

**Annual Report to the Faculty Senate
Council on Teaching
2006-2007**

Executive Summary

The Council on Teaching (COT) met nine times during the course of the 2006-2007 academic year. Meeting agenda are included as an appendix to the report. COT activities over the year can be divided into three general categories; actions and advice, as a consequence of discussion and investigation of various matters related to teaching and learning at the University, and the administration of the teaching awards for which COT is responsible.

COT actions:

▪ **Request for an expansion of the Outstanding Teaching Assistant Awards**

Recognizing the disparity between the number of TA awards, which has not changed for some thirteen years, and the number of outstanding nominations considered each year by the Council as part of the Outstanding TA award program, COT unanimously decided to request sufficient funds from the Provost to expand the program from 25 to 35 awards. The Council strongly feels that such an enhancement would help increase recognition and awareness of the stupendous efforts put forth every semester by teaching assistants in University of Iowa classrooms.

▪ **Request for support for a new President and Provost Award for lecturers, visiting faculty and adjunct faculty**

The Council intends to initiate a new award category as part of the President and Provost Award for Teaching Excellence program. The new award will be open to University staff in lecturer, visiting faculty, and adjunct faculty positions actively involved in classroom teaching. There will be one University-wide award and each College will be permitted to forward two nominations. A request for a suitable honorarium in support of the new award will be made to the Provost.

▪ **Updates to the University Operations Manual**

The Council worked to amend and modernize the University Operations Manual, Part III., Chapter 15.2. The major changes were, as follows:

- clarified the requirement for faculty to hold office hours whenever feasible
- specified that the syllabus may be made available on-line as an alternative to a paper copy
- modernized the syllabus content to include email contact information
- added a new syllabus component requiring statement of an electronic communications policy which would address issues of differing expectations in format and frequency, as well as issues of privacy and confidentiality

The proposed changes, included as an appendix, were accepted by the Faculty Council and the Faculty Senate and approved by the President Fethke.

▪ **Review of the Instructional Improvement Award program**

COT conducted a thorough review of the IIA program. The Council was generally pleased with the program and appreciative of its unique qualities. It was decided that the emphasis should remain on non-traditional uses of instructional technology which might otherwise be difficult to support through other programs. COT also decided that a project evaluation plan should be made part of the award report so that the success of individual grants may be better assessed. While the maximum budget limit for a grant will be maintained, the Council decided that support for faculty salaries to facilitate course development will be allowed in circumstances necessitating extraordinary faculty effort. In the future, COT should try to determine the effects of reduced budgets on the viability of grants, especially in regard to attempts to obtain matching funds, and should try to coordinate with other campus award programs, such as the Instructional Improvement Awards.

- **Instituted new administration procedures for awards programs**
The Council instituted changes proposed by last years Council to the administration of several of the award programs. The President and Provost Award for Teaching Excellence implemented an enhanced requirement for student participation in the nomination process used by each College. A more aggressive advertising program targeting students was undertaken, which included advertising in the Daily Iowan and a notice on the main University web page. Standardized procedures for major external awards, such as the Robert Foster Cherry Award and the CASE U.S. Professor of the Year Award, were introduced in order to expand the nominee pool.
- **Response to request from the Shared Governance Council**
In response to a request from the SGC, the Council, through its administrative aide, worked to create an archive of COT meeting agendas, minutes, and other documents.

COT advice:

- **Outcomes assessment initiative**
Associate Provost Tom Rocklin gave a synopsis of the new outcomes assessment initiative which is required for University accreditation and to satisfy a Regents request. COT expressed the expectation that any plans would clearly define the intended learning outcomes of the department's majors and describe a system for assessing student learning. Final plans should also represent the views of the department's faculty. COT agreed to endorse the Provost's efforts in regards to outcomes assessment.
- **Revisions to the Assessing the Classroom Environment evaluation system**
Dr. Joyce Moore, Director of Exam Services, made a presentation to the Council about the history of the ACE evaluation system, especially the change from the former SPOT program, and outlined some possible future alterations. The main thrust of these proposals would be to introduce an on-line ACE form that would be comprised of questions from a library of items and chosen in consultation with the individual departments and college. On-line collection of ACE would also facilitate publication of the ACE student core, which has proven problematic in the past. COT encouraged Dr. Moore to return to the Council for further advice and consultation when the planned changes become more well defined.
- **Proposed changes to University Commencement**
Provost Hogan briefed the Council on proposed changes to the University Commencement ceremonies, prompted in part by the decision to award honorary University of Iowa degrees. Several possible scenarios were discussed. The Council expressed hope that the final plan would allow for as much student input and personalization as feasible. The Provost will likely return to the Council next year as the planning process moves further along.
- **Interaction with the Center for Teaching**
The director of the Center for Teaching, Prof. Norb Pienta, made his annual presentation about the current status and future of the Center. The Council was particularly supportive of his efforts to maintain availability of a print copy of the "Handbook for Teaching Assistants". Overall, the Council was receptive and appreciative of Prof. Pienta's efforts at the Center for Teaching.

COT award administration:

- **Instructional Improvement Award (IIA)**
COT received 16 applications requesting a total of \$69,334 for this year's Instructional Improvement Awards. Nine proposals were chosen for funding for a total of \$29,500. The winning proposals are listed on the COT web site.
- **President and Provost Award for Teaching Excellence**
The Council considered nominations from nine Colleges for 13 faculty members, eventually deciding on three award winners. Each award has an associated \$3,000 honorarium. The

recipients were Prof. Craig Kletzing of the Department of Physics and Astronomy, Prof. George Lawry in Internal Medicine, and Prof. Edward Thomson from the College of Nursing.

- **Outstanding Teaching Assistant Award**
The Council reviewed the nominations of 54 teaching assistants, finally making the difficult decisions necessary to identify 25 award winners. Each award carries a prize of \$1,000. The winners and their friends and family were feted at an awards ceremony sponsored by COT and the Provost's office. The Council unanimously endorsed a request to expand this successful program.
- **CASE U.S. Professor of the Year Program**
COT implemented new procedures, utilizing as a pool nominees for the President and Provost award, to identify candidates for the U.S. Professor of the Year Program sponsored by the Council for Advancement and Support of Education and The Carnegie Foundation. Prof. Craig Kletzing of the Department of Physics and Astronomy, Prof. Er-Wei Bai of the Department of Electrical Computer Engineering, and Prof. Kenneth Brown of the Department of Management and Organization were identified as strong candidates. Their nomination materials were collected and forwarded to the Professor of the Year award committee with a nomination from COT.
- **Robert Foster Cherry Award for Great Teaching**
COT implemented new procedures, utilizing as a pool nominees for the President and Provost award, to identify candidates for the biannual Robert Foster Cherry Award for Great Teaching, sponsored by Baylor University. The Council forward nominations for Prof. Craig Kletzing of the Department of Physics and Astronomy and Prof. Er-Wei Bai of the Department of Electrical Computer Engineering.

Respectfully Submitted,

Mark Young, Chair

Appendices

- i) COT membership
- ii) COT meeting agenda
- iii) Amended University Operations Manual

Appendix i

**Council on Teaching Membership
2006-2007**

| FACULTY | <u>Term Expires</u> | <u>First Appt</u> |
|-------------------------------------------|---------------------|-------------------|
| <u>Liberal Arts</u> | | |
| Group I | | |
| 1. Mary Trachsel, Rhetoric, 172 EPB | 2009 | 2006 |
| Group II | | |
| 2. John Nelson, Political Science, 331 SH | 2007 | 2004 |
| Group III | | |
| 3. Tong Li, Mathematics, 325D MLH | 2009 | 2006 |

At Large
4. Mark Young, Chemistry, 229 CB (reappt) 2007 2005

Professional Colleges

5. Jonathan Doorn, Pharmacy, S328 PHAR 2007 2007
6. George Bergus, Family Medicine, 01292 PFP 2009 2006
7. Kenneth Culp, Nursing, 462 NB 2008 2006
8. David Drake, Dows Institute for Research, N407 DSB 2008 2005

STUDENTS (UISG)

1. Christina R. Johnson 2007 2006
2. Ben Galluzzo 2007 2006
3. Sarah Vigmostad 2007 2006
4. David Brauer (reappt) 2007 2005

STAFF

1. Gerald Wickham, Pomerantz Career Center, C310 PC 2008 2005

Administrative Liaison: Thomas Rocklin

Member Ex-officio: Norbert Pienta, Center for Teaching

2006-07 Chair: Mark Young

Appendix ii

Council on Teaching Meeting Agendas – 2006-2007

September 11, 2006

1. Introductions
2. New award selection processes
 - Daily Iowan notice
 - Cherry Award
3. Response to Faculty Senate request
4. Evaluation of Instructional Improvement Award program
5. Future agenda items

October 2, 2006

1. Cherry Award update
2. Finalize response to Faculty Senate inquiry
3. Request from the Shared Governance Council
4. Syllabus content and expectations
5. Discussion of outcomes assessment

October 16, 2006

1. Updates/old business
 - Letter to Faculty Council
 - Cherry nominations
 - P&P ad
 - Changes to commencement (11/6/06)
2. State of the Center for Teaching (Norb Pienta)
3. Funding for the TA handbooks (Norb Pienta)
4. President and Provost award eligibility

November 6, 2006

1. Possible changes to UI commencement (Provost Hogan)
2. Future (and a little history) of ACE (Joyce Moore, Exam Services)
3. Review process to Instructional Improvement Awards

December 4, 2006

1. Updates/old business
 - Changes to UI Operations Manual
2. Discussion and award of Instructional Improvement Awards

February 19, 2007

1. Changes to UI Operations Manual regarding instructor-student communications
2. Discussion and award of President & Provost Award for Teaching Excellence
3. Discussion of US Professor of the Year Award
4. Discussion of Outstanding Teaching Assistant Awards

March 19, 2007

1. Nominations for US Professor of the Year Award
2. Outstanding Teaching Assistant Award
3. Eligibility for President & Provost Award for Teaching Excellence

April 16, 2007

1. Updates
2. Review “Outstanding Teaching Assistant Award” applications

April 30, 2007

1. Updates
2. Finalize changes to IIA program
3. Discussion of proposed new lecturer award
4. Proposed expansion of TA award program
5. COT final report

Appendix iii

CHAPTER 15: PROFESSIONAL ETHICS AND ACADEMIC RESPONSIBILITY

(President 5/73; Board of Regents amendment 1/19/94)

[15.1 General](#)

[15.2 Responsibilities to Students](#)

[15.3 Responsibilities to Scholarship](#)

[15.4 Responsibilities to Colleagues](#)

[15.5 Responsibilities to the Institution](#)

[15.6 Responsibilities to the Community](#)

15.1 GENERAL.

The basic functions of the University are the advancement and dissemination of knowledge, the development of critical intelligence, and the education of citizens and professional workers for the society of which the University is a part.

The indispensable condition for the successful discharge of these functions is an atmosphere of intellectual freedom. Unless he or she is free to pursue the quest for knowledge and understanding, wherever it may lead, and to report and discuss the findings, whatever they may be, the University faculty member cannot properly perform his or her work. As a participant in an enterprise that depends upon freedom for its health and integrity, the faculty member has a special interest in promoting conditions of free inquiry and furthering public understanding of academic freedom.

Freedom entails responsibilities. It is incumbent upon the faculty member to accept the responsibilities which are concomitant with the freedom he or she needs. Those responsibilities are: 1) to students, 2) to scholarship, 3) to colleagues, 4) to the University, and 5) to the larger community which the University serves. To make these responsibilities operational, it is necessary that ethical and professional standards be adopted to guide faculty members in their conduct and that effective mechanisms be established to monitor and enforce compliance with these standards.

15.2 RESPONSIBILITIES TO STUDENTS.

(Board of Regents amendment 1/19/94; Faculty Senate 12/95)

As a teacher, the faculty member has the responsibility for creating in his or her classroom or laboratory a climate that encourages the student's endeavors to learn. The faculty member should exemplify high scholarly standards and respect and foster the student's right to choose and pursue his or her own educational goals.

- a. The faculty member must make clear the objectives of the course or program, establish requirements, set standards of achievement, and evaluate the student's performance.
- b. The faculty member has the responsibility to meet classes as scheduled and, when circumstances prevent this, to arrange equivalent alternate instruction.
- c. The faculty member has the responsibility to teach courses in a manner that is consistent with the course description and credit published in the catalogue and with the announced objectives of the course. He or she must not intentionally interject into classes material or personal views that have no pedagogical relationship to the subject matter of the course.
- d. In order to facilitate student learning, faculty members should present the appropriate context for course content. While challenge is essential to good teaching, challenge is ordinarily most effective when students are adequately prepared to deal with course materials. On controversial issues within the scope of the course a reasonable range of opinion should be presented. When the faculty member presents his or her own views on such issues, they should always be identified as such. Wherever values, judgments, or speculative opinions constitute part of the subject matter, they should be identified as such and should not be offered as fact.
- e. The faculty member owes to the student and the University a fair and impartial evaluation of the student's work. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, or political views, or be based on the student's agreement with the teacher's opinion pertaining to matters of controversy within the discipline.
- f. Every student is entitled to the same intellectual freedom which the faculty member enjoys. The faculty member must respect that freedom. Restraints must not be imposed upon the student's search for or consideration of diverse or contrary opinion. More positively, the faculty member has an obligation to protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action. The classroom must remain a place where free and open discussion of all content and issues relevant to a course can take place. While students remain responsible for learning class material and completion of course requirements, faculty should respect reasonable decisions by students, based on their exercise of their own intellectual freedom, not to attend part or all of a particular class session.
- g. The faculty member has obligations as an intellectual guide and counselor to students. He or she has a responsibility to be available to students for private conferences. In advising students, every reasonable effort should be made to see that information given to them is accurate. The progress of students in achieving their academic goals should not be thwarted or retarded unreasonably because a faculty member has neglected his or her obligation as advisor and counselor.

h. Faculty are expected to hold regularly scheduled office hours and otherwise be reasonably available for appointments with students. Faculty teaching on-line courses or those not located on campus, may use electronic communications in lieu of office hours.

i. The faculty member should conduct himself or herself at all times so as to demonstrate respect for the student. He or she should always respect the confidence deriving from the faculty-student relationship.

j. The faculty member must avoid exploitation of students for personal advantage. For example, in writings and oral presentations, due acknowledgment of their contributions to the work should be made.

.k. In order that students can make knowledgeable choices about whether to take a particular course, it is the faculty member's responsibility to provide, on the first day of class, a course syllabus, in either electronic or paper format, containing the following information:

- (1) the instructor's name, office, office hours, and contact information (a valid uiowa.edu E-mail address and a telephone number, if available. If the instructor is a teaching assistant, the syllabus should also include the course supervisor's name, office, office hours, and contact information);*
- (2) goals and objectives of the course;*
- (3) course content and schedule of topics;*
- (4) list of readings and/or other anticipated course materials;*
- (5) expectations for attendance, assignments, and examinations;*
- (6) dates and times of any examinations scheduled outside of class time;*
- (7) grading procedures including whether plus/minus grading will be used;*
- (8) statement on the availability of accommodations for students with disabilities;*
- (9) resources for obtaining additional help, such as tutors or teaching assistants; and*
- (10) any changes in information about the course from that which appears in official University notices, such as the General Catalog or ISIS;*
- (11) a statement describing what forms of electronic communications, if any, will be employed for student contact and the expectations for typical response times. Reference should be made to University policy, which specifies that students are responsible for all official correspondence sent to their standard University of Iowa E-mail address (@uiowa.edu). (Privacy considerations, such as federal law, may apply when using an address other than the standard University E-mail*

address. The University provides guidance for acceptable etiquette when utilizing electronic communication technologies).

- l.* At the beginning of each course students should be informed of departmental and collegiate complaint procedures and services of the Office of the University Ombudsperson. Complaints should be initiated at the faculty or departmental level. If a complaint cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in [II-29.7](#).