

# Focal Point

Spring 2007/08

## Progress Report

In Fall 2006, a survey of faculty and academic staff identified community goals for this center. Below are the top ten goals, in ranked order beginning with the most-requested activity, and a brief description of CPSE activities in each area to date.

1. **Provide a workshop/orientation for incoming faculty.** ✓*Continuing*. The 2007 August Teaching Workshop received excellent evaluations by participants, even at the end of the academic year after the workshop. In response to faculty feedback, the workshop will be expanded this year and opened to a larger audience.
2. **Provide grants for course development.** *Attempted, continuing*. A CPSE proposal to an external agency was declined, but providing such support has emerged as part of the Institute's academic strategic plan, and the CPSE will continue to help work toward this goal.
3. **Facilitate sharing of expertise among faculty.** ✓*Continuing*. This year the CPSE connected faculty with potential collaborators and mentors, upon request. Faculty seeking CPSE assistance were also connected with relevant web sites, books, articles, references, and example course and portfolio materials.
4. **Give workshops/seminars.** ✓*Continuing*. The CPSE and IRPA coordinated scheduling of the IRPA Assessment and Learning Forums and of CPSE events, to avoid over-programming. A workshop on preparing teaching portfolios will be re-presented next Fall, along with something to help new faculty deal with student evaluations of teaching. These workshop topics were suggested by faculty; suggestions for future events are always welcome.
5. **Assist with grant writing.** ✓*Continuing*. The CPSE helped draft and edit faculty proposals for education-related projects, and provided letters of support.
6. **Host panel discussions on teaching and learning.** ✓*Continuing*. Discussion topics included strategies for maximizing productivity in short blocks of time, stereotype threat and women in engineering, peer observation of teaching, and how to help students change their mental models and learn.
7. **Host conferences on teaching and learning.** *Not attempted*. The CPSE played a supporting role in hosting the Illinois/Indiana ASEE section meeting by giving a workshop and coordinating judging of the student paper competition.
8. **Facilitate mentoring of new faculty.** *Initiated, continuing*. In addition to connecting faculty with mentors (see #3 above) CPSE-collected feedback from new faculty on last August's orientation events will be used in planning this year's events. We hope to increase services for new faculty over the next academic year.
9. **Serve as an incubator for new ideas.** ✓*Continuing*. Multiple faculty used the CPSE as a sounding board and resource in developing ideas for the day-to-day practice of teaching, and in contributing to the scholarship of education.
10. **Provide classroom observations by peers.** ✓*Continuing*. Peer observation of classroom teaching and/or peer review of teaching materials is available through the CPSE; these services are confidential and tailored to individual faculty requests.

The CPSE conducted other activities this year, but the above activities are highlighted because they were derived from broad community feedback. **The CPSE exists to serve the community.** To contribute ideas on how the CPSE can better serve your needs, contact Kay C. Dee (dee@rose-hulman.edu).

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## Focal Point

### ● CPSE Lending Library – Just in time for summer reading!

A small lending library is located next to room D217, Moench Hall; stop by any time to browse through or borrow books, materials, and articles. The books listed below are available for your summer reading pleasure. The icons are to help guide your browsing:



Ideas to try in the classroom and beyond



Points of view to consider



Educational scholarship



Replenishing/affirming the love of teaching

**A review, a summary, or a table of contents for each book can be accessed by clicking on the book title.**



***Advice for new faculty members: nihil nimus***, by Robert Boice



***The compleat academic: a career guide***, second edition, edited by John Darley, Mark Zanna, and Henry Roediger III



***Classroom assessment techniques***, by Thomas Angelo and K. Patricia Cross



***Creating significant learning experiences: an integrated approach to designing college courses***, by L. Dee Fink



***The courage to teach: exploring the inner landscape of a teacher's life***, by Parker J. Palmer

***The courage to teach guide for reflection and renewal***, by Parker J. Palmer and Megan Scribner



***Diversity across the curriculum: A guide for faculty in higher education***, by Jerome Branche, John Mullennix, and Ellen Cohn.



***Evaluating faculty performance: A practical guide to assessing teaching, research, and service***, by Peter Seldin



***From idea to prototype: The peer review of teaching – A project workbook***, edited by Pat Hutchings, published by the American Association for Higher Education Teaching Initiative



***How people learn: Brain, mind, experience, and school***, edited by John Bransford, Ann Brown, Rodney Cocking, M. Suzanne Donovan, and James Pellegrino, published by the National Research Council, National Academies Press



***How to design and evaluate research in education***, by Jack Fraenkel and Norman Wallen.



***Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning***, by Dannelle Stevens and Antonia Levi



***Made to stick: Why some ideas survive and others die***, by Chip Heath and Dan Heath



***McKeachie's teaching tips: strategies, research, and theory for college and university teachers***, twelfth edition, by Wilbert McKeachie and Marilla Svinicki

## Lending Library - continued



The National Science Foundation's 2002 *User-Friendly Handbook for Project Evaluation*



*Peer review of teaching: A sourcebook*, by Nancy Van Note Chism



*Preparing for promotion, tenure, and annual review*, by Robert Diamond.



*Scholarship Reconsidered: Priorities of the professoriate*, by Ernest Boyer.



*Teaching at its best: A research-based resource for college instructors*, by Linda Nilson



*The teaching portfolio: a practical guide to improved performance and promotion/tenure decisions*, by Peter Seldin



*Teaching with fire: poetry that sustains the courage to teach*, edited by Sam Intrator and Megan Scribner

## ● To be of use

The people I love the best  
 jump into work head first  
 without dallying in the shallows  
 and swim off with sure strokes almost out of sight.  
 They seem to become natives of that element,  
 the black sleek heads of seals  
 bouncing like half-submerged balls.

I love people who harness themselves, an ox to a heavy cart,  
 who pull like water buffalo, with massive patience,  
 who strain in the mud and the muck to move things forward.  
 Who do what has to be done, again and again.

I want to be with people who submerge  
 in the task, who go into the fields to harvest  
 and work in a row and pass the bags along,  
 who are not parlor generals and field deserters  
 but move in the common rhythm  
 when the food must come in or the fire be put out.

The work of the world is common as mud.  
 Botched, it smears the hands, crumbles to dust.  
 But the thing worth doing well done  
 has a shape that satisfies, clean and evident.  
 Greek amphoras for wine or oil,  
 Hopi vases that held corn, are put in museums  
 but you know they were made to be used.  
 The pitcher cries for water to carry  
 and a person for work that is real.

– Marge Piercy

From *Teaching with fire: poetry that sustains the courage to teach*,  
 S.M. Intrator and M. Scribner, eds., Jossey-Bass, San Francisco CA, 2003; pg. 5.

**Have a great, relaxing, rejuvenating summer.**

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Contributions to issues of *Focal Point* are most welcome!