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## Letter from the Director

I am pleased to provide information on the activities of the Center for Teaching, an organization dedicated to enhancing teaching and learning at the University of Massachusetts Amherst. This 2005-2006 Annual Report marks the end of our eighteenth year on campus.

Major highlights of the year include:

- Recognition of the Center for Teaching as *One of the Top Four Faculty Development Programs in the United States and Canada* in a research study on faculty development
- Center for Teaching identified as *One of Five Key Initiatives* in recognition of UMass Amherst as *First-in-the-Nation Microsoft IT Showcase Campus*
- Promotion of Center for Teaching Staff on July 1, 2006; Mathew Ouellett, Director; Mei-Yau Shih, Associate Director; and Justine Dymond, Assistant Director

I am deeply grateful for the generosity of the teaching assistants, faculty members, chairs, deans, and campus administrators who volunteer their time and talent to help sustain and enrich the programming of the Center for Teaching. You remind us that teaching and learning, in all of its dimensions, are at the very heart of our University. The accomplishments reported here are really yours. To all who take the lead on so many CFT programs and take part in so many more, I offer my sincerest thanks.

Sincerely,

Dr. Mary Deane Sorcinelli  
Director

## ***GOALS OF THE CENTER FOR TEACHING***

The Center for Teaching (CFT) grew out of a desire among faculty and administrators to provide support for teaching and learning at the University of Massachusetts Amherst. It evolved under the guidance of the Office of the Provost from the Lilly Teaching Fellows Program first hosted on campus in 1986, and was formally established in 1989. We report to the Provost's Office and are advised by the Faculty Senate Council on Undergraduate Education. (See Appendix A for a listing of the 2005-2006 members.)

The purpose of the CFT is to offer opportunities for professional development in teaching to enable student learning. Our services are wide-ranging: consultations with individual faculty and departments; annual award programs; teaching assistant (TA) training and support; yearly campus-wide events; resource development and distribution; and research and funded grants.

The CFT adheres to the philosophy that teaching excellence has both general and subject-specific features. We believe that the ways in which academics stimulate inquiry, generate knowledge, and present information are content-driven. At the same time, we believe that there are certain general features of good teaching—establishing and communicating clear learning goals, actively involving students in learning, and evaluating performance in ways that accurately reflect goals—which are common to all disciplines. Operationally, this philosophy results in a blending of discipline-specific and campus-wide services.

We also recognize that the University faces new instructional challenges in the 21st century, including increasing student and faculty diversity, growing demands for technological expertise in teaching and learning, and mounting interest in the assessment of student learning. All of us will need to explore new methods and practices for making our teaching more effective, powerful, flexible and inclusive. Our initiatives in teaching and learning in the diverse classroom, in teaching technologies, and in course-based assessment will help to prepare faculty and TAs for teaching and for enabling learning in this new environment.

***This report summarizes the activities of the Center for Teaching during the period from July 2005 through June 2006.***

## I. RESOURCES AND PROGRAMS FOR TEACHING

The CFT undertook numerous and varied projects throughout its eighteenth year. Our major initiatives in teaching development included consulting with individual faculty, departments, and colleges; presenting workshops and seminars; training TAs; developing and disseminating materials on teaching; and administering annual awards of teaching fellowships and grants.

### A. CONSULTATION OPPORTUNITIES

Each year we consult with faculty, TAs, departments and academic administrators on this campus to address issues of teaching, learning and faculty development. Through such collaborations we continue to build and improve our programs and services.

#### ◆ *Individual Teaching Consultation*

We spend a significant portion of our time in such consultations, particularly with Lilly Teaching Fellows, faculty and TAs who participate in the Teaching and Learning in the Diverse Classroom Program, senior faculty in our TEACHnology Fellowship and with TAs who participate in our Teaching Development Program. The consultation process includes several phases: clarification of goals; assessment of teaching (e.g. review of course materials, feedback from students, classroom observation and/or videotaping); analysis of information; improvement efforts; and final review. The most often requested classroom assessment tool is a midterm assessment of teaching and learning by students, MAP (see below).

#### ◆ *Midterm Assessment Program (MAP)*

2005-2006 marked the eleventh year of the Midterm Assessment Program (MAP). CFT staff members contacted all new tenure track faculty, offering them a chance to get student feedback on selected courses, so that they can more thoroughly understand how students experience these courses, and make meaningful adjustments while the semester is in progress. A CFT staff member interviews the instructor, collects data from students through a small group process or a questionnaire, analyzes the information, and then meets with the instructor to review the student responses. Some faculty request that the CFT supplement student feedback with a classroom visit.

This academic year, 27 new faculty members requested and participated in the MAP program. Although our target group for MAPs is new tenure track faculty, instructors at all ranks ask to participate. This year, 39 other faculty members and 7 teaching assistants also accessed this service. **Total participation included 73 instructors in 41 departments and programs representing 9 schools and colleges at UMass. 4018 students enrolled in 85 different classes participated in a MAP.**

## ◆ *Focused Consultations*

In addition to the in-depth consultation processes described above, the CFT offers more highly targeted, short-term consultations to address instructional questions or problems identified by individuals or units. The advent of email and access to our website has transformed our communications with faculty as we now respond to countless requests through these technologies. In 2005-2006, we provided focused consultations for numerous individuals from all the departments and colleges.

## ◆ *College/Departmental Consultations*

The CFT also offers services tailored to the needs of departments, schools and colleges.

Director **Mary Deane Sorcinelli** provided consultations to the following University departments and colleges:

*Presentation of CFT Resources*, Higher Education Program, EPRA, September 6, 2005,

*New Faculty and Mentoring*, Presentation to Academic Deans Council, Provost's Office, September 26, 2005,

*New Faculty Development*, Presentation at Department Chair/Dean Meeting, College of Social and Behavioral Sciences, October 5, 2005,

*New Faculty Development*, Presentation at Department Chairs/Dean Meeting, College of Natural Resources and the Environment, October 14, 2005,

*Civility in the College Classroom*, Junior Year Writing Teaching Assistants, co-taught with Linda Isbell, Psychology Department, October 16, 2005,

*Plagiarism: Resources and Strategies*, Faculty Senate Meeting, co-presented with Anne C. Moore, UMass Libraries, October 20, 2005,

*New Faculty and Mentoring Approaches*, Presentation to Research Council, Office of Research Affairs, October 21, 2005,

*New Faculty Initiatives, Teaching and Student Learning*, Presentation to Faculty Senate Council on Undergraduate Education, November 28, 2005,

*Mentoring for Graduate Students*, Workshop for Junior Year Writing Teaching Assistants, Department of Psychology, February 3, 2006,

*Presentation on Mutual Mentoring for Women and Faculty of Color*, Faculty Senate Council on the Status of Women, April 3, 2006,

*Early Career Faculty Focus Groups*, A needs assessment co-facilitated with Jung Yun, Director of New Faculty Initiatives, May 22, 2006 and May 23, 2006.

Associate Director **Mathew Ouellett** provided presentations to the following University departments and colleges:

*Principles of Inclusive Teaching*, Presentation to Commonwealth College instructors, August 30 and September 1, 2005,

*Introduction to College Teaching*, Chemistry Department, Graduate Student Orientation, August 31, 2005,

*Principles of Good Teaching*, Math Department, Presentation to Peer Tutors, September 6, 2005,

*(Don't) Steal this Book*, The UMass Junior Year Writing/Writing across the Curriculum Conference, Making Writing Work: When 20<sup>th</sup> Century Thinking Meets 21<sup>st</sup> Century Technology, Co-presenter with S. Schmalzer, History, B. Owen, English, R. Watson, Communication and J. Wagstaff, Isenberg School of Management, April 5, 2006,

*Presentation on the Center for Teaching's support services for faculty research*, UMass Digital Quadrangle 2006 Series, Library, Research and Scholarship in the Digital Age: An Exploration, April 6, 2006,

*Academic Honesty*, Chemistry Department, Co-presentation with Catherine Porter, Ombuds Office, Presentation to Preparing Future Faculty program participants, April 12, 2006,

*Course Design and Planning for Teaching*, Sociology Department, Presentation to doctoral students, May 25, 2006,

*Teaching and Learning in the Diverse Classroom and Teaching Portfolios*, Isenberg School of Management, Two presentations for the Seminar for Doctoral Students, June 5, 2006.

Coordinator of Teaching Technology **Mei-Yau Shih** provided consultations to the following University departments and colleges:

*Portfolio Review of Prior Learning in Nursing*, School of Nursing, December 1, 2005.

Coordinator of Teaching Consultation **Justine Dymond** provided presentations to the following University departments and colleges:

*Who are our Students?*, Psychology Department Graduate Student Seminar, September 19, 2005,

*Teaching Portfolio Workshop*, Psychology Department Graduate Student Seminar, May 5, 2006,

*Fundamentals of Teaching*, LARP Professional Seminar, May 5, 2006.

## **B. FUNDED TEACHING DEVELOPMENT OPPORTUNITIES**

To encourage and reward excellence in teaching, the CFT and the Provost's Office sponsor six funded teaching development programs.

### ◆ *Faculty Associate Program*

The Faculty Associate Program was instituted to enrich the activities offered by the Center and to offer additional expertise from within the faculty community to CFT clients. Randy Phillis from the Biology Department served as the Faculty Associate during the 2005-2006 academic year.

### ◆ *Faculty Grants for Teaching*

The Provost's Office and the CFT sponsor *Faculty Grants for Teaching* to encourage faculty to explore new and improved approaches to instruction. Full-time faculty members in the ranks of instructor through full professor are invited to submit applications. The CFT coordinates the grant process and meets with grantees to provide assistance in completion of projects, as well as in more general teaching concerns. The Faculty Grants for Teaching Proposal Review Committee reviews applications. Grants usually range between \$1,000 and \$1,500.

The following Faculty Grants for Teaching were awarded in 2005-2006:

<b>Benjamin Bailey</b>	Communication
<b>Gianpaolo Baiocchi</b>	Sociology
<b>Lyle Craker</b>	Plant, Soil & Insect Sciences
<b>Ingrid Holm</b>	ESL/UAASC
<b>Laura Lovett</b>	History
<b>Max Page</b>	Art
<b>Deborah Picking</b>	Plant, Soil & Insect Sciences
<b>Sara Sabelawski</b>	Nutrition
<b>Robin Shoaps</b>	Communication
<b>Nola Stephen</b>	TECS
<b>Banu Subramaniam</b>	Women's Studies
<b>Julian Tyson</b>	Chemistry
<b>Emily West</b>	Communication

### ◆ *The Lilly Teaching Fellows Program*

This marked the eighteenth year of the Lilly Teaching Fellows Program, sponsored by the CFT and the Provost's Office. The fellowship helps establish the teaching careers of promising junior faculty. Fellows are nominated by department chairs/heads and chosen on the basis of promise in teaching and research as well as commitment to undergraduate education. All full-time, untenured, tenure-track faculty are eligible. The award provides for a reduced course load for one year so that recipients may focus on enhancing teaching skills. The Lilly Year features five signature aspects: *an annual retreat, individual projects and consultation, a seminar on college teaching, mentoring activities, and the 'Celebration of Teaching' Dinner.* **Mary Deane Sorcinelli** and **Justine Dymond** co-facilitated the program.

**Annual Retreat:** The goal of the annual retreat is to introduce the Lilly Fellows to each other and to a rich environment of resources that they can incorporate into their individual plans for teaching enhancement. During the course of the two-day retreat, fellows worked in informal groups and participated in several workshops. Invited speakers at the 2005-2006 retreat included **Beth Jakob**, Psychology, **Randy Phillis**, Biology and **Tilman Wolf**, Electrical and Computer Engineering.

**Seminar on College Teaching:** Twice a month, Fellows participated in a two hour session on college teaching. The topics discussed include enhancing student learning and motivation; active learning methods; teaching through lectures; using instructional technology to enhance learning; teaching, learning and diversity; and getting feedback and improving your teaching. Seminars on specialized topics were also presented by **Peter Elbow**, English, **Chancellor John Lombardi**, **Richard Rogers**, Provost’s Office and Resource Economics, and **Mei-Yau Shih**, Center for Teaching.

**Individual Projects and Consultation:** Each fellow created or redesigned a course and assessed the course and teaching of it through in-class feedback from students, class visits and videotaping.

**Mentoring Activities:** Each fellow met on a regular basis with a senior faculty mentor. In addition, this year’s group of fellows was invited to observe the teaching of two teaching award winners: **Randy Phillis**, Biology, and **Tammy Rahhal**, Psychology.

**The Celebration of Teaching Dinner:** The highlight of the Lilly Year is the annual *Celebration of Teaching Dinner* (see Campus-Wide Events), which brings dedicated teachers together to celebrate both the outgoing and incoming groups of Lilly Fellows.

Participants in the 2005-2006 Lilly Teaching Fellows program included the following Fellows and Mentors:

<i>Fellows</i>	<i>Mentors</i>
<b>Peggi Clouston</b> , Natural Resources Conservation	<b>Linda Slakey</b> , Commonwealth College
<b>Nilanjana Dasgupta</b> , Psychology	<b>Bob Feldman</b> , Psychology
<b>Thomas Hilbink</b> , Legal Studies	<b>Max Page</b> , Art
<b>Miliann Kang</b> , Women’s Studies	<b>Naomi Gerstel</b> , Sociology
<b>Bing Liang</b> , Finance & Operations Management	<b>Ray Pfeiffer</b> , Accounting & Information Systems
<b>Andrew McCallum</b> , Computer Science	<b>Peggy Speas</b> , Linguistics
<b>KerryAnn O’Meara</b> , EPRA	<b>Ralph Faulkingham</b> , Anthropology
<b>Jeffrey Podos</b> , Biology	<b>Randy Phillis</b> , Biology

◆ **PMYR Grants for Teaching Innovations**

This program for faculty who are participating in the Periodic Multi-Year Review (PMYR) provides funds for the improvement of instruction through innovative teaching. The CFT

funds awards of up to \$3000 each for projects that support innovation in teaching or will match college development funds for teaching innovations. CFT also provides individual consultation on each project.

The following faculty who participated in PMYR in 2004-2005 were awarded grants for use during the 2005-2006 academic year.

<b>Prasanta Bhowmik</b>	Plant, Soil & Insect Sciences
<b>Marta Calas</b>	Management
<b>Donal Carbaugh</b>	Communication
<b>Julie Caswell</b>	Resource Economics
<b>Ching-Shung Chang</b>	Civil & Environmental Engineering
<b>Robert Faulkner</b>	Sociology
<b>Laurie Godfrey</b>	Anthropology
<b>Sheldon Goldman</b>	Political Science
<b>Stephen Herbert</b>	Plant, Soil & Insect Sciences
<b>Sundar Krishnamurty</b>	Mechanical & Industrial Engineering
<b>David Lenson</b>	Comparative Literature
<b>Mzamo Mangaliso</b>	Management
<b>Charles Manz</b>	Management
<b>Robert Marx</b>	Management
<b>Robert Moll</b>	Computer Science
<b>Leonard Norkin</b>	Microbiology
<b>Arnold Rosenberg</b>	Computer Science
<b>James Smith</b>	Mechanical & Industrial Engineering
<b>Edward Stanek</b>	Public Health
<b>Marvin Swartz</b>	History
<b>Martha Taunton</b>	Art
<b>Richard Tessler</b>	Sociology
<b>Edward Voigtman, Jr.</b>	Chemistry
<b>Horst Winter</b>	Chemical Engineering

### ◆ *Teaching and Learning in the Diverse Classroom Faculty and TA Development Program*

This marked the twelfth year of the CFT sponsored, *Teaching and Learning in the Diverse Classroom Faculty and TA Development Program* (TLDC), which is facilitated by **Mathew Ouellett**. This year, 12 faculty members of the Journalism Program of the Communication Department were TLDC fellows. They identified as their shared goal for the year the development of a systematic approach to preparing their undergraduates to be successful in increasingly diverse communities and journalism settings. Fellows sought to achieve this goal by engaging individually and in teams in self reflection, course development initiatives, and by addressing a range of diversity related issues in the context of their programs' classrooms and labs. Additionally, participants engaged in a year-long review and expansion of how

diversity is addressed in program-sponsored student recruitment efforts, journalism internships, field activities and their long-standing invited speaker programs.

Program attributes included a retreat, a bi-monthly forum, individual teaching projects and consultation, department-wide colloquia, and campus wide events. 2005-2006 TLDC program attributes included:

### ***Retreat***

- A daylong planning retreat was held on Friday, September 9, 2005 at the Lord Jeffery Inn.

### ***Bi-Monthly Forum***

- Fellows participated in an academic year-long seminar, Teaching and Learning in the Diverse Classroom. In this context, they explored pathways to multicultural course transformation with specific emphasis on: engaging students, effective cross-cultural communication and discussions, student-centered pedagogical approaches (experiential, collaborative, and small group learning strategies), principles of good assessment and evaluation, and writing and using cases.

### ***Individual Projects and Consultation***

- Individual participants consulted with the CFT on the assessment and implementation of course innovations, or on modifications to existing courses, and to gather student feedback at the mid-semester.

### ***Campus Wide Events***

- Participation in the annual campus-wide Celebration of Teaching Dinner.

### ***Journalism Program Events***

The TLDC program this year has supported Journalism faculty in engaging several program-wide initiatives including the following:

- Journalism faculty members sustained a year-long dialogue around teaching and diversity with particular emphasis on their work towards attracting more diverse majors and teaching effectively towards all students. Through TLDC meetings, they brought a number of part-time and adjunct faculty into tenure-track faculty meetings to collaborate on strategies to work more meaningfully with students.
- TLDC fellows supported a year-long speaker's series for undergraduates. Speakers included :

Monica Pierre, Radio,  
Ernesto Schweikert, Radio.  
Kori Chambers, UMass graduate and Detroit-based TV anchor, and  
Jackie Spencer, the Washington Post.

- Fellows arranged for the placement of a tutor for *News Writing and Reporting* and other writing courses in the Learning Resource Center at the W.E.B. Du Bois Library.
- All *News Writing* instructors participated in OIT workshops to develop their comprehension and application of inclusive course design principles in WebCT.
- Professor Nick McBride's undergraduate students worked with African-American and Latino high school students at the Massachusetts Care Development Institute to do grassroots reporting projects to encourage these younger students to study journalism.

Participants from the Journalism Department in the TLDC Program included:

<b>Mel Allen</b>
<b>Marc Berman</b>
<b>Madeleine Blais</b>
<b>Bill Israel</b>
<b>Karen List</b>
<b>Nicholas McBride</b>
<b>Meredith O'Brien</b>
<b>David Perkins</b>
<b>BJ Roche</b>
<b>Norman Sims</b>
<b>Steve Simurda</b>
<b>Ralph Whitehead</b>

### ◆ *TEACHnology Fellowship*

The CFT initiated the TEACHnology Fellowship to help faculty to apply the capacities of technology to teaching and learning. The fellowship includes a daylong retreat, meetings every two weeks, working with peer innovators, and attending campus-wide workshops and seminars on teaching technologies. The fellowship involves designing or revising a course, assessing pedagogical implications of teaching technologies, and evaluating teaching technology materials. Coordinator of Teaching Technologies, **Mei-Yau Shih**, facilitates this program.

**Retreat:** The goal of the retreat is to introduce the TEACHnology Fellows to each other and fellows from the previous years to establish a supportive community among these technology users. The fellows also have the chance to gain knowledge of the technology services on the UMass campus available for supporting their technological projects.

**TEACHnology Seminar. Bi-weekly:** Fellows participated in a two-hour seminar on teaching technologies. Topics for 2005-2006 included:

Teaching with Technologies in Higher Education: The Opportunities and Challenges,  
 Effective Use of Presentation Technologies with Lecture,  
 Web-enhanced Learning and Teaching,

Web-enhanced and Course Management Tools,  
 Web Authoring; Image Processing (OIT Workshop),  
 Web-enhanced and Course Management Tools,  
 Web-Site Design: Creation and Evaluation and PDF Creation and Application,  
 Active Learning and Instructional Technologies,  
 Research in the Digital Age; Copyright Issues Every Educator Needs to Know,  
 Digital Audio/Video Capture, Edit, and Delivery.

**Individual Projects and Consultation.** Each fellow designed or revised a course integrating teaching technologies with innovative teaching strategies to maximize student’s learning experience. Class visits and midterm assessments were available to fellows to provide feedback from students. One-on-one technological consultations were provided to the fellows for individual project development.

The 2005-2006 TEACHnology Fellows are:

<b>Carlin Barton</b>	History
<b>Stephen Clingman</b>	English
<b>Kathleen Davis</b>	TECS
<b>Todd Fuller</b>	Natural Resources Conservation
<b>Gary Kamen</b>	Exercise Science
<b>Lisa Pike Masteralexis</b>	Sport Management
<b>Joya Misra</b>	Sociology
<b>Eliot Moss</b>	Computer Science
<b>Ray Pfeiffer</b>	Accounting & Information Systems
<b>Jean Swinney</b>	Nursing

### C. AWARDS

The Provost’s Office and the Center for Teaching sponsor and coordinate the *College Outstanding Teacher Award (COTA)* and the *Distinguished Teaching Award (DTA)*.

#### ◆ *College Outstanding Teacher Award*

The College Outstanding Teacher Award program was instituted as a complement to the Distinguished Teaching Awards given by the Graduate School. The purpose of the award is to honor individual faculty members for their teaching accomplishments within their own colleges. The \$1,000 awards are given during the spring semester and recipients are recognized at Undergraduate Commencement. The 2005-2006 College Outstanding Teacher Award Recipients include:

*College of Humanities & Fine Arts*

**Angelika Kratzer**, Linguistics

**Joseph Krupczynski**, Art

**Timothy Rohan**, Art History

*College of Natural Sciences & Mathematics*

**Scott Auerbach**, Chemistry

**Farshid Hajir**, Mathematics and Statistics

*College of Social & Behavioral Sciences*

**Benjamin Bailey**, Communication

**Ray LaRaja**, Political Science

*School of Education*

No Award given in 2005-2006

*College of Engineering*

**Dennis Goeckel**, Electrical and Computer Engineering

*College of Natural Resources and the Environment*

**Susan Han**, Plant, Soil and Insect Sciences

*Isenberg School of Management*

**Ronald Karren**, Management

**James Smith**, Accounting and Information Systems

*School of Nursing*

**Erin Lamoureux**

*School of Public Health & Health Sciences*

**Gary Kamen**, Exercise Science

◆ ***The Distinguished Teaching Award***

The purpose of this award is to honor exemplary teaching at the highest institutional level. Both faculty and graduate students, nominated by students or alumni, are eligible to be considered for this award. The Center assumed full responsibility for the award in the fall of 1997 and **Nancy Buffone**, Assistant to the Provost skillfully administers the program.

On May 12, 1999 two permanent tributes to the faculty and graduate student winners of the Distinguished Teaching Award were unveiled in the Campus Center. The CFT collaborated with multiple units to design, develop and establish the tributes. The tribute to faculty winners is located on the second level of the Campus Center on the main concourse. The tribute to graduate student winners is also located on the second level of the Campus Center outside the entrance to the Graduate Student Lounge.

The 2005-2006 recipients of the Distinguished Teaching Award for Faculty are:

**Neal Anderson**, Electrical and Computer Engineering

**Walter Denny**, Art

**Randall Phillis**, Biology

The 2005-2006 recipients of the Distinguished Teaching Award for Graduate Teaching Assistants are:

**Andre J. Khalil**, English  
**Monica Sieh**, Linguistics

## ***D. CAMPUS-WIDE EVENTS***

Campus-wide workshops, conferences, and seminars of high quality and wide usefulness are central to the CFT's mission. These programs aim not only to improve teaching, but also to encourage collegiality and the intellectual growth of faculty and graduate students as teachers both within and between departments and colleges. In 2005-2006, these campus-wide activities included the annual workshop series and the twentieth Celebration of Teaching Dinner.

### ◆ ***Campus-Wide Workshops***

In response to requests from faculty, the CFT continues its series of campus-wide workshops. During the 2005-2006 academic year the following programs were offered:

#### **“COMMUNITY OF PRACTICE” FOR TABLET COMPUTING**

The Center for Teaching and Isenberg School of Management initiated a “Community of Practice” for faculty and professional staff interested in advancing teaching, learning, and research around tablet computing, in particular, the effectiveness of Tablet PCs in higher education settings. The group met for the following series of presentations.

**September 30, 2006** – David Norris, Productivity Advisor at Microsoft Public Sector, delivered a presentation about OneNote, and how it can be used with Tablet PCs.

**December 2, 2006** – Richard Rogers, Resource Economics, and Tilman Wolf, ECE, talked about their experiences teaching with Tablet PCs.

**March 10, 2006** – Joe Tront, Electrical and Computer Engineering, Virginia Tech University talked about his use of Table PCs in the classroom and demonstrated the latest version of the “WriteOn” software that he developed.

**April 28, 2006** – Beth Simon, San Diego Supercomputer Center, UC San Diego, talked about Classroom presenter and led the group through an interactive demo.

#### **FACULTY WRITING RETREATS**

**September 23, October 21, and November 18, 2005, March 3, and April 7, 2006**

Based on numerous requests from faculty who have attended the Faculty Writing Retreat held each June, The Center for Teaching sponsored this series of half-day retreats to help faculty set aside dedicated time to work on their writing projects. Faculty worked on their own writing projects and could choose to work alone or to share drafts and ideas about writing with colleagues.

Workshop attendance for each retreat was limited to 12 faculty. 15 faculty from 11 different departments attended one of the half-day retreats.

### **TURNING LEARNING THEORY INTO INSTRUCTIONAL PRACTICE**

**Marilla D. Svinicki, Associate Professor, Educational Psychology, University of Texas at Austin, September 26, 2005**

This workshop helped faculty bridge the gap between the research being done on learning theory and its application to classroom instruction. Dr. Svinicki showed faculty how to take a few of the most readily applicable ideas and illustrated how the theory and research can be turned into classroom practice.

30 faculty representing 21 departments attended this workshop.

### **LOOKING FORWARD TOGETHER**

**Wednesday, January 25, 2006**

On January 25<sup>th</sup>, 2006, the Center for Teaching offered a faculty forum which posed the question, 'What is the "next edge" for teaching at UMass Amherst.' Working together using the innovative design of Open Space Technology where the participants create their own agenda and implement it, the faculty members identified and discussed three key issues of immediate interest to them: student learning, teaching and technology, and the reward structure for teaching.

32 faculty from 22 departments participated in this workshop.

### **INCORPORATING STUDENT WRITING: NOT JUST FOR ENGLISH COURSES ANYMORE**

**Tim Melley, Associate Professor, English, Miami University, April 21, 2006**

Incorporating writing assignments into your course curriculum seems demanding and the burden of reading and responding to student writing assignments can be overwhelming. In this workshop, Dr. Melley addressed how to make writing a part of your course curriculum and offered his insights into solving the problems that incorporating student writing creates, including managing the paper load and grading efficiently.

20 UMass faculty representing 14 departments attended this workshop.

### **MAKING WRITING WORK: WHEN 20<sup>TH</sup> CENTURY THINKING MEETS 21<sup>ST</sup> CENTURY TECHNOLOGY**

**Co-Sponsored by the Writing Program and the Center for Teaching, April 5, 2006**

The 6th Annual Junior Year Writing and WAC Conference allowed faculty and graduate students who teach writing-intensive courses on campus a venue where they could participate in building a strong community of writing teachers and supporters and could explore junior-year writing and writing-across-the-curriculum pedagogy. This year's topics included: designing assignments that increase the quality of student writing, issues of academic honesty and plagiarism, embracing differences in working with multilingual writers, making use of the Learning Commons and using WebCT and Wikis.

### **FACULTY WRITING RETREAT: A ROOM OF YOUR OWN**

**Peter Elbow, Professor Emeritus, English, June 1, 2006**

The Office of Faculty Development with support from The Office of the Provost, The Center for Teaching, The Office of the Vice Provost for Research, The UMass Amherst Libraries and the Writing Program sponsored this one-day retreat to help faculty get a jump-start on their summer writing endeavors. Faculty worked on their own writing projects for the day and could choose to work alone or to share drafts and ideas about writing with colleagues. Peter Elbow spoke briefly about writing and suggested options for faculty to employ in sharing and responding to each other's work.

46 faculty from 32 departments attended this workshop.

### ◆ *'Celebration of Teaching' Dinner*

This annual spring dinner provides an occasion at which members of the University community across disciplines, departments, and ranks come together to celebrate the importance of teaching. On Wednesday, April 5, 2006, 213 distinguished faculty, administrators, and students attended the twentieth dinner, which continues as a highly visible way for the campus community to affirm its continued commitment to teaching.

### ◆ *New Faculty Orientation*

On September 9, 2005, the CFT hosted an orientation for new faculty that provided opportunities to build relationships among new and established faculty, as well as information about teaching, research, and campus programs. **Charlena Seymour**, Senior Vice Chancellor for Academic Affairs and Provost, welcomed the new faculty and introductions were facilitated by **Mary Deane Sorcinelli**. The program also included discussions with a faculty panel of early career faculty and department chairs. The faculty panel included **Ralph Faulkingham**, Chair, Anthropology; **Miliann Kang**, Women's Studies; **Nathalie Lavoie**, Resource Economics and **Pablo Pomposiello**, Microbiology. New faculty and their guests were also invited to an evening reception at Hillside hosted by Chancellor **John Lombardi** and **Cathryn Lombardi** and attended by Provost **Charlena Seymour**, school and college deans, and department chairs.

49 new faculty from 29 departments attended the New Faculty Orientation Program.

## ***E. TEACHING ASSISTANT DEVELOPMENT AND SUPPORT***

The 2005-2006 academic year saw the continued enhancement of and innovations in the teaching development and support services offered by the CFT for TAs. Center staff produced the 17<sup>th</sup> Annual Campus-Wide TA Orientation, distributed a Handbook for Teaching Assistants, and provided assistance for department-based TA training activities in the Departments of Chemistry, Management, Sociology and Psychology. This was the seventh year of the *Teaching Documentation Program* (TDP), which offers graduate students the opportunity to develop their teaching skills and to document their teaching development efforts. The CFT offered teaching, portfolio, and documentation consultation for graduate student instructors both individually and as part of the TDP program. In 2005-2006, we surveyed all past participants, graduate students and faculty members from across the disciplines, of the From Graduate Student to Faculty Member seminar for graduate students of color.

### **◆ *The Seventeenth Annual Campus-Wide Teaching Assistant Orientation***

The Center for Teaching under the sponsorship of the Provost's Office and the Graduate School offers this daylong orientation. This year's Orientation held on September 2, 2005, included representatives of nearly every graduate department and program on campus.

***Opening remarks.*** The following individuals made welcoming remarks:

**John V. Lombardi**, Chancellor,

**Uri Strauss**, President, Graduate Student Senate,

**Meghan McDonough**, President, Graduate Employee Organization

**Mary Deane Sorcinelli**, Associate Provost for Faculty Development and Director, CFT

**John Mullin**, Dean of the Graduate School

**Ventura Perez**, DTA Winner, Anthropology Department

**Mathew L. Ouellett**, Associate Director, CFT.

***Advice from TAs to TAs***, TAs divided into four groups by college to participate in an interactive session led by senior TAs who discussed what it means to be a TA at the University.

***Humanities & Fine Arts:*** **Tabitha Adams Morgan** and **Cathy Schlund-Vials**, English

***Social & Behavioral Sciences:*** **Jon E. Zibbell** and **Tom Taaffe**, Anthropology

***Natural Sciences & Mathematics:*** **Angela Fahey**, Chemistry, and **Roger Gwiazdowski**, Entomology and OEB

***Professional Schools:*** **Justine Dymond**, Center for Teaching, and **Rani Varghese**, School of Education

***Departmental Luncheons.*** Participants discussed policies and practices relevant to their specific disciplines with departmental representatives.

***Concurrent Workshops.*** Sixteen sessions were offered including:

*Class Act! How to Use the Arts to Enliven Your Curriculum*, **Maren Brown**, Director of Education Access, Fine Arts Center and **Shawn Farley**, Director of Marketing, Fine Arts Center,

*Course Design, Syllabus, and the First Day of Class*, **Clement A. Seldin**, TECS,

*Critical Moments in College Teaching*, **John Cunningham**, Provost's Office, and **Paul Vasconcellos**, Dean of Student's Office,

*Graduate Employee Organization & Graduate Student Senate*, **Meghan McDonough**, President, GEO, and **Uri Strauss**, President, Graduate Student Senate,

*Improving Lectures by Actively Involving Students*, **Richard Halgin**, Clinical Psychology,

*International TAs and Cross Cultural Teaching Issues*, **Nigar Khan**, Session Convener, Office of the Dean of the Graduate School, Panel: **Mohammad Moeini Faizabadi**, Economics, **Banu Subramaniam**, Women's Studies, and **Seongho Yoon**, English,

*Leading Effective Discussions*, **Justine Dymond**, Center for Teaching,

*Leading Laboratory Sections in the Sciences*, **Steve Brewer**, Biology,

*Making the Most of Your TA Experience*, **Ventura R. Perez**, Anthropology,

*Responding to Writing: A Workshop*, **Anne Herrington**, English,

*Strategies for Effective Grading*, **Elijah Goodwin**, Biology,

*Teaching and Learning in the Diverse Classroom*, **Rani Varghese**, Student Development & Pupil Personnel Services and **Mike Funk**, Student Development & Pupil Personnel Services,

*Teaching as Performance*, **Julie Nelson**, Theater, and **Rod Hart**, School of Education,

*Teaching Foreign Languages*, **Sarah McGaughey**, Languages, Literatures and Cultures,

*Teaching Problem-Solving in Engineering and the Sciences*, **Susan Roberts**, Chemical Engineering,

*What Makes You a Good Teacher? On Wednesday...*, **Mary Deane Sorcinelli**, Center for Teaching and **Jay Gladden**, Sport Management.

In 2005-2006, approximately 254 graduate students and faculty members from 51 departments and programs participated in the TA Orientation.

### ◆ *Handbook for Teaching Assistants*

As part of its commitment to TA development, the CFT publishes and distributes a *Handbook for Teaching Assistants* at the University of Massachusetts Amherst. This handbook, which was updated and republished for the 2002-2003 academic year, covers such topics as the role of TAs at the University, guidelines and advice on teaching practice, and a bibliography of

resources on college teaching. We updated and revised the *Handbook for Teaching Assistants* for a wider audience and circulation as the *Handbook for New Instructors* which will be forthcoming in September of 2006.

### ◆ *Teaching Documentation Program*

The Teaching Documentation Program (TDP) is designed to help graduate students develop teaching skills and to allow them to document their teaching development efforts in three key areas: introduction to theory, teaching assessment and teaching improvement. Self-paced and flexible, the TDP is a program that can be completed over the course of a graduate student's studies. At the conclusion of the TDP, participants will receive a formal letter of documentation from the CFT, which inventories and describes their teaching development efforts. Participants also will have organized a collection of materials that document their teaching development efforts, which will be useful preparation when seeking a position with teaching responsibilities, in preparing a formal teaching portfolio, and for articulating future development goals. Currently there are 68 teaching assistants who are enrolled in the Teaching Documentation Program and 26 teaching assistants have completed the program.

## ***F. INSTRUCTIONAL RESOURCES: PRINT, VIDEO, AND WEB***

The CFT maintains a library of instructional resources available to all university faculty, TAs, and academic leaders. The Center maintains a collection of professionally produced videos on teaching and learning, as well as tapes of many of the campus-wide programs, workshops, and guest speakers, which we have sponsored over the years. The CFT also produces bibliographies on a number of teaching topics which include *Teacher's Choices: The Ten Best on Teaching and Learning*; *Stepping into Teaching and Learning in the Diverse Classroom*; *Preparing for Promotion and Tenure*; *Large Lectures*; *Communicating, Teaching, and Learning in the Foreign Language Classroom*; *Community Service Learning*; and *Scientists Working Together: Collaborative Learning in the Sciences*. The above bibliographies and other resources are available on the CFT website - <http://www.umass.edu/cft/>.

## II. GRANTS, RESEARCH, AND HONORS IN TEACHING, TEACHING ASSISTANT, AND FACULTY DEVELOPMENT

A research orientation informs the Center's activities. Much of the consultation-based teaching development work we do depends on data collected in instructors' classrooms using systematic qualitative and quantitative research methodologies. The results of that research influence all recommendations for classroom and course changes. Workshops and seminars are based on and often led by outstanding teachers who are also respected researchers.

In addition, the CFT staff proposes research projects where applicability extends beyond an individual instructor's classroom. Center staff collaborate on a number of proposals originating in other departments and institutions. Increasingly, grant proposals of colleague's on- and off-campus include teaching and program evaluation services offered by the CFT. We have been successful in obtaining a number of grants, extending our ability to supplement our programming. Such projects provide useful information and resources to the University community and have become part of the foundation of the CFT.

### A. FUNDED RESEARCH AND EXTERNAL GRANTS

◆ ***Creating Active Learning through Technology, Davis Educational Foundation, Principal Investigator, Richard Rogers, Resource Economics; Co-Principal Investigators, Norman Aitken, Economics, Glenn Caffery, Resource Economics, Dan Lass, Resource Economics, Dave Hart, CCBIT and Mei-Yau Shih, Center for Teaching, 2004-2006***

Based on the success of the Davis Educational Foundation funded project, the Large Lecture Course Redesign Project, this program offers faculty whose courses involve active learning through the use of personal response system (PRS) and online quizzing the opportunity to add newly emerging technologies into their courses and/or developing pedagogies, which require a seamless integration of the current in-class PRS system with the University's online quizzing system (OWL). It will also work to help faculty using more traditional teaching to adopt active learning technologies into their classes.

◆ ***Fellowship for Higher Education of Present and Prospective Teachers, Whiting Foundation, April 2003-September 2006***

Director Mary Deane Sorcinelli was awarded a Whiting Foundation Fellowship for Higher Education of Present and Prospective Teachers. She is hosted by the Center for Excellence in Learning and Teaching (CELT) at the National University of Ireland Galway, recently named "Irish University of the Year" and one of the University of Massachusetts Amherst's 50 partner institutions overseas. The goal of the project is to research trends in college teaching and learning in Ireland and England to bring new ideas, debates and a more international perspective to faculty development work at the University of Massachusetts Amherst. Dr. Sorcinelli studied in Ireland August 7-15, 2003, February 4-8, 2004 and June 2-10, 2006.

- ◆ ***Implementing ConferenceXP in a Multi-Cultural, Collaborative, Academic Environment, Microsoft Research, Principal Investigator, Gino Sorcinelli, Isenberg School of Management (ISOM). Project team: Mike Davis, DuBois Library, Michael Dickson, Office of Information Technology (OIT), Brian Donnellan, Business Information Systems, National University of Ireland Galway, Catherine Grygorcewicz, Undergraduate Teaching Assistant, ISOM, Peter Guitierrez, OIT, Iain MacLabhrainn, Director, Centre for Excellence in Learning and Teaching (CELT), NUI Galway, Susan Milne, ISOM, Murray Scott, Business Information Systems, NUI Galway, Mei-Yau Shih, Center for Teaching (CFT), Mary Deane Sorcinelli, CFT, 2004-2006***

The project's goals are to establish permanent ConferenceXP nodes on the UMass Amherst and National University of Ireland's (NUI) Galway campuses. These nodes allow students from each campus to engage in real-time, collaborative research assignments. Such activities provide a multi-cultural environment for studying global business issues. The CFT is conducting classroom research on how CXP and Tablet PC technology can be used to facilitate the achievement of student-centered learning outcomes and facilitating a Community of Practice for faculty using Tablet PCs.

- ◆ ***Rigorous Research in Engineering Education: Creating a Community of Practice, National Science Foundation, 2004-2007***

This collaborative project was designed to change the engineering education culture and to focus on developing the engineering education research base for engineering education and practice. It provides an opportunity to establish the structure and mechanism for training faculty to conduct rigorous engineering education research through a collaboration of engineering educators, learning scientists, and faculty developers. Mary Deane Sorcinelli serves as a member of the Executive Committee.

- ◆ ***US Department of Agriculture CSREES Higher Education Multicultural Scholars Grant, Co-Principal Investigators Mathew Ouellett, Center for Teaching, Nancy Cohen, Nutrition and Pamela Marsh Williams, Undergraduate Advising Center, 2005-2008***

This grant supports the development and implementation of an academic and social infrastructure, *University of Massachusetts Amherst Multicultural Scholars Nutrition Program*, to recruit and support five underrepresented students through undergraduate study and career preparation in the nutritional sciences.

### III. CONTRIBUTIONS TO HIGHER EDUCATION

Actively involved in teaching, research and service at the University of Massachusetts Amherst, the staff of the CFT also contribute to the field of higher education outside the University through publications, presentations, service on educational committees, and memberships in professional organizations. Each of these activities assists in making visible the work of the CFT, both within and outside the University.

#### A. *STAFF RESPONSIBILITIES*

During the 2005-2006 academic year, Center staff members included: the director; an associate director, a coordinator of teaching technologies; a coordinator of teaching consultation, a program coordinator/business manager; one secretary; and four graduate project assistants. The Center staff includes **Eileen Galvin**, secretary, **Dinah Mayo Bobee**, **Chiaki Kotori**, **Bill Peters** and **Jung Yun**, graduate project assistants.

*Director* **Mary Deane Sorcinelli** administers a full range of faculty development programs including the Lilly Teaching Fellows Program, departmental and campus-wide seminars and workshops, special projects for departments and schools, development of instructional resources, and research and evaluation activities. She also is an associate professor in the department of Educational Policy, Research and Administration in the School of Education. Dr. Sorcinelli also serves as the Associate Provost for Faculty Development, and as Past President of her national association, the Professional and Organizational Development Network in Higher Education (POD).

*Associate Director* **Mathew Ouellett** directs the Teaching and Learning in the Diverse Classroom program and plans and coordinates the programming for teaching assistants, in particular, the Teaching Documentation Program. He assists the director with the full range of CFT projects, and offers workshops and individual teaching development consultations for faculty and TAs. He also serves as an adjunct lecturer for the School of Social Work at Smith College and an adjunct lecturer in the School of Education, University of Massachusetts. He is a board member and President-elect of the Professional and Organizational Development Network in Higher Education (POD).

*Coordinator of Teaching Technologies* **Mei-Yau Shih** is responsible for the TEACHnology program and supports faculty efforts to integrate technology into classroom instruction. She provides a vision of how technology can best be used to improve teaching and learning; provides consultation with individual faculty and presents workshops and training to faculty with an emphasis on the selection, evaluation and use of instructional technologies. She is an adjunct Assistant Professor in the School of Education.

*Coordinator of Teaching Consultation* **Justine Dymond** coordinates the Midsemester Assessment program and offers departmental and individual teaching development consultations for teaching assistants and faculty. She also co-facilitates the Lilly Teaching Fellows Program and assists the Director and Associate Director in planning and coordinating a range of programming, including campus-wide seminars, workshops, and projects for departments and schools.

Program Coordinator/Business Manager **Diane Burns** is responsible for all logistical arrangements for the workshops, seminars and programs sponsored by the CFT. She also handles all the business and financial affairs of the CFT, including the administration of the Center budget and grants.

## **B. PUBLICATIONS**

During 2005–2006 CFT staff produced the following publications.

- Austin, A., Sorcinelli, M.D., & McDaniels, M. (in press). Understanding New Faculty: Background, Aspirations, Challenges and Growth. In, Smart, J.C., and Perry, R.P. *Higher Education: A Handbook of Teaching and Learning*. New York: Springer Publishers.
- Cook, C.E. & Sorcinelli, M.D. (2005). Building multiculturalism into teaching development programs. In Ouellett, M. L. (Ed). *Teaching inclusively: Resources for course, department and institutional change in higher education*. Stillwater, OK: New Forums Press, pp. 74-83.
- Debevec, K., Shih, M.Y., and Kashyap, V. (2006). Learning Preference and Performance in a Technology Interated Classroom. *Journal of Research on Technology in Education*, 38(33). 293-308. Spring, 2006.
- DeSantis, J. and Sorcinelli, M.D. Review of O’Meara, KA and Rice, E. Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship. *The Journal of Higher Education*.
- Dymond, Justine, “Cherubs,” nominated for Pushcart Prize.
- Dymond, Justine, “Cherubs,” *The Massachusetts Review*, Fall 2005.
- Dymond, Justine, (2005). Modernism(s) Inside Out: History, Space, and Modern American Indian Subjectivity in *Cogewea, The Half-Blood*. In Doyle, Laura, and Winkiel, Laura (Eds). *Geomodernisms: ‘Race,’ Modernism, Modernity*. Bloomington, IN: Indiana University Press.
- Elbow, P. and Sorcinelli, M.D. (2006). How to Enhance Learning by Using High Stakes and Low Stakes Writing. In, W. J. McKeachie. *Teaching tips: Strategies, Research, and Theory for College and University Teachers*. New York, NY: Houghton Mifflin Company, pp. 192-212.
- Elbow, P. and Sorcinelli, M.D. (in press). The Faculty Writing Place: A Room of Our Own. *Change, The Magazine of Higher Learning*, Heldruf Publications.
- Griffin, P., and Ouellett, M. (accepted, in revision). Becoming Safe: A Description of the Participation Process of Selected Massachusetts High Schools in the Safe Schools Program for Lesbian and Gay Students. Amherst, MA: Institute for Gay and Lesbian Strategic Studies.
- Griffin, P., and Ouellett, M. L. (in press). Facilitating Social Justice Education Courses. In M. Adams, L. Bell, and P. Griffin (Eds). *Teaching for Diversity and Social Justice (2<sup>nd</sup> Edition)*. New York: Routledge.

- List, K. and Sorcinelli, M.D. (in press). Staying Alive. *The Journal of Faculty Development*.
- Ouellett, M. L. (Fall 2005). A Lifetime of Learning. *Thought & Action*. Washington, DC: National Education Association. (21). pp. 199-200.
- Ouellett, M., and Griffin, P. (accepted, in revision). A Workbook for Creating Inclusive Schools for Lesbian and Gay Youth. Amherst, MA: Institute for Gay and Lesbian Strategic Studies.
- Ouellett, M. L. (Ed). (2005). *Teaching Inclusively: Resources for course, department and institutional change in higher education*. Stillwater, OK: New Forums Press.
- Ouellett, M. L. and Fraser, E. (2005). Teaching together: Interracial teams. In M. L. Ouellett (Ed). *Teaching Inclusively: Resources for course, department and institutional change in higher education*. Stillwater, OK: New Forums Press.
- Schlund-Vials, C., Cardozo, K., Ouellett, M., and Makker, K. (in review). Thinking beyond the Department: Professional Development for Graduate Students of Color. *The Journal of Graduate and Professional Student Development*. Stillwater, OK: New Forums Press.
- Shih, M.Y., & Sorcinelli, M.D. (2005). Technology as a Catalyst for Senior Faculty Development, *Journal of Faculty Development*, 20(3). 147-155.
- Sorcinelli, G., Shih, M.Y. (2006). Using Tablet PCs in Management Education to Facilitate a Student-Based, Interactive Learning Environment. In Dave A. Berque, Jane C. Prey, and Robert H. Reed (Eds.), *The Impact of Tablet PCs and Pen-based Technology on Education: Vignettes, Evaluations, and Future Directions*, West Lafayette, IN: Purdue University Press, 171-178.
- Sorcinelli, M.D. and Austin, A. (in press). Developing Faculty for New Roles and Changing Expectations. *Effective Practices for Academic Leaders*. Sterling, VA: Stylus Publishing.
- Sorcinelli, M.D., Shih, M., Ouellett, M. L., and Stewart, M. (in press). How Post-Tenure Review Can Support the Teaching Development of Senior Faculty. In D. Robertson (Ed). *To Improve the Academy*. Bolton, MA: Anker Publishing.
- Sorcinelli, M. D., (Fall 2005). Explaining Course Material Clearly and Concisely. *POD/IDEA Center Notes: A resource to support teaching improvement*. IDEA Center, Kansas State University, pp. 1-4.
- Sorcinelli, M.D. (Fall 2005). The Top Ten Things New Faculty Would Like to Hear from Their Colleagues, reprinted in *The Teaching Forum*, Appalachian State University, NC, pp. 1-4.

## C. COLLEGE AND UNIVERSITY COMMITTEES

Director **Mary Deane Sorcinelli** served on the following committees during 2005-2006:

Deans Council, *member*

Deans Council, Five Colleges, Inc., *member*

Faculty Senate Council on Undergraduate Education, *member*,

Subcommittee on New Faculty, *chair*  
Information Commons Study Group, *member*,  
PMYR Grants for Teaching Enhancement Review Committee, *oversight*  
Program for Undergraduate Mentoring and Achievement – Advisory Board, *member*,  
Task Force on the Future of Faculty Development, *member*  
University Distinguished Teaching Awards Steering Committee, *oversight*,  
University Without Walls Steering Committee, *member*.

Associate Director **Mathew Ouellett** serves on the following committees:

Chancellor’s Task Force on Community, Diversity, and Social Justice, Academic Affairs Executive Committee, *member and co-chair*,  
Chancellor’s Task Force on Community, Diversity, and Social Justice, University Coordinating Team, *member*,  
Faculty Senate Ad Hoc Committee on Plagiarism (Subcommittee on Teaching), *member*,  
University Commencement Committee, Student Speaker Selection Committee, *chair*,  
University Undergraduate Education Council, *member*.

Coordinator of Teaching Technologies **Mei-Yau Shih** serves on the following committees:

Classroom Improvement Project Committee, *member*  
e-Repository Investigatory Task Force, *member*  
Faculty Grants for Teaching Proposal Review Committee, *chair*  
Faculty Senate Ad Hoc Committee on Online Learning, *member*  
Learning Commons Planning Committee, *member*  
TEACHnology Fellows Selection Committee, *chair*  
UMass System Online Learning Assessment Subcommittee, *member*

Program Coordinator/Business Manager, **Diane Burns** serves on the following committees:

Academic Affairs CDSJ Committee, *member*

## ***D. COURSES TAUGHT INCLUDING INDEPENDENT STUDY***

Director, Mary Deane Sorcinelli, as Associate Professor, Department of Educational Policy, Research and Administration, University of Massachusetts taught:

*EDUC 696H: Leadership, Teaching, and Learning*, Independent Study with Alexandra Gamburg, Fall 2005, 3 graduate credits,

*EDUC 696H: New Faculty in Liberal Arts Colleges*, Independent Study with Jami DeSantis, Spring 2006, 3 graduate credits.

Associate Director, **Mathew Ouellett**, as Adjunct Assistant Professor, Department of Educational Policy, Research and Administration, School of Education, University of Massachusetts Amherst taught:

*EDUC595K: Introduction to College Teaching*, Spring 2006, 3 graduate credits.

Coordinator of Teaching Technologies, Mei-Yau Shih, as Adjunct Assistant Professor, School of Education, University of Massachusetts Amherst taught:

*EDUC 612: Educational Web Design: Creation and Evaluation*, Spring 2006, 3 graduate credits.

## ***E. COMPREHENSIVE EXAM AND DISSERTATION COMMITTEES***

Director **Mary Deane Sorcinelli** advised on the following projects and served on the following comprehensive examination and dissertation committees in 2005–2006:

Committee Chair, Dissertation—Susan Bronstein, *Examination of Effectiveness of Supplemental Instruction in a Barrier Course in the Sciences*. Department of Educational Policy, Research, and Administration, University of Massachusetts Amherst,

Committee Member, Dissertation—Alan Bloomgarten, *Higher or Lower Education: Civic Engagement in Higher Education*, Department of Educational Policy, Research, and Administration, University of Massachusetts Amherst,

Committee Member, Comprehensive—Kate Douglas, *Community College Scholars of Teaching and Learning Impact on Student Learning*, Department of Educational Policy, Research, and Administration, University of Massachusetts Amherst,

Committee Member, Comprehensive—Kathryn Wiezbicki-Stevens, *The College Career Assessment: An Exercise in Metacognitive Reflection*, Department of Educational Policy, Research, and Administration, University of Massachusetts Amherst,

Expert Panel Member, Dissertation—Sheldon Benson, *Conceptualizing Professional Development in Higher Education*, Center for the Study of Higher Education, University of Arizona, Tucson, AZ,

Expert Panel Member, Dissertation—Larissa Pchenitchnaia, *Essential and Model Programs for Teaching and Learning Centers as Reported by Directors in Selected Research Universities: A Delphi Panel*, Department of Educational Administration and Human Resource Development, Texas A&M University, College Station, TX,

External Consultant, Dissertation—Patricia Londoner, *Dimensions of Excellent Teaching in Higher Education*, Department of Educational Leadership, Virginia Commonwealth University,

External Consultant, Dissertation—Mary Hoover, *Institutional Cultures that Support Teaching at Research I Universities*, Department of Higher Education Management, University of Pittsburgh.

Associate Director **Mathew L. Ouellett** served on the following dissertation committees in 2005-2006:

Committee Member, Dissertation—Kate Burns, Social Psychology Department, University of Massachusetts Amherst, Spring 2005 - Graduated May 2006

Committee Member, Dissertation—Sean Robins, Clinical Psychology Program, Psychology Department, University of Massachusetts Amherst, May 2005-ongoing.

Coordinator of Teaching Technologies, **Mei-Yau Shih**, served on the following dissertation committees in 2005-2006:

Committee Member, Dissertation—Huihong Bao, TECS, University of Massachusetts Amherst,

Committee Member, Dissertation—Qingliang Chen, Language, Literacy and Culture Program, School of Education, University of Massachusetts Amherst,

Committee Member, Dissertation—Ramona Teodorescu, Department of Mathematics and Science Education, University of Massachusetts Amherst.

## ***F. PRESENTATIONS AT CONFERENCES, OTHER INSTITUTIONS, AND ORGANIZATIONS***

Beyond presentations and workshops offered to faculty and TAs on the Amherst campus, CFT staff members presented papers, seminars, and workshops at other colleges, universities, and professional association conferences.

Director **Mary Deane Sorcinelli** presented the following papers and workshops:

*Assessment of Faculty Development Needs in the Gabrelli School of Business*, Roger Williams University, Bristol, RI, October 19, 2005,

*Rethinking Post-Tenure Review: A Potential Entrée for Faculty Development*, Co-presented with Mathew Ouellett, 30<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Milwaukee, WI, October 27-30, 2005,

*Responding to Concerns of Early Career Faculty*, Co-presented with Justine Dymond, University of Massachusetts Amherst, Annual Conference of the New England Faculty Development Consortium, Westford, MA, November 4, 2005,

*The Value of a Teaching and Learning Center*, Keynote presentation at International Symposium on Excellence in Teaching and Learning, Soochow University, Taipei, Taiwan, December 10, 2005,

*Effective Teaching Centers*, Panel with the directors of faculty development centers at Harvard University, University of Ottawa, Canada, and Higher Education Academy, UK, International Symposium on Excellence in Teaching and Learning, Soochow University, Taipei, Taiwan, December 12, 2005,

*Developing and Sustaining a Teaching and Learning Center*, Seminar of Academic Deans at National University of Taiwan, Taipei, Taiwan, December 12, 2005,

*Scholarly Forum on New Faculty*, Department of Higher, Adult, and Lifelong Education, Michigan State University, East Lansing, MI, February 3-4, 2006,

*Bologna Accords: A Challenge for Academic Staff Developers*, Presentation at AHD-Jahreskongress on Higher Education, University of Dortmund, Dortmund, Germany, March 9-10, 2006,

*Professional Development in and for a Changing Academy*, Invited presentation at working conference, Carnegie Foundation for the Advancement of Teaching, Stanford, CA, March 16-17, 2006,

*Creating the Future of Faculty Development*, Keynote presentation at Annual Conference of Chicago Area Faculty Development Network, Chicago, IL, May 3, 2006,

*Center for Teaching Excellence Program Review*, Columbia College Chicago (CCC), Chicago, IL, May 4-5, 2006,

*Mutual Mentoring for New and Underrepresented Faculty*, Co-presented with Jung Yun, University of Massachusetts Amherst, The Challenge of Diversity: Teaching Support and Student Learning, Annual Conference on Teaching and Learning, National University of Ireland Galway, June 8-9, 2006,

*What Will Effective Faculty and Staff Development Look Like in the Next Decade?* Keynote at Associated New American Colleges Summer Institute, Naperville, IL, June 14-16, 2006,

*Best Practices for Engineering Education Research*, Rigorous Research in Engineering Education Executive Committee, Chicago, IL, June 17, 2006.

Associate Director **Mathew Ouellett** presented the following papers, seminars, and workshops:

*Faculty Development for Excellence in Teaching and Learning*, Symposium on Faculty Development, National T'aitung University, T'aitung, Taiwan, October 6, 2005,

*How does the Professor Learn to Teach?*, keynote at the 2005 National Symposium on Faculty Development and the Promotion of Teaching Excellence, Chang Jung Christian University, Tainan, Taiwan, October 7, 2005,

*Teachers and Personal Growth in the Teaching Profession*, keynote for the 2005 National Symposium on Faculty Development and the Promotion of Teaching Excellence, Chang Jung Christian University, Tainan, Taiwan, October 7, 2005,

*Diversity in Teaching and Learning*, presentation to fellows of the Research Institute of the Tainan Theological Seminary and Chang Jung University, Formosa Christianity and Taiwanese Cultural Center, Tainan, Taiwan, October 8, 2005,

*The Development and Operation of a Center for Excellence in Teaching*, presentation to senior faculty and academic deans of Shih-Hsin University, Taipei, Taiwan, October 11, 2005,

*The Engaged College: Dialogues in Community, Diversity and Social Justice*, two day workshop for faculty, staff and students working on Comprehensive Program Grant the Department of Education's Fund for the Improvement of Postsecondary Education (supported by a grant from FIPSE), Los Angeles Valley College, Los Angeles, CA, October 20-21, 2005.

*Rethinking Post-tenure Review: A Potential Entrée for Faculty Development*, Co-presented with Mary Deane Sorcinelli, 30<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Milwaukee, WI, October 27-30, 2005,

*How's it Going? Reflecting on Our Work as New Developers*, pre-conference workshop co-presented with M. Cohen, University of Missouri – St. Louis, P. Frederick, Heritage University, Lee Warren, Harvard University, and K. Mooney, St. Lawrence University, 30<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Milwaukee, WI, October 27-30, 2005,

*The Research Consultant is In!*, roundtable sponsored by POD research subcommittee, “A Gathering by the Waters”, co-presented with N. Chism, Indiana University Purdue University Indianapolis, et al., 30<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Milwaukee, WI, October 27-30, 2005,

*Promoting Inclusive Teaching and Learning in the Context of Theological Education*, Emmanuel College and the Toronto School of Theology of Victoria University and the University of Toronto, Toronto, Canada, May 5, 2006,

*Getting to What Matters Most: Teaching and Learning in the Diverse Classroom*, Faculty member for University of Wisconsin System Faculty College, Sponsored by the UW Undergraduate Teaching Improvement Council, Office of Professional and Instructional Development, Richland, WI, May 30-June 2, 2006,

*Expanding Horizons: Pedagogy, Technology and Course Design*, Keynote at Expanding Horizons: Pedagogy, Technology & Course Redesign VI, Fairfield University, Fairfield, CT, June 8, 2006,

*Ways Civility can be Promoted on Campus*, Faculty and Professional Development Workshop, Massasoit Community College, Brockton, MA, June 21, 2006,

*Professional Development in Teaching in Order to Promote Learning*, Co-presented with Mei-Yau Shih, Center for Teaching, University of Massachusetts Civic Initiative, 2006 United States Institute for Indonesian Secondary School Teachers, June 28, 2006.

Coordinator of Teaching Technologies **Mei-Yau Shih** presented the following papers and workshops:

*Creating Active Learning Through Technology*, Association for Educational Communication and Technology (AECT) Annual Conference, Orlando, FL, October 20, 2005,

*Using Clickers to Engage Students and Enhance Learning*, co-presented with Richard Rogers, and Daniel Lass, Resource Economics, AAC&U Learning and Technology Conference, Seattle, WA, April 22, 2006,

*Improving Teaching and Learning through Faculty Development Programs*, invited talk at the National Southern Taiwan University, Tainan, Taiwan, June 2, 2006,

*Professional Development in Teaching in Order to Promote Learning*, Co-presented with Mei-Yau Shih, Center for Teaching, University of Massachusetts Civic Initiative, 2006 United States Institute for Indonesian Secondary School Teachers, June 28, 2006.

Coordinator of Teaching Consultation **Justine Dymond** presented the following papers and workshops:

*Developing Best Practices: Responding to the Concerns of Early Career Faculty*, co-presented with Mary Deane Sorcinelli, Northeast Faculty Development Consortium Fall Conference, Westford, MA, November 4, 2005,

*Legal Fictions: Genre, 'Race,' and Law*, Special session: *Detecting Ethnicity*, Panel organizer, presenter, competitively selected panel, Modern Language Association 2005 Convention, Washington, DC, December 27-30, 2005,

*Midsemester Assessment*, Smith College Teaching Arts Luncheon, February 3, 2006,

*The 'Inner (Female) Teacher': Authority, Authenticity, and Identity*, Co-organizer, roundtable discussant, competitively selected panel, The 25<sup>th</sup> Annual Gender Studies Symposium, Lewis and Clark College, Portland, OR, March 8-10, 2006,

*Midsemester Assessment*, Worcester State College "On Teaching" Series, April 19, 2006,

*Midsemester Assessment*, Peer Coaches, Center for Teaching Excellence, UMass Dartmouth, April 24, 2006,

*Don't Shoot the Messenger: The White Instructor and Ethnic Literature*, Co-organizer, roundtable discussant, competitively selected panel, American Literature Association 17<sup>th</sup> Annual Conference, San Francisco, CA, May 25-28, 2006.

Program Coordinator/Business Manager **Diane Burns** presented the following workshop:

*Conference Basics and Beyond: A Workshop for New Professionals*, a day-long workshop at the ACCED-I Annual Conference, Dallas, TX, March 25, 2006.

## **G. ROLES IN PROFESSIONAL ORGANIZATIONS AND SOCIETIES**

**Mary Deane Sorcinelli** was appointed to or provided services to a number of professional societies, organizations and campuses, and served as manuscript reviewer. Her service included:

American Education Research Association, *member*,  
SIG on Faculty Evaluation and Development, *member*,

Anker Publications, Jossey-Bass Publishers, Journal of Higher Education, *manuscript reviewer*,

Colorado School of Mines, Rigorous Research in Engineering Education: Creating a Community of Practice, Executive Committee, *member*,

Faculty Survey of Student Engagement (FSSE), Indiana University Center for Postsecondary Research, *board member*,

International Study Group for Research on Education Development, *reviewer*,

Journal of Innovative Higher Education, *editorial review board member*,

Journal of Tertiary Learning and Professional Development, *editorial review board member*,

New England Faculty Development Consortium, *member*,

Professional and Organizational Development (POD) Network for Higher Education, *member, program reviewer Fall 2006 Conference, Executive Committee*,

Theodore M. Hesburgh Award, Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF), *proposal evaluator*,

University of Wisconsin System Sloan Project for Academic Career Advancement, *advisory council member*.

**Mathew Ouellett** served as member and officer in several professional organizations. His service included:

International Journal of Qualitative Studies in Education, *manuscript reviewer Fall 2005*,

Journal of Excellence in College Teaching, *manuscript reviewer Spring 2006*,

New England Faculty Development Consortium (NEFDC), *member*,

Professional and Organizational Development (POD) Network for Higher Education,  
President-Elect, 2005-2008,  
Board of Trustees, *member*,  
Diversity Commission, *member*,  
Fall 2006 Conference, *program reviewer*

Thompson Learning/Wadsworth Publishing Group, *manuscript reviewer*.

Coordinator of Teaching Technologies, **Mei-Yau Shih** served as follows:

Association for the Advancement of Computing in Education (AACE), *member*,

Association for Educational Communications and Technology (AECT), *member*,

Chinese American Educational Research and Development Association (CAERDA), *member*,

International Society for Technology in Education (ISTE), *member*,

New England Faculty Development Consortium (NEFDC), *member*,

Professional and Organizational Development Network for Higher Education (POD), *member*.

Coordinator of Teaching Consultation **Justine Dymond** served as follows:

American Literature Association, *member*,  
 American Studies Association, *member*,  
 Modernist Studies Association, *member*,  
 Modern Language Association, *member*,  
 National Council of Teachers of English, *member*,  
 New England Faculty Development Consortium, *member*,  
 Professional and Organizational Development Network for Higher Education (POD),  
*member*.

Program Coordinator/Business Manager **Diane Burns** service included:

Association of Collegiate Conference and Event Directors - International, *member*.

## ***H. CONSULTATIONS WITH INDIVIDUALS FROM OTHER INSTITUTIONS***

As part of the effort to keep abreast of current issues and trends in faculty development in higher education, we maintain contact with representatives from similar centers at other institutions. The preponderance of that contact is conducted through written correspondence and by telephone. Individuals contact us to learn about the CFT, explore ideas for use at their own universities, and, in some cases, to pursue a particular research interest. During the year, information was exchanged with staff, directors, and administrators at institutions throughout the United States, as well as with institutions in other countries.

Members of the CFT staff presented to individuals or teams of faculty visiting UMass Amherst from the following institutions:

September 14, 2005	Taipei Economic and Cultural Office
November 7 & 8, 2006	Union Theological Seminary/Presbyterian School, VA
November 22, 2005	Universidad Metropolitana Puerto Rico
February 17, 2006`	University of Massachusetts Dartmouth
March 27, 2006	University of South Africa
March 30, 2006	Derek Bok Center for Teaching and Learning, School of Arts and Sciences, Harvard University
April 3, 1006	Massachusetts College of Pharmacy and Health Sciences
April 19, 2006	National Taiwan University, 6 faculty members and administrators
May 26, 2006	National Taiwan University
June 28, 2006	Sandhills College

## Appendix A

### ◆ *Faculty Senate Council on Undergraduate Education*

**Joseph Bartolomeo**, English

**Beatrice Botch**, Chemistry

**Sidonio Ferreira**, UAASC

**Dennis Goeckel**, Electrical & Computer Engineering

**Judy Goodenough**, Biology

**Bryan Harvey**, Academic Planning & Assessment

**John Jenkins**, Music & Dance

**Mallory Kohlmeyer**, Student designee

**David Mac Court**, W.E.B. DuBois Library

**William McClure**, Continuing & Professional Education

**Ernest May**, Faculty Senate

**W. Brian O'Connor**, Biology

**Brian Ogilvie**, History

**Mathew Ouellett**, Center for Teaching

**Ray Pfeiffer**, Accounting & Information Systems

**Cory Pols**, Commonwealth College

**Richard Rogers**, Faculty Advisor to the Provost for  
Undergraduate Education, Chair

**Gary Snyder**, Chemistry

**Robin Young**, Math & Statistics