

of the more critical concerns of the faculty. The Intellectual Vitality Committee was given the responsibility for creating a plan (implementation plan) to address the issues of faculty development. Nine areas emerged, some building on the foundation of others. What eventuated was a new way of viewing faculty responsibility, not only in relation to collegiality, but in terms of teacher preparation and the kinds of relationships that should be carried with the public schools. The faculty role model has been placed at center of faculty responsibility and serves to be the yardstick for measuring faculty effectiveness. \*

## AT KSU . . .

### MASTER TEACHING PROGRAM RECIPIENTS OF 1998-1999 AWARDS

*The Master Teaching Program* encourages, recognizes, and rewards 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.

Master Teaching Awards are selected based upon demonstrated excellence in teaching, demonstrated leadership, and the design of a project that addresses institution-wide concerns. The program focuses on the development of innovative teaching methods addressing widespread issues such as the effective use of technology in teaching, successful strategies for teaching large classes, alternative teaching strategies, and the development of applied experiences. The projects selected must have an impact beyond the individual course, classroom or department.

**World Literature Database, Barbara Stevenson, Associate Professor English**—Under semester conversion I will teach a newly-developed course for the revised English Major entitled “World Literature Before 1800.” For this new course I wish to attempt a unique approach to world literature based upon the ideas of Gerald Graff advanced in *Teaching the Conflicts* and to incorporate an innovative approach to student research assignments and classroom technology modeled after George Landow’s Intermedia Project at Brown University. The major purpose of and product from this proposed master teaching project will be a world literature database created by the class and published on the web. Such a database could be a useful research source for students and faculty interested in world literature. Moreover, other professors could follow my course model and have their students’ work placed on the database also. The success of this database—as with any website—can be measured by the number of visits and links established to the site. In the past I have done workshops on campus and presentations at profes-

sional meetings off campus to share innovative class assignments, particularly those involving technology, and I propose to do the same with this project.

***Establishing and Maintaining Academic Liaisons with Industry, Kathleen Fleiszar, Professor Biological and Physical Sciences***—The ultimate purpose of this project is to establish long-term collaboration between scientific industries and the Department of Biological and Physical Sciences. The major objectives of this project are: 1) to establish and sustain internship opportunities for both students and faculty; 2) to develop and promote service learning opportunities for students; 3) to create a Web site and faculty handbook highlighting these opportunities; and, 4) to obtain National Science Foundation (NSF) funding for the faculty internships. This project is of the utmost importance to our biology majors who seek immediate employment after graduation. The internships will give them a competitive edge in the science job market, while the service learning experiences will involve them with the community, teach them to solve community problems and foster in them a sense of social responsibility. Practical “hands-on” internships and service learning projects will complement their academic knowledge. This project will also impact faculty by providing and promoting scholarship activities in the form of industry internships. Finally, the project will serve as a prototype for the other departments within the university. Members of the Biology Advisory Board will be contacted by phone and in person to determine their interest in becoming a site for faculty and student internships and for student service learning projects. Evaluation will be based on the number and kinds of internships and service learning sites established; the successful completion of a Web site and faculty handbook; and, the successful funding of an NSF grant. Dissemination of information from this project will be accomplished through email, a publication in *Reaching Through Teaching*, a university-wide workshop, and the publication and distribution of the faculty handbook.

***Interactive Biodiversity, A Teaching Tool for Introductory Biology William Ensign, Assistant Professor Jerald Hendrix, Professor Heather Sutton, Assistant Professor Biological and Physical Science***—Traditionally, complex and integrative material in the area of biological diversity has been taught to introductory biology classes by lecture and laboratory “Survey of the Biological Kingdoms.” Problems with this method include limited time for in-depth coverage of the material, the necessity for a broad knowledge of biological diversity across kingdoms on the part of the instructor, and the inability of students to progress at their own pace. The primary goal of our project is to develop a self-paced, learner-centered alter-

native to this traditional method. This project will enhance students’ understanding of biological diversity by: collecting and compiling material biological diversity across all kingdoms, developing integrative links both within and across levels of biological organization that highlight commonalities and differences in how organisms deal with the challenges facing them, compiling these materials into an interactive Internet web site, and developing interactive testing materials that allow students to assess their own understanding of the concepts presented. To evaluate this project, we will monitor the performance of students before and after implementation of the web site. In addition, we will compare the performance of students with high use of the web site to students with low use of the web site. If the project is successful, the software would be made available to other biology departments within the University System of Georgia for incorporation into their introductory sequences. The results of this project will be disseminated at regional or national meetings of science teachers.

***History of West Africa: A Textbook and a Web Site, Akanmu Adebayo, Professor History and Philosophy***—This proposal seeks funds under the Master Teaching Program (MTP) to support my research project on the history of West Africa. The project has two phases. In Phase I (spring/summer 1998), I would conduct research in West Africa; in Phase II (1998-99 academic year), I would use the materials and information collected to accomplish three interrelated goals. The benefits of this project are enormous. They enhance curriculum offerings here at KSU and beyond. For one thing, the textbook, when it is completed and published, would be used for West African history and other courses in African studies at this and other institutions. In addition, the web site would make available to students, teachers, and researchers a mine of authentic and up-to-date information on West African societies. \*