

PAES Instructional Enhancement Initiative

College of Education, The Ohio State University

PAES Spring Instructional Enhancement Workshop: May 19

DATES FOR YOUR CALENDAR:

April 21—deadline for submissions for the PAES Instructional Enhancement Award

April 25—Personnel Comm. & Instructional Enhancement Comm. co-sponsored forum on Peer Review of Instruction. Arps 274. 11:30-1:30, Lunch Provided.

May 19—Spring Instructional Enhancement Workshop 12:00-2:30, Location TBA. Lunch Provided

The final event of the year for the Instructional Enhancement Committee will be the Spring Workshop on May 19. Just as last year, the focus of the workshop will be on the sharing of faculty teaching or mentoring tips. Each faculty presenter will have 15 minutes to share an idea with the workshop participants—just enough time to get across the main points and ideas.

Now is the time for you to consider presenting a teaching or mentoring tip at the workshop. Do you have a unique way of preparing students for exams? Of doing case studies or debates? Of preparing class notes or guiding presentations? Remember, instruction also includes mentoring, so if you have any tips about mentoring

undergraduate or graduate students (preparing for general exams, job searches, etc.), that would be great, too!

Last year, participants and presenters all agreed that the format was a useful one. In fact, take a look at the program evaluation results ($n=13$)

Format was appropriate:

- 11—strongly agree
- 2—agree

Presentations were useful:

- 12—strongly agree
- 1—agree

I took away at least one tip that I would consider implementing:

- 12—strongly agree
- 1—agree

Participant comments included: *“Helped stimulate good ideas. Nice variety. Manage-*



INTERESTED IN PRESENTING A 15 MIN. FACULTY “TEACHING OR MENTORING TIP?”
Contact Darcy Haag Granello at 688-4605 or granello.1@osu.edu

able time periods.”
“Have another “tips” workshop in the fall”
“I really enjoyed this. Was better than I thought it would be!”

So, mark the date on your calendar and let Darcy know ASAP if you want to present a Teaching or Mentoring Tip!

Before you attend the April 25 Open Forum, please read (and bring with you):

- PAES AP&T Document (pp. 13-14)
- PAES Peer Review of Teaching append to the AP&T Documents
- PAES Peer Review of Teaching Guide
- Diamond's book *Serving on Promotion on Promotion, Tenure & Faculty Review Committees* (chapters 1-3)

Open Forum & Discussion on Peer Review of Instruction: April 25

The Personnel Committee and the Instructional Enhancement Committee are pleased to announce a co-sponsored forum on issues surrounding Peer Review of Instruction.

As many of you know, there has been a lot of discussion around Peer Review of Instruction over the past couple of years. Several components of this topic are included in PAES documents, most notably the PAES Promotion and Tenure document and the PAES draft Peer Review of Instruction document.

An open forum with PAES faculty will be held on Friday, April 25, from 11:30-1:30 in (Arps 274). Lunch will be provided. This is an opportunity for PAES faculty to weigh in on the discussion of issues surrounding peer review. The Personnel Committee and the Instructional Enhancement Committee members will be there to provide context and to listen to ideas and suggestions.

Questions for PAES Mentors & Mentees

At the autumn PAES assistant professor luncheon, mentors were asked to answer questions that assistant professors from the College of Education had submitted. Several mentor/mentee pairs have asked for a full list of those questions so they can continue the discussion on their own. Here they are:

RESEARCH:

1. How important is having a research focus? I have heard about a focus “consistent with a research 1 institution.” What constitutes a focus, and how much of my writing needs to be in this one area?
2. How do I determine what journals to publish in? How do I determine the stature and quality of the journals?
3. Is it okay to publish “out of field” (e.g., in journals in related fields?) or is it more important to publish exclusively in my area?
4. Please discuss the “quality versus quantity” issue in publication? How important is it that I publish a few major papers in the “top” journals in my field versus getting a lot of publications in good journals.
5. How important are conference presentations? Should I be attending a lot of conferences and making a lot of presentations?
6. To what extent is a solo authorship article/s important to the promotion process? How is collaboration on research viewed? Many of today's research questions involve multiple investigators to answer the question, should you try to go it alone for a number of studies or is collaboration an acceptable part of today's scholarly credentials?
7. A focused line of inquiry is important to T&P. What is the best way to communicate this focused line of inquiry both within the dossier and to external reviewers in terms of the promotion process
8. What advice do people have on writing large scale grants? These take a large amount of time and this takes time away from other scholarship. If these grants are not funded then you "have nothing to show".
9. It takes so long to get anything published in my field. The review process often takes 6 months or more, and then if there are revisions, or it is rejected, it takes even longer. How can I communicate that in my dossier? Is it taken into account by those reviewing the dossier?
10. I'm not as good at statistical analysis as I want to be, and I don't feel comfortable admitting to my colleagues that I need some help. Is there a place or person that I can go to for help, where it won't get back to my colleagues?
11. Should I try to write a book before I go up for tenure? I know that writing a book will take me away from writing articles, but I have a really good idea for a text and a publisher who is interested.
12. How do you determine article authorship (who is included, order of authorship) when working with students?
13. How do I know what grants are available? Is there someone to help me write grants, determine budgets, etc.
14. Does the university have any internal funding to help with research? How do I learn about those opportunities? Are they considered the same as external funding for tenure?

TEACHING:

1. In a desire to be a good instructor - how do you balance the time you take working on your instruction? For example, how much time is too much time on your instruction? Is it worth investing huge amounts of time on maybe web-based instruction when this takes time away from your research? There is always something extra you can do for your classes, at what point do you stop doing this and move onto other things?
2. This issue of peer review of teaching is still a little unclear. What are the expectations from a tenure and promotion standpoint? How often? Who? What product results from this and what do you do with it in terms of your dossier?
3. How do I ensure that I am making myself accessible to students? How many office hours do I need? How much time should I make myself available to students?

Questions for Mentor/Mentee Pairs, Continued

4. How can I work toward presenting students with clear expectations for classroom work?
5. How important is it for me to serve on doctoral exams and dissertations. Do I have to advise doctoral students before I go up for tenure?
6. What are some ways that I can demonstrate that I am mentoring my students?
7. How important is it to attend teaching workshops, FTAD events, etc. to document that teaching is important to me?
8. My SEIs aren't as high as I would like, even though I put a lot of effort into my teaching? How do I convince the senior faculty that I really am working hard on my teaching?
9. I keep getting new preps every year, and it takes a lot of my time and lowers my SEI scores. Is that taken into account when my dossier is looked at?
10. There seems to be a lot of pressure to incorporate technology into teaching, but this is very time-intensive. How important is infusing technology, and what sorts of technology can I do that demonstrates that I am meeting this demand without getting overwhelmed?
11. How can I attract and recruit graduate students who are interested in my area of research?

SERVICE:

1. How can I avoid over-committing to service such that activities interfere with my research and scholarly production? How do I decide which service commitments to take, and which ones to decline?
2. We all have many opportunities to do service. I have typically held a heavy service load and this has not always been viewed as a positive thing. How much service is enough? What types of service are valuable to demonstrate on the dossier? How do you say "no" to people without offending them when asked to do service-related activities.
3. How can I find service activities that complement my research agenda? How can I connect teaching, research, and service?

4. How do I obtain the support of my administrator in accepting and rejecting service appointments as appropriate.

TROUBLESHOOTING:

1. How should I prioritize the demands on my time?
2. How can I recognize the beginnings of a situation that might be detrimental to my professional performance/growth? What are the signs that I should re-evaluate my choices? Who can give me the best advice on these matters?
3. How can I best keep track of my own activities to facilitate preparing annual reports and tenure documents?
4. Who are the best people to contact for support with technology, research, teaching, community connections, etc.
5. What can I do, who can I turn to, when I'm feeling completely overwhelmed?
6. How can I make time for writing? My "writing days" always seem to get taken up by students, meetings, service, etc.
7. How can I get involved with doing consulting work? Is that frowned upon because it takes me away from my research and scholarship? Or is it considered an important method of outreach (I've heard both).

DON'T FORGET TO RECEIVE PERIODIC EVALUATIONS FROM YOUR STUDENTS!

The easiest way to accomplish this is through the use of the "FEEDBACK ON YOUR INSTRUCTION" website.

Go to the website to create a mid-quarter formative evaluation form that you can use to enhance your instruction.

www.ureg.ohio-state.edu/fyi



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To become more involved in the initiative,
contact:

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356 Arps Hall

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PAES TEACHING INITIATIVE WEBSITE:
WWW.COE.OHIO-STATE.EDU/PAES
THEN, LOOK UNDER "INFORMATION FOR FACULTY"

Deadline Approaches for Instructional Enhancement Award

The deadline is quickly approaching for submitting materials for the PAES Instructional Enhancement Award. The award will be given to PAES faculty members who have demonstrated a collaborative effort in instruction.

Collaborative groups can be sections, program areas, or any group of two or more faculty who have worked together to achieve some aspect of instruction.

[The winners of the award will receive \\$1400 to further enhance their instructional plans.](#)

To be considered for the award, the following information must be submitted to: Dr. Darcy Haag Granello by APRIL 21, 2003:

A 3-5 page summary of the project:

- Overview and description
- Goals
- How the project meets one or more components of the academic plan
- Evaluation of the project
- Plan or ideas for how the \$1400 will be spent
- Appendices that include student projects, samples of activities, and other supporting documents may be attached.

The award winners will be asked to highlight their project at the spring Instructional Enhancement Workshop on May 19, 2003.

Special thanks to the sections and to Director Sherman for their assistance in funding this award.

Congrats to Dr. Cartledge!

Dr. Gwendolyn Cartledge, professor in Special Education, received The Ohio State University Alumni Award for Distinguished Teaching. Dr. Cartledge joins 7 other PAES faculty members who have previously received the university's highest honor for instruction.

Dr. Cartledge joined the OSU faculty in 1986 and became a full professor in 1995. She is particularly interested in serving the needs of urban children and educators.

Dr. Cartledge noted:
"I am delighted to receive this award and am most grateful to my students and colleagues who nominated and supported me."

Congratulations, Gwen!!