# *Editors' Note*
## Teaching Transformation

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**Abstract:** The articles that appear in this issue of *Human Architecture: Journal of the Sociology of Self-Knowledge* reflect the diversity and richness of presentations at the 2008 Annual Conference on Teaching for Transformation organized by the Center for the Improvement of Teaching at UMass Boston. Representing faculty across different disciplines, these essays reflect these teachers' creative and thoughtful pedagogical approaches, their focus on challenging and engaging learners, and their commitment to both excellence and inclusion. The title chosen for this volume, "Teaching Transformation"—one which will regularly appear in the CIT proceedings issues of *Human Architecture*—highlights a two-fold interest and commitment that the organizers and participants in the annual conference have commonly shared. One is to advance teaching as a venue for transformative pedagogical and social practices that empower students, faculty, and communities on and off-campus in favor of a deeper recognition and respect for diversity, inclusion, and social justice. However, by choosing the title we would also like to emphasize that in order to meet the first goal above, it is also important and necessary to see teaching and one's habits and styles of teaching as fluid and dynamic, and not static and established, habitus. To advance transformative teaching (and learning), it is necessary to continually transform our teaching and pedagogical approaches and help one another to do the same.

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both excellence and inclusion.

This first effort in disseminating the proceedings of the CIT's annual conference in published form is meant to encourage contributors to further reflect on and enrich their presentations at the conference as well as to provide opportunities for those not attending the conference locally to benefit from its annual dialogues on teaching for transformation.

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It is the above two-fold concern with teaching transformation that explains why the CIT has embarked on and continually holds annual conferences and series of workshops, forums, and seminars, where faculty and students continually come back to every year and regularly engage with one another to keep the conversations and practices flowing.

For this reason, it is important to also see this first effort in publishing the CIT's annual conference proceedings as one in which faculty from diverse disciplinary backgrounds share their ongoing reflections in order to receive and provide further feedback on the two-fold transformative process of teaching. We see this, what may hopefully be a regular CIT annual conference proceedings publishing effort, as another dynamic and ever expanding forum on teaching in addition to the good work faculty have done and will continue to engage in during the in-person conference meetings. The contents of *Human Architecture* are available freely online (http://www.okcir.com), printed in hard copy, and also included in leading databases in social sciences (Sociological Abstracts, SocINDEX with Full-Text, and ProQuest's "Social Science Journals"). This means that those publishing in the proceedings issue will have unlimited horizons in reaching out to a global audience in reporting on and disseminating their local innovations in transformative teaching.

In a section following this editors' note, for readers who may not be already aware of the nature of the Center for the Improvement of Teaching at UMass Boston, the program information for CIT as found on its UMass Boston website is reproduced. CIT will be holding its Annual Conference on Teaching for Transformation in January 2009. The conference will provide opportunities for sharing strategies and exploring issues that focus on inclusive teaching, learning, and curriculum change in college classrooms. Additional details will become available on CIT's website (http://www.cit.umb.edu) in Fall 2008. For further information about registration and the preliminary program, contact Valerie Jimenez at CIT: valerie.jimenez@umb.edu, (617) 287-6300.

We sincerely hope that those contributing to this issue, and more of those who have been regularly participating in the CIT conferences and forums, will use this proceedings publication opportunity to further transform and advance teaching practices that significantly contribute to social transformative outcomes.

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Vivian Zamel, *Guest Editor*