

their chairpersons. Periodically during the year, and then near the end of the year, faculty discuss with their chairpersons their progress in accomplishing their plans. This provides for formative evaluation of the faculty, as well as for summative evaluation. Of course, fair and conscientious chairpersons are essential to ensure that this process results in helping faculty reach their full potentials.

The beauty of the Faculty Role Model process is that it

was developed by the faculty of Augusta State University, and the entire faculty approved of the plan. Since all faculty now are evaluated under the same set of rules, promotion and tenure decisions are made in a more evenhanded way. The Faculty Role Model has just recently been adopted by Augusta State University, so the jury is still out on the impact it will have on helping faculty become better teachers and researchers. Early indications are that the results are positive.

At Kennesaw State University...

Master Teaching Program Course Releases for 1997-1998

These KSU faculty members have received course releases through the Master Teaching Program, a competitive awards program funded by the Office of Academic Affairs. The program encourages, recognizes, and rewards tenure-track faculty who demonstrate effective and innovative teaching and have the leadership qualities necessary to develop solutions to complex issues facing KSU in the area of teaching and to guide others in the implementation of those solutions.

Susan Bakewell, Associate Professor of Art - *The New Art History Survey: the Carlos, the High and KSU*

My primary goal is to develop a new survey of art history course, in collaboration with the High Museum of Art in Atlanta and the Carlos Museum of Art and Archaeology at Emory University, for delivery via multi-media and museum site visits. The course will target underserved area urban and rural populations, primarily high-school students and teachers. Course organization will be innovative, structured around a series of global themes applicable to the museums' collections. Melding new technologies with new teaching strategies will make the course, when taught, a model at the local, regional, and national levels. Assessment instruments will be created to evaluate program content, student outcomes, and student satisfaction with program delivery (instructor, technology, and museum site visits). Delivery of the course will constitute the first level of dissemination. Other levels include: possible presentation of a workshop at KSU; panel presentation by collaborating partners at regional and national conferences in 1998 and 1999; an article about this interactive,

innovative, collaborative venture, to be submitted to *Reaching Through Teaching*; an article to be submitted to *College Teaching* or *Educational Research Quarterly*, refereed journals devoted to issues, practice, and research in undergraduate and graduate teaching. GPTV has expressed interest in the project, which, if acted upon, could constitute long-term dissemination.

Joseph Bocchi, Assistant Professor of English - *Producing and Managing 'Texts' Electronically: Collaborative Student Writing between Two Remote University System of Georgia Sites*

This project provides students from two University System of Georgia sites an applied environment for writing in Technical Fields. Students will use on-line technology to work collaboratively between sites to research, plan, manage, develop, and deliver presentations, hypertext, and hypermedia. I will redesign English 312—Scientific and Technical Writing during Fall Quarter 1997 to (1) pilot a non-tandem, on-line offering in Winter 1998 and (2) deliver an on-line tandem with Middle Georgia College during Spring Quarter 1998. Overall, 63 students and 2 professors will participate (25 each in KSU's two 312 sections; 14 students in MGC's English 235—Technical Communication's). KSU Computer Science and Information Systems majors will participate. My 25 GPW 625—Business and Commercial Writing students during Spring 1998 also will (1) use similar on-line techniques for collaboration and (2) serve as an informal advisory board on 312 strategies, technology use, and results. Projected outcomes include: increased student use and application of technology, both in class and out, for collaborative writing tasks typical in Technical Fields; and increased communication with and access to each other and faculty. Faculty will design their respective courses; plan deliveries and complementary content and assignments; and collaborate to develop on-line materials and methods to deliver lectures, facilitate cross-group discussions, and guide assignment execution. Outcomes will be assessed using pre/post surveys and student-keep logs on technology use and contact time. Similar instruments will be used during the Winter 1998 pilot to establish baseline data. This

program immediately benefits students in Technical Fields and could lead to development of additional applications for interactive, remote-site classes with other disciplines (e.g. Math, Business, Natural and Social Sciences) and other institutions. I will distribute written reports on the program to CETL, the Vice President for Academic Affairs, the Governor's Teaching Fellows Program; publish a report in *Reaching Through Teaching*; provide workshops to KSU faculty on using remote-site, interactive writing assignments in their disciplines; design further tandem experiences with schools expressing interest in this project (e.g., Mercer University School of Engineering); and present at various regional and national associations for writing in the disciplines. Further funding for future applications will be sought through the National Science Foundation.

Meghan Burke, Assistant Professor of Math - Classroom 2000: Capturing and Enhancing the Classroom Experience

The interest in technology use on KSU's campus has been enormous in recent years. With the new student technology fee, many students, as well as many faculty members, are interested in knowing how technology can improve the learning experience. This project proposes to use the Internet to recreate and enhance the classroom learning experience. The project will use three components: the course web page, the course bulletin board, and, most significantly, the captured classroom experience. This last component will be new to the KSU campus. It involves capturing the notations that the instructor (or perhaps students) make on the overhead, as well as audiorecording the class, and making the synchronized package available over the World Wide Web. By experimenting with these technology tools and the new modes of interaction that they enable (both between instructor and student and between students themselves), new forms of education can emerge that will motivate and energize both instructors and students all over the campus.

Kathie Garbe, Associate Professor of Health, Physical Education, Sport Science - The Kennesaw State University Intergenerational Health and Development Program

According to the National Center for health Statistics, life expectancy at birth for Americans in 1991 rose to a record 75.5 years. The Census Bureau predicts that by the year 2020 the average life expectancy will be 82 years for women and 74.2 for men. In 1990, 12 percent of the American population was 65 and over. By 2010, the percentage is projected to increase to 20 percent. By the year 2030, more than one in five Americans will be elderly, bring the total senior citizen population to 66 million. The great increase in the numbers and diversity of the elderly, combined with dramatic changes in lifestyle (e.g., four-generation households and increasing numbers of women working and serving in caregiving roles) are critical factors when planning for an aging society.

There is now, more than ever, a need to educate young

people about the various issues of aging, including the health aspects of aging (Leviton, 1992). The changing structure of the family, along with the financial demands of the college student today, have reduced the opportunity for interaction between students and older adults. This has created a greater gap between the generations than ever before and has been linked to ignorance and ageism (Lonergan, 1991).

The purpose of this project is the development of an intergenerational health promotion program pairing college students with older adults for the purpose of engaging in health and wellness activities. This program will provide service learning opportunities for the college student which can be incorporated into several different classes on campus. The final product will be an interdisciplinary, collaborative adult health and development program combining the efforts of Kennesaw State University faculty and students, and various community organizations serving older adults. The program will be based on the University of Maryland's highly successful Adult Health and Development Program which has just celebrated it's 25th anniversary.

Michael Reiner, Associate Professor of Psychology - Providing L.I.N.C.S. to Mentors—Learning Involves Networking between the Community & Students

A career mentoring program will use alumni, professionals, and participants in Kennesaw State University to improve career advisement, especially for liberal arts students. Objectives include increasing students' awareness of career options, networking with individuals to provide guidance in career development, and building a support system to ease students' transition from school to work. L.I.N.C.S. is congruent with KSU's new mission statement emphasizing applied learning to promote professional development and preparing students for positions of leadership and life-long learning. Effectiveness of mentor-mentee interactions will be enhanced by use of a "developmental transcript system" and dissemination of project services will go on-line using the Internet to increase off-campus access. Outcomes to be measured include mastery of professional skills, vocational knowledge, life-choices made, career achievements, and psychosocial development. A pilot project in Psychology will be funded in part by the Master Teaching Award. A grant will be sought through FIPSE's Education and the Workforce Initiative to expand implementation in the future to other disciplines interested in promoting applied learning experiences and improving career advisement for students.