Center for the Enhancement of Teaching and Learning

Annual Report
January 1 – December 31, 2010

Georgia Tech
The Center for the Enhancement of Teaching and Learning (CETL) was established in 1986 as a result of a faculty initiative to further promote educational quality at Georgia Tech. It has grown from an office that administered the Institute’s Course/Instructor Opinion Survey (CIOS) (i.e., faculty teaching evaluations) and assisted faculty in their teaching to a multi-faceted center. CETL offers professional development initiatives for graduate students, teaching enrichment activities for faculty throughout their careers, educational research on teaching and learning issues, and initiatives funded by both alumni and granting agencies.

CETL strives to lead Georgia Tech to a teaching and learning standard of excellence. As such, CETL is instrumental in carrying out Georgia Tech’s strategic goal to provide a student-focused education. CETL encourages meaningful participation of faculty and teaching assistants in the student learning experience by providing mentoring and teaching support.

The mission of the Center for the Enhancement of Teaching and Learning is to provide resources, develop networks, and offer programs to continually support faculty, instructors, and teaching assistants in fully-engaged, collaborative, and diverse learning communities.

Staff in 2010
Donna Llewellyn, Ph.D. – Director
Joyce Weinsheimer, Ed.D. – Associate Director for Faculty Development
Tris Utschig, Ph.D. – Assistant Director for the Scholarship and Assessment of Teaching and Learning
Lydia Soleil, Ph.D. – Assistant Director for TA Programs and Graduate Student Development
Karen Head, Ph.D. – Graduate Communication Coordinator
Chaohua Ou, Ed.D. – Educational Technology Specialist
Stephen Rehberg – Educational Technology Specialist
Beth Mauldin, Ph.D. – Student Programs Coordinator (through August 2010)
Nancy Ruggeri – Faculty Development Fellow (hired in August 2010)
Damon Williams, Ph.D. - TA Programs and Graduate Student Development Post-doctoral Fellow (hired in August 2010)
Clint Lyle – Administrative Manager
Felicia Turner – Administrative Assistant
Large Programs

GTREET (Georgia Tech Retreat Exploring Effective Teaching)
GTREET is a biannual retreat dedicated to discussing, reflecting on, and learning about different teaching and learning issues related to Georgia Tech. Priority registration is given to faculty who have arrived at Tech in the last two years plus a select group of more senior “mentor” faculty who facilitate discussions. The program has an invited speaker plus local experts making presentations and leading sessions.

29 January 2010
Presenters: Dr. Karan Watson (Interim Provost) and Dr. Jeffrey Froyd (Director of Faculty Climate and Development), Texas A & M
63 participants

Celebrating Teaching Day
Celebrating Teaching Day is an annual event that honors all of CETL’s teaching fellows: the Class of 1969 Junior Faculty Teaching Fellows, the Class of 1969 Teaching Scholars, the Hesburgh Award Teaching Fellows, and the GT-STEP Fellows. The program begins with a poster session of the Fellows presenting their projects and a welcome from the President of Georgia Tech and the Class of 1969 class agent. There is a luncheon with an invited speaker or presentation.

18 March 2010
Resource Fair and Poster Display
Honors for Thank a Teacher Recipients, Teaching Fellows, STEP Fellows
Presentation: SCALE-UP: Student-Centered Active Learning Environment
Presenter: Dr. Robert Beichner, Alumni Distinguished Professor Physics & Director of STEM Education Initiative, North Carolina State University
142 participants

Fall Teaching Kick-Off 2010
For the third year, CETL offered a day of seminars for Georgia Tech faculty before the fall term began. The goal of these seminars was to connect faculty with some new options for teaching and to refresh and rejuvenate the faculty before the start of the academic year.

Date 16 August 2010
- Problem Solving in the Classroom
  Presented by Mitchel T. Keller, Postdoctoral Fellow, Mathematics
  Donna Llewellyn, Director, CETL
  22 participants

- Teaching for Learning across the Disciplines
  Presented by Richard Barke, Associate Professor, Public Policy
  Richard Catrambone, Professor, Psychology
  Aaron Lanterman, Associate Professor, Electrical & Computer Engineering
  Joel Sokol, Associate Professor, Industrial & Systems Engineering
  Joyce Weinsheimer, Associate Director for Faculty Development, CETL
  24 participants
New Faculty Orientation
CETL has been organizing New Faculty Orientation for over 20 years. This program takes place during the Tuesday through Thursday of the week before classes start in the fall semester. CETL organizes, supports, facilitates, and hosts this three-day orientation. The two-hour program on the third day is provided by OHR with CETL support and gives new faculty an overview of benefits and retirement options. A ninety-minute Resource Fair follows, which gives the faculty a chance to connect with campus personnel and vendors they would like to meet. For the second year, we instituted “Special Topic Roundtables” on (1) Sponsored Programs, and (2) GT Initiatives for Women. This allowed faculty with interests in these areas to talk in more depth with campus personnel. See Appendix X for the full 2010 NFO program.

17-19 August 2010
58 participants each day
137 attendees at closing dinner at the Renaissance Hotel

Orientation to Teaching at Georgia Tech: A Workshop for Temporary, Part-Time Faculty
Three years ago this program began as an effort to reach the transient instructors on campus. The 2.5 hour orientation is held the second Wednesday of each term, and the target audience includes graduate students who serve as “instructor of record” and have sole responsibility for a course. This program opens with a panel of experienced temporary part-time faculty who share a few of their experiences about teaching at Georgia Tech. Participants then engage in activities that inform them about Georgia Tech policies and procedures related to teaching. During dinner, the Senior Vice Provost for Academic Affairs gives an overview of Georgia Tech to familiarize participants with current campus programs and initiatives. The session ends with a discussion of Georgia Tech students and the resources available to support effective teaching and learning.

20 January 2010
26 participants

25 August 2010
31 participants

Fall New Graduate Teaching Assistant (TA) Orientation
This is a 4 hour program for all new Graduate Student Teaching Assistants across Georgia Tech. The program consists of facilitated group discussions (~45 to 50 students) that highlight the central policies and procedures that govern being a TA at Tech as well as inform students about how to be an effective TA. Following these discussions, TAs participate in break-out groups which include both disciplinary and special topic sections.

Coordinated by CETL staff (Beth Mauldin - since left & CETL GTA Mary Ann Wright)
Facilitated by CETL GTA Mary Ann Wright (psychology) & TA Fellows from biology, ECE, ME, Chemistry, Math.

20 August 2010
302 participants
Fall Undergraduate TA Orientation & GTA Make-up TA Orientation
This is a 2-hour program for all new undergraduate student Teaching Assistants and for GTAs who missed the main GTA Orientation across Georgia Tech. The program consists of a facilitated group discussion that highlights the central policies and procedures that govern being a TA at Tech.

   Facilitated by Mary Ann Wright and Damon Williams
   30 Aug 2010
   52 participants (combined total)

Fall GT Lorraine and Savannah TA Orientation (via teleconference)
This is a 1-hour program for new GTAs who are in residence at the GT Lorraine or GT Savannah campus. The program consists of a facilitated group activity that highlights the central policies and procedures that govern being a TA at Tech.

   Facilitated by Damon Williams
   9 Sept 2010
   10 Sept 2010
   10 participants (combined total)

Spring TA (GTA & UTA) Orientation
NEW: This is a 2-hour program for all new Teaching Assistants across Georgia Tech. The program consists of a facilitated group discussion that highlights the central policies and procedures that govern being a TA at Tech as well as inform students about how to be an effective TA. Offered twice (once in late fall and one in early spring).

   19 January 2010
   Facilitated by Rachel Horak & Sunni Haag
   74 participants

   7 December 2010
   Facilitated by Mary Ann Wright
   36 participants

Fall New International Graduate Student TA Orientation
This is a 3.5 hour program for all new International Student Teaching Assistants across Georgia Tech. The program discusses characteristics of the U.S. student, characteristics of a good teacher/TA, advice for the first day, advice for every day, keys to effective TA/student communication, ways to improve English, how to reduce anxiety for ITAs, how to introduce yourself and your background. Includes a panel with experienced ITAs.

   Orientation facilitated by: Jane Chisholm, Language Institute
   ITA Panel facilitated by Beth Mauldin
   19 August 2010
   39 participants

Course/Instructor Opinion Survey
CETL administers the campus student evaluation of courses each semester with the Course/Instructor Opinion Survey. This instrument is administered over the internet with reports also delivered online. Each term approximately 60% of enrolled students complete at least one survey with an overall response rate approaching 50%.
In 2010, we piloted a vendor solution (Course Response by Digital Measures) as well as investigated how much work it would take to get the Sakai (T-Square) evaluation tool to work for our needs. A recommendation has been made that we transition to the Course Response platform starting with a pilot in Summer 2011.

Faculty Fellow Programs

Class of 1969 Teaching Fellows
Initially funded by the Lily Foundation and then the Georgia Tech Foundation, the Class of 1969 adopted this program at their 25th alumni reunion in 1994. Each fall semester, 8-12 tenure-track full-time junior faculty (pre-tenure) form a cohort that meets weekly and forms a community for discussing teaching and learning issues. They each receive $1000 to put towards a project related to one of their classes which they then present at Celebrating Teaching Day in the spring. This year’s program has been coordinated and co-facilitated by Joyce Weinsheimer, Associate Director for Faculty Development, and Nancy Ruggeri, Faculty Development Fellow. Leading this program includes recruiting the fellows, leading the weekly 90-minute meetings, observing the fellows’ teaching, conducting a Class Dialogue for each participant, discussing the written observations with the fellow, and helping each fellow develop a project to improve student learning. The 2010 Teaching Fellows are:

- Paul Baer, Public Policy
- Julie Champion, Chemical & Biological Engineering
- Santanu Dey, Industrial & Systems Engineering
- J. Brandon Dixon, Mechanical Engineering
- Satish Kumar, Mechanical Engineering
- Gernot Riether, Architecture
- Carston Sievers, Chemical and Biological Engineering
- Yan Wang, Mechanical Engineering

Class of 1969 Teaching Scholars
This is the third year of CETL’s theme-based program for both tenure-track and non-tenure track faculty. Joyce Weinsheimer organized this program from its conception, and this year Esther Jordan Skelley, Visiting Assistant Professor in the Sam Nunn School of International Affairs, co-facilitated the program. The theme of this year’s program was “Transforming Students into Learners.” The Teaching Scholars researched and discussed this topic in their weekly 90-minute meetings during Fall semester, and they will meet again for two 90-minute meetings during the Spring. In addition, each Teaching Scholar has designed a project that involves transforming students into learners in a particular class and is piloting the project during Spring semester. The Teaching Scholars will present their findings at Celebrating Teaching Day.

The 2010 Class of 1969 Teaching Scholars are:

- Steven Girardot, Chemistry
- Edwin Greco, Physics
- Jarrod Hayes, International Affairs
- Javier Irizarry, Architecture
- Hartmut Koenitz, Literature, Communication and Culture
- Janelle Knox-Hayes, Public Policy
- Nick Lurie, Management
- Teresa Snow, Applied Physiology
Hesburgh Award Teaching Fellows
When Georgia Tech won the prestigious Hesburgh Award for Undergraduate Education, the money was put into an endowed account for CETL to use to support tenured faculty in a similar program as the Class of 1969 Teaching Fellows. This is an invitation-only program (nominations are sought from School Chairs and Deans as well as previous participants) for tenured Associate Professors. This year the participants held lively discussions during their 90-minute bi-weekly sessions that took place during Spring 2010, then they each carried out a project to improve student learning in one of the classes that they taught during the summer or fall. The 2010 Hesburgh Award Teaching Fellows are:

• Jeffrey Davis, Electrical & Computer Engineering
• Mark Ferguson, Management
• Plamen Iliev, Mathematics
• J. Carson Meredith, Chemical and Biomolecular Engineering
• Jennifer Michaels, Electrical & Computer Engineering
• Colin Potts, Interactive Computing

Sci-Train U Teaching Scholars
CETL formed this new program in response to a need for faculty involvement that was presented by the SciTrainU grant. Joyce Weinsheimer worked with grant leaders to design the program and recruit participants, and she co-led the meetings with Stephen Rheberg. The Sci-Train U Scholars are currently serving as a leadership team that is helping to review the materials developed in the SciTrainU grant and disseminate the grant’s findings. The Scholars met twice during Fall Semester to discuss progress on behavior change among administrators, faculty, TAs, and tutors on campus about making STEM courses more accessible to all students. The SciTrain U Scholars are:

• Mirjana Brockett, Biology
• Klara Grodzinsky, Mathematics
• Eric Moschella, Success Programs
• Colin Potts, Interactive Computing
• Raghu Pucha, Mechanical Engineering
• Carrie Sheplar, Chemistry
• Teresa Snow, Applied Physiology
• Christine Valle, Mechanical Engineering

Courses
CETL offers a number of both undergraduate and graduate courses related to teaching and learning as well as TA training and English communication courses for international students.

CETL 2000: Undergraduate Teaching Assistant Preparation
This one credit P/F course is an introduction to the procedural information and practical skills needed to be an effective undergraduate teaching assistant.

CETL 2001: Peer Tutoring
The purpose of this one credit P/F course is threefold: to introduce tutors to effective tutoring techniques based on educational research, to help tutors implement a variety of methods appropriate to their students' specific learning needs, and to guide tutors in the process of self-evaluation and reflection on their individual tutoring style.
CETL 3801: Residence Life Seminar
This one credit P/F course educates student residential staff about the goals, values, and mission of the Department of Residence Life, presents new perspectives on the residence hall environment, and provides students with some techniques, skills and knowledge necessary to becoming a successful staff member. Participants in this course gain a deeper understanding of their role as a leader, helper and educator within the residence hall through the development of their human relations skills.

CETL 4001: Principles of Learning and Teaching I
This three credit course focuses on the knowledge and skills necessary for effective classroom instruction and management including: educational psychology, instructional design, and delivery techniques.

CETL 4002: Principles of Learning and Teaching II
This three credit course focuses on the knowledge and skills necessary for effective classroom instruction and management including educational psychology, instructional design and delivery techniques. This is the second in a two-course sequence designed to prepare the student to pass the Praxis II/GACE PLT exam for high school grades.

CETL 8000: Graduate Teaching Assistant Preparation
This one credit P/F course is an introduction to the procedural information and practical skills needed to be an effective graduate teaching assistant.

CETL 8711: Student and Teacher Enhancement Partnership (STEP/SLIDER) Summer Training
This is a three credit P/F course that prepares STEP and SLIDER fellows for their work in the local secondary schools. It is a required part of the STEP and SLIDER programs. The course design was modified to include elements related to lesson planning and teaching in Higher Education in order to begin to integrate the program with Tech to Teaching.

CETL 8712: Student and Teacher Enhancement Partnership (STEP/SLIDER) Seminar
This is a one credit P/F course that is the academic year seminar for STEP and SLIDER fellows. It provides just in time training and enables the fellows to have an academic community for reflection and sharing.

CETL 8721: Academic Writing for Graduate Students
In this one credit course, through examination of writing samples, practice, and working in small groups, students learn techniques for enhancing proposal, thesis, and dissertation preparation as well as methods for evaluating writing as future instructors and thesis directors.

CETL 8722: Academic Writing for International Graduate Students
This one credit course helps international graduate students write more clearly, accurately and cohesively. Students will enhance their academic writing skills in English through analysis of papers from various academic disciplines as well as samples of their own writing.

CETL 8741: Methods of Academic Presentation
This one credit course helps students better understand the conventions of academic and professional oral discourse. After building a better foundational understanding of this type of discourse, students develop strategies for designing and delivering oral presentations. Students are encouraged to use current research as a basis for their work in this course. Students are expected to participate as critical audience members, offering feedback to peers. Additionally, students have an opportunity to engage in self-assessment by reviewing recordings of their presentations.
CETL 8793: Academic Speaking Skills for International Graduate Students
In this two credit class, students will work on fluency, accuracy, and appropriateness in spoken communication in order to prepare them to participate more effectively and confidently in their academic communities.

CETL 8795: Presentation Skills for International Graduate Students
This is an advanced two credit oral skills class designed to help graduate students improve their verbal ability in English for teaching, making short and extended presentations, and interacting in academic and professional situations.

CETL 8801: Methods of Academic Presentation
This one credit course helps students better understand the conventions of academic and professional oral discourse. After building a better foundational understanding of this type of discourse, students develop strategies for designing and delivering oral presentations. Students are encouraged to use current research as a basis for their work in this course. Students are expected to participate as critical audience members, offering feedback to peers. Additionally, students have an opportunity to engage in self-assessment by reviewing recordings of their presentations.

CETL 8801 RC: Introduction to Graduate Research and Communication
This was a pilot course designed to prepare a new graduate student (usually a direct admit Ph.D.) for his/her new role as a scholar. The focus was two-fold: 1) an overview of research approaches--design & implementation; and 2) an introduction to graduate-level communication (written & oral). The course will be co-taught by me and Jon Bodnar, one of GT's reference librarians.

CETL 8802 PR: Teaching Practicum (3 sections)
This was a 2 unit P/F course for the Tech to Teaching program (step 3) for graduate students interested in a faculty career. Students worked with faculty mentor at Georgia Tech to gain an inside view of the practicalities of teaching, they planned and taught full class periods, did other teaching-related tasks (e.g. writing or grading assignments), and got feedback on their performance from their practicum peers and mentor.

CETL 8801 IMM: Teaching Immersion (1 section)
This was a 1 unit P/F course for the Tech to Teaching program (step 5) for graduate students interested in a faculty career. Students worked with faculty mentor at Georgia Tech and acted as the instructor of record for a course at Georgia Tech. They also got feedback on their performance from their practicum peers and mentor.

CETL 8802 TL: Fundamentals of Teaching and Learning in Higher Education (1 section)
This was a 2 unit P/F course for graduate students interested in a faculty career. This course is step 2 in the Tech to Teaching certificate program. Graduate students have the opportunity to gain the knowledge and skills necessary to evaluate instructional design options and make informed decisions in order to implement principles of learner-centered teaching.

CETL 8802 CD: Course Design for Higher Education (1 section)
This was a 2 unit P/F course for graduate students interested in a faculty career. This course is step 4 in the Tech to Teaching certificate program. It was a two credit P/F course for graduate students interested in a faculty career. Individuals learned the basic principles of learner-centered teaching and the process of designing their own college-level course.
CETL 8997: STEP Assistantship
This course number provides an opportunity for STEP fellows to earn audit hours for their work in the local high schools.

### 2010 CETL Course Enrollments:

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<th>Spring 2010</th>
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Workshops
Monthly Faculty Development Seminar Series
Each month CETL hosts a seminar for faculty and other instructors on a topic of interest related to teaching and learning. The College of Engineering Dean’s Office supported this program by providing lunch for the participants at several of the sessions. In addition, this year support was also provided through the Atlantic Coast Conference (ACC). ACC provided presenters through its Academy of Teaching Scholars (a group faculty and faculty development specialists from ACC institutions who were solicited and named to the Academy by each ACC teaching center director) as well as provided funds to support their travel and an honorarium. ACC also provided lunch at the events it co-sponsored.

- Get Students Actively Involved, Even if You Have 200 of Them!
  18 February 2010
  Presented by Richard Felder (Hoechst Celanese Professor Emeritus of Chemical Engineering at North Carolina State University) and Rebecca Brent (President of Education Designs, Inc.)
  75 participants

- But Ethics Has Nothing To Do With it…Does It????
  22 April 2010
  Presented by Robert Kirkman, Director, GT Center for Ethics and Technology
  18 participants

- Current Realities and Visions for the Future: Learning at Georgia Tech
  16 September 2010
  Presented by Joyce Weinsheimer, Associate Director for Faculty Development, CETL with guest student panelists Anthony Baldridge (Chemistry & Biochemistry), Emily Connor (Architecture), Austin Edwards (Public Policy) and Neiloy Mukerjee (Computer Science)
  31 participants

- Designing Creative Assignments that Promote Creative Thinking
  21 October 2010
  Presented by Kathleen Kegley, Adjunct Faculty, Clemson University School of Business
  33 participants

- Understanding the Learning Process as the Gateway to Better Teaching
  18 November 2010
  Presented by Michele DiPietro, Executive Director, Kennesaw State University
  38 participants

Scholarship of Teaching and Learning Journal Club
Tris Utschig started this group in Fall 2008 to encourage the formation of a community around SoTL issues and interests on campus. The group meets three times a semester. The meetings during 2010 were:

- Hybrid Education
  - February 2010
  - 6 participants

- What Makes a Great Teacher
  - April 2010
  - 5 participants
o **STEM Promising Practices**
  - September 2010
  - 12 participants

o **Using Bloom’s Taxonomy to Improve Learning**
  - October 2010
  - 9 participants

o **Peer Discussion – Impact on In-Class Performance**
  - November 2010
  - 9 participants

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**Graduate Student Seminars**

CETL offers regular seminars for graduate students on a variety of topics including those related to effective teaching (and TAing), preparing for and succeeding in the academic job search, and academic communication skills. In addition, CETL staff often facilitate seminars and workshops that are sponsored by academic departments and other groups.

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<th>Workshop Title</th>
<th>Date</th>
<th>Attendance</th>
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<td>Giving a Teaching Demo for Academic Interviews</td>
<td>1/13/2010</td>
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<td>Women in AE Workshop: Conference Presentations</td>
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<td>ChBE - Academic Job Search, Part I</td>
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<td>BME Technique Symposium Technical Writing Talk</td>
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<td>CETL Overview – New Graduate Student Orientation</td>
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<td>BME Resume Workshop</td>
<td>8/31/2010</td>
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<td>Teaching as Learning &amp; CETL Overview (CETL 8000 AP)</td>
<td>8/31/2010</td>
<td>12</td>
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<td>Lesson Planning (CETL 8000 AP)</td>
<td>9/7/2010</td>
<td>12</td>
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<td>Writing Literature Reviews</td>
<td>9/9/2010</td>
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<td>Technology in the Classroom</td>
<td>9/9/2010</td>
<td>20</td>
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<td>WRC: Difficult Interviews</td>
<td>9/16/2010</td>
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<td>Writing Literature Reviews</td>
<td>9/22/2010</td>
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<td>Active Learning (Psychology Teaching Practicum)</td>
<td>9/30/2010</td>
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<td>GLC: Forming Dissertation Writing Groups</td>
<td>10/7/2010</td>
<td>30</td>
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<td>Gender Issues</td>
<td>10/7/2010</td>
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<td>Teaching Philosophies (CETL 8000 AP)</td>
<td>10/12/2010</td>
<td>12</td>
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<td>ISyE: INFORMS Presentation Preparation</td>
<td>10/14/2010</td>
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<td>GLC: Academic Presentations</td>
<td>10/27/2010</td>
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<td>Academic Interviewing</td>
<td>11/4/2010</td>
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<td>Teaching as Learning and CETL Overview (CS 7001)</td>
<td>11/10/2010</td>
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<td>Mid-term Evaluations (CETL 2000 BIO)</td>
<td>10/26/2010</td>
<td>11</td>
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<td>Mid-term Evaluations (CETL 000 BIO)</td>
<td>10/28/2010</td>
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<td>Thesis Feedback</td>
<td>12/2/2010</td>
<td>13</td>
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**Technology Related Training Workshops**
Stephen Rehberg and Chaohua Ou conducted 14 training workshops for faculty/staff/TAs on different aspects of T-Square. There were a total of 178 participants across all of these workshops.

Stephen Rehberg also led 5 SciTrainU seminar/workshops at Tech with 75 attendees, and 5 SciTrainU seminar/workshops at UGA with 46 attendees.

**Other GT Workshops**
ADVANCE Panel on Navigating Gender Issues in Communication - facilitated by Karen Head  
19 January 2010  
22 participants
Honoring Excellent Teaching

Faculty Awards
CETL/BP Junior Faculty Teaching Excellence Award
CETL administers the CETL/BP Award for Junior Faculty Teaching Excellence with financial support from the BP Foundation. It is presented at the Faculty/Staff Honors Luncheon and then again in a reprise at the closing dinner of New Faculty Orientation. In 2010, we had three recipients:

- Kelly R. Comfort, Modern Languages
- Johnna S. Temenoff, Biomedical Engineering
- Yonathan S. Thio, Polymer, Textile, and Fiber Engineering

The selection committee of award winning teachers included George Riley, ECE; Bill Winders, GTS; James Sowell, Physics; and Michael Hunter, CE.

CETL Undergraduate Educator Award
This new award was piloted this year with funding from the College of Engineering and the College of Sciences. The award is open to any nominated non-tenure track faculty member who holds a 75%-100% appointment, teaches undergraduate credit course(s), and has completed at least two semesters in a qualifying position at Georgia Tech. The award recognizes outstanding contributions to undergraduate education and is presented at the Faculty/Staff Honors Luncheon and then again at the closing dinner of New Faculty Orientation. The two winners of this award were:

- Jennifer K. Leavey, Biology
- Christine S. Valle, Physics

The selection committee consisted of George Riley, ECE; Bill Winders, GTS; James Sowell, Physics; and Michael Hunter, CE.

Educational Partnership Award
The purpose of this award is to recognize genuine and substantial partnerships between the faculty and students of Georgia Tech and the K-12 community. The award is given to a team of a Georgia Tech faculty member, a Georgia Tech student, and a K-12 teacher. There were no winners of this award in 2009.

Georgia Tech Faculty Award for Academic Outreach
This new award is for faculty who use their academic expertise to further the learning of K-12 students, teachers, or other educational stakeholders of Georgia. The winners of this award were:

- Meghan A. Duffy, Biology
- Jake D. Soper, Chemistry

The selection committee consisted of Marsha Shrago, CEISMC, Ellery Ingall, Earth and Atmospheric Sciences, and Donna Llewellyn, CETL.

TA Awards
CETL administers the CETL/BP Outstanding Teaching Assistant Award with financial support from the BP Foundation. This year we changed the process to ask the entire campus for nominations with finalists selected by each department. The call goes out for nominations in November, finalists applications are submitted in February and a winner is announced in April. All finalists are honored at a CETL luncheon in March, and the winners are announced at the Student Honors Luncheon. There are three different award categories: Graduate Teaching Assistant (GTA) Award, Undergraduate Teaching Assistant (UTA) Award, and Graduate Student Instructor (GSI) Award. There were 90 nominations total (42 unique). For the UTA
award there were 6 unique, for the GTA/GSI, there were 36 unique and 15 different departments were represented.

The 2010 winners were:

**Graduate Teaching Assistant Award**  
Huy Huynh (Math)

**Undergraduate Teaching Assistant Award**  
Sunny Shah (Mathematics)

**Graduate Student Instructor Award**  
Jill Coffin (Digital Media)

The selection committee consisted of Greg Corso, Psychology, Christopher Jones, Chemical Engineering, Mitch Keller, Mathematics.

**Thank a Teacher**  
The Thank a Teacher program offers students an easy way to say “thank you” to a teacher (professor/TA/mentor) who has had an impact on their educational life. The student completes a web-based form, and then CETL mails a certificate and a letter of recognition to the faculty member.

In the spring, CETL collaborates with the Student Ambassadors to invite students to participate in the Thank a Teacher program. Together, we then honor all of the recipients with a luncheon at Dean Griffin Day.

606 Thank a Teacher notes were sent in 2010.

**Frank Bogle Award for Non-Traditional Student**  
CETL administers this award that is given each year to a student who qualifies as nontraditional (satisfies at least one of: over 25, married, parent, or veteran) and who has at least junior standing with excellent academic qualifications. The winner for 2010 was Victoria Lewis.

**External Awards**  
CETL often assists in putting together packets for teaching awards that are external to Georgia Tech.

In 2009, CETL put together the nomination packet for Matthew Baker, Associate Professor in the School of Mathematics, for the fiscal year 2010 Regents’ Teaching Excellence Award for faculty in research universities; Dr. Baker was selected for the award and honored by the Board of Regents at the USG Gala on March 20, 2010.

In 2010, CETL put together the nomination packet for T. Hugh Crawford, Associate Professor in the School of Literature, Communication, and Culture for this Board of Regents Award. We received word that Dr. Crawford was selected for the fiscal year 2011 award and will be honored in the Spring of 2011.

During Fall 2010 CETL assisted in putting together another nomination packet for Dr. Crawford, for the 2012 Robert Foster Cherry Award for Great Teaching. This award honors outstanding professors in the English-speaking world who are distinguished for their ability to communicate as classroom teachers. Individuals nominated for the award must have a proven record as an extraordinary teacher with a positive, inspiring, and long-lasting effect on students, along with a record of distinguished scholarship. The winner
of this award has not yet been announced, however we recently received news that Dr. Crawford’s packet has been advanced to the second round of judging.

**Scholarship and External Service**

**Awards**
Karen Head:
2010 Oxford International Women’s Festival Poetry Prize
Georgia Book of the Year Finalist for *Sassing*

Donna Llewellyn:
2010 OMED Mentor Tower Award (with Marion Usselman) for work related to mentoring minority graduate students through the STEP program for the past ten years.

Joyce Weinsheimer:
The International Center for Supplemental Instruction Award for Outstanding SI Support, June 4, 2010 (awarded at the Sixth International Conference on SI in New Orleans, Louisiana).

**Current Funded Grants**

- **Student and Teacher Enhancement Partnership (STEP Up)**
  National Science Foundation GK-12 Track II Project
  **Donna Llewellyn**, PI
  Marion Usselman, Co-PI
  $1,999,971 (+ $136,549 in supplements) for five years (2003-2008), in no cost extension until 2011.

- **“Tech to Teaching”**
  National Science Foundation, EHR: Innovation through Institutional Integration program.
  $999,999 for five years (2009-13)
  Gary Schuster, PI – transitioning to Rafael Bras in 2011.
  **Donna Llewellyn**, co-PI in charge of day to day operations of the project
  (other PIs are Marion Usselman and Gary May)
  **Tris Utschig**, Senior Personnel, Assessment
  **Lydia Soleil**, Senior Personnel, Higher Education Pathway

- **“SciTrain U”**
  Department of Education, Office of Postsecondary Education: Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education Program
  $1,000,000 for three years (2008-11)
  Robert Todd, PI
  **Tris Utschig**, Senior Personnel for Assessment
  **Stephen Rehberg**, Senior Personnel for Training and Content Author
  **Joyce Weinsheimer**, Senior Personnel for Training
SLIDER: Science Learning Integrating Design, Engineering, and Robotics
National Science Foundation, DRL, Discovery Research K-12
$3,492,961 for five years (2009-2014)
Richard Millman, PI
Donna Llewellyn, co-PI (other co-PIs are Marion Usselman and Juan-Carlos Aguilar)

“Evaluating Professional Presentations by Engineering Students”
Engineering Information Foundation
$24,820 for one year, 2009-2010
Judith Norback, PI
Tris Utschig, Co-PI

New Grants Funded:
King Saud University
Faculty development for 30 faculty members –July 2010 at Georgia Tech
$93,150
Donna Llewellyn, PI
Joyce Weinsheimer, co-PI

Grant Applications Pending:
“IGERT: Nanostructured Materials for Energy Storage and Conversion”
National Science Foundation, IGERT program
$3,133,646 for five years (2011-16)
Elsa Reichmanis, PI
(Additional Co-PIs are Yushin, Graham, Brown, Noonan)
Tris Utschig, Senior Personnel, Assessment and Evaluation

Grant Applications Denied:
“HHMI-BEST Program at Georgia Tech”
Howard Hughes Medical Institute,
$2.2M for four years (2010-2014), submitted October 2010
David Collard, PI
Tris Utschig, Senior Personnel – Assessment and Evaluation

“SPEED – Strengthening the Performance of Engineering and Engineering Technology Educators across the Disciplines”
National Science Foundation,
$599,995 over four years, submitted January 2010
Tris Utschig – PI
Collaborating Co-PIs at 5 institutions: Dirk Schaefer (GT), Frank Huband (ASEE), Don Visco (TTU), JP Mohsen (ULI), Cindy Finelli (UM), Mike Prince (Bucknell), and subaward to Norman Fortenberry (NAE-CASEE).

“Importing the MUMIE elearning system to the US within a controlled experiment”
National Science Foundation,
$98,891 over one year, submitted May 2010
Jeff Geronimo, PI
Tris Utschig – Grant Evaluator (with Ute Fischer)
“Enhancing Engineering Oral Communication Instruction using Calibrated Peer Review, Learning Theories, and a Workforce Scoring Rubric”
National Science Foundation
$199,652 over 2 years, submitted May 2010
Judith Norback, PI
Tris Utschig, Co-PI

“Transformative Education in Energy Harvesting”
National Science Foundation,
$199,988 over three years, submitted May 2010
Krish Ahuja, PI
Donna Llewellyn, Lakshmi Sankar, Brian German – Co-PIs
Tris Utschig – Grant Evaluator

Peer-Reviewed Journal Articles

Peer-Reviewed Conference Proceedings
Peer Reviewed Conference Presentations

- Integrated Course Design: Extending Lessons from an Introductory Mathematics Course, **Lydia Soleil** and Mitch Keller, Lilly South Conference on College and University Teaching, Greensboro, NC, Feb. 6, 2010
- The Academic Career Pathway, **Lydia Soleil** and Bonnie Ferri, Society of Women Engineers (SWE) Annual Conference, Orlando, FL, November 4 - 7, 2010.

Publications for GT Students (GradComm Toolbox) – **Karen Head**

- Teaching Talks Tip Sheet
- Online Communication Resources Tip Sheet
- Choosing & Developing a Research Topic Questionnaire

Georgia Tech Publications:

- **A Handbook for Faculty, Instructors, and Teaching Assistants** (5th edition). (compiled and edited by **Joyce Weinsheimer**)

Conference Presentations


Other Presentations

**Karen Head**:

- “About My Day Job: The Proliferation of Poetry by Any Available Means.” **Associated Writing**

Donna Llewellyn:
- Invited Presentation to the Advisory Board of the School of Electrical and Computer Engineering at Georgia Tech, November 19, 2010.

Joyce Weinheimer:

Service to Professional Societies
Karen Head:
- American Society for Engineering Education (ASEE) Reviewer, Journal of Engineering Education

Donna Llewellyn:
- Institute for Operations Research and Management Sciences (INFORMS) Member, Doing Good with Good OR Prize Committee
- SoTL Commons Member, Advisory Board

Chaohua Ou:
- American Educational Research Association (AERA) Annual conference proposal reviewer

Lydia Soleil
- Graduate Career Consortium Tech Committee Member

Tris Utschig:
- Academy of Process Educators - Board of Directors President Elect 2010-2011 2010 Conference Program co-chair
- International Journal of Process Education - Advisory Board
- ASEE SPEED Working Group (developing national faculty development program plans) – Chair
- American Society for Engineering Education Proposal reviewer for National and SE section conference, and for FIE conference
- SoTL Commons Proposal reviewer

Other External Service
Stephen Rehberg:
- Program Committee for Sakai for the Denver Conference and the 2011 Conference.
- On-going AD hoc committee to improve the grading process for mid-term reporting and final grades called by the Registrar’s office.
- Southern Polytechnic and State University
- Nominated and currently serving on the Technical Communication Advisory Board for the Graduate and Undergraduate Technical Communication programs
- Served as judge for the Senior and Graduate Portfolios in the Technical Communication degree programs at SPSU.
- Served as portfolio mentor to a Tech Comm senior at SPSU.

Refereeing, etc.
Donna Llewellyn
- *INFORMS Transactions on Education* (Associate Editor)
- *Journal of Engineering Education* (Referee)
- *International Journal on the Scholarship of Teaching and Learning* (Editorial Board)
- NSF (Reviewer, Planning Committee for I^3 Annual Leadership Meeting, Invited participant at conference about the role of teaching and learning centers in engineering education)

Chaohua Ou:
- *Educational Multimedia International*

Stephen Rehberg:
- *British Journal of Educational Technology*

Tris Utschig:
- *Journal of Engineering Education*
- *International Journal of Process Education*

Damon Williams:
- *INFORMS Transactions on Education*

Service to GT
Karen Head:
- General Faculty Assembly: Services & Central Administration Representative
- ACC Undergraduate Conference Panel Moderator
- Primary Assessment Reviewer for UROP Theses
- Faculty Advisor for *ERATO*
- Served on Student Publication Advisory Board
- Freshman Partners Program Faculty Volunteer
- Presented Work at GT Body Awareness Event
- Taught Two Undergraduate Courses for LCC
  - Spring 2010: LCC 3222
  - Summer 2010: LCC 3403
- Facilitated Undergraduate Ad Hoc Creative Writing Group
- Served as Special Advisor to the Writing & Communication Program in LCC
- Served on the Brittain Postdoc Hiring Committee
- Served in the Brittian Postdoc Mentoring Program
- Served on the Communication Center Planning Committee
• Judge for UROP Spring Symposium
• CETL Charitable Campaign Coordinator
• CULC Prototype Classroom Faculty

**Donna Llewellyn:**
• Clough Undergraduate Learning Center taskforce (the beginning-present)
• Chair, Women’s Resource Center Advisory Board
• Elected member, Faculty Honors Committee for Georgia Tech
• The Woodruff School of Mechanical Engineering “Outstanding Educator” award selection committee
• The Georgia Tech Undergraduate Affairs Council
• GT Strategic Planning Committee (Co-Chairs and Support Contributors Group)—“Administrative Support Person” for the “Redesigning Education” subgroup.

**Chaohua Ou**
• Taught CHIN 1002 (Spring & Summer 2010)
• Taught CHIN 2001 (Fall 2010)

**Stephen Rehberg:**
• Co-taught 2 sections of GT-1000 Fall 2010 with 48 students with Lori Critz.
• Guest lecturer for IDC 6155 Online Instructional Design on “Lessons Learned from the Field” in a Southern Polytechnic graduate program for technical communication and instructional design.

**Tris Utschig:**
• Chair - Course/Instructor Opinion Survey (CIOS) Task Force
  - Additional SU10 PILOT survey data analysis, investigated hosting solutions and sought monetary support for implementation
• Judge and session moderator – Georgia Tech Undergraduate Research Symposium
• Committee member – Georgia Tech Faculty Governance Nominating Committee
• Faculty Advisor – Georgia Tech Alpha Nu Sigma Student Chapter
• Committee member – NRE Strategic Planning metrics committee
• Committee member – NRE student scholarship awards
• Taught NRE 2110 – Introduction to Nuclear Engineering – SP2010, 67 students
• Taught NRE 4214 – Reactor Engineering – FA2010, 40 students

**Joyce Weinsheimer:**
• UROP Spring Symposium: Session Moderator
• Academic Resources Committee
• GT1000 Instructor Training and Support
• Dean Griffin Day Luncheon (collaboration with Student Ambassadors)

**Collaboration with Other Units**
As a regular course of business, CETL collaborates with many other units on campus. We provide the instructor training for GT 1000, in addition to other work with Student Success Programs. We have offered joint workshops with the Undergraduate Research Opportunities Program, the Office of the Dean of Students, the Women’s Resource Center, and several academic units. We regularly consult with offices throughout Georgia Tech on issues related to teaching and learning.
Consultations
The CETL professional staff regularly consults with instructors, graduate students, and department committees on a variety of topics ranging from teaching for learning, scholarship of teaching and learning, being a teaching assistant, academic communication skills, preparing for an academic career, and instructional technology issues. In 2010, CETL consulted with more than 500 faculty and 300 graduate students. Some of these sessions were very short (around 15 minutes to assist with an instructional technology question or problem), while some were ongoing and involved regular meetings over the course of a semester or longer.