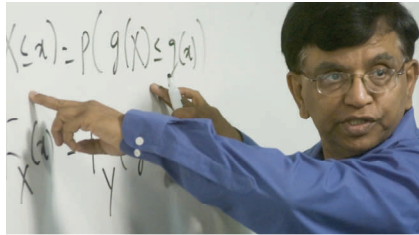


CENTER FOR TEACHING



2007-2008 ANNUAL REPORT



UMASS
AMHERST

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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 2007-2008 Annual Report marks the end of our twentieth year on campus.

The CFT continued to support a full complement of instructional development and faculty support services. We offered a series of campus-wide programs and services that brought together faculty across career stages and disciplines to address all aspects of excellence in teaching and learning at the University of Massachusetts Amherst. For example, we continued to explore exciting new innovations in uses of instructional technology (e.g., Tablet PCs and the Personal Response System) and other aspects of hybrid and on-line learning. We welcomed a new colleague, Brian Baldi, who served as the interim assistant director of the Center for Teaching. Our goal was to provide as many points of entry for the widest range of instructors possible into the ongoing discussion of excellence in undergraduate instruction. We did this by collaborating with the Office of the Provost, the Office of Information Technology/ Academic Computing, The Office of Faculty Development, and the University Writing Committee.

In addition to service to the campus, the staff of the Center for Teaching also participated in the national and international dialogues on excellence in education by providing leadership in national organizations, delivering invited conference presentations, offering guest lectures at other institutions, and contributing articles to peer-reviewed journals.

In closing, let me also take 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.

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 2007-2008 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 2007 through June 2008.

I. RESOURCES AND PROGRAMS FOR TEACHING

The CFT undertook numerous and varied projects throughout its twentieth 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, colleges, 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 have participated in the Teaching and Learning in the Diverse Classroom Program, senior faculty who were part of 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, and/or classroom observation); 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)*

2007-2008 marked the thirteenth 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, 36 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, 43 other faculty members and 20 teaching assistants also accessed this service. **Total participation included 99 instructors in 59 departments and programs representing 9 schools and colleges at UMass. 3781 students enrolled in 108 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 2007-2008, 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:

Introduction to Teaching Development Resources at UMass, New Faculty Orientation, Office of Faculty Development, August 28, 2007,

Introduction to Teaching Effectiveness, Chemistry Department TA Orientation, August 29, 2007,

Race, Language and Difference in the College Classroom, Instructional Development Program for new graduate students/teachers, Communication Department, October 3, 2007,

Resources for Teaching and Teacher Development, Afghan Study Preparation Group of the Higher Education Project, Center for International Education, School of Education, October 10, 2007,

Aligning Our Diversity Goals in Class & Community, Clinical Psychology Department Fall 2007 Colloquia, October 16, 2007,

Teaching Portfolios and Racial Microaggressions in Everyday Life, Junior Year Writing Program Instructors, Psychology Department, November 16, 2007,

Resources for Teaching and Teacher Development, Afghan Study Preparation Group of the Higher Education Project, Center for International Education, School of Education, November 27, 2007,

Resources for Teaching and Teacher Development, Afghan Ministry of Education, Center for International Education, School of Education, January 22, 2008.

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

Introduction to Teaching Development Resources at UMass, UMass New Faculty Orientation, August 28, 2007,

Assessing Technology Use, OIT January Workshop, January 17, 2008,

Teaching Resources at UMass Amherst, Program for Undergraduate Mentoring and Achievement (PUMA): Scholars of the 21st Century, Mentor Training Workshop, March 29, 2008,

Technology for Teaching and Learning: An Overview, Co-presented with Richard Rogers, Provost's Office, GET With IT Summer Institute, June 3, 2008,

Midterm Assessment, Co-presented with Brian Baldi, GET With IT Summer Institute, June 5, 2008,

PowerPoint for Learning, Co-presented with Brian Baldi and Fred Zinn, OIT, GET With IT Summer Institute, June 10, 2008,

Student Perspectives on Teaching Technology, OIT June Workshop, June 16, 2008,

Teaching Resources at UMass Amherst, Commonwealth College New Faculty Orientation, June 26, 2008.

Assistant Director **Brian Baldi** provided presentations to the following University departments and colleges:

Midterm Assessment Program, New Faculty Orientation, August 28, 2007,

Center for Teaching Services, Program for Undergraduate Mentoring and Achievement, March 29, 2008,

Classroom Assessment and Teaching Portfolios, ISOM Doctoral Student Teaching Orientation, June 6, 2008,

Assessing Your Class, UMass General Education Institute, June 6, 2008,

Student Panel on Technology, UMass General Education Institute, June 20, 2008,

Using PowerPoint for Teaching and Learning, UMass General Education Institute, June 11, 2008.

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 Biology served as the Faculty Associate during the 2007-2008 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 2007-2008:

Allen Barker	Plant, Soil & Insect Sciences
Zane Barlow	Biology
Suzanne Daly	English
Brian Emond	Mathematics & Statistics
Mariko Hashimoto	Languages, Literatures & Cultures
Ingrid Holm	ESL
Arthur Keene	Anthropology
Frank Ozereko	Art, Architecture & Art History
Yoenhwa Park	Food Science

◆ *General Education Council Small Grants in Support of Diversity Education*

The Provost's Office and the Faculty Senate General Education Council offered a second year of the course enhancement grant program, Small Grants in Support of Diversity Education. Fourteen grants were awarded for a total of \$43,521.00. In support of the grant program, the CFT offered individual course development and assessment consultation to grantees, hosted an end-of-the-year lunch for the presentation and discussion of projects, collected and collated evaluation reports from participants of behalf of the General Education Council, and hosted information sessions for instructors interested in participating in the next grant cycle.

The following faculty received grants in 2007-08:

Maurianne Adams	SDPPS
Benjamin Bailey	Communication
Richard Chu	History
Olga Gershenson	Judaic & Near Eastern Studies
Lisa Green	Linguistics
John Higginson	History
Bailey Jackson and Elaine Brigham	SDPPS
Amanda Walker Johnson	Anthropology
C.N. Le	Sociology

Sara Lennox	Languages, Literatures & Cultures
Christopher Overtree, Sharice Brown and Jade Logan	Psychology
Christopher Overtree	Psychology
Tom Schiff	Community Health & Patient Education/UHS
Daniel Fidalgo Tome, John Reiff and Bailey Jackson	Commonwealth College

◆ *The Lilly Teaching Fellows Program*

This marked the twentieth 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.* **Mathew Ouellett** 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 2007-2008 retreat included **Carey Dimmett**, Education; **Ramgopal "Ram" Mettu**, Electrical and Computer Engineering; 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; **Mei-Yau Shih**, Center for Teaching; **Mary Deane Sorcinelli** and **Jung Yun**, Office of Faculty Development.

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 2007-2008 Lilly Teaching Fellows program included the following Fellows and Mentors:

<i>Fellows</i>	<i>Mentors</i>
Mark Corner , Computer Science	Dennis Goeckel , ECE
Jeff Davis , Chemical Engineering	T.J. Lakis Mountziaris , Chemical Engineering
Dayo Gore , Women's Studies	Joye Bowman , History
Christopher Potts , Linguistics	Andrew McCallum , Computer Science
Lisa Sanders , Psychology	Elizabeth Connor , Biology
Millicent Thayer , Sociology	Stephen Clingman , English
Emily West , Communication	Naomi Gerstel , Sociology
Adam Zucker , English	Richard Halgin , Psychology

◆ ***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 2006-2007 were awarded grants for use during the 2007-2008 academic year.

Jeannette Cole	Art
Elizabeth Connor	Biology
Todd Crosset	Sport Management
Todd Fuller	Natural Resources Conservation
June Gaeke	Theater
Carol Heim	Economics
Gary Kamen	Kinesiology
Laura Klock	Music & Dance
Lynn Klock	Music & Dance
Ron Labbe	Food Science
Rory Miskimen	Physics
Catherine Portuges	Languages, Literatures & Cultures
Sally Powers	Psychology
Monroe Rabin	Physics
Lisa Fe Saunders	Economics

Clement Seldin	TECS
John Stoffolano	Plant, Soil & Insect Sciences
Maria Idali Torres	Public Health
James W. Walker	Biology
Glenn Wong	Sport Management

◆ *PRS Community of Practice*

In June 2007, UMass Amherst received a Professional Development Grant in Instructional Technology from the President's Office to support a new *Community of Practice: The Use of Personal Response System Technology in Large Lectures* program. This yearlong program brought together a selected group of faculty members, from various disciplines across the campus, using clickers in their classes. The fellowship program was coordinated by the Center for Teaching and the best practice fellows' meetings were led by two faculty members, **Nathalie Lavoie** from Resource Economics and **Randy Phillis** from Biology.

The program goal was to work collaboratively with faculty members to create consistent principles and instructional strategies for large lecture courses, to "seed" development skills in a wide range of disciplines, and to share the unique products of this community of best practice with faculty from all five UMass campuses. The knowledge and practices generated by the community of practice were translated into an online PRS Faculty Handbook, Community of Practice video clip, along with other useful resource materials available via a web site (www.umass.edu/prs) and blog (<http://blogs.umass.edu/prsblog>).

Participants in the 2007-2008 PRS Community of Practice included the following faculty:

Beatrice Botch	Chemistry
Zane Barlow	Biology
William Gerace	Physics
Dave Hart	Center for Educational Software Development
Ray La Raja	Political Science
Nelson Lacey	Finance & Operations Management
Nathalie Lavoie	Resource Economics
Robert Maloy	TECS
Randy Phillis	Biology
Stephen Schneider	Astronomy
Catherine West	Accounting

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

We took the opportunity this year to put the CFT sponsored Teaching and Learning in the Diverse Classroom Faculty and TA Development Project (TLDC) on hiatus in order to take

stock of the direction and scope of this faculty and teaching assistant program and to complete an outcomes assessment study.

◆ *TEACHnology Fellowship*

The Center for Teaching launched the TEACHnology Fellowship Program in 1997 to provide intense support to a core group of tenured faculty, permitting the “seeding” of educational technology throughout departments and colleges.

As we mark the tenth anniversary of the TEACHnology program, we consulted with the Deans and Associate Deans and have decided to take a hiatus this year from the TEACHnology program to evaluate its design, goals, and methods. This will help us to determine whether this program as currently configured meets the needs of faculty members. The ten year review report can be found at the CFT website at <http://www.umass.edu/cft/fellowships/pdf/teachnology10year.pdf>.

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 2007-2008 College Outstanding Teacher Award Recipients include:

College of Humanities & Fine Arts

John Kingston, Linguistics

College of Natural Sciences & Mathematics

Zane Barlow, Biology

Dhandapani Venkataraman, Chemistry

College of Social & Behavioral Sciences

Arthur Keene, Anthropology

Tamara Rahhal, Psychology

School of Education

Cynthia Rosenberger, TECS

Craig Wells, EPRA

College of Engineering

Tilman Wolf, Electrical & Computer Engineering

College of Natural Resources and the Environment

Jochen Weiss, Food Science

Isenberg School of Management

Nikunj Kapadia, Finance & Operations Management

Marc Weinberger, Marketing

School of Nursing

Mary Ann Hogan

School of Public Health & Health Sciences

Alayne Ronnenberg, Nutrition

◆ *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.

Winners of the DTA are honored by having their name added to permanent displays in the Campus Center. 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 2007-2008 recipients of the Distinguished Teaching Award for Faculty are:

Zane Barlow, Biology

John Gerber, Plant, Soil & Insect Sciences

Richard H. Minear, History

Wilmore C. Webley, Microbiology

The 2007-2008 recipients of the Distinguished Teaching Award for Graduate Teaching Assistants are:

Vincent Cee, Music & Dance

Shabnam Beheshti, 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 2007-2008, these campus-wide activities included the annual workshop series and the twenty-second Celebration of Teaching Dinner.

◆ *Campus-Wide Workshops*

In response to requests from faculty, the CFT continues its series of campus-wide workshops. During the 2007-2008 academic year the following programs were offered:

TEACHING WITH CLICKERS: USING PERSONAL RESPONSE SYSTEMS (CLICKERS) AND PRS SOFTWARE

Nathalie Lavoie, Resource Economics, Randy Phillis, Biology and Richard Rogers, Provost's Office and Resource Economics, November 13, 2007

This workshop gave faculty interested in using PRS in their classes a broad overview of what to expect as well as some guidelines to getting started. They were also given the opportunity to talk with colleagues about the special challenges posed in teaching large classes and how PRS can be a tool to address some of those challenges. A few topics of discussion included: large class problems, ways that clickers can help in large classes, the benefits of using clickers and examples of the types of questions used with clickers.

42 faculty representing 28 departments attended this workshop.

TEACHING WITH CLICKERS: HOW TO WRITE EFFECTIVE PRS QUESTIONS

Nathalie Lavoie, Resource Economics, Randy Phillis, Biology and PRS Best Practice Fellows, March 5, 2008

This workshop explored ways to design and implement PRS questions in undergraduate courses. Topics that were explored included using PRS questions to identify students' misconceptions with course material in order to set up deeper learning experiences leading to fuller understanding; managing and guiding discussions associated with PRS questions and exploring PRS question design. Guidelines for question design were offered including when, why and what to ask and why questions do or do not work.

42 faculty representing 27 departments and attended this workshop. This workshop also hosted a faculty member from Mt. Holyoke College.

FACULTY WRITING RETREAT: A ROOM OF YOUR OWN

Peter Elbow, Professor Emeritus, English, May 29, 2008

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.

◆ *'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 Tuesday, April 15, 2008, 222 distinguished faculty, administrators, students and guests attended the twenty-second 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 2007-2008 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 19th 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, and Psychology. This was the ninth 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 Nineteenth 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 August 31, 2007, 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,
Jeff Napolitano, President, Graduate Student Senate,
Nate Johnson, President, Graduate Employee Organization
Jennie D'Ambroise, DTA winner, Math & Statistics
Mary Deane Sorcinelli, Associate Provost and Director, Office of Faculty Development,
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: **Ann Garner**, English and **Lucinda Kidder**, English & Theater

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

Natural Sciences & Mathematics: **James Kearns** and **Robert Herbst**, Chemistry

Professional Schools: **Elizabeth Siler** and **Tracey Riley**, 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**, Public Health & Health Sciences, and **JoAnne Vanin**, Dean of Student's Office,

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

Good Teaching and Learning: How Do You Know?, **Jay Gladden**, Sport Management.

Graduate Employee Organization & Graduate Student Senate, **Nate Johnson**, 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, **Carey Dimmitt**, Student Development and Pupil Personnel Services,

International TAs and Cross Cultural Teaching Issues, **Flavio Azevedo**, TECS, **Ju ok Yoon**, English, and **Luis Valdiviezo**, Education,

Leading Discussions in Science Labs, **Jerod Weinman**, Computer Science,

Leading Effective Discussions, **Lucinda Kidder**, English and Theater,

Leading Effective Discussions, **Monica Sieh**, Linguistics,

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

Library Resources for Teaching & Learning, **Isabel Espinal**, Librarian, Research & Instructional Services and **Emily Alling**, Learning Commons & Undergraduate Library Services,

Making the Most of Your TA Experience, **Jennie D'Ambroise**, Mathematics & Statistics,

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

Strategies for Effective Grading, **Ray Pfeiffer**, Accounting, and **Matt Ouellett**, Center for Teaching,

In 2007-2008, approximately 300 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*. This year the handbook was made available as a CD Rom.

◆ *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 66 teaching assistants who are enrolled in the Teaching Documentation Program and 31 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

◆ ***President's Office, University of Massachusetts, Community of Practice-
The Use of Personal Response System Technology in Large Lectures,
Principal Investigators: David Hart, Richard Rogers, Mei-Yau Shih, 2008***

In June 2007, UMass Amherst received a Professional Development Grant in Instructional Technology to support a new *Community of Practice: The Use of Personal Response System Technology in Large Lectures Program*.

◆ ***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***

Sponsored by the Canadian Government, this grant supports an international study of the development of the professionalization of education development as a career in higher education and the pathways into the field.

◆ ***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 2007-2008 academic year, Center staff members included: the director; an associate director, an assistant director, a program coordinator/business manager; one secretary; and four graduate project assistants. The Center staff includes **Eileen Galvin**, secretary, **Ann Garner**, **Valerie Gramling**, **Lucille Kidder**, and **Luke Phelan**, graduate project assistants.

Director **Mathew Ouellett** 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. He also is an adjunct lecturer in the department of Student Development and Pupil Personnel Services in the School of Education here at the University and an adjunct lecturer for the School of Social Work at Smith College. Dr. Ouellett also serves as President and chair of the Board of his national association, the Professional and Organizational Development Network in Higher Education (POD).

Associate Director **Mei-Yau Shih** is responsible for identifying, developing, and overseeing campus-wide teaching technology services through the Center for Teaching. She supports faculty in applying the capacities of technology to teaching and learning. She also directs several faculty grant programs including the *PMYR Teaching Development Grants* and *Faculty Grants for Teaching*. Dr. Shih works with faculty in one-on-one consultations and provides workshops for pedagogical innovation and teaching technology integration. She sits on campus and system advisory and governance councils that set practices and policies for effective use of instructional technology. Dr. Shih is an Adjunct Associate Professor of Educational Technology in the Department Teacher Education and Curriculum Studies. She teaches a graduate course, serves on doctoral dissertation committees and oversees independent studies. Dr. Shih serves on the board of the New England Faculty Development Consortium (NEFDC).

Assistant Director **Brian Baldi** coordinated the Mid-semester Assessment program and offered departmental and individual teaching development consultations for teaching assistants and faculty. He also assisted 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 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 2007–2008 CFT staff produced the following publications.

- Baldi, Brian, “Practical, Meaningful Strategies for Assessing the Big Weather,” *The Citizen*, Marlboro College, October, 2007.
- Baldi, Brian, “Clever Hans.” *Brothers and Beasts: An Anthology of Men on Fairy Tales*. Bernheimer, Kate, ed. Detroit, MI: Wayne State University Press, 2007.
- Baldi, Brian, “Pints and Quarts.” *The Massachusetts Review*. 48:1, Fall 2007.
- Lee, V., & Ouellett, M. (in press). Collaborative Workings within Communities. P. Kahn & L. Walsh (Ed.s) *Collaborative Working in Higher Education: Social Academy*. New York: Routledge.
- Ouellett, M. (in press). Life after Virginia Tech: Reflections on the Role of Faculty Developers. *Teaching and Learning in Higher Education*. McMaster University: Hamilton, Ontario, Canada: Society for Teaching and Learning in Higher Education (STHLE).
- Ouellett, M. L. (2007). Your Teaching Portfolio: Strategies for Initiating and Documenting Growth and Development. *Journal of Management Education* (31), pp 421-433.
- Ouellett, M. & McKenna, S. (Fall 2007). Reciprocal Mentoring. *The Exchange: The Newsletter of the New England Faculty Development Consortium* (18)2. pp. 6-10.
- Ouellett, M. (Fall 2007). President’s Column. *POD Network News*. Nederland, CO: Professional and Organizational Development Network in Higher Education.
- Ouellett, M. (Winter 2008). President’s Column. *POD Network News*. Nederland, CO: Professional and Organizational Development Network in Higher Education.
- Ouellett, M. (Spring 2008). Life after Virginia Tech: Reflections on the Role of Faculty Developers. *POD Network News*. Nederland, CO: Professional and Organizational Development Network in Higher Education.
- 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. (2007). How to Improve Teaching with Midterm Assessment. *Bimonthly Evaluation*. 9. September, 2007, Taipei, Taiwan
- Shih, M. Y. and Sorcinelli, M. D. (2007). Technology as a Catalyst for Senior Faculty Development. *The Journal of Faculty Development*, 21 (1), January 2007.

C. COLLEGE AND UNIVERSITY COMMITTEES

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

- Distinguished Teaching Awards Steering Committee, *member*,
 Faculty Senate Ad Hoc Committee on Student Plagiarism, *member*,

Faculty Senate Undergraduate Education Council, (Spring Semester), *member*,
Faculty Senate General Education Council, Subcommittee for
Small Grants for Diversity, *member*,
Lilly Fellows Selection Committee, *member*,
Undergraduate Student Speaker Selection Committee, University of Massachusetts
Amherst Undergraduate Commencement Committee 2008, *chair*,
University Writing Committee, *member*.

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

CFT Instructional Technology Specialist Search Committee, *chair*
Classroom Improvement Project Committee, *member*
Faculty Grants for Teaching Proposal Review Committee, *chair*
Faculty Senate Ad Hoc Committee on Online Learning, *member*
Faculty Senate Undergraduate Education Council, (Fall Semester), *acting member*
Five Colleges Educational Technologist Focus Group, *member*
Five Colleges Language Learning IT Committee, *member*
PRS Fellows Selection Committee, *coordinator*
UMass System Online Learning Assessment Working Group, Subcommittee, *member*

D. COURSES TAUGHT INCLUDING INDEPENDENT STUDY

Director, **Mathew Ouellett**, as lecturer, Department of Student Development and Pupil Personnel Services, School of Education, University of Massachusetts Amherst taught:

EDUC595K: Introduction to College Teaching, Spring 2008, 3 graduate credits.

E. COMPREHENSIVE EXAM AND DISSERTATION COMMITTEES

Director **Mathew L. Ouellett** served on the following dissertation committees in 2007-2008:

Committee Member, Dissertation—Katie Dambach, Anthropology Department,
University of Massachusetts Amherst, Fall 2007 - ongoing.

Associate Director, **Mei-Yau Shih**, served on the following dissertation committees in 2007-2008:

Committee Member, Dissertation—Huihong Bao, TECS, 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:

More than Chalk, Textbooks and a Lectern: Changes in Curriculum and Teaching, Keynote, New England Archivists. Annual Fall Conference, University of Connecticut, Storrs, CT, October 13, 2007

Purpose, Periphery, and Priorities, President's Address and Keynote, 32nd Annual National Professional and Organizational Development Network Conference, Pittsburgh, PA, October 25, 2007,

Pathways to the Profession: "Purpose, Periphery, and Priorities," Research panel, Co-presenter with Adam Caron, IATHE, Debra Dawson, University of Western Ontario, Karron Lewis, University of Texas Austin, Jeanette McDonald, Wilfred Laurier University, Joy Mighty, Queen's University, Mary Deane Sorcinelli, University of Massachusetts Amherst, Marilla Svinicki, University of Texas Austin, Lynn Taylor, Dalhousie University, 32nd Annual Professional and Organizational Development Network Conference, Pittsburgh, PA, October 25-28, 2007,

Teaching Through Tragedies, Convener and co-presenter with Michele DiPietro, Carnegie Mellon University, Therese Huston, Seattle University, Matt Kaplan, University of Michigan Ann Arbor, Nancy Polk, Virginia Tech University, Christine Stanley, Texas A&M University, and Lee Warren, Harvard University, 32nd Annual Professional and Organizational Development Network Conference, Pittsburgh, PA, October 25-28, 2007,

International and domestic marginalized racial/ethnic diversity and development for multicultural pedagogy within a predominantly white mainline denominationally supported theological school in a research university, Boston University School of Theology, External consultant for faculty development grant from the Wabash Center for Teaching and Learning in Theology and Religion 2007-2008, Presentations on February 1 and April 25, 2008, Boston, MA,

Teaching and learning in the diverse classroom: A faculty learning community for engaging and sustaining the inclusive classroom, Association of American Colleges and Universities: Network for Academic Renewal Conference, Austin, TX, April 10-12, 2008,

Expanding the School of the Prophets: A Vision of Multicultural Inclusion, Education and Ministry, Vanderbilt University Divinity School, External consultant for faculty development 2007-2008 grant from the Wabash Center for Teaching and Learning in Theology and Religion 2006-2008, Nashville, TN, May 7, 2008,

Creating and Sustaining an Inclusive Teaching and Learning Environment at Muhlenberg College, Faculty Center for Teaching Workshop on Teaching Diversity, Muhlenberg College, Allentown, PA, May 15, 2008,

Teaching and Learning in the Diverse Classroom, Invited presenter for the Past President's Workshop, 23rd Annual Conference of the North American Society for Sport Management, Toronto, Ontario, May 27-31, 2008,

Mapping Our Pathway into the Field of Educational Development, Co-presentation with D. Stockley & J. Mighty, Queen's University, Lynn Taylor, Dalhousie University, Debra Dawson, University of Western Ontario, Mary Deane Sorcinelli, University of Massachusetts Amherst, Karron Lewis, University of Texas Austin, Ray Land, University of Strathclyde, and David Gosling, University of Plymouth, International Consortium for Educational Development (ICED) 2008 Conference, Salt Lake City, UT, June 12-14, 2008,

Responding to Tragedies: Building the Scholarship of Teaching and Learning, Co-presentation with Michele DiPietro, Carnegie Mellon University, and Therese Huston, Seattle University, International Consortium for Educational Development (ICED) 2008 Conference, Salt Lake City, UT, June 12-14, 2008,

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

Succeed in Higher Education: Opportunities, Challenges, and Leveraging for Alternative Scholarship for the International Faculty, Presented with M.Y. Lu, A. Leh, L. Chen and C. Tu, AECT Annual Conference, Anaheim, CA, October 24-27, 2007,

Good Teaching and Learning in the 21st Century College, Invited talk, Chang Jung Christian University, Tainan, Taiwan, January 10, 2008,

Beyond the Numbers: Assessing Learning and Teaching, Invited talk, Central Taiwan University of Science and Technology, Taichung, Taiwan, January 10, 2008,

Community of Practice: The Use of Personal Response System Technology in Large Lectures, Co-presented with Richard Rogers, David Hart, Randall Phillis and Nathalie Lavoie, Instructional Technology Conference, April 11, 2008,

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, Las Vegas, NV, March 23, 2008.

G. ROLES IN PROFESSIONAL ORGANIZATIONS AND SOCIETIES

Mathew Ouellett was appointed to or provided services to a number of professional societies, organizations and campuses, and served as manuscript reviewer. His service included:

Centre for Staff Development, University of Colombo, Sri Lanka, *external reviewer*,

International Consortium for Educational Development (ICED),
2008 International Conference, *program reviewer*,
ICED Council Representative, 2007-2008,

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

Journal of Faculty Development, *appointed editorial board member*,

manuscript reviewer,

New England Faculty Development Consortium (NEFDC), *member,*
Professional and Organizational Development (POD) Network for Higher Education,
President, 2007-2008,
Executive Committee, *chair,*
Board of Trustees, *chair,*
Diversity Commission, *member,*
Fall 2007 Conference, *program reviewer*

Mei-Yau Shih served as follows:

Association for the Advancement of Computing in Education (AACE), *member,*
Association for Educational Communications and Technology (AECT), *member, 2007 annual conference paper reviewer*
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. 2007 annual conference paper reviewer,*
Workshop on the Impact of Pen-Based Technology on Education, *2007 annual conference paper 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:

August 27, 2007	University of New Hampshire
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September 6, 2007	Taipei Economic & Cultural Office in Boston
September 26, 2007	CUT, Free State, South Africa
October 22, 2007	University of Colombo, Sri Lanka
February 6, 2008	Berklee College of Music
February 8, 2008	Tohoku University
February 19, 2008	Baltimore University
May 21, 2008	Butler University
June 17, 2008	UNC Chapel Hill

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