



**TIAA-CREF
2005 HESBURGH
AWARD**

FOR FACULTY DEVELOPMENT TO
ENHANCE UNDERGRADUATE TEACHING
AND LEARNING



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TIAA-CREF AND EDUCATION

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For more information, visit the TIAA-CREF Web Center at www.tiaa-cref.org.



2005 TIAA-CREF HESBURGH AWARD WINNER

TIAA-CREF proudly presents the 2005 TIAA-CREF Hesburgh Award to a faculty development program judged to have best met the three award criteria: significance of the program to higher education; appropriate program rationale; and successful results and impact on undergraduate teaching and student learning.

WAGNER COLLEGE

Staten Island, New York

The Wagner College First-Year Program

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CERTIFICATE OF EXCELLENCE WINNERS

Certificates of Excellence have been awarded to three meritorious faculty development programs.

UNITED STATES MILITARY ACADEMY

West Point, New York

10

UNIVERSITY OF NEBRASKA-LINCOLN

Lincoln, Nebraska

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UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

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TIAA-CREF THEODORE M. HESBURGH AWARD

TIAA-CREF created the TIAA-CREF Hesburgh Award to acknowledge and reward successful, innovative faculty development programs that enhance undergraduate teaching and learning, and to help inspire the growth of such initiatives at America's colleges and universities. It is named in honor of the Rev. Theodore M. Hesburgh, C.S.C., president emeritus of the University of Notre Dame, nationally renowned educator and world humanitarian.

President of Notre Dame for thirty-five years, Father Hesburgh has been a preeminent leader on major policy commissions and study groups shaping American education. A distinguished figure in public service, he has received numerous awards, including the presidential Medal of Freedom, the nation's highest civilian honor. Father Hesburgh also served on the TIAA and CREF Boards of Overseers for twenty-eight years.



PRIOR WINNERS

1993

Miami-Dade Community College

1994

Alverno College and
Miami University, OH

1995

Rensselaer Polytechnic Institute

1996

Syracuse University

1997

University of Missouri – Columbia

1998

Brooklyn College, CUNY, and
Loyola Marymount University

1999

Georgia Institute of Technology

2000

Community College of Denver

2001

Utah Valley State College

2002

Babson College

2003

Indiana University – Bloomington

2004

Barnard College

For more information about the programs recognized by the TIAA-CREF Hesburgh Award, visit the TIAA-CREF Institute Web site: www.tiaa-crefinstitute.org.

WAGNER COLLEGE



Wagner College First-Year Program

An Exceptional Faculty Development Program Designed to Enhance Undergraduate Teaching and Learning

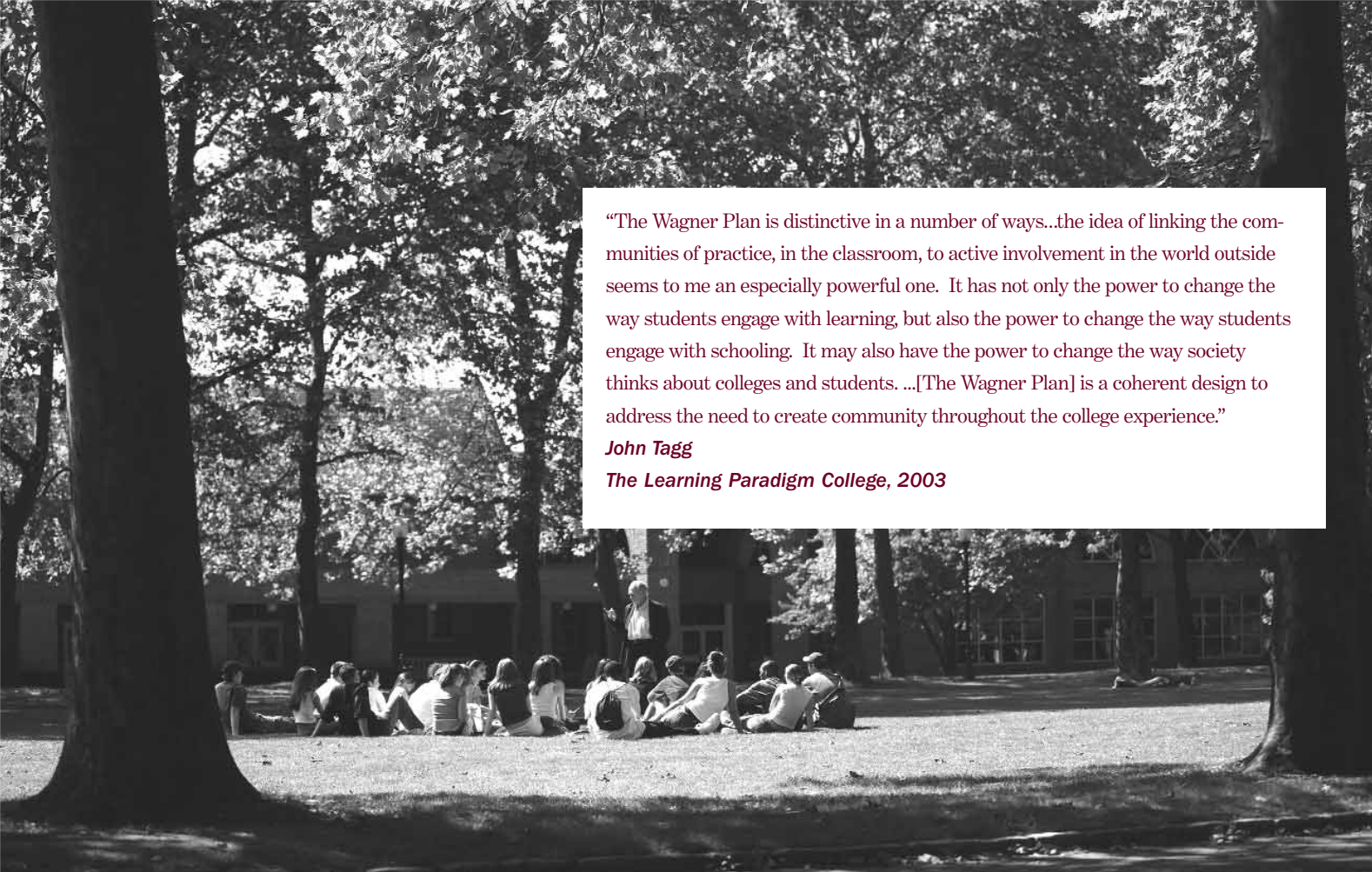
The Wagner College First-Year Program is an innovative, learning community approach to education that integrates traditional learning with experiential, field-based learning and reflective learning inside and outside the classroom. The program is coordinated and taught by full-time faculty, who plan their courses and shape the experiences with overlapping assignments, common readings and joint problems linked to the learning community theme.

The program is supported and sustained by:

- First-Year Program faculty through exchange of best practices during monthly meetings and an annual faculty retreat;
- the Center for Experiential Learning, which helps coordinate field experiences;
- the Writing Center, which trains tutors to provide writing assistance;
- the library, which trains tutors to assist students in information searches for research papers; and
- the Academic and Cultural Enrichment Speaker Forum, which coordinates presentations with assignments and topics.

Donald E. Stearns, Ph.D.
Associate Provost and Registrar

Wagner College
One Campus Road
Staten Island, New York 10301
(718) 390-3477 or (718) 390-3173
dstearns@wagner.edu



“The Wagner Plan is distinctive in a number of ways...the idea of linking the communities of practice, in the classroom, to active involvement in the world outside seems to me an especially powerful one. It has not only the power to change the way students engage with learning, but also the power to change the way students engage with schooling. It may also have the power to change the way society thinks about colleges and students. ...[The Wagner Plan] is a coherent design to address the need to create community throughout the college experience.”

John Tagg

The Learning Paradigm College, 2003

WAGNER COLLEGE

The purpose of the First-Year Program is to make higher education relevant to students—to give them a personal reason to learn—by involving them in community-based experiences linked to the lecture topics, as well as providing venues for discussion, reflection, connection-making, and critical thinking. The major educational goal stemming from this relevance-based approach is to begin college-level development of critical thinking and civic thinking skills, together with communication skills and exposure to diversity issues that are necessary for responsible citizenry and civic engagement in the local and global community. Five years of assessment measures of student survey responses to the program have been positive and show improvement since the program was implemented in 1998.

The First-Year Program allows Wagner College to achieve a more fully integrated interdisciplinary curriculum without adding significantly more new classes, while achieving common student learning goals through using a clustered model of learning.

Second, it links the institution to its location, allowing students to learn and increase their civic engagement, resulting in garnering millions of dollars which have been used to increase the number of full-time and tenure-track faculty, update the library, and fund a fully operating program of co-curricular activities including a major speaker series, a writing center, a tutoring center and a center for experiential learning.

The First-Year Program involves a large percentage of the faculty. This fall, it involves 44 tenure-track faculty members of the 97 tenure-track faculty employed by the college. All faculty in the program attend monthly meetings, workshops, and an annual First-Year Program faculty retreat—venues to sustain and improve the program through best practice exchange with collective reflection and discussion. A professor is the First-Year Program coordinator; the First-Year Program faculty largely organize these venues.





Proven success and impact of the First-Year Program is demonstrated by evidence of systemic change in teaching effectiveness and sustained faculty commitment, including the extent of faculty participation, the formalization of the program, and its integration into the teaching philosophy.

Nearly half of the college's full-time faculty voluntarily participate in the First-Year Program each year. The First-Year Program faculty finds that their colleagues in the program serve as a support system for their own professional development. Now in its seventh year, the average duration of faculty participation is 3.6 years.



Clearly, there is faculty commitment to the program, as most participants stay for several years. Of the 44 tenure-track faculty voluntarily participating in the program this fall, 17 are tenured—a strong indication of sustained faculty commitment rather than lip service to achieve tenure.



The First-Year Program is one of three parts of the Wagner Plan for the Practical Liberal Arts that also includes an Intermediate Learning Community Program and Senior Learning Community Program. All together, well over 80% of our tenured/tenure-track faculty teaches in the Wagner Plan each year.



WAGNER COLLEGE

UNITED STATES MILITARY ACADEMY

Master Teacher Program

The Master Teacher Program was established to provide a process for faculty members to develop pedagogical content knowledge to better meet the challenges of teaching tomorrow's leaders. The focus of the program is the series of monthly seminar meetings to relate the pedagogical theory and principles under discussion to participants' classroom experience. There are three areas of focus: theory, improved practice and assessment.

The Master Teacher Program is anchored in the belief that teaching and learning are inextricably linked; that faculty members are learners as well as teachers, and students are teachers as well as learners. Hence the program is designed to be a learning experience for everyone involved.

An interdisciplinary process, the mission of the Master Teacher Program is to develop the competencies and skills of USMA faculty members for the dramatically changing academic workplace of the 21st century. Through monthly sessions, formative review of classroom teaching, and reflective activities, the program provides participants with the following:

- A pedagogical framework that can inform the planning and implementation of teaching and learning experiences;
- A repertoire of skills that allow the participants to operate in a variety of different teaching situations;
- The ability to review and assess their teaching critically and revise it appropriately;
- Techniques for helping learners acquire important discipline-related skills and knowledge; and
- The ability to assess students' learning throughout the program of instruction.

Dr. Anita Gandolfo
Director

Center for Teaching Excellence
United States Military Academy
West Point, NY 10996
Phone: (845) 938-6155
Anita.Gandolfo@usma.edu

A goal of the program is to enable each participant to become a critically reflective practitioner of the art of teaching.

The components of the program include:

- Monthly seminar meetings for the first three semesters discussing assigned readings related to the semester's focus topic;
- Practical exercises and reflection assignments designed to connect the theory and principles under discussion with participants' classroom experience; and
- Observations of teaching and feedback from experienced faculty members.

Based on the achievements of the first cohort that “graduated” in May 2004, the Master Teacher Program is successful in inspiring faculty members to synthesize their learning to better meet the needs of students as highlighted in their reflection essays, teaching statements, and the high quality of the Classroom Research projects that were implemented on topics relevant to improving student learning.

UNIVERSITY OF NEBRASKA-LINCOLN

The Peer Review of Teaching Project: Making Visible The Intellectual Work of Teaching

The University of Nebraska-Lincoln (UNL) has developed a faculty peer review of teaching program that engages faculty in investigating how course structures, teaching techniques, and assessment strategies enhance or detract from student learning.

UNL is the primary research and doctoral degree-granting institution in the state of Nebraska. A major responsibility for UNL's land-grant mission is the application and integration of knowledge and applied research in diverse areas, including the intellectual activity of teaching. In keeping with this mission, UNL faculty increasingly are asked to document, assess, and make public their teaching practices. Yet even faculty who value and support excellence in teaching often find it difficult to capture the scholarship of their teaching in a form that can be conveyed easily to others.

In response, UNL faculty have developed the Peer Review of Teaching Project (PRTP), an initiative that provides faculty with a structured and practical model for documenting and reflecting on both the quantity and quality of student learning in their courses.

The Challenge

Faculty development efforts are often: (1) limited to one-time workshops that fail to provide sustained engagement or feedback, (2) focused on individual course outcomes, and (3) not related to the larger university goal of improving student learning results across disciplines and curricular areas.

The Solution

Over an academic year, faculty work together in teams supported by departmental and interdisciplinary conversations to examine course structures and goals, teaching approaches, learning outcomes, and their links to department, college, and university objectives.

Dr. Paul Savory
Co-Coordinator

University of Nebraska - Lincoln
P.O. Box 880518
175 Nebraska Hall
Lincoln, NE 68588-0518
(402) 472-0657
psavory@unl.edu



Pioneering new frontiers.

“The Peer Review of Teaching Project brings the discipline of research to the important issue of effective pedagogy in a university setting and frees us from the dependence on student evaluations. There is no more important or difficult issue for universities than finding a way to improve classroom teaching in ways that preserves intellectual rigor. I am proud UNL is making this significant contribution.”

Harvey Perlman, Chancellor of the University of Nebraska – Lincoln

Over the past five years, key accomplishments of the PRTP include: (1) helping more than 100 UNL faculty members recognize and document their teaching accomplishments and students’ learning; (2) supporting 28 department-based faculty teams (from eight different colleges) to examine teaching and the resulting student learning outcomes; (3) building interdisciplinary campus communities between departments and colleges that support and refine scholarly inquiry into student learning outcomes across programs and curricular areas; (4) developing a financially sustainable program that has transitioned from being externally funded to being supported and funded by UNL’s administration; (5) successfully disseminating the model for peer review to four other universities; and (6) hosting a national conference to explore the current status of peer review and to discuss how this form of peer collaboration contributes to larger conversations regarding the scholarship of teaching and learning.

“No question, UNL’s Peer Review of Teaching Project has given a powerful boost to the teaching of the many faculty members who have participated in the program. But in my view, it has also done something far more valuable: it has provided the entire campus with a rhetoric and associated concepts that all faculty can use when thinking about what constitutes outstanding teaching. And in so doing, it has put the question of teaching excellence (as a practical consideration, not an abstract or debating issue) directly at the center of UNL’s discussion of how we can build a better university.”

Richard Edwards, former UNL Senior Vice Chancellor of Academic Affairs (1997-2003) and current Professor of Economics

UNIVERSITY OF WISCONSIN SYSTEM

Wisconsin Teaching Fellows and Scholars Program

This program targets and connects two groups: early career/nontenured faculty and later career faculty leaders. Each participant completes a yearlong teaching/learning project. They then serve as a model and mentor in their discipline and on their campus, leading efforts to design further scholarship to increase the understanding of undergraduate teaching and learning.

Like public higher education institutions throughout the country, the University of Wisconsin System confronts a number of daunting educational challenges. State fiscal support has been declining for two decades; resources are stretched to the limit; increasing numbers of students are entering the university inadequately prepared for the demands of college-level work. As the student body becomes more diverse in academic preparation (and age, cultural background, and race), employers are demanding

graduates with higher order analytical, technical, and communication skills. More than ever before, society needs enlightened citizens and leaders who can bring multiple perspectives to complex social, technical and ethical issues; understanding the connections between how faculty teach and how students learn is one crucial way to confront these complexities.

The Wisconsin Teaching Fellows and Scholars Program (WTFSP) is a systemwide program. Its primary goal is to create a large network of teacher-scholars committed to deepening their understanding of student learning and being advocates and leaders in their departments, campuses, and across the UW System. As the signature feature of the faculty development of the UW System, the program is exceptional in several respects: its systemwide approach and impact; the diversity of disciplines and institutions represented in each year's group of participants (two doctoral, 11 comprehensive, 13 two-year, one statewide extension); and its development of communities

Lisa Kornetsky
*Director of the Office fo Professional
and Instructional Development (OPID)*

University of Wisconsin
Systems Administration (UWSA)
1608 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1559
(608) 263-2722
lkornetsky@uwsa.edu



of teacher-scholars within and across institutions. These communities multiply the impact on student learning at each UW System institution. WTFSP begins as a relatively small faculty development program and eventually extends its reach within each institution and across the UW System.

WTFSP has four main components: the Office of Professional and Instructional Development's annual Faculty College, which is an intensive three-day teaching retreat for approximately 100 faculty members, including each cohort of Fellows and Scholars; Summer Institute, a one-week seminar program held exclusively for the Fellows and Scholars each summer on the UW-Madison campus; a follow-up meeting each fall; and one systemwide conference. Each component serves specific purposes. Together, they comprise a program that has succeeded in developing communities of teacher-scholars who excel in the classroom, transform students' lives, and exemplify public higher education leadership throughout the state of Wisconsin.

“My involvement in the WTFTS program has not only benefited me and my students, but has also had a larger impact on my campus. I have given several presentations concerning the design of online courses and have served as a campus resource for instructors wishing to develop online courses. I also worked with my campus teaching and learning center to develop a campus-based program promoting the scholarship of teaching and learning..Without the knowledge gained through the program, I would not have been in a position to serve my campus in these ways.”

A former Teaching Fellow and current Teaching Scholar

HESBURGH JUDGES

The following panel of judges selected the 2005 TIAA-CREF Hesburgh Award and Certificate of Excellence winners:

DAVID ALEXANDER

*President Emeritus
Pomona College*

K. PATRICIA CROSS

*Professor of Higher Education, Emerita
University of California, Berkeley*

VERA KING FARRIS

*President Emerita and Distinguished Professor
The Richard Stockton College of New Jersey*

MARGARET A. MILLER

*Professor
Curry School of Education
University of Virginia*

TERRY O'BANION

*President Emeritus and Senior League Fellow
League for Innovation in the
Community College*

KENNETH A. SHAW

*Chancellor Emeritus
Syracuse University*

H. PATRICK SWYGERT

*President
Howard University*

TIAA-CREF institute

The mission of the TIAA-CREF Institute is to foster and conduct objective research, build knowledge, demonstrate and support thought leadership, and enhance an understanding of strategic issues that impact higher education.

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