UC/CET&L ANNUAL REPORT FY10/11
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## GOALS & OUTCOMES

1. 2010-2011 ANNUAL REPORT

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Goals & Outcomes

To achieve meaningful 21st-century teaching and learning within a rapidly transforming world, universities must remain nimble enough to address the diversity of their students with innovative approaches, from the experiential-learning benefits of co-op and internships to study abroad programs and service learning opportunities. Founded in 2002, CET&L commits to providing UC faculty with the innovative professional-development opportunities they need to help our students become successful graduates. Our goals are to:

• Foster a UC culture that increasingly values strong teaching;
• Expose UC faculty to new pedagogical approaches that will lead to greater efficiency, better student learning, and a more satisfying teaching experience;
• Become a more broadly conceptualized destination where faculty can gather to learn new approaches to teaching and learning;
• Promote excellence in teaching and learning by offering faculty a variety of program opportunities and formats throughout the year;
• Provide workshop or seminar “take-away” products (“tools for the toolbox”) that allow faculty to make both immediate and long-term changes in their courses and programs;
• Recognize and tap UC faculty to share best practices with their colleagues, as well as harness this knowledge to develop UC-specific resources to help faculty refine existing practices and/or create new ones;
• Promote the Scholarship of Teaching and Learning (SoTL) whereby faculty are encouraged to investigate aspects of student learning, so they can make informed changes in their courses and programs;
• Promote a community of practice through collaborations with colleges, departments, and units to encourage inter- and multi-disciplinary relationships among faculty that will lead to further innovations in teaching practices;
• Partner with UC centers, libraries, and regional campuses in such a way to promote resource sharing which will ultimately lead to more effective programming for faculty.
Summary of Programs, Services, and Participation

**Total Programs and Services**

<table>
<thead>
<tr>
<th>Type</th>
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<tr>
<td>CET&amp;L Workshops</td>
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<tr>
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**Total Participation**

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<tbody>
<tr>
<td>Participants in workshops</td>
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<tr>
<td>Graduate Student Participants (GTA Seminar)</td>
<td>167</td>
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<tr>
<td>Best Practices Conference</td>
<td>164</td>
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<tr>
<td>Participants in Half-Day and Day-Long Seminars</td>
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<tr>
<td>Participants in Year-Long Seminars</td>
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<tr>
<td>Consultations</td>
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<tr>
<td>External Consultations</td>
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<td>Collaborations</td>
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<td>Website Hits</td>
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Individual Participation by College

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<th>UC College</th>
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<tbody>
<tr>
<td>Allied Health Sciences</td>
<td>23</td>
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<tr>
<td>Arts and Sciences*</td>
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<tr>
<td>Business</td>
<td>50</td>
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<td>Clermont College</td>
<td>83</td>
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<tr>
<td>College-Conservatory of Music</td>
<td>29</td>
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<tr>
<td>Design, Architecture, Art, and Planning</td>
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<tr>
<td>Education, Criminal Justice, and Human Services</td>
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<tr>
<td>Engineering &amp; Applied Science</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

Legend:
- Allied Health Sciences
- Arts and Sciences
- Business
- Clermont College
- College-Conservatory of Music
- Design, Architecture, Art, and Planning
- Education, Criminal Justice, and Human Services
- Engineering & Applied Science
- Law
- Libraries
- Medicine
- Nursing
- Pharmacy
- Raymond Walters College
- Academic and Administrative Staff/Other
- Unknown/Unspecified
Participation by Position

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<th>UC Position</th>
<th>Participants</th>
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<tr>
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<tr>
<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Instructors, Adjuncts</td>
<td>312</td>
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<tr>
<td>Other Faculty (Librarians, Researchers, and Emeritus)</td>
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<td>Visiting Assistant Professor</td>
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<tr>
<td>Administrators and Staff</td>
<td>117</td>
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<tr>
<td>Graduate Students and Post-docs</td>
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<tr>
<td>Other, position unknown</td>
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<tr>
<td>Total</td>
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Programs and Services

SEMINARS

**Year-Long Course Redesign Seminars**
In these interdisciplinary seminars, faculty redesign a course with clearly articulated student learning outcomes; new activities and assignments to help students achieve the learning outcomes; and assessment mechanisms that measure how well students have met the learning goals. [Click here](#) to view current course redesign seminars.

**Year-Long Scholarship of Teaching and Learning (SoTL) Seminar**
SoTL seminar participants design, investigate, and implement a research project related to student learning in one of their courses (or programs) over the course of the academic year. Once UC transitions to semesters, SoTL will help faculty and programs better assess and report how semester-conversion strategies work to deepen learning and enhance teaching.

**Summer Day-Long Seminars**
These seminars provide an in-depth examination of new ways to engage students, assess learning, and utilize technology for teaching. Facilitators guide participants in creating drafts of how they will implement the new teaching tool, strategy, or concept. These interdisciplinary interactive seminars allow participants to practice new skills and get feedback from colleagues. Summer seminars include:

**Developing a STEM Course Portfolio**
This daylong seminar is designed specifically for UC faculty who teach STEM courses. At the conclusion of this day-long seminar, participants should know how to build a strong, effective, and useable course portfolio that includes already-vetted learning outcomes.

**Teaching Large Classes/Grading Large Classes**
These daylong workshops will explore some resources and strategies that might be employed to enhance teaching and learning in large-enrollment courses.

**Teaching with Just-in-Time Teaching (JiTT) and PRS (Clickers) in STEM Disciplines**
This daylong, interactive seminar will provide participants with an introduction to Just-in-Time Teaching (JiTT), and the use of Personal Response System (PRS or clickers) for STEM courses.

**Pedagogy Apps You Must Have (and use)**
Word and PowerPoint are no longer enough. This workshop will introduce you to new applications that should be added to your basic skills list. We will introduce the apps, talk about how to use them in your classes, help you install them, and get you started using them, all in this one workshop! At the end of this workshop, you will have these new apps conveniently at your fingertips, in your own computer, so
that you can immediately, conveniently, and easily use them for your classes. The apps we will cover include: Jing and Screencast, Audacity, Prezi, MakeBelief Comix, Microsoft family and template use, UC graphics folder.

**Teaching? There's an App for That**

This introduction to applications for the iPad will cover: Most-commonly used tools and apps—including a discussion, from the instructor’s perspective, of the advantages and disadvantages of each; how to make the iPad efficient (learn from someone else’s—Rich’s—trial and error so you don’t have to do that yourself); and how to become self-efficient with the iPad (how to determine which apps are most-appropriate for your needs, and how to maximize the apps you choose)

**Strategies for Student Engagement**

Participants will learn how to apply active learning strategies to supplement lecture in large and small content intensive courses. These techniques are as varied as Just-in-Time Teaching, the PrAISE method, Problem-Based Learning and other strategies to foster student engagement. This workshop will focus on ways to help students work with course content so that class time can be spent in application and analysis activities.

**WORKSHOPS**

These faculty-led sessions cover topics such as team-based learning, course design, and distance learning environments. In addition, the Faculty Technology Resource Center (FTRC), workshops focus on instructional technologies.

**Just-in-Time Teaching (JiTT)**

Three UC faculty will share how they use JiTT to focus their students’ out-of-class preparation time and how JiTT then allows instructors to assess and respond quickly and more efficiently to what their students need during their in-class time together—it’s a terrific strategy for those who teach large classes and utilize web-based assignments.

**The Pedagogies and Practicalities of Narrated PowerPoint**

This workshop covers some of the most popular methods of narrating PowerPoint, along with an introduction to the pedagogical foundations of using narrated PowerPoint to enliven classroom and distance-learning presentations.

**The PrAISE Approach: An Alternative to Lecturing**

"The PrAISE Approach: an alternative to lecturing students to death" introduces a pedagogical strategy that transforms the lecture into a vehicle which provokes students to read...the lecture can no longer be considered a substitute for reading. What's more, The PrAISE Approach makes use of active learning strategies. Win. Win.
**BB9 Pedagogy, Where to Click and How to Design to Promote Student Learning**
Participants explore how Blackboard can become an effective tool for organizing course content, communicating what instructors expect of students, providing prompt feedback on student work, developing productive Discussion Board assignments, designing e-Portfolios, online tests, etc. No stone is left unturned...we'll even consider what (and why) to rename the Blackboard tabs so our course works clearly and effectively.

**Discussion Boards for Online Learning**
In this session, you will learn how to invite student-to-student interaction and manage your email volume from your students using discussion boards.

**PBL Approach to Promote Critical Thinking**
Because critical thinking is an important objective of all undergraduate courses, Rita Kumar and Brenda Rafaeli tested how a set of interconnected problems could help students master course objectives in a PBL context.

**Course Evaluations Workshop**
This is a three-hour, working-lunch workshop on course evaluations facilitated by Wayne Hall. This workshop is intended to achieve two broad objectives: 1. Develop a more comprehensive understanding of current practices regarding course evaluations at UC; and 2. Establish an extensive set of suggestions and options towards “best practices” for course evaluations.

**CONSULTATIONS**

<table>
<thead>
<tr>
<th>A&amp;S</th>
<th>NSF funded Stem Initiative</th>
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<tbody>
<tr>
<td>CoB</td>
<td>Presentation of Graduate Resources</td>
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<tr>
<td>DAAP</td>
<td>Rapid Prototyping Lab</td>
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<td></td>
<td>Facilitation of Focus Group/Mentoring for New DAAP Faculty</td>
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<tr>
<td>CECH</td>
<td>Criminal Justice program</td>
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<td>Department Molecular Genetics</td>
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<tr>
<td>CEAS</td>
<td>Fire Science &amp; Emergency Management Program</td>
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<td></td>
<td>Post-Bacc. Cert. in Emergency Management</td>
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<tr>
<td>Grad School</td>
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</tbody>
</table>
CET&L WEBSITE CONVERSION: WWW.UC.EDU/CETL

Converted and redesigned CET&L website to the CQS web management system using web analytics. Researched, designed and organized new content-model for the CET&L website in terms of function, aiming to help faculty painlessly find tools and information. In addition to reducing redundancies within the site, the redesign also provides far more visibility of our services, strengths, and contributions.
PROFPOST
Is a written-by-professors-for-professors blog that provides a forum for stimulating debates about teaching and learning. Learn more.

VOICES ON MAIN
These video-based productions highlight the student voice on teaching and learning at UC.

For a sneak peak, follow the link: Voices on Main: What students say about interdisciplinary learning.

FACULTY SPOTLIGHT
UC has transformed itself over the past decade, and classroom instructors have had a strong hand in that process. The time has come to showcase the talented teachers among us and to learn even more from one another. Via the Faculty Spotlight, the CET&L highlights faculty who are transforming their teaching.

Tom Umfrid (Professor, CCM, Theatre)
Umfrid first became very clear about the benefits of well-defined learning outcomes during his participation in a 2009 Course Redesign seminar in which he began preparing C-1s for conversion to semesters. Since then, he's become an ambassador for clearly defined learning outcomes not only in his department and in his college but also overseas—at the Hong Kong Academy for the Performing Arts where Umfrid once taught and where he was invited to return as an assessor for their 3-year old MFA program. Read more.
Sarah Jackson (Assistant Professor, A&S, Anthropology)
Sarah Jackson is a UC professor of anthropology and archaeology—she's an anthropological archaeologist (seriously...who wouldn't want to be one of those?!)—and the physical presence of this trowel on her bookshelf emphasizes the very physical way Jackson thinks about the past she researches and teaches. Jackson was on the road to becoming an archeologist long before she graduated from Harvard with the PhD in 2005, but it was during graduate school while researching at dig sites that she connected with faculty from other universities and where she was exposed to diverse perspectives and approaches. For Jackson, archeological digs are made richer by the exchange of diverse ideas, which is one thing she hopes will emerge from a month-long, experiential-learning dig she has designed and will lead for UC students this summer in Belize. Read more.

Elissa Yancey (Assistant Professor, A&S, English & Comparative Literature)
For a number of years, Yancey has led her upper-level journalism students out of their comfort zones and into a place most have never been, though it’s only 10 miles or so from their Clifton campus. In Cincinnati’s Lower Price Hill neighborhood, these emerging journalists walk the streets, meet the residents, hear and then write and tell the stories of urban Appalachia. Though Yancey gives this capstone course its structure, the participating students and the residents whose stories they collect determine how the course fleshes out. Read more.

Steven Cahn (Associate Professor, CCM)
Cahn refers to the representations hanging on his office walls as "The Project," a tool that marries aural and visual percepts in a single "similarity matrix." The Project grew out of research that began over ten years ago at the NIH Section on Tissue Biophysics and Biomimetics where Cahn maintains an ongoing collaboration with Peter Basser and Sinisa Pajevic, all of whom are interested in music and signal processing. Pajevic created the computer programs that generate similarity matrices from musical performances. These matrices can be displayed as color-coded images and as movies that track the generating musical performance. Read more.
Best Practices Conference

November 5, 2010

Conference at a Glance
CET&L hosted the University's first Best Practices Conference, meant to highlight excellence in teaching at UC and provide the community with multi- and inter-disciplinary-oriented conversations concerning effective undergraduate and graduate education at UC. The conference was proposed as both a celebration of, and an invitation to better, our teaching practices at the University of Cincinnati.

For complete PDF of conference offerings click here: [Best Practices Program](#).

Highlighted Session Descriptions

**Undergraduate Education and JITT, PI, and PRS: Is there substance behind acronyms?**
Howard Jackson, Professor, Physics, A&S and Leigh Smith, Professor, Physics, A&S

Improving undergraduate teaching and learning in the STEM disciplines is a national goal of some importance. We have assembled a multidisciplinary team of faculty from Biology, Chemistry, Geology, Engineering, Mathematical Sciences, and Physics to create an effective students learning environment for foundational first year courses across these disciplines. We will first describe how the JITT(Just-in-Time Teaching)/PI(Peer Instruction) techniques can be implemented within any discipline with a focus on larger classes. We then will describe our initial experiences with reflections from both students and faculty members.

**The PrAISE Approach: An Alternative To Lecturing Students to Death**
Bruce Griffin, Field Svc Professor, Medical Education, CoM

We have adopted a strategy that uses the lecture as a vehicle to help and provoke the students to read, rather than as a substitute for reading, and makes use of active learning strategies. The elimination of the traditional lecture approach has freed up considerable time for students to study and to engage in self-assessment activities. Details of the acronym "PrAISE" will be presented and attendees will be given an opportunity to partcipate in discussion of the PrAISE approach.

**Co-ops for Causes: Collaborative, Multi-Disciplinary Studios Making a Difference**
Liam Ream, Professor, Professional Practice

The purpose of this session is to explore our "connective consciousness" and our innate capacity to create and provide feedback upon an innovative case study of
cooperative/service learning purposed to maximize holistic value for students, professors, and non-professoriate providers in collaborative pursuit of a common cause.

UC Faculty Conference Presenters:

Ratee Apana, Management, CoB
Theresa Beery, Nursing, CoN
Jill Beyette, Biological Sciences, A&S
Debbie Brawn, Director of University Honors
Margaret Cheatham, Bus. and Eco., RWC
Robert Endorf, Physics, A&S
Daniella Fisher, Biology/Chemistry, RWC
Pam Greenstone, Health Info Mangmt, CAHS
Thomas Haines, E-Media, CCM
Allison Hammond, English & Comp. Lit., A&S
Richard Harknett, Political Science, A&S Chair
Suzanne Ehrlich, Teacher Education, CECH
Noriko Fujioka-Ito, Area Stu. and Prgms, A&S
Erinn Grenn, Psychology, A&S
Bruce Griffin, Medical Education, CoM
Eric Gruenstein, Molecular Genetics, CoM
Carlos Gutierrez, Romance Lang & Lit, A&S
Wayne Hall, Vice Provost for Fac. Development
Beth Walter Honadle, Planning, DAAP
Darrin Hunter, Design, DAAP
Howard Jackson, Physics, A&S
Farrah Jaquez, Psychology, A&S
Rita Kumar, English & Comm, RWC
Kathy Lorenz, Romance Lang & Lit, A&S
Ellen Lynch, Early Childhood Education, CECH
John McNay, History, RWC
Richard Miller, Advanced Structures, CEAS
Jean Neils-Strunjas, Comm Sci/Disorders, CAHS
Kurt Olausen, Directorof UC Int. Programs
Debbie Page, Foreign Languages, RWC
Ann Porter, Music Education, CCM

Michaele Pride, Professor, DAAP
John Quinlan, Neurology, CoM
Liam Ream,Professor, Professional Practice
Brenda Refaei, English &Comm, RWC
Fred Reynolds, Executive Vice President
Frank Russel, Reaserch, DAAP
Eugene Rutz, Academic Director, CEAS
Michael Sharp, Dir. for Com. Engaged Learning
Dustin Shell, Info Tech Analyst, Nursing, Con
Susan Sipple, English and Comm, RWC
Leigh Smith, Physics, A&S
Elissa Yancey, English and Comp. Lit., A&S
Catherine Strathern, Psychology, A&S
Barbara Wallace, Dir. of College Success,CC
Laura Wexler, Sr Dean, CoM
Krista Wood, Math Phys & Comp Sci, RWC
Frank Wray, Biology, RWC
Janet Zydney, Teacher Education, CECH
Thank Your Professor

This program is designed to highlight and reward teaching excellence from the student point-of-view. A pilot was launched in the Spring of 2010 with endorsement from Academy of Fellows for Teaching and Learning (AFTL) and Student Government. By the end of the 2010/2011 academic year, over 1350 letters recognizing teaching excellence were delivered to UC professors.

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<th>From:</th>
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<tbody>
<tr>
<td>Dr. Paul Nodzak</td>
<td></td>
<td>Shawna Mulligan</td>
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</table>

Thank you so much for making the Anatomy and Physiology labs fun for all who attended. I had a great lab experience thanks to you. Your enthusiasm and love of teaching this subject showed through every day that you taught. You took the time to be sure the class understood the material not just in lab but in lecture too. You are truly a professor with a love of teaching and it shows in how you teach.

<table>
<thead>
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<th>To:</th>
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<tr>
<td>Dr. Connie Theado</td>
<td></td>
<td>Karen Henry</td>
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With gratitude for all the encouragement and learning you instill in your students and appreciation for your consistent hard work and efforts; it has made a world of difference in my approach to learning and teaching. You are sincerely, one of the greatest!

<table>
<thead>
<tr>
<th>To:</th>
<th>Water Management</th>
<th>From:</th>
<th>Spring 2011</th>
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<tbody>
<tr>
<td>Dr. Vern Scarborough</td>
<td></td>
<td>Kathleen Forste</td>
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</table>

Your Water Management course is one of the most interesting courses I've taken so far in my college career. I know I was not the most verbal of students in class, but the wheels in my head were constantly turning as I listened intently during the class discussions. The course really illuminated the importance and power of water in human societies, and I am more curious about and critical of human interactions with this vital resource - in present-day, historical, and archaeological contexts. Aside from the material, the coursework contributed to my development as a graduate student; in particular, my writing has improved. I thank you for your exuberance about this topic and your aptitude in relaying knowledge to and helping refine skills of your students.
Collaborations and Partnerships

Supported Vice Provost of Assessment & General Education for Semester Conversion

{Hosted Annual Academic Advising Retreat for Education Services (Registrar’s Office)}
- Pamela insight
Hosted CECH Annual Teaching Retreat for K-12 Educators

Supported STEM Discipline Guest-Speaker Seminar Series (A&S STEM Committee)
- Professor David Sokolof, "Active Learning in Lab Using Microcomputer-Based Tools"
- Professor Stephen Reynolds, "Strategies for Teaching Breadth, Depth, and Inquiry in Introductory College Science Courses: Lessons from Cognitive Studies, Educational Research, and a Course-Redesign Effort"
Committee Work

Academic Master Plan Sub-committee
CoM Basic Science Integration Task Force
Graduate Student Professional Development Committee
ICL Committee
PFF Advisory Council
NSF/STEM, Arts & Sciences
Service Learning Advisory Council
UC Forward

Peer Consultancy Program
The CET&L, in collaboration with the Academy of Fellows of Teaching and Learning (AFTL), has launched the Faculty Peer Consultancy Program in order to support faculty who want to improve their teaching skills. Faculty requesting peer consultations will collaborate with colleagues who have already demonstrated expertise in various pedagogical strategies and who have teaching experience in a variety of contexts.

Grants and Awards Competition
CET&L has been awarded FDC monies four years in a row to support faculty development as it relates to teaching and learning. This competitive grant process has financed a significant portion of CET&L programming (with the total award amount exceeding $300,000).

Graduate Teaching Assistant Support

Workshop Series
GTAs are invited to participate in all CET&L workshops. These sessions provide GTAs opportunities to rub shoulders with experienced faculty to learn how they continue to improve their teaching. CET&L also offers GTA-specific workshops on topics such as preparing a syllabus, classroom management, and writing a teaching philosophy.

GTA Teaching Seminar
Each fall, CET&L collaborates with the Graduate School to host a seminar for new Graduate Teaching Assistants. On September 21st of 2010, the CET&L and the Graduate School hosted its annual multi-disciplinary seminar for more than 160 GTAs. In late 2010, the program was revised based on three years of seminar feedback. The seminar is now held at the end of the fall quarter and is intended both as GTA-support and professional development, with a number of scheduled workshops focusing on teaching. All programs are now GTA-led, with CET&L acting as the premier sponsor and developer of GTA programs, with aid and input from the GSGA and the Graduate School.
External Consultations

Rochester Institute of Technology

Semester Conversion Support

Semester Conversion Support, see online

Developing Course-Based Student Learning Outcomes
Participants work through developing Student Learning Outcomes, i.e. measurable and observable knowledge, skills, abilities, or attitudes that students should have achieved by the end of a course or formal educational experience. Student learning outcomes emphasize what students can do with what they have learned, resulting in a product that can be evaluated. Participants in this program will:

- Work through the process of defining their SLOs
- Better understand how to assess their SLOs
- Learn strategies to create activities and assignments to help students achieve course SLOs
- Leave with a draft version of their SLOs for a single course, with the tools necessary to further refine these SLOs to complete the C-1 Form for Semester Conversion.

Defining Course-Based Student Learning Outcomes
The seminar is an interactive experience where the seminar leader guides participants through a process of course redesign that includes:

- Discussing course expectations
- Designing assessments
- Constructing learning activities
- Creating learning outcomes

Defining and Implementing Program-Based Student Learning Outcomes (2 parts)
This two-part series is designed to guide faculty teams through the process of articulating program-specific ideals and constraints in order to best define realistic but ambitious learning outcomes for UC programs. By the end faculty develop a draft of their curricular structure that leverages Integrated Core Learning (ICL), and leave with a draft version of their program outcomes and curricular structure that can then be further refined for the Semester Conversion “Degree Program Template.”
Web-Based Semester Conversion Resources

- Course-Based Student Learning Outcomes (SLO) Modules
- Program-Based Student Learning Outcome (SLO) Modules

Instructional Technology Support

- Audio Feedback Tutorial
- SafeAssign Tutorial
- Creating a Narrated PowerPoint Tutorial

Teaching Large Enrollment Courses

While the large-lecture class has always been with us, it seems as though budget pressures are now making it be with us more than ever before. At the same time, we might be seeking to build more active-learning methods into our courses. How can these conflicting pressures get balanced out?

This two-part workshop explored some answers to that question, starting with three basic assumptions: a large-enrollment class does not have to mean a large-lecture class, lecture has an important place in many classes, regardless of the number of students in the room, and there is no one-size-fits-all approach that provides a quick and easy answer to this question.

This first session addressed resources and strategies to teaching large enrollment courses.

This second session was more interactive than the first and dealt with diversity within the classroom (dealing with different levels of preparedness and different learning styles), the volume of grading (managing all that paper), student collaboration (managing student groups, including the “free rider” syndrome), and high-volume communication (responding efficiently to all that email).
Innovative Uses of Teaching w/Technology Award (added to President’s Awards Ceremony for 2011)

Now in its third year, this award honors faculty who use technology in innovative ways to enhance student learning and overcome challenges. This award is intended to encourage more instructors to thoughtfully use technology to improve learning in their classrooms.

2010/11 Winner, Dr. Leigh M. Smith
A&S, Professor, Physics

As distance-learning courses become the norm across universities, science and engineering classes have lagged behind due to the inherent hands-on nature of the courses. But with innovative and organized technologies already available to UC faculty, Smith has created a distance-learning environment that not only brings the virtual classroom to life, but with success rates mirroring those of in-person classes.

Using podcasts, a web-based math tutorial system, Just-in-Time Teaching questions, personal response clickers, and podcasted mini-lectures and demonstrations, Smith dedicates a great deal of energy organizing and synchronizing technology to better engage both in-class and distance-learning students. By uploading podcasts of his physics demonstrations, Smith gives students the opportunity to revisit class discussion from home. Personal response clickers help gauge understanding of a topic instantly from the lecture hall.

Smith also incorporates ALEKS, a web-based tutorial to help students struggling with math, as well as Just-in-Time Teaching—online questions due the night before a lecture to make students more accountable for reading assignments. These tools have proven to help students better understand the subjects of introductory physics, and have decreased withdrawal and failure rates. Such successes indicate the bright potential for integration of technologies in the classroom. Written by Kim Burdett. http://www.uc.edu/profiles/profile.asp?id=13712
Assessment of Programs & Services

CET&L is committed to ensuring that our programs lead to improvements in the way we approach our teaching. To that end, CET&L conducts quantitative and qualitative evaluation of our programs, including, but not limited to pre- and post-seminar evaluations via SurveyMonkey to assess whether faculty benefited from our programs and whether those benefits have led to improvements in student learning. We also gather information as to how we can continue to make program improvements, assess unmet needs, and reinvigorate or create new programs to continue to meet the evolving needs of our faculty. For last year's annual report, click here.

Assessment Methodology

- Immediate evaluation following workshop completion
- Process evaluation surveys at the end of fall and winter quarters
- End-of-quarter and end-of-year summative evaluations
- Follow-up quantitative and qualitative assessment after year-long program completion

Quantitative Assessment Summary

<table>
<thead>
<tr>
<th>Year-Long Course Redesign Seminar Assessment 2008-2009</th>
<th>Post-Seminar</th>
<th>Mid-Year Follow-up Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering each learning outcome for the seminar below, indicate how well you currently demonstrate the outcome (from &quot;not at all&quot; = 1 to &quot;quite well&quot; = 5).</td>
<td></td>
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<tr>
<td>Answer Options</td>
<td></td>
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<tr>
<td>Identify which elements of the current course work well and which need to be changed.</td>
<td>3.92</td>
<td>4.14</td>
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<td>Clarify the goals and outcomes of the course with reference to the course sequence, the department’s needs, and the university program requirements.</td>
<td>3.92</td>
<td>4.14</td>
</tr>
<tr>
<td>Create activities and assessments that will indicate if those goals and outcomes have been met.</td>
<td>3.77</td>
<td>4.43</td>
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<td>Design materials to support these activities and assessments.</td>
<td>3.69</td>
<td>4.43</td>
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<td>Create presentation materials and reflective narratives to demonstrate the changes that have been made in the process of the course redesign.</td>
<td>3.77</td>
<td>4.00</td>
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</tbody>
</table>

Qualitative Assessment Excerpts

What aspect or activity has helped most in redesigning/designing your course, and why?

The support of my colleagues in this learning community has been tremendous. I have worked with colleagues in other disciplines that I have never had the opportunity to work with in the past. Their suggestions and input has been tremendous.
The exposure to a variety of pedagogical methods, consideration of pros and cons, and applicability of those methods to our specific classroom situations, and support/encouragement to take risks and try some of these techniques in our current classes.
# CET&L Advisory Council

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>Robert Brackenbury, PhD</td>
<td>Professor of Cancer and Cell Biology</td>
<td>College of Medicine</td>
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<tr>
<td>Suzanne Ehrlich, EdD</td>
<td>Field Service Assistant Professor of Teacher Education</td>
<td>College of Education, Criminal Justice &amp; Human Services</td>
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<tr>
<td>Pam Greenstone</td>
<td>Assistant Professor of Health Information Mgmt</td>
<td>College of Allied Health Sciences</td>
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<tr>
<td>Anne Gunderson, EdD, GNP</td>
<td>Assistant Dean and Associate Professor of Medical Education</td>
<td>College of Medicine</td>
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<tr>
<td>Thomas Haines, MM</td>
<td>Associate Professor of Electronic Media</td>
<td>College-Conservatory of Music</td>
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<tr>
<td>Jason Heikenfeld, PhD</td>
<td>Associate Professor of Electronic &amp; Computing Systems</td>
<td>College of Engineering and Applied Science</td>
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<tr>
<td>Todd Herzog, PhD</td>
<td>Associate Professor of German Studies</td>
<td>College of Arts &amp; Sciences</td>
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<tr>
<td>Warren Huff, PhD</td>
<td>Professor of Geology</td>
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<td>Howard Jackson, PhD</td>
<td>Professor of Physics</td>
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<tr>
<td>Sarah Jackson, PhD</td>
<td>Assistant Professor of Anthropology</td>
<td>College of Arts &amp; Sciences</td>
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<tr>
<td>Robin Lightner, PhD</td>
<td>Associate Professor of Behavioral Sciences</td>
<td>Raymond Walters College, AFTL Member</td>
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<tr>
<td>Ellen Lynch, EdD</td>
<td>Associate Professor of Early Childhood Education</td>
<td>College of Arts &amp; Sciences</td>
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<td>Bradford Mallory, PhD</td>
<td>Assistant Professor of Biology</td>
<td>UC Blue Ash</td>
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<td>Stephanie McMahon</td>
<td>Assistant Professor of Law</td>
<td>College of Law</td>
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<tr>
<td>Lisa Meloncon, PhD</td>
<td>Assistant Professor of English and Comparative Literature</td>
<td>College of Arts &amp; Sciences</td>
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<tr>
<td>Pamela Person</td>
<td>Academic Director, First Year Experience (FYE) &amp; Learning Communities</td>
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<td>John Quinlan, MD</td>
<td>Professor of Neurology</td>
<td>College of Medicine</td>
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<td>Eugene Rutz, MS</td>
<td>Academic Director, College of Engineering</td>
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<tr>
<td>Michael Sharp</td>
<td>Director for Community-Engaged Learning</td>
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<tr>
<td>Leslie Schick, MSLS</td>
<td>Associate Dean, University Libraries</td>
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<tr>
<td>Sue Sipple, PhD</td>
<td>Associate Professor of English and Communications, Raymond Walters College</td>
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<tr>
<td>Sue Trakas</td>
<td>Professor of Business Information Technology</td>
<td>Clermont College</td>
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</table>
Academic Staff/Faculty

Pamela Baker, PhD, Director (pamela.baker@uc.edu)
Pamela Baker began her career at the University of Illinois at Chicago helping to create and design a program for graduate teaching assistants and then moved on to the Center for First Year Experience at UC, where she worked closely with faculty to promote strategies that engage students and promote enhanced learning. Summer of 2009, Dr. Baker facilitated a summer seminar for high school teachers and media specialists for the SWON Libraries who received a grant from the Library of Congress to promote the use of online primary sources in the classroom. Dr. Baker is completing an article for The History Teacher which explores ways to engage non-history majors in historical research in introductory courses at the undergraduate level. She is also working on a document reader for use in undergraduate and graduate courses that explores overland migrations during the early American republic. She is also an adjunct assistant professor in the Department of History in the McMicken College of Arts & Sciences.

Bryan Robert Smith, Assistant Director, former Graduate Assistant, PhD candidate (smbr@mail.uc.edu)
Bryan Smith is a graduate of the University of Florida's MFA program and is completing a doctorate in English and Comparative Literature. His stories have appeared or are forthcoming in Witness, Mississippi Review, Ninth Letter, and Unsaid.

Annie M. Schmidt, Graduate Assistant, MA student Anthropology (schmiai@mail.uc.edu)
Annie is working on her master’s degree in Anthropology which she will receive in the fall of 2012. Her research involves the exploration and translation of a 17th century French and Algonquian manuscript containing plant descriptions and traditional botanical terminology pertaining to Myaamia ethnobotany. Her research will additionally involve interviews and focus groups with tribal members to come to understand contemporary traditional botanical knowledge. The goal of her research is to ultimately contribute to the Myaamia community's active efforts of language and culture revitalization. She is also working on her certificate in Preparing Future Faculty through UC's graduate school.

Catherine Ramstetter, MS, PhD, former Assistant Director (catherine.ramstetter@uc.edu)
Catherine Ramstetter is a Health Educator, whose academic and research interests focus on action research in higher education and on school-based collaboration for children’s healthy growth and development. She conducts research with an inner-city pre-K through eighth-grade school to assess and enhance the Coordinated School Health through the school’s programs, policies and services. To date, this research has resulted in the formation of an active Wellness Council, a Student Wellness Council and completion of the CDC’s School Health Index. Dr. Ramstetter is a member of Ohio Chapter of the American Academy of Pediatrics Committee on Home and School Health, as well as a member of the OAHPERD Public Affairs and Advocacy Committee.

Liz Tilton, PhD, former Assistant Director (liz.tilton@uc.edu)
Liz Tilton has taught composition and creative writing to traditional and nontraditional learners ranging from basic writers to honors students. She is the author of Salt (Kent State University Press, 09), a chapbook, and her poems have appeared in Southern Review, New Orleans Review, Southern Humanities Review, and JAMA. Before joining CET&L, Liz worked as Associate Editor for the Cincinnati Review, UC’s nationally recognized literary journal.