

From: **FACET**, Dr. Stephen Dilks
Sent: Fri 4/1/2005 4:47 PM
To: UMKC Faculty
Subject: From Assoc Prof. Steve Dilks about UMKC Teaching center

Colleagues:

Note **April 6** and April 28 at **4:30-7:00** on your calendar to join us for the screening of teaching-related films (see below for more details). Also note April 7 and April 27 for seminars on Teaching with Technology.

Please find attached a summary of the FaCET surveys received to March 22, 2005. We are still open to submissions and welcome additional faculty input as we define the Center. As surveys come in we will update the summary and post it to our web-site (click on Faculty/Staff on the UMKC homepage, then go to the FaCET link).

A crucial point: **FaCET is faculty-defined, faculty-run, and faculty-oriented; it is up to faculty to make it a viable and valuable resource.**

We are housed in Miller Nichols 122. We have a Technology person (Terry Easley) on-site on Tuesdays at 12-2 and open to appointments as necessary: Terry will help with teaching-related technology and is willing to work one-on-one as well as in group settings. He is, for example, running a "Teaching with Technology" session next Thursday, April 7 at 3:00-4:00 p.m. Refreshments will be provided. He will also assist Andrew White from the Missouri system on April 27 at 3:00-4:00 as they demonstrate and discuss use of MoCAT technology for classroom/teaching assessment.

Also please note that we are hosting "film and conversation" social-nights on April 6 and April 28 at 4:30-7:00. The film on April 6 is "A Beautiful Mind" about John Nash, the mathematician/economist. The film on April 28 is "Stand and Deliver" about a teacher who raises test-scores in an urban school so dramatically that ETS challenges the results. Please join us.

From: FACET, Dr. Stephen Dilks
Sent: Fri 4/1/2005 4:58 PM
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Colleagues:

It's late on Friday. Please excuse me for forgetting to attach the survey overview.

I'll also include the film and seminar dates in this shorter note.

April 6 at 4:30-7:00 "A Beautiful Mind."

April 28 at 4:30-7:00 "Stand and Deliver."

April 7 at 3:00-4:00 "Teaching with Technology" seminar/discussion.

April 27 at 3:00-4:00 "MoCAT--Teaching with Technology" seminar/discussion.

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Steve.

Summary/analysis of the **FaCET surveys** received to March 22, 2005:

The surveys tell us that the Faculty Center for Excellence in Teaching could become a place for these things to happen:

1. Assistance:
 - a. one-on-one, faculty-to-faculty assistance with teaching and learning, including syllabus development, assessment of learning outcomes, and classroom management.
 - b. mentoring in teaching strategies/techniques for new professors, adjuncts, and Graduate Teachers.
 - c. scholarship of teaching and learning resources for full- and part-time faculty, including Web resources, book lists, film indexes, etc.
 - d. help with strategies for teaching large classes including the use of peer-groups and other “non-lecture” techniques.
 - e. guidance in the efficient and pedagogically effective use of classroom technology including Powerpoint, Blackboard, Centra, etc.
2. Support/grants:
 - a. events to stimulate scholar-to-scholar conversations about research, research methods, funding sources, and administrative hurdles.
 - b. Information about funding sources on and off campus.
 - c. tenure portfolio development.
 - d. peer-to-peer critique for faculty wishing to improve classroom presence and skill.
 - e. SEARCH for faculty – grants for teaching-centered activities including conference participation, purchase of teaching-related equipment, and curricular development -- support for developing cluster courses, WI courses, inter-school courses (such as Medical Humanities).
3. Presentations and lectures:
 - a. scholarship of teaching and learning
 1. on-campus distinguished teachers
 2. off-campus experts
 - b. seminars and presentations on specific topics
 1. technology in the classroom
 2. teaching techniques (including “low-tech” teaching)
 3. learning assessment (including portfolio review and the development of effective assignments)
 4. International Academic Programs awards for faculty and grad students
 5. national, state, and regional teaching opportunities
 6. Service learning
4. Networking:
 - a. forums
 - b. conversations—roundtables, panels, discussions
 - c. social gatherings that break down campus-inherent isolations and exclusions (ie film series, conversations about writing, info-sharing breakfasts/lunches)
5. Advocacy for full- and part-time faculty:
 - a. full-time teaching and learning program and research/conference funding
 - b. moving from strict assessment of positions on research to more emphasis on teaching
 - c. part-time increases in pay and benefits, library privileges, etc., as part of effective teaching strategy for university overall

6. Umbrella for several campus organizations already invested in teaching and learning:
 - *New Faculty Teaching Scholars
 - *Student Learning Network
 - *Center for the City
 - *Diversity Initiative
 - *Writing Across Campus—Urban Literacies
 - *International Academic Programs—presentations on awards for faculty and grad students
7. Increase interdisciplinary nature of campus, make available interdisciplinary options:
 - a. cluster-course development
 - b. interdisciplinary discussion/conversation/presentation
8. Monthly newsletter and E-mail newsletter