



Fall 2004 CTE Workshops

CTE VITAL Workshops

- ◆ October 13—Promoting Student Engagement Through Active Learning
- ◆ November 17—Developing Critical Thinking Skills

** All VITAL workshops are held in Rm. 448 of the Cabell Library, from 12pm-1:30pm, in the office of Academic Technology.

BLACKBOARD Workshops

- ◆ September 30—Posting Documents & Creating Assignments
- ◆ October 28—Creating and Using the Discussion Board
- ◆ November 18—Creating and Using the Assessment Features

** All Blackboard workshops will be held from 12:00 pm-1:30pm in Rm.320 of Cabell Library.

For more information,
contact the CTE at:
cte@vcu.edu
(804) 827-0838

Well, it is hard to believe that we are beginning our fourth year but in that short time we have created a host of successful programs to support your teaching. I thought I would remind you of their existence and encourage you to take advantage of anything that looks appealing.

All faculty should have received our **Small Grants Program** announcement. We expect to fund as many as 20 faculty this year through the program. The competition for these grants has increased rather dramatically over the past three years but we have some new sources of funds which should result in a number of extra grants. Please go to <http://www.vcu.edu/cte/smallgrantprogram/smgrantinfo.html> for more information. Please be aware that the deadline for submission is November 1st.

A new program that we resurrected last year is the **Student Technology Expert Program (STEP)**. This program links faculty with students who possess hardware or software skills. The students become the teachers in this relationship and the faculty are the benefactors. The task could be as short as a few days or as long as a semester. Go to <http://www.vcu.edu/cte/STEP/index.html> for more information.

The **CTE Mentorship Program** was a resounding success last year. We had 26 mentees and mentors work together for the year. The program includes a series of workshops and informal lunches where the mentees are introduced to all aspects of being a faculty member at Virginia Commonwealth University. We currently have 40 faculty signed up for the program representing eight schools, the college and two administrative units. We will also be meeting (at their request) with last year's mentees for informal luncheon discussions.

Probably the most ambitious undertaking for the CTE is our involvement in the Quality Enhancement Plan (aka REAL, Reinforcing Engagement and Learning). Over the next five years we will be working with faculty to make good on our commitment to increase student engagement. This will require a university-wide effort and the centerpiece of that effort will be faculty and their willingness to embrace a "learning centered" university. During this year we will be visiting all the schools and college to discuss the ramifications of this paradigm shift. The CTE and the REAL implementation team will also be doing open forums to get the word out to the entire university community.

Last but certainly not least will be the effort to both generate and sustain a communal atmosphere among new and "old" faculty during the coming year. The goal of this initiative is to reduce the isolated experience of many faculty and build a system of communication and dialogue that transcends departments as well as schools. We have a number of strategies to get this off the ground but the first thing we will be doing is running focus groups with faculty all over the campus. The objective of these groups will be to elicit advice on how to create both informal and formal channels of communication among faculty members. Other universities have used both hard and electronic teaching journals as a step in this direction. This year we will resurrect VCU Teaching website for just that purpose. We have an excellent faculty who do wonderful work every semester. The purpose of the journal will be to share ideas as well as generate a discussion around controversial issues in higher education. We are currently searching for faculty willing to serve as reviewers for this enterprise so please contact us if you feel you might be interested in this project.

Have a great semester and please join us in exploring teaching and learning in the 21st Century.

Dr. Joseph Marolla, Director
Center for Teaching Excellence



CTE Resources and Services

CTE Resources and Services

- ◆ CTE Website
- ◆ CTE Mailing List
- ◆ VCU Teaching Newsletter
- ◆ National Online Newsletters
 - The Teaching Professor
 - Online Classroom
 - The National Teaching and Learning Forum
- ◆ Small Grants Program
- ◆ CTE Junior Faculty Mentor-ship Program
- ◆ STEP Program
- ◆ VITAL Workshop Series
 - CTE Mobile Workshops
- ◆ Brown Bag Lunch Series
- ◆ KnowledgeNET
- ◆ CTE Library
- ◆ Hardware/Software acquisitions, loans, and training
- ◆ Consultations
- ◆ Lecture video-taping and reviewing
- ◆ Classroom observations
- ◆ Teaching portfolios
- ◆ Classroom Performance System (CPS)

CENTER FOR TEACHING EXCELLENCE—SMALL GRANT PROGRAM

Department of Sociology – Development of a Certificate in Sexual and Domestic Violence

By: Dr. Sarah Jane Brubaker, Department of Sociology

In response to increasing reports of sexual and domestic violence as a major social and public health problem facing the residents of Virginia as well as other states and communities nationwide, there is a growing need for well-trained individuals to provide services to the survivors of violence. While many of the initial organized responses to sexual and domestic violence were among grass-roots organizations committed to social change, these organizations have evolved and developed into more comprehensive programs providing a variety of services that pose unique management challenges. The administration, management, and provision of these services require specific areas of knowledge and skills that fit both the mission and areas of expertise of VCU's Department of Sociology.

The proposed certificate will be geared to both undergraduates planning to enter the field of interpersonal violence intervention, as well as those currently working in the field seeking to enhance their skills and knowledge, and/or change positions within the field. The program will train participants in critical areas to fulfill occupational responsibilities that include contacts with the victims or perpetrators of sexual and domestic violence.

Last year, we used CTE Small Grant Program funds to accomplish the following:

1. Establishment of an interdisciplinary team within VCU to assist in planning the program that includes representatives from the Department of Sociology, Sexual Assault and Domestic Violence Services, Women's Studies, VCU's National Center of Excellence in Women's Health, School of Social Work, Nonprofit Management Program, Department of Criminal Justice, Department of Psychology.
2. External review of Certificate Program documents by several individuals and community organizations including individuals from Sexual Assault Resource Agency, Virginians Aligned Against Sexual Assault, Virginians Against Domestic Violence, and the *Violence Against Women* journal, as well as many others
3. Attendance at local conferences on sexual and domestic violence that provided opportunities to network with state and local organizations and agencies as well as information that contributed to curriculum development.
4. Development of community partnerships and identification of potential internship sites through with several agencies and organizations including those listed above as well as Safe Harbor Shelter, Virginia Commonwealth Attorney's Office, and the Virginia Department of Health.
5. Writing a grant proposal to the U.S. Department of Justice to pilot a program designed to prevent and better respond to violence against women on college campuses which would greatly increase our connections to organizations and agencies in the violence arena, and provide significant research and internship opportunities for our graduate students.
6. Subscription to the *Violence Against Women* journal, which will be used for lectures, student research and reading materials in the core courses.
7. TA assistance and software to create a program logo and website and to support online courses that will be offered through the program.
8. Development of a graduate-level course on sexual and domestic violence that will be offered in the Department of Sociology in the Spring of 2005 as the first and core course in the certificate program.
9. In addition to the number of programs, departments and individuals who are already participating in the development of the program, another indication of institutional support is that both VCU's Graduate School and College of Humanities and Sciences made financial contributions toward continued planning and development efforts, the combined amount of which surpassed the initial award from the CTE.

The Principle Investigator and contributing faculty put a great deal of effort into the first year of this project and are assessing the department's capacity to support the program, and we are indebted to the CTE for its support. In response to the tremendous response that we have received from the university and violence community, our goal is to continue to develop the program and find resources that will allow us to support it.

The context for this project began in a course that is team-taught entitled *Dance Science*; a required course for Juniors in the Department of Dance and Choreography. Part of the objective of that course is to study important muscle functions that are basic to efficient and qualitative movement patterning. The ability to carry out in-depth inquiry and study using state of the art research in dance science was only possible because of the team-taught approach using faculty from different disciplines. The field of Physical Therapy brings pertinent information and research to the study of the human body's capacity to carry out physical activity, while dance as an art form is striving to fulfill qualitative aspects of movement in relation to creating a fully realized physicality of form.

The project was envisioned as a preliminary study that would assess core muscular strength in dancers as related to technique and potential for injury. The major objective was to assess what is "normal" for dancers; to determine a baseline of strength needed to fulfill technique and performance requirements in the BFA program in Dance and Choreography. Another objective was to determine how the level of core strength relates to incidence of injury especially injury to the spine. An additional goal of this project was to complete the pilot study then present findings to dance kinesiologists at a major conference for dance medicine and science.

There is much interest in the field of dance that directly relates to research being done in the field of dance science. More and more dance companies and dance-training programs are designing both their curriculum and repertory in a way that supports healthy body practice. The goal of extending a dancer's career with minimum injuries was the underlying motivation for this project.

As a direct result of an ongoing collaborative interest in educating dancers, and an interest in developing tools by which dancers can become more self-sufficient, both Dr. Shoaf and Ms. Steel were chosen to present their work in a session at the *International Association of Dance Science and Medicine* conference in San Francisco; October 2004. The final pilot study will not be completed by then, but part of their work in the dance science curriculum will be presented. Receipt of funding and assistance from The Center for Teaching Excellence is both appreciated and gratifying. This will aid the recipients of these funds to develop a model program of study. The combination of science and art to produce more prepared, more knowledgeable, and more self-aware dance-artists in training in a fine arts college dance curriculum is the ultimate goal.

THE VCU PROFESSIONAL DEVELOPMENT ACADEMY MODEL IS BEING REPLICATED IN VIRGINIA



<http://www.students.vcu.edu/pda>

By: Don Finn, PDA Higher Education Disability Training
Coordinator — definn@vcu.edu

The VCU Professional Development Academy (PDA), a project funded by the US Department of Education, Office of Postsecondary Education, is currently in its second three-year funding cycle. Established in 1999 as a collaborative project of the Division of Student Affairs and the School of Education's Rehabilitation Research and Training Center, the mission of the PDA is to help create a more welcoming campus for all students, particularly those with disabilities. To help meet this goal, the Academy develops and implements disability-related information, and offers technical assistance, and training for faculty and staff.

A focus of the current three-year phase is to replicate the PDA model in other four-year colleges or universities in Virginia. Beginning in the spring, PDA staff began replication efforts with Randolph-Macon College and Virginia Tech. The goal of each replication site is to integrate the parts of the VCU PDA model that will best fit the characteristics and culture of their campuses in order to help make the instructional setting more accessible for students with special needs.

Working through the office Disability Support Services, the Randolph-Macon site has adapted various PDA print resources about working effectively with students with special needs. These materials have been distributed to all instructional and administrative faculty members across the campus.

At Virginia Tech, the replication efforts are being directed by a partnership between the Centers for Excellence in Undergraduate Teaching (CEUT) and Academic Enrichment and Excellence (CAEE) and the Office of Services for Students with Disabilities (SSD), and the and the Americans with Disabilities Act (ADA) Office. This group is in the process of integrating a multi-faceted approach to reaching the faculty that includes adapting PDA print and electronic documents, general face-to-face training, as well as plans for intensively training a network of faculty members from across the academic departments about instructional techniques to benefit diverse learners.

In keeping with its mission, the Professional Development Academy stands ready to reach out to the VCU community by providing training and technical assistance materials for instructional faculty across the campuses. Our face-to-face training and workshop offerings may be customized to meet the unique needs of faculty groups regardless of discipline. For more information about the PDA and the services that are offered to instructional faculty, please check our web site at www.students.vcu.edu/pda or contact Don Finn at definn@vcu.edu.

National Conferences on Teaching and Learning



Virginia Commonwealth University, School of Education and Department of Physical Medicine and Rehabilitation is an equal opportunity/affirmative action institution providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation, or disability. If special accommodations are needed, please contact the Academic Campus at (804) 828-2253 VOICE/TTY or the Medical Campus at (804) 828-9782 VOICE or (804) 828-4608 TTY. This activity is funded by the Professional Development Academy grant (#P333A99050) through the Department of Education, Office of Postsecondary Education.



THIRTY-FOURTH ANNUAL CONFERENCE OF THE INTERNATIONAL SOCIETY FOR EXPLORING TEACHING AND LEARNING

October 14-16, 2004 -- The Colonnade Hotel, Baltimore, MD
<http://www.isetl.org/conference/index.cfm>

DIVERSITY AND LEARNING: DEMOCRACY'S COMPELLING INTEREST

October 21-23, 2004 -- Sheraton Nashville Downtown Hotel, Nashville, TN
<http://www.aacu.org/meetings/index.cfm>

EDUCATING INTENTIONAL LEARNERS: NEW CONNECTIONS FOR ACADEMIC AND STUDENT AFFAIRS

November 11-13, 2004 -- Network for Academic Renewal Conference, Philadelphia, PA
<http://www.aacu.org/meetings/index.cfm>

24TH ANNUAL LILLY CONFERENCE ON COLLEGE TEACHING

November 18-21, 2004 -- Marcum Conference Center, Miami University, Oxford, Ohio
Contact: lillyconference@muohio.edu
Web: <http://www.units.muohio.edu/lillycon/>

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