Dear University of Cincinnati:

The purpose of this report is to give you a sense of how the Center for the Enhancement of Teaching & Learning under the Office of the Provost has served career development for University of Cincinnati faculty during the 2012/13 academic year. In the last year, 1,225 faculty, graduate students, and staff participated in CET&L programs.

More specifically, faculty have participated in our Assessment Planning Seminars, the Ready, Set, Go workshop series, New Faculty Institute, and in our several consultations with colleges on improving undergraduate and graduate education.

Few of our programs would exist were it not for our excellent faculty and administrative collaborators, as well as the generous support we receive from the Faculty Development Council.

With the support of UCIT and the Office of the Provost we launched Faculty Development OneStop, a comprehensive site to house career development opportunities offered throughout the University, granting faculty greater information and access to ongoing career development programs and initiatives.

As always, the report summary that follows serves as an opportunity to engage in further conversations and collaborations to better meet the needs of University of Cincinnati faculty. If you have any questions or concerns, please let me know.

Sincerely,

Pamela Baker, PhD
Director, Center for the Enhancement of Teaching & Learning
# TABLE OF CONTENTS

2012 August – 2013 August

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Programs, Services &amp; Participation</td>
<td>3</td>
</tr>
<tr>
<td>Programs &amp; Services</td>
<td>6</td>
</tr>
<tr>
<td>Teaching &amp; Learning Programs</td>
<td></td>
</tr>
<tr>
<td>Pedagogy Workshops</td>
<td></td>
</tr>
<tr>
<td>eLearning</td>
<td>7</td>
</tr>
<tr>
<td>Course Design Institute</td>
<td></td>
</tr>
<tr>
<td>Career Development Programs</td>
<td></td>
</tr>
<tr>
<td>Ready, Set, Go Series</td>
<td>8</td>
</tr>
<tr>
<td>New Faculty Orientation</td>
<td>9</td>
</tr>
<tr>
<td>New Faculty Institute</td>
<td>10</td>
</tr>
<tr>
<td>Assessment Support/Grants</td>
<td></td>
</tr>
<tr>
<td>Academic Program Assessment Institute</td>
<td>11</td>
</tr>
<tr>
<td>Grant Support</td>
<td>12</td>
</tr>
<tr>
<td>Thank Your Professor Snapshot</td>
<td>14</td>
</tr>
<tr>
<td>Committee Work</td>
<td>15</td>
</tr>
<tr>
<td>Grants and Awards Competition</td>
<td></td>
</tr>
<tr>
<td>Graduate Teaching Assistant Support</td>
<td>16</td>
</tr>
<tr>
<td>Assessment of Programs &amp; Services</td>
<td>17</td>
</tr>
<tr>
<td>CET&amp;L Advisory Council</td>
<td>18</td>
</tr>
<tr>
<td>Academic Staff/Faculty</td>
<td>20</td>
</tr>
</tbody>
</table>
LEADERSHIP
PAMELA BAKER, PHD, CENTER 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.

MISSION
To provide support for excellent teaching & learning, assessment, and career development for faculty and University initiatives that result in more effective teaching & research, stronger student learning, and higher satisfaction among all faculty.

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-tenured 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.

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.

Promote resource sharing and coordinate programming between various partners.
PARTNERS

University Libraries
UCIT
Learning & Teaching Center, UC Blue Ash
UC Clermont
Division of Professional Practice (ProPEL)
First-Year Experience & Learning Communities
University Honors Program
The Graduate School
UC International
UC Forward

WHO WE SERVE

68% of faculty served through CET&L programing are tenured or on the tenure track.

Since 2008, CET&L has served more than 7,400 UC faculty in more than 642 workshops or programs.

146 bargaining unit faculty have completed our Course Design Seminar.

We currently have partnerships with more than 30 faculty facilitators.

54 academic programs have participated in our Academic Program Assessment Institute.

Since 2010, more than 1,925 student letters of thanks have been sent to UC faculty via our annual Thank Your Professor program.

NEW FACULTY INSTITUTE

One-half of pre-tenure hires of this year’s incoming New Faculty are participating in our New Faculty Institute.

More than 105 senior, tenured faculty members are serving as either inter- or intradepartmental mentors.

All UC colleges are participating in the New Faculty Institute.
2012/13 Summary of Programs, Services & Participation

Since 2008, CET&L has hosted more than 642 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 August 2012 to August 2013, the overall participation, and the demographic breakdown by college and rank among those representatives in attendance from UC’s fourteen colleges.

Total Programs & Services

<table>
<thead>
<tr>
<th>Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>72</td>
</tr>
<tr>
<td>Graduate Association for Teaching Enhancement</td>
<td>6</td>
</tr>
<tr>
<td>Half-Day and Day-Long Seminars</td>
<td>8</td>
</tr>
<tr>
<td>Course Design Institute</td>
<td>6</td>
</tr>
<tr>
<td>Collaborations with Academic Units, Colleges, and External Institutions</td>
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</table>

Total Participation

<table>
<thead>
<tr>
<th>Type</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Workshops</td>
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<tr>
<td>Graduate Association for Teaching Enhancement</td>
<td>89</td>
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<tr>
<td>Participants in Half-Day and Day-Long Seminars</td>
<td>98</td>
</tr>
<tr>
<td>Course Design Institute</td>
<td>81</td>
</tr>
<tr>
<td>New Faculty Institute</td>
<td>97</td>
</tr>
<tr>
<td>Ready Set Go</td>
<td>99</td>
</tr>
<tr>
<td>Academic Program Assessment</td>
<td>138</td>
</tr>
<tr>
<td><strong>Total participants in all CET&amp;L programs</strong></td>
<td><strong>1225</strong>*</td>
</tr>
<tr>
<td>Website Hits</td>
<td>152,853</td>
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</table>
Individual Participation by College as Reported by Participants via CET&L Standard Program Assessment Forms

<table>
<thead>
<tr>
<th>UC College</th>
<th>Participation</th>
<th>UC College</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Sciences</td>
<td>47</td>
<td>Law</td>
<td>4**</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>300</td>
<td>Libraries</td>
<td>14</td>
</tr>
<tr>
<td>Business</td>
<td>23</td>
<td>Medicine</td>
<td>110</td>
</tr>
<tr>
<td>Clermont College</td>
<td>67</td>
<td>Nursing</td>
<td>17</td>
</tr>
<tr>
<td>College-Conservatory of Music</td>
<td>21</td>
<td>Pharmacy</td>
<td>8***</td>
</tr>
<tr>
<td>Design, Architecture, Art, and Planning</td>
<td>19</td>
<td>UC Blue Ash</td>
<td>85</td>
</tr>
<tr>
<td>Education, Criminal Justice, and Human Services</td>
<td>90</td>
<td>Academic and Administrative Staff/Other**</td>
<td>50</td>
</tr>
<tr>
<td>Engineering &amp; Applied Science</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>908</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Smaller numbers tend to reflect proportional participation by smaller college faculty numbers. 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.
2012/13 Summary of Programs, Services & Participation

Participation by Position as Reported by Participants via CET&L Standard Program Assessment Forms

<table>
<thead>
<tr>
<th>UC Position</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
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</tr>
<tr>
<td>Professor</td>
<td>73</td>
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<tr>
<td>Associate Professor</td>
<td>184</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>310</td>
</tr>
<tr>
<td>Instructors, Adjuncts</td>
<td>159</td>
</tr>
<tr>
<td>Other Faculty (Librarians, Researchers, and Emeritus)</td>
<td>15</td>
</tr>
<tr>
<td>Administrators and Staff/Other**</td>
<td>96</td>
</tr>
<tr>
<td>Graduate Students and Post-docs</td>
<td>71</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>908</strong></td>
</tr>
</tbody>
</table>

**Classification reflects HR designations for main administrative role—many also carry adjunct titles.**
2012/13 Programs, Workshops and Services

TEACHING & LEARNING PROGRAMS

Our outcomes-driven workshops are facilitated by leading bargaining-unit faculty who have been tapped exclusively to develop timely sessions to 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.

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 WORKSHOPS

Assessment for the Classroom

• Audio Feedback

• Early Term Feedback
  To support faculty use of early term course feedback, this workshop guides faculty in the process of identifying questions, collecting feedback, and analyzing responses to questions designed to solicit formative student feedback to strengthen student learning.

Classroom Strategies

• How Active Learning Techniques Can Change Your Classroom Dynamic
  This seminar will lead faculty through strategies to create a more active and engaged large-enrollment classroom to create more effective, efficient instruction and stronger student learning.

• The Flipped Classroom

• Learning Catalytics: Gauge Student Learning in Real time
  Learning Catalytics, developed by Harvard’s Eric Mazur, is a web-based system that enables faculty to assess student learning in real time, using open-ended tasks to probe student understanding. It is particularly well suited for students working in groups or for team-based instruction. Students can use any modern web-enabled device they already have — laptop, smartphone, or tablet to answer instructors’ custom, open-ended questions that ask for numerical, algebraic, textual, or graphical responses — or just plain multiple-choice.

Course Planning, Management and Design

• Just-in-Time Teaching (JiTT) and Peer Instruction
• The Syllabus & How to Design One for Your Courses
The teaching syllabus workshop provides faculty with the framework and tools to develop an
effective teaching syllabus for your semester courses using the course syllabus template
provided by CET&L. This hands-on session consists of a mix of discussion of best practices, as
well as computer-time to begin crafting your semester course syllabus. Faculty will leave with an
outline/working draft of a teaching syllabus and a strong direction for making further revisions to
their course.

eLEARNING

• Introduction to Distance Learning / Pedagogy of Blackboard
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.

• Going Online With Protocols, New Tools for Engaging Students in Richer Online Discussions
Facilitated by Janey Zydney, PhD, CECH. This workshop covers the use of protocols in blended
and distance learning environments in order to better structure, harness, and facilitate student
learning outside of face-to-face learning environments. *Anyone looking to make stronger use of
online discussion and/or similar formats is encouraged to attend.

• Upping Your Game: Advanced Strategies for Online Learning
In this seminar, educators will critically analyze elements of their online course, identify
priorities for revisions, and create a plan to implement revisions—all while incorporating
current, innovative principles of online course design. This seminar will provide educators with
support materials, peer feedback, and experts’ recommendations to help them up their online
game.

• Summer Institute for Online Course Creation
This intensive summer institute is intended to support 15 A&S and CCM faculty in creating high
quality learning environments in online courses. In this institute faculty will be coached in design,
technology, and interaction appropriate for the online environment.

Faculty will also participate in peer review activities designed to improve their own and others’
courses in supportive environment that emphasizes collaboration and collegiality.
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.

- Service Learning
- Study Abroad
- UC Forward
- 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. This format/seminar 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.

CAREER DEVELOPMENT PROGRAMS

Ready, Set, Go Series

Made possible by the support of the Vice Provost of Faculty Development and the Office of Research, the 2012/13 Ready, Set, Go! Series leads to successful research outcomes and improved retention; increased faculty morale; improved grant success; and a change in culture among faculty members, including collegiality and increased collaboration.

This seven-course series of programs, facilitated by an interdisciplinary team of research faculty, is designed to provide new faculty members with the competence and skills to set up and maintain a successful research laboratory or clinical research program.

The sessions intend to address common problems and allow faculty to better “hit the ground running” rather than waste time with distractions. It is anticipated that not only will new faculty take advantage of these sessions, but mid- and senior levels will attend selected sessions to enhance their research program. Sessions include:

- Effective Interviewing, Evaluation and Afterwards
- Setting the Tone of Your Lab/Program
- The Paper Trail
- Personnel/conflict Management
- Funding Your Research Program: the NIH and Other Funding Processes
- Time Management
- Mentoring/Career Guidance
New Faculty Orientation

The 2013/14 New Faculty Orientation for full-time, visiting, and adjunct faculty provided a holistic overview of short and long-term career development opportunities at the University of Cincinnati to support the foundational skills of researchers, teachers, and adjuncts and invited all faculty in the beginning stages of their careers to attend.

The day will begin with a plenary session then adjourn to break-out sessions, where faculty can choose from a number of career development programs on teaching, service, and research. Through a “just-in-time” approach, we planned the day to focus on meeting common faculty challenges, such as:

- Making effective use of Blackboard in advance of the semester
- Making effective use of electronic and library resources for research
- Finding a balance for service responsibilities and expectations
- Navigating the HR benefits process to manage health and retirement options in a timely manner
- Initiating a research program to stay on track
- Developing successful grant proposals
- Developing reappointment dossiers
- Learning about internal funding resources and deadlines
- Navigating the challenges of research projects--from idea to networking, harnessing opportunities and meeting the challenges of common limitations

With the messages and perspectives coming from experienced deans and department heads, academic support staff, and some of the best researchers and teachers on campus, participants will learn effective strategies for success at UC and the wide-ranging professional development support available to faculty during the coming academic year and beyond.

New Faculty Institute & Workshops

To better support new faculty in the 12/13 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 Institute 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 Workshops

- **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**
  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.
MID-CAREER & SENIOR FACULTY

- Mid-Career (Post-Tenure) Development
  This workshop is aimed at faculty who have been recently tenured (in the last few years). Its purpose is to help them navigate this somewhat vague and poorly structured phase of their academic career. It will provide an opportunity for mid-career faculty to reflect on their motivations and interests and be proactive in planning the next stage in their career.

ASSESSMENT SUPPORT/GRANTS

ACADEMIC PROGRAM ASSESSMENT SUPPORT

PHASE I: Drafting comprehensive program assessment plans

CET&L is offered two identical sessions in spring 2013 to help academic units revise program outcomes to strengthen their assessment processes. Upon completion, participants revised or created new academic program outcomes that:

- Describe what students should be able to do or understand upon graduation and beyond.
- Describe the abilities, knowledge, values, and attitudes expected of students upon completion of a program.
- Provide adequate markers of achievement that can be observed, measured, and assessed.
- Identify experiences (assignments, papers, productions, internships, etc.) that provide evidence of student achievement.
- Identify standards we would expect our students to achieve for those experiences.

The spring sessions are designed to help faculty tasked with creating their academic program’s assessment plan to:

- Identify and explain the purpose and process of assessment, including how assessment data might be used to identify strengths, weaknesses, and gaps within the curriculum that can be addressed to improve student learning;
- Identify & evaluate the components of an assessment plan;
- Draft a preliminary curriculum map for your program that identifies specific courses where program learning outcomes are addressed;
- Define expected levels of student achievement and develop corresponding assessment methods to build a foundation for a comprehensive program-level assessment plan;
- Develop a plan to gather, analyze, and interpret assessment data to determine how well student learning matches expectations;

Summer programs to support Phase I:

- Revising Program Outcomes (P-1) for the Assessment Process
- Creating a Program Assessment Plan Summer Institute

Spring/Summer programs to support Phase II: Execution and implementation of approved plans

- Implementing Your Academic Program Assessment Plan
GRANT SUPPORT

- NSF ADVANCE/UC LEAF Grant
- NSF CAREER Grant (funding contingent)
- NSF WIDER Grant (funding contingent)
- HHMI Sustaining Excellence Grant (funding contingent)

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.”
CET&L WEBSITE & FACULTY DEVELOPMENT ONESTOP

Redesigned site had 152,853 visits and was further refined 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 85% from the previous year’s already high numbers.

THANK YOUR PROFESSOR FACULTY/STUDENT OUTREACH PROGRAM

The TYP 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 2012/2013 academic year, almost 2,000 letters from students recognizing teaching excellence were delivered to UC professors.

In addition, this program has allowed us to track trends in learning environments and identify instructor traits that students value.
COLLABORATIONS & 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

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
GRANTS & 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.

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.

The 2013 winner of the award is:
Karen M. Lankisch
Professor, Business/Health Information Technology Business Division
UC Clermont College

Leveraging her research interests in emerging technology, online course design, and constructivist approaches to adult education, she developed the new Health Information Systems (HIS) program and Medical Terminology for Health Professions course.

Both are offered exclusively online to students nationwide across multiple majors. In her courses, Lankisch employs several technology tools, software, and web-based resources to teach the topic at hand. She deploys multiple technologies to present the core information for each course, enabling students to access the materials via the method that best suits their learning style. Likewise, she accepts assignments through several means, allowing class participants to use the software and tools that best suit their level of technological savvy.

She shares her knowledge and expertise in online education as a support faculty member for the Instructional Design Technology Graduate Programs, and as an external mentor in UC’s New Faculty Institute initiative. Quality Matters certified, Lankisch has co-authored two textbooks, and presents locally, regionally, and nationally on integrating technology in the classroom.
GRADUATE TEACHING ASSISTANT SUPPORT

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 actively supports the Graduate Association for Teaching Enhancement (GATE) to provide GTA-specific workshops on topics in pedagogical and career development such as preparing a syllabus, classroom management, and writing a teaching philosophy. 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.

CET&L supports GATE in areas of programming, coordinating, assessments and development. All programs are now GTA-led and faculty-sponsored, with CET&L’s support in programming, coordinating and developing of GTA programs, with aid, funding and partnership from the Graduate School. This calendar year catered to 70 graduate student participants. Below is a sample of GATE programs.

GTA PEDAGOGY PROGRAMS

- **Teach Me To Teach** (*daylong*)
  A daylong program run by senior members of GATE for graduate teaching assistants and is intended both as GTA-support and professional development, with a number of scheduled teaching and learning workshops to augment the program. The seminar is held at the end of the fall and spring semesters, supported by faculty sponsors Brian Kinkle, A&S – Biology, who also acts as GATE’s advisor for programming and a facilitator, along with Wayne Hall, A&S – English. Topics addressed include: preparing to teach, developing student learning outcomes, what to expect in your first faculty position, making learning fun for students and teachers, and tips for being a successful TA.

- **Managing the Classroom Environment** (*2 hours*)
- **How to prepare for class** (*2 hours*)
- **Models of Teaching Excellence – Pilot** (*1.5 hours*)

GTA CAREER DEVELOPMENT PROGRAMS

- **Showcasing Your Teaching for the Job Search** (*2 hours*)
- **Teaching Life 2.0: From a Teaching Assistant to becoming a Professor** (*1 hour*)
- **Developing Your Teaching Philosophy** (*2 hours*)
ASSESSMENT OF CET&L 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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
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<tbody>
<tr>
<td>Drew Boyd, MBA</td>
<td>Assistant Professor-educator and Director of the Master of Science Marketing Program</td>
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<tr>
<td>Robert Brackenbury, PhD</td>
<td>Professor of Cancer and Cell Biology, College of Medicine</td>
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<td>Suzanne Ehrlich, EdD</td>
<td>Field Service Assistant Professor of Teacher Education, 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, 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, College of Medicine</td>
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<tr>
<td>Margaret Hanson, PhD</td>
<td>Associate Dean of Graduate School, Professor of Physics, College of Arts &amp; Sciences</td>
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<tr>
<td>Jason Heikenfeld, PhD</td>
<td>Associate Professor of Electronic &amp; Computing Systems, College of Engineering and Applied Science</td>
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<tr>
<td>Todd Herzog, PhD</td>
<td>Associate Professor of German Studies, College of Arts &amp; Sciences</td>
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<tr>
<td>Warren Huff, PhD</td>
<td>Professor of Geology, College of Arts &amp; Sciences, AFTL Member</td>
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<tr>
<td>Howard Jackson, PhD</td>
<td>Professor of Physics, College of Arts &amp; Sciences, AFTL Member</td>
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<tr>
<td>Sarah Jackson, PhD</td>
<td>Assistant Professor of Anthropology, College of Arts &amp; Sciences</td>
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<tr>
<td>Brian Kinkle, PhD</td>
<td>Professor of Biology, College of Arts &amp; Sciences</td>
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<tr>
<td>Robin Lightner, PhD</td>
<td>Associate Professor of Behavioral Sciences, UCBA, AFTL Member</td>
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<tr>
<td>Ellen Lynch, EdD</td>
<td>Associate Professor of Early Childhood Education, College of Education, Criminal Justice, &amp; Human Services, AFTL Member</td>
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<tr>
<td>Bradford Mallory, PhD</td>
<td>Assistant Professor of Biology, UC Blue Ash</td>
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<tr>
<td>Stephanie McMahon</td>
<td>Assistant Professor of Law, College of Law</td>
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<tr>
<td>Lisa Meloncon, PhD</td>
<td>Assistant Professor of English and Comparative Literature, College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Pamela Person</td>
<td>Academic Director, First Year Experience (FYE) &amp; Learning Communities</td>
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John Quinlan, MD  
Professor of Neurology, College of Medicine

Eugene Rutz, MS  
Academic Director, College of Engineering

Michael Sharp  
Director for Community-Engaged Learning

Leslie Schick, MSLS  
Associate Dean, University Libraries

Sue Sipple, PhD  
Associate Professor of English and Communications, UCBA

Sue Trakas  
Professor Emeritus of Business Information Technology, Clermont College

ACADEMIC STAFF/FACULTY

The CET&L Staff bring a wide range of teaching, research, and faculty experience to the table, including training and interests in the humanities, social sciences, and STEM disciplines, and as such are well-equipped to deal with the wide of career experiences at University of Cincinnati.

PAMELA BAKER, PhD, Director
Center Strategy & Oversight, New Chair Leadership Institute, Academic Assessment Planning & Support, Unit & College Consultations

ROBBIE CHANEY, MS, Graduate Assistant
General Assessment

ANDREA HERMAN, MS, Program Coordinator
Center Resource Management & Budget

LAURAH LUKIN, PhD, Assistant Director
New Faculty Institute, Academic Program Assessment, General Assessment

SIMONE MCGAW, DMA, Graduate Assistant
Graduate Student Teaching

MELINDA RHODES-DISALVO, PhD, Assistant Director
eLearning, Web Resources,

BRYAN R. SMITH, PhD candidate, Assistant Director
New Faculty Orientation, Center Programming, Graduate Student Teaching, Faculty Development OneStop & Center Communications