

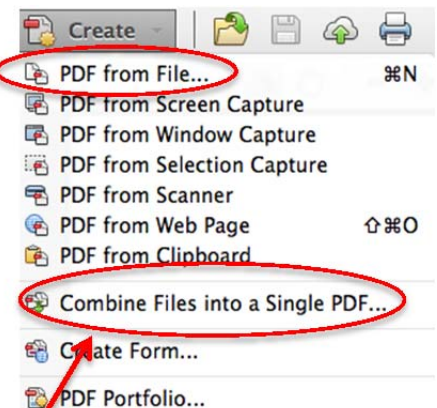
Adobe Acrobat Basics for Promotion & Tenure Dossier Assembly

These directions and screen shots are specific to Adobe Acrobat 11. Version 11 of Acrobat is nearly identical on the Mac and PC. If you have previous versions of Acrobat, the same functionality exists but the screen captures and button/menu locations will differ.

Create a PDF from a *single* document

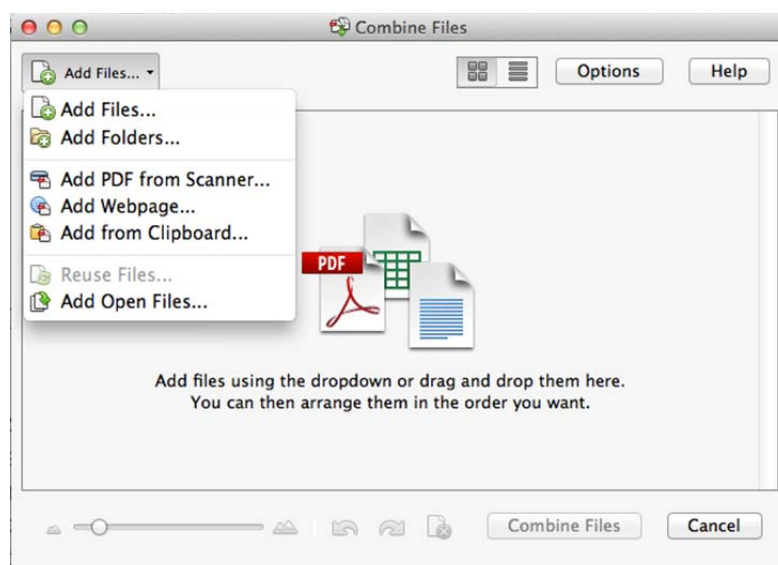
1. Open Adobe Acrobat Pro.
2. From the **Create** menu, select **PDF from File**.
3. In the dialog box, locate and select the file.
4. Click **Open** to begin the conversion process. The newly created PDF fill appear in the window and is ready to edit.
5. **Save**.

NOTE: The PDF will have the same name as the original document and be saved in the same location. Use the File, Save As command to change the name and/or location.



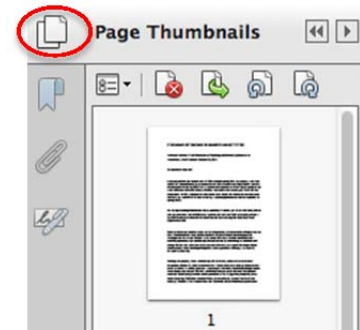
Create a single PDF from *multiple* documents

1. Open Adobe Acrobat Pro.
2. From the **Create** menu, select **Combine Files into a Single PDF**.
3. From the **Add Files** dropdown menu, locate and add the files to combine into a single PDF.
OR: Drag & Drop files as indicated to the center of the box.
4. Put the files in the correct order by dragging and dropping them into proper place.
5. Click **Combine Files**. Depending on file size, the process may take a few moments.
6. In the **Save As** dialog box, re-name the document and click **Save**.

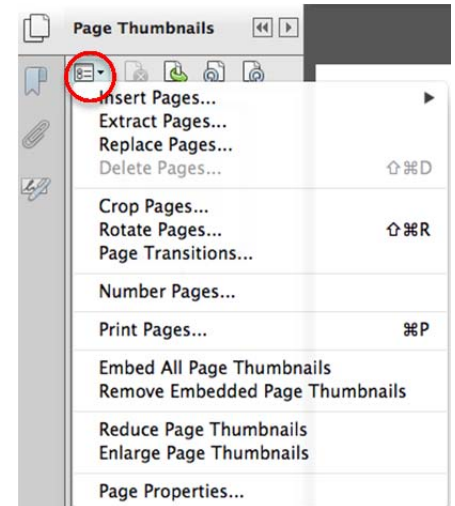


Page Options

1. **Open** the PDF with **Adobe Acrobat Pro**.
2. Click the **Pages** icon to view thumbnail images of the pages.
3. Note the icons to Delete, Insert, and Rotate Pages.



4. Use the Page Options Menu to see more options.
For example, you can Crop, Extract, Replace, Add Page numbers, etc.



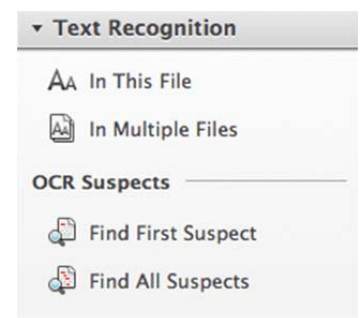
Reorder Pages

5. **Open** the PDF with **Adobe Acrobat Pro**.
6. Click the **Pages** icon to view thumbnail images of the pages.
7. Click and hold the thumbnail of the page(s) you want to move.
8. Drag the thumbnail(s) up/down and release it in the desired location.
9. **Save**.

Convert Scanned Document into Searchable Text PDF

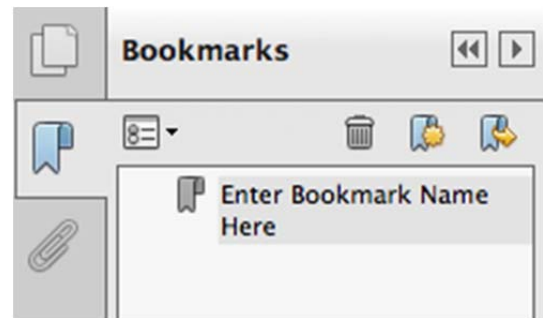
When you scan a letter or other text document, the scanner essentially takes a picture of the document. It does not recognize it as text until you tell it to convert the picture of text into recognizable Text. Steps:

1. **Open** the scanned PDF in **Adobe Acrobat Pro**.
2. In the **View** menu, hover over **Tools** and then select **Text Recognition**.
3. On the right edge of the page, a menu for Text Recognition appears. Click **In This File** to begin the process.
4. Select **All pages** and click **OK**.



Create Bookmarks from Scratch

1. **Open** the PDF with **Adobe Acrobat Pro**.
2. Click the **Bookmark** icon to open the PDF in bookmark view.
3. Locate the section of text to bookmark.
4. Click the **New Bookmark** icon.
5. **Name** the Bookmark.
6. Press **Enter** or click away from the bookmark name to save.
7. Repeat until each bookmark has been saved.

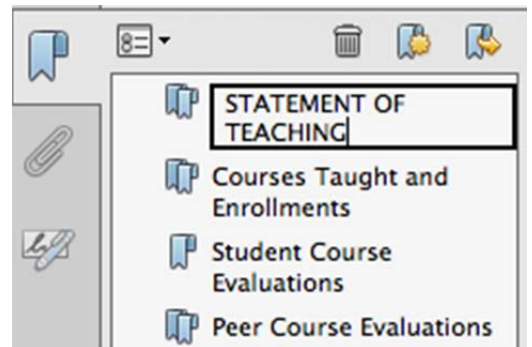


Edit Generated Bookmarks

When you create a Combined PDF from multiple files, Acrobat automatically generates a bookmark for each document. The title of each bookmark comes from the individual file names. You may need to edit those names or delete unwanted bookmarks.

To Edit the name of a bookmark:

1. **Click once** on the bookmark in the bookmark pane to select it. (Pause a moment – don't double click!)
2. **Click a second** time to open it in edit mode.
3. **Make changes** and click away from the text box to **save**.



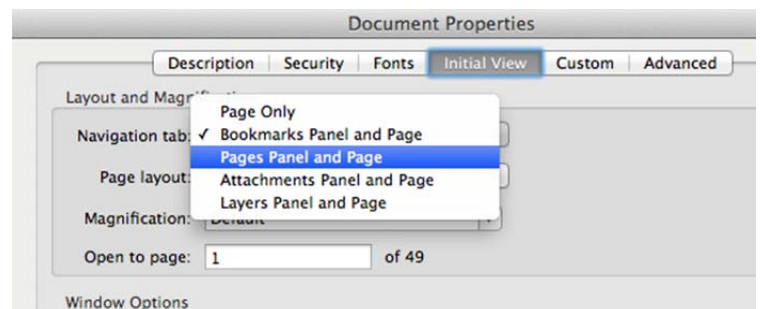
Delete Bookmarks

1. **Click** the icon of the bookmark you want to delete to select it.
2. Click the trashcan icon. **WARNING:** It does not ask you to confirm the deletion.



Save Bookmark View

1. To ensure a PDF opens to Bookmarks view by default, click **File, Properties**.
2. Click **Initial View**.
3. Select **Bookmarks Panel and Page** from the Navigation tab drop down menu.
4. Click **OK** to save.



1.8 Teaching Data.pdf

Create | Customize | Tools | Sign | Comment

1 / 49 | 78.2%

Bookmarks

- STATEMENT OF TEACHING
- Courses Taught and Enrollments
- Student Course Evaluations
- Peer Course Evaluations
- Letters from Past and Current Students
- Individual Work with Students

STATEMENT OF TEACHING PHILOSOPHY AND ACTIVITIES

Professor Patricia B. Cool Statement of Teaching and Service Application for Promotion to Full Professor October 20, 2011

TEACHING STATEMENT

I taught eight different classes from fall 2004 through spring 2011; my teaching evaluation scores (see attached table) for these courses have been consistently high. (This is true with the exception of a spring 2007 Art and Automation capstone, in which I simply accepted too many students, with an enrollment of 28 for a course that was to be capped at 20 and was designed for 15-20; evaluations for this course were mixed, and the course was not a great success. I very much look forward to having a second opportunity to teach this capstone in spring 2012.)

My average teaching effectiveness score, spanning 17 courses, is 4.46 on a 5.0 scale, with an average percentile rank of 78.22 at the departmental level and 73.85 at the college level. A significant number of students have cited my courses as among their best educational experiences at OU.

Student evaluations are one measure of teaching success; I measure success largely in terms of my confidence that I have found effective ways to stimulate student engagement. Although I am now in my 13th year of teaching at OU and came here with substantial teaching experience, I pursue this objective by continually scrutinizing my approach and asking whether there are more effective means of arriving at my goal of having students achieve deeper understanding through their own exploration and inquiry as much as through my lecturing.

Through this process, I have enhanced my skill at drawing students into active class discussion, whether in graduate seminars with a dozen students or undergraduate courses of 40. In addition to asking questions about assigned materials, I do this by asking students what choices they would make when confronted with particular historical and political situations. Some examples illustrate the point. Several years ago, when preparing a class about the spring 1968 social unrest in France, so critical to the political history of that country, I considered how I could make this historically and socially distant period more