

## CTE Announces Faculty Fellows for Assessment

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*The Center for Teaching Excellence* is pleased to announce this year's Faculty Fellows for Assessment. Dr. Ali Ait-Si Mhamed and Dr. Barbara Burns, both from the School of Education and Human Services' Adolescence Education department, will serve as the first Faculty Fellows this academic year, 2009-2010.

As Faculty Fellows, Ali and Barbara will be available to all members of the faculty and all departments for assistance with a variety of assessment topics. Both Fellows have had broad experience in assessment of student learning.

Ali teaches graduate courses in Statistics, Assessment, and Research Methods in Education, and he is particularly interested in helping programs develop good assessment ideas and strategies in the form of action research projects and techniques that our faculty can use to improve students' learning. Ali can also help make sense of quantitative data and assist programs with the interpretation and presentation of assessment results.

Barbara teaches the course, Evaluation and Teaching Strategies, in her program, and she has expertise in rubric design and use of portfolios as tools for collecting assessment data. In addition, Barbara has been a member of the Core Curriculum Committee throughout the process of the new core development where her expertise in assessment has been a valuable resource. Barbara is particularly interested in continuing that work by focusing some of her time as a fellow with the assessment of learning in the core.

As Faculty Fellows, Ali and Barbara will also have some ongoing projects: they will be conducting some workshops on assessment topics in the Spring term, and they will be creating an on-line newsletter that will highlight best practices in assessment, both from our own campus and from across the higher education landscape.

Please contact the CTE at ext 3720 to request a consultation with either Ali or Barbara. They are prepared to work with assessment committees, departments, or individual faculty on either the formative assessment that informs good classroom practice or the summative assessment that we report to the wider institution.

*Center for Teaching Excellence*  
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