty who support a standards-based, constructivist mode of teaching have been identified for future field placements.
- There was collaboration within the team prior to the actual field experience.
- There is a rich collection of data for potential analysis. This includes videos of Field Student lessons and Unit Plans that were collected

3. Campus will provide professional development opportunities to increase the depth of knowledge of constructivist teaching strategies and to increase the numbers of science, math and education faculty who are using those strategies.

- The local budget has supported faculty travel to assorted workshops, miniconferences and conferences.
- This year the Edinboro University Regional Math and Science Center was open and staffed at least 43 hours per week – this includes evening hours on four days.
- In a typical month ~300 patrons check out more than 500 items (curricular materials, manipulatives, etc.). Patrons are also using laminators, poster makers and the children's literature and videotape collections.
- The EUP Leadership Team has distributed a set of books to faculty who participated in the Discussion Group. In the Fall of 2002 we began to distribute them to new math, science and education faculty. An invitation to join the discussion group was included with that distribution. The books which have been distributed include:
 - Brooks, J. G. and Brooks, M. G. (1999). *In Search of Understanding: The case for Constructivist Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
 - McNeal, A. P. and D'Avanzo, eds. (1997) *Student-Active Science: Models of Innovation in College Science Teaching*. Orlando, FL: Saunders College Publishing.
 - Uno, G. E. (1999) *Handbook on Teaching Undergraduate Science Courses: A Survival Training Manual*. Orlando, FL: Saunders College Publishing.
 - Gardner, Maureen B. (ed) (1998) *Journeys of Transformation: A Statewide Effort by Mathematics and Science Professors to Improve Student Understanding*. Maryland Collaborative for Teacher Preparation.
 - Bell, Christian and Dennistron, Katherine J. (eds) (2002) *Journeys of Transformation II: The Impact of the Maryland Collaborative on Science and Mathematics Instruction, Successful Strategies and Results of a Reform-Based Effort to Improve Science and Mathematics Instruction and Teacher Preparation*. Maryland Collaborative for Teacher Preparation.

(Since August 1999)	Participant		Presenter
Campus Discussion Group	Ma	4	1
	Sc	12	4
	Ed	3	1
CETP-PA Summer Conference Attendance (2000-2002) 2000 Team: N=10 2001 Team: N=10 2002 Team: N=17	Ma	2	
	Sc	6	1
	Ed	5	
	K-12	4	
Presented at EUP Miniconference	Stud.	8	
	Ma		2
	Sc		4
Constructivist Teaching Book Distribution (All discussion group members were given the books. We also donated a copy of the MCTP collections to each science, math and education department.)	Ed		2
	Ma	6	
	Sc	14	
	Ed	4	

4. Campus will expand partnerships with regional community colleges, especially in terms of curriculum reform and minority recruitment to SSHE science and mathematics education programs.

There are no Pennsylvania Community Colleges near the EUP campus. Those in the general area are closer to other SSHE campuses.

5. Campus will develop/expand a strategy for tracking/mentoring/supporting CETP-PA Scholars and graduates.

- A Scholar's Shepherd has been identified.
- Round 1: 7 Applications submitted, 7 Scholars named, 6 renewed (1 student graduated)
- Round 2: 6 applications submitted, 2 Scholars named
- Scholars are involved in Outreach/Recruitment efforts with campus Admissions and General Studies Offices.
- Scholars are developing a "Scholars' Strand" for the Summer 2003 Statewide Conference to be held at EUP.

6. Campus will develop/expand a strategy for institutionalization of the goals of the CETP-PA program beyond Year 5 of the initiative.

- The CETP-PA Initiative has been named as an 'Institute' of the Highlands Center for Faculty Initiatives. HCFI is funded directly by the Office of the Provost, the Dean of Graduate Studies and Research highlights programming of HCFI (including CETP-PA) at the weekly meeting of the President's Executive Council.
- The Math and Science Center has a suite of offices in the building that houses the School of Education.
- Funding from Year 3 has been authorized to fund the Summer 2003 State-Wide CETP-PA Conference. EUP will host this Conference.
- We have developed a Leadership TEAM and are working on transition in leadership.
- The EUP CETP-PA team is strong in number and diversity:

Total # Team Members:					
Faculty:	Math:	9	Science:	Biology	4
	El Ed:	4		Chemistry	7
	Sec. Ed:	4		Geoscience	4
				Physics	2
Teaching Scholars					8
Administration:					3
K-12 Teachers	Elementary	23	Secondary	26	
Schools	Elementary	23	Secondary	14	
School Districts					13

➤ The EUP Team has a diverse set of partners:

Organization	Relationship
ASSET	-Presented at EUP Miniconference -Has agreed to present at EUP CETP-PA 2003 Summer Conference -Sent Team Co-Leader to LASER Conference in Washington, DC in July 2003 as a member of the ASSET North Team -NSF Grant submission that includes the 5 Western PA CETP-PA universities
Carnegie Science Center	-Has agreed to present at EUP CETP-PA 2003 Summer Conference -Has partnered in the 'Evening of Science Activities' program in 2002 and 2003
National Science Resources Center	- Has agreed to present keynote session and activity at EUP CETP-PA 2003 Summer Conference.
Department of Environmental Protection Wolf Project Asbury Woods Fish and Game Commission International Paper EXPERIENCE Children's Museum The Erie Zoo	-Have presented an Activity Table at the 'Evening of Science Activities' program for one or more years.
American Chemical Society AM Water Works Association Office of Coal Dev. And Marketing (IL Dept. of Commerce) National Gardening Association NASA NSF Orkin Pest Control Pittsburgh Post Gazette PA DEP Popular Planet Press Proctor and Gamble Smithsonian Institute Soil Conservation/US Dept. of Agriculture US EPA ... And others	-Have donated materials to be distributed to Elementary and Secondary Education majors, Elementary School Science Students, Elementary and Middle School Teachers at the 2003 'Evening of Science Activities' program. Materials include lessons, curricular packages, worksheets, informational sheets, posters, pencils, balloons, catalogs, CDs, and assorted other material. There are approximately 30,000 items that will be distributed at no cost.

7. Campus will increase the number of local CETP-PA team participants and work to ensure equitable representation (both in program participation and in hiring/tenure/promotion practices) across discipline, seniority, gender and classes of diversity.

8. Campus will attract a more diverse population of math and science education majors and will work to increase the total number of enrollees in the programs.

- Scholars are working on recruiting programs with the Office of Academic Affairs and with the Admissions Office to identify and recruit potential math and science education majors.

CETP-PA Strategic Planning Feb. 2003
Edinboro University's 'Campus STRATEGIC PLAN: Year 4':

1. Campus will continue the process of course and program revision to increase the number of CETP-PA endorsed courses.

Activity	Evidence	Timeline	Responsibility of:
➤ Approve the Elementary Math sequence by Fall of 2003	Approval	Sp 2004	P. Lasher
➤ Increase the number of endorsed courses.	PCO endorsed	Sp 2004	E. Straffin
➤ All majors have access to at least 2 endorsed courses	PCO endorsed	Sp 2004	E. Straffin
➤ Endorse the Junior Field Experience for Secondary Science and Math. This includes placement with PCO trained clinical faculty and approval of the PCO as the student observation tool.	PCO endorsed Enrollment #s Dept. Records	Sp 2004	K. Adams D. Buckwalter
➤ Endorse the Student Teaching Experience for Secondary Science and Math. This includes placement with CETP-PA endorsed coops, departmental approval of the PCO as the student observation tool and incorporation of CETP-PA indicators of the constructivist classroom as the student teaching final evaluation form.	PCO endorsed Enrollment #s Dept. Records	Sp 2004	K. Adams D. Buckwalter
➤ All M/S departments have at least one endorsed course	PCO endorsed	Sp 2004	E. Straffin
➤ The content assessment project regarding the Elementary Math sequence will be completed.	MD CETP math assessment tool Praxis I scores	Sp 2004	J. Rogers S. Baldwin Instructors

6-6

2. Campus will improve the field experiences at all levels to expand the opportunity for education majors to develop constructivist lessons, to work with a clinical faculty member who is well-trained in standards-based constructivist teaching strategies and to work with content faculty from the campus who can model/share content-based teaching strategies.

Activity	Evidence	Timeline	Responsibility of:
➤ Increase the number of clinical faculty who have been endorsed	Count, PCO	Sp 2004	J. Rogers
➤ Increase the placement match with trained clinical faculty.	Count	Sp 2004	C. Cross and B. Rahal
➤ Develop a repository of model unit plans/lessons	Repository formed and catalogued	Sp 2004	D. Buckwalter
➤ Maintain the Level II program at the secondary level	Document the process	Sp 2004	C. Cross

3. Campus will provide professional development opportunities to increase the depth of knowledge of constructivist teaching strategies and to increase the numbers of science, math and education faculty who are using those strategies.

Activity	Evidence	Timeline	Responsibility of:
➤ Continue the Elementary Ed, Secondary Ed, Math and Science new faculty program/book distribution/CETP-PA orientation and mentoring program.	Count	Sp 2004	K. Hossain T. Thewes
➤ Support team member attendance at conferences	Count	On-going	N. Kebede T. Thewes
➤ Support team participation at summer conferences.	Count	On-going	N. Kebede T. Thewes
➤ Host the Statewide Summer Conference	Conference Occurs	Su 2003	N. Stupiansky M. Sylvester

6-7

4. **Campus will expand partnerships with regional community colleges, especially in terms of curriculum reform and minority recruitment to SSHE science and mathematics education programs.**

There are no Pennsylvania Community Colleges near the EUP campus. Those in the general area are closer to other SSHE campuses.

5. **Campus will develop/expand a strategy for tracking/mentoring/supporting CETP-PA Scholars and graduates.**

Activity	Evidence	Timeline	Responsibility of:
➤ Develop a plan to track Scholars and graduates	The Plan	Fall 2003	HCFI K. Moyer

6. **Campus will develop/expand a strategy for institutionalization of the goals of the CETP-PA program beyond Year 5 of the initiative.**

Activity	Evidence	Timeline	Responsibility of:
➤ Get 'CETP-PA Course' designation in scheduling book	Designation in the book	Sp 2004	Chairs
➤ Get 'CETP-PA Course' designation on transcript	On transcripts	Sp 2004	T. Thewes
➤ Identify one active team members from each of the IU #5 SD	On team roster	Sp 2004	T. Thewes
➤ Identify a building contact from every school in IU #5	Contacts identified	Sp 2004	T. Thewes
➤ Organize/present professional development for Superintendents at the K-16 Policy Council	Presentation complete	Sp 2004	K. Adams
➤ Send EUP team to LASER (in Pittsburgh, July 2003) to develop a strategic plan for EUP CETP-PA in years 5-10.	Team formed Team sent	Su 2004	T. Thewes
➤ Work with the grants and development offices to identify potential additional funding sources.	Grant applications	Sp 2004	J. Laythe
➤ Maintain communication with President's Executive Council through Dean of Graduate Studies and Research	Reports given	On-going	P. Bevevino
➤ Move the Math and Science Resource Center into a permanent space	Center moved	Sp 2004	N. Stupiansky
➤ Begin on-line access to distribution of M/S Center resources through the IU	Delivery occurring through web orders	Su 2003	N. Stupiansky

6-8

7. **Campus will increase the number of local CETP-PA team participants and work to ensure equitable representation (both in program participation and in hiring/tenure/promotion practices) across discipline, seniority, gender and classes of diversity.**

Activity	Evidence	Timeline	Responsibility of:
➤ Pursue a letter of endorsement for CETP-PA Standards-Based, Constructivist mode of instruction from President, Provost and Deans. This letter should send the clear message that this sort of teaching is valued/endorsed.	Letters	Sp 2004	EUP CETP-PA Leadership Team
➤ Generate a certificate from Administration to recognize faculty with endorsed courses	Certificate/Mechanism for identification and distribution	Sp 2004	E. Straffin T. Thewes

8. **Campus will attract a more diverse population of math and science education majors and will work to increase the total number of enrollees in the programs.**

Activity	Evidence	Timeline	Responsibility of:
➤ Form at least one new partnership with existing science/math programs with minority students (Upward Bound, Latino Leadership Development Program, Summer Academy for Young Women in Computer Science).	CETP-PA lesson at program	Su 2003	CETP-PA team member Program Organizer

Report #7: Evening of Science

Overview:

The Evening of Science Activities celebrated its 11th year on March 31. Students enrolled in seven different science and education courses (a total of 224 student presenters) and representatives from eight different community organizations (22 community presenters) offered programs of 64 hands-on science activities to three audiences. This included two day-time field trips for K-6 students and an evening program for Edinboro students, faculty and local families. National organizations donated curricular material that was distributed to participating classes. The CETP-PA Teaching Scholars hosted an activity table and passed out tote bags filled with curricular materials to forty teachers. The campus CETP-PA team hosted a dinner meeting immediately prior to the evening show.

Attendance/Participation:

Participants		#		
Student Volunteers	9		Highland Ambassadors AmeriCorps	
Community Presenters	22			
EUP Student Presenters	224			
HCFI Staff	6			
EUP Administration	6			
Faculty Instructors	7			
	Morning	Afternoon	Evening	
Teachers	10	14	16	40
Parents	47	68	?	115
K-6 students/guests	389	430	110	929
	CETP-PA Dinner attendees			17
	Total Participants			1382

Other Statistics	
# School districts attending during day	7
# Community Organizations that presented during the programs	8 (Asbury Woods Nature Center, Carnegie Science Center, Department of Environmental Protection, Erie Zoological Society, ExpERIENCE Children's Museum, Lord Corporation, PA Game Commission, Penn Lakes Girl Scouts Council)
# Activities Presented	64
# Items donated to the program for distribution to teachers, grade school students, EUP students and the public	14,150 pieces

Publicity/Evaluation:

Each participating teacher, each presenter and each instructor received a copy of the event CD (attached). The Erie Times-News prepared a four-column article that appeared in the Neighbors section of the April 9 issue (included on the CD). The program has been successful for many years. An indication of just how successful is the fact that advance registration for next year's field trips includes nearly 400 students. (This is in spite of the fact that no date has yet been selected!).

Report #8: Conference on Race, Gender, and Ethnicity

Overview:

On Friday, November 8, the Highlands Center for Faculty Initiatives, in coordination with the Department of History and Anthropology and the Department of Social Work, sponsored a conference entitled, "Race, Gender, and Ethnicity: Local and Global Perspectives of Social Justice." This was a daylong event at the University Center that featured presenters, panel discussions, and social work workshops. Social workers that were registered for the conference could receive continuing education credit for their attendance. The entire program was designed to address the sensitive issues of social justice, racism, and sexism and bring together academics from a variety of disciplines as well as those social workers practicing in the field.

Attendance/Participation:

The conference had over 1000 people in attendance. Over 600 Edinboro University students registered and attended presentations over the course of the day. Mercyhurst students were also in attendance. The presenters came from Indiana University of Pennsylvania, Gannon University, West Chester University of Pennsylvania, Slippery Rock, Montana State University, Edinboro University of Pennsylvania, and Oxford University. The keynote speaker, featured at the evening's banquet at the Marketplace Grille, was Dr. Lawrence Friedman, a recognized expert in the history of psychology. His address, "Why People Hate" was delivered to over 75 people.

Publicity/Evaluation

This event was publicized in the campus newspaper, the Erie Gay News, the NASW on-line newsletter, and the Erie Daily Times. Posters designed by Edinboro University art student Tom Hall were distributed across campus and throughout the community. Faculty were apprised of the event by e-mail, fliers, and personal phone calls. Overall, this conference was an "unmitigated success." Representatives of the many social service agencies have already inquired as to when a second "follow-up" conference will be held.

Report #9: Halloween Treat Week

Overview:

In an effort to reach out to new faculty, HCFI sponsored a weeklong lunch program, from October 28 until November 1. Active members of HCFI and its institutes were identified and asked to take a new faculty member to lunch. Free lunch coupons (courtesy of Wood Dining Services) were provided. We paired the new faculty with senior faculty from different departments. This not only furthered the socialization of the faculty to the institution, but helped create a network upon which the new faculty could rely.

Attendance/Participation:

Participation in this event was poor. Only nine (9) of the HCFI faculty responded and took the new faculty member assigned to them to lunch. As a result, only nine (9) of the 30+ new faculty members on campus participated.

Publicity/Evaluation:

The event publicity entailed a targeted mailing (paper and electronic) to letters and e-mail to new faculty members and their HCFI faculty partner. There was no follow-up survey

We received very favorable comments from the faculty (both new and senior) who participated. Both groups found this to be a really good idea. The number of participants was based on the number of lunch coupons that were returned. Faculty might have chosen to pay for their lunch or they might not have participated. When this program is repeated, HCFI will need to ensure that the new faculty receive a luncheon invitation. It will also be necessary to modify record keeping for the program.

Report #10:

The Neighborhood Forum

Introduction to this Document

In the spring of 2002 a resident of Meadville Street submitted a letter to Edinboro Council, the President of the University and the *Independent Enterprise*. In this letter she described the University as a very poor neighbor. On Tuesday, February 25, 2003 the Highlands Center for Faculty Initiatives and the Student Government Association co-sponsored a 'Neighborhood Forum' to discuss potential partnerships between the Borough of Edinboro and Edinboro University.

This document reports on the Forum, summarizes comments from 'Issues Cards' that were collected and lists, groups and comments on partnership ideas that were generated during the Forum. This report ends with comments from the primary Forum organizers (Dr. Joseph Laythe and Dr. Theresa Thewes, HCFI Co-Directors). In our conclusion, we recommend that a Neighborhood Forum Organizing Committee be named to continue the discussions that were started at this program and to oversee the prioritization, implementation and follow up of each proposal. In order to bring the community back to future discussions with the University, it will be critical that some of the proposed projects come to fruition. With our conclusion, we propose a mechanism for this to happen.

Planning for the program included input from the University Administration, the Mayor of Edinboro and the Edinboro Area Chamber of Commerce. Invitations to the program were sent to:

- ❖ All members of the Edinboro Area Chamber of Commerce (with a request to post our flyer)
- ❖ All residents who own property directly adjacent to the University
- ❖ All SGA-sponsored Student Organizations
- ❖ All advisors of SGA-sponsored Student Organizations (with a request to post our flyer)
- ❖ All churches in Edinboro (with a request to post our flyer)
- ❖ Additional flyers were posted in the Giant Eagle, Walmart and the Edinboro Mall
- ❖ Advertisements were placed in the 2/14 and 2/21 *Spectator*

The Event

Eighty-five individuals participated in the Neighborhood Forum held at the University Center. This included 16 members of the Community/Chamber of Commerce, 19 Faculty/Staff/Administrators of the University and 50 undergraduate and graduate students of the University.

The program was structured with brief welcomes from Dr. Frank Pogue (University President), Ms. Caroline Rhodes (Mayor of Edinboro – video welcome) and Ms. Georganne Gornall, Chairman of the Board of the Edinboro Area Chamber of Commerce.

The welcome was immediately followed with 'Issues Cards'. Each participant was asked to complete the statement: "*The biggest problem with campus/community relations, in my opinion is ...*" The cards were collected and the information was compiled on page 3 of this document.

Ms. Mary Ann Horne (Borough Council) and Mr. James Sheehan (University Vice President) then highlighted existing partnerships between the University and the Community and emphasized the benefit that each group gets from the other. The lists were compiled in conversation with the campus grants office, HCFI past and current programs, Mayor Caroline Rhodes, The Edinboro Area Chamber of Commerce, The Campus Community Outreach Center and the Office of the President. The lists that were presented are included as page 4 this report.

For the remainder of the program, audience participants in mixed groups developed 'Partnership Proposals', ideas for new ways for the University and the Community to work together. A summary of those proposals and recommended actions are included in pages 5-16 of this report.

The program concluded with a brief recap of the ideas that had been presented and 'thanks' to all organizers and participants.

Neighborhood Forum 'Issues Card' Summary

82% of Attendees completed a card		
N=70		
28% Community, 44% Student, and 27% University Personnel		
Of those issues raised, the following characterizations can be made:		
<ul style="list-style-type: none"> • 32% Addressed Need for More Contact, Communication, and Exchange between University and Community • 13% Believed that Respect was lacking • 13% Believed Police Issues created negative feelings between two elements within community • 9% Had problems with Housing/Landlord exploitation of Students • 7% Saw Transportation (lack thereof) as the greatest impediment between them • 6% Saw Need for Greater Student Support of Local Businesses • 3% Other • 16% No Response or Nothing Wrong (N/A) 		
Concerns sorted by Participants:		
<u>Community Issues:</u>	<u>Student Issues:</u>	<u>University Issues:</u>
35% Contact 25% Student Behavior 25% N/A 15% Other	26% Contact 23% Profiteering 19% Police Relations 19% N/A 13% Other	57% Contact 26% Police Relations 15% Student Behavior 2% Other

Partnerships Lists: Serving One Another

The Community Benefits from the University Ms. Mary Ann Horne, Edinboro Borough Council Member
<ol style="list-style-type: none"> 1. Edinboro Lake Watershed Association 2. Arts and Entertainment Series 3. Venues for Athletic Events 4. Community Outreach Office and other volunteers for community projects. (holiday gift and food collections, tutoring, Easter Egg hunt, highway and post-homecoming clean up). 5. Highland Games 6. Planetarium Programs 7. Volunteers for EVFD and EMT Squads 8. Patrons for local businesses. 9. Martin Luther King Awards Luncheon 10. Miller School cleans up Billings Park.
The University Benefits from the Community Mr. James Sheehan, University Finance and Administration
<ol style="list-style-type: none"> 1. Greater Edinboro Area Roundtable. 2. Edinboro Utilities and Water Treatment. 3. Goodell Farm Project. 4. Employment and Internship Opportunities for students. 5. Coordination of Homecoming Planning. 6. Academy Hall Rehab Grant Application. 7. Community Mapping Project. 8. Fourth of July Celebration. 9. Campus Ministry programming (including the Cookie Connection) 10. Highland Games

Partnership Proposals:

Participants in the Neighborhood Forum submitted 20 Project Proposal sheets that included 44 possible collaborations between the University (students, faculty, staff and administration) and community (neighbors, businesses, community service organizations). Dr. Laythe and Dr. Thewes carefully reviewed these proposals. There seemed to be recurrent themes and the proposals were sorted into ten categories:

- I. "This is my Community"
- II. Campus/Community Shuttle Bus
- III. Art in the Community
- IV. Community Volunteer Clearinghouse
- V. EUP Student Partnerships with Community Kids
- VI. Community Projects
- VII. The News of the Community
- VIII. The Political Voice of Students
- IX. Communication between Students and Police
- X. Administrative Issues

The following pages contain a list of the proposals described under each category, conclusions that we've made and proposals for 'next steps' or actions to be taken/considered. For each initiative, potential contacts have been identified. These individuals or organizations could make significant contributions to the process of implementation of these proposals. As you read the following pages please ignore the numbers that appear in the first columns of the tables - they refer to proposals as they were grouped on the original project proposal sheets.

As we've reviewed and summarized these proposals, it is evident that some are already implemented, some may be readily implemented, some may require significant energy to implement and there are some that will not be feasible to implement.

I. "This is my Community"

1	Flex-Off Campus	Use Flex Dollars to encourage students to support local businesses
3	On-Campus Vendors	Bring in local vendors to help with special events
5	The Businesses in your Neighborhood	<ul style="list-style-type: none"> • Businesses and Community organizations set up booths during Freshman orientation and move-in day • Map of local businesses distributed to students • Local businesses advertise with flyers in food service areas and use campus display cases to showcase products
17	Community Open House	Distribute a brochure about the community of Edinboro
21	Community Relations	Develop programming to build community relations that can be used to recruit students, faculty and staff.
26	Campus Music	Schedule more music opportunities on campus
35	On Thin Ice	Build a skating rink for campus/community ice skating parties
36	There IS something to do	Increase programming to keep students in Edinboro on the weekends (more movies, concerts, etc)
38	Highlands Festival	Increase community vendors (primarily food)
39	Business Interns	Develop a partnership to place University students into local businesses in an internship position
40	Community Orientation/ Brochure from the Chamber of Commerce	Let students know about: <ul style="list-style-type: none"> • Laws • Where the businesses are • What is expected as you enter our community
43	OUR businesses	Promote the development of businesses to target student clientele: <ul style="list-style-type: none"> • Movie Theater • Skating rink • Arcades • Pool hall • Activity Park (go-carts) • Boat rental • Jet Ski rental

All of these proposals contain a common thread of building a joint community between the University and the Borough. Strategies include co-sponsoring events, asking local vendors to campus events, and providing incoming students, faculty, staff and businesses information about the Community of Edinboro (University and Borough).

Part of this discussion identified businesses that students wish were here. As many of the businesses listed have not succeeded in the past, we probably need to open a discussion on what it takes to get student support of local companies/businesses.

An initial plan of action to address this set of proposals is to develop a packet of information for incoming students. This packet could be added to the University and Borough web sites, inserted into the application package, distributed at Freshman Orientation programs, move-in day or at a 'Welcome to the Community' event (possibly at Lakeside). Information to be included in the packet:

- Brief description of the history of the community
- Directory and map of local businesses, including potential internship sites
- Community/student/police generated guidelines of 'expectations' of those in the community
- A contact card that indicates that the student is interested and willing to donate community service hours to the community

Potential Contacts:

- Lynn Browning (Food Services)
- Georganne Gornall (Edinboro Area Chamber of Commerce)
- Freshman Orientation Staff
- Community Outreach Center
- Cosmo Barbaro (Music)
- Gary Grant (Music)
- David Obringer (EUP/Edinboro Area Historical Society)
- Tim Thompson (Highlands Festival)
- Borough Council Designee
- Lakeside Association
- Patti Loomis (P)
- Admissions Office

II. Campus/Community Shuttle Bus

2	Shared Bus Loop	To decrease parking issues, generate a shared bus loop between the community and campus.
6	Barriers to Community	Generate a plan for parking that will encourage the community to come to campus
7	Transit Program	Expand University bus program to include community members, providing service to Walmart Plaza, Giant Eagle and the Post Office. Solicit financial support from local businesses to support this activity.
27	Parking	Problems with parking on campus need to be resolved
30	Bus	Arrange for a campus/community shuttle bus

There was virtually unanimous agreement that there are concerns about parking, both within the University and within the Borough. The idea of a shuttle route that connects the campus to local businesses received strong support. If students and community members are traveling on and off of campus via a reasonably priced shuttle system, then the parking issues should be resolved. It would be necessary to investigate cost, the vendor and the route for the shuttle. If a shuttle is available, we could reconsider the parking guidelines (i.e. anyone who lives within a ¼ of a mile of campus may not have a parking permit).

One important aspect of this discussion was the need to make 'guest' parking available if we want visitors to the campus. A shared bus route would link very well into the "This is my Community" initiative described above.

Potential Contacts:

- Erie Municipal Transit Association
- Borough Council designee
- Bill Coleman (Facilities)
- Student Government Association
- Bob McConnell (Office of Students with Disabilities)

III. Art in the Community

4	Art in the Community	Identify a local business to sell and display student art and music. Business students could help run the store.
34	Art in the Community	Ask campus artist to decorate community venues (firehall, parks)

At first review, this seems to be a proposal that can be carried to fruition. There are businesses in Edinboro that do display student work. If this is to be expanded, we might identify students through the volunteer card described under part I.

Potential Contacts:

- Lisa Austin (Art)
- Bill Mathie (Art)
- Connie Mullineaux (Art)
- Student Art League
- Borough Designee
- Claudia Thornburg (Lake Effects)
- Kevin Travis (b*sides)

IV. Community Volunteer Clearinghouse

6	Barriers to the Community	Campus is not 'family friendly'
8	Partner with Seniors	Develop a network of students to visit the senior centers.
21	Community Volunteer Clearinghouse	Site/office in the community where individuals can communicate needs for volunteer services. This could be linked to community service requirements. Possibilities: <ul style="list-style-type: none"> • Food banks • Individuals • Nursing homes • Summer literacy program • Schools
41	Service for Seniors	<ul style="list-style-type: none"> • Work through the two senior centers to identify individuals who need help with shoveling snow, cutting grass, raking leaves or other small service initiatives. • The University should generate a card identifying what the campus volunteers will do and who's sponsoring the program. That card will be given to the senior who requests a service.

There are individuals in the Borough of Edinboro who require services that Edinboro University students could provide on a volunteer/paid basis. The potential for the community service partnership is large and, obviously, mutually beneficial to students and community members. Potential liability issues should be considered but should not be used as an excuse to limit this initiative.

We suggest expanding the Community Service aspects on campus. In the set of proposals described in part I, all incoming students would be asked to complete a contact card that shows their interest in performing community service. These cards would be stored and catalogued by the campus Community Outreach Center. If students show leadership in developing a community service project, we may want to investigate the possibility of academic credit.

We would propose an analogous office in the Borough (possible in John Evans' office) to identify individuals in the community with a need. The two offices would work together to match needs and volunteers.

Potential Contacts:

- Denise Finazzo (Community Outreach Center)
- Student Affairs Representative
- Georganne Gornall (Edinboro Area Chamber of Commerce)
- John Evans
- Borough designee

V. EUP Student Partnerships with Community Kids

9	Babysitting Directory	Identify a list of students who would be willing to baby sit for families in the community
11	At Risk Kids	Identify on-campus internships for high school and middle school at-risk students.
15	High School/University Inter-murals	Organize summer sporting intermural competitions that include high school and college students
20	Mentoring Program	Pair high school and college students for conversations about college life, career choices, etc.
24	After School Program	Help elementary, middle and high school students with schoolwork, like a Big Brother/Big Sister program.

These proposals are tied into the community service issues described in part IV. They all include a link between Edinboro students and K-12 kids of the community. There is a two-pronged approach here – to take EUP students to the community and to bring K-12 kids to the campus. We suggest that the partnerships are initially defined by the geographical limits of the General McLane School District. Once programs are in place and well staffed, expansion to include other districts or groups of kids could take place.

Potential Contacts:

- Edinboro Elementary School
- McKean Elementary School
- Parker Middle School
- General McLane High School
- IU#5
- Student Government Association
- Health and Physical Education Department
- Community Outreach Center
- Admissions Office

VI. Community Projects

14	The Edinboro Fireworks	EUP hosts the Area Fireworks Festival (Current site will soon be unavailable, more space means more activities, better parking options, use of indoor facilities.)
18	The History of Edinboro	Enhance the partnership between the Edinboro Historical Society and campus

These projects have great value. The partnership between the University and the Historical Society seems to be rich. Ideas for future partnerships should be proposed.

We suggest a meeting between the administration of the University and the organizers of the Fireworks display to investigate the possibility of moving the Borough program to campus. In general, campus facilities should be available on the 4th of July. We've successfully held safe fireworks programs on the campus.

Implementation of this project would go a long way to enhancing the relationship between the University and members of the Borough. This could be a model project to show that the University listens to concerns, works with the community and makes a partnership happen. This Borough/University event seems to be a win-win proposition.

Potential Contacts:

- Frank Pogue (Office of the President)
- Jim Schmitt (Fireworks Committee)
- Kenny Sturm (Fireworks Committee)
- Walter Patterson (Fire & Safety)
- Syed Zaidi (Facilities)
- Dave Obringer (Library/Edinboro Area Historical Society)

VII. The News of the Community

23	Community Fund Raiser	Annual fundraiser for non-profits in Edinboro. Organize one large event each year rather than several small ones.
19	"Here's what's Happening!"	Advertise what the University has to offer and visa versa
37	Increase communication	Increase circulation of the Spectator Use ENN TV to promote events in the community too
44	The Community News	Invite local writers in an effort to form one large newspaper. In doing so, the community and the campus can be better informed.

The demise of the *Edinboro Independent* has left a gap in information transfer between the University and the Borough. We should investigate the possibility of developing a joint publication between the two organizations. This could take several forms – one publication with writers from both the Borough and the campus, a Borough insert into the *Spectator*, a Borough column in the *Spectator*. Logistics and guidelines for student publications need to be considered. Joining campus media (*Spectator*, *WFSE* and *ENN*) and community reporting seems to provide an exciting new opportunity for interactions between students and journalists. This would be a great venue to highlight events that are co-sponsored by the University and the Borough.

Potential Contacts:

- Chamber of Commerce designee
- Borough Council designee
- General McLane School District
- Ali Mohammed (*Spectator*)
- WFSE
- ENN
- Erie Times News
- Faculty who teach journalism classes
- Terry Warburton (Speech and Communications Studies)
- Patty Loomis (Publications)
- Cosmo Barbaro (Music)
- Dave Hurd (Geosciences)

VIII. The Political Voice of Students

25	The Student Union	Organization to focus on student rights and to communicate effectively with other organizations that affect student life. This group should be independent of SGA and any University Administration oversight. A model of labor unions that benefits all students.
28	The Politics of Homecoming	Include political members in Homecoming Events
29	Speak Up	Put a voting machine on campus
31	Campus Voting Project	<ul style="list-style-type: none"> • Set up machines to tally votes on local and student issues (like day care for students, is parking preference for faculty proper?) • Petitions could be used to demand a 'referendum' on various issues.
33	Student on Council	Name an EUP student as a non-voting member of Borough Council

This category emphasizes the students' need to be heard. It can be divided to highlight on- and off-campus political issues.

On-campus, students are requesting input on issues. A mechanism for that has been proposed. An individual generates a petition for an issue that they'd like addressed by the student body as a whole. With enough signatures, a vote is taken to represent a student voice that, presumably, will be important in action relating to the vote.

Students are also offering viewpoints in the community. To facilitate voting, they'd like to see a voting machine on campus – this would have to be discussed with the local election board. They've also asked to be represented on Borough Council (and Washington Township Council).

Potential Contacts:

- Social Work Graduate Association
- Graduate Student Association
- Steve O'Neill
- Student Government Association
- Homcoming Committee Designee
- AFRICA
- Political Awareness Club
- Borough Council designee
- Washington Township designee

IX. Communication between Students and Police

13	Student/Community Police Liaison	Identify/use the liaison between the Community police department and the University to better the relationship between the community police department and university students. Part of the liaison's duty should address the quality of the affidavits submitted to Judicial Affairs.
16	Police Relationships	Enhance relations between the Borough and the students

If there was a single 'hot-button' issue that we found in planning the Forum, in the issues cards and in the Partnership Proposals, that issue is the relationship between University students and police.

Whether based in fact, or not, there is a perception among many students that an antagonistic attitude exists. Obviously, this is a generalization but the number of comments and the vehemence of the comments from the students warrant further discussion of the topic.

We suggest that the discussion occur under the HCFI Forum format and that a concerted effort to bring as many officers as possible from both campus and community police force be made. We further suggest that a large number of faculty members be present to help moderate the conversations between students and the officers.

Potential Contacts:

- Community Police
- Campus Police
- Student Government Association
- Charlene Ceruti (Judicial Affairs)
- Elvage Murphy (Political Science & Criminal Justice)
- Umeme Sababu (History)
- Alton Scales (Multicultural Programs)
- John Ponsell (Boro Bar)
- Kip Allen (The Hotel Bar)

X. Administrative Issues

12	Administrative Issues	<ul style="list-style-type: none"> • Share technology resources • Share fiber optics • Share snow removal • Clarify bid process with local businesses
10	Police Partnering	Enhance cooperation and cost savings between the University and community police forces

These issues need to be addressed between the Administration of the University and the Borough council. We're aware that discussion has occurred on some of these items. As the list is considered (and potentially expanded) we need to ask questions:

- Who performs this task?
- How does the partnership work?
- Do we need to change anything?

Potential Contacts:

- Frank Pogue (Office of President)
- Buck McFadden (Borough Manager)
- Borough Council designees
- University Administration designees

Conclusions – What comes next?

The Neighborhood Forum Organizing Committee

The issues cards, the Partnership Proposals and conversations with the organizers of the Neighborhood Forum strongly indicate that communication between campus constituents and the members of the neighboring communities are desired.

6	Barriers to Community	Enhance communication between 'townees' and university
32	Neighborhood Forum	Continue this event between students and the community
42	Planning with the Township	Social service student representatives work with Washington Township officials to create data for planning.

Report #12: Yellow Ribbon Campaign

Overview:

The staff and faculty of both the Highlands Center for Faculty Initiatives and the Community Outreach Office led the campus' Yellow Ribbon Campaign. The objectives of this program are:

- Provide an outlet for student, faculty, and staff's expressions of remembrance for those friends and family members serving in the current struggle in Iraq.
- Work collaboratively with the local communities and their efforts at similar programs.
- And, most importantly, to Support Our Troops.

This program has four basic components:

- Provide small Yellow Ribbons that can be pinned to an individual's clothing.
- Decorate lampposts and streetlights with larger yellow ribbons.
- Establish a larger exhibit in the University Center where faculty, students, staff, and community members can list the names of their friends and loved ones serving in the conflict.
- Establish a collection site for gifts, letters, and care packages for those in the armed services.

Attendance/Participation:

Over twenty (20) students from the Highlands Center for Faculty Initiatives and the Community Outreach Office, along with Drs. Denise Finazzo, Theresa Thewes, and Joseph Laythe, made hundreds of small yellow ribbons for personal wear. In doing so, they used nearly 1500 feet of yellow ribbon and table covers to make bows. They collected large tin cans from Wood Foods, made labels, filled those cans with the ribbon/pins and distributed them to over 75 sites on campus.

Large yellow ribbons, tied by Dr. Thewes and her husband, Thomas Thewes, were hung on over 150 posts on the campus and its periphery.

The program was inaugurated April 4, as part of the University's Convocation program at the University Club and University Center. The large display ribbon-banner has 88 embroidered names (22 of whom were EUP students). An additional 89 names were added to paper ribbons on the University Center display. They will be embroidered onto the fabric ribbons. We are initiating conversations with Dave Obringer in regard to archival storage of the materials.

Publicity/Evaluation:

To the best of our knowledge, there has been no publicity of the event. The ribbons were removed from the lampposts by staff other than HCFI or the Office of Community

Outreach prior to the end of the term. These offices collected the lapel ribbon containers and donations at the end of the term. Four boxes of donations were given to organizations that are shipping to the troops.

While there was no formal evaluation, the sentiments expressed on the paper ribbons and comments made to the office staffs were appreciative and approving.

Report #13: Jim Miller Celebration of Teaching

Overview:

The Jim Miller Celebration of Teaching has been plagued with low attendance. It has seemed to be a 'School of Education event.' In parallel with the American Education Week celebration in the Fall, we chose to use the Jim Miller Celebration of Teaching to highlight the importance of teaching on campus.

On April 14, HCFI and the Office of the Provost co-sponsored the seventh annual Jim Miller Celebration of Teaching Day. Planning for this program began in the fall with a meeting with the Department of Psychology. On the recommendation of Lisa Unico (Chemistry), Dr. James Zull of the Department of Biology at Case Western Reserve University was invited to serve as our keynote speaker.

We planned three events for Dr. Zull. The first was a book signing with the *b*sides* bookstore in downtown Edinboro. In partnership with Kevin Travis (the owner), we invited public school teachers from seventeen school districts to meet with Dr. Zull and to discuss the content of his book.

The second event was a luncheon. We invited administrators, emeriti faculty and current faculty to join us for a lunch/lecture program. We also asked current faculty to invite students who might be interested in the lecture topic: "*Does Neuroscience Research Have Anything to Offer the Classroom Teacher?*" Dr. Pogue welcomed the audience, Dr. Weber introduced the speaker and Dr. Unico fielded questions.

HCFI also organized a student seminar "*How do we Learn? Does Teaching and Grading Produce Learning? What should Teachers Do?*" Faculty from the Departments of Biology and Health Services, Chemistry, History and Anthropology and Psychology recruited students for this program.

Attendance/Participation:

This Sunday book signing was poorly attended with only eight individuals. 73 members of the campus community attended the luncheon lecture session. 69 students and faculty attended the student seminar.

Publicity/Evaluation:

Announcements of the book signing were distributed to more than 100 school principals in 17 local school districts. Mr. Travis posted signs in *b*sides*. Invitations for the luncheon were mailed to over 200 emeriti faculty and staff and to all current faculty and administrators. Email reminders were sent to campus addresses. Early in the planning for the student seminar session, we asked department chairs to identify courses (and faculty) that the seminar content might complement. We targeted those instructors/courses as we planned the event.

While the attendance at the book signing was low, Mr. Travis is enthusiastic about working with HCFI in the future. Concerns expressed in the evaluation of the luncheon/lecture dealt with A/V issues and the length of the program; participants would have preferred a program that gave the speaker more time. While a few found the program to offer little new material, the strong majority of participants found the speaker to be "interesting;" "excellent in content, format, and delivery;" "wonderful, engaging;" and that he presented a "broad topic that is relevant for different fields."

This year, our intent was to make the Jim Miller Celebration of Teaching appealing to a broader audience and to increase the number of members of the campus community who participated in the program. We were successful in both efforts.

Report #14: Scots Record

Overview:

The *Scots Record* is a cumulative, orderly, comprehensive and web-accessible account of the creative and scholarly work at this University. An initial issue was to have been released in the Spring of 2002. Although advertised, this issue was not released.

Working closely with Jack Widner (Library), the managing editor of the publication, and his editorial board, the Scots Record was finally unveiled on April 28 in the Baron-Forness Special Collections Room in the Spring Research Colloquium. The publication was placed on line at that event; a more compact paper version was distributed to all presenters and the Offices of the President, the Provost, and the Deans of Education, Graduate Studies and Research, Liberal Arts and Science, Management and Technology.

Attendance/Participation:

While there were some submissions that were not accepted, 90 annotated citations were accepted from 37 faculty/administrator contributors.

Publicity/Evaluation

These submissions for the *Record* were sought through a variety of means—all faculty e-mails, tabletop displays at the University Club, posters, and by word of mouth.

In the end, submissions came in all forms: citations only, articles and books only, and articles/books with abstracts. The managing editor, Jack Widner, did an excellent job in sorting through the various forms and styles, keeping his editorial board on task, and keeping the “concept” of this publication alive. The greatest challenge for the editorial board was to determine what form the submissions ought to take and how to clearly convey that form to the potential contributor.

The on-line publication also hit some technical snags. Because of the variety of forms and styles in which materials were submitted, there was bound to be some errors as this was translated on-line. The technical process of bringing the *Record* “on-line” also had some challenges. A disregard for deadlines meant that a large bulk of the work to put the *Record* on-line happened on the day of the reception. This document was unveiled on time only because of heroic efforts of the managing editor and graduate student staff of the Center.

The Managing Editor, Center Co-directors, a representative of the Editorial Board, and the Associate Provost for Student-Centered Initiatives and Center Staff have met to review the technical accuracy of the citations and abstracts and have developed a plan to streamline the web site and to make all necessary corrections prior to the start of the Fall 2003 term.

Report #15: Research Colloquium

Overview:

HCFI partnered with the Office of Graduate Studies to organize the Research Colloquium series this year. The Fall program, held on November 20, was a series of presentations by campus faculty to highlight their research work:

Amy Leehan (Nursing)	Analysis of Learning Styles of Traditional Nursing Students Versus Non-Traditional Students with Suggested Teaching And Learning Strategies
Salene Cowher (Professional Studies)	Levels of Ego Development and Attitudes Toward Women in Authoritative Positions Among Adolescent Males
Susan Hegel (Speech and Communication Studies)	Language and Literacy: The Role of Phonological Awareness Skills

The Spring program was a reception held in the Special Collections room in Baron-Forness Library. We honored the contributors to the first volume of a descriptive bibliography of campus creative works, the *Scots Record*. The *Scots Record* is a web publication of the Center. The publication is available at:

<http://www.edinboro.edu/cwis/highlands/HighlandsWebSite/SCOTSRECORDWEB/TITLE.HTML>

The Highlands Center and the editorial board will immediately begin requesting submissions for next year's edition.

Attendance/Participation:

The Fall program had an attendance of 21 (5 of these were program organizers, 3 were presenters). The Spring program had an attendance of 28. This attendance is low. We will simply need to experiment with the format of the presentations to lure larger audiences.

Speakers for the Fall program were chosen from the faculty research database. They were chosen because their research interests seemed to relate and because they represented the three schools.

Because of time constraints and difficulties in identification of potential presenters, we chose to unveil the Scots Record for the Spring Colloquium. While there is considerable research being completed by this university's faculty, there has been little expressed interest in attending an event where that research is shared or recognized.

Publicity/Evaluation:

Both programs were announced through all faculty invitations. Posters were hung for the Fall program; more formal invitations were distributed for the Spring program. There was an email reminder sent for both programs.

We did not include a formal evaluation as a part of either of these programs. Anecdotally, participants in the *Scots Record* reception were pleased that there was a venue to highlight creative work of the faculty, that there was such strong representation from the administration and that we chose the Library as the site for the reception.

Weekly Reviews

Each week HCFI summarized the work completed in a Weekly Review. This was distributed via email to campus administrators and other staff members (including Public Relations, Publicity and Finance). The Weekly Review served primarily to update these individuals on the work of the Center. It was also used to highlight aspects of the Center that might not otherwise be considered (lack of full time staff, process and tasks for planning an event, accomplishments of staff in venues other than the Center). The third purpose of the Weekly Review was to identify dates for planned events as early as possible so that interested administrators could plan their calendars.

The Center had never before produced a weekly summary of activities.



HCFI Weekly Review 8/30/02

Highlands Center

- Edited Faculty Survey, to be released Sept. 10.
- Reorganized office and equipment.
- Interviewed and filled 3 out of 3 Graduate Assistantship positions.
- Brainstormed programming for American Education Week (Sept. 17-23).
- Discussed programs for new faculty members.
- Met with Provost regarding the "Serving Our Students" Panel for the New Faculty Orientation.
- Moderated "Serving Our Students" Panel Aug. 26.

CETP-PA

- Sent a 16-member team comprised of 8 faculty members, 1 EUP graduate and 7 Teaching Scholars[#] to the CETP-PA Summer Conference. The conference was held August 13-17 in Millersville. Three EUP presentations were given.
- Prepared and sent out CETP-PA new faculty packages. Packages included a cover letter, magnet, brochure, and newsletter.
- Planning meeting for Junior Field Level II Program.
- Started planning for CETP-PA 2002/2003 school year.
 1. Teaching Scholars meeting on Sept. 5
 2. Math & Science Constructivist Teaching Discussion Group Sept. 12
 3. Team dinner meeting on Sept. 16
 4. NCISE meeting on Oct. 15

Planned Programs

- September 5: CETP-PA Scholars
- September 12: Math & Science Constructivist Teaching Group
- September 17: EUP CETP-PA Team Meeting *
- October 15: CETP-PA NCISE visit *
- November 8: Conference on "Race, Gender, and Ethnicity"
- November 17-23: American Education Week *

* Note: HCFI would like to have an Administrative presence at these events.

[#] 2002-03 EUP Teaching Scholars are recipients of a \$2000/term scholarship and are enrolled in science and/or mathematics education programs. They are:

Rachel Barczyk
Jason Brown
Karen Geibel
Matt Graham

Mike Mohney
Kelly Montz
Lindsay Roberts



HCFI Weekly Review 9/06/02

Highlands Center for Faculty Initiatives

- An all-faculty welcome was sent with an update on HCFI changes.
- Finalized plans for the HCFI leadership meeting (Sept. 12).
- Working on office organization strategies.
- Worked on formatting/developing multiple databases for printing mailing labels.
- Phone system updated.
- Investigated copier/FAX possibilities
- Hired CETP-PA/HCFI technology undergraduate.
- Contacted B. Pitzer regarding publicity for HCFI.
- Planning for Race, Gender, and Ethnicity Conference.

CETP-PA

- CETP-PA Scholars Meeting held on Sept. 5.
- Sent out ~125 dinner invitations to CETP-PA Team members for the Sept. 17 meeting.
- Finalized CETP-PA Leadership Meeting on Sept. 19.
- Prepared CETP-PA Teacher Scholars applications for the Oct. 15 deadline. (Oct. 8 on-campus)

Planned Programs

- September 12: Math & Science Constructivist Teaching Faculty Discussion Group
- September 12: HCFI Leadership Meeting
- September 17: EUP CETP-PA Team Meeting *
- September 19: CETP-PA Leadership Meeting
- October 15: CETP-PA NCISE visit *
- November 8: Conference on "Race, Gender, and Ethnicity"
- November 17-23: American Education Week *

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 9/13/02

Highlands Center for Faculty Initiatives

- Scheduled monthly update meetings with Co-Directors and Dr. Bevevino for Fall 2002.
- Submitted copier/fax requisition to Provost.
- Continued process of office organization: filing, communications, databases, budget, etc.
- HCFI Faculty Interest Survey distributed to all faculty.
- Produced and packaged registration forms for the Conference on Race, Gender, and Ethnicity.
- CD duplication: Duplicated Dean Baldwin's Teacher Preparation CD. Core Knowledge Foundation granted the Copyright permission.
- Partnered with the Chemistry Department/Erie Section of the American Chemical Society re: Lee Marek presentation.
- Began work on Evening of Science to be held on March 31, 2003.
- Meetings:
 1. Sept. 12: HCFI Leadership meeting.
 2. Sept. 12: Race, Gender, and Ethnicity Conference
 3. Sept. 10: Staff meeting. Discussed office organization. New envelopes ordered.

CETP-PA

- Distributed Scholarship announcement to Math, Science, and Education Faculty.
- Meetings:
 1. Budget meeting held.
 2. Constructivist Teaching Discussion Group Meeting.

Planned Programs

- September 19: CETP-PA Leadership Meeting
- October 15: CETP-PA NCISE visit *
- November 8: Conference on "Race, Gender, and Ethnicity"
- November 17-23: American Education Week *
- March 31: Evening of Science Activities

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 9/20/02

Highlands Center for Faculty Initiatives

- Updated main computer to Microsoft Office 2000.
- Completed mailings for the Conference on "Race, Gender, and Ethnicity".
- Generating summary of the faculty survey.
- Contacted dining services re: advertising for the HCFI programs in the University Club.
- Met with Colleen Hites and assistant of the Public Relations office.
- Ordered copier/FAX and dedicated a FAX phone line.
- Began developing a database of High School Social Studies/History instructors for PA History Day, March 29, 2003.
- Identified local housing and restaurants for future outside visitors.
- Planning meeting with Jack Widner re: Scots Record
- Developed strategy to increase submission to Scots Record.
- Started conversations with SGA re: Community Forum (Jen Kilgore & Paul LaMantia).
- Made arrangements for "Race, Gender, and Ethnicity" conference re: UC, President Pogue's comments, and banquet at Marketplace Grille.
- Initial plans underway for Jim Miller Celebration of Teaching Day tentatively scheduled for the week of April 7.

CETP-PA

- Graduate Assistant orientation
- Working on CETP-PA Co-Supervision Meeting on October 5.
- Planning continues for the Summer 2003 Statewide Conference at EUP.
- Meetings:
 1. CETP-PA Leadership
 2. CETP-PA Staff

Planned Programs

- October 15: CETP-PA NCISE visit *
- November 8: Conference on "Race, Gender, and Ethnicity"*
- November 17-23: American Education Week *
- March 29: PA History Day
- March 31: Evening of Science Activities
- April 7: Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 9/27/02

Highlands Center for Faculty Initiatives

- Working on summary of HCFI survey.
- AEW certificates designed; to be reviewed.
- Setting up initial meetings for institutes: CIC, UTL, EVE, and LLL.
- Receiving registrations, banquet reservations, for Race, Gender, and Ethnicity Conference.
- Compiling Race, Gender, and Ethnicity Conference program.
- Met with Colleen Hites on 9/23 re: Conference publicity, Dr. Lawrence Friedman's banquet speech on 11/8, HCFI PR.
- Conference Update: 11 universities represented; 13 social service agencies represented; plus over 20 EUP Faculty participating.
- Program for conference sent to and e-mailed documents to presenters (40+).
- Meetings held:
 1. Conference Publicity 9/23.
 2. Office staff meeting 9/24.

CETP-PA

- Working on CETP-PA Co-Supervision Meeting on October 5.
- Planning continues for the Summer 2003 Statewide Conference at EUP.
- Meetings held:
 1. G.A./work study 9/20.

CIC

- Planning conversation re: CIC/possible new institute.

EVE

- Organizational meeting scheduled for Thursday, October 10, at 12:00.

LLL

- Organizational meeting scheduled for Wednesday, October 9, at 3:00.

UTL

- Organizational meeting scheduled for Thursday, October 3, from 12:00 to 1:00 in McNerney Room 135.

Planned Programs

- October 15: CETP-PA NCISE visit *
- November 8: Conference on "Race, Gender, and Ethnicity"*
- November 17-23: American Education Week *

- March 29: PA History Day*
- March 31: Evening of Science Activities
- April 7: Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 10/4/02

Highlands Center for Faculty Initiatives

- Working on Faculty Research Database.
- Request for Alternative Assessment information sent to all faculty and students.
- Request for participation in AEW sent to Dr. Pogue and Dr. Weber.
- Developing New Faculty lunch series Oct. 28-Nov. 1.

CETP-PA

- Final preparations for Junior Field Co Supervision meeting.
- Planning for Oct. 15 NCISE visit.
- Planning for Nov. 4 Team meeting.
- Planning for summer conference continues.

EVE

- Organizational meeting scheduled on Oct. 10 at 2:00pm.

LLL

- Organizational meeting scheduled on Oct. 9 at 3:00pm.

UTL

- Meetings:
 1. Organizational/Planning meeting held.

Planned Programs

- October 15: CETP-PA NCISE visit *
- November 4: CETP-PA Team meeting
- November 8: Conference on "Race, Gender, and Ethnicity"*
- November 17-23: American Education Week *
- March 29: PA History Day*
- March 31: Evening of Science Activities
- (April 7): Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 10/11/02

Highlands Center for Faculty Initiatives

- ~60 responses for requests relating to Faculty Research Database.
 - To be used to identify potential presenters for Fall 2002 Research Colloquium
- American Education Week:
 - Final version of advertising magnet developed
 - Request for Administrative support sent
 - Contacting past "... of the Year" awardees for participation
 - Draft of certificate complete
- Invitations to New Faculty lunch program (Oct. 28-Nov. 1) sent to new faculty; coupons (courtesy of L. Browning) and contact information of new faculty sent to current HCFI members.
- HCFI has been invited to a Department of Psychology meeting to discuss the 'Jim Miller Celebration of Teaching Day'.
- HCFI met with Jen Kilgore (President of SGA) re: Neighborhood Forum. Strong support, event to be planned for January 2003.
- Race, Gender and Ethnicity Conference program finalized and sent for final approval.
- Office space reorganized. FAX line assigned (X 1713).
- Summary of September HCFI Survey nearly complete.
- Initiated an "All_Faculty" email announcement of Institute meetings.
- Organizational meeting for the 2003 Evening of Science Activities set.

CETP-PA

- Junior Field Co-Supervision meeting held. Included 12 Education students, 9 University faculty members and 8 in-service teachers.
- Oct. 15 NCISE visit agenda finalized and distributed
- Planning for Nov. 4 team meeting; Science and Math Departments and the Regional Math and Science Center are donating door prizes of curricular materials.
- Planning for summer conference continues.

CIC

- Carolyn Nobile will call an initial meeting of interested participants (as identified on the September HCFI Survey).

EVE

- Planning meeting held. Initiatives that were discussed include the Values Newsletter, the Poster Contest, "Cheating" in the Catalog. (2 Co-Directors, 3 Faculty, 1 Staff, 1 Community member, 1 GA)

LLL

- Organizational meeting held. Conversations focused on the future of this Institute. Possible future foci include: retraining of displaced workers, ESL, Literacy training, Tutoring programs, Elderhostel. Participants generated a list of individuals to call together to develop future plans for the Institute. (2 Co-Directors, 1 Faculty, 2 Staff, 1 GA)

UTL

Organized an informational packet on the "First Year College" as described by Dr. James Anderson. Will be distributed at the next UTL meeting for discussion. Initiated planning and collected information from faculty on a Talking About Teaching program on Alternative Assessment Strategies.

Planned Programs

- | | |
|--------------------------|---|
| • October 14 (3:00 pm): | UTL Institute meeting |
| • October 15: | CETP-PA NCISE visit * |
| • October 22 (3:00 pm): | Evening of Science planning meeting |
| • November 4: | CETP-PA Team meeting |
| • November 8: | Conference on "Race, Gender, and Ethnicity"* |
| • November 11 (5:00 pm): | LLL Institute meeting |
| • November 12/13: | UTL Talking about Teaching: Alternative Assessment programs for faculty |
| • November 14 (noon): | EVE Institute meeting |
| • November 17-23: | American Education Week * |
| • December 12 (noon): | EVE Institute meeting |
| • March 29: | PA History Day* |
| • March 31: | Evening of Science Activities |
| • (April 7): | Jim Miller Celebration of Teaching Day* |
| • August 14-16: | 4 th Annual CETP-PA State-wide Conference* |

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 10/18/02

Highlands Center for Faculty Initiatives

- Met with Psychology Department re: new directions for Jim Miller Day.
- Continue planning for Neighborhood Forum.
- Race, Gender, and Ethnicity Conference program submitted to Patti Loomis in Publications for final approval.
- Developed banquet program for the Race, Gender, and Ethnicity Conference.

CETP-PA

- NCISE (evaluation group for system-wide initiative) interviews held October 15 from 8:30-4:00pm, with 14 EUP Faculty members and representatives.
- Dinner invitations for November 4 meeting sent to all team members.

CIC

- Initial meeting in planning stage.

EVE

- Working to identify an editor for the Values Newsletter.

LLL

- Meeting with community members and faculty in the planning stage.

UTL

- Established Talk About Teaching Workshop: "Alternative Assessments", with Ed Snyder, Frank Marzano, and Joe Laythe presenting at Breakfast on Tuesday, November 12 and two others (TBA) for Wednesday Lunch on November 13.
- Organizational meeting held October 14.

Planned Programs/Meetings

- October 22: EOS Committee Meeting
- October 24: CETP-PA (CDG) Meeting
- October 25: CIC Meeting
- November 4: CETP-PA Dinner Meeting
- November 4: UTL Meeting
- November 8: Conference on "Race, Gender, and Ethnicity"*
- November 12: UTL Talking About Teaching Breakfast
- November 13: UTL Talking About Teaching Lunch
- November 14: Ethics and Values Meeting
- November 15: LLL Meeting
- November 17-22: American Education Week *

- December 12: Ethics and Values Meeting
- January 28: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities
- April 7: Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 10/25/02

Highlands Center for Faculty Initiatives

- Finalizing plans for American Education Week.
- Received new copier/fax machine (732-1713).
- Developing HCFI procedure manual and document template file.
- Reviewing and sorting all old computer files. Preparing computers for software upgrade.
- Generated lists of past Jim Miller Celebration of Teaching Topics/Speakers.
- Conversation with J. Widner re: Scots Record. Meeting of Editorial Board to be planned.
- Program, posters, and Banquet Programs for the Conference on Race, Gender, and Ethnicity produced in coordination with Patti Loomis, Publications Office, and DocuCenter.

CETP-PA

- Up and active – see meeting list below.

CIC

- Reorganization meeting planned. C. Nobile will serve as chair to define future of Institute. Will focus conversation on responses from the HCFI Survey, completed in September.

EVE

- Up and active – see meeting list below.

LLL

- Reorganization meeting with community members planned – see meeting list below.

UTL

- Up and active – see meeting list below.

Planned Programs/Meetings

- November 1: CIC Reorganization Meeting
- November 4: CETP-PA Dinner Meeting
- November 4: UTL Meeting
- November 8: Conference on “Race, Gender, and Ethnicity”*
- November 12: UTL Talking About Teaching Breakfast
- November 13: UTL Talking About Teaching Lunch
- November 14: Ethics and Values Meeting
- November 15: LLL Meeting

- November 17-22: American Education Week *
- December 12: Ethics and Values Meeting
- January 28: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities
- April 7: Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.

Jim Miller Celebration of Teaching Topics/Speakers

Year	Speaker	Topic	Association
97-98	Maryellen Weimer	“Teaching from the Heart”	Sr. Lecturer of the Speech and Comm. Dept. at State Berks LeHigh Valley College
98-99	Dr. Henry Huffing	“Raising Responsible Children”	Director and Character Education Institute from California University of Penna.
99-00	Dr. Thomas Murray	“Edinboro Community Forum”	President of the Hastings Center in Garrison, N.Y.
00-01	Dr. Catherine Cornbleth	“Politics and Practice of Diversity and Excellence”	Dept. of Learning and Instruction University of New York, at Buffalo
01-02	Dr. Mary Johnson	“Relevance of Tolerance Education to Teaching About the Holocaust”	Sr. Program Associate at the Facing and Ourselves National Foundation, a non-profit teacher training organization



HCFI Weekly Review 11/1/02

Highlands Center for Faculty Initiatives

- Programs, banquet fliers, and posters were completed for Race, Gender, and Ethnicity Conference and distributed.
- Advertising for the Conference on Race, Gender, and Ethnicity: Erie Daily Times ran a blurb; President Pogue announced the program on WQLN; and The Spectator ran an article on October 30.
- Completed Halloween Treat Week, a faculty lunch program.
- Finalizing plans for American Education Week events.
- Organizing tasks for Evening of Science.
- Planning meeting with the previous (Ed Abegg) and new (Paul Rovang) editors of the Values Newsletter scheduled.
- Follow up on: Scots Record
Jim Miller Celebration of Teaching Day
UTL Talking About Teaching and Institute Meeting

CETP-PA

- Finalizing plans for Team Meeting.
- Tracking resources for CETP-PA Summer Conference.

CIC

- First Organizational meeting to be held – see meetings list below.

EVE

- Up and running – see meetings list below.

LLL

- Up and running – see meetings list below.

UTL

- Talk About Teaching invitations sent out.

Planned Programs/Meetings

- November 1: CIC Reorganization Meeting
- November 4: CETP-PA Dinner Meeting
- November 4: UTL Meeting
- November 5: Value Newsletter Meeting
- November 8: Conference on "Race, Gender, and Ethnicity"*
- November 12: UTL Talking About Teaching Breakfast
- November 13: UTL Talking About Teaching Lunch

- November 14: Ethics and Values Meeting
- November 15: LLL Meeting
- November 17-22: American Education Week *
- December 12: Ethics and Values Meeting
- January 28: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities
- April 7: Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 11/8/02

Highlands Center for Faculty Initiatives

- Conference on "Race, Gender, & Ethnicity: Local and Global Perspectives of Social Justice" held Friday, 11/8. Over 200 participants plus over 50 presenters in the daylong event.
- Advertising plans for Research Colloquium being finalized (Graduate Studies) and final arrangements underway (HCFI).
- American Education Week Student Nomination Poster/Forms distributed.
- AEW magnet/Thank you materials ready for packing.
- AEW 'Lunch of the Year' invitations and agenda prepared and distributed.
- Finished faculty research database (to date) – see attachment.
- Working on submission request for Scots Record.

CETP-PA (Collaborative for Excellence in Teacher Preparation, PA)

- Dinner meeting held Monday, 11/4 – approximately 18 in attendance.
- Met with Dr. Terry Peard (IUP) – CETP-PA Principal Investigator.
- Planning CETP-PA meeting with Western Regional Coordinator.

CIC (Curriculum, Instruction, and Collaboration)

- Reorganization meeting held Friday, 11/1.
- Name change to "Institute for Internal Collaboration" under consideration.

EVE (Ethics and Values Education)

- Value News Letter will probably not be published this term as editors are changing from Ed Abegg (EUP) and Richard Findler (SRU) to Paul Rovang (EUP) and Bradley Wilson (SRU). Planning for the Spring 2003 issue underway.

LLL (Lifelong Learning)

- Re-organization meeting scheduled – see meeting list below.

UTL (University Teaching and Learning)

- Meeting held Monday, 11/4.
- Talk About Teaching Invitations sent out for 11/12 – 11/13 workshops.

Planned Programs/Meetings

- November 12: UTL Talking About Teaching Breakfast
- November 13: UTL Talking About Teaching Lunch
- November 14: Ethics and Values Meeting
- November 15: LLL Meeting
- November 18: AEW – Administration Walk About ?

- November 19: Certificate Distribution
- November 20: Research Colloquium*
- November 21: "Lunch of the Year"*
- November 22: Thank you/magnet distribution
- December 2: UTL Meeting
- December 12: Ethics and Values Meeting
- January 28: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities
- April 7: Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.





HCFI Weekly Review 11/15/02

Highlands Center for Faculty Initiatives

- Repository on line.
- "Race, Gender, and Ethnicity" Conference results: 70 presenters; 123 registrants (social worker, social activists, and historians); over 600 students attended the 20 + sessions between 9am and 4pm; 108 Banquet reservations; 102 banquet attendees; Plus, over 100 students presented poster boards addressing Erie's history re: Race, Gender, and Ethnicity.
- Women's history poster boards to be donated to the EUP Women's Studies Center.
- Certificates being designed/created for American Education Week.
- Fall Research Colloquia posters now on display.

CETP-PA (Collaborative for Excellence in Teacher Preparation)

•

CIC (Curriculum, Instruction, and Collaboration)

•

EVE (Ethics and Values Education)

- Meeting held on 11/14.
- Institute working on a Faculty Disciplinary Referral Form and Academic Integrity Statement.

LLL (Lifelong Learning)

•

UTL (University Teaching and Learning)

- Talk About Teaching Breakfast Workshop held on Tues. 11/12 from 7:30-9:15am. Ed Snyder, Frank Marzano, and Joseph Laythe presented re: Alternative Assessments. Talk About Teaching Lunch Workshop held on Wed. 11/13 from 12:00-1:30pm. Kathleen Golden and Tim Thompson presented. Approximately 50 in attendance for both sessions combined.

Planned Programs/Meetings

- November 15: LLL Meeting
- November 17-22: American Education Week *
- December 12: Ethics and Values Meeting
- January 28: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities

- April 7: Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 11/22/02

Highlands Center for Faculty Initiatives

- Celebrated American Education Week –
 - Monday: Administration Walk About [No information available regarding number of administrators involved or number of buildings/departments visited.]
 - Tuesday: Certificates recognizing Excellence in the classroom distributed to 36 faculty members (requests submitted from 65 students)
 - Wednesday: Fall 2002 Research Colloquium held in conjunction with the Office of Graduate Studies and Research. There were three presenters [Amy Leehan (Nursing Dept.), Susan Hegel (Speech & Communications Studies), and Salene Cowher (Counseling & Human Development)] and 17 other participants.
 - Thursday: Lunch . . . of the Year held to recognize past ' . . . of the Year' award winners, to welcome new faculty members and to initiate/continue conversations about teaching at Edinboro. Small gifts were presented to ' . . . of the Year' awardees and new faculty members.
 - 8 ' . . . of the Year' recipients
 - 9 new faculty members
 - 10 other participants
 - Friday: Thank you cards and magnets with updated HCFI contact information were distributed through campus mail to all faculty members. [Additional magnets are available if needed.]
- HCFI Staff meeting. There are significant issues that need to be addressed. It is very difficult to accomplish multiple initiatives with seven part time staff members. In order to grow, we'll need a full time office manager/secretary to monitor communication and office/information management.
- Put significant energy into development of a Center procedure manual.

Planned Programs/Meetings

- December 2: UTL meeting
- December 5: CETP-PA Leadership meeting
- December 12: EVE Meeting
- January 28: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities
- (April): Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.



HCFI Weekly Review 12/6/02

Highlands Center for Faculty Initiatives

- Staff time spent primarily on documentation of events of Fall 2002 and organizing paper and electronic communications into and out of the Center.
- Faculty Researcher of the Year committee met to define guidelines/criteria for the Award.
- Advisory Board for the Scots Record met to plan a strategy to collect submissions and to finalize plans for the review process.

CETP-PA

- Leadership team met to discuss Summer 2003 State-wide Conference and Spring 2003 programs.
- Mailings in RE: the Evening of Science Activities were distributed:
 - Request for donations from national science and education organizations
 - Guidelines for presenters to all participating faculty members
 - Invitation to community organizations to present at the program

CIC ⇒ 'IIC'

- Initial conversations are suggesting a name change from "Institute for Curriculum, Instruction and Collaboration" to "Institute for Internal Collaboration". A draft of a new mission statement is under consideration. The focus will lie on forming academic partnerships WITHIN the university. We are attempting to identify members who are interested in serving on IIC.

UTL

- Reviewed (very favorable) feedback from the Talking About Teaching program on Alternative Assessment methods.
- Planning a brown bag series to highlight/discuss articles on issues in education.

Planned Programs/Meetings

- (January 28): Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities
- (April 7): Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

- Note: HCFI would like to have an Administrative presence at these events. Dates in parentheses are tentative.



HCFI Weekly Review 12/13/02

Highlands Center for Faculty Initiatives

- Evening of Science:
Memo sent to schools re: EOS field trip reservations
Catalogued/sorted ~1550 pieces of donated materials for EOS 2003
- Began summary of Fall 2002 programming.
- Working to address staff changes for HCFI for Spring 2003.

EVE

- Meeting held: Dec. 12; sending Academic Integrity Statement to Senate Committee for Academic concerns; began EVE Poster Contest criteria and Character Education Conference for May 3rd.

In addition to all the work completed this term in the HCFI:
(detailed in the 15 weekly updates)

4 graduate student staff members have (to the best of our knowledge) successfully completed a total of 40 semester hours towards their master's programs.

2 undergraduate student staff members have (to the best of our knowledge) successfully completed a total of 27 semester hours towards their bachelor's degrees, and

2 Co-Directors have presented final sessions of 7 class sections and graded ~250 final projects.

Planned Programs/Meetings

- (January 28): Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities
- (April 7): Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parenthesis are tentative



HCFI Weekly Review 1/17/03

Highlands Center for Faculty Initiatives

- Conducted interviews and hired graduate and undergraduate staff for Spring 2003
- 3 New staff hired.
- Contacts with the Office of Technology and Communications in re: shared access of office files.
- Sent a mailing to members of the research data base asking for submissions to the *Scots Record*
- Placed table cards in the University Club asking for submissions to the *Scots Record*
- Reminders of the Pennsylvania History Day program sent to all schools in the tri-county.
- Survey results from the 33 CEU participants of the Conference on Race, Gender and Ethnicity rated sessions between 4.0 and 4.2 on a 1-5 scale (5 is high).
- Met with SGA Executive Board regarding the Neighborhood Forum. SGA will co-sponsor the program. New date is yet to be determined.

CETP-PA

- Graduate student interviewed and hired (new staff). Undergraduate students hired.
- Evening of Science program tasks reviewed and assigned.
- Additional 9,336 items have been donated by science/education/government groups for distribution to presenters, teachers and students at the EOS
- Planning for Constructivist Teaching Discussion meeting.
- Planning for leadership team meeting.
- Planning for visit from the CETP-PA western coordinator.

IIC

- Dr. Al Turner, Social Work has agreed to serve as acting Chair of the Institute

EVE

- Institute meetings tentatively scheduled.

UTL

- Meeting and Brown Bag Discussion group tentatively scheduled.

Planned Programs

- March 29: PA History Day*
- March 31: Evening of Science Activities*
- (April 7): Jim Miller Celebration of Teaching Day*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

- Note: HCFI would like to have an Administrative presence at these events.
- Dates in parentheses are tentative.



HCFI Weekly Review 1/24/03

Highlands Center for Faculty Initiatives

- Training new staff.
- Developing database of faculty service to HCFI.
- Creating shared folder computer system to streamline work of multiple staff members.
- Attempting to organize a meeting with the Public Relations Office (Ms. Colleen Hites)
- Generated a CD of student work (Mr. Andrew Puschak's Administration course) for the NCATE evidence room
- Met with the Student Government Association's Executive Board in re: Neighborhood Forum. The program has been rescheduled for Tuesday, Feb. 25, 3:30-5:00 at the University Center.
- Continue preparations for PA History Day
- Sent an email to all faculty asking for submissions to the *Scots Record*
- Sent an email reminder to all department chairs re: Researcher of the Year nominations.
- Working with the Psychology Department to finalize speaker and plans for the Jim Miller Celebration of Teaching. Invitations will be sent to emeriti faculty, current faculty and student guests of current faculty.

CETP-PA

- Finalizing list of participating classes for EOS field trip programs.
- Generating a summary pack of pamphlets and other paper products that have been donated for EOS.

Planned Programs

- February 25: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities*
- (April 7): Jim Miller Celebration of Teaching Day*
- May 3: Character Education Conference*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

- Note: HCFI would like to have an Administrative presence at these events.
- Note: Dates in parentheses are tentative.



HCFI Weekly Review 1/31/03

Highlands Center for Faculty Initiatives

- Jim Miller Celebration of Teaching program speaker confirmed. Dr. James Zull of Case Western will present a luncheon program to Emeriti faculty, faculty and student guests of faculty. (See **The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning**, www.styluspub.com/books/books5648.html). He has also agreed to proctor a seminar with students from Psychology, Chemistry, Biology and Education. We are in the process of identifying specific course in these departments. We are also investigating the possibility of a book signing. Final date has not yet been confirmed.
- Neighborhood Forum: Flyer (attached) has been distributed to all members of the Edinboro Chamber of Commerce with a request to post in their place of business. An invitation to participate has been sent to all residences on the perimeter of the University property. OSD has volunteered to help bring neighbors to the program. The flyer will run as an ad in the February 14 and February 21 issues of the Spectator. SGA members will help to distribute additional flyers to dorms, classroom buildings and student organizations. We will extend an invitation to participate to the Borough Council, General McLane School Board, local churches and senior citizen centers.
- Met with Colleen Hites re: advertising HCFI initiatives.

CETP-PA

- Leadership team meeting held. Plans for the Summer 2003 state wide conference were discussed as were issues relating to the Teaching Scholars, Course endorsements and Evening of Science Activities.
- Confirmation letters sent to schools who will bring classes to the Evening of Science day programs. Notice was also sent to teachers of ~500 additional students that the day programs are full. (These teachers will get first chance to attend the Spring 2004 program.)
- In-service teachers of the EUP CETP-PA team will be invited to a team dinner prior to the EOS program on the evening of March 31.

IIC

- Meeting planned on February 13 at 2:00 in the Highlands Center

EVE

- Meetings are scheduled.
- Plans are underway for the poster contest and the Character Education Conference.

UTL

- A Brown Bag luncheon program is planned for February 13th. Articles to be discussed include "Who's Ready for College?" and "Remedial Education in Higher Education Institutions". Articles will be on reserve and available on-line.

Planned Programs

- February 13: UTL Brown Bag
- February 25: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities*
- (April 7): Jim Miller Celebration of Teaching Day*
- May 3: Character Education Conference*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

- Note: HCFI would like to have an Administrative presence at these events.
- Note: Dates in parentheses are tentative.





HCFI Weekly Review 2/7/02

Highlands Center for Faculty Initiatives

- Continued Announcements for PA History Day scheduled for March 29
- Posters donated to Office of Multicultural Affairs & Women's Studies Center
- Finalized Jim Miller Teaching Day: James Zull for 4/14
- Neighborhood Forum mailings sent out

CETP-PA

- Team Leadership Meeting and Western Regional Coordinator Meeting currently Being held
- Another 200+ materials donated for Evening of Science

IIC

- Meeting planned on February 13 at 2:00 in the Highlands Center

EVE

- Meeting scheduled on February 13 at 3:30 in the Highlands Center

UTL

- Brown Bag series scheduled
- Meeting scheduled on February 20 at 2:00 in the Highlands Center

Planned Programs/Meetings

- February 12: UTL Brown Bag
- February 25: Neighborhood Forum*
- March 29: PA History Day*
- March 31: Evening of Science Activities
- (April 7): Jim Miller Celebration of Teaching Day*
- May 3: Character Education Conference*
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.

- Note: Dates in parenthesis are tentative



HCFI Weekly Review 2/14/03

Highlands Center for Faculty Initiatives

- Met with Edinboro mayor Caroline Rhodes concerning the Neighborhood Forum
- Finished Neighborhood Forum mailings to: Community organizations, police and fire departments, area churches and student groups.
- Gathered lists of campus/community partnerships for the Neighborhood Forum (from the office of the President, Grants office, Community Outreach Office and Mayor Rhodes).
- Program for the Neighborhood Forum is nearly finalized. Will be distributed early next week.
- Food and room confirmed for the Neighborhood Forum
- 50 additional items received for the Evening of Science
- Planning for the Jim Miller Celebration of Teaching continues

CETP-PA

- Sent out a request for proposals for summer 2003 conference from past summer conference presenters
- Planning a dinner meeting for CETP-PA in-service teachers prior to the Evening of Science
- Team Leaders attended a meeting in Camp Hill, PA with NSF (National Science Foundation) and NVC (National Visiting Committees), re: progress during years 1-3 and planning for year 4-5.
- Campus strategic planning meeting planned for February 14th

EVE

- Character Education Conference planning continues. Keynote Speaker will be Mr. Bruce Baumgartner. The luncheon will be coordinated with the Community Outreach Center and the Empty Bowls program.

IIC

- Initial planning for a faculty luncheon program highlighting "Doing Research Under Significant Time Constraints."

UTL

- The Brown Bag luncheon discussion of Remediation at the University was held on February 12th

Planned Programs/Meetings

- February 25: Neighborhood Forum*
President Pogue will welcome the audience; we need a second member of the Administration to highlight exceptional University/Borough partnerships (HCFI is generating this list).
- March 29: PA History Day*
- March 31: Evening of Science Activities

- (April 2/3): IIC Panel/Luncheon
- April 14: Jim Miller Celebration of Teaching Day*
- (April 23-24): Research Colloquium*
- May 3: Character Education Conference
- August 14-16: 4th Annual CETP-PA State-wide Conference*

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 2/21/03

Highlands Center for Faculty Initiatives

- Videotaped Mayor Rhodes' welcome to the Neighborhood Forum
- Posted fliers in campus buildings
- Sent summaries of partnerships to Ms. Mary Ann Home and Mr. James Sheehan for review and comment.
- Program and hand outs for the Neighborhood Forum have been finalized.
- Verified room logistics for the Neighborhood Forum with Paul LaMantia and SGA.
- Planning continues for the Jim Miller Celebration of Teaching, the Spring Research Colloquium and PA History Day.
- An email was sent to all faculty announcing dates of upcoming HCFI events. A second requesting participation in the Neighborhood Forum was also sent.
- Office organization continues to consume large volumes of work hours.
- A summary list of all past CET/HCFI Co-Directors and Institute chairs has been generated.
- Submissions for the Scots Record Spring 2003 issue have been closed. More than 70 items have been submitted.

CETP-PA

- EUP CETP-PA Leadership team submitted a summary of Year 1-3 accomplishments and a strategic plan for year 4 to the Principal Investigators of the collaborative. They will compile highlights from reports from all campuses of the collaborative for a reverse site visit to NSF in early April. Recommendation for funding for years 4 and 5 will be discussed at that meeting.
- The list of participating elementary and middle school classes for the Evening of Science Activities field trips has been finalized.
- The list of participating community science organizations for the Evening of Science Activities has been finalized.

EVE

- We are requesting donations for awards for the annual poster contest.

IIC

- Two of three panel members have been identified for the Conversations on Collaboration: Doing Research Under Significant Time Constraints luncheon program for faculty.

UTL

- Talking About Teaching: Alternative Assessments II program is under development.

Planned Programs/Meetings

- February 25: Neighborhood Forum*
Multipurpose Room, University Center 3:30-5:00 pm
- March 29: PA History Day*
Multipurpose Room, University Center 8:00am-3:00 pm
- March 31: Evening of Science Activities*
First Floor, University Center, 9:30-11:30 (Field Trip I)
12:30-2:00 (Field Trip II)
6:30-8:00 (Public Program)
- April 3: IIC Panel/Luncheon*
North Dining Room, Van Houten, 11:30-1:00
- April 14: Jim Miller Celebration of Teaching Day*
North Dining Room, Van Houten 11:30-1:00
Student Seminar – Room and time not yet scheduled.
- April 16 and 17: Talking About Teaching: Alternative Assessment II
North Dining Room, Van Houten, 11:30-1:00
- (April 23-24): Research Colloquium*
Not yet scheduled
- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 2/28/03

Highlands Center for Faculty Initiatives

- Held the Neighborhood Forum with ~100 participants including University Administration, students, community neighbors, Borough Council members and representatives of local businesses. The strong support from the Administration was appreciated. The event received front-page coverage in the 2/28 Spectator. 20 Partnership Proposals were submitted as were ~60 cards highlighting issues of concern. A summary report will be distributed as soon as possible.
- Planning continues for the Spring Research Colloquium and PA History Day.
- The process for review of submissions for the Scots Record Spring 2003 issue has been defined. The editorial board will review more than 70 submissions and will select those to be included in the inaugural issue of the Record.
- Set up data base of individuals who have made contributions to HCFI (to be used for thank you notes at the end of the term.)
- Duplicated and distributed applications of nominees for the Researcher of the Year to the committee.
- Office organization continues to consume large volumes of work hours.
- Planning continues for the Jim Miller Celebration of Teaching

As an example of what 'planning' means, here's a list of what HCFI handled as we've planned for a 'medium' event - the Jim Miller Celebration of Teaching.

[An HCFI Institute meeting might be considered to be a 'small' event.

The Conference on Race, Gender and Ethnicity might be considered to be a 'large' event.]

- ❖ Collecting Center information on all past Celebrations of Teaching
- ❖ Meeting with the Department of Psychology to discuss their preferences for the program
- ❖ Multiple email and phone requests to Psychology to identify a primary speaker.
- ❖ Identification of potential speakers
- ❖ Selection of speaker and verification of their availability.
- ❖ Abstract of presentation requested and received.
- ❖ Selection of date of program
- ❖ Room arrangements.
- ❖ Arrangements for the technology needed for each presentation.
- ❖ Meal arrangements.
- ❖ Room/travel/stipend arrangements for speaker.
- ❖ Paper invitations written, packaged and mailed to 400+ faculty members and 200+ emeriti faculty members.
- ❖ Email notice of event sent to all faculty.
- ❖ Identify and collect a gift for emeriti faculty participants.
- ❖ Meet with bookstore representative to discuss book signings
- ❖ Generating name tags.
- ❖ Generating and duplication of sign in sheets, evaluation forms

- ❖ Prepare an announcement of a book signing by the speaker to distribute to all schools in the Tri-County region.
- ❖ Make arrangements for sufficient books to be available for an evening book signing and the luncheon book signing.
- ❖ Identify instructors/classes whose course content might include information that the speaker will discuss.
- ❖ Review the class schedules to select a time when many of the targeted classes might meet with the speaker.
- ❖ Make room reservations for the student seminar.
- ❖ Make snack arrangements for the student seminar.
- ❖ Generate schedule of events for speaker and identify faculty/HCFI staff who will help to keep the speaker on schedule.
- ❖ Produce and duplicate a program for the luncheon.
- ❖ Identify HCFI staff to attend program events.
- ❖ Purchase, store and collect materials needed for events (name tags, pencils, gifts, etc.)
- ❖ Collect biographical information and generate the introduction for the speaker
- ❖ Attend events and deal with unexpected issues that arise.
- ❖ Be certain that evaluations are completed and collected.
- ❖ Summarize evaluations and distribute program report.
- ❖ Send thank you notes to all who facilitated the program.

NOTE THAT THESE TASKS ARE ACCOMPLISHED WITH NINE PART TIME STAFF. NOTE ALSO THAT THIS IS ONE OF NINE 'MEDIUM' TO 'LARGE' EVENTS THAT HCFI IS COORDINATING THIS TERM. NONE OF THE SMALL EVENTS HAVE BEEN INCLUDED IN THE CALENDAR BELOW.

HCFI is in desperate need of a full time office manager who can oversee and coordinate all aspects of all events.

CETP-PA

- The Constructivist Discussion Group met and played the "Change Game". This is a game designed to instruct participants on the process and phases of implementing change. Teams will complete the game after break and we'll discuss applications from the game to implementing change at the University/local school districts as we try to incorporate changes in the teaching of math and science.
- Planning for the Evening of Science Activities continues.

EVE

- We are requesting donations for awards for the annual poster contest.
- Planning for the Character Education Conference continues.

IIC

- Dr. Ken Adams, Dr. Irene Fiala and Dr. Dale Tshudy will present a luncheon panel to other faculty members. The topic will be Conversations on Collaboration: Strategies for Making Time for Research.

UTL

- Talking About Teaching: Alternative Assessments II program is under development.

Planned Programs/Meetings

- March 29: PA History Day*
Multipurpose Room, University Center 8:00am-3:00 pm
- March 31: Evening of Science Activities*
First Floor, University Center, 9:30-11:30 (Field Trip I)
12:30-2:00 (Field Trip II)
6:30-8:00 (Public Program)
- April 3: IIC Panel/Luncheon*
North Dining Room, Van Houten, 11:30-1:00
- April 14: Jim Miller Celebration of Teaching Day*
North Dining Room, Van Houten 11:30-1:00
Student Seminar – Room and time not yet scheduled.
- April 16 and 17: Talking About Teaching: Alternative Assessment II
North Dining Room, Van Houten, 11:30-1:00
- (April 23-24): Research Colloquium*
Not yet scheduled
- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 3/7 and 14/03

Highlands Center for Faculty Initiatives

- Final numbers for the Neighborhood Forum:
 - 84 Participants (18% Borough, 22% University Faculty/Staff/Administrators and 59% Students)
 - 70 'Issues Cards' submitted
 - 20 Project Proposal Sheets submitted
 - 44 new Partnerships proposed
 - 6th draft of the summary report on the Forum has been written (Hopefully, the 7th draft is the final and will be distributed shortly).
- Program is finalized for the PA History Day. Sixty students will represent nine schools. They will bring teachers, parents and families to the event on 3/29.
- Submissions for the Scots Record are being reviewed by the Editorial Board
- Finalized the housing arrangements and talk titles for the Jim Miller Celebration of Teaching.
- Contacted faculty of targeted classes to identify a time for a student seminar presentation as part of the Jim Miller Celebration of Teaching.
- Collected votes from the Researcher of the Year committee and submitted the name of the awardee to the Office of the President.

CETP-PA

- Additional 1000 pieces of materials were donated for the Evening of Science Activities
- ~100 invitations to a dinner meeting immediately preceding the Evening of Science Activities were sent out.
- Investigated the possibility of a legislative presence at the CETP-PA summer conference.
- Pursuing funding to send two teams (one from campus, one from the General McLane School District) to the ASSET LASER strategic planning conference in July 2003.

EVE

- Collected lists and producing a database of K-12 schools in southwestern New York, northeastern Ohio and northwestern Pennsylvania for Character Education Conference mailings.

Planned Programs/Meetings

- March 29: PA History Day*
Multipurpose Room, University Center 8:00am-3:00 pm
- March 31: Evening of Science Activities*
First Floor, University Center, 9:30-11:30 (Field Trip I)
12:30-2:00 (Field Trip II)
6:30-8:00 (Public Program)

- April 3: IIC Panel/Luncheon*
North Dining Room, Van Houten, 11:30-1:00
- April 14: Jim Miller Celebration of Teaching Day*
North Dining Room, Van Houten 11:30-1:00
Student Seminar – Room and time not yet scheduled.
- April 16 and 17: Talking About Teaching: Alternative Assessment II
North Dining Room, Van Houten, 11:30-1:00
- (April 23-24): Research Colloquium*
Not yet scheduled
- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 3/21/03

Highlands Center for Faculty Initiatives

- Final report for the Neighborhood Forum is attached. The report has been distributed to all participants who left an email or mailing address. We will also distribute it to all individuals who we have named as potential contacts under specific initiatives. If you are interested in working on a particular initiative, please contact HCFI – our office will organize working teams.
- Final preparations have been made for the Pennsylvania History Day (generating name tags, packing folders, double checking room and food arrangements, etc.)
- Planning the Spring 2003 Research Colloquium to link to the premiere issue of the *Scots Record*.
- Finalizing program the Jim Miller Celebration of Teaching.
- Organizing a campus 'Yellow Ribbon' campaign in partnership with the Office of the President and the Community Outreach Office.

CETP-PA

- Constructivist Teaching Discussion Group met to play Year 2 of the "Making Changes" game. We linked information learned from the game to our experiences with CETP-PA as we try to implement change in science and math teacher preparation.
- Write ups for ~60 activities for the Evening of Science Activities programs have been submitted to the Center (class assignments for those students who will present at the program). Begin working on the CD of the program.
- Materials that have been donated over the past several months are being packaged for 13 groups of students who will attend the program. Curricular packages will be prepared and placed in CETP-PA tote bags for teachers who come to the program.
- Prepared invitations to lunch and dinner for those individuals who will serve as community presenters at the Evening of Science Activities program.

EVE/IIC/UTL

Planning for Institute events continues.

Planned Programs/Meetings

- March 29: PA History Day*
Multipurpose Room, University Center 8:00am-3:00 pm
- March 31: Evening of Science Activities*
First Floor, University Center, 9:30-11:30 (Field Trip I)
12:30-2:00 (Field Trip II)
6:30-8:00 (Public Program)

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- April 3: IIC Panel/Luncheon*
North Dining Room, Van Houten, 11:30-1:00
- April 14: Jim Miller Celebration of Teaching Day*
North Dining Room, Van Houten 11:30-1:00
Student Seminar – Room and time not yet scheduled.
- April 16 and 17: Talking About Teaching: Alternative Assessment II
North Dining Room, Van Houten, 11:30-1:00
- (April 23-24): Research Colloquium*
Not yet scheduled
- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 3/28/03

Highlands Center for Faculty Initiatives

- Made final arrangements for the Pennsylvania History Day
- Collected materials for the campus Yellow Ribbon Campaign. Ribbon tying will take place on Wednesday, April 2. Any volunteers are welcome.
- Prepared and packed 3 invitations for the Jim Miller Celebration of Teaching. These include: invitations to emeriti faculty to the luncheon, invitation to current faculty for the luncheon and student seminar and invitations to local teachers (through principals in IU #5) to a Sunday (April 13th) afternoon book signing and the student seminar.
- Finalized Spring 2003 issue of the *Values Newsletter*

CETP-PA

- Set up a temporary web site for the Evening of Science Activities. Once we add some video from the program, we'll finalize, duplicate and distribute a CD of the program and all student-presented activities.
- Packed CETP-PA tote bags with donated curricular materials for all attending teachers (up to 40).
- From the donated materials, we've prepared class packs for all attending students, curricular packages for their teachers (see above), door prizes for the presenters and free material for the evening program.

EVE/IIC/UTL

- Finalized programming for the UTL Talking About Teaching program on 4/17. The 4/16 session has been cancelled.
- Finalized programming for the IIC Conversations on Collaboration luncheon on 4/3.
- Collecting gifts for winners of the EVE poster contest 2003.

Planned Programs/Meetings

- March 29: PA History Day*
Multipurpose Room, University Center 8:00am-3:00 pm
- March 31: Evening of Science Activities*
First Floor, University Center, 9:30-11:30 (Field Trip I)
12:30-2:00 (Field Trip II)
6:30-8:00 (Public Program)
- April 3: IIC Panel/Luncheon*
South Dining Room, Van Houten, 11:30-1:00

- April 4: Yellow Ribbon Campaign Kick Off at University Convocation
University Club, Van Houten 8:30 am
- April 14: Jim Miller Celebration of Teaching Day*
Faculty/student lunch:
South Dining Room, Van Houten 11:30-1:00
Student Seminar:
1st Floor Seminar Room, University Center 2:00-3:00
- April 17: Talking About Teaching: Alternative Assessment II
South Dining Room, Van Houten, 11:30-1:00

NOTE THAT THE 4/16 PROGRAM HAS BEEN CANCELLED.

- (April 23-24): Research Colloquium*
Not yet scheduled
- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 4/4/03

Highlands Center for Faculty Initiatives

Pennsylvania History Day was celebrated. 153 individuals participated. See the attached summary of the program.

The 11th annual Evening of Science Activities was celebrated. 1380 individuals participated. See the attached summary of the program.

A four-pronged campus Yellow Ribbon Campaign was kicked off on campus. Over 1700 feet of ribbon and table cover were tied into bows for distribution around campus. See attached summary of the program.

The IIC luncheon "Conversations on Collaboration: Strategies for Making Time for Research" was held on Thursday, April 3. Dr. Ken Adams, Dr. Irene Fiala and Dr. Dale Tshudy presented their strategies; 24 other individuals participated.

Planned Programs/Meetings

- April 14: Jim Miller Celebration of Teaching Day*
Faculty/student lunch:
South Dining Room, Van Houten 11:30-1:00
Student Seminar:
1st Floor Seminar Room, University Center 2:00-3:00
- April 17: Talking About Teaching: Alternative Assessment II
South Dining Room, Van Houten, 11:30-1:00

NOTE THAT THE 4/16 PROGRAM HAS BEEN CANCELLED.

- (April 23-24): Research Colloquium*
Not yet scheduled
- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

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* Note: Dates in parentheses are tentative



HCFI Weekly Review 4/11/03

Highlands Center for Faculty Initiatives

- HCFI Co-Directors met with a representative of the Middle States Team
- Finalized Jim Miller Celebration of Teaching programming.
- Pending verification of space, the Spring 2003 Research Colloquium will be held on Monday, April 28th. It will highlight the release of the inaugural issue of the *Scots Record*.

CETP-PA:

- A four column article on the Evening of Science Activities appeared in the April 9th edition of the Neighbors section of the Erie Times News.
- Final editing is in progress for the Evening of Science Activities CD.

EVE:

- Due to unexpected changes in the administration of our partner school, the annual poster contest has been cancelled.
- The Spring 2003 Values Newsletter was distributed to the 14 sister schools of the SSHE and is now on-line.
- Character Education Conference program is being finalized.

IIC:

- Developing a summary of the April 3rd luncheon program. It will be distributed to all participants.

UTL:

- Final preparations were made for the Talking About Teaching: Alternative Assessment II program.

Planned Programs/Meetings

- April 14: Jim Miller Celebration of Teaching Day*
Faculty/student lunch:
South Dining Room, Van Houten 11:30-1:00
Student Seminar:
1st Floor Seminar Room, University Center 2:00-3:00
- April 17: Talking About Teaching: Alternative Assessment II
South Dining Room, Van Houten, 11:30-1:00
- (April 28): Research Colloquium: Unveiling the *Scots Record* *
Pending confirmation of room.

- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

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HCFI Weekly Review 4/18/03

Highlands Center for Faculty Initiatives

- Jim Miller Celebration of Teaching events were held. Dr. James Zull of Case Western Reserve University presented a series of programs to the campus community. Evaluations of the program were generally favorable although there were concerns about timing and conflicts with teaching schedules.
 - Book signing at B*sides (4-6 pm Sunday 4/13)
 - Luncheon (11:30-1:30, Monday 4/14)
 - 41 Faculty members
 - 6 Emeriti faculty
 - 5 Administrators
 - 21 Students
 - Student Seminar
 - 65 Students
 - 4 Faculty members
- The list of items that have been accepted in the Scots Record has been finalized. In collaboration with the Office of Graduate Studies, the Spring 2003 Research Colloquium will serve as a reception for contributors and the official 'release' of this web publication. A limited number of paper copies will be made available to the contributors. The reception will be held on Monday, April 28 from 3:30-5:00 in the Special Collections Room (2nd floor, Library) Invitations to the Research Colloquium/Scots Record Reception were mailed to all faculty and administrators.
- Comments re: The Neighborhood Forum continue to come into the office. We'll work on the Steering Committee planning after the end of the term.

CETP-PA:

- Editing for the Evening of Science Activities CD is nearly complete.
- Summer Conference planning committee met to review program proposals.
- Tentative menus for the summer conference were submitted.
- The registration form for the summer conference is nearly designed.

EVE:

- Character Education Conference registration form was distributed to schools in NW Pennsylvania, NE Ohio and SW New York.
- The 1st Annual Award for Character Education was selected, designed and ordered. (To be presented to Pittsburgh Public Schools at the May 3 conference)

UTL:

- Talking About Teaching: Beyond Multiple Choice Assessments program was held. Presenters included Dr. Jo Holtz, Mr. Dennis Lutz and Dr. Gregg Hungerford. 20 faculty members and graduate students attended.

Planned Programs/Meetings

- April 28: Research Colloquium: Unveiling the *Scots Record**
Special Collections Room, 2nd Floor, Baron-Forness Library 3:30-5:00 pm
- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 4/25/03

Highlands Center for Faculty Initiatives

- Finalized program and arrangements for the Research Colloquium.
- Gathered materials for the Annual Report
- Requested summary reports from each Institute chair.

CETP-PA:

- Constructivist Teaching Discussion Group met to talk about courses that would give in-service elementary and secondary teachers more science content.
- Final editing of the Evening of Science Activities CD of program.
- Summer Conference planning continues. Registration form has been finalized

EVE:

- Program and arrangements for the Character Education Conference finalized

Planned Programs/Meetings

- April 28: Research Colloquium: Unveiling the *Scots Record* *
Special Collections Room, 2nd Floor, Baron-Forness Library 3:30-5:00 pm
- May 3: Character Education Conference
Multipurpose room/third floor UC, 8:00 am – 3:30 pm
- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 5/2/03

Highlands Center for Faculty Initiatives

- HCFI hosted its last large event this term – the Research Colloquium: Unveiling the *Scots Record*. Nearly 40 Administrators and Faculty members joined HCFI and Library staff to preview the online document. 100 copies of a print version were distributed to contributors, the editorial board and the Offices of the President, the Provost, Graduate Studies and Research, Dean of Education, Dean of Liberal Arts and Dean of Science, Management and Technology. The online site address is:

<http://www.edinboro.edu/cwis/highlands/HighlandsWebSite/SCOTSRECORDWEB/TITLE.html> (also accessible via the HCFI web page).

The publications were generally well received and appreciated. The inaugural issue of the *Scots Record* included a total of 90 citations from 37 contributors.

- Significant energy was expended in organizing the information that was generated in the office and collecting data for a final report.

The Co-Directors have not yet received proposed summer or fall contracts.

CETP-PA:

- A summary and registration for the Summer Conference was sent to the Project Office for distribution to all CETP-PA teams.
- 400 copies of the Evening of Science Activities CD were produced, packaged and distributed (with thank you letters) to community presenters, program volunteers, student presenters and faculty organizers. The CD content is also available on the HCFI web site:

<http://www.edinboro.edu/cwis/highlands/HighlandsWebSite/cetppa/eos2k3cd/index.htm>

EVE, UTL, IIC:

- The Institutes will partner in a new faculty welcome picnic (to be scheduled at the Gazebo on the Wednesday prior to the start of the fall term).
- UTL and IIC held the final meetings of the term. Both groups discussed Strengths, Weaknesses, Challenges and Opportunities.
- EVE will hold its final meeting next week.
- EVE's Character Education conference was cancelled. All presenters and registrants were notified. Most presenters have agreed to participate in next year's program. The Character Education Award is in the Highlands Center; we assume that the Office of the President will decide when and where to award it.

Planned Programs/Meetings

- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.
- August 25, 2003: Institutes welcome new Faculty*

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



HCFI Weekly Review 5/9/03

Highlands Center for Faculty Initiatives

- Wrote, prepared and distributed Participation Thank you letters to 135 individuals who had worked with the Center this term.
- Finalized the Yellow Ribbon campaign. An additional 91 names will be added to the fabric ribbons that were on display in the University Center. Four boxes of donations have been packed and will be sent to troops that remain overseas. The office is in contact with the Library regarding the archival storage of materials (embroidered and paper ribbons).

CETP-PA:

- The Art of Changing the Brain was distributed to all participants in the Constructivist Discussion group and the CETP-PA Leadership team.

LLL:

- Past leaders of the Institute for Life Long Learning met and have dissolved this Institute due to lack of volunteer participation.

In addition to all events/programs/mailings produced by this office the following staff also completed the following academic schedules:

5 Graduate students completed 61 semester hours
2 Undergraduate students completed 27 semester hours
2 Co-Directors graded 566 final projects for 232 undergraduate students.

ONCE WE FINALIZE THE HIRING OF GRADUATE STUDENTS AS SUMMER STAFF WE WILL POST SUMMER HOURS. THE CO-DIRECTORS WILL CHECK EMAIL (HCFI@EDINBORO.EDU) AND PHONE (x2916).

Leave a message at one of these sites if you need to contact us.

Finally, the Co-Directors are appreciative of the support provided by the University Administrative team during our first year. Thank you.

Planned Programs/Meetings

- August 14-16: 4th Annual CETP-PA State-wide Conference*
Multiple rooms in the University Center and Miller Learning Center
Program runs from ~8:30 am-8:00 pm on Thursday, to 5 pm on Friday and to ~noon on Saturday.
- August 20, 2003: Institutes welcome picnic for new Faculty*

* Note: HCFI would like to have an Administrative presence at these events.

* Note: Dates in parentheses are tentative



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