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Faculty Development Luncheon
Wednesday, February 26, 2014

Lessons Learned in Studying
Seven Years of Teacher
Evaluations – Part 2

Presented by:
Dr. Kathy Gates,
Information Technology Chief of
Information Officer

Register [Online](#) by February 20th.

Quotes from Teachers

"My best hope for those I teach—those smart, hard-to-impress, always inquisitive undergraduates and our dedicated and brilliant graduate students is that they receive the academic and social scaffolding necessary to imagine themselves in a career that will make a mark on their worlds." (Glynda Hull, Education, Berkeley University of California)

"Four principles define my teaching: Caring—I never forget that my classroom is a community made up of individuals with different learning styles and personalities. Patience--this is the cornerstone of any dedicated teacher. Respect--every single student deserves to

Bonus! Encouraging Student Attendance of Department Seminars

by Dr. Robert Doerksen, Associate Professor of Medicinal Chemistry

Do students attend and learn from our department seminars? In recent years, each semester the Department of Medicinal Chemistry Seminar series featured 4-6 outside speakers—leaders of industry/academia who are eager to share with students about their successes and lessons learned in the field of medicinal chemistry. PhD students, professors, and others in the School of Pharmacy, campus, and general public are able to benefit from these seminars, which are advertised by webpage, wall ads, and campus-wide announcements. Yet professional pharmacy students generally chose not to attend (an average of <1 student attending per seminar)! Many other departments at the University of Mississippi and elsewhere also have first-rate department seminar speakers but atrocious student attendance.

What practical step can we take? I designed an optional active learning exercise for University of Mississippi School of Pharmacy Professional Year 2 (PY2) Doctor of Pharmacy students enrolled in the compulsory course MEDC416: Medicinal Chemistry of Therapeutic Agents I entitled 'Medicinal Chemistry Seminar Bonus' to motivate the students to attend at least one Department of Medicinal Chemistry Seminar.

Implementation of the Innovation. The only credit was a 2% bonus on one of three tests worth 21% of the course grade, which works out to ~0.4% of the course grade. To receive full credit, the students needed to: (a) sign up in advance to attend one seminar; (b) attend, and sign an attendance sheet while there; (c) prepare a written summary (minimum 100 words) including their personal response/evaluation/perspective on the seminar; (d) submit the summary through SafeAssign in Blackboard within 7 days of the seminar. I evaluated each written report for plagiarism and content, and awarded full credit if the report was satisfactory. The exercise was designed as a bonus so those who could not attend due to outside commitments would not be missing out on a required course element.

Practicalities. The program was possible to implement in our department because of our ongoing commitment to invite leaders of industry/academia to our campus each semester to give seminars. We used a room large enough to accommodate only one third of the PY2 students, so a sign-up system was devised to ensure seats for all seminar attendees, to help the students to remember their commitment to attend, and to encourage them to plan in advance which seminar would be of greatest interest to them. This was implemented with the approval of Dr. Stephen Cutler, instructor of record for MEDC416 in Fall 2010 and 2013, and with me as instructor of record in Fall 2011 and 2012.

Effectiveness. The exercise was extremely successful. Of the 86 PY2 students enrolled in MEDC416 in Fall 2010, 78% completed the assignment. The instructor of record of the Spring advanced medicinal chemistry course, MEDC417, Dr. Chris McCurdy, also decided to implement the same exercise in subsequent years. Most recently, in Fall 2013, 78% of the 108 students in

be treated with respect, whatever their learning style or their shortcomings. Energy and enthusiasm--I show my students that I love teaching and that there isn't anywhere else that I'd rather be". (Seda Chavdarian, French, Berkeley University of California)

"The enduring ability of teachers, along with artists and writers, to disturb, disrupt, and inspire, even to change the course of history, is well-known. That legacy, unlike many legacies, is well worth preserving." (Leon Litwack, History, Berkeley University of California)

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MEDC416 completed the exercise for at least one seminar and 60% did so for two seminars (the same bonus was made available for up to two seminars). Almost all of the students wrote much more than the required minimum 100 words. What they wrote demonstrated an appropriate level of understanding of the seminar contents and showed that the experience of attending the seminar was much appreciated by the students. As an example, one student felt inspired to write a 414-word response to the seminar, including: "This was a very interesting lecture. and the best part was – I UNDERSTOOD IT!!! Dr. K was a very eager speaker on the topic making him all the easier to listen to. I enjoyed this seminar as a supplement to our class.'

What can you learn? I encourage other departments to experience the benefits by implementing a similar program: improved education of their students and a better audience for their outside speakers with only a modest investment of effort.

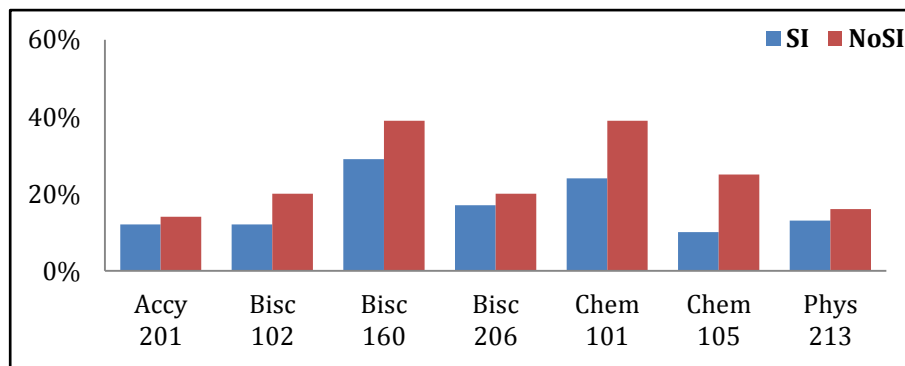


(Pharmacy students and others attend a Department of Medicinal Chemistry Seminar.)

SI Snapshot

by Dr. Nancy Wiggers, *CETL Learning Specialist*

During the Fall 2013 Semester, over 745 students chose to attend Supplemental Instruction (SI) sessions. The D, F, and Withdrawal rates for these students were lower than the students who chose not to attend. See chart below.



We are looking forward to good spring semester. The following students will serve as SI Leaders in the spring SI-supported courses.

SI Leader	Class	SI Leader	Class
Feleshia Cary	ACCY202	Sara Wingate	CHEM 105
Madelyn Mohr	ACCY 202	Rachel Banka	CHEM 105
Destinee Ball	BISC 102	Austin Turner	CHEM 106
Tori Olker	BISC 102	Susanna Slimp	CHEM 106
Ethan Collier	BISC 162	Rosetta Williams	CHEM 106
Anna Stout	BISC 162	Alex Wood	PHYS 214
Allison Hatton	BISC 207	Allison Marcum	PHYS 214
Halle Lloyd	CHEM 101	SI Webpage	

