

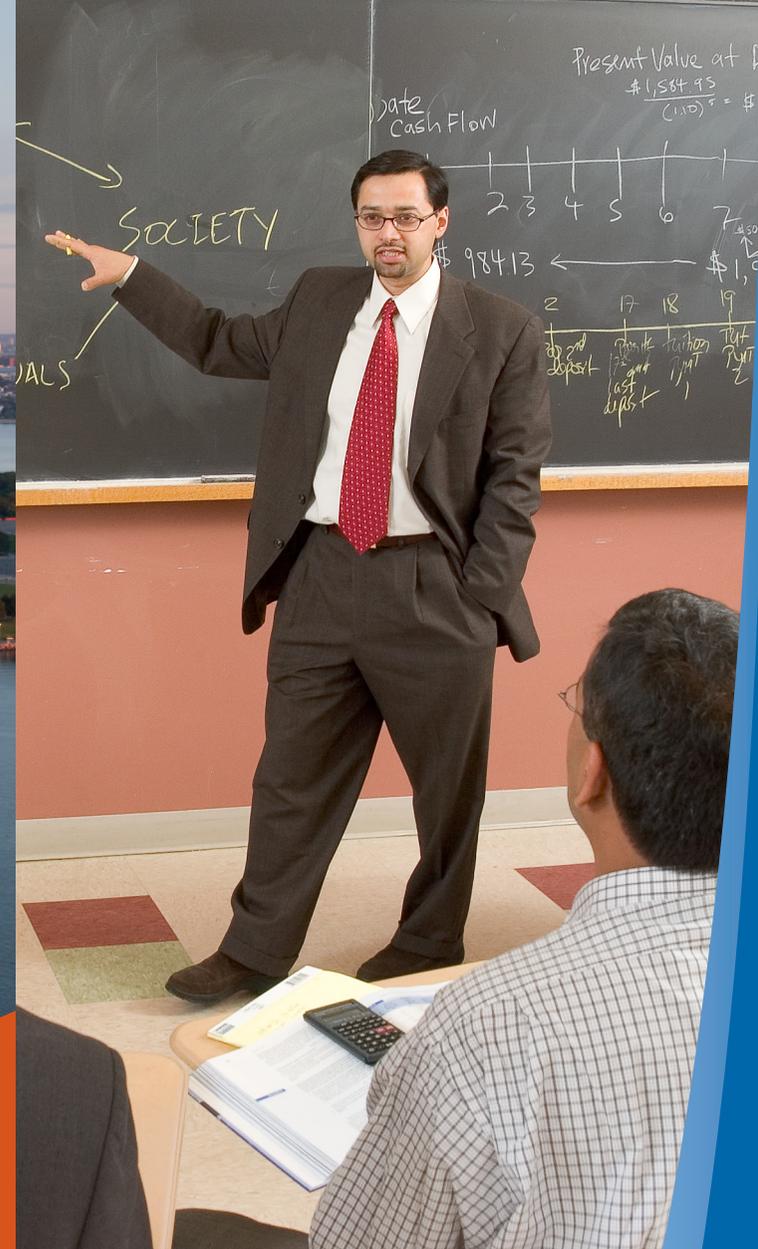
Teaching and Learning Forums

Each semester CIT offers several forums open to all faculty, students, and staff. The forums provide opportunities to share perspectives, engage in dialogue, and collaborate across disciplines on critical and timely issues. CIT has sponsored more than 150 forums since 1990 on topics such as Thinking Outside the Box: Taking Risks in Teaching; Addressing Plagiarism in a Digital Age; and Helping Students Sustain Reading, Writing, and Research Habits in a Digital World. A full list and supporting materials can be found on our website, www.umb.edu/cit.

Annual Conference

Since 1994 CIT has organized an annual conference on Teaching for Transformation. All faculty are encouraged to attend and can participate by submitting proposals for presentations or panels.

In 2011 the conference was planned and hosted collaboratively with UMass Boston's IT/Educational Technology and Healey Library. The day-long conference, with presenters from New England area educational institutions, included sessions and workshops on issues that are critical to teaching and learning in a diverse public institution of higher education.



Contact Us

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Center for Innovative Teaching



UMASS
BOSTON

About Us

The Center for Innovative Teaching (CIT) is a grassroots, faculty-led organization committed to collaborative work on pedagogy across all disciplines and colleges. Founded in 1983, CIT helps faculty foster the learning of diverse students within a dynamic urban university environment, with complex institutional expectations, changing communication technologies, and evolving concepts of academic knowledge and training. We use sustained reflection and scholarship to promote more effective pedagogical practice, a high standard of excellence in teaching, and an inclusive education that engages all students.

CIT's definition of inclusion is broad, encompassing race, class, gender, age, disability, sexual orientation, and culture as well as differences in levels of skill, academic preparation, and language background. We take into account the multiple ways that these factors intersect with each other and can serve as assets for learning and teaching.

The hallmark and strength of CIT is an active network of faculty, staff, and students who regularly engage in critical reflection and dialogue that deepen and extend a culture of active learning, academic excellence, and curricular and pedagogical transformation.

CIT Advisory Board

CIT is governed by an all-faculty advisory board. Advisory board members are faculty who have been involved in CIT related initiatives. Any faculty member interested in becoming a board member should contact CIT's director.

The Center's Mission

CIT fosters and cultivates a university culture that values excellence and innovation in teaching and learning by implementing professional development programs and initiatives for faculty.

THE CENTER FOR INNOVATIVE TEACHING

- ▶ Supports inclusive and innovative teaching
- ▶ Engages faculty in learning communities in which they reflect on their work in light of the challenges of teaching at a public urban university
- ▶ Creates opportunities for faculty collaboration to develop inclusive classrooms in which all learners are engaged
- ▶ Acts as a catalyst to create a culture where teaching is valued
- ▶ Enhances the university's mission to be an outstanding public research university with a teaching soul
- ▶ Engages in and promotes the scholarship of teaching and learning

Programs and Services

Our regular programs and services include semester-long faculty seminars, forums, an annual conference, and the encouragement of scholarship in teaching and learning.

Faculty Seminars

SEMINAR FOR UNTENURED FACULTY

This seminar, whose participants include faculty from across disciplines and colleges and a seminar coordinator, provides an opportunity for untenured faculty members to work collaboratively on issues of teaching and learning and on questions of professional development. It also addresses teaching and learning concerns in light of the challenges faced by untenured faculty members. Participants explore their differing perspectives and pedagogical aspirations, and provide mutually supportive feedback.

SEMINAR FOR TENURED AND TENURE-TRACK FACULTY: ENGAGING STUDENTS IN A CHANGING UNIVERSITY

This thematic seminar, whose participants include faculty from across disciplines and colleges and a seminar coordinator, is guided by existing knowledge and established approaches in the scholarship of teaching and learning. It encourages participants to raise questions about their own teaching contexts and to use those questions to frame research and inquiry into the effectiveness of particular teaching practices. Possible areas of exploration might include engaging students in meaningful discussion and writing, teaching and learning in large classrooms, and using technology to promote learning.

