Letter from the Vice Provost

In the past year, the Institute for Teaching Excellence & Faculty Development (TEFD, pronounced “teff-dee”) lived up to its new name by providing an expanded range of offerings for faculty, including:

- A year-long Student-Centered Teaching & Learning fellowship program
- A highly-regarded new Open Classroom Days program to provide an opportunity for faculty to learn from their peers
- An extensive portfolio of new programs and resources to support inclusive instruction
- The re-launch of the very successful Mutual Mentoring Initiative
- A record number of midterm assessments (MAPs) for instructors
- Increased evaluation support for evidence-based teaching projects
- A library of online teaching development modules
- 493 Flex Grants to support teaching development

TEFD also added two positions – a Director of Intercultural Teaching and Faculty Development and a Senior Instructional Consultant – to better support the Diversity Strategic Plan and inclusive teaching.

The excitement continues next year with the re-launch of the Lilly Fellowship for Teaching Excellence, which features a brand new curriculum that increases our support for teaching leadership and student-centered teaching, as well as a dynamic new website full of resources and faculty success stories.

Stay tuned for more support of innovative teaching and faculty development.

Gabriela C. Weaver
Vice Provost for Faculty Development
Director, TEFD
# Table of Contents

- **Introduction** ............................................................. 2
- **SCTL Fellows** .......................................................... 4-5
- **Open Classroom Days** ............................................. 6-7
- **Diversity & Inclusion** ............................................. 8-9
- **Mutual Mentoring** .................................................. 10
- **Creative Teaching Salons** ....................................... 11
- **MAPs/Consultations** ............................................... 12
- **New Faculty Orientation** ....................................... 13
- **LEAD: New Chairs/Heads Program** ....................... 14
- **Contemplative Pedagogy** ...................................... 15
- **Assessment & NSF Grant** ...................................... 16
- **Scholarly Writing** .................................................. 17
- **Teaching Awards** ................................................... 18
- **Grants** ..................................................................... 19
- **Program Participation** .......................................... 20-21
- **Staff** ................................................................... 22-23
“As a new faculty member on campus plunged into team-based learning my first semester, the Student-Centered Teaching and Learning Fellowship program has really been wonderful. The resources on such principles as backward design provided tools that helped make my class a success. Meanwhile, the opportunity every other week to bounce ideas off colleagues from across campus was invaluable in understanding and successfully resolving challenges that arose. I look forward to continuing the collaborations I have developed in this program as I continue to work on my courses.”

Brokk Toggerson, Physics
2015-2016 Fellows:

- Andrea S. Ayvazian (Health Promotion & Policy)
- Madelaine Bartlett (Biology)
- Caitlyn Butler (Civil & Environmental Engineering)
- Lucy Carvalho (Nursing)
- Jeff Eiseman (Educational Policy, Research, & Admin.)
- Debbie Felton (Classics)
- Megan Lewis (Theater)
- Ezra Markowitz (Environmental Conservation)
- Bernie Morzuch (Resource Economics)
- Kysa Nygreen (Teacher Education & Curriculum Studies)
- Stephen Paparo (Music & Dance)
- Ruthanne Paradise (Chemistry)
- Lynn Phillips (Communication)
- Charlie Schweik (Environmental Conservation and CPPA)
- Senay Solak (Operations & Information Management)
- Tom St. Laurent (Kinesiology)
- Brokk Toggerson (Physics)
- Pam Trafford (Accounting)
- Ashley Woodman (Psychological & Brain Sciences)

The Student-Centered Teaching and Learning (SCTL) Fellowship offers instructors an opportunity to engage with a diverse community of other dedicated faculty to further develop teaching practices that fit each individual, their discipline, and their students.

Drawing on legacies of more targeted predecessors – TEACHnology, Team-Based Learning, and Innovative Teaching – SCTL focuses on student learning of lasting value, promotes students’ agency as learners, and leverages differences in student experiences and aspirations.

Much like the SCTL Fellowship’s broad pedagogical focus, its nineteen participants themselves represent a wide spectrum of disciplines and career stages, from new faculty to our campus’ most celebrated teachers.

Biweekly Fall sessions focused on the purpose-oriented “backward design” method, assessment as feedback for learning, instructional technologies, and inclusive practices, culminating with a conversation with past fellowship participants.

Spring sessions were less structured, each allowing participants to share their work in more detail—usually some mix of successes and challenges—and invite feedback.

In the representative words of one anonymous participant: “I most appreciate the opportunity to come together with other committed educators, across disciplines and teaching styles, to share ideas and camaraderie.”
Open Classroom Days: Building Community Around Effective Teaching

PARTICIPATING FACULTY:
Anna Branch (Sociology)
Allison Butler (Communication)
Lisa Chiodo (Nursing)
Lorraine Cordeiro (Nutrition)
Paul Dennis (Music & Dance)
Rebecca Dingo (English)
Andrew Donson (History and German & Scandinavian Studies)
Lena Fletcher (Environmental Conservation)
David Ford (Chemical Engineering)
David Gross (Biochemistry & Molecular Biology)
Traci Hess (Operations & Information Management)
Jason Hooper (Music & Dance)
Karen Kurczynski (History of Art & Architecture)
Judith LaBranche (Kinesiology)
Robert Maloy (Teacher Education & Curriculum Studies)
Bernard Morzuch (Resource Economics)
Russell Tessier (Electrical & Computer Engineering)
Brokk Toggerson (Physics)
D. Venkataraman (Chemistry)
In March, TEFD inaugurated a new annual event titled “Open Classroom Days,” a multi-day open house in which faculty opened their classrooms to colleagues interested in different pedagogical approaches, strategies, and tools, and wishing to see them in action in actual classroom environments. The goals of this event were:

- to encourage faculty to reflect upon their own teaching by exploring how others teach
- to make teaching a more public practice and subject of discourse on campus
- to recognize the many faculty across campus dedicated to excellent teaching and learning.

Twenty faculty from eight schools and colleges—including lecturers, clinical faculty, and tenure-system faculty of all ranks—opened their classrooms to colleagues. Ultimately, 57 individuals registered to attend open classes and made approximately 125 visits to classes.

As part of Open Classroom Days, TEFD also hosted a keynote talk on March 31 by Dr. Eric Mazur, the Balkanski Professor of Physics and Applied Physics and Area Dean of Applied Physics, Harvard University. Dr. Mazur, an internationally renowned scholar and teacher, gave a talk titled “Confessions of a Converter Lecturer.” Eighty-five individuals attended this event, during which Dr. Mazur discussed his progression from wholly lecture-based teaching to using more evidence-based, student-centered approaches that are shown to improve learning.

Open Classroom Days concluded with a celebratory dinner in honor of the twenty faculty members who demonstrated an intrepid, collegial spirit and enthusiasm for the practice of teaching by generously opening their classes.

“I wanted to participate in Open Classroom Days because I’m excited for the UMass community to get to know about the stellar dance program we have. I was happy to receive several interesting and thoughtful questions from the guests in my class, questions that made me reflect and describe my teaching objectives in an environment that is seldom available with colleagues across diverse disciplines.”

Paul Dennis, Music & Dance
Pathways to Inclusive Teaching

RANGE OF INCLUSIVE TEACHING OFFERINGS:

Brown Bag Lunches
International Instructor Forum
Unit-specific Teaching Workshops
Panel Presentations
Teaching Workshops & Discussions
TIDE Ambassadors Faculty Fellowship Program
Individual Consultations
Recognizing, acknowledging, and valuing cultural and social differences in the classroom are critical aspects of teaching and learning. In 2015-2016, TEFD supported campus efforts to promote inclusive education through an extensive portfolio of programs and resources, including a Brown Bag Lunch series on teaching for diversity, inclusion, and equity, as well as an International Discussion Forum series that explores how cultural, social, and linguistic identities impact international instructors.

TEFD also continued to offer evidence-based workshops on a variety of topics, including “Culturally Responsive Teaching Through a Motivational Framework” and “Inclusive Practices for Teaching Students with Diverse Learning Needs,” the latter of which featured a performance by recent UMass alum and musician Spencer Garfield, followed by a presentation by Nola Stephen (Teacher Education and Curriculum Studies) and Benjamin J. Ostiguy (Disability Services) on the principles of universal design and differentiated instruction.

In the spring, the panel discussion “Triggers and Trigger Warnings: Ethical Responsibility, Threat to Academic Freedom, Opportunity for Dialogue?” was moderated by Ximena Zúñiga (Social Justice Education) and Kirsten Helmer (TEFD) and featured Leda Cooks and Demetria Shabazz (Communication), Jim Helling (UMass Athletic Counseling Office), and Oscar Collins (Center for Multicultural Advancement and Student Success).

TEFD also worked with various units on campus -- including the English Department, the Landscape Architecture & Regional Planning Department, and Residential Education -- to produce discipline- and topic-specific programming. In addition, TEFD moderated a General Education Council panel on “Diversity and General Education: Meeting Gen/Ed Diversity Guidelines,” featuring Claire Hamilton (Teacher Education & Curriculum Studies), Maurianne Adams (Social Justice Education), Ellen Pader (Landscape Architecture & Regional Planning), and Stephen Olbrys Gencarella (Communication).

“The TIDE initiative provides a safe space for me to break my silence by openly discussing sensitive issues, how they impact us, our university and most importantly, our students. Interacting with faculty members who dare to strive towards a brighter, better future has renewed my hope.”

— Gayatri Guhanarayan
Kinesiology, TIDE Ambassador

TEFD designed and introduced the TIDE (Teaching for Inclusiveness, Diversity, and Equity) Ambassadors Faculty Fellowship Program this year. Through TIDE, twelve faculty build a year-long, supportive community of practice and share their growing expertise with colleagues at the departmental, school/college, or campus-wide level. The program began in May 2016 with a three-day institute focused on inclusive and culturally-competent teaching.

In addition, TEFD was represented on a number of institution-wide diversity committees, including the Chancellor-appointed Diversity Strategic Planning Committee, the Chancellor’s Diversity Advisory Committee, the Leading for Change Initiative, and the Diversity Officer’s Meetings, a committee of Faculty Diversity Advisors from the Schools and Colleges. In addition, TEFD met with leadership across the Schools and Colleges as well as colleagues and committees within them in order to support strategic diversity initiatives throughout Academic Affairs. Finally, TEFD conducted a workshop for the student organization “Graduate Women in STEM” on “Networking Across Cultures.”
The Mutual Mentoring Initiative Returns

Initially funded by grants from The Andrew W. Mellon Foundation, the Mutual Mentoring Initiative is comprised of competitively awarded grants that encourage faculty to develop mentoring networks with a wide variety of mentoring partners on- or off-campus, including peers, near-peers, senior faculty, and staff.

The Mutual Mentoring Team Grants provided up to $6,000 for one year to full-time faculty members (pre-tenure, post-tenure, and contract faculty) who designed mentoring networks at the departmental, school/college, interdisciplinary, or inter-institutional levels. TEFD awarded the following nine Team Grants in 2015-16:

- Associate Women Professors in Leadership
- College of Social & Behavioral Sciences Lecturer Faculty Group
- Five College Biophysics Network (FCBN)
- Future Fulls!: Moving Beyond Mid-Career
- Humor Studies Network
- Psychological and Brain Sciences (PBS) Diversity Committee
- Social Justice and Health
- Total Science Thursdays: Peer-driven advancement of biological research
- Women of Isenberg

The Mutual Mentoring Micro Grants provided up to $1,200 for one year to individual pre-tenure faculty who proposed discrete projects that enabled them to build or expand their mentoring networks. TEFD awarded the following ten Micro Grants in 2015-16:

- Carey Clouse (Architecture and Landscape Architecture & Regional Planning)
- Patrick Flaherty (Mathematics & Statistics)
- Kirsten Leng (Women, Gender, Sexuality Studies)
- Sandy Litchfield (Architecture)
- Antonio Martinez (Student Development)
- Johan Mathew (History and Economics)
- Mary Paterno (Nursing)
- Regine Spector (Political Science)
- Mecca Jamilah Sullivan (Women, Gender, Sexuality Studies)
- Caroline Yang (English)

Yao Yu, Accounting

“Our Mutual Mentoring team focused on proactively addressing issues of work-life balance and professional development for junior female faculty in our school. The grant gave us a chance to work collaboratively across rank and department, host regularly-scheduled team lunches to discuss a wide range of topics, network on other campuses, and organize a Women of Isenberg Conference focused on teaching, research, and service to conclude our grant year. It was a terrific experience and opportunity.”
Salon Format Leads to Exploration of Creative Teaching

The second year of the Creative Teaching Salon program introduced numerous new voices to TEFD’s pedagogical discussions and featured the exclusive use of the University Club. Held regularly through the academic year, the salons provide a venue for instructors to engage in exploratory and bold conversations on pedagogy in a pleasant, agenda-free format. The initiative combines the expertise of TEFD, UMass IT, the Center for Educational Software Development, and the Libraries to stimulate instructional conversations across disciplines.

We kicked off the year brainstorming how instructors teach “the most [fill in the blank] aspect of their course” with the help of Justin Fermann (Chemistry). This topic illustrated the major commitment instructors make to facilitate conceptual learning in their class. Our second session’s provocative topic focused on “the unintentional things we teach” and was facilitated by Krista Harper (Anthropology) with the support of Dan Lockton’s “Design with Intent Toolkit.” At the third fall session, participants examined the unique challenges and opportunities of engaging a digitally-native generation of learners, with Fred Zinn (UMass IT).

In the spring, the salons explored ways to incorporate diverse students in classes. Participants also discussed ways to help students succeed with multiple forms of assessments, including movies, portfolios, and music performances. Delicious food and beverages livened the conversations and the soft close of our program at 5PM gently encouraged participants to continue their stimulating conversation over dinner at the Club.

The Creative Teaching Salons will continue in 2016-2017. We hope that you and your colleagues will join us at these monthly events (check the TEFD website for the calendar).
Few programs reach as many instructors directly as does TEFD’s highly-regarded midterm assessment process (MAP). In 2015-2016, TEFD conducted 222 “MAPs” with 217 instructors, the largest number completed in a year since the program began in 1994.

A MAP offers the time and attention of a TEFD consultant who visits a class, collects student feedback, synthesizes the data, and meets with the instructor for a post-MAP consultation to help interpret students’ feedback, provide teaching suggestions, and identify additional resources. Many instructors use the assessment as a way of opening a dialogue with students about course content and successful learning strategies, and as a tool to examine their own assumptions about learning and teaching.

Evaluations completed by the participants at the end of each semester continue to indicate the value of the MAP program. One instructor commented: “This was a great way to check in on my teaching and hear what my students think. It is nice to have an objective third party to help guide me in my thinking about the student responses.” Another instructor stated: “[The MAP program is] always a pleasure and so helpful. It’s refreshing to talk about teaching with an expert on this campus. Great ideas every time.”

In 2015-2016, TEFD also provided in-depth one-on-one course planning and syllabus design consultations to 58 instructors. Instructors rated the service very highly, scoring it as a 4.8 on a 5-point scale for overall satisfaction. “Having someone read through the syllabus before the students was valuable,” mentioned one participant. “Mei pointed out areas of confusion, which I was able to tweak and edit. The end result was a much clearer description of my course and class structure.” This past year, TEFD consultants also visited several instructors’ classes to observe their teaching and provide suggestions for pedagogical improvement.

“The MAP Program was excellent and way above my expectations! As a result, I have become more confident about my teaching skills.”

– anonymous instructor

MAP PARTICIPANTS BY ROLE

- Assistant
- Associate
- TA/TO
- Lecturer
- Full
- Staff/Visiting Professor

12% Assistant
7% Associate
19% TA/TO
17% Lecturer
16% Full
1% Staff/Visiting Professor
Welcoming New Faculty

On September 1, 2015, TEFD hosted its annual New Faculty Orientation program in collaboration with faculty and staff from 13 different units. This event brought together 71 new faculty representing seven schools and colleges and 37 departments and programs. Designed as a welcoming series of introductions—to the University, key units that support faculty success, and one another as new colleagues—the orientation featured multiple opportunities for learning and interaction. Following a team-based trivia game about the campus and surrounding community, the participants heard from two panels, one on “Getting Started as a Teacher, Scholar, and UMass Citizen” and the other on “Supporting Our Students’ Development In and Out of the Classroom.” After lunch, participants connected with new colleagues from their respective schools and colleges and met with representatives of TEFD, Information Technology, the Office of the Vice Chancellor for Research and Engagement, and the UMass Amherst Libraries. Using a lively “reverse progressive” format, staff and librarians from these units led small table discussions on how their offices support the success and development of faculty throughout their careers. The day concluded with a tour led by student ambassadors to help newcomers develop a sense of the campus. Faculty who participated in New Faculty Orientation rated it highly. In open-ended feedback, they described it as a “great networking opportunity” that communicated “the clear desire to support what [faculty] do and to support students.” They also appreciated the “engaged presenters,” “relaxed, informal atmosphere,” and “great spirit.”
Helping New Department Chairs and Heads Get Started: the LEAD Program

The Leadership Enhancement for Academic Departments (LEAD) program for new department chairs and heads welcomed and supported a record number of participants in 2015-2016, gathering sixteen new leaders from seven different colleges for a year-long community of practice focused on the effective management of academic units.

Designed to fit the particular needs of each year’s cohort, LEAD began with a seminar on advice and inspiration, featuring current department leaders Kathy Forde (Journalism), Julie Brigham-Grette (Geosciences), and Bruce Weinberg (Marketing). Next, Jennifer Normanly, Erin Flanagan (both from Biochemistry & Molecular Biology), and Claire Hamilton (Teacher Education & Curriculum Studies) discussed their budgeting strategies and workflow. At the end of the semester, TEFD hosted John Bryan, Elizabeth Dumont, and Ann Williams (all from the Provost’s Office) for a discussion on faculty hiring, tenure, and promotion. To kick off the spring, the cohort met with Marie Bowen, the incoming Director of Human Resources, to hear about the new directions for employee management and services on campus. Next, John Kingston (Linguistics) and Erica Scharrer (Communication) helped lead a seminar on solving emergent problems in departments. TEFD also organized a panel discussion featuring Carol Booth (Ombuds Office), Mickey Gallagher (MSP-MTA), Linda Marchesani (Workplace Learning & Development), and Nick Marshall (Human Resources) on the resources and approaches available for dealing with various types of departmental conflicts. In the final seminar, participants discussed alumni relations and fundraising with Daniel Lass (Resource Economics) and Lisa Masteralexis (ISOM, Sport Management). Toward the end of the year, TEFD vastly improved its online portal for chairs and heads, compiling links to UMass policy documents, departmental practices, support services, and professional developmental resources into a quick-reference guide.

“LEAD is well worth the time,” said one participant. “It was always interesting and thought-provoking.”

Elizabeth Connor, Biology, LEAD Participant

“The LEAD program gave me the courage and confidence to tackle the many issues that may arise during my tenure as chair. I learned about the University resources available to me and I particularly valued the opportunities to talk to and question campus leaders about strategies for managing our current or future administrative challenges. LEAD also helped to shape my goals as department chair; I was impressed with the vision of former and current department leaders and their approaches to growing and strengthening the many facets of their departments. I am sorry for LEAD to end but know that I leave LEAD better prepared to serve my department.”
In 2015-2016, TEFD continued to support the community of instructors and staff at UMass interested in using contemplative inquiry to expand and better integrate student learning. The offerings included a range of group discussions, presentations on innovative practices being used at UMass, individual consultations on specific classroom strategies, and engaging public forums.

Throughout the year, the multi-disciplinary Contemplative Pedagogy Working Group gathered approximately 15 participants per monthly meeting to share learning goals, classroom exercises, and course materials. Instructor presentations covered such topics as using contemplation to create an intellectual community, increase focus at the beginning of class, help students make deeper connections to course concepts, embody learning, and navigate complicated social and personal issues.

In October, six UMass Amherst faculty and students presented at “Building Just Communities,” the Association for the Contemplative Mind in Higher Education’s conference at Howard University.

TEFD wrapped up the academic year with “Innovative Pedagogies: Contemplative Approaches to Teaching and Learning,” a campus discussion and exhibition of active learning strategies that use contemplation, featuring instructors Katja Hahn D’Errico (Social Justice Education, Civic Engagement and Service Learning), Lena Fletcher (Environmental Conservation), Mark Tuominen (Physics), and students from their courses. Participants rated the discussion highly, praising its “specific techniques,” “many voices,” and “inspiration for integrating contemplative pedagogy into courses.”

CONTEMPLATIVE PEDAGOGY PRESENTATIONS

Considerations for Integrating CP into the Academic Setting, Katja Hahn D’Errico (Social Justice Education, Civic Engagement and Service Learning)

CP for Establishing Presence and Healing Stress, Richard S. Ellis (Physics)

Using Mindfulness in the Classroom, Raeann LeBlanc (Nursing)

The (Slow) Incorporation of Contemplative Practices into My Courses, Lena Fletcher (Environmental Conservation)

Contemplative Practice in Sustainable Food and Farming, Sarah Berquist (Stockbridge School of Agriculture)

Using Contemplation to Deepen Learning
Leading the Way for STEM Education and Evaluation

In 2015-2016, TEFD contributed to an exciting new effort to showcase the unique and powerful role teaching centers play in improving the quality of undergraduate STEM education nationwide. Funded by a $1.5 million grant from the National Science Foundation, TEFD is participating in “Creating and Studying a National Network of Centers of STEM Education: Developing Foundational Infrastructure for Educational Transformation,” a network research project that provides a new infrastructure to support the work of individual centers by building links across institutions and to funders, policymakers, and university administrators. In the fall, TEFD contributed to a white paper describing the ways in which teaching centers and STEM education centers collectively contribute to undergraduate STEM transformation. In the spring, TEFD developed interview, research, and data collection protocols for case studies at 12 campuses nationwide. Full case study data will be collected in 2016-2017.

Expanding Support for Evidence-Based Teaching and Programming

Throughout the academic year, Sarah Pociask, a postdoctoral research associate under joint appointment with TEFD and CIRTL (Center for the Integration of Research Teaching and Learning), designed and conducted numerous assessments of TEFD programming. The data collected provided insights into the experiences of those who participated in TEFD programs and allowed us to document outcomes, measure program effectiveness, better support decision making, and improve TEFD programming moving forward. In addition to evaluating TEFD programming, Sarah consulted with individual faculty members and graduate students to discuss and design assessments and evaluations of student learning and experiences in their classes. These consultations support our ongoing efforts to promote evidence-based teaching.
A Variety of Scholarly Writing Offerings for a Variety of Needs

TEFD has a long tradition of supporting faculty scholarly writing with a broad range of dynamic programs. In 2015-2016, we maintained our commitment to our popular schedule of writing retreats, offering one in August so faculty could wrap-up summer projects, monthly retreats during the academic year for faculty who want to remain productive despite their many other responsibilities, and our highly-rated off-site retreat at Mount Holyoke College in May. In all, 193 faculty attended the retreats, working on articles, books, presentations, grant proposals, and more.

We also continued to adapt our offerings to better assist faculty writers by piloting a coached writing opportunity in January. Called Write-on-Site, the program featured six days of focused writing at locations across the Five Colleges, and was administered by a professional writing coach, Cathy Luna, who led participants in goal-setting and debriefing sessions. At the end of the year, TEFD also sponsored a workshop on Scrivener, a software program that helps writers organize their projects and writing process.

“I can’t imagine starting my summers without attending the writing retreat.”
— anonymous faculty member
TEFD Recognizes High-Quality Teaching

Manning Prize for Excellence in Teaching
The Manning Prize, established in 2015 by Robert and Donna Manning, graduates of the Lowell campus, honors one outstanding faculty member from each of the five campuses of the University of Massachusetts. It is awarded to faculty members who demonstrate excellence in teaching along with exemplary dedication to students and the campus community. The Manning winners receive a $10,000 award and are recognized at a luncheon hosted by President Martin Meehan.

The first winner of the Manning Prize on the Amherst campus is Scott Auerbach (Chemistry). Professor Auerbach has engaged and motivated thousands of students over a more than 20-year career through transformative approaches to STEM education, reaching the widest possible and most diverse student body at all undergraduate and graduate levels by employing an intentionally-broad variety of learning approaches, including real-world problem-based learning, team-based learning, and student-centered learning.

Distinguished Teaching Awards
Each year, TEFD honors exemplary teaching at the highest institutional level by administering the selection of the Distinguished Teaching Award (DTA) winners. Both faculty and graduate students, nominated by students or recent alumni, are eligible for this highly-competitive award. DTA winners receive a monetary prize and are recognized at both the undergraduate and graduate commencements. In 2015-2016, 110 instructors were nominated for DTA awards, the final recipients of which were:

FACULTY
• Katherine Beltaire (Veterinary & Animal Sciences)
• David McLaughlin (Electrical & Computer Engineering)
• Claudio Moreira (Communication)
• Teresa Ramsby (Classics)

GRADUATE STUDENTS
• Shastri Akella (Languages, Literatures & Cultures – Comparative Literature)
• Vanessa Duffy (Languages, Literatures & Cultures – French & Francophone Studies)

Scott Auerbach receives the Manning Prize in a luncheon with UMass President Marty Meehan (far right), Chancellor Kumble R. Subbaswamy (far left) and Robert and Donna Manning.
In 2015-2016, TEFD awarded the Periodic Multi-Year Review (PMYR) teaching development grants to 19 post-tenure faculty from 18 departments and seven colleges. PMYR grants offer individual senior faculty up to $3,000 for supporting innovative teaching and professional development projects within their discipline. Throughout the year, TEFD consultants also provided one-on-one consultations to the award recipients, assisting them with their project development and pedagogical advancement. In spring 2016, TEFD hosted a PMYR luncheon so past and current grant recipients could meet and share project outcomes and grant experiences.

This same year, TEFD also awarded 493 Flex Grants to eligible MSP members. The grants provided a wide range of support for individual teaching development projects across campus. Faculty and librarians used the grants to attend professional conferences/workshops, pay for student assistants to assist with in-class activities, develop instructional materials to better engage students outside of class, and purchase equipment to provide student hands-on experiences in class.

Student projects in Laura Holland’s Junior Year Writing Course; materials funded by a FLEX Grant
## Program Participation

### TEACHING DEVELOPMENT

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td></td>
<td>222</td>
</tr>
<tr>
<td>Individual Consultations</td>
<td></td>
<td>91</td>
</tr>
<tr>
<td>Syllabus Consultations</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SCTL Workshop in TBL Classroom</td>
<td>6/2/15</td>
<td>7</td>
</tr>
<tr>
<td>SCTL Workshop in TBL Classroom</td>
<td>6/3/15</td>
<td>5</td>
</tr>
<tr>
<td>SCTL Workshop in TBL Classroom</td>
<td>9/2/15</td>
<td>9</td>
</tr>
<tr>
<td>Creative Teaching Salon</td>
<td>9/17/15</td>
<td>14</td>
</tr>
<tr>
<td>Creative Teaching Salon</td>
<td>10/1/15</td>
<td>6</td>
</tr>
<tr>
<td>Creative Teaching Salon</td>
<td>3/23/16</td>
<td>12</td>
</tr>
<tr>
<td>Creative Teaching Salon</td>
<td>4/20/16</td>
<td>11</td>
</tr>
<tr>
<td>Div. &amp; Teach. Brown Bag Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges and Rewards in Teaching for Diversity Part 1</td>
<td>9/24/15</td>
<td>7</td>
</tr>
<tr>
<td>Div. &amp; Teach. Workshop: First Generation Students</td>
<td>9/25/15</td>
<td>15</td>
</tr>
<tr>
<td>Div. &amp; Teach. Brown Bag Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges and Rewards in Teaching for Diversity, Part 2</td>
<td>10/22/15</td>
<td>4</td>
</tr>
<tr>
<td>Div. &amp; Teach. Workshop: Disability and Good Course Design</td>
<td>11/17/15</td>
<td>18</td>
</tr>
<tr>
<td>Div. &amp; Teach. Brown Bag Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges and Rewards in Teaching for Diversity, Part 3</td>
<td>11/9/15</td>
<td>8</td>
</tr>
<tr>
<td>Div. &amp; Teach. Workshop: Culturally Responsive Teaching Through A Motivational Framework</td>
<td>10/30/15</td>
<td>11</td>
</tr>
<tr>
<td>Div. &amp; Teach. Panel Discussion: Triggers and Trigger Warnings</td>
<td>2/3/16</td>
<td>15</td>
</tr>
<tr>
<td>Div. &amp; Teach. Teaching in U.S. University Classrooms: Combatting Linguistic Bias</td>
<td>2/19/16</td>
<td>16</td>
</tr>
<tr>
<td>Div. &amp; Teach. Lunch Talk: Triggers and Trigger Warnings</td>
<td>2/25/16</td>
<td>15</td>
</tr>
<tr>
<td>Div. &amp; Teach. Teaching in U.S. University Classrooms: Tangible Solutions</td>
<td>3/9/16</td>
<td>16</td>
</tr>
<tr>
<td>Div. &amp; Teach. Lunch Talk: Teaching Minority Students</td>
<td>3/24/16</td>
<td>14</td>
</tr>
<tr>
<td>Div. &amp; Teach. Teaching in U.S. University Classrooms: Searching for Our Authentic Teaching Persona</td>
<td>4/13/16</td>
<td>15</td>
</tr>
<tr>
<td>Div. &amp; Teach. Panel Discussion: Diversity and General Education: Meeting Gen/Ed Diversity Guidelines</td>
<td>4/19/16</td>
<td>11</td>
</tr>
<tr>
<td>Div. &amp; Teach. Lunch Talk: Reflective Practices</td>
<td>4/28/16</td>
<td>10</td>
</tr>
<tr>
<td>Cultivating Effective Relationships Between Faculty and TAs</td>
<td>1/28/16</td>
<td>9</td>
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<td>Open Classroom Days</td>
<td>3/29 to 3/31/16</td>
<td>57</td>
</tr>
<tr>
<td>Open Classroom Days Keynote Address</td>
<td>3/31/16</td>
<td>54</td>
</tr>
<tr>
<td>PMYR Luncheon</td>
<td>4/13/16</td>
<td>18</td>
</tr>
<tr>
<td>Innovative Pedagogies: Contemplative Approaches to Teaching &amp; Learning</td>
<td>4/21/16</td>
<td>26</td>
</tr>
</tbody>
</table>

### FELLOWSHIPS and WORKING GROUPS

<table>
<thead>
<tr>
<th>Program</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>TIDE Fellows (Institute)</td>
<td>15</td>
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<tr>
<td>SCTL Fellowship</td>
<td>19</td>
</tr>
<tr>
<td>LEAD New Chairs/Heads</td>
<td>16</td>
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<tr>
<td>Contemplative Pedagogy Working Group</td>
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</table>

### SCHOLARLY WRITING

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>August Writing Retreat</td>
<td>8/27/15</td>
<td>26</td>
</tr>
<tr>
<td>September Writing Retreat</td>
<td>9/11/15</td>
<td>19</td>
</tr>
<tr>
<td>October Writing Retreat</td>
<td>10/30/15</td>
<td>24</td>
</tr>
<tr>
<td>November Writing Retreat</td>
<td>11/20/15</td>
<td>20</td>
</tr>
<tr>
<td>January Write on Site</td>
<td>1/4, 1/6, 1/8, 1/11, 13, 1/15</td>
<td>15</td>
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<tr>
<td>February Writing Retreat</td>
<td>2/19/16</td>
<td>15</td>
</tr>
<tr>
<td>March Writing Retreat</td>
<td>3/25/16</td>
<td>16</td>
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<tr>
<td>April Writing Retreat</td>
<td>4/15/16</td>
<td>17</td>
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<tr>
<td>Scrivener Workshop</td>
<td>5/17/16</td>
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<tr>
<td>Annual Writing Retreat</td>
<td>5/25/16</td>
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</table>

### FACULTY GRANTS

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Participants</th>
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<tbody>
<tr>
<td>Flex Grants</td>
<td>493</td>
</tr>
<tr>
<td>Mutual Mentoring Team Grant Recipients</td>
<td>80</td>
</tr>
<tr>
<td>Mutual Mentoring Micro Grant Recipients</td>
<td>10</td>
</tr>
<tr>
<td>PMYR Recipients</td>
<td>19</td>
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</tbody>
</table>

### CAREER DEVELOPMENT

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>New Faculty Orientation</td>
<td>9/1/15</td>
<td>71</td>
</tr>
<tr>
<td>AAAS Fellowship Informational Event</td>
<td>9/22/15</td>
<td>7</td>
</tr>
<tr>
<td>Managing Service Series #1 - Meetings</td>
<td>2/23/16</td>
<td>6</td>
</tr>
<tr>
<td>Managing Service Series #2 - Interpersonal Communication</td>
<td>3/1/16</td>
<td>7</td>
</tr>
<tr>
<td>Managing Service Series #3 - Managing Workflow</td>
<td>3/24/16</td>
<td>8</td>
</tr>
<tr>
<td>Managing Service Series #4 - Managing Time</td>
<td>4/14/16</td>
<td>7</td>
</tr>
</tbody>
</table>

### Number of Times People (Faculty, Staff, Administrators, Postdocs, Grad Students) Participated in TEFD Events

- **1765**

### Number of Unique Participants

- **918**

### Number of Times Graduate Students Participated in TEFD-OPD Co-Sponsored Events

- **329**

### Number of Unique Graduate Student Participants

- **210**
2015-2016 HIGHLIGHTS

222 midterm assessments for 217 faculty and 10,886 students

56 events and programs for 918 unique participants

493 Flex Grants to support teaching development

193 writing retreat participants

210 unique graduate students attended 34 programs

Over 325 inclusive teaching programming participants, representing 293 people
Staff

AMER AHMED
Director of Intercultural Teaching and Faculty Development

DIANE BURNS
Program Coordinator/Business Manager

BRIAN BALDI
Assistant Director

GLENN CAFFERY
Director of Educational Technology

JOEL BOGGESS
Administrative Assistant

DEBORAH CARLISLE
Research Associate
KIRSTEN HELMER  
Senior Instructional Consultant

GABRIELA WEAVER  
Vice Provost for Faculty Development and Director of TEFD

SARAH POCIASK  
Postdoctoral Research Associate

JUNG H. YUN  
Director of New Faculty Initiatives

MEI-YAU SHIH  
Associate Director

Graduate Student TAs
JENNIFER CANNON (Education)  
RACHEL RYBCZUK (Sociology)  
KYLA WALTERS (Sociology)  
BRADFORD WHEELER (Education)