



2008–2009 Annual Report

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, either through the experiential-learning benefits of co-op and internships or the instructional-technology benefits of online learning.

Founded in 2002, CET&L commits to providing UC faculty with the cutting-edge professional-development opportunities they need to help our students become successful graduates.



Center for the Enhancement of Teaching & Learning

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Outcomes

- 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 center at which faculty can gather in order to learn new approaches to teaching and learning from one another
- Promote best practices 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 who share best practices with their colleagues and harness this knowledge to develop UC-specific resources that will help faculty refine existing teaching practices and create new one
- 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 curricular programs
- Promote a community of practice through collaborations with colleges, departments, and units to encourage interdisciplinary 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. Partnerships include:
 - [Faculty Technology Resource Center \(FTRC\)](#)
 - [First-Year Experience and Learning Communities](#)
 - [Graduate School](#)
 - [Learning and Teaching Center at Raymond Walter's College](#)
 - [Preparing Future Faculty Program \(PFF\)](#)
 - [University Libraries](#)



Summary of Services and Participation

Total Services

Workshops	125
Half-Day and Day-Long Seminars	11
Year-Long Seminars	1
Peer Consultations	6

Total Participation

Participants in workshops	1354
Participants in Half-Day and Day-Long Seminars	165
Participants in Year-Long Seminar	14
Peer Consultations	6

Additional Information

Website Hits	31,071
External Consultations	2
University of Alabama	
Effat College, Saudi Arabia	

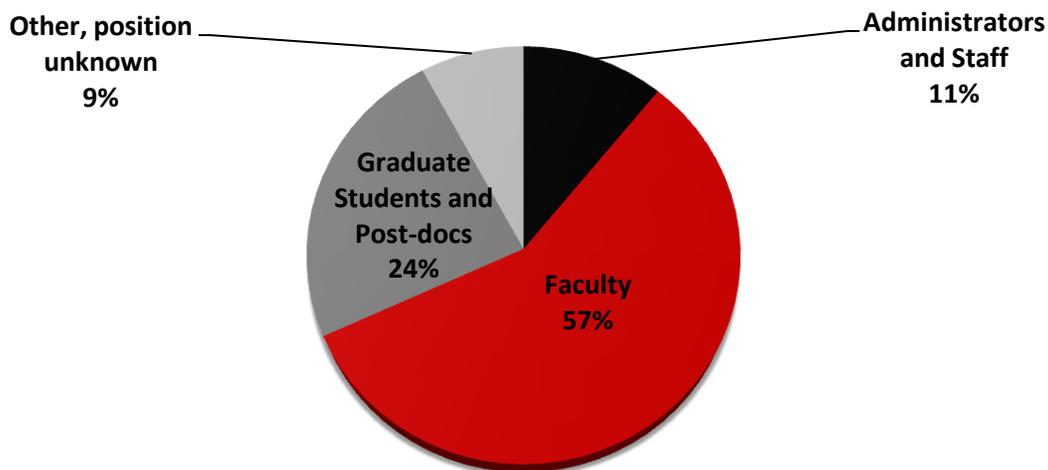
Participation by College

UC College	Participants
Academic and Administrative Staff	82
Arts and Sciences	310
Applied Health Sciences	81
Applied Science	73
Conservatory of Music	59
Education, Criminal Justice, and Human Services	132
Clermont College	109
Business	38
Medicine	73
Nursing	54
Design, Art, Architecture, and Planning	56
Engineering	95
Law	5
Libraries	11
Pharmacy	9
Raymond Walters College	185
Social Work	5
College Unknown	166
Total	1536

Participation by Position

UC Position	Participants
Faculty	880
Professor (Tenure Track)	110
Associate Professor (Tenure Track)	150
Assistant Professor (Tenure Track)	266
Visiting (Professor or Instructor)	48
Instructor	43
Adjunct	215
Other Faculty (Librarians, Researchers, and Emeritus)	48
Administrators and Staff	168
Graduate Students and Post-docs	366
Other, position unknown	122
Total	1536

Participants by Position



Programs and Services for Faculty



Semester Conversion Support

Year-Long Course Redesign Seminars

Faculty who participate in a year-long course-redesign seminar will leave with a redesigned course that has clearly articulated student learning outcomes; assessment mechanisms (both formative and summative) that measure whether or not those goals have been met; and, finally, new activities and assignments to help our students achieve the learning outcomes we set forth.

Two seminars focus on the traditional face-to-face learning environment and the other seminar focuses on online learning with the intent of either creating new, online-course materials to be used in a hybrid-course design or converting a face-to-face course to an online format that takes full advantage of instructional technology. Each participant receives an honorarium that can be used toward professional development. [Learn more](#)

Defining Program-Based Student Learning Outcomes & Translating Them Into a Curricular Structure, Two-Part (half-day) Seminar

This seminar is designed for teams of faculty which will re-envision and redesign the way the courses in their programs work together (and work in concert with those courses from other programs). This two-part seminar is designed to start UC's academic programs percolating as they consider possibility for transformative change at the program level within our conversion to semesters. [Learn more](#)

Programs and Services for Faculty

Semester Conversion Support (continued)

Defining Course-Based Student Learning Outcomes, Two-Part (half-day) Seminar

Participants will leave with a draft version of their SLOs for a single course and will have the tools necessary to further refine these SLOs as needed for the portion of the Semester Conversion “Course Construction Template” they are required to complete. [Learn more](#)

Self-Directed, Interactive Modules

These modules help faculty work independently on defining course or program-based student learning outcomes in preparation for semester conversion. [Learn more](#)

- Defining Course-Based Student Learning Outcomes
- Defining Program-Based Student Learning Outcomes
- Blackboard SafeAssign Tutorial

Scholarship of Teaching and Learning (SoTL) Seminar

Seminar participants will design, investigate, and implement a research project related to student learning in one of their courses (or in one of their programs) over the course of academic year 2009-2010. Once UC transitions to semesters, SoTL will help faculty to assess and report how the resulting semester-conversion strategies work to achieve deeper learning and enhanced teaching. [Learn more](#)

Semester Conversion Discussion Series

These conversations draw together faculty from a diversity of colleges and from a wide range of experience in an effort to anticipate the challenges, envision the possibilities, and inform all UC departments regarding the exciting possibilities arising from semester conversion. [Learn more](#)



Programs and Services for Faculty

Workshops

Each year, CET&L offers over 100 sessions on topics such as pedagogy, course design, and how to use technology in the classroom. These sessions are facilitated by experienced professors and technology experts. Our facilitators incorporate hands-on experiences, discussions, question-and-answer periods, and peer collaboration so that it reinvigorates our teaching and improves student learning. Workshops include:

- Teaching Online—Best Practices
- IF-ATs (Immediate Feedback Assessment Technique) to Promote Interactive Learning
- Grading that Counts
- Survey Monkey 1 & 2 for Classroom Assessment
- Plagiarism as a Teaching Tool
- Introduction to Blackboard
- Blogs & Wikis in an Integrated Curriculum
- Engaging Your Students Through Interactive Video

Day-Long “Rock Your Pedagogy” Seminars

These day-long seminars will provide an in-depth examination of new ways to engage students, assess learning, and utilize technology for teaching. Additionally, facilitators guide participants in creating drafts of how they will implement the new teaching tool, strategy, or concept. Participants are also given time to practice the new skill. In addition, participants can continue the conversation beyond the day-long seminar with the co-participants and/or apply for year-long seminars to further develop courses and scholarly experiences for improved student learning.

Seminars Include:

How to Develop and Assess Learning Portfolios

One of the main goals of this seminar will be to give faculty a variety of models that bring rigor to learning portfolios to this end: by assembling a learning portfolio, a student quite simply learns more. Participants will develop plans for learning portfolios that address a variety of student learning outcomes as well as specific assignments to guide students toward such outcomes. We will consider the technical resources and challenges as well as the theoretical underpinnings (and more challenges). We will develop specific plans for learning portfolios for our own students and, in that same process, perhaps see how this might apply to our own professional development as well. [Learn more](#)

Programs and Services for Faculty

Day-Long "Rock Your Pedagogy" Seminars (continued)

Distance Learning: Developing Content and Interactions for Effective Learning

Distance learning courses and programs are purposefully designed to meet a need or to seize an opportunity for providing content and interaction to a defined student audience. In this highly interactive, hands-on seminar, we will use the framework of instructional design to examine the elements of an effective distance learning (or hybrid) course. [Learn more](#)

Team-Based Learning

Do you want to design group work for your courses that is more effective and meaningful? Team-Based Learning—TBL (Michaelsen, Knight & Fink, 2002) is a method of course design in which students learn from USING the information in the course rather than HEARING about the information. In TBL, students demonstrate their individual pre-work with the material through a Readiness Assurance Process (RAP). Then, class time is used to practice applying content in a series of team application exercises. [Learn more](#)

Rock the City, Rock the School: Service Learning in ACTION

By placing your students at the center of real-world learning, you'll find that the value of their finished projects can change their lives—that's the promise and the potential of Service Learning. In this seminar, we'll show how it can work for you. [Learn more](#)



We plan to spend a day practicing what we preach: defining the key objectives of Service Learning and the principles of engaged scholarship at UC. Through this hands-on session, you will learn how Service Learning can be used to 1) meet concrete student-learning objectives, 2) enhance research opportunities for faculty, and 3) create value for the greater community (via work with well-defined partners). We will address the preparation, pedagogy, and pressures involved in making Service Learning a part of your courses for next year. [Learn more](#)

Programs and Services for Faculty

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 has teaching experience in a variety of contexts. Both CET&L and AFTL strongly believe that fostering peer relationships between interested faculty members—across disciplinary fields and spanning career stages—will not only raise the standards of teaching at UC but will also heighten the desire for improved teaching and learning on all UC campuses. [Learn more.](#)

ProfPost

Is a written-by-professors-for-professors blog that provides a forum for stimulating debates about teaching and learning. [Learn more.](#)



Total visits: Jan.-Sept. 2009	16,073
Average visits per month	1786
Number of articles (known as posts)	43
Number of unique contributors	26

Programs and Services for Faculty

Innovative Uses of Teaching with Technology Award

Honors faculty who use technology in innovative ways to enhance student learning and overcome challenges. We hope this award will encourage more instructors to think how to use technology to improve learning in their classrooms.

Dr. Suzanne Ehrlich is the winner of the 2008-2009 (inaugural) Innovative Uses of Technology in Teaching award.

Dr. Ehrlich's use of technology has successfully removed communication and educational barriers which previously kept working interpreters for the Deaf from completing their baccalaureate degrees—because of her efforts, UC now offers only the second online interpreting baccalaureate-degree option in the nation.



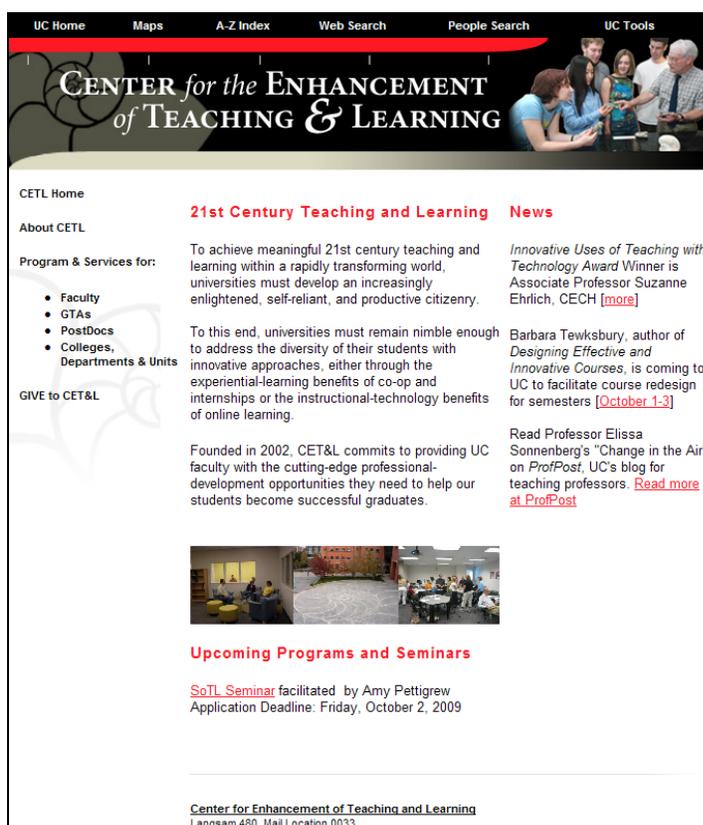
There's more. Once Dr. Ehrlich's innovative use of technology is applied further, it also allows students who are Deaf to complete portions of their degrees online. By using Adobe Connect Pro, web-camera technology, and Skype, students who are Deaf and who have access to this technology can now enter a virtual room with all other hearing students (who are in other locations) and interact with their peers and professors through sign language. Furthermore, interpreters can now also enter these virtual rooms (from yet other locations) in order to sign any non-signed lecture which can then be made available—either synchronously or asynchronously—to the student who is Deaf.

Not only is Dr. Ehrlich a nationally certified interpreter, but she developed the specialization in Sign Language Interpreting at the University of Cincinnati, which incorporates the technology for which she won this award. She took both her Master and her Doctor of Education degrees from the University of Cincinnati where she is currently Field Service Assistant Professor of Teacher Education and Director of Distance Learning. Dr. Ehrlich's service includes the national Certification Council for the Registry of Interpreters for the Deaf and Director of Communications and Technology for the Conference of Interpreter Trainers. She served as co-chair of the journal development committee for Conference of Interpreter Trainers' *Journal of Interpreter Education*. Dr. Ehrlich's interpreting experiences includes platform, medical, educational, and video-relay interpreting.

Programs and Services for Faculty

Website: www.uc.edu/cetl

CET&L's recently reorganized website, provides information regarding CET&L programs and services, offers faculty-friendly pedagogical resources, and posts announcements regarding upcoming conferences and other items of interest to faculty.



The screenshot shows the CET&L website homepage with a navigation bar at the top containing links for UC Home, Maps, A-Z Index, Web Search, People Search, and UC Tools. The main header features the organization's name and a photograph of a group of people in a meeting. The content area is divided into several sections: 'About CETL', 'Program & Services for:' (with a bulleted list including Faculty, GTAs, PostDocs, and Colleges, Departments & Units), 'GIVE to CET&L', and '21st Century Teaching and Learning News'. The news section contains three articles with titles like 'Innovative Uses of Teaching with Technology Award Winner is Associate Professor Suzanne Ehrlich, CECH' and 'Barbara Tewksbury, author of Designing Effective and Innovative Courses, is coming to UC to facilitate course redesign for semesters [October 1-3]'. There is also a section for 'Upcoming Programs and Seminars' mentioning a 'SoTL Seminar' with an application deadline of Friday, October 2, 2009. The footer provides the address: Center for Enhancement of Teaching and Learning, Langsam 480, Mail Location 0033.

31,071 website hits

Assessment of Programs & Services

CET&L is committed to ensuring that our programs and services lead to changes in the way we approach our teaching and improvements in student learning.

To that end, CET&L has implemented a three-prong assessment strategy for our seminars: we send out a pre-seminar survey; a post seminar survey; and a mid-year follow-up to evaluate the seminar and assess whether faculty have applied what they have learned. For workshops, we conduct a post-workshop evaluation via SurveyMonkey.

Below is a sample pre/post-survey sent to faculty just prior to and immediately after one of our programs.

Developing your SLOs Full-Day Seminar Assessment

Thank you for taking the time to do this two-part assessment of the CET&L's "Developing your SLOs" Full-Day Seminar.

Part 1: In the pre-seminar survey, we'll be asking some background information about your current understanding and application of Student Learning Outcomes, as well as what your expectations are for the seminar. The facilitator will receive the results of the survey in aggregate prior to the seminar so that s/he may respond to your needs.

Part 2: In the post-seminar survey, you will be asked to evaluate the seminar, the facilitator and your learning, as well as how you plan to apply what you have learned.

We appreciate your time and input.

Understanding & Application of SLOs

Add Question Here

Edit Question Move Copy Delete

1. Please rate your agreement with each statement.

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
I understand the process of defining SLOs.	<input type="radio"/>				
I have worked through the process of defining SLOs.	<input type="radio"/>				
I understand how to assess SLOs.	<input type="radio"/>				
I have strategies to create activities and assignments to help students achieve my course SLOs.	<input type="radio"/>				
I have a draft version of SLOs for a single course.	<input type="radio"/>				
I can refine SLOs for the portion of the Semester Conversion "Course Construction Template" I am required to complete.	<input type="radio"/>				

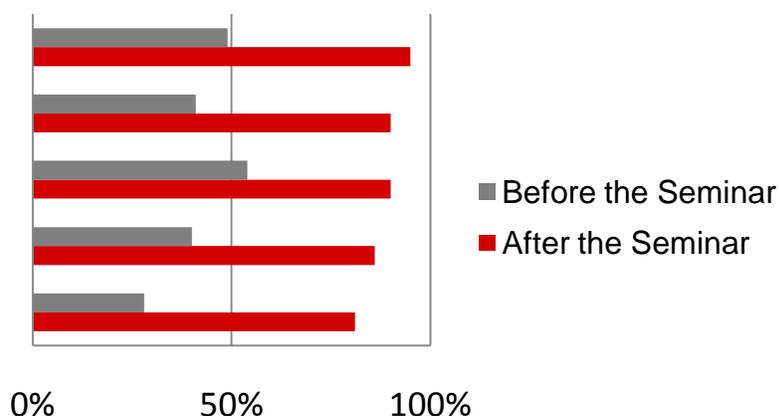
comments

Assessment of Programs & Services

1. Participant Feedback (Pre- and Post-Seminar)

Seminar participants indicated they:

- can DEFINE Student Learning Outcomes.
- can ASSESS Student Learning Outcomes.
- can CREATE activities and assignments to achieve Student Learning Outcomes.
- have a DRAFT of their Student Learning Outcomes.
- can PREPARE the Course Construction Template for Semester Conversion.



94% of participants said they would recommend this seminar to a colleague.

"This seminar leads an instructor to rethink an entire course, starting from what we want students to be able to do rather than just covering material. I think it is essential for ALL professors." –Faculty member

"This course helped change the mindset from what the course will cover to what the students will learn." -Faculty member

"It was one of the best seminars I have been to. It was extremely well prepared, relevant, thought provoking and motivating!" –Faculty member

Programs and Services for GTAs

In the winter and spring of 2008, CET&L conducted a needs assessment of all current GTAs in collaboration with the Graduate School. From 44 volunteer GTAs, 20 participants were selected based on program, gender, nationality, years in school for two representative focus groups. These focus groups informed the creation of a SurveyMonkey questionnaire which was distributed to all 1500 GTAs (287 responded). The findings have been used to make programmatic changes to serve the needs of GTAs as students and as future faculty.

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 at UC to host a seminar for new Graduate Teaching Assistants. In 2009, the GTA Teaching Seminar was re-crafted with experienced GTAs serving as host-facilitators to promote peer relationships and to provide specifics on negotiating the dual roles of teacher and graduate student. There were over 200 participants from all colleges. Post-seminar comments indicated:

"The seminar provides a much needed base upon which both TAs and teachers can build. In addition, the program promoted the importance of teaching to UC and the support and resources that are available to developing faculty."—Graduate Teaching Assistant

"The seminar helped get me to start thinking about how to deal with the classroom. It provided some guidance that will hopefully prevent some 'trial and error' learning."—Graduate Teaching Assistant

The GTA Webpage

The GTA page on CET&L's website provides turnkey access to information and resources to help GTAs become more comfortable with their role of a teacher in higher education. There are direct links to CET&L programs and to other resources at UC such as the Graduate School, the Preparing Future Faculty program, and University Libraries. Written in an informal tone, this page also offers suggestions for responding to some common teaching quandaries encountered by graduate students. [Learn more](#)

Staff Bios

Pamela Baker, PhD, Director (pamela.baker@uc.edu)

Pamela Baker is UC's Director of the Center for the Enhancement of Teaching & Learning (CET&L) and is an adjunct assistant professor in the Department of History in the McMicken College of Arts & Sciences. She 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 in the process of 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.

Liz Tilton, PhD, Assistant Director (liz.tilton@uc.edu)

Liz Tilton, Assistant Director for CET&L, has taught composition and creative writing to traditional and nontraditional learners ranging from basic writers to honors students and on campuses that extend from the urban university to the open-access, rural community college. Liz's poems have appeared in *Southern Review*, *New Orleans Review*, *Southern Humanities Review*, *Journal of the American Medical Association*, and other publications; her chapbook *Salt* is forthcoming from Kent State University Press in spring 2009. Before joining CET&L, Liz worked as the Associate Editor for the *Cincinnati Review*, UC's nationally recognized literary journal.

Cathy Ramstetter, MS, Assistant Director (catherine.ramstetter@uc.edu)

Cathy Ramstetter, Assistant Director of CET&L, is a PhD Candidate in Health Education conducting her dissertation research—*Participatory Action Research to Assess and Enhance a Coordinated School Health Program*—with a Cincinnati Pre-K through eighth-grade school. Early in her doctoral training, Cathy worked as a Graduate Teaching Assistant for the Health Promotion and Education program as well as with College of Education, Criminal Justice, and Human Service's undergraduate student services and Graduate Education Council. Cathy's academic and research interests focus on action research in higher education and on school-based collaboration for student health. Cathy is a member of the Ohio chapter of the American Academy of Pediatrics Home and School Health Committee with whom she conducted a study on recess in schools in the United States. This study has launched a regional-wide discussion preserving recess in elementary education.



Julie Breen, Program Coordinator (breenji@email.uc.edu)

Julie Breen is completing a Master's degree in Professional Writing and Editing, and is the graduate assistant with CET&L. Julie's online tutorial explaining SafeAssign to UC faculty won first prize in the "Excellence in Professional Writing" category in the English department's 2009 Writing Competition. A former CCM graduate, Julie also teaches private violin and viola lessons at Northern Kentucky University.

Rob Kallmeyer, PhD, Program Coordinator (robert.kallmeyer@uc.edu)

Rob Kallmeyer, PhD is a graduate of UC and has taught a variety of courses including statistics, philosophy, psychology, and a learning community course on Integrative Learning. Last year, he traveled to Saudi Arabia to assist Effat College with their faculty development programs and to establish Faculty Learning Communities. He is currently studying the impact of Learning Communities on college student motivation and success.