

FROM THE TEACHING CENTER

<http://faculty.ccp.edu/dept/teachingcenter/> • Room MG-22A • 215-751-8846
Monday 11 to 4 • Tuesday 11 to 4 • Wednesday 11 to 5 • Thursday 11 to 5 • Friday 11 to 4

L. DEE FINK SUMMERCAMP BY: LISA HANDLER

It was a success! This semester, the Teaching Center, in collaboration with the Offices of Professional Development and Academic Affairs, and Achieving the Dream, hosted L. Dee Fink, an internationally recognized leader in faculty development. Dr. Fink offered two sessions of his workshop, 'Designing courses for more significant learning.'

The workshops were well attended. Over 100 CCP faculty took part in the three hour workshop sessions. CCP administrators, and faculty from Montgomery and Delaware County Community Colleges joined them.

Fink began with a powerful argument for why course design matters. On the whole he argues, most faculty in higher education know their content, manage their courses well, and interact in positive ways with students. Most faculty in higher education do not, however, have training in course design; hence, Fink's argument that course design is the area in which faculty can most improve, and by improving, see the most improvement in their students' learning (and their experiences teaching!)

Fink did not stop at making his case, though. He introduced his *taxonomy of significant learning*, which provides guidelines for establishing learning goals for a course that go beyond the fundamentals of recognizing and memorizing basic information. The taxonomy encourages faculty to push themselves to establish learning goals that go beyond the content of the course, into dimensions that allow students to learn the material more fully. Content matters, but, as Fink reminds us, if the dimensions of significant learning are not used, it is quickly forgotten. For students to *really* learn course material connections need to be made and the course design needs to provide for that.

The *taxonomy of significant learning* is one of Fink's major contributions to the teaching and learning arena. Integrated course design is the other and this, too, Fink introduced to our faculty. The idea is basic but still powerful. All the components of the course – learning goals, forms of assessment and learning activities – need to be integrated. Many of us have wonderful learning activities, but they do not necessarily serve our learning goals. Or, we might have learning goals that we don't know how to assess. By integrating all the components of the course, the design of the course can better support significant learning.

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**Look inside for the Teaching Center's
Fall 2009 Paid Staff Member Applications**

L. DEE FINK (CONTINUED)

Before Professional Development Week, quite a few faculty commented that a three hour workshop might be too long. Couldn't Fink do it in an hour, or an hour and a half, they asked? Come the end of the three hour workshop, though, it was clear that many wanted more. No, three hours was not enough!

Fortunately, the Teaching Center was prepared. The Teacher-in-Residence, Lisa Handler, offered a series of five follow-up workshops to guide faculty through Fink's process of course design. Over 20 faculty participated and even more expressed interest. Among those participating were a wonderful group of faculty from Math, Justice, Psychology, Anthropology, Earth Science, English, Allied Health/Technology, Behavioral Health, and Music.

Participating faculty found that even with the five sessions, though they made much progress in (re)designing their courses, there still was more to be done. And they were excited about doing it. They will have that opportunity at "Fink Summer Camp!"

ANNOUNCING FINK SUMMER CAMP!

Fink Intensive – for those who were unable to participate in the spring workshops and would like to (re)design a course using Fink's taxonomy of significant learning and ideas on integrated course design.

Monday, May 11 th	9:30-11:30
Tuesday, May 12 th	9:30-11:30
Wednesday, May 13 th	9:30-11:30
Thursday, May 14 th	9:30-11:30

Fink Workcamp – for those who participated in the Spring workshops, have their three column tables basically in place, and need some additional support and structure to complete the process of integrating their courses and structuring their syllabus.

Monday, May 11 th	12:00-2:00
Tuesday, May 12 th	12:00-2:00
Wednesday, May 13 th	12:00-2:00
Thursday, May 14 th	12:00-2:00

***Don't forget to visit the Teaching Center's new web site at
<http://faculty.ccp.edu/dept/teachingcenter/>***

Community College of Philadelphia
The Teaching Center
Position Available: Teaching Center Facilitator
2009-2010

I. Purpose

The Teaching Center strives to foster professional growth, teaching effectiveness, and collaboration within and across disciplines. Programs are created by and for the faculty, often aided by Teaching Center staff, to stimulate intellectual, academic and pedagogical exchange, cultural enrichment and collegiality.

The Teaching Center Advisory Board (TCAB) is seeking applications for the position of Teaching Center Facilitator, with a term to begin with preparatory work required in Summer II 2009 and continuing through Summer I 2010. The Teaching Center Facilitator's primary responsibilities are to oversee day-to-day operations of the Teaching Center and work with the TCAB to plan and coordinate activities. The Facilitator may serve up to a three-year period, renewable annually with TCAB approval.

II. Requirements

Each semester the Teaching Center Facilitator:

- Serves as an ex-officio member of the TCAB
- Works with the TCAB on programming, staffing, strategic planning and administering the Teaching Center budget
- Works with the Office of Professional Development, Distance Education and Academic Computing to coordinate workshops and events
- Solicits proposals from faculty interested in joining the Teaching Center staff when vacancies occur and reviews them in conjunction with the TCAB (Spring Semester only)
- Solicits and collates applications for Teaching Center Awards (Spring Semester only)
- Enlists volunteers to assist with coverage of Teaching Center
- Meets with groups and individual faculty to encourage participation in the Teaching Center
- Assists faculty making presentations in the Teaching Center as needed
- Assures that the Teaching Center facility, equipment and inventories are properly maintained
- Oversees the preparation of end-of-semester reports for all released and extended time projects
- Oversees assessment of Teaching Center programs
- Ensures that the activities of the Center are communicated to the faculty on a regular basis
- Staffs the Teaching Center front desk at least six hours per week
- Makes regular contributions to the Teaching Center Newsletter and other faculty development publications

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The Teaching Center
Position Available: Teaching Center Facilitator
2009-2010 (continued)

III. Compensation

The Facilitator receives three credit hours of released time plus three credit hours of extended time per semester. In addition, the Facilitator receives one credit of extended time in Summer I & one credit in Summer II.

[Note that released time is *instead of* regular courseload. Extended time is *in addition* to regular courseload and is compensated at the part-time rate].

IV. Eligibility

Full-time faculty or Visiting Lecturers are encouraged to apply. Ideally, candidates should have the following qualifications:

- Demonstrated interest in faculty development
- Experience in:
 - program planning and implementation
 - staff supervision and management
 - developing and monitoring budgets
- Collaborative management style
- Prior experience in the Teaching Center preferred

V. Application Procedures

Please submit a letter of interest and curriculum vitae to Mary Griffin, TCAB Chair, by e-mail to mgriffin@ccp.edu. The TCAB will interview all applicants and make the final decision.

Deadline: Friday, April 24th, 2009.

Community College of Philadelphia
The Teaching Center
Paid Staff Member Position Available
Teacher-in-Residence
2009-2010

I. Purpose

The Teacher-in-Residence program at the Teaching Center is an academic year position reserved for full or part-time faculty members who wish to pursue a major faculty development project which contributes to the College by improving the quality of teaching. The Teaching Center expects to select one Teacher-in-Residence for the 2009-2010 academic year.

II. Description

The Teacher-in-Residence program was created in response to the need for sustained, structured, semester-long faculty development opportunities for full- and part-time faculty. The goal of the program is to create an environment in which faculty development initiatives, generated by the faculty, can be fostered and developed. The Teacher-in-Residence will be responsible for developing and implementing a major cross-disciplinary faculty development initiative to support faculty in becoming more effective teachers. This initiative will respond to the needs of CCP faculty and students in the context of institutional priorities.

The Teacher-in-Residence will be responsible for planning and implementing the program. Limited funding will be available for guest lectures, teaching materials, or other expenses related to the project. For additional information or questions regarding the position, please contact Rick Frei, Facilitator of the Teaching Center, at rfrei@ccp.edu.

III. Requirements

During the Fall 2009 semester, the Teacher-in-Residence will develop a major faculty development project focusing on effective practices in the classroom, in collaboration with the Teaching Center Advisory Board and Facilitator.

- Plan for 16 contact hours with faculty participants meeting as a group.
- Select appropriate readings (approximately 1 hour of reading for every two contact hours).
- Design appropriate assessment tools.
- Design faculty projects and/or assignments
- Collaborate with Teaching Center Public Relations staff person to publicize the project to faculty and recruit participants.
- Provide regular updates of the project to the Teaching Center Advisory Board.
- Provide coverage at the Teaching Center for approximately six hours per week.

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The Teaching Center Paid Staff Member Position Teacher-in-Residence 2009-2010 (continued)

III. Requirements (continued)

During the Spring 2010 semester, the Teacher-in-Residence will implement the faculty development project:

- Be present for and, when necessary, conduct program sessions.
 - Conduct and monitor assessment.
 - Provide a midpoint report based on assessments and observations for the Teaching Center Advisory Board.
 - Monitor and aid faculty projects and/or assignment completion.
 - Create a final report summarizing the project and including assessment results, and present it to the Teaching Center Advisory Board.
- Provide coverage at the Teaching Center for approximately three hours per week.

Note: The implementation of the faculty development project, which usually originates in the Spring semester, may start in the Fall semester.

IV. Compensation

The Teacher-in-Residence will receive two credit-hours of extended time per academic semester.

V. Application Procedures

Your application must include the following information:

- A. Current Vita:** Please attach a copy of your current vita (CV) with this application.
- B. Letter of interest (not more than 750 words), in which you discuss your ideas for supporting the improvement of teaching effectiveness at CCP.**
 - These ideas may be based on your own experiences and observations at CCP and/or faculty development experiences you may have had.
 - When possible, your ideas should be presented in the context of relevant college-wide plans, initiatives, and responsibilities with which you are familiar (e.g. Achieving the Dream, College Strategic Plan)

Applications must be submitted electronically to the Teaching Center, c/o Rick Frei, Teaching Center Facilitator, at rfrei@ccp.edu. The **deadline** for application is **Wednesday, April 22nd, 2009**. Applications received after the deadline will not be considered. The Teaching Center Advisory Board, including the Teaching Center Facilitator, will review the applications and make the final selection.

Community College of Philadelphia
The Teaching Center
2009-2010
Paid Staff Member Positions Available
Web Master/Technology • Arts/Gallery Curator • Public Relations

I. Purpose

The Staff Member position at the Teaching Center is an academic year position reserved for full or part-time faculty members who wish to work at the Center and assist with faculty development projects which contribute to the College by improving the quality of teaching. The Teaching Center expects to select three Staff Members for the 2009-2010 academic year. For additional information, please contact Rick Frei, Facilitator of the Teaching Center, at rfrei@ccp.edu.

II. Positions Available and Responsibilities

A. Staff Member, Web Master/Technology

- Maintain and update Teaching Center Web Page (web design experience required)
- Assist faculty in creating technology-based professional development projects
- Co-ordinate with Distance Education, Academic Computing, the Audio/Visual Department, and other relevant campus groups regarding technology training.

B. Staff Member, Arts/Gallery Curator

- Organize/co-ordinate art shows and other artistic events
- Co-ordinate show opening receptions, including refreshments, audio-visual equipment, music, setup, and cleanup.
- When feasible, assist faculty in developing unique methods of incorporating Center-sponsored art shows and other artistic events into current curriculum

C. Staff Member, Public Relations

- Publicize events and professional development opportunities through various media including "This Semester in the Teaching Center" catalog, "This Week in the Teaching Center" flyer, posters, electronic media, newsletters, and other campus media outlets
- Work with the Technology staff member on keeping the web page updated
- Work with the Arts/Gallery Curator staff member to publicize gallery shows, receptions, and special artistic events.
- Edit and publish the *On Center* Teaching Center Newsletter/Magazine (published twice a semester).

In addition to the role-specific duties, **all** staff members are responsible for the following:

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The Teaching Center Paid Staff Member Position
Web Master/Technology • Arts/Gallery Curator • Public Relations
(continued)

II. Responsibilities (continued)

- 1) *Professional development presentations*: Each staff member will be responsible for coordinating a series of three one-hour faculty development workshops per semester. At least two presentations must be given by the staff member. The other presentation may be given by other speakers invited to present by the staff member.
- 2) *Staffing the Teaching Center*: Each staff member is required to staff the Teaching Center Help Desk for 45 hours per semester (approximately 3 hours per week).
- 3) *Teaching Center Newsletter*: Each staff member will be responsible for submitting one newsletter article per semester.

III. Compensation

Staff members receive one credit-hour of extended time per semester.

IV. Application Procedures

Your application must include the following information:

- A) *Your Qualifications*: Provide a summary of any relevant skills or experiences that would qualify you for the specific staff position. Include attachments if relevant. For example, if applying for the technology position, please provide examples of web pages you have designed.
- B) *Your Presentations*: Provide a summary of the types of events that you would like to organize at the Center. You do not have to provide specific details (e.g., name of presenter, title of presentation), rather just broad examples of faculty development events that would be beneficial to the college.
- B) *Your Vita*: Please attach a current vita (CV) with this application.

Applications must be submitted electronically to the Teaching Center, c/o Rick Frei, Teaching Center Facilitator, at rfrei@ccp.edu. The **deadline** for application is **Wednesday, April 22nd, 2009**. Applications received after the deadline will not be considered. The Teaching Center Advisory Board, including the Teaching Center Facilitator, will review the applications and make the final selection. .