

TEACHING CONCERNS

The Learning Portfolio: Promoting Intentional Learning

Dorothe J. Bach, *TRC Faculty Consultant, German*

As teachers, most of us have goals for student learning that go beyond the mastery of discipline specific facts and principles. We want to help our students to become critical thinkers and adept writers, to make connections between different fields of knowledge, and to prepare for future careers. To these somewhat elusive yet practical objectives many faculty add a number of holistic goals such as helping students grow as individuals, become engaged citizens and develop skill and enthusiasm for life-long learning.

But how do we incorporate these broader objectives into the fabric of our course? How do we translate what's essentially a shaping of attitudes and dispositions into assignments and classroom interactions? And finally, how do we assess that such learning has taken place?

One way of addressing these larger goals is to make them explicit and to encourage students to consider the larger purpose of their education. One can ask them periodically to reflect on their personal values and priorities and on how a particular course helps achieve these. At the very least, such reflections remind students of the active role they play in shaping their time in college. At best, they can help students become more intentional about their learning.

The Learning Portfolio is a rich tool for fostering such intentionality and self-awareness. It allows students at the end of a course or a curriculum to document what they have learned, to recognize what is meaningful to them, to plan how to use what they have learned and to set goals for future learning. "As written text, electronic display, or other creative projects the portfolio captures the scope, richness, and relevance of students' learning" (Zubizarreta, 2004, 16).

In my own course "Critical Approaches to Young Adult and Children's Literature," I assign a learning portfolio in lieu of a final exam. I instruct students to select as many as five pages from their writing, indicating the source (e.g. reading journal, class notes, paper, toolkit posting, team meeting notes, etc.) They then write a five- to seven-page introduction to this collection explaining what it as a whole means to them and how it reflects the changes in their thinking about the course material.

To prepare my students for this final assignment, I give them ample opportunity throughout the semester to flex their reflective muscle in reading journals and response papers. In the portfolio, students use these introspective exercises together with their standard papers as evidence for the argument they present in the final essay. To get them started, I give a list of questions and let them choose two or three to guide their reflection. Examples include:

Interested in finding out more about your implicit goals for student learning? Go to Teaching Goals Inventory at <http://www.uiowa.edu/~centeach/tgi/index.html>

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TEACHING RESOURCE CENTER

*Promoting professional excellence for
faculty and graduate students*

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Programs & Services

To schedule any of the services described below, please contact the TRC a minimum of one week ahead of time. More information about each service can be found on the TRC website (<http://trc.virginia.edu>).

INDIVIDUAL CONSULTATION

Trained TRC staff members can consult with you individually about any aspect of your teaching. Typical activities include observing your classroom teaching, analyzing student evaluations, discussing new course design or existing course redesign, and considering new teaching techniques. All consultations are confidential and tailored to your needs.

TEACHING ANALYSIS POLL (TAP)

Find out what the majority of your students think helps them learn in your course. Time commitment: 25-30 minutes of class time, 30 minutes consultation time. Except in special circumstances, the TRC conducts TAPs only between the fourth and tenth weeks of the semester.

VIDEOTAPING

Videotape usually makes it easier to analyze your own teaching since you can see your class from an objective point of view. During the 60-minute discussion about the class videotape, a TRC consultant will help you see what works and how to make desired improvements.

TEACHING TIPS ON-LINE

Explore the TRC's collection of teaching essays and teaching tips contributed by U.Va. faculty and TAs via our easy-to-browse Teaching Tips page. If you are interested in strategies to engage your students, want to learn about assessment techniques, need some advice to spruce up your lecturing, or simply seek new teaching ideas, you can find pertinent information by clicking "Teaching Tips" on the TRC website.

- How has your writing evolved? Which assignments were more comfortable and productive for you? Why?
- Identify major ideas and themes in your writing and analyze how they have developed over the course of this semester. What is their significance for you?
- How do your ideas connect to those you developed in other courses? How does this course fit into your overall undergraduate education?
- How do your insights connect to your life, your personal values and convictions? What are your plans for using what you have learned in the future?

One common concern about learning portfolios is that the assignment produces mandated confessionals and that it may encourage students to "schmooze" or hide behind shiny rhetoric. As a safeguard I add this warning: "As was the case for all previous projects, this is not the place for flattery or arguments you don't believe in. You will be evaluated for the depth of your critical and reflective thinking. You will receive an A for an essay demonstrating that you have not learned anything in this course if the argument is compellingly written and evidence-based." In addition, I encourage my students to seek peer feedback before they hand in their portfolios, offer them models of successful portfolios written by former students, and share with them evaluation criteria such as these (adapted from McGregor, 1993, 102):

In reviewing the essay I will look for the following as they apply to the questions you choose:

- Critical analysis of how your writing and thinking about the subject of the course has changed (or not changed)
- Evidence of your preparedness to take an active role as a participant in the discourse of our field of study, including accuracy of discipline-specific facts and principles
- Ability to connect the course material to other fields you have studied and to your personal interests in different areas of your life
- Depth and specificity of reflection
- Persuasiveness of your evidence-based argument
- Clear organization; engaging and comprehensible style; correct grammar and vocabulary

I have found that if I set the tone of reflective inquiry throughout the semester and clarify expectations, students will challenge

themselves to produce meaningful, authentic self-reflection, which makes for an exceptionally rewarding reading experience. I am always surprised how individual the responses are, how every student identifies a unique area of growth – most of the time one that I and the student would have never suspected.

Reflecting on her experience reading Carolivia Herron's *Nappy Hair* and bell hooks' *Happy to be Nappy* as well as on the controversy sparked by the first book, an African-American student majoring in psychology writes: "Reading the two books brought back so many memories for me of being a child very uncomfortable in her skin. Memories of longing to be White, longing for straight, blonde hair, and longing for acceptance came rushing in. Why were parents [who threatened a teacher for using Herron's book] in such an uproar? Did they realize that these two books were dealing with some of the most important issues that a Black child faces?" The student then describes how her questions spilled over into her life outside of the classroom, into conversations with parents raising minority children. "One day, while visiting, I began to tell [an acquaintance] about our class and what we were reading. Being African-American and having a daughter slightly younger than myself, she said that when her daughter was younger, it seemed that the genre was just beginning to take off. She went home and brought me back a stack of books that she had shared with her child."

Those new conversations lead her to formulate a new goal: "In the future, I am pretty certain that I will continue to explore the field of literature written for minority children . . . using the skills I learned in this class to take on the task!"

Among the most inspiring pieces are those of students (often fourth-years) who (re)discover their own voice through personal reflection. In her learning portfolio, an English major who seemed disenchanted throughout the semester gives me a glimpse into how she struggled to recover her love for literature:

Reflecting on this semester and completing this essay had been, perhaps, one of the most honest and personal things I have done in a long time. For too long, I have been caught up in the typically disaffected nature of academia. . . . I tend to read literature with a certain disregard for the ways it truly affects me, at least for class. Writing in a journal, posting responses online, class exercises – all of these have both forced

and allowed me to more fully consider the literature that we have read, in ways that I rarely have time for. I have begun connecting themes and ideas of different works, and I have begun to think critically of books in ways that I never did before.

And finally, there are contemplations about the limits of discipline-specific knowledge mixed in with a compassionate exploration about what it means to grow and be human:

When I came to college, I expected to be taught, not to learn that I must teach myself, find meaning in the world myself, and experience the world for myself. I didn't have enough confidence in my own abilities to find that charge appropriate or safe. In college and in this class, however, I have learned that we all must traverse our lives alone to the best of our abilities. It is the charge that God gives humans, the responsibility and burden of free will. Anthropology charges forward and demands that we question what we think we know, and, as I have discussed, that can be quite unsettling. Literature provides an opportunity for humans to commiserate about the difficulty of being human, and is more sensitive to our feelings of rupture and brokenness.

A regular practice of reflection can encourage students' self-awareness and renew their commitment to their education. Rather than thoughtlessly going through the motions, they begin to see how what they learn connects to their own ambitions and aspirations. By asking students to construct a narrative about their own learning, we give them permission to articulate what's meaningful to them and to formulate their own learning goals in life.

Works Cited

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- McGregor, Jean. (Ed.) (1993). *Learning Self-Evaluation: Fostering Reflective Learning*. *New Directions for Teaching and Learning*, 56. San Francisco: Jossey-Bass.
- Zubizarreta, John. (2004). *The Learning Portfolio: Reflective Practice for Improving Student Learning*. Bolton, MA: Anker.



Honorees, Seven Society Graduate Fellowship for Superb Teaching

From left to right: Robert Jackson, *History*; Olufemi Adaramola, *Civil Engineering*; Matthew Hughey, *Sociology*; Brian Glavey, *English*; Patrice Ludwig, *Biology*; Logan Sawyer, *History*; Elizabeth Pettinaroli, *Spanish, Italian, and Portuguese*; Nathan Jones, *Politics*; Melissa Arellano, *Anthropology*; Andrew Witmer, *History*; April Richardson, *Chemistry*; Carlos Armengol, brother of Roberto Armengol, *Anthropology*

2006-2007 Teaching Awards

All-University Teaching Awards

(in alphabetical order)

- Randy L. Bell, *Curry School of Education*
 Edward J. Berger, *Mechanical & Aerospace Engineering*
 Emily J. Blanchard, *Economics*
 Mary Margaret Frank, *Darden*
 Clare R. Kinney, *English*
 Stephen A. Macko, *Environmental Sciences*
 Louis P. Nelson, *Architectural History*
 J. H. (Rip) Verkerke, *Law*
 Brian Wispelwey, M.D., *Medicine (Infectious Diseases)*

Alumni Association Distinguished Professor Award

- John Kattwinkel, M.D., *Pediatrics*

Alumni Board of Trustees Teaching Award

- Margarita Nafpaktitis, *Slavic Languages & Literatures*

Cavaliers' Distinguished Teaching Professorship

- Mitchell S. Green, *Philosophy*

Excellence in Faculty Mentoring Award

- Sherwood C. Frey, Jr., *Darden*
 Janet S. Herman, *Environmental Sciences*

Richard A. and Sara Page Mayo NEH Distinguished Teaching Professor, 2007-2010

- Stephen D. Arata, *English*

Outstanding Departmental Graduate Teaching Assistant Award

(Asterisks denote All-University winners)

- Jonathan Bolus, *Electrical Engineering*
 Lydia Brandt, *Architectural History*
 Isabelle Choquet, *French*
 Megan Fuller, *Civil Engineering*
 Josh Gurian, *Physics*
 * Phillip Haberkern, *History*
 Sara Hastedt, *Economics*
 Stephanie Held, *Biology*
 Jamie Kurtz, *Psychology*
 Michael Lewis, *English*
 Elizabeth Logsdon, *Biomedical Engineering*
 * Jane Mendle, *Psychology*
 Kristina Miller, *Drama*
 Daniel Muth, *Environmental Sciences*
 * Elizabeth Pettinaroli, *Spanish, Italian & Portuguese*
 Dennis Pipes, *Curry School of Education*
 Jonathan Readey, *English*
 Jesse Rhodes, *Politics*
 * Rebecca Schmitz, *Mathematics*
 Jennifer Silva, *Sociology*
 Angela Smith, *Economics*
 Zoe Stamatopoulou, *Classics*
 Rachel Stauffer, *Slavic*
 Rivka Swenson, *English*
 Chad Wayner, *Religious Studies*
 John Welsh, *Spanish, Italian & Portuguese*

Outstanding Resident Teaching Award

- Tae Chong, M.D., *Surgery*

Seven Society Graduate Fellowship for Superb Teaching

- Patrice Ludwig, *Biology*

Dr. Frank Finger Graduate Fellowship for Teaching

- Logan Sawyer, *History*

Class of 1985 Graduate Fellowship for Creative Teaching

- Roberto Armengol, *Anthropology*

Rethinking Courses

The University Teaching Fellows Program aims to help our most intellectually sound and successful junior faculty members develop into exceptionally fine teachers. The selection committee – comprised of award-winning faculty – seeks to choose junior faculty members who show promise of becoming both eminent researchers and inspiring teachers. In existence since 1992 and funded by the Provost, the UTF Program remains true to its original Lilly Endowment goals to support impressive junior faculty as they refine their teaching expertise while pursuing strong research agendas. The Program centers around ongoing conversations about how faculty communicate their academic disciplines to undergraduates, how various teaching approaches might enhance one's courses, and how research enlivens and inspires teaching. The 2007-08 winners of University Teaching Fellowships will be rethinking these courses:



Edward Botchwey, *Biomedical Engineering & Orthopedic Surgery*

Tissue Engineering (BIOM 417) is an elective class for biomedical engineering majors that integrates aspects of engineering and other quantitative sciences with biology and medicine toward the repair, replacement or preservation of tissues in the body. My primary goals in improving this class are 1) to better design and organize lecture materials, and 2) to better integrate core knowledge and advances in computational biology, immunology and developmental biology into the course. In addition, I plan to design a new course website that will relate course content to current tissue engineering research being conducted at U.Va.



Benton Calhoun, *Electrical & Computer Engineering*

Computer Architecture (ECE/CS333) deals with the interface between software and hardware. This crossroads between the computer-science and electrical-engineering worlds requires carefully crafted material to be relevant and exciting to each student in the classroom. This course redesign will focus on three areas. First, because computer architecture depends on a bewildering set of abstractions, I will explore a better method of illustrating, organizing and applying these abstractions. Second, I will develop more sophisticated ties between the theoretical material and real-world products such as cell phones, laptops and so on. Finally, I will redevelop the course laboratory by adding hands-on interaction with real hardware.



Douglas Fordham, *Art History*

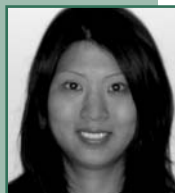
My aim is to design an undergraduate lecture course focusing on European art from the foundation of the French Royal Academy of Arts in 1648 to the fall of the Bastille in 1789. While the period is frequently categorized as “Baroque to Rococo,” I will attempt to create a dialogue between Britain and France that will encourage students to consider the role of visual art within rapidly centralizing states. While class-bound Ancien Régime art can be daunting to students, we will consider cultural spaces such as Versailles and the gardens at Stowe through the use of film, literary narratives, aesthetic treatises and digital imagery, all in the hopes of making these complete artistic environments come alive.

Photo:
Dan Addison, UVa Public Affairs



Alison Levine, *French*

The extraordinary curricular freedom afforded me at U.Va. has challenged me to think about course design based on deep questions rather than on coverage of a particular area. I would like to respond to this challenge by designing my new course, “Claiming the Real: The Documentary Impulse in France,” around a question that fundamentally motivates my research on documentary film: that of narratives of truth. Why do many students seem to believe that given an “objective” non-fictional source, the Truth can be known? Creating a course that explores non-fictional writing and film will lead me to think broadly about why we teach what we teach, what an undergraduate course should do, and how my research can energize my teaching.



Amori Yee Mikami, *Psychology*

Through an introductory course on statistics and research methods required for all psychology majors, I aim to excite students about the relevance of psychology research to their lives, and encourage their self-efficacy as research scholars. My goal will be met if students tell their friends who are not in the class about “the cool technique” they learned that day, and if more students—particularly those from nontraditional backgrounds or those who previously believed they could not do or would not want to do research—develop interest in pursuing graduate work in psychology.

(continued on page 5)

BOOK REVIEW:***Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms***

by Steven D. Brookfield and Stephen Preskill, Jossey-Bass: San Francisco, 1999.
Reviewed by Brantley Craig, *Former TRC Graduate Student Associate, Religious Studies*

Anyone looking to find discussion treated flatly as a “teaching technique” will be sorely disappointed in this book. For Brookfield and Preskill, discussion is not a self-contained teaching tool, but a reflection of a wider educational – and personal – philosophy. *Discussion as a Way of Teaching* is concerned with discussion in the classroom, but it is also concerned with discussion in a broader context: that of democratic values and practices. The authors emphasize that teachers who use discussion are playing for high stakes: “Democracy and discussion are inseparable because both have the same root purpose – to nurture and promote human growth” (29). To teach using discussion, therefore, is to make a conscious choice about what is valued both inside and outside the classroom. One of the primary lessons of this book is that teachers should bear in mind not only what we teach in discussions, but also what we are teaching simply by discussing.

The authors are themselves unabashed discussion devotees (the book itself arose from their personal discussions). At the same time, they freely admit discussion as they conceive of it may not be for everyone. Their preface raises and responds to a number of common objections about teaching with discussion. From there, the book proceeds logically through the conception and implementation of a discussion-based classroom. They begin at the beginning, laying out the “dispositions” necessary for democratic discussion, as well as some ideas about what discussion is not – a “performance” by the instructor, or simply everyone talking. Brookfield and Preskill also helpfully provide lists of dangers and mistakes to avoid at the outset, as well as reasons why teachers often lose heart and abandon discussion. They are honest about the difficulty of discussion leading at the same time that they recommend its use.

The bulk of the book, however, is devoted to practical matters such as getting discussion going and keeping it

going. This includes both methods (“Questioning, Listening, Responding”; “Creative Grouping”) and possible concerns (gender and culture differences). In the central chapters, both authors draw extensively from their own experiences with the theory and practice of classroom discussion, providing stories and advice. One of the strengths of this book is its balance of the theoretical and the practical; the authors generously include examples of actual discussion assignments and evaluations which they have found to be successful. In each case, however, the examples are tied to their theories of democratic discussion, keeping the book from seeming like a basic “how to” manual. The examples provided are both useful on their own and as a challenge to devise one’s own assignments in their spirit.

Brookfield and Preskill close with a chapter on “Evaluating Discussion,” which is a theme that runs through the entire book. True to their democratic principles, the authors emphasize the importance of continually gathering feedback from discussion participants and adapting accordingly. They provide many useful alternatives to the ubiquitous (and often dreaded) “end of course evaluation,” including weekly “Critical Incident Questionnaires,” which invite reflection on the week’s discussion, and more unusual methods such as the class-ending “stone of gratitude” session. Discussion, according to these authors, is learned as well as taught, and they encourage teachers to always be learning how to better use discussion in class. Their book is itself a fine way to do this, for both the neophyte and the experienced discussion leader. Instructors interested in using discussion in their teaching for the first time will find a thoughtful and thorough introduction here. Those already using discussion in their classrooms will discover much to keep them thinking about and developing their discussion practices.

(continued from page 4)



Photo:
Dan Addison, UVa Public Affairs

Victoria Olwell, English

Because citizenship always requires rethinking, I’m pleased that I’ll spend next year retooling my course, “U.S. Literature and Citizenship.” The course explores the connections between literary writing and understandings of citizenship in the U.S., from the late eighteenth century through the present day. This coming year, I want to find new ways for students to make connections between their own relationships to citizenship and the conditions of participation that historically have defined civic membership. And at the same time, I also am looking to discover ways to reckon with the difficulties posed by the exclusive and privileged nature of citizenship.

**Xiaochao Zheng, Physics**

I will work on improving Electricity and Magnetism II (required for majors). The basic knowledge of E&M has been around for 150 years; therefore, it will not be difficult to find examples from either daily life or state-of-the-art research to enrich course material, interest and even impress students. But, in looking back on my early days, I find that often it was not subject-matter knowledge that became most helpful and crucial in my work as a physicist, but rather the strong self-discipline and techniques I acquired through learning. My goals thus include making the course both fun and intellectually challenging, while emphasizing discipline and skill training. And the latter, of course, also applies to myself as a teacher.

*Sponsored by the
Office of the Vice
Provost of Faculty
Advancement*

Intentional Living: Time Management for Academic

Professionals
Susan Robison, Ph.D.,
*Clinical Psychologist and
Academic Coach*
October 11
9:00 am - 12:00 noon

Understanding and Combating Contemporary Prejudice

Professor Sam Gaertner,
*Department of Psychology,
University of Delaware*
November 6

For more information on
these and other events,
visit <http://www.virginia.edu/vpfa/events.html>

*Sponsored by
Graduate Arts &
Sciences Career
Services*

Succeeding in Graduate School

Tuesday, September 11
5:30-7:00 pm
Wilson Hall 301

Academic Interviewing

Monday, October 8, 7-
8:30 pm
Wilson Hall 301

For more information on
these and other events
led by Wendy Perry,
Assistant Director,
GASCS, visit
<http://www.career.virginia.edu/students/gsas/>

Workshops!

Refreshments are served at all TRC workshops. For more detail on these and to find more recently scheduled workshops, see "Workshops" on the TRC website (<http://trc.virginia.edu>) or contact the TRC at 982-2815 or trc-uva@virginia.edu.

TIPS AND THOUGHTS ON BEING A BETTER CLASSROOM TEACHER

Joe Hoyle, *David Meade White Distinguished Teaching Fellow, Robins School of Business, University of Richmond*

Thursday, October 4, Registration & refreshments: 3:15; Workshop: 3:30-5:00 pm
Byrd/Morris Seminar Room, Harrison Institute/Small Special Collections Library

"Teaching," writes Joe Hoyle, "is serious business." In this interactive session, Joe shares some of his practical tips for introducing students to the excitement and wonder we, as scholars, have discovered. His tips spring from thirty-six years of experience maintaining high expectations and engaging students in financial accounting, a subject that Joe says, "Many students initially find as boring as watching mushrooms grow." Of interest to individuals teaching in a variety of disciplines, this discussion will focus on shared concerns in our serious business, namely how to challenge and encourage students to think, understand and learn.

This workshop is open to the entire University community, both faculty and graduate students. **Please pre-register on the TRC website.** *Sponsored by the TRC University Teaching Fellows Program.*

TALKING ABOUT TEACHING AT AN ACADEMIC INTERVIEW

Deandra Little, *TRC Faculty Consultant, English*

Wendy Perry, *Assistant Director, Graduate Arts & Sciences Career Services*

Tuesday, October 16, 2:00-3:30pm, in Newcomb Hall 389

This interactive workshop exposes participants to techniques for discussing teaching in formal and informal academic interview settings. Talking about your teaching in a scholarly way demonstrates your professionalism and dedication to the craft. Often graduate students get more practice discussing their research than their teaching. This session will help prepare you for questions you may encounter and suggest ways to respond to them effectively.

This program has been created for graduate students and postdoctoral fellows. Please pre-register on the TRC website. Co-sponsored by TRC Tomorrow's Professor Today Program and Graduate Arts & Sciences Career Services.

JANUARY TEACHING WORKSHOP

Monday, January 14, 2008, Location: TBA

Plan now to join us for this year's January Teaching Workshop. At this year's half-day of sessions, hear new ideas, reexamine reliable techniques, and talk about teaching with other members of the U.Va. teaching community as you reenergize for the Spring Semester. **Pre-registration is recommended.**

COURSE DESIGN WORKSHOP

Planning a new course or rethinking an old one? At this intensive, multi-day May workshop, you'll design a course that promotes significant, long-term learning, sharing your ideas with fellow faculty and TAs. With guidance from an experienced mentor, you will define meaningful course goals, explore novel ways to assess them and develop classroom activities aligned with these goals. Applications considered mid-spring.

Deadlines!

Please note that several deadlines occur early in the spring semester. Unless otherwise noted, for more information, see the TRC website (<http://trc.virginia.edu>) or contact the TRC at 982-2815 or trc-uva@virginia.edu.

UNIVERSITY SEMINARS (USEMS)

Deadline: Monday, November 5, 2007, for both Fall 2008 and Spring 2009 proposals. University Seminars give first-year students the opportunity to study with faculty members in a seminar that encourages intense interaction and discussion. Seminars meet for two hours once a week and carry two hours of credit. Proposals for USEMS should be approved by departmental chairs (Arts and Sciences) or by the Dean in other schools and submitted on the appropriate form to the Office of the Provost, PO Box 400308, Booker House. For more information, contact Delores Roberts (dbr7a@virginia.edu; 982-2334).

NATIONAL ENDOWMENT FOR THE HUMANITIES DISTINGUISHED TEACHING PROFESSORSHIP

Deadline: Monday, January 14, 2008. Distinguished Teaching Professors are selected from among U. Va. associate and full professors in the humanities who teach courses that fulfill College Area Requirements. Nominations and applications for the Daniels Family Distinguished Teaching Professorship should be forwarded to Paul Kingston, Associate Dean of the Arts, Humanities, and Social Sciences, College of Arts and Sciences, Cabell Hall, PO Box 400771.

OUTSTANDING FACULTY AND GTA TEACHING AWARDS and CAVALIERS' DISTINGUISHED TEACHING PROFESSORSHIP

Deadline: Monday, February 4, 2008. The Provost's Office and the Teaching Resource Center are proud to administer this program of over a dozen faculty teaching awards, 28 school/department-wide Graduate Teaching Assistant awards, and four All-University GTA teaching awards. For details, see "Awards" on the TRC web site.

TEACHING + TECHNOLOGY INITIATIVE (TTI)

Deadline: TBA. This program, funded by the Provost and ITC, usually sponsors up to four faculty fellows with highly innovative projects integrating teaching and technology. Program guidelines at <http://nmc.itc.virginia.edu/tti/>. The RFP is undergoing revision and targeted for dissemination in October.

TEACHING + TECHNOLOGY SUPPORT PARTNERS (TTSP)

Deadline: Friday, February 23, 2008. The TTSP Program, funded by the Provost and ITC, trains a graduate student to provide faculty within a department or school with technical support in using new technologies for teaching innovation. The program usually selects four departments to join each year. Schools and departments with a substantial undergraduate population are eligible. Program description at <http://nmc.itc.virginia.edu/tti/>.

UNIVERSITY TEACHING FELLOWSHIPS

Deadline: Monday, March 10, 2008. With summer grants of \$7,000 and ongoing, interdisciplinary discussions, the University Teaching Fellows Program aims to help our most intellectually sound and successful junior faculty members develop into exceptionally fine teachers. Application details under "Programs" on the TRC web site.

TOMORROW'S PROFESSOR TODAY

Applications considered beginning May 23, 2008. Cosponsored by the Office of the Vice President for Research and Graduate Studies, SEAS, and the Graduate School of Arts and Sciences, Tomorrow's Professor Today is a certificate-bearing program open to a limited number of graduate and postdoctoral students considering an academic career. Program description under "Programs" on the TRC web site.

More Deadlines

EXCELLENCE IN DIVERSITY FELLOWSHIPS

Deadline: early June 2008. The University-wide Excellence in Diversity Fellows Program supports first-year tenure-track faculty in developing productive long-term careers at U.Va. The Program fosters strong interdisciplinary mentoring and peer networks, offers monthly workshops, and provides \$1000 grants for professional development.

PROFESSORS AS WRITERS (PAW) WRITING GRANTS

Deadline: June 1, 2008. Through one-time writing grants of up to \$1000 offered annually, the PAW Program supports U.Va. faculty with writing-related concerns at any stage of their careers. Program description under "Program" on the TRC site. For more information, contact the PAW Program Administrator (trc-paw@virginia.edu, 982-2815).

WRITING WORKSHOPS

Funding, provided by the TRC and the Dean of Arts & Sciences, is available to offer several departmental Writing Workshops (WW) on a first-come, first-served basis. During the WW, instructors learn how to grade and comment on student writing more efficiently, more accurately, and with more confidence. Workshops can be easily tailored to specific needs such as making assignments, working with students' drafts, grading essay exams or lab reports. To find out more, see <http://trc.virginia.edu/Workshops/Writing.htm>.

Teaching Resource Center

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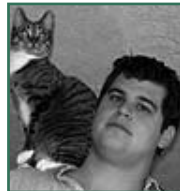
2007-08 TRC Graduate Student Associates



A PhD candidate in English, *Alison Caviness* is a feminist critic who investigates depictions of gender and sexuality in twentieth-century American texts, particularly those about the U.S. South. She has taught courses in the history of English literature, academic and professional writing, and women's studies. In her free time, Alison enjoys watching film adaptations of nineteenth-and twentieth-century novels, attending local theater productions, and planning her upcoming wedding. As a GSA, Alison hopes to inspire, and be inspired by, the University's many talented teachers.



Patrice Ludwig's dissertation research is based on the role that sexual selection plays in an animal's probability of dispersing. She has been the teaching assistant for a variety of introductory level biology classes and recently received the Seven Society Fellowship for Superb Teaching. When she isn't busy with research or teaching, she trains for triathlons and running events of various distances.



David Sigler is a PhD candidate in the Department of English, where he has taught writing and literature courses since 2003. He is currently a Fellow and Coordinator of Studies at the University of Virginia's Hereford College. His dissertation, entitled "Romantic Sexuation," recenters the understanding of gender and sexual difference in British Romanticism around the problem of erotic enjoyment.



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