

PAES Instructional Enhancement Initiative (IEI)
Overview of Plan for 2008-9
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Major Initiatives:

- Ongoing development of “PAES Academy of Teaching”
- Implementation of PAES Peer Review of Teaching

Autumn Quarter

- Reconvene IEC (Instructional Enhancement Committee)
 - Committee Members:
 - Jackie Goodway
 - Helen Malone
 - David Stein
- Workshops:
 - Autumn Workshop: TBD
 - December 8: Eggheads & Eggrolls (Topic, TBA)
- Update website
- Lilly Conference on College Teaching (Nov. 21-23) www.units.muohio.edu/lillycon/
 - All PAES faculty encouraged to attend (register by Oct 1 to receive a \$45 discount)
 - Cost: \$690, shared room, per person, including registration, all meals, and housing

Winter Quarter

- Winter Quarter Book Club
- Put out “call for proposals” for departmental-level teaching award

Spring Quarter

- Select departmental-level award winners
- Workshop
 - Spring teaching tips
 - Spring Eggheads & Eggrolls (Topic, TBA)

Each Quarter

- Newsletter (looking for 1500 word article for the autumn issue – anyone interested?)
- E-mail reminders
 - Beginning of the quarter – suggestions for diversity statement on syllabi. Mental health statement added autumn, 2007
 - Mid-quarter – FYI website (www.ureg.ohio-state.edu/fyi)
- Disseminate article on teaching

These statements are available on the PAES Instructional Enhancement Website, as Word documents, for you to cut & paste

Diversity Statement (required on all PAES syllabi)

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Enhanced Academic Integrity Statement (an academic integrity statement is required – the “enhanced” version is optional)

ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity.

“At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”
(language taken from Student Judicial Services at the University of Texas)

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct."

Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

Mental Health Statement (optional)

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.