

MEMORANDUM

Office of Research and Instructional Services

May 30, 1979

TO: George T. Matthews, Chairman
University Senate Steering Committee

FROM: Clark Heston, Chairman *JCH*
University Teaching and Learning Committee

Lewis N. Pino, Director *LP*
Research and Instructional Services

RECEIVED

JUN 19 1979

O/

ovost

SUBJECT: Teaching and Learning Committee Activities, 1978-79

First of all, we would like to commend the members of the Teaching and Learning Committee for their hard work this year. It appears to us that this committee has now reached maturity; its niche in the governance of the University seems assured.

For the record, members of the 1978-79 committee are:

Clark Heston (Philosophy) - Chair
Anne Frey (Urban Affairs)
Allen Jones (student)
Mary Ann Krammin (Nursing)
Margaret Kurzman (Learning Skills)
Steven Miller (Chemistry)
Mary Otto (Education)
Debbie Sampson (student)
Charlotte Stokes (Art & Art History)
Lewis N. Pino - ex-officio

We would like in particular to express our gratitude to Jacqueline Scherer, who provided staff support for the Committee while Lewis Pino was on sabbatical.

The Teaching Effectiveness Study

As you know, the Committee has been engaged for some five years in a review of various means of measuring student perceptions of teaching effectiveness. This work culminated this year in a day-long workshop held on Friday, April 20, in the Carriage House of Meadow Brook Hall. Some fifty members of the faculty and staff were on hand to hear reports presented by Kenneth J. Doyle, Jr., University of Minnesota, James Kulick, University of Michigan, Reed G. Williams, Southern Illinois University School of Medicine, Lawrence Lilliston, Psychology, Oakland University, and Subbaiah Perla and Will Hoffman, Mathematical Sciences, Oakland University. In addition, Mary Wermuth reported on possible uses of alumni input into evaluation. The day ended with an open panel discussion and a summary presented by Will Hoffman, who did a fine job of organizing and coordinating this useful session. Financial and logistic support was provided by the Office of Research and Instructional Services, the Teaching and Learning Committee, the Provost, and AAUP.

The Environment for Teaching and Learning at Oakland

In the fall of 1978, Steven Miller, with the assistance of Debbie Sampson and Mary Otto, polled the faculty in order to identify problems encountered in developing appropriate classroom atmospheres for effective instruction. Sixty-four faculty responded, and a detailed report was prepared and distributed to the campus community.

On Wednesday, May 30, members of the Teaching and Learning Committee met with Messrs. O'Dowd, Obear, and Coffman and representatives of the Steering Committee of the Senate to discuss possible steps which could be taken to make teaching and learning more effective on this campus. We were heartened by our reception and especially by assurances that several of our high priority projects would be attended to within the coming year.

Educational Development Fund Grants

During the year, the Teaching and Learning Committee awarded twelve grants totaling \$7,442 from the Educational Development Fund. The grants made during the year are listed below:

P. Bertocci (Sociology & Anthropology)	Academic Audit	\$ 500
D. Boddy (Computer & Information Science)	Faculty Development	220
J. Cameron (Art & Art History)	Department Study	500
R. Christina (Reading)	Department Study	500
R. Edgerton (Engineering)	Department Study	1,100
A. Gorlin (Grad Committee on Liberal Arts)	Department Study	500
W. Hoffman (Mathematical Sciences)	Academic Audit	250
J. Paape (Nursing)	Academic Audit	900
D. Pradhan (Computer & Information Science)	Faculty Development	500
I. Schochetman (Mathematical Sciences)	Faculty Development	1,000
F. Stransky (Physical Education)	Department Study	500
R. Tucker (History & Environmental Studies)	Academic Audit	972

The Committee, after three years' experience with Educational Development Fund proposals and grants, feels that its EDF program offers incentives for improvement as well as flexibility and equity in access to limited resources. We believe that it is now time to increase the size of the Educational Development Fund substantially in order to offer more opportunities for course and curricular improvement, and for faculty development. We are particularly concerned that the usefulness to students of the new computing capability on campus not be restricted by a scarcity of venture capital.

Teaching Excellence Award

During the year, the Kurzman subcommittee on recognition of teaching excellence saw its report approved by the parent committee, and a recommendation prepared and forwarded to the University Senate Steering Committee for consideration. It is anticipated that the University Senate will discuss this matter in the fall of 1979.

Computer Accessibility

The Teaching and Learning Committee has carried on a number of discussions this year with various groups in its efforts to encourage instructional use of the Honeywell system. The Committee is acting as co-sponsor of a workshop to be held on June 11. This hands-on demonstration is designed primarily for faculty in the humanities and the behavioral sciences. It's anticipated that opportunities of this sort will become more common now that Mr. William Haga has taken over as manager of Academic Computing Services.

* * *

Steven Miller, Chairman of the Committee for 1979-80, has met with Clark Heston and Lewis Pino to plan the activities of the Committee for the coming year. We believe that we can contribute to the improvement of teaching and learning on this campus by:

- (1) providing funding as well as moral support for efforts to enhance faculty development and course and curricular improvement (including the development of new programs);
- (2) continuing to monitor needs for improvement and enhancement of those physical facilities and support services vital to effective teaching and learning;
- (3) carrying out special projects as needed (e.g. examining causes of attrition, assisting in improvement of computer literacy, planning an "Academic Fair" for OU students).

Over time, we believe we must have closer ties with APPC and the various committees on instruction so that all who share our view of the importance of the teaching and learning process may join in coordinated approaches to common problems.

As indicated previously, we believe that the Teaching and Learning Committee has improved its standing on the campus over the last several years. As evidence, we submit that the annual survey of faculty committee performance places the Teaching and Learning Committee second in desirability. Perhaps the reasons are obvious. At least, we do try harder.

LNP/CH/ak