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Enhancing Student Success in Biology, Chemistry, and Physics by Transforming the Faculty Culture[1] HOWARD JACKSON, LEIGH SMITH, KATHLEEN KOENIG, JILL BEYETTE, BRIAN KINKLE, ANNE VONDERHEIDE, University of Cincinnati — We present preliminary results of an effort to enhance undergraduate student success in the STEM disciplines. We explore a multistep approach that reflects recent literature and report initial results by each of the Departments of Biology, Chemistry, and Physics of implementing several change strategies. The central elements of our approach involve identified departmental Teaching and Learning Liaisons, a unique faculty development component by our teaching center, a vertical integration of leadership across department heads, the Dean, and the Provost, and the explicit acknowledgement that change happens locally. Teaching and Learning lunches across the departments have attracted an attendance of ˜65% of the faculty. The use of Learning Assistants in classrooms has also increased sharply. Modest changes in the student success rates have been observed. These efforts and others at the decanal and provostal levels promise changes in student success.

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