

July 30, 1981

TO: Chair, University Senate Steering Committee

FROM: Steven R. Miller, Chair
University Teaching & Learning Committee
and
Lewis N. Pino, Director
Research and Instructional Services

RE: Teaching & Learning Committee Activities, 1980-1981

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The Teaching & Learning Committee solicited proposals from the faculty for Educational Development Fund grants under a November 7, 1980 closing date. Of the nine proposals received and reviewed, three were funded. The funded projects were in HRD, Mathematics, and Linguistics.

The Committee inspected the lecture halls in O'Dowd Hall in October, 1980, in order to make recommendations for use and location of A/V equipment to Mr. Bunger (Provost Office) and Ms. diFelice (Audio-Visual).

Two proposals were presented to the University Senate in December, 1980. The Teaching Excellence Award proposal, the result of several years of consideration and refinement by T&L, was passed by the Senate at its January, 1981 meeting. T&L will now form the required Teaching Excellence Award Selection Subcommittee.

The Faculty Teaching Consultant proposal was initiated in response to faculty requests for useful, impartial help with instruction-related problems. Many colleges now have individuals designated to serve this function. The Committee received special impetus from a presentation made by Dean Gerald Pine, S.H.E.S., and Associate Dean Isaac Eliezer, A & S, at the December meeting of the Committee.

To introduce more of the faculty to the Teaching Consultant concept, a President's Forum was held on April 1, 1981. The main speaker was Professor William Stephenson, who has served three years as a teaching consultant at Earlham College. There was a small but enthusiastic audience.

We were naturally disappointed when the Teaching Consultant proposal was voted down in the January, 1981 Senate meeting. T&L will continue its efforts to develop workable alternatives during 1981-82.

One alternative is already being explored. In April, several T&L members met with a group of faculty over lunch to discuss the implications of Professor Renate Gerulaitis' observations on changing cognitive styles of students in her courses. The participants agreed that more such get-togethers would be useful.

In February we recommended to the Provost that a budget line item be established for "capital improvements to the teaching and learning environment." Provost Obear acknowledged the importance of such improvements, but indicated that he felt the present system (in which all capital improvement items are part of the Physical Plant budget) is adequate.

T&L was charged to study the issue of teaching and learning as affected by the proposed programming of courses for Cable Television. After a review of pertinent literature, a subcommittee concluded that use of TV technology in on-campus teaching has no significant adverse effect on learning. On the other hand, the discipline imposed on the instructor by planning a TV lecture could probably improve teaching in larger classes. While we recommend that a series of workshops be run on campus to show faculty the procedures for producing TV segments, no faculty member should rush into TV instruction unless he/she feels a real need for this mode. A complete copy of the subcommittee report is available from the T&L Chair.

A paper by Andreas and Kubik calling for better study spaces for commuters prompted the production of a video tape by two T&L members. Those wishing to see this tape should consult Ms. diFelice. Students were observed studying in many strange locations and positions. Interviews with these students produced insights into the problem. The Committee will formulate specific recommendations in the future.

SRM/LNP/ak