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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 2006-2007 Annual Report marks the end of our nineteenth year on campus and our embarkation on a new configuration of services and personnel.

Major highlights of the year include a major expansion in the range and focus of faculty development services on campus. Most notably the founding director of the Center for Teaching, Dr. Mary Deane Sorcinelli, Associate Provost for Faculty Development, and Jung Yun, Director of New Faculty Initiatives, launched the Office of Faculty Development (“OFD”). Funded by a grant from the Mellon Foundation, the specific mission of the OFD is to assist new and underrepresented faculty develop and advance their careers, particularly as they work toward tenure and promotion. As new director, I welcomed Dr. Mei-Yau Shih to the role of associate director and Dr. Justine Dymond as assistant director of the Center for Teaching. In these transitions, what remains constant is our commitment to campus-wide programs and services that bring together faculty across career stages and disciplines to address all aspects of excellence in teaching and learning at the University of Massachusetts Amherst.

I would regret not taking this opportunity to say thank you to the many teaching assistants, faculty members, chairs, deans, and campus administrators who continue to volunteer their time and talent to help sustain and enrich the programming of the Center for Teaching. In your contributions and conversations, 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 collective ones. In closing, I offer my sincerest thanks to Mei, Diane, Eileen and Justine for making this transition year a seamless one.

Sincerely,

Dr. Mathew Ouellett
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 2006-2007 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 2006 through June 2007.

I. RESOURCES AND PROGRAMS FOR TEACHING

The CFT undertook numerous and varied projects throughout its nineteenth 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)*

2006-2007 marked the twelfth 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, 19 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, 63 other faculty members and 14 teaching assistants also accessed this service. **Total participation included 96 instructors in 56 departments and programs representing 9 schools and colleges at UMass. 4341 students enrolled in 98 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 2006-2007, 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 **Mathew Ouellett** provided presentations to the following University departments and colleges:

Diversity in the Classroom: Implications for Teaching, Presentation to the Lilly Teaching Fellows Seminar, November 2, 2006,

Hot Moments in the Classroom, Junior Year Writing Instructors Seminar, Psychology Department, November 15, 2006,

English 132: Gender, Sexuality, Literature and Culture, English Department Graduate Student Teaching Assistant Orientation, January 23, 2007,

University Teaching Support Services for Faculty, UMass Digital Quadrangle 2007 Series, Library, Research and Scholarship in the Digital Age: An Exploration, March 29, 2007,

Principles and Practices of Inclusive Teaching and Learning, Afro-American Studies Department, Program for Undergraduate Mentoring and Achievement (PUMA)/Scholars of the 21st Century Mentor Training Program, April 1, 2007,

Dealing with Issues of Campus Violence, Co-Presentation with Campus Risk Assessment Team, College of Natural Resources and the Environment, May 23, 2007,

Teaching Portfolios, Presentation to the Isenberg School of Management Doctoral Student Orientation Seminar, June 6, 2007,

Building Your Teaching Portfolio, Presentation for participants in the Seminar for Doctoral Students, Isenberg School of Management, June 9, 2007.

Associate Director **Mei-Yau Shih** provided consultations to the following University departments and colleges:

Use of SPARK in Teaching, Academic Computing SPARK user forum, March 15, 2007,
SOE Teaching Award Committee, with Matt Ouellett, May 24, 2007.

Assistant Director **Justine Dymond** provided presentations to the following University departments and colleges:

- Learning Objectives and Outcomes*, Residential Life Retreat, August 2, 2006,
- Teaching in the Laboratory*, Chemistry Department TA Orientation, August 30, 2006,
- Facilitating Discussions*, Sociology TA Workshop, September 14, 2006,
- Midterm Assessment and Teaching Portfolio Workshop*, Sociology TA Workshop, September 28, 2006,
- Teaching Portfolio Workshop*, PSYCH392 TA Workshop, October 11, 2006,
- Fundamentals of Teaching*, Political Science Proseminar (Professor Peter Haas), November 1, 2006,
- Learning Styles and Diversity in the Classroom*, ISOM Doctoral Student Teaching Orientation, June 1, 2007.

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. Madeleine Blais from the Journalism Program served as the Faculty Associate during the 2006-2007 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 2006-2007:

Leda Cooks	Communication
Brian Emond	Math & Statistics
Ingrid Holm	ESL
Francis Juanes	Natural Resources Conservation
Michael Knapp	Chemistry

Lynn Margulis	Geosciences
Roseanne Retz	Art/Art History

◆ *The Lilly Teaching Fellows Program*

This marked the nineteenth 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*. **Justine Dymond** 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 2006-2007 retreat included **Nilanjana Dasgupta**, Psychology; **Tom Hilbink**, Legal Studies; and **Randy Phillis**, Biology.

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 **Art Keene** and students, Anthropology Department; **Randy Phillis**, Biology; **Richard Halgin**, Psychology; **Mathew Ouellett**, Center for Teaching; **Alex Deschamps**, Women Studies; **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 **Richard Halgin**, 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 2006-2007 Lilly Teaching Fellows program included the following Fellows and Mentors:

<i>Fellows</i>	<i>Mentors</i>
William Bartosch , Public Health	John Hird , Political Science
Emery Berger , Computer Science	Richard Rogers , Provost's Office & Resource Economics
Paula Chakratty , Communication	Jerry Epstein , Economics
Suzanne Daly , English	Dave Toomey , English
Carey Dimmitt , EPRA	Ronnie Janoff-Bulman , Psychology
Elizabeth Dumont , Biology	Lila Gierasch , Biochemistry & Molecular Biology
Ramgopal Mettu , ECE	Larry Owens , History
Timothy Rohan , Art/Art History	Stephen Schreiber , Art

◆ *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 2005-2006 were awarded grants for use during the 2006-2007 academic year.

Iqbal Agha	Finance & Operations Management
Joyce Berkman	History
Jay Berkovitz	Judaic & Near Eastern Studies
Graham Caldwell	Kinesiology
Fredric Cohen	Music & Dance
Kourosh Danai	Mechanical & Industrial Engineering
Richard Freyman	Communication Disorders
John Gerber	Plant, Soil & Insect Sciences
David Glassberg	History
Peter Haas	Political Science
Jarice Hanson	Communication
Susan Jahoda	Art
Sut Jhally	Communication
Byung Kim	Mechanical & Industrial Engineering
Daniel Lass	Resource Economics
Linda Lowry	Hospitality & Tourism Management
Larry Joe Moffitt	Resource Economics
David Reckhow	Civil & Environmental Engineering
Alan Groves Robinson	Finance & Operations Management

Masha Rudman	TECS
Jenny Spencer	English
Charles Weems	Computer Science

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

This marked the thirteenth year of the CFT sponsored, *Teaching and Learning in the Diverse Classroom Faculty and TA Development Program* (TLDC), which is facilitated by **Mathew Ouellett**. As the TLDC fellows for this year, the Women's Studies Program faculty and graduate students blended an ongoing teaching development seminar with a public lecture series to address teaching and diversity related issues through the lens of feminist integrative analysis.

Program attributes included a retreat, a bi-monthly forum, individual teaching projects and consultation, department-wide colloquia, and campus wide events. 2006-2007 TLDC program attributes included:

Retreat

- A day-long seminar held September 13, 2006 included a discussion of the different meanings of integrative feminist approaches in the context of Women's Studies. Additionally, participants engaged in an overview of relevant models and frameworks for teaching development, multicultural course design, using inclusive pedagogical questions and approaches and inclusive classroom management strategies.

Bi-Monthly Seminars

- 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.

Individual Projects and Consultation

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

Campus Wide Events

- TLDC fellows participated in the annual campus-wide Celebration of Teaching Dinner on April 18th, 2007.

- The CFT and the Women’s Studies Program co-sponsored a lecture for the Stonewall Center’s LGBT Speakers Series: *TransForming Connections: Toward an Intersectional Trans Feminist Theory*, **Mitch Boucher**, English Department, University of Massachusetts Amherst, April 23, 2007.
- Feminist Foundations Lecture Series

As a part of the TLDC program year, the TLDC/Women’s Studies fellows sponsored four lectures (November 15th and December 6th, 2007, and April 12th and May 11th, 2007. These lectures were open to the entire UMass Amherst community as well as members of the Five College community.

Lectures included:

Negative Health Consequences of Intimate Partner Violence and Services for Women of Color Survivors, **Tameka Gillum, Ph.D.**, Assistant Professor, Public Health, University of Massachusetts Amherst,

Out of Necessity: Women of Color and the Movement for Reproductive Justice (Panel Presentation), **Angela Moreno**, Social Justice Activist, **Rashida Manjoo**, Clinical Advocacy Fellow with the Human Rights Program at Harvard Law School and an advocate of the High Court of South Africa and a member of the commission on Gender Equality (CGE), **Anissa Helie**, Feminist historian and activist, 2005 Ford Foundation Fellow, the Five Colleges, Inc., Amherst, MA,

Clothes, Class and Travel: Rewriting the Domestic Tradition, **Elsa Barkley Brown**, Professor of History and Women’s Studies, University of Maryland, College Park,

Confronting Global Capitalism: Problems and Prospects for Progressive Feminist Politics, Uma Narayan, Andrew W. Mellon Professor in the Humanities, Vassar College.

Participants in the TLDC Program included:

Arlene Avakian
Brett Genny Beemyn
Mitch Boucher
Mirangela Buggs
Elizabeth Cahn
Alex Deschamps
Ann Ferguson
Tameka Gillum
Dayo Gore
Kat Jones
Karen Lederer
Allia Matta
Joy N. Miller
Yasser Munif

Nancy Patteson
Banu Subramarian
Rani Varghese
Angie Whitmal
Marianne Winters

◆ **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 2006-2007 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 2006-2007 TEACHnology Fellows are:

Roberto Alejandro	Political Science
Steve Burns	Geosciences
Jay Gladden	Sport Management
Claire Hamilton	TECS

Bernie Morzuch	Resource Economics
Cheryl Reilly	Nursing
Jenny Spencer	English
Susan Sturgeon	Public Health
Ximena Zúñiga	SDPPS

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 2006-2007 College Outstanding Teacher Award Recipients include:

College of Humanities & Fine Arts

- Suzanne Daly**, English
- Marla Miller**, History

College of Natural Sciences & Mathematics

- Guy Blaylock**, Physics
- Brian Levine**, Computer Science

College of Social & Behavioral Sciences

- Maureen Perry-Jenkins**, Psychology
- Lynnette Leidy Sievert**, Anthropology

School of Education

- Ruth-Ellen Verock-O’Loughlin**

College of Engineering

- Jeffrey M. Davis**, Chemical Engineering

College of Natural Resources and the Environment

- Kathleen Arcaro**, Veterinary & Animal Sciences

Isenberg School of Management

- Linda A. Kinney**, Hospitality & Tourism Management
- Stephen M. McKelvey**, Sport Management

School of Nursing

- Margaret Curnin**

◆ *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**, Director, Office of Communications and Special Initiatives 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 2006-2007 recipients of the Distinguished Teaching Award for Faculty are:

Guy Blaylock, Physics

Barry Braun, Kinesiology

Dennis Goeckel, Electrical & Computer Engineering

The 2006-2007 recipients of the Distinguished Teaching Award for Graduate Teaching Assistants are:

Andy Roberts, English

Jennie D'Ambroise, Math & Statistics

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 2006-2007, these campus-wide activities included the annual workshop series and the twenty-first Celebration of Teaching Dinner.

◆ *Campus-Wide Workshops*

In response to requests from faculty, the CFT continues its series of campus-wide workshops. During the 2006-2007 academic year the following programs were offered:

“COMMUNITY OF PRACTICE” FOR TABLET COMPUTING

The Center for Teaching, the Provost’s Office and the 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.

November 10, 2006 – Richard Rogers, Resource Economics and **Tilman Wolf**, Electrical and Computer Engineering shared their experiences teaching with Tablet PCs.

May 4, 2007 – Donna Spraggon, Resource Economics and **Heath Hatch**, Physics, talked about their experience teaching with SchoolPads. The GTCO InterWrite representative demonstrated the use of SchoolPads and answered questions about its compability with PC and MAC platforms.

TEACHING LARGE CLASSES WELL: ORGANIZATIONAL, ADMINISTRATIVE, AND INTERPERSONAL STRATEGIES

Richard Halgin, Professor, Psychology, September 28, 2006

In this first presentation of the CFT fall series, Professor Halgin discussed strategies for organizing and overseeing the teaching of large lecture classes. Some of the topics presented were the efficient used of graduate and undergraduate teaching assistants, the delivery of effective lectures, appropriate ways to communicate with students, and the establishment of an environment of respect.

22 faculty representing 16 departments attended this workshop.

TEACHING WITH QUESTIONS: ASSESSMENT OF STUDENT REASONING IN THE VERY LARGE CLASSROOM

Randy Phillis, Associate Professor, Biology, October 10, 2006

Teaching in large classes presents many challenges that can sometimes lead to a retreat from valuable learning objectives such as quality student interaction, problem based learning and development of higher order thinking skills. Through a combination of strategies centered around group problem solving, the introductory biology course at UMass for majors has intentionally focused on learning objectives that are normally a challenge to achieve.

32 UMass faculty representing 21 departments attended this workshop.

TECHNOLOGY WITHOUT TEARS

Susan Whitbourne, Professor, Psychology, November 8, 2006

In this presentation participants were given specific pointers about how to be more technologically adept in managing multimedia resources in large lecture classes. Tips on slide

presentations were given as well as advice on integrating audio and video seamlessly into lectures. The presentation also addressed how to manage the inevitable problems that occur with using technology.

19 UMass faculty representing 13 departments attended this workshop

GETTING THE STUDENT WRITING YOU WANT

Carolyn Cave and Amanda Dettmer, Psychology; Holly Davis, Chemistry; Charlie Moran and Havian Hoang, English. Co-Sponsored by the Writing Program, the University Writing Committee and the Center for Teaching, March 13, 2007

What is it we want from student writing? This difficult to answer question was explored in this interactive workshop. Using actual work, descriptions of good writing were developed that accounted for both general and disciplinary-specific concepts. The panelists shared successful samples of student writing from their courses as well as the assignments and activities that helped produce them. Through examining student samples together, participants were able to generate specific criteria for writing in their disciplines and examine what kinds of assignments might help them get that writing.

26 UMass faculty representing 13 departments attended this workshop.

TEACHING WRITING WITHOUT LECTURING

Steve Brewer, Biology; Genevieve E. Chandler, School of Nursing; and Anna Rita Napoleone, English. Co-Sponsored by the Writing Program, the University Writing Committee and the Center for Teaching, April 25, 2007

This workshop examined the need to think about teaching writing differently, as an activity that asks students to actively engage and practice particular skills, strategies and processes. The panelists presented successful activities for teaching rhetorical skills, revision, peer response and editing and shared examples of classroom practice and the strategies that they use to manage the paper load.

18 UMass faculty representing 10 departments attended this workshop.

FACULTY WRITING RETREAT: A ROOM OF YOUR OWN

Peter Elbow, Professor Emeritus, English, May 30, 2007

The Office of Faculty Development in cooperation with campus partners — The Provost's Office, 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 at the Willits-Hallowell Center at Mt. Holyoke College 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 UMass faculty from 30 departments attended this workshop. In addition, a faculty member from Amherst College also attended the writing retreat.

◆ *'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 18, 2007, 202 distinguished faculty, administrators, students and guests attended the twenty-first dinner, which continues as a highly visible way for the campus community to affirm its continued commitment to teaching.

E. TEACHING ASSISTANT DEVELOPMENT AND SUPPORT

The 2006-2007 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 18th Annual Campus-Wide TA Orientation, distributed a Handbook for New Instructors, and provided assistance for department-based TA training activities in the Departments of Chemistry, Management, Sociology and Psychology. This was the eighth 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.

◆ *The Eighteenth 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 1, 2006, included representatives of nearly every graduate department and program on campus.

Opening remarks. The following individuals made welcoming remarks:

John Mullin, Dean of the Graduate School,
Mary Deane Sorcinelli, Associate Provost and Director, Office of Faculty Development,
Jeff Napolitano, President, Graduate Student Senate,
Srinivas Lankala, President, Graduate Employee Organization
Andre Khalil, DTA winner, English/MFA
Monica Sieh, DTA Winner, Linguistics
Mathew L. Ouellett, 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: **Valerie Gramling** and **Dawn Martin**, English

Social & Behavioral Sciences: **Andrea Bergstrom**, Communication and **Lena Zuckerwise**, Political Science

Natural Sciences & Mathematics: **James Kearns** and **Maura Mahar**, Chemistry

Professional Schools: **Elizabeth Siler** and **Steve Gill**, Management

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

Concurrent Workshops. Sixteen sessions were offered including:

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,

Critical Moments in College Teaching, **Dan Gerber**, Public Health and **Paul Vasconcellos**, Dean of Students Office,

Facilitating Difficulty Decisions, **Alex Deschamps**, Women's Studies,

Good Teaching and Learning: How Do You Know?, **Mary Deane Sorcinelli**, Office of Faculty Development and **Jay Gladden**, Sport Management.

Graduate Employee Organization & Graduate Student Senate, **Srinivas Lankala**, President, GEO, and **Jeff Napolitano**, President, Graduate Student Senate,

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

Improving Lectures by Actively Involving Students, **Susan Whitbourne**, Psychology,

International TAs and Cross Cultural Teaching Issues, **Banu Subramaniam**, Women's Studies, and **Juok Yoon**, English, and **Luis Valdiviezo**, Education,

Leading Discussions in Science Labs, **Kara Loeb Belinsky**,

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

Learning Styles, **Carey Dimmitt**, Student Development & Pupil Personnel Services,

Making the Most of Your TA Experience, **Andre Khalil**, English and **Monica Sieh**, Linguistics,

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

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

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

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

In 2006-2007, approximately 289 graduate students and faculty members from 53 departments and programs participated in the TA Orientation.

◆ *From Graduate Student to Faculty Member*

This seminar series sponsored by the Center for Teaching is an academic year-long seminar series first presented by the Center for Teaching in spring 1997. The purpose of the seminar is to prepare graduate students of color for the challenges of an academic career by addressing issues of teaching and faculty development specific to instructors of color.

We completed an evaluation study of the program and co-wrote an article for publication (in press) based on experiences of program facilitators and participants.

◆ *Handbook for New Instructors*

As part of its commitment to TA development, the CFT had published and distributed a *Handbook for Teaching Assistants* at the University of Massachusetts Amherst. This handbook was extensively updated and republished for a wider audience and circulation for the 2006-2007 academic year as the *Handbook for New Instructors*.

◆ *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 29 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.

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.

- ◆ *Social Sciences and Humanities Research Council of Canada, Pathways to the Profession of Faculty Development: An International Perspective, Principal Investigator: Denise Stockley, Co-Investigators: Debra Dawson, Teresa Dawson, Kym Fraser, David Gosling, Ray Land, Karron Lewis, Jeanette McDonald, Mathew L. Ouellett, Mary Deane Sorcinelli, Marilla Svinicki, K. Lynn Taylor, 2007*

◆ ***US Department of Agriculture CSREES Higher Education Multicultural Scholars Grant, Principal Investigator: Nancy Cohen, Nutrition, Co-Principal Investigators: Mathew L. Ouellett, Center for Teaching, and Pamela Marsh Williams, Undergraduate Advising Center, 2006-2010***

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 2006-2007 academic year, Center staff members included: the director; an associate director, an assistant director, a program coordinator/business manager; one secretary; and five graduate project assistants. The Center staff includes **Eileen Galvin**, secretary, **Brian Baldi**, **Valerie Gramling**, **Lucille Kidder**, **Chiaki Kotori**, and **Dawn Martin**, graduate project assistants.

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).

Associate Director **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.

Assistant Director **Justine Dymond** coordinates the Mid-semester 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 2006–2007 CFT staff produced the following publications.

Dymond, Justine, “Cherubs,” *The O. Henry Prize Stories 2007*. Ed. Laura Furman. New York: Anchor Books/Random House, 2007.

Dymond, Justine, “Cherubs,” Listed in “100 Other Distinguished Stories of 2005,” *The Best American Short Stories 2006*. Ed. Ann Patchett. New York: Houghton Mifflin Co., 2006.

Dymond, Justine, “Don’t Shoot the Messenger: The White Instructor and Ethnic American Literature.” *Teaching American Literature: A Journal of Theory and Practice*. 1.1 (Winter 2007). www.teachingamericanlit.com.

Griffin, P., and Ouellett, M. L. (2007). Facilitating Social Justice Education Courses. In M. Adams, L. Bell, and P. Griffin (Eds). *Teaching for Diversity and Social Justice (2nd Edition)*. New York: Routledge, pp 89-116.

Ouellett, M. L. (in press). Your Teaching Portfolio: Strategies for Initiating and Documenting Growth and Development. *Journal of Management Education (31)*, pp 421-433.

Ouellett, M. & McKenna, S. (in press). Reciprocal Mentoring. *The Exchange: The Newsletter of the New England Faculty Development Consortium*.

Schlund-Vials, C., Cardozo, K., Ouellett, M., and Makker, K. (in press). 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. (in press). Improving Teaching with Assessment. *Evaluation Bimonthly*. Taipei, Taiwan

Sorcinelli, M.D., Shih, M., Ouellett, M. L., and Stewart, M. (2007). How Post-Tenure Review Can Support the Teaching Development of Senior Faculty. In D. Robertson (Ed). *To Improve the Academy*. 25, Bolton, MA: Anker Publishing, pp 280-297.

C. COLLEGE AND UNIVERSITY COMMITTEES

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

Academic Affairs Executive Area Committee of the Chancellor’s Task Force on Community, Diversity, and Social Justice, *co-chair*,

Distinguished Teaching Awards Committee, *member*,

Faculty Senate Ad Hoc Committee on Student Plagiarism, *member*,

Faculty Senate Undergraduate Education Council Subcommittee for Small Grants for Diversity, *member*,

Lilly Fellows Selection Committee, *member*,

Teaching and Learning in the Diverse Classroom Faculty and Teaching Assistant Fellows Program (TLDC) Selection Committee, *chair*,

University Coordinating Team of the Chancellor's Task Force on
Community, Diversity and Social Justice, member,
University Student Speaker Selection Committee, University of Massachusetts Amherst
University Undergraduate Education Council, *member*,
University Writing Committee, *member*.

Associate Director **Mei-Yau Shih** serves on the following committees:

Classroom Improvement Project Committee, *member*
Faculty Grants for Teaching Proposal Review Committee, *chair*
Faculty Senate Ad Hoc Committee on Online Learning, *member*
TEACHnology Fellows Selection Committee, *chair*
UMass System Online Learning Assessment Working Group, Subcommittee, *member*

D. COURSES TAUGHT INCLUDING INDEPENDENT STUDY

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

EDUC 766: Multicultural Organization Development

The role of the Academic Affairs CDSJ Committee in the University of Massachusetts Community, Diversity and Social Justice change, initiative, November 14, 2006. Guest Lecture.

EDUC595K: Introduction to College Teaching, Spring 2007, 3 graduate credits.

Associate Director, **Mei-Yau Shih**, as Adjunct Assistant Professor, School of Education, University of Massachusetts Amherst taught:

EDUC 612: Educational Web Design: Creation and Evaluation, Spring 2007, 3 graduate credits.

E. COMPREHENSIVE EXAM AND DISSERTATION COMMITTEES

Director **Mathew L. Ouellett** served on the following dissertation committees in 2006-2007:

Committee Member, Dissertation—Sean Robins, Clinical Psychology Program, Psychology Department, University of Massachusetts Amherst, Graduated May 2007.

Associate Director, **Mei-Yau Shih**, served on the following dissertation committees in 2006-2007:

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—Brian Houle, English, *Textuality and the Material of Information in Composition Studies: An Examination of Databases and Writing*, 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 **Mathew Ouellett** presented the following papers, seminars, and workshops:

Engaging the System in MCOB Systems Change: Concepts and Assessment*, Co-Presented with Bailey Jackson and Linda Marchesani, University of Massachusetts Amherst, 31st Annual national Conference of the Professional and Organizational Development Network, Portland, OR, October 25-29, 2006,

Engaging the System in MCOB Systems Change: Implementation and Evaluation*, Co-Presented with Bailey Jackson and Linda Marchesani, University of Massachusetts Amherst, 31st Annual national Conference of the Professional and Organizational Development Network, Portland, OR, October 25-29, 2006,

A Penny for your Thoughts: Mid-semester Assessment of Student Learning Experiences, Co-presented with Justine Dymond, New England Faculty Development Consortium Fall 2006 Conference, Westford, MA, November 17, 2006,

Teaching Designs for Inclusive Classrooms, Faculty development workshop, Hampshire College, Amherst, MA, November 14, 2006,

Leadership in Higher Education: The Role of Centers for Teaching (Keynote), 2006 International Symposium on Excellence in Teaching and Learning, National Taiwan University, Taipei, Taiwan, November 27-29, 2006.

Diversity in the Classroom: What do Course Evaluations Say?, Co-presented with Anne Herrington and Martha Stassen, University of Massachusetts, David Smith, Council of Presidents, New England Land Grant Universities, Ronald Taylor, University of Connecticut, and Wanda Mitchell, University of New Hampshire, 121st Annual Meeting and Conference of the new England Association of Schools and Colleges (NEASC) and CIHE Assessment Forum, Boston, MA, December 6, 2006,

Teaching and Learning in the Diverse Classroom from a Faculty Perspective, Videoconference presentations for the Wally Cordes Teaching and Faculty Support Center on consecutive days, University of Arkansas, February 15-16, 2007,

Educational Developers: Celebrating our Roles in Supporting Engagement (Keynote), Society for Teaching and Learning in Higher Education (STLHE) Educational Developers Caucus Conference, University of Guelph, Ontario, Canada, February 22, 2007,

Getting to What Matters Most in Teaching and Learning (Keynote), Faculty Advancement Series, University of Scranton, March 20, 2007,

Engaging Higher Education in Multicultural Organization Development (MCOD) Systems Change, Co-presented with Bailey Jackson, University of Massachusetts Amherst, MULTI Seminar Series, Sponsored by the Office of Faculty and Organizational Development, Michigan State University, March 22, 2007,

Inclusive Teaching: Comprehensive Instructional Strategies for Inclusive Teaching, Day-long faculty development workshop, Quinsigamond Community College, Worcester, MA, April 4, 2007

Mutual Mentoring: Taking Stock and Looking Forward, Day-long faculty development workshop, Rensselaer Polytechnic Institute, May 21, 2007,

International Institute for New Faculty Developers. Faculty member for week long international institute for faculty and educational developers. Sponsored by the Universities of Ottawa and Waterloo, the Institute for the Advancement of Teaching and Learning in Higher Education (Canada), and the Professional and Organizational Development Network in Higher Education (USA), June 24-29, 2007.

Associate Director **Mei-Yau Shih** presented the following papers and workshops:

TEACHnology and Faculty Development, invited talk, National Taiwan University, Taipei, Taiwan, August 17, 2006,

Workshop on Teaching and Learning, Kaohsiung Medical University, Kaohsiung, Taiwan, August 21-23, 2006,

Using PRS and OWL to Assess Student Learning As Well As Our Teaching, co-presented with Richard Rogers and Dan Lass, New England Faculty Development Consortium Fall Conference, Westford, MA, November 17, 2006,

Technology as a Catalyst for College Faculty Development, invited talk, International Symposium of Excellence in Teaching and Learning, Taipei, Taiwan, November 28, 2006,

Teaching with Technology, invited talk, Chang Jung Christian University, Tainan, Taiwan, December 1, 2006,

Effective Teaching and Active Learning in the Digital Age, invited talk, Chaoyang Technology University, Tiachung, Taiwan, December 26, 2006,

Assistant Director **Justine Dymond** presented the following papers and workshops:

Fiction Reading and Workshop, Four Rivers Charter School, Greenfield, MA, October 19, 2006,

The “Inner (Female) Teacher”: Authenticity, Authority, and Identity, POD Network, 31st Annual Conference, Portland, OR, October 26, 2006,

“A Penny for Your Thoughts”: Midsemester Assessment of Student Learning Experiences, co-facilitated with Mathew Ouellett, New England Faculty Development Consortium Fall Conference, Westford, MA, November 17, 2006,

Pregnant Bodies and Dead Bodies: Sleuthing Motherhood in Ayelet Waldman, competitively selected presentation, Northeast Modern Language Association 38th Convention, Baltimore, MD, March 1-4, 2007,

Speaking across the Precipice: The Space of Difference in Three Guineas, competitively selected presentation, The 17th Annual Conference on Virginia Woolf, Miami University of Ohio, Oxford, OH, June 7-10, 2007.

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, Baltimore, MD, March 24, 2007.

G. ROLES IN PROFESSIONAL ORGANIZATIONS AND SOCIETIES

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

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

Historically Black Colleges and Universities (HBCU) Faculty Development Network at the 13th Annual National HBCU Faculty Development Symposium. Official representative from the Professional and Organizational Development Network in Higher Education (POD) to the October 19-21, 2006 Conference, Houston, TX,

National Conference on Race in Education (NCORE). Official representative from the Professional and Organizational Development Network in Higher Education (POD) to the Annual Conference, May 30-June 1, 2007, San Francisco, CA,

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

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

President-Elect, 2006-2007,

Board of Trustees, *member*,

Diversity Commission, *member*,

Fall 2006 Conference, *program reviewer*

University of the West Indies/Guardian General 2007 Premium Teaching Awards, University of the West Indies, Cave Hill Campus, *judge*.

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*.

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*, 2007 32nd National Conference Proposal Reviewer.

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:

July 14, 2006	Dr. Sheng-Nan Chang, Taipei Economics and Culture Office
August 23, 2006	Provost Chen; Professor Yi-Shen Yang; Center for Faculty Development, Kaohsiung Medical University
January 4, 2007	President Wen-Zua Lee, Vice President Margaret Chen, Professor Chis-Jer Tsai; Wenzao Ursuline College of Languages, Kaohsiung, Taiwan
January 5, 2007	Professor Hsiang-Her Lin, Director of Center for Development of Teaching and Learning, Southern Taiwan University

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