University of Pittsburgh
2018 Assessment and Teaching Conference

University Club
123 University Place

Friday, January 26, 2018

8:30-9:00 am  Breakfast – Ballroom A

9:00-10:30 am  Opening Remarks, Nathan Urban, Vice Provost for Graduate Studies and Strategic Initiatives
Introduction of Keynote Speaker, Cynthia Golden, Director, University Center for Teaching and Learning

Keynote Address, Linda Nilson
Director Emerita of the Office of Teaching Effectiveness & Innovation at Clemson University
*Teaching to Attain the Assessments You’d Like to See*
Biography and abstract are provided on page 5

10:45-11:45 am  Break-Out Session 1

**Ballroom B: Undergraduate Program Assessment - Bradford Campus**
Assessment of Undergraduate Education at Pitt-Bradford
Steven Hardin
Vice President and Dean of Academic Affairs
University of Pittsburgh at Bradford

Jean Truman
Assistant Dean of Academic Affairs and Associate Professor of Nursing
Division of Biological and Health Sciences
University of Pittsburgh at Bradford

Stephen Robar
Associate Dean of Academic Affairs and Associate Professor of Political Science
University of Pittsburgh at Bradford
Moderator: Joe McCarthy, Vice Provost for Undergraduate Studies

**Conference Room A: College of General Studies**
Beyond Assessment for Its Own Sake: Towards an Integrated Approach to Effective Learning and Teaching in the Undergraduate Online Classroom
Dr. Boryana Dobreva
Director of Academic Programs
Moderator: John Twyning, Associate Dean for Undergraduate Studies

**Gold Room: Graduate Program Assessment**
Introducing Soft Skills Development into Traditional MBA Assessments
William T. Valenta
Associate Vice Provost for Professional Programs & Assistant Dean, MBA & Executive Programs
Katz Graduate School of Business
Moderator: Nathan Urban, Vice Provost for Graduate Studies and Strategic Initiatives

11:45-1:00 pm  Lunch – Ballroom A
Break-Out Session 2

**Ballroom B: Faculty Panel: Technologies in Teaching – Ideas you can use**
Dawna Duff  
Assistant Professor  
Department of Communication Science and Disorders  
School of Health and Rehabilitation Sciences

Orin James  
Instructor of Biology  
Division of Biological and Health Sciences, Bradford Campus

Eunice Yang  
Assistant Professor  
Mechanical Engineering Technology, Johnstown Campus  
Moderator: Cynthia Golden, Director, University Center for Teaching and Learning

**Conference Room A: Faculty Panel: Teaching Large Enrollment Courses**
Jennifer Ganger  
Lecturer  
Department of Psychology

Svitlana Maksymenko  
Senior Lecturer  
Department of Economics

Meredith Guthrie  
Lecturer  
Department of Communications  
Moderator: Joe Horne, Director of the Teaching Commons, University Center for Teaching and Learning

**Gold Room: Faculty Panel: Online Graduate Education for Working Professionals**
Mary Crossley  
John E. Murray Faculty Scholar and Professor of Law  
School of Law

George Dougherty  
Assistant Professor  
Graduate School of Public and International Affairs

Rosemary Hoffman  
Associate Professor, MSN Program Director, and Clinical Nurse Leader Program Coordinator  
School of Nursing  
Moderator: Lorna Richey Kearns, Director of Next Generation Learning Initiatives, University Center for Teaching and Learning

Poster Session – Ballroom A
Dr. Linda Nilson
Director Emeritus
Office of Teaching Effectiveness and Innovation
Clemson University

Keynote Address: Teaching to Attain the Assessments You’d Like to See

This keynote addresses how best to help students achieve your learning outcomes for them and therefore perform well on your assessments. It will enable you to explain the appropriate relationships among student learning outcomes, assessments, and teaching methods, and then design and implement a well-aligned course. You will also learn how to select, adapt, and design teaching methods—that is, your students’ learning experiences—that, according to research, are among the most effective tools for preparing your students to achieve your outcomes for them. These methods will also provide you and your students with valuable formative feedback.

Biography:

In addition, Dr. Nilson co-edited Enhancing Learning with Laptops in the Classroom (Jossey-Bass, 2005) and Volumes 25 through 28 of To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development (Anker/Jossey-Bass, 2007-2010) which is the major publication of the Professional and Organizational Development (POD) Network in Higher Education. She has also published many articles and book chapters and has given over 450 keynotes, webinars, and live workshops at conferences, colleges, and universities both nationally and internationally on dozens of topics related to college teaching and scholarly productivity.

Dr. Nilson’s career as a full-time faculty development director spanned over 25 years. Before coming to Clemson University, she directed teaching centers at Vanderbilt University and the University of California, Riverside and was a sociology professor at UCLA, where she entered the area of educational development. After distinguishing herself as an excellent instructor, her department selected her to establish and supervise its Teaching Assistant Training Program. In sociology, her research focused on occupations and work, social stratification, political sociology, and disaster behavior.

Dr. Nilson has held leadership positions in the POD Network, Toastmasters International, Mensa, and the Southern Regional Faculty and Instructional Development Consortium. She was a National Science Foundation Fellow at the University of Wisconsin, Madison, where she received her Ph.D. and M.S. degrees in sociology. She completed her undergraduate work in three years at the University of California, Berkeley, where she was elected to Phi Beta Kappa.
Posters

1) Rebecca Abromitis, Health Sciences
   How Does Pretesting for PubMed Knowledge Spark Student Learning?
   Oakland Campus

2) Jennifer Cacciotti, Nursing and Health Sciences
   Neonatal abstinence syndrome-Utilizing student nurses in infant NAS assessment
   Johnstown Campus

3) Walter Carson, Biological Sciences
   Engaging Student Scientists to Enhance our Understanding of Forest Degradation and Promote Inquiry-based Scientific Skills
   Oakland Campus

4) Russell Clark, Physics and Astronomy
   Transition of Introductory Physics Labs to an Inquiry Based Format
   Oakland Campus

5) Sheila Confer, Humanities/First Year Studies
   Engaging first year students in discussion about sex and sexual gender roles
   Greensburg Campus

6) Leigh Coogan, Legal Writing
   Cultivating Resilience in Students to Become Practice Ready Professionals
   Oakland Campus

7) Colleen Culley, Pharmacy and Therapeutics
   Drug Intelligence; Student Practice of Evidence-Based Medicine
   Oakland Campus

8) Samuel Dickerson, Electrical and Computer Engineering
   No Excuses: Use of Simple Active Learning in Electrical and Computer Engineering
   Oakland Campus

9) Dawn Drahnak, Nursing and Health Sciences
   Peer Led Nursing Simulation
   Johnstown Campus

10) Laura Fennimore, Acute and Tertiary Care
    Communicating executive level messages: Targeted Writing Assignments
    Oakland Campus

11) Suzanna Gribble, Biological Sciences
    Developing a Pre-Assessment Tool for BIOSC 0150
    Oakland Campus

12) Nancy Kaufmann, Biological Sciences
    Development and Assessment of Research-based introductory lab courses
    Oakland Campus

13) Kirill Kiselyov, Biological Sciences
    Peer-review presentation exchange in an undergraduate classroom
    Oakland Campus

14) Olga Klimova, Slavic Languages and Literatures
    ePortfolios and Project-Based Learning For Second Language Assessment
    Oakland Campus

15) Daniel Lambrecht, Chemistry
    Invigorating Math Education for Chemistry Majors with MoCChA
    Oakland Campus

16) Arash Mahboobin, Bioengineering
    Scaffolding to Support Problem-Solving Performance in a Bioengineering Lab — A Case Study
    Oakland Campus

Updated 01/23/2018
17) Christina Mair, Behavioral and Community Health Sciences
*Designing and Evaluating a Hybridized Course for Multilevel Analysis in Public Health*
Oakland Campus

18) Irene Mena, Mechanical Engineering
*Designing a Big Machine: A Description of a Hands-On Design Project in a Large Engineering Course*
Oakland Campus

19) David Nero, Physics and Astronomy
*The Triumphs and Challenges of Flipped Physics*
Oakland Campus

20) Leslie Poljak, University Library System
*Critically Analyzing Information: What do first-year students need to know?*
Oakland Campus

21) Sarah Ruffell, Biology
*Once Upon a Time in Pittsburgh: Children’s Literature and Science Communication as a High Impact Practice (HIP)*
Bradford Campus

22) Amy Seybert, Pharmacy and Therapeutics
*Comprehensive Incorporation of Multi-Modal Simulation, New Technologies and Innovation into a Core Doctor of Pharmacy Course*
Oakland Campus

23) Lisa Stabryla, Civil and Environmental Engineering
*Use of Active Learning and the Design Thinking Process to Drive Creative Sustainable Design Solutions and Promote Inclusive Classroom Environments*
Oakland Campus

24) Eugene Wagner, Chemistry
*Guided and Open Inquiry Laboratory Experiments for Honors General Chemistry*
Oakland Campus

25) Rhonda Wasserman, Law
*The Flipped Classroom*
Oakland Campus

26) Kyle Whittinghill, Geology and Environmental Science
*Incorporating Cooperative Learning Activities into GEOL 0840: Environmental Science*
Oakland Campus