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UNIVERSITY FACULTY SENATE
Agenda for meeting of April 26, 1999
3:15 PM, Board Room, Gilchrist Hall

CALL TO ORDER

APPROVAL OF THE MINUTES

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Chair McDevitt
3. Comments from Interim Provost Podolefsky

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

719 Request for Review of Emeritus Policy

NEW BUSINESS

Report of Nominating Committee - Election of Chair/Vice Chair

OLD BUSINESS

Report on Interinstitutional Library Committee

Report from Educational Policy Commission

Report from Center for Enhancement of Teaching

CONSIDERATION OF DOCKETED ITEMS

635 Policy on Make-up Work and Missed Classes

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 719

Docket Number _____

Title: Request for Review of Emeritus Policy

Standard Motions

- ___ 1. Place at head of docket, out of regular order
- ___ 2. Docket in regular order.
- ___ 3. Docket because of special circumstances for _____
and notify sender(s).
- ___ 4. Refer to (standing committee) _____
- ___ 5. Refer to (administrative officer) _____
- ___ 6. Refer to (ad hoc committee) _____
- ___ 7. Return to petitioner with request for a more specific proposal.
- ___ 8. Return to petitioner with request for additional information and documentation.
- ___ 9. Return to petitioner because of decision not to docket at this time.
- ___ 10. Other procedural disposition _____

NOTES



To: Suzanne McDevitt
Chair, Faculty Senate

From: Mike Mixsell *mm*
Academic Administration Services Coordinator

Subject: Review of University Policies and Procedures-Emeritus Status

Date: February 16, 1999

The Emeritus Status policy (Enclosure 1) has been forwarded for review by the Office of the Operations Auditor. As was the case with the two previous policies forwarded to the Senate in November, I am the contact person for the Academic Affairs Division and will provide appropriate administrative support for the Senate's recommendations.

Some issues that have surfaced since the policy was last reviewed in 1982 include:

- 1) Can the award be made posthumously?
- 2) Are there new privileges that should be extended, i.e. use of e-mail, permission to purchase Wellness/Recreation Center privileges at regular faculty/staff rates, or issuance of Emeritus ID codes?
- 3) Should there be a quantitative or qualitative eligibility criteria, e.g. minimum years of service or record of service to the University and/or committee at large?

A copy of the Request for Emeritus Status form (Enclosure 2) is also attached for review and comment.

Feel free to give me a call at 3-7738 or send an e-mail to mike.mixsell@uni.edu if you have any questions.

4.21 Emeritus Status

I. General

The term "emeritus" is used to designate those members of the faculty, institutional officials, and professional-scientific staffs with a minimum of twenty (20) years of creditable service in higher education who have terminated permanent (tenure; continuing service) full-time or part-time employment at this university. Staff members holding academic rank are granted the title of "professor emeritus" regardless of academic rank at the time of retirement. Emeritus personnel continue to be considered members of the university family, and retain the privileges specified below.

II. Application for Emeritus Status

Formal application for emeritus status may be made with completion of the Request for Emeritus Status form (UNI-Form 2) which is available from the Office of Academic Affairs or the Personnel Services Department. The completed form should be submitted together with an accompanying letter if one is written by the staff member or the recommending university official (vice-president, dean, director, department head). The University Faculty Senate acts on all requests for professor emeritus status for faculty members. Once the form has been processed copies will be distributed to all signatories of the form.

III. Part-time Employment

The university may provide part-time employment to emeritus personnel under the following conditions:

- A. If the staff member is capable of performing part-time work as may be assigned.
- B. If provided, the nature of the part-time employment shall be determined by the Vice-President and Provost, or appropriate vice-president, upon the recommendation of the dean of the college and/or the department or division head.
- C. Leaves of absence from part-time employment will be granted to emeritus staff members on the same basis as for full-time staff members.
- D. If the part-time employment is provided, the period of service shall be mutually agreed upon by the university and the staff member. Part-time employment following mandatory retirement shall be at the convenience of the university and shall be determined annually.
- E. If part-time employment is offered to an emeritus person, the work load shall be determined by two criteria: (1) the amount of compensation received for such

employment, and (2) the normal salary paid, according to the current salary scale, to a person with equivalent rank and training and the maximum number of years of experience allowable.

Unless the individual staff member specifically requests in writing that it not be done for him, the University Catalog will list all emeritus personnel. The office of the Vice-President and Provost shall be responsible for the necessary revisions of the list for inclusion in the catalog and should attempt to have a file of the addresses of all emeritus people and of widows/widowers of former full-time faculty members.

IV. Privileges of Emeritus Faculty and Professional-Scientific Personnel

In order that emeritus faculty and professional-scientific personnel may continue to function efficiently in their field of interest, and in order that the university may continue to derive benefits from such retired personnel, the following privileges have been granted.

Emeritus personnel may:

- A. continue to enjoy the same library privilege as those accorded their counterparts on active duty except that emeritus faculty will be considered for assignment to individual library studies only after the needs of active faculty members have been met;
- B. continue to use audio-visual equipment, media, and production services offered by the Educational Media Center;
- C. obtain permission to park their automobiles free of charge in the "A" lot west of Gilchrist or any B" or "C" parking space;
- D. receive office space and normal office fixtures when available on campus as long as space is not required by current programs and operations;
- E. be provided the "work study" student assistance as long as it does not affect faculty student assistance;
- F. make use of the University golf course and picnic grounds;
- G. obtain athletic season tickets at regular faculty rates;
- H. participate in campus events open to University employees.

V. Privileges of Emeritus Spouses

Spouses, as well as widows and widowers, of retired faculty, institutional officials, and professional-scientific personnel may:

- A. continue to use the University Library and Educational Media Center:
- B. use the University golf course and picnic grounds:
- C. obtain permission to park their automobiles free of charge in the "A" lot west of Gilchrist or any "B" or "C" parking space to conduct any business in relation to their emeritus spouse's concerns;
- D. obtain athletic season tickets at regular faculty rates;
- E. participate in campus events open to University employees.

5/87

**Request for Emeritus Status
University of Northern Iowa**

Date _____

1. Name _____ 2. Department _____

3. I wish to retire from my position as _____
at the University of Northern Iowa, effective _____
(Month) (Day) (Year)

4. I have twenty or more years of creditable service in higher education. (List institutions and dates of employment.)

5. My desire in regard to part-time employment by the University is:
____ I wish to be considered for part-time employment next year.
____ I am not interested in part-time employment by the University for the next year, but may be at some future time.
____ I am not interested in part-time employment.

6. If I am employed by the University on a part-time basis, I understand that the period and nature of such employment shall be at the convenience of the University and shall be determined annually.

(Signature)

Approved and Accepted:

Department Head _____ (Date)

Dean of College _____ (Date)

Chair of College Committee _____ (Date)

Vice President and Provost _____ (Date)

University Faculty Senate _____ (Date)

President _____ (Date)

Please prepare six (6) copies of this form; sign all six (6) and submit to your department head. When the form processing has been completed, a copy will be returned to you, your department head, college Dean, Vice President and Provost, President + Personnel Services.

ENCLOSURE 2

Report of
The Center for the Enhancement of Teaching Advisory Committee
To the University Faculty Senate

by

Committee Members

Scott Cawelti (Humanities and Fine Arts)	Dale Cyphert (Business)
Sherry Gable (Education)	Sue Koch (Provost's Rep)
Hans Isakson, Chair (Faculty Senate)	Susan More (Library)
Kent Sandstrom (Behavioral Science)	Larry Leutzinger (Natural Science)
Roger Sell (Exofficio)	

April 5, 1999

Report of

The Center for the Enhancement of Teaching Advisory Committee To the University Faculty Senate

The Center for the Enhancement of Teaching Advisory Committee is a standing committee of the University Faculty Senate. The Committee's inaugural meeting was held on December 4, 1998. The Committee met several times during the Spring 1999 semester to work on (1) the development of a purpose statement for the Committee, (2) a mission statement for the CET, (3) a statement explaining effective teaching, and (4) a list of the services the Center offers to faculty and others. The Committee searched for and recovered important historical documents that help explain the history of the Center and why it was created. The Committee also reviewed various documents (some obtained via the WWW) that describe the missions, purposes, and operations of various teaching and learning centers at other universities. Copies of the historical documents are attached to this report. Minutes of the Committee's meetings are also attached to this report. Finally, a list of the Center's activities and resources (routine and non-routine) are attached to this report.

Purpose of the Center for the Enhancement of Teaching Advisory Committee

The Center for the Enhancement of Teaching is an administrative unit of the Office of Academic Affairs, and the Director of the Center reports directly to the Provost and Vice President of Academic Affairs. The purpose of the CET Advisory Committee is to advise the Director in the selection and evaluation of the Center's priorities, to evaluate the effectiveness of the Center, and to review the Center's resources in relation to its priorities. The Committee reports to the University Faculty Senate.

Mission Statement for the Center of the Enhancement of Teaching

The Center for the Enhancement of Teaching engages UNI faculty and others in efforts to enhance teaching effectiveness.

Effective Teaching

Effective teaching is a process that gains the students' attention and convinces them of the importance of what is being taught and learned. Such teaching then communicates not only information and concepts but develops powers of analysis, syntheses, judgment, and evaluation, all in a context of considered values. Teaching effectiveness provides the conditions within which students can develop the abilities to learn, question, evaluate, create, and make decisions on their own. (Adopted from Web Page, Center for Teaching and Learning, Stanford University; <http://www-ctl.stanford.edu/index.html>)

Minutes of the Center for the Enhancement of Teaching

Advisory Committee

Minutes
Center for the Enhancement of Teaching Advisory Committee
December 4, 1998

Members present: Cawelti, Cyphert, Gable, Isakson (Chair), Koch, Leutzinger, Moore, Sandstrom.

The meeting was called to order by Chair Isakson at 7:39 am.

An examination of everyone's teaching schedules for Spring 1998 resulted in a consensus for the following schedule of committee meetings for next semester: first and third Mondays from 3:15 to 5:00 pm in the Center's conference room subject to the availability of Roger Sell. The second choice for meeting times is 8:00 to 9:15 am on Thursdays in the College of Business building. The third choice is Fridays from 3:00 to 5:00 pm.

The committee formed a consensus that we should meet with Acting Provost Aaron Podoefsky at our next (January 11, 1998) meeting to discuss the mission of the Center.

- General discussion followed concerning a number of items that the committee might want to take up next semester. These items included
- A survey of faculty who have worked with the Center
- Review/update of the Center's mission statement
- A focus group interview with faculty who have worked with the Center
- What is the Center doing that should be continued and/or improved?
- What is the Center not doing that would be helpful?
- Should the Center be teaching or learning centered?
- Should the Center play a role in student assessments?
- Should the Center play a role in outcomes assessments
- Should the Center provide training/assistance to Heads, PAC chairs, etc. in the evaluation of teaching?
- Should the Center provide training/assistance to faculty mentors?
- What is good teaching?

The meeting adjourned at 8:55 am.

Submitted respectfully,

Hans R. Isakson, Chair

Minutes
Center for the Enhancement of Teaching Advisory Committee
February 1, 1998

Members present: Cawelti, Cyphert, Gable, Isakson (Chair), Koch, Leutzinger, Chris Neuhauser (for Moore), Sandstrom.

The meeting was called to order by Chair Isakson at 3:34 pm.

Minutes of the December 4, 1998 meeting were approved.

The committee engaged in a lengthy discussion regarding a mission statement for the Center. The discussion touched upon issues concerning the clientele of the Center, the scope of Center activities, and the purpose of Center activities. Some members expressed an interest in surveying faculty regarding these issues. Questions that deserve attention include:

- Who should the Center serve? (i.e. adjunct faculty, part-time faculty, TAs, etc.)
- What is the role of the Center in curriculum review, revision, development, and assessment?
- Should the Center be funded by soft money or hard money or both?
- If the funding of the Center adequate? If not, what resources are most needed?

The Committee will meet with Provost Podolefsky on February 15 to discuss these issues.

The meeting adjourned at 4:55 pm.

Submitted respectfully,

Hans R. Isakson, Chair

Minutes
Center for the Enhancement of Teaching Advisory Committee
February 15, 1999

Members present: Cawelti, Cyphert, Gable, Isakson (Chair), Moore, Sandstrom, Sell (Exofficial).

Guest: Arron Podolefsky, Acting Provost

The meeting was called to order by Chair Isakson at 3:37 pm.

Minutes as corrected of the February 1, 1999 meeting were approved.

The Chair introduced Acting Provost Podolefsky who explained the history of the Center to the Committee. About 1990, Provost Marlin raised the question of establishing a center devoted to the improvement of teaching, because the Board of Regents was encouraging the development of such centers, and because the other two Regents' Universities were doing so. The University Faculty Senate approved a resolution to establish a center (Gable will search for a copy of the resolution for those interested.), and Provost Marlin appointed then Dean Podolefsky in 1992 to chair a national search committee to find a suitable Director of the center. Podolefsky visited three universities with such centers, wrote a proposal (Podolefsky will search for a copy of the proposal.) for two to three hundred thousand dollars funding for presentation to the Board of Regents. Apparently, the Regents did not fund this proposal.

Roger Sell became the Director in January, 1993. He conducted a needs assessment survey and commenced the operations of the Center. The Center has a budget of about \$131,000; \$31,500 was earmarked in 1995 to fund Special Projects suggested by faculty.

The Committee and Podolefsky discussed whom the Center should serve, the relationship between the Center and the Administration (especially Department Heads), and the extent to which the Center should be proactive. It was generally agreed the Center's primary objective is to enhance the classroom learning experiences of our students by effectively serving the needs of the Center's primary clients, such as faculty (full-time and part-time) and others as appropriate. It was also agreed that the Center never participates in the summative assessment of individual faculty teaching. But, the Center does and should undertake continuous efforts to enhance the teaching of faculty and to enhance the effectiveness of PAC members and Department Heads in their assessments of teaching. It was also generally agreed that the Center should undertake a variety of proactive initiatives, subject to budget limitations and review by others, such as this Committee.

The meeting adjourned at 4:55 pm.

Submitted respectfully,

Hans R. Isakson, Chair

Minutes
Center for the Enhancement of Teaching Advisory Committee
March 1, 1999

Members present: Cawelti, Gable, Isakson (Chair), Koch, Moore, Sandstrom, Sell (Exofficial).

The meeting was called to order by Chair Isakson at 3:40 pm.

Minutes as corrected of the February 15, 1999 meeting were approved.

The Chair distributed a draft Mission Statement for consideration by the Committee. The Committee made numerous revisions to this statement. The final result of the collective efforts of this revision process is below:

The Center for the Enhancement of Teaching engages UNI faculty and others in efforts to enhance teaching effectiveness.

The Chair distributed a draft of a statement regarding the relationships between the Committee, the Center, and the Provost for consideration by the Committee. The Committee made numerous revisions to this statement. The final result of the collective efforts of this revision process is below:

The Center for the Enhancement of Teaching is an administrative unit of the Office of Academic Affairs, and the Director of the Center reports directly to the Provost and Vice President of Academic Affairs. The purpose of the CET Advisory Committee is to advise the Director in the selection and evaluation of the Center's priorities, to evaluate the effectiveness of the Center, and to review the Center's resources in relation to its priorities. The Committee reports to the University Faculty Senate.

Both of these statements will be examined further at the Committee's next meeting.

The next meeting of the Committee will be on March 29, 1999 at 3:30 pm in the CET Conference Room, Rod Library, 4th floor.

The meeting adjourned at 4:53 pm

Submitted respectfully,

Hans R. Isakson, Chair

Minutes
Center for the Enhancement of Teaching Advisory Committee
March 29, 1999

Members present: Cyphert, Gable, Isakson (Chair), Leutzinger, Moore, Sandstrom, Sell (Exofficio).

The meeting was called to order by Chair Isakson at 3:38 pm.

Minutes as corrected of the March 1, 1999 meeting were approved.

The Chair distributed a draft Statement addressing effective teaching for consideration by the Committee. The Committee made numerous revisions to this statement. The final result of the collective efforts of this revision process is below:

Effective teaching is a process that gains the students' attention and convinces them of the importance of what is being taught and learned. Such teaching then communicates not only information and concepts but develops powers of analysis, synthesis, judgment, and evaluation, all in a context of considered values. Teaching effectiveness provides the conditions within which students develop the abilities to learn, question, evaluate, create, and make decisions on their own.

The Committee also discussed its relationship with the committee currently examining the student assessment of teaching form. The Committee observed that the CET will be better able to fulfill its mission if the student assessment of teaching form is consistent with the above statement of effective teaching. The Committee agreed that Sell should share with the student assessment of teaching form committee the mission and position statements developed by the Committee at its last meeting as well as the above statement of effective teaching.

The next meeting of the Committee will be on April 5, 1999 at 3:30 pm in the CET Conference Room, Rod Library, 4th floor.

The meeting adjourned at 4:58 pm

Submitted respectfully,

Hans R. Isakson, Chair

Minutes
Center for the Enhancement of Teaching Advisory Committee
April 5, 1999

Members present: Cyphert, Gable, Isakson (Chair), , Moore, Sandstrom, Sell (Exofficio).

The meeting was called to order by Chair Isakson at 3:38 pm.

Minutes as corrected of the March 29, 1999 meeting were approved as corrected.

The Chair distributed a draft of a report to the University Faculty Senate. The committee made various revisions to the draft and approved the final version of the report.

The Chair noted that this is the last meeting of the year for the Committee.

The meeting adjourned at 4:58 pm

Submitted respectfully,

Hans R. Isakson, Chair

Historical Documents Relevant to

The Center for the Enhancement of Teaching

Docket Number 436 (October 8, 1990, Minutes 1429).

Requested action: Approval of the following recommendations:

1. Establishment of a Center for the Enhancement of Teaching which will provide services to support and enhance the teaching mission of the University. The central purpose of the Center should be to assist individual faculty members in improving their teaching, for example, motivating students, encouraging students' critical thinking, improving lectures, developing alternatives to the lecture format, designing curricular materials, and providing assistance in the self-evaluation of instruction. These services should be available to all faculty on a voluntary basis. The Center should utilize a variety of formats for the delivery of services. Formats might include the provision of short workshops or seminars, the availability of individualized consultation and assistance, and the issuance of a newsletter communicating ideas for improving specific aspects of teaching. Both formal and informal opportunities for faculty assistance should be made available. The Center should work in cooperation with existing services which presently support teaching improvement.

2. The Center should be administratively located in the Office of Academic Affairs, under the direct supervision of the Provost or designated staff member. An advisory committee composed of faculty representing the various Colleges and other agencies providing faculty support services should be appointed to aid the Center in developing programs and services to meet the needs of faculty.

3. A Center of the Enhancement of Teaching must have adequate funding and be headed by an individual who has appropriate experience in faculty development and who will be able to work with faculty members. The minimum level of staff recommended for initiation of the Center is a full-time director and one full-time support position. Appropriate physical facilities must also be provided for the center and its staff. It is assumed that existing facilities can be utilized for more space intensive programs (such as workshops and seminars) to be sponsored by the Center. The Center should not begin its services until such funding and facilities have been identified and their use guaranteed by University Administration.

4. The Center's staff and activities should be reviewed annually by the Provost and periodically by the Provost and a committee of the Faculty Senate.

Action: Approved recommendations from the Ad Hoc Committee to Study a Center for the Enhancement of Teaching and dismissed the committee with the thanks of the Senate (November 12, 1990, Minutes 1432).

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Proposed Center for the Enhancement of Teaching at the University of Northern Iowa
Date: October 14, 1992

Recommended Action:

Approval of the Center for the Enhancement of Teaching at the University of Northern Iowa.

Highlights:

- o The University of Northern Iowa is requesting approval to establish a Center for the Enhancement of Teaching.
- o The primary mission for the Center for the Enhancement of Teaching will be to assist University of Northern Iowa faculty members to improve their teaching through a variety of Center activities.
- o The basic funding to establish the Center for Enhancement of Teaching has been committed by the university through internal reallocation. The total fiscal year 1993 budget of \$131,000 will provide for the salary and fringe benefits of a director for the Center, a half-time secretary, and some supplies, services, and equipment.
- o Similar in-house teaching improvement activities are being developed at the University of Iowa and Iowa State University.
- o This effort is consistent with Board and institutional goals to improve teaching and learning.

Background:

The University of Northern Iowa is requesting approval to establish a Center for the Enhancement of Teaching. The primary mission will be to assist University of Northern Iowa faculty members to improve teaching. This improvement will be supported through a variety of Center activities, including providing faculty evaluation and feedback on their lectures, designing innovative curricular materials and computer-based materials, and allowing faculty to learn of new methods to encourage students' critical thinking. The Center also will be responsible for development of activities related to teaching excellence.

The basic funding for the Center for Fiscal Year 1993 is a budget of \$131,000 that will provide for the salary and fringe benefits of the director for the Center, a half-time secretary, and supplies, services, and equipment as indicated below.

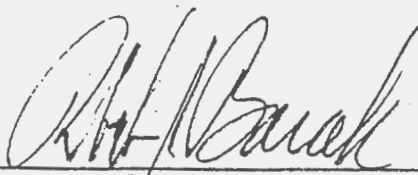
Director's Salary	\$50,000
Faculty Salaries	10,000
Half-time Secretary	10,000
Fringe Benefits	16,000
Supplies and Services	15,000
Equipment	<u>30,000</u>
TOTAL	\$131,000

All of the funding is being provided by the General Fund through reallocation done by the university to meet this high priority. For Fiscal Year 1994 and Fiscal Year 1995, the university has requested an additional \$500,000 each year through its appropriation to significantly enhance the scope and activities of the Center. The Center will place special emphasis on working intensively with new faculty, since research has shown that the first two years are critical in a faculty member's career. Specifically, the Center will organize an ongoing new faculty orientation to provide a significant year-long new faculty program. The Center for the Enhancement of Teaching will utilize existing outstanding teachers on campus within a mentor program to work with faculty.

Organizationally, the proposed unit will be administratively independent of departments and colleges but will work with faculty from all units on campus. The administrative director of the unit will report to the Provost.

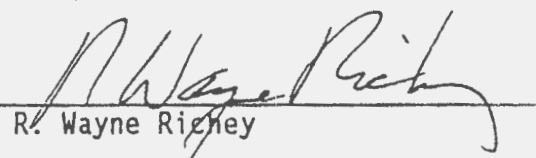
It should be noted that similar units are in the process of being formed at the other Regent universities. This proposed Center would serve the faculty at the University of Northern Iowa.

It is recommended that the Center be approved.



Robert J. Barak

Approved:



R. Wayne Richey

gep/WP51/UNIA3.OCT

Activities and Resources Center for the Enhancement of Teaching University of Northern Iowa

The Center for the Enhancement of Teaching (CET) offers a variety of activities and resources in fulfilling its mission of engaging UNI faculty and others in efforts to enhance teaching effectiveness. Participation in these activities and use of these resources is voluntary.

Ongoing Activities and Resources

As a regular part of its activities, the CET offers an orientation program for new faculty, sponsors an annual university-wide conference, consults with faculty for the improvement of teaching and courses, maintains a library of materials on college teaching and learning, organizes papers and symposia for national conferences, and provides financial support for faculty who wish to bring alumni back to campus.

New faculty orientation. Each fall during the month of August, the Center offers an orientation experience for all new faculty members at UNI. During a day-long event, new faculty members hear from current faculty members about their views of university, sign up for payroll and benefits, attend a resource fair of services and programs at UNI, meet with their faculty mentor, and participate in one or more workshops on students, curriculum, and earning promotion and tenure. The orientation is concluded at the end of the first week of classes with a dinner, where new faculty members (and their guests) celebrate with university administrators, deans, department heads, mentors, and others invited to the dinner and its associated program.

Annual conference. The CET sponsors an annual conference for faculty, students, staff, and administrators. Themes for past conferences, which include a variety of sessions (presentations, seminars, workshops, demonstrations, etc.), have included: The Future of Teaching and Learning at the University of Northern Iowa (1995); Building a Learning-Centered Community (1996); Qualities Expected of UNI Graduates (1997); Strengthening Undergraduate Education at UNI (1998).

Instructional consultation. Individual faculty, or small groups of faculty, frequently request instructional consultation for a particular or general concern dealing with their teaching and/or the learning of students. Some of these concerns have included lecturing, leading discussions, constructing

and grading exams, and incorporating technology into classroom instruction or teaching at a distance. The in-class interview has been used to address a number of these concerns with students as a primary source of information.

Library of materials. The Center maintains a library of books, journals, newsletter, reports, and other materials on college teaching and learning. In addition, the CET has a web site that describes the Center's activities and resources, including links to other resources available internationally.

Professional conferences. The CET participates in national and international conferences with faculty, and with the help of the Graduate College supports faculty travel and engagement in conferences that promote the study and application of promising approaches to college teaching and learning.

The Fifty-Seven Fund. Through the contributions of alumni in the Class of 1957, the Center provides small stipends (up to \$250) to alumni who are invited by faculty to discuss with current students connections between their work, their lives, and their education at UNI. These stipends can be used for small honorariums as well as costs associated with transportation, lodging, food, telecommunications, and materials associated with the alumni's visit.

Non-Routine Activities and Resources

Based on special needs and circumstances, the CET offers seminars, workshops, and special projects designed for particular audiences and objectives.

Seminars and workshops. Based on faculty interests and expressed needs, the CET helps design and organize seminars and workshops sponsored by departments or groups of faculty across departments. Some topics of recent seminars and workshops have included: the Fall 1998 Humanities Retreat; Building a Sense of Community; Valuing Diversity; The First-Year Experience for Students; New Faculty Lunch Discussions; and Senior Faculty Seminar Series.

Special projects. As related to strategic priorities developed through the university governance process or specific opportunities to obtain external funding related to university priorities, the CET helps organize and support special projects. Some of these projects have focused on Qualities of an Educated Person, the definition and evaluation of scholarship, using technology for improving undergraduate education, and the evaluation of the university's student assessment instrument.