

## Faculty fellows develop skills to enhance the quality of students' learning experience

### Writing Across The Curriculum

We have a strong WAC foundation at EMU, and must continue to build and develop the program. We will seek resources of outside funding for the program, solicit information about how faculty across the EMU campus currently use writing in their classes, and what needs they perceive in this area. A campus-wide survey will be administered to collect this information.



Blakeslee

We will begin meeting with department heads to address the needs of their departments in this area, and to encourage them to develop lists of desired outcomes for student writing abilities. We have 38 Faculty Fellows invested and will continue to actively recruit fellows into this important program.

The Provost has approved the WAC proposal for Institute 2001. I am excited about the possibilities of this program and about the many opportunities it is presenting for both faculty and students on Eastern's campus said Blakeslee.

### Instructional Technology

It's a pleasure to provide services such as hands-on workshops and demonstrations, and to cooperate with campus ventures. Institute 2000 was a great success. The Faculty Fellows had an opportunity to explore existing and future uses of technology in the classroom, create effective classroom presentations, caucus: technical and pedagogical issues, digitizing images: slide scanner, flatbed scanner, digital camera, and to create a Web page. We were impressed with the rapid level of increased skill in the Faculty Fellows. The one-week workshop had an immediate impact on the Fellows as they prepared for their fall classes. The Fellows enthusiasm and increased expertise have them eager to seek advanced levels of instructional technology. We are eagerly preparing for new faculty fellows through an ITAC proposal for Institute 2001.



Ferrett



Bush

### Undergraduate Experience

We have taken an active role with facing student learning and retention in a number of formats, specifically through the efforts of an undergraduate studies coordinator and Institute 2000. The one-week workshop provided state-of-the-art expertise in the area of the undergraduate experience. Faculty Fellows were provided an opportunity to learn the latest research and to address their ideas on strengthening the undergraduate experience at EMU.



Harris

Numerous findings may be implemented into the AADV courses. We will continue to maximize the opportunity for student success and are enthusiastically preparing for new faculty fellows through an undergraduate experience proposal for Institute 2001.

### A message from Provost Collins:

To the University Community,

Welcome to a special publication that highlights Faculty Professional Development at Eastern Michigan University.

Faculty Professional Development isn't new; the Division of Academic Affairs has supported and encouraged faculty development for the past 15 years. In addition to our three highly successful centers (FCIE, CIC, and CRS) a new dimension was added this year. Institute 2000 provided three weeklong workshops during spring/summer—writing, instructional technology and the undergraduate experience.

These topics were chosen as the top priorities to strengthen our academic programs and to enhance the quality of the students' learning experience, the two primary goals of the Division's 150-2000 initiative. Committees were formed to begin exploring questions relating to undergraduate students' writing abilities, instructional technology and the undergraduate experience. Faculty members (Fellows) were selected via a competitive application process, and were paid a stipend for the one-week sessions. A total of 62 faculty from more than 20 different academic departments attended the three workshops.

EMU Institute 2000 was a definite success. The participants received first-hand experience and expert advice from professionals in the field. The institute was designed to strengthen the faculty member's pedagogical skills and thus enhance the student's academic success.

In addition to the weeklong workshops for faculty, the outside experts also provided a half-day workshop for deans and department heads on each topic. Our academic administrators are therefore able to provide better support for the faculty in all three areas.

I strongly encourage you to take advantage of the numerous opportunities available in the area of professional development, and watch for announcements concerning Institute 2001 next summer.

Sincerely,

Ronald W. Collins  
Provost and Vice President for Academic Affairs



Collins

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## Fellows learn more on how to use writing in courses



**SUMMER SCRIBES:** These faculty fellows participated in a week-long professional development writing workshop in June 2000. The group learned how to apply writing to their various disciplines.

Front row (left to right): Steve Hayworth, Doris Fields, Margret Crouch, Russ Olwell and Sherry Jerome

Back row (left to right): Karen Sinclair, David Calonne, Ira Wasserman, Charles Simmons, Berniece Craft, Jamal Bari, Jody Norton, Gisela Ahlbrandt, Mary Koral, Lynne Tilton, Ruth Hansen, Larry Rankin, Paul Buczkowski, Ann Blakeslee, Philip Rufe and Margrit Zinggeler.

Dr. Ann Blakeslee and Dr. William Tucker, both from the Department of English Language and Literature, coordinated the Writing workshop held on June 5-9, 2000.

This week-long program was devoted to helping faculty learn the latest research on using writing in the disciplines. Instructional materials and on-going support were designed specifically for EMU Writing Fellows.

Discussions focused on how to integrate writing effectively into a course, how to develop effective writing assignments, how to support student writing, and how to assess, evaluate, and respond to student writing. Instructional materials were distributed in advance of the seminar. Fellows had the opportunity to examine student work, and share teaching strategies and materials.

Writing Across the Curriculum

(WAC) originated in the late 1970s and early 1980s as a teaching methodology that established writing-intensive courses outside the traditional English composition as a means to encourage discipline-specific learning. WAC courses empower students to engage in critical thinking (and learning) in the disciplines. Through WAC, faculty helps students:

- Focus on writing as an active means of learning

- Use writing as a means of acquiring the skills and knowledge of a course as set forth in the course objectives

- Deepen mastery of subject areas and acquire marketable skills that are readily transferable to life beyond college

The Writing Fellows will have the opportunity during the academic year to share experiences with EMU colleagues.

## Fellows given tools to integrate technology into classrooms

Richard Bush and Bob Ferrett, both from Learning Resources and Technologies, coordinated the Instructional Technology workshop, held July 17-21, 2000.

The Instructional Technology program was devoted to helping faculty integrate technology into the instructional process. Instructional materials and ongoing support were designed specifically for the fellows.

Discussions focused on how to integrate technology effectively into the classroom, how to develop online materials to support classroom instruction, and how to communicate electronically with your students.

Faculty fellows had opportunities to see creative examples of instructional technology used by their peers, as well as a chance to develop their own skills during hands-on sessions.

A variety of topics were covered at the Instructional Technology workshop, including:

- How technology can enhance instruction
- Philosophy and practice of integrating technology into instruction
- Increasing communication with students
- Putting course materials online
- Offering electronic office hours
- Sharing documents electronically

One of the goals of the program was to have each fellow complete a project during the week, then refine and expand the project during the following semester.



**TEKKIE TALK:** These faculty fellows learned how to better integrate technology into their classrooms as part of an Instructional Technology professional development workshop they attended in July 2000. Left to right: Zafar Kahn, Andrew Nazzaro, Paul Leighton, Victor Okafor, W. Jeffery Armstrong, Denver Severt, Kelly Welker, Jodi Schumacher, Crystal Mills, Marilyn Wedenoja, Pamela Becker, Bette Warren, Deborah Silverman, Betsy Morgan, Larry Rankin, S. J. Erenburg, Diane Winder, Joseph Ohren, Timothy Friebe, Marcia Bombyk, Phillip Cardon, Irene Duranczyk, Enos Massie, Sally McCracken and Elaine Richards.

One possible project was to put all course materials online, enabling students to retrieve such things as the course syllabus, assignments, readings, and even take-home exams.

The fellows thoroughly enjoyed the week-long instruction, including demonstrations, hands-on experience and guest speakers. The key to the

success of this workshop was providing an opportunity for faculty to share their technology experience.

The Instructional Technology fellows will have the opportunity during the academic year to share experiences with EMU colleagues through seminars and scheduled presentations.

# Across The Curriculum

## Fellows learn new and creative ways to enhance the undergrad experience



**UNDERGRAD THINKERS:** Fellow participants in the undergraduate workshop included (front row, kneeling left to right) Russell Larson, Denise Reiling, Courtney Wetmore, Kathleen Stacey and Keith Stanger. (second row, left to right) Howard Bunsis, Ronald Delph, Gregory Heinrichs, Laurie Walker, Victor Okafor, and Irene Duranczyk. (back row, left to right) Michael Voght, Randal Baier, Melody Reifel, Anita Rich, Michael Angell, Stephen Sonstein, Denver Severt, and TeResa Green, political science. Not pictured are Rhonda Kinney, Janis McDowell, Davi Napoleon, Walter Tucker, Linda Shirato and Steve Quinlan.

Dr. Michael Harris, interim associate vice president, Academic Affairs, and Dr. Dan Berman, director for instruction and faculty development, University of South Carolina, coordinated the workshop, which was conducted July 24-28, 2000.

The workshop addressed two of the major goals established by the Division of Academic Affairs' 150-2000 Initiative. These goals are to strengthen and expand our academic programs, and to enhance the quality of the academic experience for all students. There was particular focus on incoming EMU first year/first time students.

The fellows had the opportunity to learn the latest research techniques for maximizing the academic success of these students. The fellows were able to develop and utilize classroom role-playing techniques in a controlled setting, while exploring positive/negative teaching re-enforcement that can best be utilized in introductory courses. The fellows were able to share experience and pedagogical techniques that they developed with a group of interdisciplinary colleagues and visiting experts with similar concerns regarding the enhancement of the educational experience.

The focus was to achieve current trends and methodologies to learn and apply what we're experiencing to better serve our students. A variety of recommendations were provided including:

- Build relationships between faculty and staff
- Involve the whole university in helping students succeed
- Content is you – studying yourself
- Do students know the university mission? Put mission on syllabus
- Start career planning early; this creates long term mentality/commitment
- Relationship versus content skills
- Build each class as “community of learners”

The fellows will have the opportunity during the academic year to share experiences with EMU colleagues.

## Fellows share experiences from Showcase Institute 2000

### Writing

“Eighteen Faculty Fellows participated in Institute 2000 WAC. I was impressed with the commitment of the faculty fellows and their progress,” said Ann Blakeslee, coordinator of Showcase Institute 2000. “After one week, most of the Fellows had creative and well-developed ideas, and all of the Fellows said they planned to continue developing their ideas.”

All Faculty Fellows will be provided continuous support. WAC gave the Fellows a solid understanding of how they can use writing in their classes. Previous Fellows provide presentations to newer Fellows and faculty at large.

WAC is a large and growing field, and it has already generated a considerable body of scholarship. The purpose of WAC is to increase attention to writing, both as a tool for learning and as a way to improve students' preparation. Writing to learn and learning to write in the disciplines is essential for students to become better communicators.

WAC has 38 Faculty Fellows who are enthusiastically invested in this important program. We have a strong foundation at EMU. We must continue to build and develop the program, said Blakeslee.

### Instructional Technology

The Faculty Fellows exceeded the goals set for ITAC 2000. The goals included increasing faculty technology skills, increasing faculty motivation to use technology in their classes, increase the pool of faculty who can be resources for others, and provide an opportunity for faculty to share their technology experiences.

The provost granted support to approve 26 Faculty Fellows, up from the initial 20. Initially, 56 percent of the Fellows rated themselves as “low” in technology expertise. Upon completion of the workshop, the Fellows' expertise increased significantly.

The Faculty Fellows created portable documents using Acrobat, Macromedia Director, image manipulation using Photoshop, and Caucus computer conferencing.

The conceptual framework was a make-up to meet faculty needs. To become more effective and efficient, the Fellows will teach in ways that are otherwise not feasible and to rethink their teaching strategies. One example is through use of a Web Caucus, where faculty and student interaction can take place wherever and whenever with access to the World Wide Web.

ITAC was successful due to the following key principles: discussion, interaction and sharing.

### Undergraduate Experience

The Faculty Fellows had an opportunity to present their ideas and thoughts on maximizing the opportunity for student success and improve retention at Showcase Institute 2000.

The Fellows established 12 recommendations that could be included in AADV courses to maximize student success: enhance study skills, time management, writing skills, diversity, knowledge of resources, AADV devoted to integrating into regular curriculum, critical thinking problem-solving, finding outlets for expression (how to keep track), how evaluations are done, expectations and personalized attention, increase retention and establish mentoring relationships between faculty and students. It is essential to provide instruction in proven strategies for achieving success such as getting involved, being acquainted with support systems on campus and handling time and work in a disciplined manner.

Expert opinion reports that students will succeed if they are challenged and interested in the topic; if they have good interactions with faculty in and out of the classroom; have a mentor; if courses are aimed at problem-solving and critical thinking; if they form friendships with each other; and if they become aware of support services on campus.

EMU is committed to maximizing the undergraduate experience. Through the expertise of the undergraduate studies coordinator and faculty fellows, we will build upon the foundation for the betterment of all EMU students.

# Academic Excellence — 21st Century and Beyond

## Continuing Institute 2000 Efforts

■ Deans and department heads will be provided the opportunity to address specific plans as to what they will do in their departments and colleges, based on the information learned from the workshops.

■ The Provost has increased departmental travel funding for the academic year for faculty to take advantage of off-campus professional development opportunities.

■ Institute 2000 faculty fellows will not only have the opportunity during the academic year to share experiences with EMU colleagues, but will also have the means to incorporate the material learned into their teaching.

■ The Provost encourages all faculty to address their thoughts and ideas relating to writing, instructional technology and undergraduate experience across the curriculum to their department heads.

## Writing Across the Curriculum (WAC) Task Force

**Chair:** **Russell Larson, Head**  
English Language and Literature  
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734.487.4220

The Writing Across the Curriculum (WAC) Task Force, appointed by deans, was established for fall 2000. Those interested in participating should contact their dean. The task force would provide input into the search process for the new WAC director, establish goals for the WAC program, set policy, assist with implementation of WAC, monitor course development, maintain communication with departments and colleges, and contribute disciplinary perspectives on writing.

“The fellows feel we have an incredible support system, both technical and personal/professional,” said Betsy Morgan, a professor of foreign languages and bilingual studies. “The fellows were inspired, motivated and excited.”

“The Institute was a tremendous success,” said Marcia Bombyk, a professor of social work. “The Institute exposed us to many new methods of conveying our curriculum.”

## Center for Instructional Computing (CIC)

**Director:** **Robert Ferrett**  
109 Halle Library – Faculty Commons  
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734-487-0020, Ext. 2114

The Center for Instructional Computing (CIC) is a faculty development center that provides faculty with the opportunity to acquire and upgrade their computer and technology-related skills through hands-on workshops, demonstrations, consultation, and publications.

CIC staff can consult with faculty on topics ranging from the use of the computer in the classroom to what computer to buy.

CIC distributes two publications—the *Impact* informs faculty of developments in computer and related technologies, and features a focus article on an EMU faculty member who uses technology creatively in the instructional process. In addition, the bimonthly *CIC Bulletin* informs faculty of the workshop schedule and special events.

## Faculty Commons

The Faculty Commons includes PC and Macintosh workstations, printers, scanners, and a variety of productivity software for faculty use. A faculty lounge includes the latest computing trade publications and notices of teaching, technology, and learning workshops and seminars. Workshops and training on Internet applications, productivity software and on-line and distance course development are offered in conjunction with the Center for Instructional Computing, Learning Technologies, and Halle Library faculty.

## Center for Research Support (CRS)

**Director:** **Stuart A. Karabenick**  
109C Halle Library  
[Stuart.Karabenick@emich.edu](mailto:Stuart.Karabenick@emich.edu)  
734.487.0020, Ext. 2110

The Center for Research Support (CRS) provides faculty with consulting services to facilitate the design, conduct, and reporting of empirical research and evaluation of studies. Areas supported include: research design, instrument development, data management, statistics, presentation graphics, document preparation, and much more.

## Faculty Center for Instructional Excellence (FCIE)

**Director:** **Jan Collins-Eaglin**  
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FCIE activities and services include workshops, seminars and programs; confidential consultation, classroom research and assessment, mid-semester course evaluations, new faculty and lecturer concerns, campus conversations, whys and ways of teaching, FCIE library, document delivery, and online inventory of EMU faculty and staff instructional resources.

## Graduate Studies and Research

**Dean:** **Robert Holkeboer**  
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734.487.0042

### Sabbatical Leave Awards

Sabbatical leaves assist faculty who have taught at EMU for 12 semesters by releasing them from all normal duties for one or two semesters to engage in research or other scholarly efforts, creative activity, program development, professional development, and/or service.

### Faculty Research and Creative Activity Fellowships

Award winners are released from up to one-half of their normal teaching schedule in order to engage in research or a creative project.

### Spring-Summer Research Awards

Award winners receive a stipend for the 15-week, spring-summer period to support creative work, scholarship and research. Particular attention is given to initiatives by newer faculty and early development of new ventures by established faculty.

### Provost's New Faculty Research Awards

The special stipends are intended to accelerate the research of new faculty.

### Dedicated Time for Proposal Development

These awards provide release time for faculty to prepare proposals for external funding.

### Research Excellence Fund Awards

The Research Excellence Fund provides seed money for up to three years for projects that show promise of evolving into institutes, laboratories, or centers.

### Graduate Studies and Research Support Fund

New and junior faculty are particularly urged to apply for support for research projects that are in their early stages. Awards range from \$300 to \$2,000.