The Center for Teaching and Learning (CTL) enriches, promotes, and supports teaching and learning effectiveness in the areas of pedagogy, curriculum and assessment. Its services include consultation and program facilitation on all aspects of teaching, as well as administration of teaching-related awards, fellowships, and grants for the 1,582 full-time and 500 part-time faculty members across more than 130 academic departments and more than 80 interdisciplinary research units. CTL works closely with and provides support for the Committee on Teaching of the Berkeley Division of the Academic Senate, the Colleges and Schools, as well as other academic partners across the campus that support the instructional mission.

**Special Faculty Advisors**

Anne Baranger, Adjunct Professor, Chemistry  
Faculty Assistant for Teaching and Learning

Serena Chen, Professor, Psychology  
Faculty Director, Berkeley Undergraduate Teaching Collegium

Glynda Hull, Professor, Education  
Chair, Academic Senate Committee on Teaching

Robert G. Jacobsen, Professor, Physics  
Executive Associate Dean for Advising, College of Letters and Science

Rosemary Joyce, Professor, Anthropology  
Associate Dean, Graduate Division

Rick Kern, Professor, French  
Director, Berkeley Language Center

Maura Nolan, Associate Professor, English  
Director, Berkeley Connect

Benson Tongue, Professor, Mechanical Engineering  
Representative, Committee on Educational Policy (CEP)

**CTL reports to Cynthia Schrager, Assistant Vice Provost for Teaching, Learning, Academic Planning, & Facilities, and works closely with the board of special faculty advisors and affiliated partners.**

**Staff**

Richard Freishtat, Ph.D.  
Senior Consultant  
Areas of Specialization: Pedagogy, Instructional Technology, Faculty Enrichment  
rfreishtat@berkeley.edu

Yukiko Watanabe  
Senior Consultant  
Areas of Specialization: Curriculum Development, Student Learning Outcomes Assessment, Program Evaluation  
yukikow@berkeley.edu

Melanie Green  
Program Associate  
Areas of Specialization: Communications, Program Development, Program Support  
melanieg@berkeley.edu

**Affiliated Consultants**

Michelle Douskey, Ph.D., Chemistry  
Facilitator, Lecturer Teaching Fellows Program

Lisa Rothrauff  
Manager, Training and Support  
Educational Technology Services

Bobby White  
Instructional Designer  
Educational Technology Services

**Enrich. Innovate. Collaborate.**  
teaching.berkeley.edu
We are at a pivotal moment on the Berkeley campus. The year-long College of Letters & Science Faculty Forum on Undergraduate Education, the establishment of the Berkeley Undergraduate Teaching Collegium, and the creation of Berkeley Connect all signal a new level of engagement with issues of undergraduate teaching and learning at the highest levels. Our new Chancellor Nicholas Dirks has made clear from the outset that undergraduate education will be a cornerstone priority of his administration. Our goal is nothing short of attaining the same level of achievement in undergraduate teaching, as we have in graduate education and the production and dissemination of original research.

CTL aims to be an important campus nexus for strategic academic partnerships that advance excellence in our teaching and learning mission, and it has already made great strides. I invite you to review this report and learn about our efforts to date and to join us in building CTL into a vibrant campus resource for the entire community.

Catherine P. Koshland
Vice Provost, Teaching, Learning, Academic Planning and Facilities

CTL launched in August 2012, and we mark the completion of our first full year of operations with a look back and a look ahead. Our goal has been to build on the legacy of commitment to excellence in teaching established by the Office of Educational Development and to expand the reach of our programs by networking a broad range of faculty and academic partners campus-wide.

Eight special faculty advisors were recruited to guide us in developing CTL’s vision and mission, in setting programmatic direction, and in coordinating with strategic teaching and learning priorities. We conducted a national search that brought us two Senior Consultants with expertise in pedagogy and assessment: Richard Freishtat and Yukiko Watanabe. Our new Program Associate Melanie Green rounds out the core team, bringing communications expertise.

A key guiding principle of CTL’s work is partnership. We worked with the College of Letters & Science to create the first year-long Teaching Excellence Colloquium for faculty new to Berkeley. We collaborated with the Statistics Department and the Committee on Teaching to develop a set of resources to expand the types of evidence used to document teaching effectiveness. We consulted with the School of Public Health on the evaluation of the first predominantly online professional masters’ degree program.

These programs and many others are highlighted here. Please join us in the year ahead: teaching.berkeley.edu.

Cynthia Schrager
Assistant Vice Provost

Inspired Teaching + Engaged Learning = Berkeley
Teaching Excellence Colloquium (TEC)
Sponsored by Mark Richards, Executive Dean of the College of Letters and Science, the year-long Teaching Excellence Colloquium for new ladder-rank faculty provided participants with the knowledge, tools, and inspiration to achieve Berkeley’s high expectations for teaching excellence. In its inaugural year, 15 new faculty participated in the orientation kickoff in August followed by eight monthly workshops. The program was open to all incoming faculty and included six faculty outside the College of Letters and Sciences. Workshop topics were selected by program coordinators from the CTL and L&S, in conjunction with the cohort of new faculty. Topics included:

- Promoting Student Engagement: Creating An Active Learning Classroom
- Face-to-face, Hybrid, & Online Pedagogy: Practical & Innovative Applications of Technology in Support of Instruction
- Faculty Approaches to Teaching Excellence and Innovation

Faculty who excel in various areas of teaching, such as Ananya Roy, Angelica Stacy and Greg Niemeyer, were brought in to facilitate the sessions and provide models for excellence at Berkeley.

NEW for 2013-2014: All the deans have now endorsed the program, and 40 participants joined us for the day-long kick-off event. Read more

Online On-Campus Master of Public Health (OOMPH) Evaluation
Working with a team of faculty and staff in the School of Public Health, led by Professor Nap Hosang, CTL partnered on the evaluation of the campus’s first predominantly online professional masters’ degree program. The first-year evaluation efforts focused on curriculum improvement, student experience and satisfaction, achievement of student learning outcomes, and impact of OOMPH on on-campus teaching. Out of this year-long and continuing evaluation effort, we have produced sample evaluation design templates and resources for other online degree programs to use for their own self-assessment efforts, as well as to respond to reporting requests from both internal and external stakeholders. Our focus is on creating useful, meaningful, and streamlined evaluation processes for online degree programs at Berkeley to ensure they meet the same high standards as traditional face-to-face degrees.
Committee on Teaching (COT)

CTL staff provides support to the Berkeley Division of the Academic Senate’s Committee on Teaching, charged with stimulating and aiding campus academic departments in strengthening their efforts to foster, recognize, and reward excellent teaching. CTL actively provides assistance to the COT by arranging logistics and communications to support its work and by acting as a conduit to other campus partners.

This year, a new COT committee structure was introduced. CTL provided the aforementioned support as well as subject-matter expertise to enable the COT and its members to focus on issues and achieve its goals. One subcommittee worked on the DTA selection and nomination process. A second policy subcommittee focused on two pressing policy issues: online education and evaluation of teaching effectiveness. The COT will be making recommendations on both issues in the coming year.

Documenting Teaching Effectiveness

The Academic Personnel Manual (APM) allows for multiple forms of evidence in documenting teaching effectiveness in academic personnel review. In practice, however, evidence of teaching effectiveness has largely relied on end-of-term student course evaluations. In partnership with Statistics Chair Philip Stark and the COT, CTL supported a pilot to develop a set of tools and resources to guide peer review of teaching for inclusion in mid-career appraisals. These peer review resources will be shared broadly with the campus community and additional materials are under development to support the use of a broad range of evidence in evaluating teaching effectiveness.

Distinguished Teaching Award

Each year, the COT selects recipients for the Distinguished Teaching Award, the most prestigious campus honor for teaching. These awards recognize teaching that incites intellectual curiosity in students and engages them thoroughly in the enterprise of learning that has a lifelong impact. CTL is honored to support these efforts. The 2012 recipients were:

- Rauri Bowie, Assistant Professor, Integrated Biology
- Darcy Grimaldo Grigsby, Professor, History of Art
- Timothy Hampton, Professor, Comparative Literature & French
- Terry Johnson, Lecturer, Bioengineering
- Ula Taylor, Associate Professor, African American Studies
CTL creates opportunities for faculty and academic partners from across disciplines to come together around a common commitment to transform learning. We also invest in small scale grants to promote experimentation in the classroom.

**Presidential Chair Fellows**

Thirteen Presidential Chair Fellows (PCF) from ten departments met for a monthly seminar facilitated by faculty, staff, and invited speakers around the theme of “evaluating and improving student learning.” Fellows chose topics of interest, led discussions, and shared their teaching and assessment strategies and ideas in a vibrant discussion forum. Discussion topics included: emerging models of assessment in higher education; assessing performance using rubrics; fostering and assessing critical thinking; dispositional and ethics outcomes; engaging students in large lecture classes; and facilitating collaborative learning.

Fellows developed personalized action plans to implement what they learned in their courses, to share innovative practices with colleagues, and to engage colleagues in dialogues about teaching and student learning.

**Lecturer Teaching Fellows**

Non-senate faculty make special contributions to the teaching mission of the Berkeley campus. They fill important roles by bringing unique pedagogical expertise in areas of the curriculum, such as in foreign language instruction and reading and composition or providing an important linkage to practice in the disciplines. The Lecturer Teaching Fellows Program provides a year-long seminar experience to exchange ideas on teaching that contribute to course improvement. A wide variety of disciplines were represented in the program this past year, including Law, Social Welfare, Statistics, Chemical and Biomolecular Engineering, and East Asian Languages and Cultures.

**NEW for 2013-2014:** For the upcoming year, the program is evolving into an exceptional opportunity for Fellows to work in teams to build teaching and learning tools, templates, and resources for both their individual courses and the entire campus community.

2013-2014 recipients and program details
The Instructional Improvements Grants (IIG) program provides funding for small-scale projects to improve existing courses, develop new courses, evaluate instruction, and assess curricular needs. In 2012-2013, we funded 33 projects totaling more than $60,000. Some of this year’s projects included the purchase of human skull replicas for the new Human Evolution Teaching Laboratory, a departmental thesis website project for Architecture, and an honorarium for a novelist in a literature course. Projects must demonstrate a lasting impact on student learning. Program details.

The STEM Curriculum Working Group is charged with improving and enhancing education in STEM fields on our own campus. The working group is both a learning community and an advisory group to senior campus leadership. This group is co-convened by Professor Anne Baranger (Chemistry) and Associate Dean Bob Jacobsen (Physics). The group is composed of STEM faculty who are actively engaged in developing curricula for and teaching STEM undergraduate courses, particularly introductory gateway or common good courses. Still in its early stages, the group met twice this past spring semester to discuss goals and future projects for the upcoming academic year.

The Mash-up of Academic Partners (MUAP) is a new network of communication and collaboration amongst the academic units on campus who work to enrich teaching and learning for faculty and students. Launched in December 2012, MUAP convened monthly, exploring potential areas for collaboration and sharing our work. A total of 18 campus units participated during the spring semester, with units rotating as meeting host. In response to the new campus Honor Code, MUAP has identified academic integrity as a strategic priority and will collaborate on the development of materials that support both faculty and students across the campus in promoting this important issue.

TEACH-NET is CTL’s moderated email forum for exchanging information, advice, and general talk concerning teaching. This past year’s noteworthy topics included:

- Team teaching
- Finding better ways to accommodate students
- Policies pertaining to GSI appointments

Faculty and staff are encouraged to subscribe via the subscription page.
CTL provides consulting services for faculty on all aspects of course design, teaching, and evaluating student learning. We assist academic departments, professional schools, and student advising units on a variety of topics and issues related to curriculum, student advising, program evaluation and outcomes assessment.

Consultation services, in the areas of instructional design and assessment, are delivered through CTL’s two senior consultants, Richard Freishtat, Ph.D., and Yukiko Watanabe, Ph.D. Beyond the topics listed above, CTL tailors consultations and workshops based on unique needs of individuals or teams across disciplines and departments on campus. As a service to the campus, CTL is also a gateway to providing a menu of opportunities offered by our academic partners.
**Resources**

An array of revitalized tools and resources related to teaching and learning have recently been updated on the [CTL website](http://ctlwebsite). These resources range from course and syllabus design to textbook affordability and accessibility. CTL has also developed new resources in the area of assessment and evaluation. This includes a new [rubrics webpage](https://rubricswebpage) containing a how-to guide and caveats for creating and using rubrics for course-level and program-level assessment.

Through a new [Open Classrooms Initiative](http://openclassroomsinitiative), CTL offers faculty the opportunity to have peers observe their class and/or to observe another faculty member’s class. To extract the pedagogical elements and practices that positively impact student learning and inform discussions between faculty, a peer observation guide is available for use. [Learn more](http://learnmore).

**Assessment**

CTL provides assessment and evaluation support to teams in academic departments and co-curricular programs. Gender and Women’s Studies and the Berkeley International Office were just two of the programs who took advantage of in-depth consultation services. We also provide support to academic units undergoing Academic Program Review to aid departments addressing curriculum-related issues. To identify best practices in assessing student learning across campus, and in conjunction with the WASC institutional accreditation, CTL administered the Academic Unit Survey, which achieved a 100% response rate. CTL also offers support in curriculum committee meetings, new online degree program evaluation, retreat facilitation on curriculum and assessment, and evaluation and assessment of co-curricular programs.

**NEW for 2013-2014:** In support of the Advising Council Initiative, CTL will offer an [Advising Council Fellows Program](http://advisingcouncilfellowsprogram) to disseminate best practices in the evaluation of advising program effectiveness.
To advance our aim to showcase teaching innovation and excellence at Berkeley, we are launching two new programs in 2013-2014.

**Berkeley Teaching Blog**

*Telling Berkeley’s story about teaching and learning, across campus and in the public sphere*

Teaching is at the heart of what we do—feeding our collective hunger for knowledge and knowledge sharing. In an effort to enrich teaching-focused dialogue on the Berkeley campus, CTL brings you the Berkeley Teaching Blog. The blog will facilitate rich dialogue through initial blog posts highlighting a teaching issue, practice, or opportunity, and an ensuing comment board. Blog topics in the areas of productivity and the profession that are currently showcased include: *Extreme Makeover: Lecture Edition* and *Engage but Do Not Duplicate*.  
[Read the blog](#)

**Dialogues**

To enhance the value and visibility of teaching-focused discourse on the Berkeley campus, CTL is launching Dialogues: A Colloquia Series on Teaching. Faculty from different corners of the campus will share their perspectives on teaching, the latest pedagogical research, and commentary. Topics for the fall include exploring faculty members’ belief systems about what students know and teaching undergraduate student writing.  
[Learn more](#)

**Our fall and spring line-up:**

**October 16**- Alan Schoenfeld, Education  
**November 6**- Steve Tollefson, College Writing  
**February 26**- Philip Stark, Statistics  
**March 12**- Ula Taylor, African American Studies