Celebrating Teachers: Our Students Honor Their Teachers

This past May the Center for Teaching Excellence held its twelfth annual Celebrating Teachers awards ceremony to honor outstanding teachers. Top students from each college were selected to choose two teachers—one of whom must be a University of Maryland teacher—to honor for the impact these special teachers have had on the student’s life. The ceremony offers students and teachers a rare opportunity: students get to tell their most beloved teachers just how much they meant to them, to their perceptions of themselves, their work, their lives. And teachers get the opportunity to hear these words of gratitude from a student. It is a moving ceremony: student after student stands at the podium and tells all assembled why the two teachers he or she has chosen are special. The words spoken by these students, heartfelt and passionate, were an inspiration to us all. While most of us may only get a handful of thank yous from current and former students, the Celebrating Teachers ceremony reminds us that if given the context, our students would tell us things that would warm our hearts and give us new energy to go into the classroom tomorrow, and for many days to come.

One of the most moving sentiments was written by Thomas Bosher-Perran because he was unable to attend the ceremony. His remarks emphasize how far-reaching can be the kindness and encouragement we extend to our students:

Dr. Angeletti has been one of my most important influences during my time at The University of Maryland. She has helped to make my time here most rewarding and enriching. In the years that I have known her since we met, she has been a constant source of encouragement and support in helping me to reach beyond my own expectations and make the most of my opportunities at the University of Maryland. Dr. Angeletti’s energy and enthusiasm has inspired all of us [in the cohort] to make the most of our own abilities in order to help others make the most of theirs.

Education is often defined as the “drawing out” of abilities that are already present in the student. The true educator recognizes hidden talents within the student and brings them to the surface by providing a positive and supporting atmosphere that inspires students to reach beyond their own, often self-imposed, limitations. By helping me to see the talents that lay hidden within me, Dr. Angeletti has given me the opportunity to achieve things I never dreamed I could.

“Celebrating Teachers” continued on page 2

In This Issue:
- An Academic Year of Successes by Spencer Benson ........................................ 2
- Departmental Award Winners ...................... 4
- CTE-Lilly 2003-2004 Teaching Fellows ........... 5
- The Annual Teaching Awards Recipients List! ... 6
- CTE Distinguished Teaching Assistants .......... 8
- Teaching with Technology Award ............... 9
- Scholarship of Teaching & Learning (SOTL) Grant Recipients ........................................ 10
- Instructional Improvement Grant Winners ...... 11

The Teaching and Learning News is published by the Center for Teaching Excellence, University of Maryland, College Park
An Academic Year Full of Successes

This is a special issue of the CTE newsletter in several ways. It marks the changing of the academic season as we end an academic year and begin our preparation for the new academic season that is rapidly approaching. It is both proper and fitting that we close the chapter on the 2002-2003 academic year by reflecting on the successes of the past year and acknowledging the work of individuals who have improved our academic community. We honor these individuals for their work in education, for tackling educational problems with new approaches, and for extending a helping hand or supporting embrace—knowingly or not—to those who may have needed one. As you read or skim through this issue of the CTE Newsletter, please take notice of the diversity of the communities that we recognize. They include undergraduates, graduates, staff and faculty at all ranks who through a variety of activities enriched the lives, existence, and learning of students and peers. Each of the honorees represents a visible segment of our learning community, which, like the mass of an iceberg, remains mostly unseen but critical in supporting what is visibly recognized. If I may extend my iceberg analogy to the next level: the component that binds and connects all of these awards and awardees is learning, much in the same manner water is the essence of icebergs and the media that connects them to the rest of the world. However, unlike icebergs that have a solitary existence, our awardees have rich connections to a community of peers who support and applaud their efforts. Lets each of us extend this celebration by calling or emailing one of the recipients to remind them that their efforts in teaching made a difference and encourage them to continue the good work in these difficult times. Congratulations to all of the awardees! Your work makes our work at CTE rewarding, fun, and meaningful. Have a pleasant and happy summer, and we’ll see you in the fall.

By Spencer Benson
Faculty Fellow for CTE

“Celebrating Teachers” continued from page 1

Bosher-Perran’s remarks and those of the other students who honored favorite teachers focused on how special teachers develop close relationships with their students, see their students as people, help students to do more than they thought themselves capable, by helping them press beyond what Bosher-Perran calls “self imposed limitations.” Often, what these teachers do is “see” their students, and shine lights on their abilities, making them visible to the students themselves. Listening to the powerful words of our top students about their top teachers can serve as a reminder to us all to see the hidden talents in our students and bring them to light.

Below are the sentiments of the students—in their own words—about their most beloved teachers:

- She allowed me to work. Her trust and faith has had an amazing impact on my life. She gives 110%. When she walks into the lab, I want to do better.
- His trust in me was very important. I will always remember that with gratitude.
- He showed me that being an architect is a way to change the world.
- She made me work harder than I ever had or wanted to.
- He had an ability to make the subjects (of history) alive for me, to take it beyond facts and dates and make it about people and things.
- She has served as my mentor, my teacher, my confidant. Her love for her work has been an inspiration for me. Because of her, I am going to be part of Teach for America. I’m going to be a teacher next year because the motivation of these two teachers.

Adam B. Chepenik honors teachers Douglas Lewis and Jeff Brown

- She pushes her students in a positive, beneficial fashion. She pushes to make knowledge personal for us.
- He made such a huge difference in my life, how I see the world, how I see knowledge.
- They were always open minded, ready to hear student opinions. They expected the best from us, and because they expected it, they received it. They were available in and out of the classroom. I looked at them as role models...
- When I took his class, we built a bronze sculpture, and a shoe box camera. I learned a lot about math.
- Dr. Popper gave me the freedom to grow and develop, become a scientist. I’m going to graduate school because of these two teachers. They’ve really helped me.
- He’s someone who woke early to coach us and stayed late. He spent weekends traveling with us to debates. He’s willingness to fly up [from Miami, Florida] here epitomizes how much he cares about his students and former students.
- These people are passionate about helping their students learn.
- She’s a mentor in every sense of the word. She taught us we need to stand up for our principles.
- She was one of the first teachers who took an academic interest in me. She really cared about seeing us go to college and succeed.
- I’ve never had her in a class. . . everything she has done for me: she’s been my mentor, friend, advisor. I met her as a freshman. She’s nurtured me, always been there for me. I can’t say enough.
- These two professors have been the best. There is something that sets them apart. They really connect with students. I think them for giving me a love of learning.
- He’s a great professor. The thing that “Celebrating Teachers” continued on facing page
sets him apart is he wants you to learn outside the class. I thank him for giving me the zest for always looking for the solutions to problems.

- I wouldn’t be here except for her. She set rules but she was kind and caring. She was very encouraging. When I had outgrown the program, she encouraged me to earn college credit at a community college.
- He’s a dinosaur paleontologist and he shares his excitement with his students.
- She had a personal relationship with me, and all of her students.
- His class changed my perspective on engineering. Dr. Tretter has a reputation for being a good teacher—his different, has high expectations. My only regret is that I didn’t get to take more classes with him.
- He would question us about what we thought and take seriously our ideas. He stood by his principles. I learned from him about ethics and standing by my principles.
- He encouraged me to explore things I never thought I would work on. Working with him I learned how to do research. He was a guide, an advisor, a mentor in subjects not related to engineering.
- He inspired me to fall in love with math. He showed me chaos theory. . . a lot of other fields that made me only want to know more. It would be dif-

The 12th Annual Celebrating Teachers Ceremony: The Students and Their Special Teachers

**Agriculture and Natural Resources:** Rebecca Waterworth honored Paula Shrewsbury (Entomology) and Robert Griesbach (U.S. Dept. of Agriculture).

**Architecture:** Kate Thurmer recognized Karl F.G. Du Puy (Architecture) and Ronit Eisenbach (Architecture).

**Arts & Humanities:** Mark Edwin Baxter honored Robyn Muncy (History) and David Layton (Myers Park High School); Elke Kee Chen recognized teachers Ruth E. Zambrana (Women’s Studies) and Leslie Adler (Thomas S. Wootton High School); Autumn Lee Wilson gave thanks to Catherine Schuler (Theater) and Thomas Clark, Jr. (Rising Sun High School); and Leslie Q. Wooldridge paid tribute to A. Lynn Bolles (Women’s Studies) and Sheila M. Braxton (High Point High School).

**Behavioral & Social Sciences:** Bradley N. Buran offered words of appreciation for Arthur N. Popper (Biological Sciences) and Robert Donaldson (Montgomery Blair High School); Adam B. Chepenik said some special words to Douglas Lewis (University Honors Program) and Jeff Brown (retired teacher from Miami Palmetto Senior High School); and Lauren R. Wisman honored Froma P. Roth (Hearing and Speech Sciences) and Alice L. Knutson (Hershey High School).

**Robert H. Smith School of Business:** Matthew Bridge said thank you to Patricia L. Cleveland (Smith School of Business) and Elizabeth B. Beisel (retired teacher from North Allegheny Senior High School); and Manisha Sharma honored teachers J. Robert Baum (Smith School of Business) and Judith Lichtenberg (Philosophy).

**Computer, Mathematical and Physical Sciences:** Jason A. Cassara honored Catherine Gilmore (Sayville Learning Center) and Thomas R. Holtz, Jr. (Geology); and Jeremy Miller offered words of thanks for the efforts of his teachers Douglas P. Hamilton (Astronomy) and Linda Kreitlow (Hammond High School).

**Education:** Erin T. Lee recognized two teachers important to her: Francine Sacchetti (Human Development) and Kathryn Chesler (Long Reach High School); and Thomas Bosher-Perran prepared words of gratitude for his teachers Kathleen Angeletti (EDUC-Student Services) and Barbara James (Okeechobee High School).

**A. James Clark School of Engineering:** April D. Oster said thank you to Steven A. Tretter (Electrical and Computer Engineering) and Christ Goutis (Grand Ledge High School); Michael D. Rinehart honored Shuvra S. Bhattacharyya (Electrical and Computer Engineering) and Michael Guilian (Cherry Hill High School East); and Suzanne E. Ruddy offered special thanks to Anthony J. Vizzini (Aerospace Engineering).

**Health & Human Performance:** Monica R. Moyer offered heartfelt words of gratitude to Susan P. Kogut (Kinesiology) and Colleen M. Farmer (Health and Human Performance).

**Philip Merrill College of Journalism:** Marie C. Beaudette gave special thanks to her honored teacher Olive D. Reid (Philip Merrill College of Journalism).

**Life Sciences:** Soroush Rais-Bahrami told us how two teachers were important in his life: David J. Hawthorne (Entomology) and Elizabeth B. Offutt (Springbrook High School); and Jill Ricker honored special teachers Ann Smith (Cell Biology and Molecular Genetics) and Susan Behel (Lake Brantley High School).
Departmental Award for Excellence and Innovation in Undergraduate Teaching

The Departmental Award for Excellence and Innovation in Undergraduate Teaching is an annual award given to recognize notable improvements in undergraduate education at the department, program, college, or university level. The idea is to highlight how the combined efforts of a unit have positively impacted undergraduate teaching and learning on campus. It was established 8 years ago as a Lilly-CTE Teaching Fellows project, and has been made possible because of the support of Bob Hampton, the Dean for Undergraduate Studies.

The annual Departmental Award for Excellence and Innovation in Teaching comes with a certificate, the honor of having the name of your unit added to previous winners and displaying the Plaque of Excellence in your office for the next year, and a $5,000 check to be used for further improvements and enhancements to undergraduate education. Implementing sweeping changes in a department or program – with the coordination of many faculty – is certainly deserving of recognition. But extending that effort across a college is indeed extraordinary! The College of Arts and Humanities has done just that by reexamining the roles faculty play in the development of their first-year students, as teachers, mentors and advisors.

It is well-known that there is a correlation between student success and the connections students make on campus. Not all students are part of a living-learning communities; so, there have been additional efforts on campus to provide these students with direct connections to faculty in other ways. One of the most successful initiatives has been the development of our UNIV100/101 courses by the Orientation office for incoming first-year students. These one credit courses, entitled “The Student in the University,” provides small classroom settings and close interactions with a faculty mentor to help first year students in their transition to university life.

In the fall of 2000, the College of Arts & Humanities made UNIV101 a requirement for all ARHU majors who are not a part of a campus living-learning or the University Honors program. These college-specific sections of UNIV101 are taught by tenured faculty or full-time lecturers – and therefore provide students with a direct connection to a faculty member during their first semester on campus. Programs like this have been implemented in several colleges and units on campus. What is exceptional – and what the College of Arts & Humanities is being honored for – is what has developed since the implementation of this program in the Fall of 2000. Through the leadership, expertise, and creativity of a group of faculty, staff, and administrators (that spans departments throughout the College as well as offices across campus), this program has been transformed to connect the UNIV101 sections to academic disciplines. Students in the College now enroll in sections of UNIV according to their declared major (ARHU has more than 25 different degrees and majors) and these discipline-specific courses are now located within, and overseen by, academic departments.

This transformation has empowered the faculty that teach these UNIV sections, enabling them to infuse more academics issues into the course – to custom-tailor the curriculum according to discipline-specific needs – and to begin to develop a shared departmental “culture” with these first year students. It’s a way to begin to mentor incoming students at the earliest stage of their careers. And the results have been overwhelmingly successful: Faculty are responding to these changes and are lining up to teach these departmental UNIV sections. The retention rate for the incoming students has risen from 88.2% for the fall of 2000 cohort — to 92.8% for fall 2002, 2 years later. This program serves as a model for other academic units on and off campus.

For their willingness to ‘think outside of the box’ – to take chances — and to see possibilities outside of the confines of the current structure, CTE gives The Award for Excellence and Innovation in Undergraduate Teaching to Jim Harris, Dean, Gabi Strauch, Associate Dean of the College of Arts & Humanities, and all of the ARHU faculty who participated in the project.

Pictured: Gabriele L. Strauch (center), Associate Dean, and James F. Harris, Dean, of the College of Arts & Humanities, and the ARHU faculty who participated in the project.
Lilly-CTE 2003-2004 Teaching Fellows
Gregory B. Baecher, Chair, A. James Clark School of Engineering, Department of Civil and Environmental Engineering.

Geraldine Foudy, Librarian II in Information Studies at McKeldin Library

Steven A. Gabriel, Assistant Professor, A. James Clark School of Engineering, Department of Civil and Environmental Engineering

Robert N. Gaines, Director, College of Arts and Humanities, Department of Communication

Cheryl C. Holcomb-McCoy, Assistant Professor, College of Education, Department of Counseling and Personnel Services

Peter Mallios, Assistant Professor, College of Arts and Humanities, Department of English

Ann C. Smith, Instructor, College of Life Sciences, Department of Cell Biology and Molecular Genetics

Bret P. Smith, Assistant Professor, College of Arts and Humanities, School of Music

Debra A. Suarez, Assistant Professor, College of Education, Department of Curriculum and Instruction

Leah Waks, Director of Undergraduate Studies, College of Arts and Humanities, Department of Communication

This year, in addition to the winner, we also have two departments that the Selection Committee felt deserved special recognition for their outstanding initiatives. Both are from the School of Languages, Literatures, and Culture.

The Departments of French and Italian have implemented sweeping changes in both their French and Italian undergraduate programs. These changes have involved virtually everyone in this department; moreover, they reflect an awareness by the department of their students’ needs — and a desire to meet those needs. These new developments have included the following: The incorporation of WebCT into introductory French classes, the transformation of in-class student presentations from several introductory classes into an open half-day poster session ‘event’ where students and faculty interact and discuss French culture. And, a new French course to better serve students who have taken French before coming to campus but are not yet ready for intermediate courses; The Italian program has been completely redesigned — and now offers students two options for majors: Language, Culture and Literature AND Business Italian — as well as a new Citation in Business Italian. A new winterterm course has been developed at the University of Genoa, as an opportunity for students to learn Italian through total immersion.

For their substantial reforms in response to their undergraduate students’ changing needs, Dr. Pierre Verdaguer, Chair of Dept. of French and Italian and Dr. Lauretta Clough, Director of Undergraduate Studies were presented with certificates of recognition.

Over the past five years, the Department of Spanish and Portuguese has been incorporating service-learning into their curriculum. These service-learning experiences are required projects in at least five of their courses and also as internships. The experiences connect undergraduate students with the local Hispanic community and have enabled the students to learn from community members as well as to serve as role models and mentors for younger Latino students. Student projects have included tutoring Hispanic middle schoolers, reading to Latino elementary school children, working with Hispanic business owners, teaching Spanish and serving as mentors at Chillum Elementary School, translating at various venues, and working in local health clinics

The Department of Spanish and Portuguese is now going to make service learning a requirement for all Spanish majors. In addition to providing a rich learning experience for our students, these projects served as an outreach program, forging connections with members of our local Latino communities and encouraging Latino students to come to our University. It is a win-win situation for all.

For this systemic and wide-reaching program of mentoring, service-learning, and community outreach a certificate of recognition was presented to Dr. Sandra Cyress, Chair of the Department of Spanish and Portuguese.♦
The 12th Annual Recognition of Excellence in Teaching: The UMCP Faculty and TA Awards

The Dean’s Award for Excellence in Teaching, one of the most prestigious teaching awards given to a University of Maryland faculty member, was awarded to Dr. Larry C. Washington (Mathematics).

Larry Washington is a truly exceptional and remarkable teacher. He teaches very well at many levels—as an advisor of PhD students, a teacher of graduate courses, a teacher of advanced undergraduate courses, a teacher of honors classes for freshmen, and a teacher of large lecture courses in Calculus for business students (Math 220, 221).

There is a tangible record of Larry’s ability to connect with students. In 1991, 1994, 1997 and 1999, he won a Certificate of Teaching Excellence (these are the awards for most-appreciated-faculty, chosen individually by a small number of students each year). He was also nominated for an Outstanding Teacher by the Panhellenic Association in 1997 and was nominated for Teacher of the Year by the UMD Parents’ Association in 2001.

At the graduate level, Larry is a popular PhD advisor, well known as approachable and generous. He’s directed nine PhD theses and four Masters theses, and is currently supervising three PhD students and two Masters students. He’s also contributed time generously to students in number theory who were supervised by other faculty.

Larry created the Cryptology course MATH 456 (cross-listed now with CMSC). Due to the connections between number theory and encryption, Larry learned cryptography and wrote a text for the course. This is what can happen at a good research university: a prominent authority (Larry is a well known number theorist) develops an undergraduate course informed by a deep understanding of his subject. MATH 456 is now a very popular course that runs every semester due to heavy demand.

Larry has also gotten excellent student reviews from teaching various other 400-level courses. In the service courses MATH 220 and 221, Larry brings a similar energy. For example, to demonstrate a geometric series in Math 220, he’d have the class time the successive peak heights of a bouncing rubber ball—usually, a professor simply writes on the board.

Although Larry stands out at every level of teaching, he is most special in his interactions with gifted young students. On a purely voluntary basis, he has sustained interactions with outstanding high school students for years. He has supervised five (!) top-ten finishers in the Westinghouse-Intel competition, the nation’s premier math/science competition for high school students. At the University, he has for two decades been the leader of the mathematics department honors program. He has been in contact with virtually all the best math majors over the years, making a real difference for several (a current example is Andrew Snowden, one of our best majors ever, who received the Aziz Mathematics Scholarship partially on the basis of his mathematical research stimulated by Larry).

Larry has been so effective as a teacher of math honors classes to bright new students in part, because, you could say, he never grew up. He retains the jovial style of a happy kid, unreconstructed by his distinguished research record and serious responsibilities.

The Math department has many good teachers and a number of really excellent ones, including Larry. However, very few are excellent at all levels in the deep and broad manner that Larry has. He is truly deserving to be the recipient of the Excellence in Teaching Award it is long overdue! ♦

Honorable Mention for the Dean’s Award for Excellence in Teaching goes to Dr. C.C. Chang, (Physics) & Dr. Julio Friedmann (Geology). Mr. Charles C. Lin & Mr. Nelson Padua-Perez, (both of Computer Science) were awarded Outstanding Instructor awards. An Outstanding Teaching Assistant award has been given to Mr. Ransom K. Winder (Computer Science). Ms. Kimberly A. Ozga (Mathematics) has been awarded the Thelma M. Williams Advisor of the Year award. Spencer Benson (Cell Biology and Molecular Genetics) received the Board of Regents Faculty Award for Teaching; Elisabeth Gantt (Cell Biology and Molecular Genetics) received the Board of Regents Faculty Award for Research, Scholarship, and Creative Activity; and Noel Myricks (Family Studies) has been awarded the Board of Regents Faculty Award for Mentoring. Ana Patricia Rodriguez (Languages, Literatures & Cultures) was awarded the Minority Achievement Award in recognition for all her teaching and mentoring contributions to the Latino community on campus and in the community. The 2001-02 George Corcoran Memorial Award for faculty was awarded to Prof. Gang Qu (Electrical & Computer Engineering); the 2001-02 George Corcoran Memorial Award for a graduate student was given to Mr. Wai-Ki Leun (Electrical & Computer Engineering). The Department of Agriculture and Natural Resources Alumni Chapter presented the following awards to faculty and students: Dr. Andrew Baldwin (Biological Resources Engineering) received an award for Excellence in Instruction; The Excellence in Research award was presented to Dr. Nancy Bockstael (Agricultural Resource Economics); Dr. Lewis Carr (Biological Resources Engineering) received an award for Excellence in Extension; Lynda Brown (Nutrition and Food Science) and John Kaminski (Natural Resource Sciences and Landscape Architecture) were recognized as Outstanding Graduate Students. The School of Engineering presented The 2003 Poole and Kent Company Senior Faculty Teaching Award to Professor James Duncan (Mechanical Engineering). He was selected for this award in recognition of his dedication to teaching in
The following College of Life Sciences faculty members were recently honored: Dr. Sarah Dray, Dr. Elizabeth Tishkoff, Dr. Lawrence C.

“Teaching Awards . . .” continued from facing page

the classroom, his encouragement of students to master course topics, and the creativity that he has shown in the development of new approaches to ‘traditional’ fundamental engineering science courses. Duncan was awarded at the Spring 2003 commencement. The 2002 E. Robert Kent Junior Faculty Teaching Award was presented to Professor Glenn Moglen (Civil and Environmental Engineering). He was selected for this award in recognition of his contributions to the Clark School as an outstanding engineering educator. (This was awarded at the Fall 2002 commencement.) Scott Weaver (Meteorology) won an award for outstanding TA in 2002-03. English Department’s Graduate English Organization (GEO) Faculty Service Award was given to Linda Coleman (English). The English Department also awarded two James Robinson Awards for excellence in teaching: to Amber Cohen (English) for excellence in the teaching of writing and to Meg Pearson (English) for excellence in the teaching of literature. Sociology Graduate Student Jeff Stepnisky (Behavioral and Social Sciences) received a Graduate Student Teaching Excellence Award. Larry Washington (Math) won the College of Math and Physical Sciences Outstanding Teacher Award and Kim Ozga (Math) won the CMS Professor Award. Judith P Hallett (Classics) was named the 2003 Outstanding College Classicist in Maryland by the Maryland Senior Classical League. Certificates of Commendation for Teaching (for such achievements as high evaluations or innovations in teaching during ‘02-03) were awarded to the following department of Communication graduate students: Erica Lamm (Communication) received an award for high teaching evaluations and student testimonials for COMM 107 Original classroom exercises; Kelly Carr (Communication) was honored for her high teaching evaluations and student testimonials for COMM 200; Lisa Corrigan (Communication) was recognized for high teaching evaluations for COMM 330; Hyo-Sook Kim, Glenn Kirksey, and Meghan O’Shaughnessy (all of Communication) were honored for their high teaching evaluations (4 and above) in COMM 107; Lisa Burns (Communication) was recognized for her work as the mentor to COMM 017 TA’s assistant to the Basic Course Director and for her high teaching evaluations and student testimonials for COMM 324 New prep: Public Relations Techniques. Also recognized by the Department of Communication were a number of graduate students for their service to the community in one or multiple ways: Ric Winston was honored for his service to the Center for Political Communication and Civic Leadership, and also for serving on faculty search committees; Leslie Holowenko was honored for her assistance to the Graduate Director and for organizing the pre-union; Neil Man-Sharamani was recognized for service to the Center for Political Communication and Civic Leadership, and for the Center’s student group. He was also acknowledged as the Political Opportunities in Leadership & Service (POLS) computer liaison for grade computer lab assistance with pre-union. Meghan O’Shaughnessy was also honored for her service to the Center for Political Communication and Civic Leadership and the Center’s student group, Political Opportunities in Leadership & Service (POLS) planning a presentation by the Director of Training Programs for EMILY’s List, an influential grassroots organization in American politics; Sheilah Coffey was recognized by her department for the assistance she offered with Maryland Day, the pre-union, with commencement, and with the undergraduate advising office; David Youngmeyer was honored for his assistance to the Human Subjects Review Committee, to the Undergraduate Advising office, and for his efforts at Maryland Day and with Undergraduate Internship Fair; Jason Black was named an Outstanding Graduate Scholar (Ph.D.) student in good standing judged to have demonstrated academic and professional excellence and to have shown strong scholarly potential; Bjorn Southard was named as an Outstanding Graduate Scholar (M.A.) student in good standing judged to have demonstrated academic and professional excellence and to have shown strong scholarly potential. Robert H. Smith School of Business Allen J. Krowe Teaching Awards: Joyce Russell was the faculty member that was honored as a distinguished teaching professor of management science and statistics, and Alex Triantis (Finance). Brian Ratchford (PepsiCo Chair in Consumer Research) received the Faculty Honorable Mention Award. The following Adjunct Faculty and Graduate Assistants in the Smith School of Business were also honored: Nile Webb, Darren Boas, Mark Wellman, Riki Takeuchi.

Fred Alford (Government and Politics) received recognition for Excellence in Teaching. The following Graduate Students received recognition for Excellence in Teaching: Jonathan England (Government and Politics); Claire Jantze, (Geography) was honored with the Outstanding Undergraduate Advisor; the Outstanding Staff Award was given to Colleen Worthington, director of the Speech-Language Clinic in the Department of Hearing and Speech Sciences for the past ten years. The University Honors Program awarded two Outstanding Teacher Awards this year: the award was given to Chip Denman (Fall 02) and to John Carlson (Spring 03). James Glass (Government and Politics) received the Outstanding Teaching in Political Science Award (APSA & Pi Sigma Alpha); Wayne McIntosh received the 3rd annual Faculty Mentor of the Year Award (Office of the Dean for Undergraduate Studies & the Maryland Center for Undergraduate Research); Vladimir Tismaneau (Government and Politics) was awarded a 2003-2004 Distinguished Scholar-Teacher Award. The College of Health and Human Performance gave the following Teaching and Mentoring awards at its Commencement on Friday, May 23: The Doris Sands Excellent Teaching Award was given to Dr. Elizabeth Y. Brown (Kinesiology) and the Leda Amick Wilson Mentoring Award was awarded to Dr. Ned L. Gaylin (Family Studies). The following College of Life Sciences faculty members were recently honored for their excellence in teaching and research: Junior Faculty: Dr. Sarah Tishkoff, Biology; Research: Dr. Lawrence Sita, Chemistry and Biochemistry; Teaching and Course Development: Dr. Dale Bottrell, Entomology.
2002-2003 Distinguished Teaching Assistants

Let us congratulate the special efforts of TAs in the College of Agriculture & Natural Resources. From the Department of Animal and Avian Sciences: Daniel Castranova, Lixin Liu, Brandon Sitzman, Chongmin Wang, Rachel Weaver Quinn, and Julie Wu. Give some love and applause to Department of Environmental Science and Policy Program TAs: Nathaniel M. Anderson and Nicholas A. Baer. Stand up and give a hand for Department of Natural Resource Science and Landscape Architecture TAs Neda Diab and Shawn Lucas!

Within the School of Architecture we would like to honor TAs from the Department of Programs in Architecture: Ryan Kautz, Keif Samulski and Richard Wolf. Please cheer for the outstanding efforts of TAs from the Department of Urban Studies and Planning: Adriana Aul and Elisabeth Holler.

There are many excellent TAs who work hard in the College of Arts and Humanities. Please congratulate and honor Department of American Studies TA Paula Nicole King! Say three cheers for Flora Vilches of the Department of Art History and Archaeology! Give a hearty round of applause for Department of Classics TA Brent M.W. Hernandez. Let’s honor Department of Communication TAs Erica Lamm, Meghan O’Shaughnessy, Bjorn Southard and Richard Winston. Give some love and congratulations to Department of Comparative Literature TAs Ritu Saksena, Tanya Shields and Belinda Wallace! Please honor Department of Dance TA Connie L. Fink. We would like to acknowledge and thank the special efforts of TAs from the Department of English: Jasmine Abeya, Maurice Champagne, Ryan Claycomb, David Eubanks, Stephanie Fitz, Leonardo Flores, Magdelyn Hammond, Timothy Helwig, Paul Madachy, Donna Packer-Kinlaw, Meg Pearson, Delores Phillips, Jason Rhody, Lisa Rhody, Stephen Severn, David Solomon, Vera Tobin, and Laura Williams. From the Department of Germanic Studies, please honor the efforts of Armin Hadamer. Let’s give a healthy Hooray for the Department of Philosophy TAs Craig Derksen and Scott James. Let’s point and shout a Hooray for Russian TA Natalia Romanova! From the Department of Spanish and Portuguese we say Horray to Ana Acedo, Luciana Donato, Pausides Gonzalez, and Magdalena Uzin. And in the Women’s Studies Department, we celebrate TAs Heather Rellihan, Joyleen V. Sapinoso and Sarah Tillery.

The Robert H. Smith School of Business would like to honor and congratulate TAs from the Department of Finance: Kristina Minnick, Carl Ullrich and Yue Wang, as well as a TA from the Department of Marketing: Darren Boas.

CTE and the College of Behavioral and Social Sciences would like to congratulate Rachelle Williams of the Department of African American Studies and honor Robert Chidester of the Department of Anthropology. We would also like to thank and congratulate TAs from the Department of Criminology and Criminal Justice for all their hard work: Robert Apel, Brian Barth, and Erin Orrick. For TAs in the Department of Government and Politics we offer our congratulations and best wishes: Regina C. Gray, Kevin E. Greene, Alexandra M. Kogl, Hellmut Lotz, Lawrence J. Olson, and Avital Shein. Keep clapping for Department of Psychology TAs Paul Jones and Petra Scheck-Bradley and for Department of Sociology TA Kim Nguyen.

Let’s stand and cheer for TAs who have worked hard in the College of Computer, Mathematical, and Physical Sciences. We honor and applaud Department of Geology TA Katherine Ann Clancy. Another warm round of applause and cheers for all the TAs in the Department of Mathematics: Gabriela Cohen-Freue, Angela Grant, Cory Hauck, Ning Jiang, William Jimenez, Joseph Kolesar, Shirin Malekpour, Aram Tangboonduangjit, and Samuel Younkin. And let’s not forget the TAs in the Department of Physics who went above and beyond the call of duty: Chad R. Galley, Jonathan Ozik, and Michael C. Ricci.

Join CTE and the College of Education in honoring Michelle Denny of the Department of Counseling and Personnel Services, Dalit Marshall of the Department of Human Development, and TAs from the Department of Measurement, Statistics, and Evaluation.

Denny of the Department of Counseling and Personnel Services, Dalit Marshall of the Department of Human Development, and TAs from the Department of Measurement, Statistics, and Evaluation.
Teaching & Learning Grants Support the University Mission to Improve Education

Part of the research mission of the University is to further knowledge and the development of ideas and concepts that benefit the human condition. CTE fosters this mission by supporting innovations in teaching and in the scholarship of teaching through small competitive grants. This year with support from the Office of Information Technology, Undergraduate Studies, and Service Learning, 24 Instructional Improvement Grants (IIGs) were awarded. The grants and recipients are listed in the box on page 11. In additional to the IIGs, which are aimed at improving instruction CTE (with support from Undergraduate Studies), CTE awarded several Scholarship of Teaching and Learning (SOTL) grants. A list of the grant and awardees is given in the box on page 10. SOTL grants are pilot grants given to encourage faculty to develop their scholarship in teaching through assessment and evaluation course changes and student learning.

University of Maryland 2003 Award for Innovation in Teaching with Technology

Cosponsored by the Office of Information Technology and the Office of Undergraduate Studies, this award recognizes innovative uses of technology in the teaching/learning process at the University of Maryland. The following awardee was selected and recognized at a ceremony during the Teaching with Technology Conference on April 4, 2003 by Donald Riley, Vice President and Chief Information Officer.

Katerina (Kaci) Thompson
College of Life Sciences

Learning is deepened by experiences that involve multiple sensory systems: hearing, seeing, smelling, touching. Laboratories, which are an important component of the biology curriculum, engage the students’ sensory systems and encourage them to explore biology through sound, sight, smell and touch. These experimentation laboratories are critical in introducing and reinforcing the fundamental concepts of biology that are presented in class lectures, but often have limited impact because of cost, time constraints, and scheduling constraints.

In 1997, Dr. Thompson began creating an on-line environment for her Mammalogy Lecture (BSCI 338M) with the objectives of using digital content to enrich her lectures and allowing students to revisit their content on their own time. The course web site now consists of several components: (1) general course information; (2) lecture outlines with links to relevant digital resources; (3) an image archive consisting of over 200 images from her personal collection as well as several hundred links to images on other web sites, organized taxonomically; (4) a site-specific search engine; and (5) seamless integration with WebCT to allow students to monitor their grades and ask questions and receive announcements through the discussion tool.

Want to improve your teaching?

WORK WITH A CTE FACULTY TEACHING CONSULTANT!

The Faculty Teaching Consultation Division was designed to help provide support for faculty that would like to improve their teaching. Teachers work one-on-one with a Faculty Teaching Consultant, based on their own goals. The requesting teacher determines the issues to be explored, and the consultant provides an outside perspective, peer support for a plan of action, and suggestions for additional resources.

Any faculty member that teaches for the University of Maryland at College Park can request a teaching consultation, and they are completely confidential. For more information, contact Dr. Spencer Benson at 301-314-1288 or via email <sb77@umail.umd.edu>.
Scholarship of Teaching and Learning (SOTL)
Grant Recipients
2003-2004

Dr. Edward Berlinski,
Department of English
Assessing Writing After Taking
English 391-395

The Professional Writing Program (PWP) of the English Department offers approximately 250 sections per year, with 22 students per section, to a total of 5,500 students. PWP’s upper-level writing courses consist of the English 391-395 series. This study will pilot a methodological assessment of student writing within the Program.

The study seeks to answer the following research question: What writing competencies are students gaining from the English 391-395 series as measured by criteria chosen to align with course and Program objectives?

Student will take pre-tests and post-tests. Both the pre-tests and the post-tests will require two different types of prose, and raters will not be able to distinguish pre-tests from post-tests by topic.

Raters will apply specific criteria such as claim, evidence, organization, and clarity to texts; from the comparisons of pretest and post-test scores learning will be measured.

The study will involve two sections of English 391, “Advanced Composition: Argumentation,” and two sections of English 394, “Business Writing,” with four different instructors and approximately 80 students total.

Dr. John R. Lampe, Dr. Michael David-Fox & Dr. Katherine David-Fox, Department of History,
Dr. James Melzer & Dr. Ellen Borkowski, Office of Information Technology
Dr. Catherine Hays Zabriskie,
College of Arts and Humanities,
Integrating Visual Materials into the Teaching and Learning of History

The integration of visual materials into the teaching process can profoundly enhance learning. The needs of a wide variety of knowledge acquisition styles, particularly those of visual learners, can be met. Visual materials can serve as a means to facilitate alternative teaching strategies, such as cooperative learning, to broaden communication in the classroom, and to expand the exploration of experimental projects. Once given ready access to digital images, how do faculty and students use them in the teaching and learning process?

This project will design, implement and assess a pilot collaboration between the College of Arts and Humanities, the Office of Information Technology and the Department of History using the Maryland Interactive System for Image Searching to distribute digital images for use in history courses. Faculty will explore the many possibilities that new and evolving technical solutions have to offer.

The programming team will respond to needs articulated by faculty in an iterative development process. Based on the findings of this pilot project, the model can be applied to other disciplines as well as across campus in an interdisciplinary approach.

Dr. Kathleen Young, Department of Government and Politics
Ms. J. Celeste Lay, Department of Government and Politics
Simulations as a Teaching Tool for Civic Education

This project will assess the effectiveness of simulations developed to enhance students’ understanding of and appreciation for civic learning and engagement. The simulation exercise to be evaluated was developed by the ICONS Project at the University of Maryland, with funding from the Robert H. Michel Civic Education grant.

Effectiveness will be assessed through use of a survey tool, administered to two sections of GVPT 170 (with one section participating in the simulation and the other functioning as a control group). The survey-based experimental methodology will be developed during summer 2003, with the actual simulation occurring in fall 2003. Results will be compiled and disseminated in spring 2004.

Reports on research findings will be targeted to several audiences: faculty and graduate students at the University of Maryland; the larger political science community (through presentations at APSA); and instructors who would include simulations as part of a “best practices” plan for improving civic education in secondary schools.

This grant will provide a systematic model for evaluation of simulations as educational tools at all levels of education.
2003-2004 Instructional Improvement Grant Recipients

Miriam Isaacs, Yiddish Lang & Culture ARHU-Meyerhoff Center for Jewish Studies
*The Power of the Word: Language and Heritage*

Carol Burbank, Theatre Department
*Integrative Technology Modules in a Large CORE Classroom*

Karen K. Inkelas, Department of Counseling & Personnel Service
*Teaching Assistant Workshop for Project Access*

Dae-Young Kim and Lisa Rose Mar, Asian American Studies Program
*Asian Americans in Washington DC*

Kirsten la Cour Dabelko, Global Communities
*Global Communities Service-Learning Instructional Improvement*

Greg Stewart, John Cordes, and Lacertia Johnson, College Park Scholars
*Creating a Mini-Grant Center for Community-Based Research and Service Through College Park Scholars*

Christian Davenport, Kathleen Young, and Victor Asal, Department of Communication
*Minorities at Risk (MAR) Interactive Project*

Nina Harris, Academy of Leadership
*TEAM Maryland: Serve, Learn, and Lead*

Clyde A. Woods, Afro-American Studies Department
*Black Washington and Prince Georges County: History, Culture, Social Theory, and Public Policy*

Margarita Hill, Department of Natural Resource Sciences & Landscape Architecture
*Incorporating Service Learning into the Landscape Architecture Curriculum*

Kandice Chuh & William Cohen, Department of English
*Intersections of Race and Sexuality in Literature*

Jo B. Paoletti, Department of American Studies
*Service Learning as a Text in American Studies*

Joanne Pillsbury, Art History and Archaeology
*Visual Resources for the Teaching of Cultural History of Ancient America*

Leigh Ryan, Lisa Zimmerman & Elliot Wright, Writing Center, Department of English
*General Undergraduate Education Enhancement: Improving Writing Center Web Resources for Students and Faculty*

Elizabeth Loizeaux, Lisa Marie Rhody, Matthew Hill & Magdelyn Hammond, Department of English
*Introduction to Poetry: Electronic Classroom Initiative*

Laura Lauth & Johanna Schmidt, Director and Assistant Director for the Jimenez-Porter Writer’s House
*Expanding Programming in the Jimenez-Porter Writer’s House to Include a Service Learning Requirement*

Judith P. Hallett, Classics Department
*Electronic Archae: A Teaching with Technology Initiative in Greek and Roman Mythology*

Roberta Z. Lavine, Spanish and Portuguese
*Building Interactive Course Environments in Spanish Using WebCT*

Leah Waks, Department of Communication
*Community and Advocacy: A New Learning Community*
cult to overstate my gratitude to these two teachers.

- I was astounded when he approached me about being a research assistant for him. He entrusted me with a lot more responsibility than I ever thought would be given to an undergraduate. I appreciated his effort and dedication. He was always there for me, no matter what the problem was.

- She’s a truly dedicated professional. If I can be half the teacher she is, I will consider myself a success.

- She gave me a job... it has taken me a long time to get here. She gave me confidence. Her door was always open.

- She’s been the most influential teacher I’ve had. She’s the crisis solver, counselor, friend of every one who will graduate from the college [of Journalism]. She’s always there. You can tell her everything. One of the greatest things she taught me is to have confidence in myself.

- He’s guided me in so many ways. Guided me to national conferences to present my work!

- She’s helped me grow. Her inspiration to problem solve and take everything for what it’s worth has meant so much to me. They have been mentors throughout life.

- She was the greatest teacher I ever had. She cared so much about her students we sometimes worried about her. She inspired us to do research in biology. Because of her I got to talk to astronauts in space, and go to three national science fairs. I learned that science is a universal language.

- She was an inspiration about how faculty should be. In the sciences, you usually don’t connect with your teachers, but with Dr. Smith, you do. I am planning on becoming a professor—she showed me how a scientist should approach teaching. These people mean so much to me and have made me who I am today.

Elke Kee Chen embraces special teacher Ruth E. Zambrana (Women’s Studies) at the Celebrating Teachers ceremony.