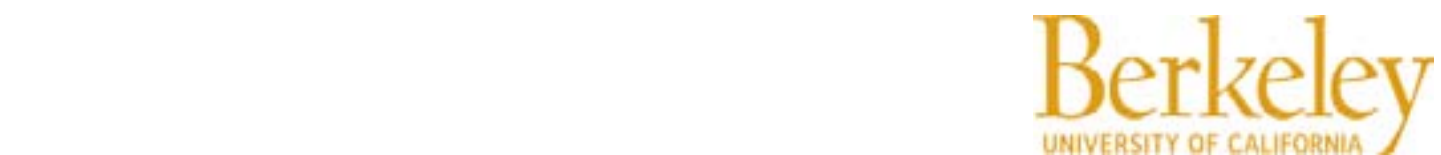


# Center for Teaching and Learning

Annual Report  
2014-2015





## Enriching Teaching at Berkeley

We are excited about the opportunities for the Center for Teaching and Learning (CTL) and Berkeley as we collectively engage in fulfilling the teaching component of our university mission. The forthcoming Chancellor's Undergraduate Initiative provides a unique opportunity for CTL to work in concert with the Schools and Colleges and our many campus partners. We aim to recognize, sustain and scale excellence in teaching and learning, and promote an inclusive culture of risk-taking through innovation and experimentation.

In service to our mission and efforts aligned with the Undergraduate Initiative, CTL will continue to provide our long-standing and well regarded programs while we grow our efforts to enhance pedagogical practice across campus. The scope and importance of the work to be done necessitate that we value collaboration and the opportunity to connect with and create inspiring partnerships. To this end, we are eager to continue building a broad campus network of faculty and staff engaged in promoting teaching and learning at Berkeley.

As you review this report, we invite you to bring forward ideas and opportunities in support of these aims.

Catherine P. Koshland  
Vice Chancellor for Undergraduate Education

Richard Freishtat  
Director

## Promoting Practice Through Community

CTL advances a sense of teaching excellence and recognition, pedagogical innovation, and support for student learning and success as a value for faculty and academic partners.

### Presidential Chair Fellows Curriculum Enrichment Grant Program

The **Presidential Chair Fellows Curriculum Enrichment Grant** program provides an opportunity to develop, improve, transform, and examine core areas of the undergraduate curriculum.

#### Eligibility

A team of two or more faculty members from a department, or across departments

#### 2014-15 Participants

Departments included Bioengineering, English, History, Physics, and Public Health

#### Key Takeaways

This year's Fellows succeeded in creating new foundational courses, vertical and horizontal alignment in the curriculum, and a new capstone course.



### Pushing the Curriculum Forward

Through the Presidential Chairs Fellows Curriculum Enrichment Grant Program, Bill Satariano, along with Lisa Barcellos in the School of Public Health developed a capstone course for the Undergraduate Major in Public Health. They set out to achieve this goal by developing the course to review, integrate, and apply concepts and methods presented in the core courses. This capstone project was proposed as part of a larger planning effort to expand and better integrate the core curriculum in the Undergraduate Program in Public Health.

### Projects

#### Bioengineering

Revisions and Extensions to the Computational Biology Track in the Department of Bioengineering

#### English

Foundation Work: Developing the Research Component of the English Major

#### History

The Development and Implementation of a New Introductory Course on the Foundations of Historical Studies

#### Physics

Course Revisions of the Physics Major Undergraduate Curriculum for Enhanced Integration and Interactive Learning

#### School of Public Health

A Capstone Course for the Undergraduate Major in Public Health

“ In addition to obtaining critical direction on the development and evaluation of our capstone course for the undergraduate program in public health, it was very stimulating to learn of and discuss exciting instructional projects from other parts of campus.”

Bill Satariano,  
Public Health

### Lecturer Teaching Fellows Program

With a deep commitment to teaching combined with practice-based expertise in disciplines across campus, the **Lecturer Teaching Fellows (LTF)** program provides the space and opportunity for lecturers to explore innovative teaching ideas.

#### Eligibility

Any lecturer teaching in the fall and spring of the academic year of the program

#### 2014-15 Participants

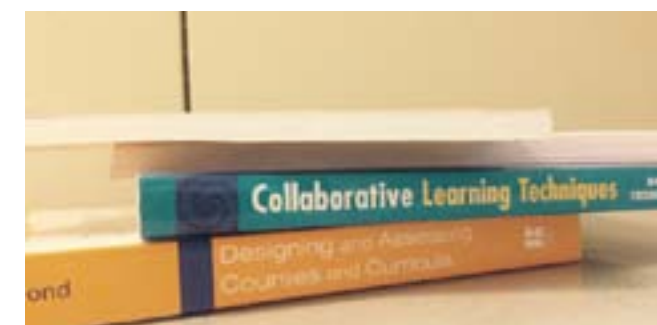
Lecturers in this year's program ranged from Rhetoric to Business to Chemical Engineering

#### Key Takeaways

Lecturers met monthly to exchange ideas which successfully resulted in projects such as active learning strategies in large lecture courses, research on philosophical foundations on ethical grading, and the design of formative assessment tools to improve teaching and learning.

### Projects

- Incorporation of Active Learning Strategies in Large Lecture Courses
- Designing Formative Assessment Tools to Improve Teaching and Learning
- Improving Student Self-reflection as a Teaching Assessment Tool
- Research on Philosophical Foundations of Ethical Grading Practices
- Audio Description as a Pedagogical Tool for Student Writing Across the Curriculum
- Multimodal Rhetorics and the Laboratories of Play
- The Physical Classroom in the Digital Age: Exploring Possibilities and Redefining Value



### Enhancing and Enriching Student Learning

Benjamin Spanbock from College Writing created an online resource on microlessons for his project in this year's Lecturer Teaching Fellows (LTF) program. The project created a source for grading student writing directly within an essay using poignant questions and encouraging critique rather than simply marking up corrections. CTL now hosts the findings of his project at [teaching.berkeley.edu](http://teaching.berkeley.edu).

“ The opportunity to define a research field of my choosing and publish some of my findings online through the Center for Teaching and Learning helped push me forward in my intellectual pursuits and moved me towards my professional goals.”

Benjamin Spanbock,  
College Writing

## Learning With and From Colleagues

Through an ongoing partnership with the College of Letters & Science (L&S), the **Teaching Excellence Colloquium (TEC)** once again provided ladder-rank faculty new to Berkeley with the knowledge, tools, and inspiration to achieve Berkeley's high expectations for teaching excellence while benefiting from becoming part of a cohort of peers across many disciplines.

### Eligibility

Senate Faculty new to Berkeley

### 2014-15 Participants

Over 60% of faculty new to Berkeley representing College of Natural Resources, Engineering, Letters & Science, and Social Welfare made up this year's cohort

### Key Takeaways

Participants observed and gave each other reciprocal feedback on classroom instruction, observed DTA exemplars for models, and were able to leverage the shared observation experiences with monthly pedagogical workshops.



“ Through my participation in TEC, I learned about the learning habits and expectations of ‘millennials,’ got to speak with dedicated and thoughtful educators, and also made good friends in multiple departments. The peer observation exercise was probably the most helpful component -- it gave me an opportunity to practice using these evaluations to actually improve my teaching.”

Anneka Lenssen,  
History of Art

## Highlights

100% of TEC survey respondents agreed that the program successfully promoted the development of an interdisciplinary community of practice amongst new faculty and informed them with relevant campus resources.

90% of TEC survey respondents agreed that TEC created opportunities for relevant teaching dialogues that promoted a shared and self-reflective process for improving pedagogical practice.

One of the unintended benefits of the interdisciplinary nature of the TEC program has been the organic formation of research writing groups who now meet as an extension of the program.

## Honoring our Brightest Stars in Teaching

Each year, the Academic Senate's Committee on Teaching solicits nominations and selects the faculty **Distinguished Teaching Award (DTA)** recipients for approval by the Divisional Council. The DTA recognizes teaching that incites intellectual curiosity in students, engages them thoroughly in the enterprise of learning, and has a lifelong impact. Five outstanding faculty were selected as recipients of the 2015 Distinguished Teaching Award. This year, the Academic Senate's Committee on Teaching recognized:



**Kathleen Donegan, English**

“ If I've done my job, students who enter my classroom with cobweb visions of taciturn faces leave with an entirely different view of this time and place. And if I've fully embraced the extraordinary opportunity my profession gives me, they also leave with a new understanding of their own intellectual character, one that is anything but repressed, anything but coming up blank.”

**Daniel Feldman, Molecular & Cell Biology**

“ Without fail, each year's students teach me something new—from an unappreciated connection between disparate aspects of brain function, to perspectives from engineering or psychology or philosophy, to new brain-based technologies or pop culture memes. I feel that my goal in teaching is to provide students the intellectual tools to inquire and reason in biology or other specialized fields, and to provide a foundation on which to build future knowledge.”



**Ulrike Malmendier, Economics and Business**



“ The confluence of cultures and ideas, the diversity and critical thinking, as well as the eagerness and drive of our students makes teaching at Berkeley deeply rewarding. More than once students have told me that our interaction has strongly affected their lives and the path they chose to pursue. Such statements do always worry me a bit and remind me of my responsibilities, but they also make me proud and grateful for having the best job in the world.”

**Francine Masiello, Comparative Literature-  
and Spanish & Portuguese**

“ After all this time on campus, it's not clear that I am wiser, more organized, or more prepared to meet the challenges that Berkeley students offer, but indeed, I am more open to the demands that they set, more inclined to strive toward the kind of creative teaching that bright minds demand and covet. Their enthusiasm jet-starts mine. It's a two-way pact in the classroom. A win for everyone present.”



**Lev Michael, Linguistics**

“ My teaching and mentorship activities are guided by the goal to help students develop as intellectually engaged, self-directed individuals, and the fact that it is possible at Berkeley to integrate these pedagogical aims with my research goals is one of the main reasons I am so happy here.”



## Creating Connections Through Interdisciplinary Dialogue

Enhancing the value and visibility of teaching-focused discourse on the Berkeley campus, this year's **Dialogues** explored questions around the value, time expended, and impact on student learning of teaching approaches and practices. Guided by faculty curators for the series (David Bates, Rhetoric; Anne Baranger, Chemistry; Satish Rao, EECS), sessions featured two faculty who have ventured/are venturing into the specified topic. Panelists shared their experiences, lessons learned, and emerging questions through a TED talk format.

### Dialogue #1: What is the Value of Flipping the Classroom?

Presenters: *Greg Niemeyer, Art Practice, and Andrew Westphal, Physics*  
The concept is simple, the execution is challenging, and the results are hard to measure. The flipped classroom has garnered a lot of press in recent years and many of our colleagues have experimented with it. This discussion explored the flipped classroom from several perspectives.



### Dialogue #2: What is the Value of Active Learning in Large Enrollment Courses?

Presenters: *Martha Olney, Economics, and Matthew Potts, ESPM*  
Active Learning continues to garner a great deal of attention across teaching and learning in higher education as we look for ways to engage today's college learner and improve student learning. It comes in many forms, and its impact can vary greatly depending on how it is implemented, not as a replacement for lecture, but as a complement to it.

### Dialogue #3: What is the Value of Feedback?

Presenters: *Christopher Klutz, Law, and Mary Ann Robak, Chemistry*  
Feedback is a critical part of any learning process, and it happens in many ways. Faculty provide students with feedback. Students provide peers with feedback. Students can provide faculty with feedback. There are numerous variations of feedback, purposes, and intentions. This discussion focused on feedback in its many forms.



### Dialogue #4: Solving Problems Before They Start

*Open discussion*



## Circling a Subject

New to CTL this year, the **Quality Circles for Teaching (QCT)** program gives faculty the opportunity to talk about, compare, and systematically improve teaching. One of this year's circles was a group of four senior faculty members, headed by Michael O'Hare (Public Policy), who considered the topic of pedagogical rationales that they've come to use and discussion centered on one another's teaching processes. Another Circle, led by Amelia Barili (Spanish/Portuguese), came together to support the work of designing and implementing a service learning course.



“ It was an illuminating experience and a nice chance to exchange ideas about teaching with colleagues who both care about it and have serious pedagogy chops.”

Michael O'Hare,  
Public Policy



## It Takes a Village

The **Mash-Up of Academic Partners (MUAP)** gathered for a professional development and networking event. Professor Panos Papadopoulos presented on effective communication with faculty and Professor Serena Chen presented on strengthening the connection between teaching and research. This year, membership for MUAP extended its reach on campus to include academic partners in Cal Performances and Research IT. In 2015-16, MUAP will focus on the theme of leading from where you are.

“ It was a pleasure to have the opportunity to share the work the Collegium has been doing the past few years at the MUAP event, and at the same time enormously informative to learn about and interact with various academic partners across campus.”

Serena Chen,  
Psychology

“ The support we received from our Assessment Fellow exceeded our highest expectations. She moved us from a satisfaction survey model to a true outcome-oriented program assessment. By pushing us to explicitly define the outcomes we are looking for, and then measure each component of our program against those outcomes, she helped us articulate and make explicit aspects of our program that we hadn't previously.

Michele Rabkin  
Berkeley Connect

### Building Assessment Practice

In its inaugural year, the **Graduate Student Assessment Fellows Program** supported the efforts of academic and advising units in evaluating curriculum needs and effectiveness. The program provides graduate students a training opportunity to gain in-depth understanding of assessment practices in higher education, knowledge and strategies to articulate learning outcomes, and use- and user-driven principles to design and implement program-level assessment. Students participated in bi-monthly seminars to hone their evaluation skills and applied what they learned to on-campus assessment projects led by faculty and staff.

This year, seven Fellows successfully completed the program working across the campus in myriad departments. Examples of projects included conducting a needs assessment for a new online degree program, developing learning outcomes and a course exit survey, and reviewing undergraduate course syllabi to map the curriculum and provide a draft of an alumni survey to inform curriculum improvement.

Graduate student fellows expressed high satisfaction with the program (3.6 on a 4-point satisfaction scale) and appreciated the practical skill-building workshops and projects, as well as being part of an interdisciplinary learning community.

Every spring, CTL will be soliciting curriculum evaluation projects. We invite you to contact Yukiko Watanabe if you have an assessment project that will benefit from graduate student assistance. To learn more about the program, visit [teaching.berkeley.edu/graduate-student-assessment-fellowship](http://teaching.berkeley.edu/graduate-student-assessment-fellowship) for featured projects and resources produced by the Graduate Fellows.



From left to right: Diah Wihardini (GSE), Sean Tanner (Public Policy), Shelly Steward (Sociology), Sara Tischhauser (GSE), Tiffany Chang (Public Health), Kirsten Hextrum (GSE), Gema Cardona (GSE)

### Minding the Frontlines of the Student Experience

The Advising Council, in coordination with CTL and Talent and Organizational Performance (TOP), launched a successful two year professional development program for staff advisors called *Advancing Practice*. More than half of the targeted job family engaged with the program in its first year and a number of spinoff opportunities were launched including “lunch and learns”, reading groups, and writing groups. Subject-matter experts served as presenters on a wide range of topics including Rudy Mendoza-Denton who presented on stereotype threat and Christina Maslach who spoke on the issue of burnout.



### Supporting a Culture of Continuous Improvement

The Advising Council Fellows program enjoyed another successful year in this learning community for staff advisors to develop their expertise in program evaluation and assessment and to initiate or strengthen assessment activities in advising units. The program provided participants with an opportunity to reflect on and examine their programmatic activities with the overall goal of improving student learning and development. A few program highlights include the creation of a diagnostic tool for students to self-assess their career profile and development of a method for coding student opinion data from senior exit surveys and conducting a trend analysis. The year culminated in a showcase to highlight the projects.



“ College undergraduate education is more than what happens in the classroom. Students come here to be part of a community of scholars or learners. And advisors are the ones who help students get started on that path. The best advising breaks students out of a mindset of ‘I’m taking six courses in high school’ and helps them see that they’re part of an intellectual enterprise, an adventure in learning.”

Bob Jacobsen,  
Interim Dean, Undergraduate Studies

## Increasing Value Through Collaboration

CTL continues to provide consultative services to faculty and academic partners as well as programmatic expertise on externally funded grant projects. For proposals that have a pedagogical component, whether internally or through outreach, CTL is on hand to partner on the program design and implementation as well as impact evaluation of these efforts.

### Drawing on Strengths to Support Externally Funded Grants

In collaboration with the Lawrence Hall of Science, CTL engaged in a second pilot of its two semester Faculty Learning Program (FLP) as part of the NSF-WIDER Grant. The FLP was revised to be more streamlined, tangible, and provide more value as STEM faculty looked to engage students in large enrollment courses utilizing more active learning approaches. The program aims to increase student learning and long term retention and application of scientific concepts that will lead to greater success over the course of a degree program building skills necessary to think like a scientist.

Accompanying the FLP, CTL is creating a user guide that will be made available via the CTL website for use by STEM faculty and beyond Berkeley that wish to garner the benefits of the FLP. Going forward, a field test will be run on campus in spring 2016 to further engage faculty in the FLP and help Berkeley STEM faculty redefine the college lecture.



### Creating Opportunities

On another corner of campus, CTL is supporting the College of Engineering's Research Experiences for Teachers (RET) grant program fueled by NSF. The RET grant offers community college faculty a nine week experience that integrates individual, hands-on research with team-based curricular development to enable new research concepts to be introduced in community college classrooms using a context-based approach. CTL serves as a key curricular development resource and provides support around the design and delivery of seminars and pedagogical methods used for the program.

### Meeting You Where You are Are

CTL consultants are prepared to facilitate workshops for faculty groups across campus on a variety of teaching and learning topics. Below you will find a list of workshop titles and foci that can be requested for any in tact faculty group. Often times a Department will invite a CTL consultant into a faculty meeting or retreat to deliver a workshop on a given topic.

These workshops can also be customized to fit the unique needs and opportunities within a given School, College, Department, or group of faculty. Unless otherwise indicated, all workshops can be adapted to range from one hour to half day. If you are interested in having a CTL consultant facilitate a workshop at your next faculty event, please email [teaching@berkeley.edu](mailto:teaching@berkeley.edu).

If you are interested in a teaching and learning topic NOT included below, please contact a consultant to discuss creating a customized workshop.

### Workshop Menu

#### Pedagogy

- Any Teacher Can Be Effective ... If You Teach From Your Strengths
- Considering Curriculum, How Students Learn, And Yourself In Course Re/Design

#### Assessment

- How Do You Know Your Program Is Effective?
- Working Backwards: An Approach To Curriculum Re/Design

#### Digital Learning

- Using Technology Strategically
- Engaging Today's Learners



### Fostering a Collaborative Culture Around Pedagogy

In summer of 2014, Dean Jeff Edelson articulated a vision for a vibrant teaching culture and community across the School of Social Welfare through dialogue, exchange, and formative practice. By dedicating time at the once a semester faculty forum, CTL senior consultants were invited to facilitate interactive workshops to help realize that vision. As a result of the fall forum, faculty were asked to integrate some component into their teaching practice, which was revisited at the spring forum. This concrete thread serves as a foundation in fostering a schoolwide community of teaching practice.

“ The CTL has been an invaluable resource to our School. When we were poised to closely examine our teaching practices and improve the overall quality of the classroom experience, Richard guided our faculty through a once-per-semester faculty retreat that helped us recognize our strengths as instructors and develop new tools for teaching.”

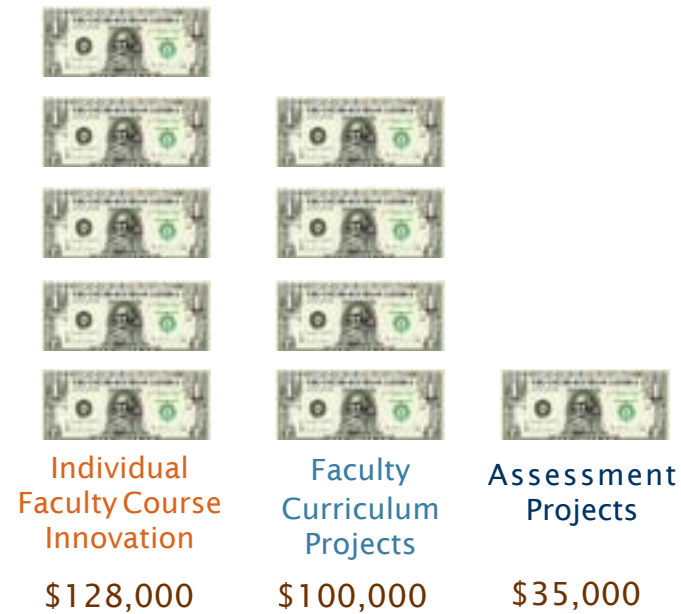
Jill Duerr Berrick,  
Social Welfare

## Increasing Value Through Resources

Through ongoing programming and new ventures, CTL aims to spotlight innovation, excellence, and forward thinking ideas across career, across campus and across scale in the Berkeley community.

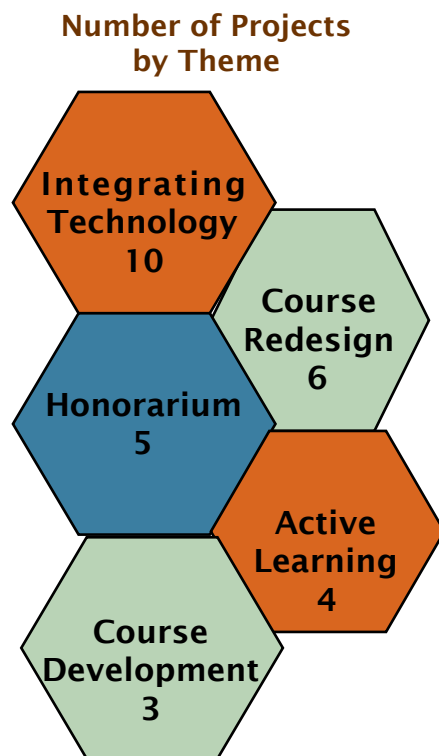
### Investing in Our Greatest Resource

In our mission to support teaching excellence, CTL not only offers subject-matter expertise and programmatic support but also directly funds faculty activities that promote course/curriculum improvement and innovation.



Dollars Directed to Faculty Through CTL Grant Programs

### Scaling Excellence



**Instructional Improvement Grants (IIG)** are offered to the teaching community each year to enable small-scale projects to improve existing courses, develop new courses, evaluate instruction, and assess curricular needs. Projects must be sustainable and demonstrate a lasting impact on student learning.

The following is an example of how an Instructional Improvement Grant can significantly impact the quality of instruction and student learning. Claire Kremen's project in Environmental Science, Policy, and Management (ESPM) began with a CTL consultation to discuss her vision of the improvements needed in her Conservation Biology course. As a result of this consultation, Claire was encouraged to apply for an Instructional Improvement Grant. After receiving a grant for GSR support and developing and implementing the changes, she reported that the IIG helped her develop "curriculum, especially learning goals for each class and the whole course and group active learning exercises and assessment tools." She went on to say that she developed "not only curricula but a series of exercises that developed life long learning skills, such as giving effective presentations and writing effective research papers." Her project is but one example of the ways in which a small grant can have a large and lasting impact on student learning.

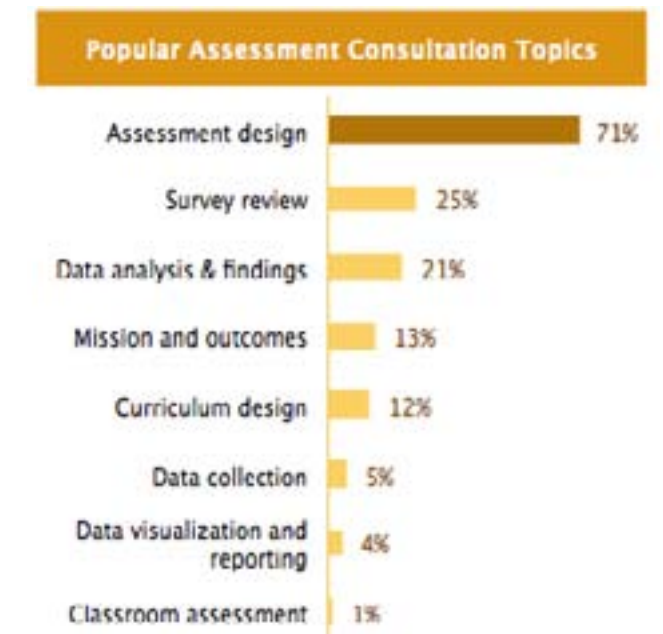
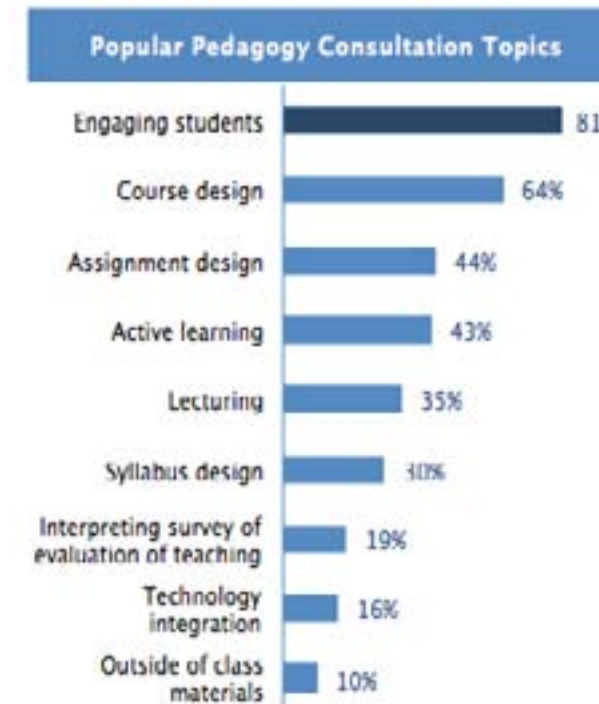
## Promoting Student Learning Through Consultations and Program Effectiveness

Berkeley faculty are dedicated to being the best in their field and in the classroom. The commitment to teaching is evident by the way faculty utilize the consultation services provided by CTL staff.



A total of **86** unique individuals and groups sought out CTL consultations during 2014-15. **42%** of unique contacts returned for follow-up consultations. The total number of consultations reached **157** with **81** contacts on pedagogy and **76** on assessment. This is a **13%** increase compared to last year.

Major topics of consultations included student engagement strategies, course and assignment design, and program-level assessment planning. CTL's senior consultants will continue to offer consultations on a wide variety of topics and encourage faculty and staff to reach out for this service.





## Engaging Community Through Outreach

CTL seeks to expand community around teaching and learning practices through face-to-face and virtual exchange.

Top Topics on  
teaching.berkeley.edu



Handling the  
Uber-large Lecture



Removing the Stigma of  
Team Projects



10 Strategies for  
Removing Student Stress



Sensitive Topics in the  
Classroom

### Connecting the Teaching Community One Newsletter at a Time

CTL continues to keep the Berkeley teaching community *in the know* with the **Teaching@Berkeley** newsletter. New features this year included segments called “Office Hours” which visited faculty on different corners of the campus and “Two Minutes on Teaching” which features short videos on innovative ideas. This year’s topics covered a variety of issues including sensitive topics in the classroom, removing the stigma of group projects, and strategies for alleviating student’s stress. Efforts in the coming year will showcase innovative teaching and technology practices from the Berkeley teaching community, surfacing significant campus issues, and promoting the opportunities and services of CTL’s academic partners.

### Surfacing Great Ideas

**Teach-Net** is CTL’s moderated email forum for exchanging information, advice, and general talk concerning teaching. Noteworthy topics this year included dealing with aggressive students, different ways to engage with and administer a De-CAL, and laptops in the classroom. In addition, a popular topic arose over what students don’t know but need to about requesting recommendation letters. In response, CTL created a worksheet that a faculty member could give to students when making such a request.

Faculty and staff are encouraged to subscribe to Teach-Net via the subscription page on the CTL website: [teaching.berkeley.edu](http://teaching.berkeley.edu)

### Looking for a Web Resource? CTL Has Two

The CTL website, [teaching.berkeley.edu](http://teaching.berkeley.edu), offers the campus community the resources, innovative ideas, and updates on policy to guide faculty inside and outside the classroom. New additions this past year include incorporating technology into your teaching, teaching disparate classes, and getting started teaching at Berkeley. The website also hosts the Berkeley Teaching Blog, which continues to deliver insightful tips and commentary on teaching.

CTL also curates a website and newsletter for staff advisors called **Advising Matters**. This go-to resource was created to help connect, inform, and offer new tools and resources for the advising community. Recent additions include tips for using social media in advising, and information on the importance of writing a personal statement of advising philosophy.

## Beyond Berkeley

Situating Berkeley at the fore, CTL’s work extended beyond the campus through professional networks and conference attendance. CTL will continue to foster these relationships and opportunities for exchange on pedagogical issues.

### Conferences, Presentations, and Workshops

#### Conrad, R. M.

- The impact of connectivism on faculty development. 30th Annual Conference on Distance Teaching and Learning (Aug, 2014)
- Lessons from the online classroom for every classroom (keynote address). St. Louis University Winter Faculty Institute (Jan, 2015)
- Engaging today’s students in multiple ways (workshop). St. Louis University Winter Faculty Institute (Jan, 2015)

#### Freishtat, R.

- Leveraging programs for broader impact. POD Network National Conference (Nov, 2014)
- Leveraging intraorganizational partnerships to engage faculty in the continuum of digital instruction. ELI Annual Conference (Feb, 2015)
- Redefining the college lecture: A faculty learning program for STEM faculty. Lilly Conference on College Teaching and Learning (Mar, 2015)
- Digital literacy, digital citizenship, and professional development. SXSWedu (Mar, 2015)
- Academic integrity: An opportunity for faculty development. American Library Association National Conference (Jun, 2015)

#### Watanabe, Y.

- Organizational readiness for empowerment evaluation. American Evaluation Association: Evaluation 2014 Conference (Oct, 2014)

### Publications

- Boettcher, J. V., & Conrad, R. M. (in press). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips* (2nd Ed.). San Francisco, CA: Jossey-Bass.
- Kondo-Brown, K., Davis, McE. J., & Watanabe, Y. (2014). Evaluation capacity building in college language programs: Developing and sustaining a student exit survey project. *AAUSC 2014 Volume, Issues in Language Program Direction: Innovation and Accountability in Language Program Evaluation*. Boston, MA: AAUSC.
- Lochner, B., Conrad, R. M., Graham, E. (2015). Secondary teachers’ concerns in adopting learning management systems: A U.S. perspective. *TechTrends*, 59(5), 62-70.
- Stark, P. B., & Freishtat, R. (2014). An evaluation of course evaluations. *ScienceOpen*. doi: 10.14293/S2199-1006.1.-AOFRQA.v1
- Watanabe, Y., Tsuji, Y., & Wong, C. (2014). High school Japanese and English intercultural exchange project: Design, implementation, and evaluation. In C. Chun (Ed.), *Cultura-based Exchanges*. Honolulu, HI: University of Hawai’i National Foreign Language Resource Center.

Top Blog Posts  
with the Most  
teaching.berkeley.edu/blog



A Syllabus has Muscles, Too



When Faculty Teach Millennials:  
The Odd Couple in Academia



How to Instruct and Motivate  
Through Feedback:  
A Top One List



Invitations to the Process: Some  
Notes on Graduate Mentoring

CTL supports Berkeley's instructional mission and the student experience by fostering and facilitating learning communities, catalyzing conversations, elevating teaching and learning, and advancing the practice of advising.

## Staff

### **Richard Freishtat, Ph.D.**

Director  
Pedagogy, Instructional Technology,  
Faculty Enrichment  
rfreishtat@berkeley.edu

### **Rita-Marie Conrad, Ph.D.**

Senior Consultant  
Digital Pedagogy, Learner Engagement,  
Technology-Infused Curriculum Development  
rmconrad@berkeley.edu

### **Yukiko Watanabe, Ph.D.**

Senior Consultant  
Curriculum Development, Student Learning  
Outcomes, Assessment, Program Evaluation  
yukikow@berkeley.edu

### **Elizabeth Wilcox**

Senior Learning Consultant for Advising  
CTL and Talent Development (TOP)  
ewilcox@berkeley.edu

### **Melanie Green**

Program Associate and Communications Lead  
melanieg@berkeley.edu

### **Jennifer Weaver, Ph.D.**

Post-doctoral Fellow  
jennweaver@berkeley.edu

## Affiliated Consultants

### **Michelle Douskey, Ph.D.**

Lecturer, Chemistry  
Facilitator, Lecturer Teaching Fellows Program

### **Amy Scharf, Planning/Policy Analyst**

Division of Equity and Inclusion

## 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's  
Committee on Educational Policy

### **Bob Jacobsen**

Professor, Physics - Interim Dean, Undergraduate  
Studies, College of Letters & Science

### **Terry Johnson**

Tenured Lecturer, Bioengineering

### **Maura Nolan**

Associate Professor, English - Director, Berkeley  
Connect

### **Juan Pestana**

Professor, Civil and Environmental Engineering,  
Chair, Academic Senate's Committee on Teaching

### **Carolina Reid**

Assistant Professor, City and Regional Planning

## Acknowledgments

CTL wishes to recognize the outstanding leadership of Cynthia Schrager, Assistant Vice Provost for Undergraduate Education. Cynthia steered CTL through three years of significant change and positive impact on the teaching community with strategic initiatives and improved communication measures. CTL wishes Cynthia the best as she moves on to new professional endeavours.

CTL would also like to recognize the following faculty and staff who contributed to this report. Their contributions to the writing, photos, current updates on projects and initiatives, and input deserve a special thanks. Errors or omissions remain CTL's responsibility.

Jill Duerr Berrick  
Serena Chen  
Rita-Marie Conrad  
Richard Freishtat  
Bob Jacobsen  
Anneka Lennsen  
Michael O'Hare

Michele Rabkin  
Bill Satariano  
Cynthia Schrager  
Benjamin Spanbock  
Yukiko Watanabe  
Jennifer Weaver  
Elizabeth Wilcox

