



Speaking of Professional Programs...

By: Emily Hixon,
Instructional Design Specialist

The Center for Excellence in Teaching and Learning recently wrapped up the academic year with its annual Teacher Appreciation Luncheon (see photos on facing page). The luncheon honored faculty who received FACET, Founder's Day and Trustee's Teaching honors this year, as well as those who achieved gold and silver levels in their professional development with the center. Of the 85 faculty members who took advantage of CETL's services this year, 30 achieved the bronze level of participation, 11 achieved the silver level, and two achieved the gold level.

As we look back at the year to recognize the professional development of faculty members, we also want to recognize the growth and development of CETL. The center has made some significant advancements this year, made possible by the almost 200 percent increase in personnel. In addition to the half-time Director Charlotte Reed, Ed.D. and a former part-time work-study student Tina Drlich, who previously comprised the entire CETL staff, the center now includes a half-time Program Assistant Valerie Winbush and a half-time Instructional Design Specialist Emily Hixon. This has allowed the center to expand its services, offering six workshops, which involves two outside speakers and seven faculty presenters, four Brown Bag discussions and engaging in 36 consultations with individual faculty members. CETL is also proud to have increased the number of professional development grants awarded to faculty in support of innovative teaching projects and travel to teaching-related conferences. The four recipients were professors Stephen Dunphy, Ph.D., William B. Nelson, Ph.D., Surekha K.B. Rao, Ph.D. and Robert Weiler, Ph.D.

The center has also expanded its library, adding more than 20 books to its collection, many of which have already been borrowed by faculty members. Some of the titles recently added include, Tools for Teaching, Successful



Charlotte Reed, Ed.D., CETL director, thanks Chancellor Bruce Bergland for his continuing support of CETL and the professional development of faculty at the IUN campus.

Beginnings for College Teaching, Classroom Assessment Techniques, Effective Grading, Engaging Ideas and Classroom Research. Additionally, the CETL Web site has undergone a major transformation, displaying the new logo and boasting new sections on getting help with Oncourse, tips from books on teaching and learning, and a listing of Web sites related to college-level teaching.

Building on the momentum of this past year, CETL has planned a full schedule for next year as well. The center will offer workshops on a variety of topics including Oncourse, Being an Inviting Professor, Preparing a Case for Excellence, The Scholarship of Teaching and Learning and many others. The Brown Bag discussion series will be expanded to include three discussion sessions each semester, and a new Book Discussion session will also be held each semester. Be sure to check the CETL Web site for a complete listing of workshops and events scheduled for the 2004-5 academic year. And, as always, if there are topics you would like to see addressed or if you have other suggestions, please share your feedback with us.

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Spotlighted Faculty:

Dr. Lori Montalbano-Phelps

Lori Montalbano-Phelps, Ph.D., who is celebrating her tenth year of teaching at IU Northwest, is an assistant professor in the Department of Communication and an adjunct faculty member for the Women's Studies Program. Gaining insight and inspiration from her former teachers, she believes it is important to reach out to her students and share her enthusiasm for her field as well as her passion for learning. She states, "If they know I care about their interests and opinions, they contribute to class discussion, they approach me when they don't understand, they try harder."

Recognizing that students learn differently, Montalbano-Phelps uses a variety of teaching methods and incorporates humor to create an atmosphere of safety, and challenge students to think in new ways. She recognizes the significance of her role in her students' lives and views student feedback and evaluations as a key source of information in her own professional development as a teacher. She said, "I am deeply committed to student learning, the power of the educated mind, and acutely aware of the mutual learning which exists in a classroom environment."

Montalbano-Phelps has received numerous recognitions for her exemplary teaching including the Founder's Day Teaching Award (2003), the Trustees Teaching Award (2003) and the Teaching Excellence Recognition Award (TERA) (1997, 1998). She is also a member of FACET and was recently recognized by Who's Who Among America's Teachers. In recognition of her belief that "a good teacher never stops learning," Montalbano-Phelps feels she has a responsibility to her students to "join the dialogue for professional development and bring that expertise to the classroom."



Spotlighted Resource:

Creating Significant Learning Experiences

This book presents a taxonomy of significant learning and addresses how integrated course design can be used to effectively design or redesign a course.

Tips from this book:

- To help ensure that you are including the most appropriate and useful teaching and learning activities, first identify the types of feedback and assessment you will use and then select and create teaching and learning activities that will help students be successful on those assessment activities (it's called "backward design") (p. 63).
- Be sure that decisions related to learning goals, teaching and learning activities, and feedback and assessment are integrated and in alignment with one another (p. 64).
- Consider using rubrics to help make your assessment criteria and standards clear to you and your students (p. 89-92).

For more tips on these topics and others, stop by CETL to borrow this book!

Fink, L. D. (2003). *Creating Significant Learning Experiences : An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass. University Teachers (11th ed). New York: Houghton Mifflin Co.