



UMassAmherst

Center for Teaching & Learning

2018-2019 HIGHLIGHTS





new academic year and a new name—the Institute for Teaching Excellence & Faculty Development (TEFD) has reorganized into two offices, the **Center for Teaching & Learning (CTL)** and the **Office of Faculty Development (OFD)**. OFD supports a full range of programming to support faculty leadership and career advancement. CTL focuses on course design, classroom instruction, curriculum development, and other forms of instructional support for faculty, departments, and the campus as a whole.

We strive to inspire excellence in teaching, to recognize and promote our outstanding instructors, and to support the campus in cultivating diversity, equity, and inclusion in all learning environments. CTL does this by offering a rich array of teaching development workshops, talks, individual consultations, our signature Midterm Assessment Process (MAP), and through the facilitation of our transformative faculty learning communities.

In addition to the programs we directly provide, CTL also works with other units on campus to support faculty growth and renewal. We work with OFD on services for new faculty,

with The Libraries on the Open Education Initiative, and with the Office of Academic Planning and Assessment (OAPA) on course and curriculum assessment. This year we are especially excited by the work we are doing with Online Education to support faculty as they build innovative and flexible multimodal courses that better serve our students' learning.

We encourage you to take a look at our program details and highlights from last year, visit our website for additional resources and upcoming events, come by our office in 301 Goodell, or email us with ideas for how we can better help you.

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Inspiring Teaching

The Midterm Assessment Process (MAP) Program, a faculty favorite and long-standing offering with broad impact on campus, is perhaps one of the best ways for faculty to work individually with CTL staff on their course instruction based on student input while a course is in progress. CTL has conducted over 800 MAPs since 2015, and 99% of MAP recipients say they would recommend the MAP to their colleagues.

Interactive professional development **workshops** on a variety of topics support faculty teaching interests and highlight the latest evidence-based pedagogies that foster inclusive learning communities and help all of our students succeed. In 2018-2019, topics included helping students reflect on their learning; developing motivated, resourceful, and self-directed student learners; and designing clear, specific, and accessible assignments.

Through **consultations**, CTL helps individual instructors as well as departments and colleges study their own teaching as a means to improve student learning. We offer a syllabus consultation month each summer and ongoing syllabus and course

consultations throughout the academic year. We also respond to the needs of departments and colleges by designing sessions tailored to their unique needs, often featuring their faculty.

Since its inception in 1986, the **Lilly Fellowship for Teaching Excellence** has supported leadership in teaching by training over 235 faculty. Through a rigorous course (re)design process, Lilly Fellows gain the skills and confidence to serve as teaching influencers on campus. Past Lilly Fellows include 20 Distinguished Teaching Award (DTA) winners; 22 College Outstanding Teaching Award (COTA) winners; 38 department chairs; and 19 associate deans.

Designed to nurture an educational culture that values innovative instruction and student success through contemplative practices, CTL's **Contemplative Pedagogy Working Group** supports UMass' strategic interest in student resiliency, stress management, deep engagement with course concepts, inclusive teaching, and sense of belonging. This innovative, vibrant forum meets monthly throughout the academic year.

CTL supports instructors' interests in continued teaching development by facilitating the **Periodic Multi-Year Review (PMYR)** and **Flex Grant Programs** (the former for post-tenure and newly promoted full professors, the latter for all eligible faculty and librarians, both funded by the Massachusetts Society of Professors contract). Faculty use these funds to redesign curricula, buy teaching supplies, attend teaching conferences, and more.

CTL designs and facilitates faculty learning communities aligned with emerging campus needs and priorities. Past examples include the Team-Based Learning (TBL) Fellows, the Fellowship for Innovative Teaching (FIT), the General Education Fellows, the Teaching and Learning in the Diverse Classroom (TLDC) Fellows, and the TEACHnology Fellows. In 2018-2019, CTL supported using evidence-based practices to improve student learning through the **Student-Centered Teaching and Learning (SCTL) Fellowship** and our ongoing diversity-focused **Teaching for Inclusiveness, Diversity, and Equity (TIDE) Fellowship**.

Cultivating Diversity, Equity, & Inclusion

The year-long **Teaching for Inclusiveness, Diversity, and Equity (TIDE) Ambassadors Program** provides an opportunity for faculty across campus to explore in-depth strength-based, inclusive, and equitable approaches to teaching and learning grounded in the values of diversity. Fellows participate in an intensive retreat that provides community-building and reflection, attend regular cohort meetings, and develop a project that supports diversity programming within their departments and colleges.

Diversity Lunch & Learn sessions offer opportunities for instructors to learn from and share with their colleagues how to apply principles of inclusive teaching in their course design and pedagogy. In 2018-2019, topics included: cultivating diversity-positive classes, laying the groundwork for inclusive learning environments for all students from day one, ethnically and



racially-inclusive approaches to teaching writing, teaching inclusively to meet individual learner needs in large lecture and online classes, using pronouns in the classroom, and mentoring graduate students.

Diversity Workshops offer deeper opportunities for faculty to engage in theoretical frameworks and evidence-based practices of inclusive teaching. In 2018-2019, topics included: course design for the new General Education diversity requirements, six principles of

an inclusive syllabus, and implicit bias and microaggressions.

The International Instructors Working Group (formerly the International Scholars Forum) builds a supportive environment for international instructors, graduate students, and postdocs through monthly meetings on the intersections of pedagogy and cultural, social, and linguistic identities. This program is a collaboration with the Graduate School's Office of Professional Development (OPD).

Collaborating

CTL partners with other programs and units in providing professional development and training, expanding the services we can provide to faculty. Since the formation of the **Office for Faculty Development** in 2018-2019, CTL has remained an active partner in delivering resources and expertise for New Faculty Orientation, the First Year First Friday series, Scholarly Writing Programming, and the LEAD+ Training Program for Department Heads and Chairs.

CTL engages in the Open Education Initiative (OEI) by working closely with **The Libraries** to review OEI Grant proposals and consult with grant recipients on pedagogy. In collaboration with the UMass Amherst Virtual Bookstore, **eCampus**, CTL provides faculty training and support in the use of the FAST Adoption Tool and in accessing our new Intellus search tool for open

education resources so faculty can find high-quality and cost-effective course materials.

We worked with the **Office of Academic Planning and Assessment (OAPA)** and the **University Writing Program** to offer a workshop on using rubrics to evaluate critical thinking in writing-focused courses, hosted a session on the Scholarship of Teaching and Learning (SoTL) with **Innovate/Information Technology**, and collaborated with the **General Education Council** on programming support for instructors offering courses that meet the new diversity requirements.

We also continued our long collaboration with **The Libraries**, the **Chancellor's Sustainability Advisory Committee**, and the **School of Earth and Sustainability** to select and support 10 faculty fellows in enhancing the sustainability learning outcomes in their courses.

We are especially excited to partner with **Online Education** in supporting faculty participating in UMass Amherst's Multimodal Course Design Pilot and the Multimodal Community of Practice. Multimodal course design offers faculty a flexible way to enhance student learning and build inclusive learning environments.





Recognizing Excellence

CTL contributes to UMass Amherst's culture of teaching excellence through leadership, logistical support, and the celebration of teaching accomplishments.

The Manning Prize for Excellence in Teaching, a system-wide honor, recognizes excellence in teaching along with exemplary dedication to students and the campus community. **Wilmore Webley**, Associate Professor of Microbiology and Director of Pre-Medical Advising, was awarded the 2019 UMass Amherst Manning Prize for Excellence in Teaching.

CTL facilitates the University's honoring of exemplary teaching through the **Distinguished Teaching Award (DTA)**, the only student-initiated campus-wide award for teaching excellence. Winners for 2018-2019 include:

- **Elizabeth Bertone-Johnson** (Professor, Epidemiology; Chair, Health Promotion and Policy)
- **Kimberlee Pérez** (Assistant Professor, Communication)
- **Charles Weems** (Associate Professor, College of Information and Computer Science)
- **Nancy Noble** (Lecturer, History of Art and Architecture)
- **Emma Vanderpool** (TA, Classics)
- **Javier Lopez Piqueres** (TA, Physics)

CTL also works with the individual colleges to administer the **College Outstanding Teaching Award (COTA)**, which honors faculty members for their teaching accomplishments at the college level.

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(CTL, formerly TEFD)

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