

May 31, 2007

CTE GRANTS HISTORY REPORT

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GRANT AND AWARDS SUMMARY 2005 - 2007

Innovation in Teaching

	Number	Amount
CVPA		
CCB	1	3000
Engineering	3	18000
Nursing		
A&S	6	<u>30000</u>
TOTAL		50000

Teaching Institute Awards

	Number	Amount
CVPA	1	3000
CCB	2	6500
Engineering	3	3500
Nursing		
A&S	6	<u>20000</u>
TOTAL		33000

Departmental/Interdepartmental

	Number	Amount
CVPA	1	1000
CCB	1	1000
Engineering		
Nursing	1	1000
A&S	7	<u>\$6000</u>
TOTAL		9000

Travel Grants

	Number	Amount
CVPA	5	2500
CCB	1	500
Engineering		
Nursing	9	4500
A&S	10	<u>5000</u>
TOTAL		12500

Faculty Learning Community

A & S	1	7000
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GRAND TOTAL \$110,500 (\$10,500) from CTE operating account

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Teaching Institute Grants: Award History and Outcomes

The Institute supports up to 5 faculty to engage in a semester-long seminar to carry out a significant teaching innovation. Investigators must meet bi-weekly to share information on their innovation, give and receive advice, and explore commonalities across different disciplines. The seminar theme in 2006 was 'Teaching Locally, Thinking Globally', and in 2007 'Undergraduate Research as a Stimulus for Faculty' Scholarship". Awardees are required to present process and outcomes to the entire academic community through the Talking about Conference or through panels and workshops throughout the year. Grants are limited to \$3500.

Date Awarded	Amount	Recipient	Title	Description	Outcome
Spring 05	\$3000	Susan Krumholz (Sociology/Anthropology)	Inside/Out Prison Exchange Program	Support for faculty member to attend weeklong training program on the Inside-Out program, designed to take education and crime and justice students inside a local prison. Also, support to seek local prison to collaborate and a workshop for the prison staff to prepare them for the program.	Project completed; Inside-Out program has been institutionalized for majors in crime and justice studies. Process and results reported to faculty in Jan 2006 at TaT (Talking About Teaching Conference)
	\$3000	Ziddi Msangi (Design)	Understanding Place: Graphic Design and	Summer support for faculty member to study how ethnographic field methods might inform how graphic designers gather	Project completed Fall 2005;

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			Ethnographic Research Strategies	information; expand conversation in the discipline to include an understanding for anthropological research practices and the active role designers can play as visual researchers. Outcome to include a series of projects for senior graphic design students to teach them new ways to research and record findings,	disseminated to faculty at TaT Conference January 2006; used new methodology Fall 2005 in classroom.
	\$3000	Shouhong Wang (Information Systems)	Re-design of Intro. Information Systems course	Summer support for faculty member to re-examine and new design of a core course (BIS 315) for all business majors taught in multiple sections with faculty, instructors, FTVL, and PTVLs to establish standard learning objectives, coordinate structure and assignments, develop an assessment plan.	Project completed Fall 2005; BIS 315 taught with redesigned format; shared with faculty community in TaT Conference Jan, 2006. Published in peer-reviewed journal in 2007.
	\$3000	Shannon Jenkins (Political Science)	Learning about Urban Politics and Policy through Service Learning	Summer support for faculty member to review the literature on service-learning; to investigate best-practices using service-learning in political science; and to identify and nurture the contacts needed in Fall	Project completed summer 2005; SL is now an institutionaliz

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				River and New Bedford for student projects in the Fall.	ed component of the Urban Politics course; project disseminated to faculty community at TaT conference in January 2006.
Fall 2005	\$3500	Katja Holtta-Otta (Mechanical Engineering) & Howard Michel (Electrical and Computer Engineering)	Developing an Integrated Learning Project Across Two Academic Disciplines	Stipend to support collaboration between two faculty from two different engineering departments to develop local student projects that will successfully transition students into working engineers in a cross-disciplinary setting; combine problem-based and project-based learning.	Undertaken Spring 06; planning completed summer 06, pilot course taught fall 06; process and templates published on web fall 06, and disseminated to faculty Jan. 07 in the TaT conference..
	\$3500	Kellyann Berube Kowalski (Management)	Teaching Locally, Thinking Globally	Support for faculty member in reviewing the literature on service-learning, investigating best practices in service-learning for management education, and	Work completed in spring and summer 06;

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				developing a service-learning component for MGT 431, a required course for all Management majors in the business college.	SL project introduced in course fall 06; disseminated to faculty at TaT conference in January 07. SL made a requirement of MGT 431.
	\$3500	Isabel Rodrigues (Sociology/Anthropology)	Bridging the Field: Incorporating Anthropological Research in the Classroom	Support for faculty member to advance pedagogy in 300 level course by creating field work cite for students in the community through religious organizations serving undocumented Brazilian migrants.	Work completed in spring and summer of 06; ethnographic field component added to upper level course in Fall 2006; disseminated to faculty at TaT January 2007.
Nov. 06	\$3500	Christina Biron (Foreign language and literature)	Increasing student engagement in foreign language	Develop means through which students in Spanish 302 (and other language courses) are engaged in the culture and international issues – a series of research tasks to enhance student learning through acquiring	To be completed by Summer 08

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			through authentic audiences	knowledge of international issues. Establishing a student-centered classroom to provide interaction with Spanish audience in the community.,	
	\$3500	Shari Evans (English)	Teaching Through Undergraduate Research	Further development of the research component of three new core requirements for the English major. Increase the visibility and awareness of undergraduate research by publishing an e-journal of the best student essays developed in ENL 257, 258, and 259. Goals are to make student research public, demonstrate best practices, and use technology to facilitate learning,	Took part in Institute sessions throughout spring 07; To be completed by January 08
	\$3500	Maureen Hall (Education)	Observing and Interrogating Models of Practice Through Service Learning	Development of a service-learning component at Westside High School, an alternative high school for young adults with prior behavioral problems, for students in EDU 207. Also, integration of this program with the Urban Literacy program developed by Bob Waxler.	Took part in Institute sessions throughout spring 07; To be completed by January 08

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Departmental/Interdepartmental Teaching Grants: Award History and Outcomes

The departmental/interdepartmental teaching grants are to enhance teaching and learning. Priority will be given to proposals that develop sustained collaboration between the faculty of a department or interdisciplinary program and focus on the attainment of departmental/program-level teaching objectives. The grants do not support the development of new programs or departments; all grant applications must be approved by the department chair and the dean prior to submission.

Date Awarded	Amount	Investigators	Title	Description	Status
Nov. 2006	\$1000	Avery Plaw (Political Science)	Development of interdisciplinary course "Ethics in the War on Terror"	Stipends (\$150 each for six professors) and \$100 for materials. Development of an enriched, interdisciplinary course involving faculty from Philosophy, History, English, Political Science, Policy Studies, and Crime and Justice Studies.	Held over to Fall 08 as course was cancelled in Spring 07
	\$1000	Whitney Hable & Tracie Ferreira (Biology)	Development of Virtual Laboratory Sessions for Embryology and Developmental Biology	RA stipend (\$500) and special supplies (\$500). Develop two interactive virtual laboratory sessions for BIO 320 and BIO 421 that can also be used in numerous other biology courses.	Design of virtual lab flowcharts development of experiments /video recording, and in incorporation into program complete. Will be used in classroom Spring 08
	\$1000	Nancy O'Connor (Biology)	Retreat for Department for Curricular	\$500 toward a retreat for department to respond to external reviewers suggestions for program and curricular improvements	Retreat taken January 07;

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			Review		
	\$500	Barbara Jacobskind (English)	Development of a service-learning project for ENL 320 and ENL 303	\$500 to supply at risk high school girls from Horizons House, Department of Social Services. The money will buy poetry books for the girls who UMD students will introduce to the power of poetry	Implemented and course taught spring 2007
Nov. 2005	\$1000	Shannon Jenkins (Political Science)	Curricular Review and revision of capstone experience in Political Science	Stipends for faculty (2 X \$250 each), copyright clearances for materials (\$150) and stipends for participants in departmental colloquium (\$50 X 7). Develop common learning objectives, learning assignments, and learning outcomes across all faculty...develop or identify appropriate learning materials and assignments.	Colloquium happened in Feb. 2007 with extensive discussion occurring on learning objectives for the department. Curricular and course improvements to be implemented in Fall 2007.
	\$1000	Matthew Roy (Management – was a faculty member at that time)	Training of CCB faculty in case method teaching & learning	\$1000 to offset cost of bringing an expert in case method in to present a one day workshop to all faculty	Workshop took place; 5 faculty have introduced the case method into their courses
	\$1000	M. Sneider, S. Baden, R.Ironfield, A. Kirshman, R.	Review and revision of HST 103 and 104 by	\$1000 for a physical library of course materials and a website for the courses both of which can be used by all faculty. Grant	Review and revision undertaken

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		Pintbriand, P. Rioux, T. Walker, & B. Williams (History)	all Professors teaching the course	will foster collaboration among faculty on curriculum issue	spring 07; common assignments developed across instructors, library resources for usage by all created
Nov. 2004	\$1000	Eileen Carreiro (Med. Lab. Science)	Teaching Graduate Physiology to a diverse student population	\$1000 for invited speaker, colloquium support materials). Collaboration among faculty from Lowell, Dartmouth, and Worcester (conference and workshop) to set course goals & begin development of UMASS Online blended course in Quantitative Physiology	Project completed; conference and three workshops held Spring 2005, remedial module content completed by E. Carreiro, A. Bruce. Blended WebCt course being offered to our students as a result.
	\$1000	Jeanne Leffers, Kimberly Christopher, and Sonja Peterson	Workshop to develop better classroom and new clinical	Speakers (Specialist in exam construction and assignments at different cognitive levels) and food at 2 workshops;	Project completed, 2 workshops held with

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		(Nursing)	practicum assessment methods to better prepare students for NCLEX examination		experts in classroom assessment. 25 faculty in attendance; many of the ideas in use now.
	\$1000	Anna Dempsey & Sarah Teasley (Art History)	Assessment of teaching curriculum and teaching methods in introductory Art History courses across multiple sections	\$500 stipends each for the assessment of teaching methods in ARH 125/150 to include analysis of test results, papers, and knowledge demonstrated; interviews with former and current students; interviews with faculty in 200 and 300 level courses.; comparison with peer institutions	Project completed fall 2005; common learning objectives developed across different sections, common articles and methods adopted; common bibliography developed.

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Innovation in Teaching Grants: Award History and Outcomes

The Innovation in Teaching Grants support the development of faculty projects that seek to either: 1) enhance teaching at UMD in significant and creative ways and/or 2) conduct scholarly research on university-level teaching and learning. A total of \$25,000 is available to support these awards; grants are welcome for both large and small projects.

Date Awarded	Amount	Investigators	Title	Description	Status
April 2007	\$7000	R. Balasubramanian & V. Vokkarane (Computer and Information Sciences)	<i>iLearn</i> : Internet-Based Active Learning Environment	Summer stipends for course redesign of CIS 190 to accommodate use of sophisticated <i>Classroom Presenter</i> software to include: new active learning activities, assessment techniques, implementation and testing of software, development of adoption template for other courses, and presentation to campus community in Jan. 08	To be completed by Summer 08
	\$5500	Christina Biron (Foreign languages and literature)	Interdisciplinary teaching and learning of foreign language	Student assistant and travel to develop and implement a redesign of the foreign language curriculum around the concept of "identity"; design of materials, assessments and implementation strategies; solicitation of partners in other disciplines (history, anthro, sociology). Also. development of a workshop series within the greater UMD and Spanish Southcoast community.	To be completed by Summer 08
	\$3000	Shouhong Wang (Management Info. Systems)	Ontology of Learning Objects Repository for Educational Knowledge Sharing	Summer stipend to develop a semantic network for a repository of digital learning objects and a prototype of an educational knowledge sharing system. This is a scholarship of teaching and learning submission.	To be completed by Summer 08
	\$1500	Christina Mehrrens (History)	Women in World History: Using	Student assistant and summer stipend to prepare original bibliographic material, including writing her own, to support course	To be completed and

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			Biographies as a teaching tool	development of the Women in World History course.	implemented by summer 08.
	\$5000	J. Ramirez & L. Knauer (Sociology)	Sociology and Anthropology Department Student Internship	Student assistant and summer stipends to support the initial development of an experiential/service learning/internship program that would become a graduation requirement for all Sociology, Anthropology, and Crime and Justice Study Majors	Report due summer 08
	\$3000	S. Joseph (Anthropology)	From the Cradle to the Grave: A Cemetery Fieldwork Exercise for ANT 350	Summer stipend to design the ANT 350 course in an innovative way, integrating student learning with experiential hands-on fieldwork	Report due summer 08
April 2006	\$5000	M. Zarillo (Physics) B. Notaros (EE) A. Tandon (Physics) R. Kowalczyk (Math) R. Crawford (Physics) R. Laoulache (M.E.)	Assessment of IMPULSE curricular changes on student performance and integration of courses	Team member stipends plus IMPULSE instructor stipends to integrate interdisciplinary course material (math, physics, and engineering) into one standardized IMPLUSE syllabus and standardize active learning exercises and materials.	The project was dropped when Notaros left the University and Crawford went into administration
	\$8900	Eli Stahl (Biology) Susanne Joseph (Anthropology)	Self-Genotyping and awareness: a curriculum module for BIO 211, Biology of Populations	Summer stipend (4000), course release (\$3500), Materials (\$1000) and genetic counselor (\$400) to develop an interdisciplinary self-genotyping and awareness curriculum module	Project completed; curriculum module being used in BIO 211.
	\$6000	Iren Valova (Computer and	Neural Network Teaching Tools	Grad. research assistant stipend to help in developing practicums, 6 web-based	Project completed,

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		Information Science)	and Practicum	applications to simulate basic algorithm designs and graphic user interface. Development of data set database.	will be used in 2 undergraduate technical electives in CIS in fall 07
	\$5100	Lisa Knauer	Inquiry-based and experiential approaches to learning	Summer Stipend (\$1000), grad student assistant (\$2700), equipment (\$1200) to develop inquiry-based teaching methodology for ANT 111, ethnographies of UMD, GEN ED course	Project report due July 1, 2007.