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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 2004-2005 Annual Report marks the end of our seventeenth year on campus.

Major achievements of the CFT include:

- Piloted an *E-Portfolio Project* for graduate students interested in using technology to document their development and accomplishments in teaching.
- Initiated a *Community of Practice*, co-sponsored by Isenberg School of Management, for faculty and professional staff interested in the use of Tablet PCs and Conference XP in the classroom.
- Expanded the *Professors as Writers* program to a year-long series of half-day retreats at the Renaissance Center to provide dedicated time and space for faculty to write.
- Served on the Chancellor's Commission on Diversity, and the Academic Affairs Executive Committee and University Coordinating Team, Chancellor's Task Force on Community, Diversity, and Social Justice.
- Partnered in several course and teaching development external grants including *Creating Active Learning through Technology*, Davis Foundation and *Implementing ConferenceXP in a Multicultural, Collaborative Academic Environment*, Microsoft Research.
- Hosted the *International Symposium on Teaching Excellence in Higher Education*, with Harvard University and Massachusetts Institute of Technology, sponsored by the Taipei Economic and Cultural Office, Boston, and provided leadership in international faculty and teaching development in Ireland and Taiwan.

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

Sincerely,

Dr. Mary Deane Sorcinelli  
Director



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

The Center for Teaching (CFT) grew out of a desire among faculty and administrators to provide support for teaching and learning at the University of Massachusetts Amherst. It evolved under the guidance of the Office of the Provost from the Lilly Teaching Fellows Program first hosted on campus in 1986, and was formally established in 1989. We report to the Provost's Office and are advised by the Faculty Senate Council on Undergraduate Education. (See Appendix A for a listing of the 2004-2005 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. This means that 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 2004 through June 2005.***

# I. RESOURCES AND PROGRAMS FOR TEACHING

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

2004-2005 marked the eleventh year of the Midterm Assessment Program (MAP). CFT staff members contacted all new tenure track faculty, offering them a chance to get student feedback on selected courses, so that they can more thoroughly understand how students experience these courses, and make meaningful adjustments while the semester is in progress. A CFT staff member interviews the instructor, collects data from students through a small group process or a questionnaire, analyzes the information, and then meets with the instructor to review the student responses. Some faculty request that the CFT supplement student feedback with a classroom visit or videotaping.

This academic year, 18 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, 31 other faculty members and 16 teaching assistants also accessed this service. **Total participation included 65 instructors in 35 departments representing 9 schools and colleges at UMass. 3355 students enrolled in 67 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 2004-2005, we provided focused consultations for numerous individuals from all the departments and colleges.

### ◆ *College/Departmental Consultations*

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

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

*Early Career Faculty Roundtable*, Cross-disciplinary meeting, Campus Center, July 1, 2004,

*Technology for Teaching Large Classes*, Co-presented with Mei Shih, Academic Computing, July 13, 2004,

*Issues in Undergraduate Education*, Presentation to Dean's Council, Five Colleges, Inc., July 22, 2004,

*Individual Teaching Consultation*, Psychology Department, presentation to E. Jakob's seminar for graduate instructors teaching Psychology Junior Year Writing course, September 27, 2004,

*International Teaching Development*, International Programs, September 29, 2004,

*Teaching and Faculty Roles in Chinese Universities*, International Programs, November 2, 2004.

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

*Introduction to College Teaching*, Chemistry Department, Graduate Student Orientation, August 31, 2004,

*Teaching and Learning in the Diverse Classroom*, Psychology Department, presentation to R. Feldman's professional development seminar for psychology graduate students, October 13, 2004,

English Department, Presentation to the Course Director's Group: MFA Poetry, October 15, 2004,

*Models for Teaching Inclusively*, Communication Department, Graduate Student Teaching Development Seminar, October 25, 2004,

*Preparing for Future Faculty Roles*, Psychology Department, presentation to R. Feldman's professional development seminar for psychology graduate students, November 19, 2004,

*Teaching Portfolios*, Psychology Department, presentation to E. Jakob's seminar for graduate instructors teaching Psychology Junior Year Writing course, December 6, 2004,

*Principles of Effective Teaching and Peer Tutoring*, Math Department, February 1-2, 2005,

*Negotiating Authority and Civility in the Classroom*, Psychology Department, presentation to E. Jakob's seminar for graduate instructors teaching Psychology Junior Year Writing course, April 19, 2005,

*Academic Honesty*, (co-presented with Catharine Porter, Ombuds Office), Chemistry Department, Presentation to Preparing Future Faculty program participants and the Ethics of Research Program Series, April 25, 2005,

*Teaching Portfolios and Teaching and Learning in the Diverse Classroom*, Isenberg School of Management, Seminar for Doctoral Students, May 31, 2005.

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

*Technology for Teaching Large Classes*, Co-presented with Mary Deane Sorcinelli, Academic Computing, July 13, 2004,

*Undergraduate Nursing Research Course Redesign and Program Curriculum Redesign*, School of Nursing, September-November, 2004,

*"Virtual Human Physiology Laboratory" Objective Performance Evaluation Design*, Exercise Science, January, 2005,

*Instructional Designer's Perspective*, Continuing Education, January, 2005,

*Establishing Links with Universities in China*, International Programs, March, 2005,

*"E-learning, Pedagogy and Cultural Context" Program Review*, Communication, March, 2005.

## ***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. Due to

budget constraints the CFT did not host any Faculty Associates during the 2004-2005 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 2004-2005:

<b>Elizabeth Henneman</b>	Nursing
<b>Robert Hallock</b>	Physics
<b>Susan Han</b>	Plant, Soil & Insect Sciences
<b>Jarice Hanson</b>	Communication
<b>Stephen Olbrys</b>	Communication
<b>Patty Freedson</b>	Exercise Science

◆ **The Lilly Teaching Fellows Program**

This marked the seventeenth 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, as well as faculty who have received tenure in the last three years are eligible. The award provides for a reduced course load for one year so that recipients may focus on enhancing teaching skills. The Lilly Year features five signature aspects: *an annual retreat, individual projects and consultation, a seminar on college teaching, mentoring activities, and the ‘Celebration of Teaching’ Dinner.* **Mary Deane Sorcinelli** and **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 2004-2005 retreat included **Jason DeJong**, Civil and Environmental Engineering, **Julie Hemment**, Anthropology, **Joseph Krupczynski**, Art and Art History, and **Richard Rogers**, Faculty Advisor to the Provost on Undergraduate Education and faculty member in Resource Economics.

**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 **Alex Deschamps**, Women's Studies, **Peter Elbow**, English, **Chancellor John Lombardi**, and **Richard Rogers**, Provost's Office and Resource Economics.

**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 **Albey Reiner**.

**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 2004-2005 Lilly Teaching Fellows program included the following Fellows and Mentors:

<i>Fellows</i>	<i>Mentors</i>
<b>Anne Broadbridge</b> , History	<b>Audrey Altstadt</b> , History
<b>Anne Ciecko</b> , Communication	<b>Karen List</b> , Journalism
<b>Beth Jakob</b> , Psychology	<b>Anne Herrington</b> , English
<b>Kevin Klement</b> , Philosophy	<b>Ken Kitchell</b> , Classics
<b>Pablo Pomposiello</b> , Microbiology	<b>Albey Reiner</b> , Microbiology
<b>Srirupa Roy</b> , Political Science	<b>Sut Jhally</b> , Communication
<b>Tilman Wolf</b> , Electrical & Computer Engineering	<b>Richard Rogers</b> , Resource Economics
<b>Siman Wong</b> , Math & Statistics	<b>Arnie Rosenberg</b> , Computer Science

### ◆ *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 2003-2004 were awarded grants for use during the 2004-2005 academic year.

<b>Wesley Autio</b>	Plant, Soil & Insect Sciences
<b>Allen Barker</b>	Plant, Soil & Insect Sciences
<b>Eric Bittman</b>	Biology

<b>Shmuel Bolozky</b>	Judaic & Near Eastern Studies
<b>Alvin Cohen</b>	Asian Languages/LLC
<b>Hanlyn Davies</b>	Art
<b>James Freeman</b>	English
<b>Richard Halgin</b>	Psychology
<b>Carlton Ho</b>	Civil & Environmental Engineering
<b>Angelika Kratzer</b>	Linguistics
<b>Michael Kreisler</b>	Physics
<b>Susan Leschine</b>	Microbiology
<b>Mark Lindhult</b>	LARP
<b>Michael Maroney</b>	Chemistry
<b>Patricia Mercaitis</b>	Communication Disorders
<b>J. Eliot Moss</b>	Computer Science
<b>Anna Nagurney</b>	Finance & Operations Management
<b>William Oedel</b>	Art
<b>Howard Peelle</b>	TECS
<b>Marios Philippides</b>	Classics
<b>Nadine Shank</b>	Music & Dance
<b>James Tate</b>	English
<b>Jack Wileden</b>	Computer Science

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

This marked the eleventh year of the CFT sponsored, *Teaching and Learning in the Diverse Classroom Faculty and TA Development Program* (TLDC), which is facilitated by **Mathew Ouellett**. This year, faculty of the Sport Management Department, Isenberg School of Management, were TLDC Fellows. They identified as their shared goal for the year to develop a systematic approach to preparing their undergraduate and graduate students to be successful in increasingly diverse community, institutional, and corporate settings related to sports and sport management. Fellows sought to achieve this goal by engaging individually and in teams in self reflection, course development initiatives, and by addressing a range of diversity related issues in the context of their department's classrooms. Additionally, participants engaged in a year-long review and expansion of how diversity is addressed in department-sponsored field activities, internships, and invited speaker programs.

Program attributes included a retreat, a bi-monthly forum, individual teaching projects and consultation, department-wide colloquia, and campus wide events. 2004-2005 TLDC program attributes included:

#### *Retreat*

- A daylong planning retreat was held on Wednesday, September 1, 2004 at the Lord Jeffery Inn.

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

- Fellows participated in an academic year-long seminar, Teaching and Learning in the Diverse Classroom. In this context, they explored pathways to multicultural course transformation with specific emphasis on: engaging students, effective cross-cultural communication and discussions, student-centered pedagogical approaches (experiential, collaborative, and small group learning strategies), principles of good assessment and evaluation, and writing and using cases. TLDC fellows met with **Dr. Martha Stassen**, Director of the Office of Academic Planning and Assessment, for consultation on improving and implementing department course-based assessment strategies.

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

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

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

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

Participants from the Sport Management Department in the TLDC Program included:

<b>Carol Barr</b>
<b>Todd Crosset</b>
<b>Sheranne Fairley</b>
<b>Jay Gladden</b>
<b>Betsy Goff</b>
<b>Steve Jefferson</b>
<b>Neil Longley</b>
<b>Lisa Pike Masteralexis</b>
<b>Mark McDonald</b>
<b>Steve McKelvey</b>

### **◆ *TEACHnology Fellowship***

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

***Retreat:*** The goal of the retreat is to introduce the TEACHnology Fellows to each other and fellows from the previous years to establish a supportive community among these technology

users. The fellows also have the chance to gain knowledge of the technology services on the UMass campus available for supporting their technological projects.

**TEACHnology Seminar. Bi-weekly:** Fellows participated in a two-hour seminar on teaching technologies. Topics for 2004-2005 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 2004-2005 TEACHnology Fellows are:

<b>Mokhtar Atallah</b>	Nutrition
<b>Theresa Austin</b>	TECS
<b>Beatrice Botch</b>	Chemistry
<b>Dorothy Gilbert</b>	Nursing
<b>Joseph Goldstein</b>	Mechanical & Industrial Engineering
<b>Peter Haas</b>	Political Science
<b>Susan Jahoda</b>	Art
<b>Elizabeth Keitel</b>	Classics
<b>Ellen Pader</b>	LARP
<b>Atul Sheel</b>	Hospitality & Tourism Management

### 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 2004-2005 College Outstanding Teacher Award Recipients include:

*College of Humanities & Fine Arts*

**Alexandrina Deschamps**, Women's Studies

**Stephen Harris**, English

*College of Natural Sciences & Mathematics*

**Bruce Byers**, Biology

*College of Social & Behavioral Sciences*

**Karen List**, Communication and Journalism

**Joya Misra**, Sociology

*School of Education*

**Barbara J. Love**, Student Development and Pupil Personnel Services

*College of Engineering*

**Karl Jakus**, Mechanical & Industrial Engineering

*College of Natural Resources and the Environment*

**Deborah Picking**, Plant, Soil & Insect Sciences

*Isenberg School of Management*

**Eric Berkowitz**, Marketing

**Amir Kouzehkanani**, Finance & Operations Management

*School of Nursing*

**Edward Tessier**

*School of Public Health & Health Sciences*

**Dan Gerber**, Public Health

### ◆ *The Distinguished Teaching Award*

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

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

The 2004-2005 recipients of the Distinguished Teaching Award for Faculty are:

**Robert Mark**, Management

**Nicholas McBride**, Communication & Journalism

**Naomi Gerstel**, Sociology

The 2004-2005 recipients of the Distinguished Teaching Award for Graduate Teaching Assistants are:

**Ventura Perez**, Anthropology

**Lena Zuckerwise**, Political Science

## 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 2004-2005, these campus-wide activities included the annual workshop series and the nineteenth Celebration of Teaching Dinner.

### ◆ *Campus-Wide Workshops*

In response to requests from faculty, the CFT continues its series of campus-wide workshops. During the 2004-2005 academic year the following programs were offered:

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

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

education settings. The group met for lunch and presentations and demonstrations on March 4 and April 29, 2005. The Community includes 22 members to date.

## **FACULTY WRITING RETREATS**

**September 24, October 21, and November 19, 2004, February 18, and April 22, 2005**

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

Workshop attendance for each retreat was limited to 12 faculty. 16 faculty from 10 different departments attended one of the half-day retreats.

## **TEACHING WITH QUESTIONS: CONVERTING LECTURE INTO ENGAGING ACTIVITIES**

**Randy Phillis, Associate Professor, Biology, September 28, 2004**

Imagine you are teaching a UMass course, and you are struggling to get your students to engage. You ask questions in class, but they frequently fall flat. Though many students are very bright and motivated, they seem to miss exam questions you thought they should get, and don't perform as well as you hoped on their written work. In this workshop, Randy Phillis, offered practical strategies to help faculty deal with the above scenario and explored the answers to the following important questions.

How can you more fully engage students during class time?

What exactly should you engage students in that will help them learn more?

How can you develop a classroom environment that facilitates useful exchange between students and instructor?

Why should you encourage feedback from students during class, and how can you use it to improve learning?

How can a research-based understanding of the learning process guide and improve your teaching?

56 faculty representing 34 departments attended this workshop.

## **USING TECHNOLOGY TO ENHANCE STUDENT LEARNING AT UMASS: MUCH ADO ABOUT SOMETHING**

**Patty Freedson, Professor, Exercise Science, October 13, 2004**

As a seasoned faculty member using traditional teaching and assessment methods, Patty Freedson considered herself a pretty effective teacher. Then she received the opportunity to learn how to incorporate the web and newer teaching technologies to enhance teaching and

learning. In this workshop, she explored the differences that technology has made in her teaching and how you can use what she learned to reach most if not all types of learners.

48 UMass faculty representing 31 departments attended this workshop. In addition, two faculty from Queen's University, Belfast attended the workshop.

### **ASSESSMENT: EXAMINING OUR PRACTICES AND STRATEGIES FOR IMPROVING TESTING AND GRADING**

**Professor Neil Fleming, Educational Consultant, Co-Sponsored by *Creating Active Learning through Technology*, Davis Educational Foundation Grant and the Center for Teaching, April 5, 2004**

This presentation gave a new look at both the bigger picture of assessment and the faculty strategies to use outcomes assessment to improve their classroom assessment practices.

36 UMass faculty representing 21 departments attended this workshop.

### **REVITALIZING HOW WE TEACH WRITING: JUNIOR YEAR WRITING COURSES AND BEYOND**

**Co-Sponsored by the Writing Program and the Center for Teaching, April 6, 2005**

The Third Annual UMass Junior-Year Writing Conference allowed faculty and graduate students who teach writing-intensive courses on campus a venue where they could participate in building a strong community of writing teachers and supporters and could explore junior-year writing and writing-across-the-curriculum pedagogy. This year's topics included: evaluating and assessing writing, working with multilingual students, creating exercises to overcome resistance to writing and working effectively with TAs.

### **FACULTY WRITING RETREAT: GAINING MOMENTUM FOR A PRODUCTIVE SUMMER**

**Peter Elbow, Professor Emeritus, English, June 7, 2005**

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

39 faculty from 25 departments attended this workshop.

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

This annual spring dinner provides an occasion at which members of the University community across disciplines, departments, and ranks come together to celebrate the

importance of teaching. On Thursday, March 24, 2005, 221 distinguished faculty, administrators, and students attended the nineteenth dinner, which continues as a highly visible way for the campus community to affirm its continued commitment to teaching.

### ◆ *Deans and Chairs Conference*

#### **A Working Conference on Diversity Initiatives, April 8, 2005**

Since 1991, the annual Deans and Chairs Conference has provided a forum for academic administrators to come together with their counterparts from across campus to explore various challenges and opportunities faced by all in our changing University. This year's conference focused on the diversity initiatives undertaken by the campus community.

**Provost Charlena Seymour** opened the conference and was followed by **Chancellor John Lombardi** who gave remarks about the direction that the University would be following and presented the University's response to the Diversity Commission report. **Professor Bailey Jackson** gave an overview of the CDSJ Initiative and the role of the Diversity Commission. **Professor Anne Herrington** followed up with remarks showing how the CDSJ initiatives could be translated into in-school dialogues in the specific schools and colleges at UMass. The group then met in discussion groups by school and college with representatives of their specific CDSJ team and Dean. **Dean Janet Rifkin** and Professor Anne Herrington moderated the reporting out of the school and college groups. The morning concluded with the Provost and the Deans responding to questions from the group.

### ◆ *New Faculty Orientation*

On September 10, 2004, the CFT hosted an orientation for new faculty that provided opportunities to build relationships among new and established faculty, as well as information about teaching, research, and campus programs. **Charlena Seymour**, Senior Vice Chancellor for Academic Affairs and Provost, welcomed the new faculty and introductions were facilitated by **Mary Deane Sorcinelli**. The program also included discussions with a faculty panel of early career faculty and department chairs. The faculty panel included **Anne Broadbridge**, History; **Ralph Faulkingham**, Chair, Anthropology; **Deborah Good**, Veterinary & Animal Sciences; and **Bing Liang**, Finance & Operations Management. New faculty and their guests were also invited to an evening reception at Hillside hosted by Chancellor **John Lombardi** and **Cathryn Lombardi** and attended by Provost **Charlena Seymour**, school and college deans, and department chairs.

35 new faculty from 23 departments attended the New Faculty Orientation Program.

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

The 2004-2005 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 16<sup>th</sup> Annual Campus-Wide TA Orientation, distributed the Handbook for Teaching Assistants, and provided assistance for department-based TA training activities in the Departments of Chemistry, Management, Psychology and Communication. This was the

sixth 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 CFT also facilitated the eighth year of a teaching and faculty development seminar for graduate students of color, *From Graduate Student to Faculty Member*.

### ◆ *The Sixteenth 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 3, 2004, included representatives of nearly every graduate department and program on campus.

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

**Uri Strauss**, President, Graduate Student Senate,  
**Jennifer Turner**, President, Graduate Employee Organization,  
**Mary Deane Sorcinelli**, Associate Provost for Faculty Development and Director, CFT,  
**Charlena Seymour**, Provost and Senior Vice Chancellor for Academic Affairs,  
**Mathew L. Ouellett**, Associate Director, CFT.

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

**Humanities & Fine Arts:** **Joel Anderson**, English

**Social & Behavioral Sciences:** **Jessie Barba**, Sociology, and **Josh Bringle**, Clinical Psychology

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

**Professional Schools:** **Kevin Farmer**, Isenberg School of Management, and **Scott Latham**, Isenberg School of Management

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

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

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

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

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

*Graduate Employee Organization & Graduate Student Senate*, **Jennifer Turner**, President, GEO, and **Uri Strauss**, President, Graduate Student Senate,

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

*International TAs and Cross Cultural Teaching Issues*, **Nigar Khan**, Session Convener, Office of the Dean of the Graduate School, Panel: **Agha Iqbal Ali**, Finance & Operations Management, **Todd Emrick**, Polymer Science, **Tiefu Shao**, Mechanical & Industrial Engineering, **Seongho Yoon**, English and **Mustafa Yuzukirmizi**, Industrial Engineering & Operations Research,

*Knowing Who Are Our Students: Tools for Dialogue in the Diverse Classroom*, **Martha Stassen**, Office of Academic Planning and Assessment, and **Ximena Zúñiga**, Student Development and Pupil Personnel Services.

*Leading Effective Discussions*, **Alex Deschamps**, Women's Studies,

*Leading Effective Discussions*, **Erica Scharrer**, Communication,

*Leading Laboratory Sections in the Sciences*, **Elizabeth Connor**, Biology,

*Making the Most of Your TA Experience*, **Michael Forbes**, Afro-American Studies,

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

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

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

*Teaching Foreign Languages*, **Ulrike Brisson**, Germanic Languages and Literatures,

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

In 2004-2005, approximately 304 graduate students and faculty members from 55 departments and programs participated in the TA Orientation.

## ◆ *Campus-Wide Workshops for Teaching Assistants*

### **E-PORTFOLIO PROJECT**

The CFT continued to develop an E-Portfolio Initiative for graduate students at the university with support from the Office of the Dean of the Graduate School. A pilot cohort of six senior graduate students from across the disciplines participated in a year-long development program to design and publish web-based teaching portfolios.

The 2004-2005 Fellows included:

<b>Angela Fahey</b>	Chemistry
<b>Kristina Bourne</b>	Management
<b>David Claborn</b>	Political Science
<b>Eric Dewar</b>	Biology
<b>Angela Fahey</b>	Chemistry
<b>Roger Gwiazdowski</b>	Entomology and Organismic and Evolutionary Biology
<b>Cathy Schlund-Vials</b>	English

### **FROM GRADUATE STUDENT TO FACULTY MEMBER: A TEACHING DEVELOPMENT SEMINAR FOR GRADUATE STUDENTS OF COLOR**

**Michael Forbes, Afro-American Studies, Kirin Makker, American Studies Program, English and Cathy Schlund-Vials, English**

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. The seminar consists of eight two-hour meetings held over the course of two semesters and is designed to be informal, discussion-based, and highly participative. The goals of the program are to:

- Bring together graduate students of color from across the disciplines to explore general teaching and faculty development issues in a supportive, collegial atmosphere.
- Learn more about effective strategies for addressing the concerns and challenges specific to faculty of color within the classroom, department, and university.
- Introduce graduate students to junior and senior faculty and campus administrators with a broad range of experience as persons of color in academia.
- Offer the many facets of mentoring – both informal and formal models.

This marks the eighth year of the seminar, and the second year of the mentoring component.

### ◆ ***Handbook for Teaching Assistants***

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

## ◆ *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 87 teaching assistants who are enrolled in the Teaching Documentation Program and 24 teaching assistants have completed the program.

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

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

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

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

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

### A. FUNDED RESEARCH AND EXTERNAL GRANTS

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

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

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

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

- ◆ ***Rigorous Research in Engineering Education: Creating a Community of Practice, National Science Foundation, 2004-2006***

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

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

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

- ◆ ***Whiting Foundation Fellowship, April 2003-September 2005***

Director Mary Deane Sorcinelli was awarded a Whiting Foundation Fellowship for Higher Education of Present and Prospective Teachers. She is hosted by the Center for Excellence in Learning and Teaching (CELT) at the National University of Ireland Galway, recently named "Irish University of the Year" and one of the University of Massachusetts Amherst's 50 partner institutions overseas. The goal of the project is to research trends in college teaching

and learning in Ireland and England to bring new ideas, debates and a more international perspective to faculty development work at the University of Massachusetts Amherst. Dr. Sorcinelli studied in Ireland August 7-15, 2003 and February 4-8, 2004.

### 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 2004-2005 academic year, Center staff members included: the director; an associate director, a coordinator of teaching technologies; a part-time instructional coordinator, a program coordinator/business manager; one secretary; and four graduate project assistants. The Center staff includes **Eileen Galvin**, secretary, **Chiaki Kotori**, **Sean Robins**, **Marjory Stewart** and **Jung Yun**, graduate project assistants.

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

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

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

*Instructional Coordinator Tammy Rahhal* is responsible for the coordination of the Midterm Assessment Program. She conducts or supervises the collection of data for each surveyed class and is responsible for meeting with faculty to offer feedback on the assessment.

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 2004–2005 CFT staff produced the following publications.

- Austin, A., Sorcinelli, M.D., and Associates (in press). *Creating the future of faculty development*. Bolton, MA: Anker Publishing.
- Cook, C. & Sorcinelli, M.D. (in press). Building multiculturalism into teaching development programs. In Ouellett, M. L. (Ed). *Teaching inclusively: Resources for course, department and institutional change in higher education*. Stillwater, OK: New Forums Press, pp. 74-83.
- Elbow, P. and Sorcinelli, M.D. (in press). How to enhance learning by using high stakes and low stakes writing. In W. J. McKeachie. *Teaching tips: Strategies, research, and theory for college and university teachers*. Boston, MA: Houghton Mifflin Company.
- Ouellett, M. L. (in press). A lifetime of learning. *Thought & Action*. Washington, DC: National Education Association.
- Ouellett, M. L. (Ed). (in press). *Teaching Inclusively: Resources for course, department and institutional change in higher education*. Stillwater, OK: New Forums Press.
- Ouellett, M. L. and Fraser, E. (in press). Teaching together: Interracial teams. In M. L. Ouellett (Ed). *Teaching Inclusively: Resources for course, department and institutional change in higher education*. Stillwater, OK: New Forums Press.
- Shih, M. Y., & Sorcinelli, M.D. (in press). Technology as a Catalyst for Senior Faculty Development, *Journal of Faculty Development*.
- Sorcinelli, M. D., (August 2004). The top ten things new faculty would like to hear from their colleagues. Reprinted in *The Teaching Forum*, Appalachian State University, NC, pp. 1-4.
- Sorcinelli, M. D., (in press). Explaining course material clearly and concisely. *POD/IDEA Center Notes: A resource to support teaching improvement*. IDEA Center, Kansas State University.

## C. COLLEGE AND UNIVERSITY COMMITTEES

Director **Mary Deane Sorcinelli** served on the following committees during 2004-2005:

- Deans Council, *member*
- Faculty Senate Council on Undergraduate Education, *member*,
- Information Commons Study Group, *member*,
- PMYR Grants for Teaching Enhancement Review Committee, *member*
- Provost's Homecoming Planning Committee, *member*,
- Search Committee, Higher Education Program, Educational Policy, Research and

Administration, School of Education, *member*,  
University Distinguished Teaching Awards Steering Committee, *member*,  
University Without Walls Steering Committee, *member*.

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

Chancellor's Commission on Diversity, *member*  
Chancellor's Task Force on Community, Diversity, and Social Justice, Academic  
Affairs Executive Committee, *member and co-chair*,  
Chancellor's Task Force on Community, Diversity, and Social Justice, University  
Coordinating Team, *member*,  
Lilly Teaching Fellows Selection Committee, *member*,  
University Commencement Committee, Student Speaker Selection Committee, *chair*.

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

Classroom Improvement Committee, *member*  
Faculty Grants for Teaching Proposal Review Committee, *chair*  
Faculty Senate Ad Hoc Committee on Online Learning, *member*  
Learning Commons Planning Committee, *member*  
Online Learning Assessment Subcommittee, *member*  
PMYR Grants for Teaching Enhancement Review Committee, *chair*  
Search Committee, Instructional Coordinator, Center for Teaching, *chair*  
Search Committee, Instructional Technology Manager, Division of  
Continuing Education, *member*  
TEACHnology Fellows Selection Committee, *chair*

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

Academic Affairs CDSJ Committee, *member*  
Search Committee, Instructional Coordinator, Center for Teaching, *member*

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

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

*EDUC627: Design and Instruction for Social Justice*, Guest Lecturer, Kolb's Learning Styles Model, February 17, 2005,

*EDUC766: Multicultural Organization Development*, Guest Lecturer, A Perspective from the Academic Affairs Executive Team of the University of Massachusetts Amherst Community, Diversity and Social Justice Initiative, November 29, 2004,

*NUTR731: Nutritional Assessment*, Guest Lecturer, Establishing More Effective Consultation Relationships through Understanding Social Context, February 23, 2005,

*PSYCH896: Multicultural Issues in Psychology*, Independent Study, Becky Ready, Assistant Professor, Clinical Psychology,

*PSYCH896: Multicultural Issues in Psychology*, Independent Study, Michael Constantino, Assistant Professor, Clinical Psychology,

*PSYCH896: Multicultural Issues in Psychology*, Independent Study, Maurissa Abecassis, Clinical Respecialization Post-Doctorate, Clinical Psychology.

As Summer Lecturer, Smith College School of Social Work, Smith College, Northampton, Massachusetts, Mathew Ouellett taught:

*HBSE 334: Implications of Race and Racism for Social Work Practice in the United States*,

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

*EDUC 615H: Educational Web Design: Creation and Evaluation*, Spring 2005, 3 graduate credits,

Independent Study, Kathy Kume, UWW, “*The History Detectives*” QuickTime movie and lessons for 8<sup>th</sup> grade students in Gardner, MA, Project completed in January, 2005,

Independent Study, Carol Albano, “*Educational Web Site Development*”, TECS.

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

Director **Mary Deane Sorcinelli** advised on the following projects and served on the following comprehensive examination and dissertation committees in 2004–2005:

Committee Member, Dissertation—Nick Carbone, *The Shape of the First Year College Research Paper in the Digital Age*, Department of English, University of Massachusetts Amherst,

Committee Member, Dissertation—Michael Reder, *Administering and Teaching Writing at Small Liberal Arts Colleges*, Department of English, University of Massachusetts Amherst. Dissertation successfully defended, June 2005,

Committee Member, Dissertation—Susan Bronstein, *A Study of the Effect of Supplemental Instruction in Barrier Courses*. Department of Educational Policy, Research, and Administration, University of Massachusetts Amherst.

Associate Director **Mathew L. Ouellett** served on the following dissertation committees in 2004-2005:

Committee Member, Dissertation—Jennifer DiGrazia, English Department, University of Massachusetts Amherst, Graduated May 2005

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

Coordinator of Teaching Technologies, **Mei-Yau Shih**, served on the following dissertation committees in 2004-2005:

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—Kandy Robertson, *Technology and the Role of Peer Tutors: How Writing Tutors Perceive the Transition to Cyberspace*, English Department, University of Massachusetts Amherst, Dissertation successfully defended,

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

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

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

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

*Report on Assessment of Student Learning in First Year Seminars*, Mt. Holyoke College, South Hadley, MA, September 9, 2004,

*Teaching and Technology: The Role of the Center for Teaching*, UMass OnLine, UMass President's Office, Boston, MA, October 1, 2004,

*Technological Tools of Our Trade: Managing and Assessing Faculty Development*, Co-presented with Bonnie B. Mullinix and Wendy W. Savoth, Monmouth University and Barbara Mills, University of Nevada Reno, 29<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Montreal, Canada, November 4-7, 2004,

*Lessons Learned: Seasoned Educational Developers Reflect on Changing Contexts and Conditions for Improved Teaching and Learning*, Co-Presented with George Gordon, University of Strathclyde, and W. Alan Wright, Université du Québec, 29<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Montreal, Canada, November 4-7, 2004,

*Envisaging the Future of Faculty Development*, 29<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Montreal, Canada, November 4-7, 2004,

*Faculty Development: A Powerful Tool for a Good Accreditation Visit*, 2004 Annual Conference of the Middle States Commission on Higher Education, Philadelphia, PA, December 5-7, 2004,

*How Post-tenure Review Can Support the Teaching Development of Senior Faculty*, Co-presented with Mathew Ouellett, Mei Shih, and Marjory Stewart, University of Massachusetts Amherst, 37<sup>th</sup> Annual Meeting of the New England Educational Research Organization, Northampton, MA, April 28, 2005

*Assessment of Faculty Development Needs in the Gabelli School of Business*, Roger Williams University, Bristol, RI, May 3, 2005,

*How the Center for Teaching Advances Teaching Excellence*, International Symposium on Teaching Excellence in Higher Education, sponsored by Cultural Division of the Taipei Economic and Cultural Office, June 17, 2005.

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

*Bringing a Social Justice Perspective to LGB Issues in Clinical Therapy*, Guest lecturer to the Psychology Intern Seminar, University of Massachusetts Medical School, Worcester, MA, August 2, 2004,

*Reflections on a Collaborative Teaching Model Utilizing Interracial Teams: New Models of Team Teaching*, Co-presented with E. Fraser, Oakwood College, 11<sup>th</sup> National Historically Black Colleges and Universities Faculty Development Symposium, Miami, FL, October 21-23, 2004,

*Reflections on a Collaborative Teaching Model Utilizing Interracial Teams*, Co-presented with E. Fraser, Oakwood College, 29<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Montreal, Canada, November 4-7, 2004,

*Research into Diversity, Diversity into Research*, Co-presented with E. Fraser, Oakwood College and Wayne Jacobson, University of Washington, Seattle, 29<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Montreal, Canada, November 4-7, 2004,

*How's it Going? Reflecting on Our Work as New Developers*, Co-presented with M. Cohen, University of Missouri, St. Louis, C. Santanello, Southern Illinois University, Edwardsville, John Zubizarreta, Columbia College, and J. Groccia, Auburn University, 29<sup>th</sup> Annual National Professional and Organizational Development Network Conference, Montreal, Canada, November 4-7, 2004,

*Diversity in the Classroom*, Presentation for the New Faculty Dinner, Hampshire College, Amherst, MA, November 8, 2004,

*Difficult Dialogues: Writing to Learn about Race*, Presentation to the faculty of the Boston University School of Public Health, Boston, MA, November 15, 2004,

*Berklee College of Music*, External Juror, Office of Academic Affairs Faculty Development Fellowship Program Awards Committee, Boston, MA, January 2005,

*Special Topics in Faculty Development: Learning Communities, Diversity, and Assessment*, Keynote Speaker for the Center for Academic Excellence 2005 Teaching and Learning Workshop, Fairfield University, Fairfield, CT, January 13-14, 2005,

*How Post-tenure Review Can Support the Teaching Development of Senior Faculty*, Co-presented with Mei Shih, Mary Deane Sorcinelli, and Marjory Stewart, University of Massachusetts Amherst, 37<sup>th</sup> Annual Meeting of the New England Educational Research Organization, Northampton, MA, April 28, 2005,

*Teaching in a Diverse Environment*, English Department, Fairfield University, Fairfield, CT, May 11, 2005,

*Transforming Your Curriculum: Creating an Inclusive Environment, Parts I & II*, Michigan State University 11<sup>th</sup> Annual Summer Institute on College Teaching & Learning, Lead faculty member for interdisciplinary, multi-campus institute, East Lansing, MI, May 16-19, 2005,

*Developing Your Professional Portfolio*, Organizational Behavior Teaching Society (OBTS) Doctoral Institute, University of Scranton, June 15, 2005,

*How the Center for Teaching Advances Teaching Excellence*, International Symposium on Teaching Excellence in Higher Education, sponsored by Cultural Division of the Taipei Economic and Cultural Office, June 17, 2005.

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

*Developing a Competitive Edge in an Academic Job Search*, AECT Annual Conference, Chicago, IL, October, 2004,

*Learning in the Digital Age: A Multimedia Approach to Enhance Student Learning*, NEFDC Annual Conference, Westford, MA, November, 2005,

*Technology as a Lever to Support Teaching Improvement of Senior Faculty*, NERCOMP Annual Conference, March 8, 2005,

*How Post-Tenure Review Can Support the Teaching Development of Senior Faculty*, Co-presented with M.D. Sorcinelli, M.L. Ouellett, and M. Stewart, NEERO Annual Conference, April 28, 2005,

*Strategies for Effective Learning in the Digital Age: The Challenges and Opportunities in Higher Education*, National Tai-Tung University, Taiwan, May 27, 2005,

*Teaching and Learning in the Digital Age: The Challenges and Opportunities in Higher Education*, National Yi-Shou University, Kaushoung, Taiwan, May 31, 2005,

*Teaching and Learning in the Digital Age: The Challenges and Opportunities in Higher Education*, National Cheng-Kung University, Tainan, Taiwan, June 2, 2005,

*How the Center for Teaching Advances Teaching Excellence*, International Symposium on Teaching Excellence in Higher Education, sponsored by Cultural Division of the Taipei Economic and Cultural Office, June 17, 2005.

Program Coordinator/Business Manager **Diane Burns** presented the following papers and workshops:

*Conference Basics and Beyond: A Workshop for New Professionals*, a day-long workshop co-presented with Mary Terry, ACCED-I Annual Conference, Nashville, TN, March 19, 2005.

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

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

American Education Research Association, *member*,  
 Division J, *proposal reviewer*,  
 SIG on Faculty Evaluation and Development, *member*,

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

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

New England Faculty Development Consortium, *member*,

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

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

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

Woodrow Wilson National Fellowship Foundation's Professional Development Assessment Project Advisory Committee, *member*.

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

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

Professional and Organizational Development (POD) Network for Higher Education, Diversity Commission, *member, diversity commission*.

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

Association for the Advancement of Computing in Education (AACE), *member*,  
 Association for Educational Communications and Technology (AECT), *member*,  
 Chinese American Educational Research and Development Association (CAERDA),  
*member*,  
 International Society for Technology in Education (ISTE), *member*,  
 New England Faculty Development Consortium (NEFDC), *member*,  
 Professional and Organizational Development Network for Higher Education (POD),  
*member*.

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, 2004	Center for Teaching and Learning Excellence, University of Scranton
August, 2004	Center for Instruction and Technology, University of San Francisco
August 27, 2004	Kazuya Fujita, Japan
November 29, 2004	Gannon University, Erie, PA
December 3, 2004	National Donghua University, Taiwan
April, 2005	Visiting Fulbright Scholars, Five College African Scholars Program
May, 2005	National Taitung University, Taiwan Graduate Institute of Education, National Cheng-Kung University, Taiwan
June, 2005	National Cheng-Kung University
June 17, 2005	Taipei Economic and Cultural Office in Boston with administrators and faculty from the following institutions: Ministry of Education Shih Hsin University

	Huafan University National Taiwan Ocean University National Taitung University National Kao-Hsiung Hospitality College Wenzao Ursuline College of Languages National Central University Taiwan Woman's College of Arts & Technology Tamkang University Soochow University National Chengchi University Chung Shan Medical University Chang Jung Christian University National Tsing-Hua University Da-Yeh University National Dong Hwa University China Medical Institute
June 30, 2005	Indonesian Secondary Educators

## Appendix A

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

**Ralph Faulkingham**, Anthropology

**Bryan Harvey**, OAPA

**John Jenkins**, Music & Dance

**Joseph Marshall**, Admissions

**Ernest May**, Faculty Senate

**Lori Mestre**, Library

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

**Ray Pfeiffer**, Accounting

**Sally Powers**, Psychology

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

**Linda Slakey**, Commonwealth College

**Mary Deane Sorcinelli**, Center for Teaching

**Jenny Spencer**, English

**Stella Volpe**, Nutrition