CENTER FOR THE
ENHANCEMENT OF
TEACHING &
LEARNING

ANNUAL REPORT
2011 July – 2012 August*
*Date range reflects an additional month to accommodate for the change to semesters.
# TABLE OF CONTENTS

## MISSION & OUTCOMES

### ANNUAL REPORT
2011 July – 2012 August*

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Programs &amp; Services</td>
<td>1</td>
</tr>
<tr>
<td>Programs &amp; Services</td>
<td>5</td>
</tr>
<tr>
<td>Consultations</td>
<td>6</td>
</tr>
<tr>
<td>Collaborations</td>
<td>7</td>
</tr>
<tr>
<td>Thank Your Professor Snapshot</td>
<td>8</td>
</tr>
<tr>
<td>Committee Work</td>
<td>8</td>
</tr>
<tr>
<td>Grants and Awards Competition</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Teaching Assistant Support</td>
<td>10</td>
</tr>
<tr>
<td>Initiatives</td>
<td>11</td>
</tr>
</tbody>
</table>

Semester Conversion Support

New Faculty Programming

Assessment of Programs & Services              | 14   |

CET&L Advisory Council                         | 17   |

Academic Staff/Faculty                         | 20   |

*Date range reflects an additional month to accommodate for the change to semesters.
Mission & Outcomes

To provide professional development opportunities for faculty and to support university-wide initiatives that contribute to improved student retention and graduation rates.

OUTCOMES
Teach faculty how to identify, adopt and assess innovative and effective pedagogies—including active and experiential learning—and new technologies that improve student learning.

Consult with faculty and academic units on the creation of course-based and curricular learning outcomes and how to assess them effectively to promote student learning and improve programs.

Provide professional development opportunities for new and pre-tenure faculty that lead to improved productivity and job satisfaction.

Build collaborations between faculty, academic units, colleges and regional campuses to create and strengthen relationships that lead to further innovations in teaching and research.

Promote resource sharing and coordinate programming between various revenue supporters, including:

1. Center for Service-Learning and Civic Engagement
2. Faculty Technology Resource Center (FTRC)
3. First-Year Experience and Learning Communities
4. University Honors Program
5. Graduate School
6. UC International
7. UC Forward
8. University Libraries

Provide targeted programming for graduate students that lead to better job placement within Higher Education and Industry.

Present and publish scholarly research on effective teaching practices and provide external consultations that enhance the reputation of UC.
CENTER FOR THE ENHANCEMENT OF TEACHING & LEARNING

NEW FACULTY PROGRAMS

- New & Adjunct Faculty Orientations
- New Faculty Institute
- Research & Publication Workshops

PEDAGOGY & TEACHING STRATEGIES

- Course Design Institutes
- Workshops
- eLearning
- Teaching Awards
- Peer Review FLCs
- Consultations
- Guest Speakers
- Thank-Your-Professor
- Online Modules

PROFESSIONAL DEVELOPMENT

- Faculty Development OneStop
- Ready, Set, Go! Workshop Series
- Work-Life Balance
- Career Development for Mid/Senior Level Faculty
CET&L Five-Year Re-Cap

NUMBER OF FACULTY SERVED

In the last four years CET&L has served more than 6500 UC faculty (act. 6625), 3379 of which are full-time.

COLLEGES SERVED AND SCOPE OF IMPACT

Faculty from every college visit our programs each year, with the majority hailing from Arts & Sciences, CAHS, and CECH.

Since 2008, CET&L has offered over 570 workshops or programs.

More than 100 bargaining-unit faculty have completed our Course Design Seminar.

THANK YOUR PROFESSOR PROGRAM

Since 2010, more than 1600 student letters of thanks have been sent to UC faculty via our annual Thank Your Professor program.

NEW FACULTY INSTITUTE

1 out of every 3 pre-tenure hires of this year’s incoming New Faculty are participating in our New Faculty Institute.

More than 80 senior, tenured faculty members are serving as either inter- or intra-departmental mentors.

All UC colleges are participating in the New Faculty Institute.
2011/12 Summary of Programs, Services, and Participation

Since 2008, CET&L has hosted more than 570 programs and has grown to support a widening array of faculty development needs at UC. While our focus on teaching & learning is as strong as ever, we now offer programs more specifically tailored to the development, retention, and success of tenure-track faculty as they navigate career challenges and opportunities in their research, service, and teaching.

The following tables and charts reflect the number of programs provided by CET&L from July 2011 to August 2012, the overall participation, and the demographic breakdown by college and rank among those representatives in attendance from UC’s fourteen colleges.

### Total Programs and Services

<table>
<thead>
<tr>
<th>Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>57</td>
</tr>
<tr>
<td>CET&amp;L Workshops</td>
<td>39</td>
</tr>
<tr>
<td>FTRC Workshops</td>
<td>18</td>
</tr>
<tr>
<td>Half-Day and Day-Long Seminars</td>
<td>4</td>
</tr>
<tr>
<td>Course Design Institute</td>
<td>5</td>
</tr>
<tr>
<td>Consultations</td>
<td>N</td>
</tr>
<tr>
<td>External Consultations</td>
<td>N</td>
</tr>
<tr>
<td>Collaborations with Academic Units, Colleges, and External Institutions</td>
<td>10</td>
</tr>
</tbody>
</table>

### Total Participation

<table>
<thead>
<tr>
<th>Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants in workshops</td>
<td>1013</td>
</tr>
<tr>
<td>Participants in Half-Day and Day-Long Seminars</td>
<td>54</td>
</tr>
<tr>
<td>Course Design Institute</td>
<td>56</td>
</tr>
<tr>
<td>Consultations</td>
<td>12</td>
</tr>
<tr>
<td>Collaborations with Academic Units, Colleges, and External Institutions</td>
<td>27</td>
</tr>
<tr>
<td>Website Hits</td>
<td>94,289</td>
</tr>
</tbody>
</table>
## 2011/12 Summary of Programs, Services, and Participation

### Individual Participation by College

<table>
<thead>
<tr>
<th>UC College</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Sciences</td>
<td>51</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>289</td>
</tr>
<tr>
<td>Business</td>
<td>21</td>
</tr>
<tr>
<td>Clermont College</td>
<td>23</td>
</tr>
<tr>
<td>College-Conservatory of Music</td>
<td>23</td>
</tr>
<tr>
<td>Design, Architecture, Art, and Planning</td>
<td>45</td>
</tr>
<tr>
<td>Education, Criminal Justice, and Human Services</td>
<td>94</td>
</tr>
<tr>
<td>Engineering &amp; Applied Science</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UC College</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law*</td>
<td>2*</td>
</tr>
<tr>
<td>Libraries</td>
<td>12</td>
</tr>
<tr>
<td>Medicine</td>
<td>64</td>
</tr>
<tr>
<td>Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>2*</td>
</tr>
<tr>
<td>UC Blue Ash</td>
<td>254</td>
</tr>
<tr>
<td>Academic and Administrative Staff/Other**</td>
<td>52+</td>
</tr>
<tr>
<td>Unknown/Unspecified ***</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total** 1017

* Smaller numbers tend to reflect proportional participation of smaller colleges. The College of Law has, for example, sent one full-time faculty member, out of roughly thirty total, each year to participate in CET&L’s Course Design Institute.

**Classification reflects HR designations for main administrative role—many also carry adjunct titles and roles within colleges.

***The Unknown category owes its existence to current shortcomings in the HR classification system, from which our faculty and staff information is pulled.
# 2011/12 Summary of Programs, Services, and Participation

## Participation by Position

![Pie chart showing participation by position]

<table>
<thead>
<tr>
<th>UC Position</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Field Service</td>
<td>31</td>
</tr>
<tr>
<td>Professor</td>
<td>137</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>160</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>357</td>
</tr>
<tr>
<td>Instructors, Adjuncts</td>
<td>87</td>
</tr>
<tr>
<td>Other Faculty (Librarians, Researchers, and Emeritus)</td>
<td>6</td>
</tr>
<tr>
<td>Visiting Assistant Professor</td>
<td>4</td>
</tr>
<tr>
<td><strong>Administrators and Staff</strong></td>
<td>123*</td>
</tr>
<tr>
<td><strong>Graduate Students and Post-docs</strong></td>
<td>79</td>
</tr>
<tr>
<td><strong>Other, position unknown</strong></td>
<td>33**</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1017</strong></td>
</tr>
</tbody>
</table>

*Classification reflects HR designations for main administrative role—many also carry adjunct titles and roles within colleges.

**The unknown category owes its existence to current shortcomings in the HR classification system, from which our faculty and staff information is pulled.
2011/12 Programs and Services

WORKSHOPS

Our outcomes-driven workshops are facilitated by leading bargaining-unit faculty who have been tapped exclusively to develop timely sessions to best support their colleagues in teaching, research, and service. As such, our network of facilitators is often changing and responsive to both the resources and demands of our faculty. In addition, the Faculty Technology Resource Center (FTRC) workshops focus on introducing faculty to instructional technologies.

We support our facilitators with assessment, consults, and a pre-workshop workshop training session in order to provide facilitator growth, build community among facilitators to define best practices, and ensure each program effectively meets measured outcomes.

Pedagogy & Assessment

• Creating an Authentic Active Learning Module in Your Lab or Lecture
  Stuck on the page? This workshop is designed to illustrate the hows and whys of integrating active learning into your labs or lectures, to go from cookbook style classrooms to modules that model real practices. We'll look at why we might transform our lectures and labs, how the change(s) can be accomplished, and what challenges we face. After this workshop, you should be able to:
  • recognize the attributes of an authentic active learning module;
  • begin creating an active learning module for your course content, incorporating both basic and applied skills;
  • check to see how many attributes their module contains;
  • use elements of backwards design to check alignment of learning outcomes with assessment.

• Robin Wright's Start Where You Are: Incorporating Active Learning in Your Lecture
  Studies of human learning show that we learn better when we are motivated to learn, work together, and engage in work that is authentic to the discipline. How can we begin to apply these principles in our classrooms? Bring your favorite (or most challenging) lecture and roll up your sleeves! We'll work collaboratively to adapt some of the material you would usually present to students into activities that will enable students to learn the concepts by using them.

• Pedagogy, Blackboard and Efficiency: In Search of the Perfect Cocktail
  This seminar will describe principles of good practice in education and detail how Blackboard can be used to implement those principles in a manner that helps faculty manage time. Topics will range from course design, learning outcomes, course content, interactivity, assessment and pedagogical considerations of technology, all within the framework of using Blackboard. The seminar is intended for faculty who want provide significant learning opportunities while managing the time they spend on course delivery and helping students meet learning outcomes.
New Faculty Workshops

• Preparing Your Year One Reappointment Dossier
  This workshop is specifically designed to help faculty create an efficient and effective framework for the recording, prioritizing, organizing, and articulation of new faculty reappointment dossiers.

Professional Development

• Pushing Past Publish or Perish: Setting Realistic Research Goals for Your Research and Publication Plans
  This workshop is designed to help faculty maximize their research and publication potential by guiding you through a realistic work plan that helps maintain, reinforce, and invigorate your current career goals.

• Making it Work: Using Strong Design to Visually Present Research
  This seminar provides researchers with the tools to effectively harness the elements of strong design to simply and clearly communicate the complexity and ingenuity of their research. The fact is most researchers are expected to make compelling visual presentations of their work at some point, yet few are provided any training in typography, layout, text analysis, illustration, and other design concepts. This seminar will lay a foundation for non-design faculty to craft strong reading experiences of information displays. No special design software or prior design training is required.

• Showcasing Your Teaching in the RPT Process
  We know a lot more about teaching than we can prove, especially when it comes to our own teaching. At the same time, when assembling a dossier for reappointment, promotion, or tenure, or for a job application, or for a teaching award, we feel compelled to prove a lot. This workshop is designed to help you move at least more of what you know over into that category of stuff that you can also prove. We'll discuss strategies for showcasing your teaching in more effective ways but also for identifying and collecting the important evidence that you might have overlooked. You'll come away with both short- and long-term strategies that will help you make a more effective impact through the teaching component of your dossier. And you'll have the opportunity to gain some one-on-one consultancy advice. This workshop is conducted by Wayne Hall, an English professor who has recently stepped away from over a dozen years of reviewing RPT dossiers in A&S and then in the Provost Office.

COURSE DESIGN INSTITUTE

These longer format programs are dedicated to support AMP priorities by further developing alignment between student learning and program outcomes at the course level. In addition the Institute lends specific support to leading institutional initiatives, such as strengthening experiential learning via UC Forward and UC Study Abroad, targeting large-enrollment courses, and general course redesign, where facilitators walk faculty through the process of designing and/or redesigning a course and/or lesson from the ground up in an effort to create stronger alignment with student learning outcomes, the structure of the overall course, and required assignments and activities. Since 2008, more than 100 bargaining unit, full-time faculty have completed a version of our Course Design Institute.
General Course Design (Fall/Winter and Winter/Spring)
These group-based Institutes guide AAUP faculty through the process of redesigning a course from the ground up using current theory and best practices to better align student learning with course outcomes and student achievable goals. The goal is to create student-centered courses that meet both long and short-term curricular needs, enhance student engagement, and provide the tools and knowledge needed to successfully complete the course, and prepare them to complete a degree in their major program.

- **Specialized Course Design**
  Custom designed seminars to build gains in student learning for special programs and initiatives.
  - UC Forward
  - UC International
  - Large-enrollment, gateway courses

- **Lesson Study Research Seminar**
  This interactive, group-based research seminar leads faculty through the process of creating, implementing, and assessing the effects of a single lesson on student learning by closing the loop between individual lessons, course outcomes, and ultimately unit outcomes. Discipline specific groups team up to develop a lesson that one team member will teach to students while the other team members evaluate the effectiveness of the lesson. Based on this feedback teams revise the lesson then have another team member teach the revised version. This format allows instructors to drill down into the specifics of a particular lesson and its effects and learn to create stronger lessons according to the results of peer observation and effect.

**CONSULTATIONS**

A&S NSF-funded STEM Initiative (SEEMS)
Acted as reviewer of grant designed to study teaching methods designed to lower DFW rates in gateway STEM courses for non-majors. Following the grant award developed and facilitated training sessions on topics ranging from Peer Review to Teaching Portfolios.

CoB Presentation of Resources for Graduate Students
Worked with the Chair of the college-wide teaching committee to redesign a gateway graduate course for the MBA and Marketing programs.

DAAP Rapid Prototyping Lab (RPL)
Facilitated focus group/mentoring for new DAAP faculty in order to create better alignment within DAAP courses in regard to harnessing the RPL to better meet course outcomes and to design stronger course outcomes that might be met using RPL technology.
CECH  Criminal Justice program
Created and led a training/mentoring program for Graduate Assistants and Instructors within the CECH’s robust criminal justice offerings.

CoM  Department Molecular Genetics
Facilitated a consultation to redesign a gateway course for Molecular Genetics

Facilitated the development of a curriculum for inter-, multi-, and trans-disciplinary faculty for a proposed Homeland Security Certificate in Emergency Management

CET&L WEBSITE
Redesigned site had 94,289 hits and was restructured in order to improve upon faculty accessibility using platform environments as a reference. The navigation tabs were reordered and reprioritized according to data analytics provided by UC’s URCHIN system. Additional efforts were put in to creating a more robust system of links between UC service providers and Provostal initiatives to create more synergy between units.

The resulting traffic increased nearly 100% from the previous year’s already high numbers.
Collaborations and Partnerships

Supported Vice Provost of Assessment & General Education for Semester Conversion

Maintained, developed, and supported two separate UC International and UC Forward Course Design Institutes to specifically aid faculty in developing effective, student-centered experiential courses.

Formed regional partnerships with Ohio State and Sinclair Community College to provide input and guidance for semester conversion.

Hosted Annual Academic Advising Retreat for Education Services (Registrar’s Office)

Hosted CECH Annual Teaching Retreat for K-12 Educators

Supported STEM Discipline Guest-Speaker Seminar Series (A&S STEM Committee)

  Professor Dan Bernstein, “Your Colleagues, Your Fellow Teachers,” “Learning From Each Others’ Craft,” and “Teaching Efficiently in the 21st Century”

  Professor Eric Brewe, "Modeling Instruction"

  Professor Robin Wright, "Start Where Your Are: Incorporating Active Learning in Your Lecture"

Panel Member for Higher Learning Commission Site Visit to UC Clermont

Provide ongoing support for Graduate School/Preparing Future Faculty

Committee Work

Academic Master Plan (AMP) Sub-committee
CoM Basic Science Integration Task Force
Graduate Student Professional Development Committee
Integrated Core Learning Committee
Preparing Future Faculty Advisory Council
NSF/STEM, Arts & Sciences
Service Learning Advisory Council
Associate Deans Council
Nationally Competitive Awards Committee

Evolved from the Passion of Students, Faculty and Staff

UC Forward is an exciting new teaching and learning initiative—pairing students, faculty and external experts, each from differing perspectives—to create innovative and transformative answers to problems and uniquely develop tomorrow’s workforce.

Transforming the Landscape ➤
Common Elements ➤
Meeting Tomorrow’s Challenges ➤
Grants and Awards Competition

By leveraging our assessment process and maintaining responsiveness to institutional priorities in our FDC programming, CET&L has been awarded Faculty Development Council monies five 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 $400,000). In addition, CET&L was given a separate award of $215,000 in FDC funds to pilot a New Faculty Institute for the professional development of pre-tenure faculty new to UC.

Graduate Teaching Assistant Support

Workshop Series

GTAs are invited to participate in all CET&L workshops. These sessions provide GTAs opportunities to work alongside experienced faculty to 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.

TEACH ME TO TEACH

Based on assessment from participants in CET&L’s previous Graduate Teaching Seminar, CET&L collaborated with the Graduate School to revise our support for Graduate Teaching Assistants in favor of a model that better accommodates graduate ownership of overall programs. This targeted overhaul led to the development of Teach Me To Teach, a daylong program run by senior graduate teaching assistants for graduate teaching assistants. The seminar is held at the end of the fall and spring quarter, is supported by faculty sponsors Brian Kinkle, A&S, Biology, who also acts as a GTA advisor for programming, and is intended both as GTA-support and professional development, with a number of scheduled teaching and learning workshops to augment the program. All programs are now GTA-led and faculty-sponsored, with CET&L acting as the premier sponsor and developer of GTA programs, with aid and input from the GSGA and the Graduate School.
Semester Conversion Support

PROGRAMS

• Facilitated session at UC/OH Semester Conversion Summit

• Developed and hosted university-wide sessions on Teaching Syllabus and Lessons Learned

• Co-facilitated Teaching Syllabus Workshop Series (ongoing)
  Coupled with a number of online resources provided via our website, CET&L runs two repeating, open specialty workshops that dealt exclusively with aiding faculty in converting courses to semesters using the teaching syllabus as a foundation and fundamental unit for semester course design. Each workshop focused on either face-to-face or online teaching and walked faculty through foundational steps necessary to creating a student-centered course that met college, unit, and faculty curricular needs.

SEMESTER CONVERSION WEB RESOURCES

Developed an electronic, web-based guide to Lessons Learned and practical solutions to semester conversion for course instructors, units, and colleges using institutional-specific examples of syllabi, assignments, and rubrics.

COLLEGE/ACADEMIC UNIT SUPPORT

• Academic Unit Heads Support Meeting, January 17, 2012, Myer Alumni Hall
  By creating strategic partnerships with regional experts in Ohio, CET&L was able to provide faculty and unit heads with pragmatic and demonstrable outcomes for unit course development in preparation for the 2012 transition to semesters to occur on August 27th.

• Provided consultation services to units in order to provide customized, college- and unit-specific sessions to support semester conversion in disciplinarily specific ways.
  o College of Business
  o DAAP
  o Professional Practice
  o College of Engineering & Applied Science BRIDGE Program
New Faculty and Adjunct Orientation

For the 2011/12 academic year, CET&L was chosen for the first time to design and run both the New Faculty and Adjunct Orientation Programs for incoming tenure-track faculty and adjunct instructors. Using feedback we collected from Academic and Unit Heads, we crafted, ran, and assessed two programs designed to effectively introduce faculty in a practical sense to what it means to be a faculty member at UC, what resources are available to them, and how faculty might best begin their journey to success within the UC research, teaching, and service environments.

New Faculty Institute and Workshops

To better support new faculty in the 11/12 academic year, CET&L developed and sponsored a number of workshops to aid faculty in successfully navigating the Reappointment, Promotion, and Tenure process at UC. As a result of this program’s success and popularity, CET&L, in conjunction with the Faculty Development Council, was awarded a $215,000 grant to broaden the reach of the program by coupling it to a structured peer mentoring program for new faculty to take place in the 2012/13 academic year. The New Faculty Institute for pre-tenure faculty new to UC was then developed to:

• Enhance new faculty efforts in research, teaching, and service;
• Enable new tenure track faculty to reach these goals with greater efficiency; and
• Improve new faculty retention and deepen knowledge of the RPT process.

New Faculty Workshops

New faculty workshops serve to augment the New Faculty Institute with timely programs that address different aspects of teaching, learning, and professional development

1. Research and Publication on the Tenure Track
   Lisa Meloncon, PhD, Dept. English

2. Writing Effective Grants for External Funding
   Margaret Hanson, PhD, Dept. Physics
3. Writing Effective Individual Faculty Development Council Grants
   Wayne Hall, PhD, Dept. English

4. Creating and Maintaining Work/Life Balance
   Elaine Hollensbe, PhD, Dept. Management

5. Documenting Your Teaching in the RPT Process
   Wayne Hall, PhD, Dept. English

6. A Rubric for Self-evaluation in the RPT Process
   Pamela Baker, PhD, CET&L

New Faculty Institute Impact Study

• CET&L is conducting an eight-year, case-control study to examine the effectiveness of The New Faculty Institute in supporting better new pre-tenure faculty in achieving academic and professional success at the University of Cincinnati.

• This study will create a model that can be used by higher education, research intensive institutions to develop (or adapt existing) new faculty development programs focused on retention and support through the process of tenure and beyond. Specifically, this research will evaluate the ability of the University of Cincinnati’s New Faculty Institute to:

  1. Enhance new pre-tenure faculty efforts in research, teaching, and service.

  2. Enable new tenure-track faculty to reach research, teaching and service goals with greater efficiency.

  3. Increase new faculty retention rates within a research extensive institution.

  4. Increase perceived levels of job satisfaction among new faculty in research-intensive institutions.

  5. Better disseminate knowledge of the reappointment and tenure process to new faculty.

• The study sample for this research will consist of two cohorts. The first cohort will be recruited from incoming, pre-tenure faculty new to the University of Cincinnati in fall of 2012. The second cohort will be recruited from incoming, pre-tenure faculty new to the University of Cincinnati in fall of 2013. Each cohort will be subdivided into cases and control groups. Study cases will be those participants who are enrolled in the University of Cincinnati’s New Faculty Institute. Study controls will consist of new, pre-tenure faculty who are not participating.

• Data collection will involve faculty participation in 18 surveys. The research will be conducted completely online, once a semester, through the tenure review process of each participant (See Figure 01). The surveys used in this study are based on scientifically validated questionnaires and will measure differences in experience of teaching, research, service, RPT process, and...
overall job satisfaction. These surveys include questions ranging from basic demographics to “perceived levels of stress.”

Thank Your Professor Faculty/Student Outreach Program

<table>
<thead>
<tr>
<th>Letters sent to UC professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2011</td>
</tr>
<tr>
<td>Fall 2011</td>
</tr>
<tr>
<td>Spring 2012</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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
Innovative Uses of Teaching With Technology (President’s Award)

Now in its fourth year, this President’s award honors faculty who use technology in innovative ways to enhance student learning and overcome challenges. This award is intended to encourage units and instructors to thoughtfully use technology to improve learning. This year’s award went to a team of faculty and staff in the College of Pharmacy who harnessed technology to solve a complex challenge within the college of pharmacy.

2011/12 Winners, College of Pharmacy Technology Team, Shauna Buring, Dr. Bethanne Brown, John Lawson, Peggy Barsan, and Dr. William Fant

The work of Interim Dean Dr. William Fant’s group in the College of Pharmacy overwhelmingly illustrated the direction of this institution, its goals for 2019, and the direction of 21st-century higher education. Their use of technology to improve upon the college’s traditional assessments for one of their core group of classes (inextricably tied to one of larger learning outcomes for job performance in the real world) is overwhelmingly positive. Their collaborative effort should be a model for solving similar problems: they made use of familiar and easy to use technology to solve a number of real-world issues simultaneously, including reducing college cost, improving student learning, and increasing instructor efficiency.

New Faculty Professional Development Programming

To better support new faculty in the 11/12 academic year, CET&L developed and sponsored a number of workshops to aid faculty in successfully navigating the Reappointment, Promotion, and Tenure process at UC. In addition, CET&L formed the New Faculty Research and Publication Workgroup to aid new faculty in managing their time and effort in order to better meet research and publication RPT guidelines and ensure their success and confidence as UC faculty. As a result of this program’s success and popularity, CET&L, in conjunction with the Faculty Development Council, was awarded a $215,000 grant to broaden the reach of the program by coupling it to a structured peer-mentoring program for new faculty to take place in the 2012/13 academic year. The New Faculty Institute for pre-tenure faculty new to UC was then developed to:

- Enhance new faculty efforts in research, teaching, and service;
- Enable new tenure track faculty to reach these goals with greater efficiency; and
- Improve new faculty retention and deepen knowledge of the RPT process.
Assessment of Programs & Services

CET&L is committed to ensuring our faculty development programs lead to improvements in UC faculty success rates. Such success is defined as supporting faculty in meeting their own professional goals as well as goals identified in the University of Cincinnati’s AMP. For this reason, the center has further refined assessment strategies to measure the achievement of CET&L’s center outcomes which are strategically aligned with institutional priorities. Such refinements include the development and implementation of a standardized assessment tool for all CET&L supported programs (Appendix I).

The impact of CET&L supported initiatives are evaluated using a standard assessment tool that allows for cross sectional and longitudinal comparisons within and between individual CET&L programs. This assessment collects demographic data about faculty participants and measures faculty acquisition of program outcomes, confidence in skills/material presented, and the probability of applying these skills/materials in their work at UC.

Main Objectives

During the ongoing development of CET&L’s data collection procedures, we have focused on aligning the main assessment objectives with CET&L’s AMP assigned action steps, CET&L’s center outcomes and program impacted on faculty success. There is a strong correlation between the three main objectives. More motivated faculty are more likely to report data of high quality, and an institution that is known for high data quality and data dissemination is also more likely to have highly motivated respondents.

Assessment Methodology

1. All CET&L programs are evaluated immediately following program completion using paper copies of the standard assessment tool.

2. Assessment data is inputted into the master CET&L program evaluation database on a rolling basis.

3. The assessment data for each individual program is autonomously analyzed using SPSS statistical software for Macintosh.

4. The results for each program analysis is summarized in a program assessment report which is used internally to evaluate program impact and provides a formative evaluation for program facilitators.

5. At the end of fall and spring semesters all program qualitative and quantitative data is analyzed for longitudinal and cross sectional trends. Additionally, variations resulting demographic characteristics (i.e. college, department, academic rank etc.) are examined to better understand how CET&L programs are addressing the needs of UC faculty.

6. End-of-semester and end-of-year summative evaluations are compiled into assessment reports.

7. Follow-up quantitative and qualitative assessment after year-long program completion

The data we is used to continually improvement and assess unmet needs, and reinvigorate or create new programs to continue to address the evolving needs of our faculty. For last year’s annual report, click here.
Advisory Council

Drew Boyd, MBA  Assistant Professor-educator and Director of the Master of Science Marketing Program

Robert Brackenbury, PhD  Professor of Cancer and Cell Biology, College of Medicine

Suzanne Ehrlich, EdD  Field Service Assistant Professor of Teacher Education, College of Education, Criminal Justice & Human Services

Pam Greenstone  Assistant Professor of Health Information Mgmt, College of Allied Health Sciences

Anne Gunderson, EdD, GNP  Assistant Dean and Associate Professor of Medical Education, College of Medicine

Thomas Haines, MM  Associate Professor of Electronic Media, College-Conservatory of Music

Margaret Hanson, PhD  Associate Dean of Graduate School, Professor of Physics, College of Arts & Sciences

Jason Heikenfeld, PhD  Associate Professor of Electronic & Computing Systems, College of Engineering and Applied Science

Todd Herzog, PhD  Associate Professor of German Studies, College of Arts & Sciences

Warren Huff, PhD  Professor of Geology, College of Arts & Sciences, AFTL Member

Howard Jackson, PhD  Professor of Physics, College of Arts & Sciences, AFTL Member

Sarah Jackson, PhD  Assistant Professor of Anthropology, College of Arts & Sciences

Brian Kinkle, PhD  Professor of Biology, College of Arts & Sciences

Robin Lightner, PhD  Associate Professor of Behavioral Sciences, UCBA, AFTL Member

Ellen Lynch, EdD  Associate Professor of Early Childhood Education, College of Education, Criminal Justice, & Human Services, AFTL Member

Bradford Mallory, PhD  Assistant Professor of Biology, UC Blue Ash

Stephanie McMahon  Assistant Professor of Law, College of Law

Lisa Meloncon, PhD  Assistant Professor of English and Comparative Literature, College of Arts & Sciences

Pamela Person  Academic Director, First Year Experience (FYE) & Learning Communities
Pamela Baker, PhD, Director

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* that 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.

Robbie Chaney, MS, Graduate Assistant

Andrea Herman, MS, Program Coordinator

Simone McGaw, MM, Graduate Assistant

Bryan Robert Smith, MFA, Assistant Director

Bryan Smith is a graduate of the University of Florida’s MFA program and is completing a doctorate in English and Comparative Literature with a creative dissertation. His stories have appeared or are forthcoming in *Fence*, *Witness*, *Mississippi Review*, *Ninth Letter*, and *Unsaid*.

Annie M. Schmidt, Graduate Assistant (former)

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.

Laurah Turner, PhD, Assistant Director

Laurah’s research and teaching interests are integrative and merge evolutionary biology, anthropology and endocrinology. She is in the process of publishing her dissertation research, which examined the evolutionary discordance in dietary fat, exercise, reproduction and breast cancer in modern, industrialized women. During Turner’s graduate career she pursued teaching and learning opportunities around the world, in both traditional and non-traditional classrooms. These experiences helped to develop a goal oriented, multi-disciplinary teaching approach. She has worked to employ methods that effectively transmit information in laboratory, and lecture, but can also be generalized to real life interactions.