Distinguished Teaching Assistants Honored at Annual Reception

On May 12th, CTE hosted its annual ceremony for Distinguished Teaching Assistants in the Riggs Alumni Center. Departments are invited to nominate 10% of their TAs for this honor. This year, 78 Distinguished Teaching Assistants were named.

In their capacities as autonomous teachers of record, discussion and recitation leaders, lab instructors, graders, and mentors, TAs make profound contributions to undergraduate education at the University of Maryland. This awards ceremony offers a yearly capstone for our efforts to recognize that commitment to teaching and learning.

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This special celebration issue of the Newsletter marks the end of the academic year and recognizes the many individuals who have worked to make the year successful. Please take few moments to take note of the graduate students and faculty who are recognized. Each academic year, while similar, is unique because we teach different students, because new knowledge is discovered or constructed, and because new technologies arrive to aid in our teaching and learning. During the 2005-06 academic year two important advances in teaching and learning occurred. The campus defined student learning outcomes for all programs in preparation for the upcoming Middle States review, and the use of student classroom response devices expanded on campus to include more than 10 classes in five colleges.

The development of student learning outcomes for all campus programs enabled the campus to better define at all levels what a University of Maryland degree entails and what it means in terms of learning. Donna B. Hamilton, Associate Provost and Dean for Undergraduate Studies provided the leadership to develop the process and protocols for this major campus initiative, and a dedicated team of college coordinators stewarded the process through the 13 colleges and schools. The hard work was done by departmental faculty who developed and refined student learning outcomes.

This work resulted in better faculty understanding of the value and utility of defining what students should know, understand, be able to do, and appreciate upon completion of degree programs and CORE general education. While the student learning outcomes were defined at the program level, they ultimately reflect what occurs within a single course or set of courses. As faculty begin to think about their fall 2006 courses, defining learning outcomes for the course will help scaffold the content, pedagogy, and assessments that are the substance of the course. If you are unfamiliar with how to write and use learning outcomes for this purpose please consider contacting CTE or Undergraduate Studies for assistance, or see the campus’s assessment web site http://www.oirp.umd.edu/Assessment/LearningOutcomes/. In the coming year colleges will begin implementing assessments to measure how successfully they are meeting the learning goals that they have defined.

The second initiative that occurred this year was expansion of the use of clickers in large classes. The cost of equipping several large lecture halls was borne by the Office Informational Technology (OIT), Undergraduate Studies (UGST) and CTE. Over the summer more than 100 additional classrooms will be equipped with clicker technology, thus enabling any faculty who teaches in one of these classrooms to implement clickers during the coming year (see http://www.oit.umd.edu/units/as/tc/tclist.html for the current list of technology classrooms). The cost of the clicker is borne by the students, who were required to purchase them from the bookstore. This expense ($45.00 - $48.00) does add to the list of already required purchases; however, since the same clicker can be used multiple classes this cost can be spread over several classes and several semesters, and can be partially recouped when the student sells the clicker back to the bookstore. As use of clickers becomes more widespread the cost per course will reduce. Already it’s possible that a student might use the same clicker in three or more classes during fall 2006. As part of our effort to keep student costs as low as possible, we have negotiated a price reduction for the clickers. We expect a ten to fifteen percent discount, reducing the cost to the student to the $36.00 to $40.00 range. 

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Editor’s Note

This is fourth summer edition of Teaching & Learning News devoted to celebrating the awards and distinctions won by campus faculty and graduate students during the preceding academic year. Very good teaching and learning on campus goes without this sort of recognition for most of the year (and we know that some very good teaching is never sufficiently recognized). CTE is always delighted to take part in the acknowledgment of remarkable teaching.

We look forward to this time next year, when another summer issue will announce another year’s award winners.

CTE has seen a number of changes this year. We have welcomed our new Web and Technology Coordinator, Jaimin Gandhi; Henrike Lehnguth, our new Coordinator of Graduate Programs; and Mateo Munoz, our VIP K16 Project Coordinator. Dave Eubanks, formerly Media Coordinator, is now Acting Assistant Director. We will miss Peggy Jerome Stuart, Coordinator of Graduate Programs for three years, whose work for and on behalf of graduate students has been incredible. CTE wishes her the best.

TLN welcomes your feedback by way of emails to cte@umd.edu. We also solicit articles, reviews of teaching resources, reports from teaching conferences, and strategies for improved teaching and learning. Very often, the insights of University of Maryland teachers of all ranks remain in the isolated classroom or are shared only among a few colleagues. Those innovations and reflections are welcome in TLN, whose readers teach in many disciplines.

One final note: details of CTE’s fall Graduate Teaching Assistant Orientation appear below (see p. 11). Attendees continually rate this day-long introduction to teaching at the University highly, and this year’s promises to continue that outstanding tradition.

CTE-Lilly Fellows To Initiate Second Year of Fellowship

The Office of Undergraduate Studies and CTE are pleased to announce that the CTE-Lilly Teaching Fellowship program will begin a pilot second-year phase for the 2005-2006 cohort. This year’s fellows have determined that their learning community would benefit from a second year to share ideas, propose improvements, and continue work on their project, a “living document” of best practices for teaching, to be shared with the University at the end of the 2006-2007 academic year.

The incoming 2006-2007 cohort will be named soon. We are thrilled to be able to work with two classes of Lilly Fellows at once and are eager to take part in their valuable conversations on teaching at the University of Maryland.
2006-2007 Instructional Improvement Grants

Deb Boehmker, Bonnie Dixon, Ann C. Smith, Department of Chemistry and Biochemistry and Department of Cell Biology and Molecular Genetics - Clicking to Engage the Masses

Faedra Carpenter and Heather Nathans, David C. Driskell Center - Faculty Learning Community for the Study of the African Diaspora

Denny Gulick, Department of Mathematics - Clickers for Math 140

Maryann Jones, Department of Chemistry and Biochemistry - Audio-Visual Analysis of TA Application of Process-oriented Guided Inquiry Learning (POGIL) in the CHEM 132 Laboratory

Barrett E. Kirwan, Department of Agricultural and Resource Economics - Experiencing Economics: Active Learning in Agricultural Economics

Linda Moghadam, Department of Sociology - Civic Engagement and Leadership Opportunities

Johnna Schmidt and Vivianne Salgado, Jiménez-Porter Writers’ House - Developing a New Study Abroad Course to Chile

Jacqueline Stone, Department of Mathematics - Enhancements Designed to Motivate Math 113 Students and Increase the Success Rate in Math 113, Math 220 and Beyond

Leah Waks, Department of Communication - The Service Learning in Communication Experiences (SLICE)

 Jacqueline Wallen, Department of Family Studies - Development of an On-campus Course: Latin American Cultural Competence in Human Services

The Instructional Improvement Grants program is part of an ongoing commitment by the Office of Undergraduate Studies and the Center for Teaching Excellence to support faculty, department, and college initiatives to improve undergraduate education at the University of Maryland. This year’s Instructional Improvement Grants funds were supplemented by contributions from Academic Instructional Technology Services and the Office of Community-Service Learning.
The CTE-Lilly Teaching Fellows established The Departmental Excellence and Innovation in Undergraduate Teaching Award in 1994 to recognize notable improvements in undergraduate education on the department, program, or university level. Each year the CTE-Lilly Fellows select the winners from departmental submissions describing current educational activities or innovations that have made important contributions to undergraduate education during the past two to three years. The award recognizes the combined efforts of a unit rather than the work of any one individual. The Office of Undergraduate Studies provides the support for this annual award.

This year the award is given to the Undergraduate Technology Apprentice Program, a project of the College of Chemical and Life Sciences, the College of Arts and Humanities, and the Office of Information Technology.

The Undergraduate Technology Apprentice Program (UTAP) receives the Departmental Excellence Award in recognition of its outstanding support of collaboration between faculty and undergraduate students and its exemplary contribution to improved teaching and learning across disciplines.

After completing a course in technology and pedagogy, the program’s undergraduate apprentices are paired with individual faculty members seeking innovative uses of technology in their classes. Approximately seventy apprentices have helped faculty implement pedagogically effective technologies in at least thirty courses in the College of Chemical and Life Sciences and the College of Arts and Humanities. Apprentices learn how to use and how to share new technologies, how courses are designed, and how faculty approach teaching. Faculty paired with apprentices learn ways to integrate new technologies in classes, share ideas about teaching with students, and benefit from valuable and personal technical support. The thousands of students who have enrolled in those faculty members’ courses have enjoyed the enhanced teaching afforded by UTAP.

UTAP will receive $5000.00 from Undergraduate Studies for further enhancement of undergraduate education. In addition, the program’s name will be added to the Departmental Excellence and Innovations in Undergraduate Teaching Award plaque, which will be displayed by UTAP until May of 2007.
Departments from across campus have reported the following teaching award recipients. We are especially pleased to share these distinctions, which are indicative of their recipients’ dedication to undergraduate teaching and learning.

Aerospace Engineering Department

Chairman William Fourney and Professor J. Sean Humber were named Mentors of the Year. Benjamin Shapiro and Robert Sanner were honored as Professors of the Year. Sanner also earned the Broken Propeller Award, given to the faculty member who has worked students hardest, but from whom they have learned most.

Department of English

Graduate student Elizabeth Whitney earned the James Robinson Award for Excellence in the Teaching of Writing and graduate student Lara Crowley won the James Robinson Award for Excellence in the Teaching of Literature.

Department of Electrical and Computer Engineering

Mel Gomez was honored with the Clark School’s 2005 E. Robert Kent Outstanding Teaching Award for Junior Faculty, given annually to a junior Clark School faculty member for excellence in teaching. A recognized leader in magnetics and magnetic storage research; Gomez has also been credited for his innovations in educational and curriculum activities

Wesley Lawson and Bruce Jacob were among just six University of Maryland faculty members to be named to the Clark School’s Keystone Academy of Distinguished Professors. The Keystone program fosters exemplary undergraduate teaching skills and commitment to excellence in fundamental engineering courses. Thomas E. Murphy received the Faculty Early Career Development Award (CAREER) from the National Science Foundation to conduct research on nonlinear optical devices; the $400,000 award over five years will support Prof. Murphy’s ongoing research. The Faculty Early Career Development (CAREER) Program is a Foundation-wide activity that offers the National Science Foundation’s most prestigious awards in support of the early career-development activities of those teacher-scholars who most effectively integrate research and education within the context of the mission of their organization.

Department of Communication

Graduate student Abbe Depretis won the Outstanding Teaching Award given by the UM Department of Communication. Graduate student Lisa Corrigan earned The Charles Richardson Award given to the outstanding Ph.D. student by the UM Department of Communication. Ben Krueger won The Raymond Ehrensberger Award, given to the outstanding M.A. student by the UM Department of Communication. Graduate students Tim Barney, Ric Winston, and Martha Kelly Carr received the

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Outstanding Teaching Award, given by the UM Department of Communication.

Professor Emeritus James Grunig has been named the 2005 recipient of the Alexander Hamilton Medal for lifetime contributions to the practice of public relations. The medal is presented by the Institute for Public Relations. Grunig is the first educator to win this award which is the highest honor bestowed by the Institute.

**Department of Biology**

Teaching assistant Catherine Fry won the Jane Prichard Memorial Teaching Award, recognizing excellence in teaching in a 200- or lower level biological science class. Minh Bui was Outstanding TA for Fall 2005 (based on student evaluations), and Paula Rodgers was Outstanding TA for Spring 2006 (based on student evaluations).

**Marketing**

Mary Harms, Merv Yeagle, and Simon Bensimon won the Krowe/Legg Mason Teaching Enhancement Award. Natasha Foutz earned the Teaching Enhancement Committee Teaching Award (Top 15% Teaching Award) and was a finalist for the Krowe/Legg Mason Teaching Enhancement Award. Rebecca Hamilton was honored with the Legg Mason Teaching Innovation Award and the Teaching Enhancement Committee Teaching Award (Top 15% Teaching Award).

**Department of Sociology**

Steve Martin was honored with the Distinguished Teaching Award from the College of Behavioral and Social Sciences.

**Department of Criminology and Criminal Justice**

Anett “Pat” Gaston won the BSOS Excellence in Teaching Award. John Laub is one of the University’s 2006-2007 Distinguished Scholar Teachers.

**Department of Finance**

Doctoral student Carl Ullrich won the Allen Krowe Teaching Excellence Award. Doctoral student Yun Liu also won the Allen Krowe Teaching Excellence Award (Smith School of Business), as well as the Wikler Teaching Excellence Award (Finance Dept.). Gurdirp Bakshi earned the Wikler Teaching Excellence Award (Finance).

**School of Languages, Literatures, and Cultures**

Lauretta Clough won the Philip Merrill Presidential Scholar Faculty Mentor award and was nominated by College of Arts and Humanities for the Provost’s Advisor of the Year award.

Clickers can be used for many purposes, from collecting student demographic and opinion data, to quizzing, to fostering student engagement, to enhancing deeper learning. It is easy to use them for data collection and instant feedback and to check the class’s level of factual knowledge. However, developing questions that guide students to deeper understandings and engagements with course concepts is challenging and takes real intellectual effort and creativity on the part of the teacher. This year two Instructional Improvement Grants, one to the Department of Mathematics and one to the College of Chemical and Life Sciences, are supporting faculty and graduate student efforts to develop questions that foster deeper understanding and engagement (for abstracts, see http://www.cte.umd.edu/grants/iigabstracts/2006-2007abstracts/index.html). For more information on clickers visit http://www.clickers.umd.edu/ and contact CTE. During the summer and fall CTE and OIT will sponsor various workshops on integrating clickers in the classroom.
Graduate Teaching Assistant Development Grants

Football, Physics and Astronomy at the University of Maryland
Ashley Zauderer, Department of Astronomy

Interdisciplinary Graduate Student Conference: Dangerous Places, Potential Spaces
Women’s Studies Graduate Student Organization, Department of Women’s Studies

Collaborative Arts Project: Experiential Learning through a Performance Object
Graduate Council Association for Students in Theatre (GCAST), Department of Theatre

Digital Teaching Resources for ENGL 101
Linda C. Macri, Director, Freshman Writing Program, Department of English

TA Resource Center
Jane Gilhooly, Meredith McCarthy and Ashley Zauderer, Department of Astronomy

Web Based Learning Community for BSCI Graduate Teaching Assistants
Robin Cook Hill, Department of Biology

Engineering TA Best Practices Dialogue and Development Initiative
Daniello G. Balón, Director of Graduate Academic and Student Affairs, Department of Electrical and Computer Engineering

University Teaching and Learning Program Graduates

Susan Flanders Cushman - Marine, Estuarine, and Environmental Sciences Program

Melissa Ghera - Department of Human Development

Wendy Hayden - Department of English

Henrike Lehnguth - Department of American Studies

Elizabeth Osborne - Department of Theater

Michelle Riconscente - Department of Human Development

Stefanie Sinno - Department of Human Development

Senior Vice President for Academic Affairs and Provost William Destler; Assistant President and Chief of Staff, and Interim Dean of the Graduate School Ann G. Wylie; and Associate Provost for Academic Affairs and Dean for Undergraduate Studies Donna B. Hamilton each offered thoughtful remarks for the Distinguished Teaching Assistants and their guests.

**Department of Electrical and Computer Engineering:** Navik Agrawal, Hirsh Goldberg, Rania Mameesh, Bhuvan Middha, Vikramjit Mitra, Vishal Patel, Matthew Stamm, Zachary Wilkes

**Department of Mechanical Engineering:** James Daniel Diorio

**Department of English:** Hannah Baker, Kathleen Barker, Rebekah Benson, Amber Cohen, Lisa Higgins, Ryan Kehoe, Megan Monserez, Michael Rosenberg, Benjamin Strickling, Rhondda Thomas, Shaundra Thomas, Amanda Travers, Jennifer Wellman, Laura Williams

**Department of French and Italian:** Maria del Carmen Antola

**Department of Germanic Studies:** Maria Paula Diamanti, Cauleen Gary

**Department of Linguistics:** Anastasia Conroy

**School of Music, Division of Voice/Opera:** Stacey Mastrian

**Department of Philosophy:** Matthew King, Christopher Stevens, Elizabeth Stoll

**Department of Spanish and Portuguese:** Elise Fasick, Kim Pinckney, Esteban Ponce

**Department of Theatre:** Chrystyna Dail, Casey Kaleba, Kristen Messer

**Department of Women’s Studies:** Laura Logie, Ryan Kate Shanahan

**College of Agriculture and Natural Resources**

**Department of Agricultural and Resource Economics:** Nathaniel Higgins

**College of Arts and Humanities**

**Department of American Studies:** Laurie Kendall

**Department of Art History and Archaeology:** Adam Greenhalgh

**Department of Classics:** Elyse Fiorito

**A. James Clark School of Engineering**

**College of Behavioral and Social Sciences**

**African American Studies Department:** Jason Nichols

“Distinguished...” continued from page 1

‘Distinguished...” continued on page 10
Department of Criminology and Criminal Justice: Amber Beckley, Jennifer Varriale

Department of Geography: Julie Kanzler

Department of Government and Politics: Nathan Bigelow, Diana Boros, Marie Fritz, Joanne Manrique, Neha Sahgal, Rebecca Thorpe

Department of Sociology: Veena Kulkarni, Amber Nelson, John Michael Ryan

College of Chemical and Life Sciences

Department of Biology: Katherine Haman, Sky Lesnick, Sheila Reynolds, Sarah Rockwell

Department of Cell Biology and Molecular Genetics: Sabrina Kramer, Anna Kolesar, Adriana Le Van, Ron Yahil

College of Computer, Mathematical and Physical Sciences

Department of Astronomy: Megan DeCesar, Jane Gilhooly, Michael Gill

Department of Geology: Andrew Laurence Masterson

College of Education

Department of Human Development: Alida Anderson, Stefanie Sinno

Department of Measurement, Statistics and Evaluation: Mark Kroopnick, Mary Carolyn Thies

College of Health and Human Performance

Department of Family Studies: Stephanie Grutzmacher, Resa Matthew, Ashley Southard

Department of Kinesiology: Bradley King

Department of Public and Community Health: Brian Cichon

R.H. Smith School of Business

Department of Management and Organization: Michael Pfarrer

Department of Family Studies DTAs Stephanie Grutzmacher and Ashley Southard

CTE’s Coordinator of Graduate Student Programs Peggy Jerome Stuart at the DTA ceremony
Fall Orientation for Graduate TAs
Monday, August 28th, 2006
8:30-4:15
Tydings

CTE’s annual Graduate Teaching Assistant orientation introduces TAs to teaching at the University with a series of presentations, workshops, and panel discussions. Participants will be given a copy of the 2006-2007 Graduate Teaching Assistant Resource Guide, as well as a number of other CTE and campus resources. TA orientation also begins to support communities of TAs by offering a pre-semester venue for discussion among colleagues.

Tentative Workshops and Panels:

- Grading
- Lab Instruction
- Campus Support Services
- Academic Integrity
- Course and Lesson Construction
- Leading Discussion Sections

An experienced TA panel will offer their reflections, and outstanding faculty will present and discuss good teaching practices.

Mark your calendars and notify your incoming TAs as soon as possible. Visit www.cte.umd.edu for more information and to reserve a space.