



Boulder Chancellor Richard Byyny with FTEP Director Mary Ann Shea

Positioning the Faculty Teaching Excellence Program for the New Century

*“Professor Dunn,
I just wanted to make one final comment about your class . . . as a result of the lesson plans, the way the material was presented, and the dynamic of the class I was able to learn more, understand more, and retain more than in almost any other class in my four years at CU. Thank you, and I hope you will be teaching here for a long time to come.
Sincerely,
Jeremy Molander”*



Elizabeth Dunn, assistant professor of geography and international affairs, with her undergraduate geography class.

The Faculty Teaching Excellence Program will grow stronger with your interest and participation. For more information on how you can help, contact:

Director: Mary Ann Shea, Ph.D.
Program Manager: Lynn Della Guardia
Administrative Assistant: Mary Smith

Faculty Teaching Excellence Program
University of Colorado at Boulder
Norlin Library S457
360 UCB

Boulder, CO 80309-0360
Tel: 303-492-4985 Fax: 303-492-7406
E-mail: ftep@colorado.edu
www.colorado.edu/ftep

Or

Myrna Hall, Vice President for Development
The University of Colorado Foundation
P.O. Box 1140
Boulder, CO 80306
www.colorado.edu/cufoundation

Colorado

University of Colorado at Boulder



CU-Boulder is the only “Research 1” university in the country to be awarded four Pew-Carnegie Scholar fellowships for outstanding faculty, which recognize those whose work will advance the profession of teaching and deepen student learning.

Elizabeth Dunn is beginning her teaching career at CU-Boulder as an assistant professor of geography and international affairs and is a recent participant in CU-Boulder’s Faculty Teaching Excellence Program (FTEP).

“When I came to CU, I made a promise to myself that I would focus explicitly on teaching skills, not just content. FTEP not only helped me accomplish that, but it has made teaching a rewarding and pleasurable experience for me.”





Professor Jim Curry (center) with Jonathan Peeters (left) and Tye Pattenburg (right)

The Faculty Teaching Excellence Program at CU-Boulder

The Faculty Teaching Excellence Program (FTEP) develops the art and craft of teaching among faculty. FTEP has been “teaching teaching” to professors like Elizabeth Dunn since 1986, because good teaching is rarely innate but is rather a learned skill.

FTEP is founded on the principles that there is no one right way to teach and that faculty learn best from one another. These processes vary by discipline and vary with faculty members’ own styles.

The Benefits

The benefits that FTEP provides are many and varied:

- a more qualified and productive workforce with useful thinking skills
- an enhanced value of degrees and thus meaningful job opportunities
- a higher caliber faculty and student body
- better retention of faculty by creating an interactive environment
- enhanced prestige for CU-Boulder

The Payback

“If someone were to do a cost-benefit analysis of this program, the results would be astonishing. FTEP has invested about \$500 in me—but the skills I’ve learned will pay off over a lifetime of teaching at CU!”

—Professor Dunn

www.colorado.edu/ftep

The Teaching Professor

FTEP enlists a corps of more than 70 Boulder faculty volunteers to teach other teachers. Social sciences Professor Jerry Hauser and natural sciences Professor Susan Avery helped Professor Dunn reflect on course content and learning techniques. One of these techniques is called “peer cell learning,” in which students learn to teach one another. It has become a successful element of her class structure.



Professor and President's Teaching Scholar John Taylor, CU's “Mr. Wizard”

Services Offered

In addition, Professor Dunn has access to both individual and group services. Both are voluntary and confidential. They include:

Consultation to Teaching Provides individual, confidential consultation involving an in-class videotape, observation, and student feedback.

Area Teaching Scholars Program Senior faculty mentor assistant professors in teaching and research (80 percent of newly hired assistant professors have enrolled since 1996).

Faculty (Departmental, School, and College) Liaisons for Technology in Teaching and Learning Integrates technology with teaching (43 departmental faculty projects at present).

Summer Institute for Technology, Scholarship, and New Media Pedagogy Faculty discover how technology can be used as a tool (51 faculty from 33 departments have participated since 1998).

Symposia on Teaching and Learning—“Performance in a Nutshell” Videotaped and analytical review of teaching performance (120 faculty participants over the past 11 years).

“Creativity in Teaching” Symposium Expands creativity in teaching.

Our Needs for the Future

CU-Boulder is looking to fully endow FTEP. Funding opportunities include:

- Endowing the directorship: \$3,000,000
- Two endowed teaching scholars: \$750,000 each
- Endowing the full program: \$10,000,000

This funding will help attract, honor, and retain the best teaching and research talent to the university.

According to Professor Dunn, having endowed teaching scholars on a full-time basis would be invaluable to entry level professors. It would allow for:

- more one-on-one time
- ongoing consultation, with immediate feedback on the teaching experience
- fewer scheduling complications
- less hesitation about using a mentor’s valuable time

The Mission of Learning

“At CU-Boulder, our primary value is learning—and I mean in its broadest sense. It begins with learning from discovery and the creation of new knowledge through research, analyzing and interpreting research, and then teaching to others what is known.”

—Chancellor Richard L. Byyny

FTEP’s faculty associates recognize the importance of each faculty member to this mission.



Reflection on teaching through videotaping

What the Faculty Say About FTEP

“In working with faculty, you begin to realize the similarities in teaching issues across the disciplines. I used FTEP extensively when I began to change my own methods for teaching and learning. I believe I have given something back by working with other faculty. Thank you, FTEP.”

—Susan Avery, Director, Cooperative Institute for Research in Environmental Sciences, Electrical and Computer Engineering

“My college’s First Level Review Committee is keenly interested in whether or not a faculty member under review has been working with the Faculty Teaching Excellence Program. If a candidate has had difficulty with teaching, and they’re coming up for comprehensive review, the committee wants to see that they have connected with FTEP.”

—Clayton Lewis, President’s Teaching Scholar, Chair, Computer Science, College of Engineering

“Research in cognitive psychology has told us a great deal about how people learn, and how they can be taught. Our faculty needs to become familiar with this body of knowledge, not in abstract theoretical form but in terms of its practical implications. FTEP plays a crucial role in this respect.”

—Walter Kintsch, Director, Cognitive Science Institute

“The Faculty Teaching Excellence Program offers a wealth of resources to help faculty understand, assess, and refine our teaching skills. The program’s service and support has played a pivotal role in my growth as a teacher and learner.”

—Brenda J. Allen, Professor, Department of Communication