Letter from the Vice Provost

During 2017-2018, The Institute for Teaching Excellence & Faculty Development (TEFD) moved many of its programs and services forward to set the stage for reaching larger numbers of faculty and departments in new ways. Some of this work was at the infrastructure level and may not have been very visible (yet) to the campus community, but it will have lasting impacts. This includes running program registrations through TEFD’s website in order to provide a more integrated and responsive customer experience to everyone who interacts with TEFD, whether online or in-person; switching to electronic data collection for existing programs such as the Midterm Assessment Process (MAP), nominations for awards and applications for grants and fellowships; and exploring a partnership with ACUE to provide online teaching development materials in order to expand access to TEFD offerings for the campus beyond the in-person ones that form the core of TEFD’s portfolio.

In response to faculty input about the annual timing of the call for nominations for Distinguished Teaching Awards, this was the first year in which we introduced a Spring semester call for nominations in addition to the existing Fall semester call. This will ensure that faculty who teach certain types of courses only in the Spring semesters are able to receive equal consideration for the DTA nominations. Again, our move toward a more interactive online infrastructure facilitated this change.

The TEFD mission is to support the professional development of faculty across all career stages and disciplines with programs and resources focused on student-centered teaching, course and curriculum design, faculty mentoring, intercultural competency, scholarly writing, leadership, and more. It has a 32-year history on the University of Massachusetts Amherst campus and is the second oldest center of its type in the nation. Through its rich history, TEFD has often set the example that other such centers have followed and aspired to. It has been an honor for me to have had the opportunity to contribute to this center’s continued success, and to serve in this role for this great university. Here’s to many more years of successes!

Gabriela C. Weaver
Vice Provost for Faculty Development
Director, TEFD, 2014-2018
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n November, TEFD refined its Open Classroom Experience (OCX) to better capture the variety of teaching strategies used on campus, and moved the week-long “open house” for teaching to the fall semester. Twenty-one hosts from five schools and colleges and across faculty ranks opened their classes to individuals interested in observing different disciplinary areas, pedagogical approaches, teaching strategies, and instructional tools. Instructors from all career stages logged approximately 98 visits to colleagues’ classes, with nearly 60% of the unique participants registering to observe two or more classes.

Participants reported that they observed effective classroom discussions; the use of mini lectures to kick off small group activities; the integration of creative homework assignments into in-class work; and opportunities for students to connect the class topic with their personal experiences, prior class discussions, and work in other courses. Visitors also expressed appreciation for the chance to talk with each other about teaching. One participant noted: “During the open classroom and after the class, we discussed our challenges and shared experiences. That was very positive and I learned one or two things that I could try to improve my classes.”
Lilly Fellowship: Leadership, Community & Course Design

EFD led another successful year of its well-regarded Lilly Fellowship Program for Teaching Excellence, gathering an interdisciplinary cohort of tenure-stream faculty to build community around teaching, work on course design projects, discuss evidence-based teaching practices, and develop workshops to support teaching across campus. Fellows attended biweekly seminars on topics such as backward design, active learning, inclusive teaching, student learning preferences and resources, teaching large classes, managing conflict, and leadership.

Faculty course design projects focused on creating in-class active learning exercises for large classes; building a class around transformative project modules; teaching through authentic data analysis; using local resources and archives to teach students to be engaged citizens; teaching theory through authentic assignments and open dialogue; using a multi-disciplinary approach and student choice in teaching; and leading inclusive discussions.

TEFD also offered individual consultations and multiple networking opportunities to Lilly Fellows. And as ever, the fellowship featured a high-spirited, cross-disciplinary exchange of ideas about excellence in teaching.

“Our discussions and readings stimulated some fantastic new ideas for exercises to use in my classroom. I tried out a few with great success and have plenty of ideas for introducing more in future years.”

— Anonymous Lilly Fellow

Traci Parker
(Assistant Professor, Afro-American Studies)

“Because of the Lilly Program, I engaged in a community of diverse scholars who candidly shared their teaching successes and challenges and I learned new pedagogical strategies that have advanced the quality of my undergraduate and graduate teaching. Not only am I better equipped to overcome old classroom challenges, but I also now have new strategies in my arsenal that enable me to more effectively promote student engagement and intrinsic motivation.”

2017-2018 Fellows:

Yurij Brun
(Information and Computer Sciences)

Caitlyn Butler
(Civil & Environmental Engineering)

Patrick Flaherty
(Mathematics & Statistics)

Laura Furlan
(English)

Kirsten Leng
(Women, Gender, Sexuality Studies)

Paul Musgrave
(Political Science)

Traci Parker
(Afro-American Studies)

Ceren Soylu
(Economics)
Teaching Diverse Students Inclusively and Equitably

In 2017-18, TEFD continued to offer a wide variety of programming to better support equitable, inclusive and student-centered teaching practices through its Teaching & Diversity Professional Development Series. The year began with a special brown bag lunch to discuss how instructors could navigate teaching challenges after the violence in Charlottesville, VA. We then welcomed guest presenters James Lang (Assumption College), who gave a lunch talk on “Cheating Lessons: Learning from Academic Dishonesty” and led a workshop on “Small Teaching: from Minor Changes to Major Learning”; Diane Goodman, who engaged participants with “Facilitating Difficult Discussions Using the Straight A’s Model”; and TIDE Ambassador Anne Ciecko (Communication) who provided a lunch talk on “The Autism Spectrum and Neurodiversity in Higher Education.” A panel of faculty members composed of TIDE Ambassador Hande Gürses (Comparative Literature), Lisa Saunders (Economics), and Kevin Young (Political Science) demonstrated a range of ways for creating inclusive assignments and assessments for diverse students. Ph.D. student Momina Sims (Health Promotion & Policy) and Kirsten Helmer (TEFD) co-facilitated an interactive workshop that allowed participants to explore how they can draw on their marginalized positionalities to enhance inclusiveness in their classrooms. In another collaboration, Kirsten Helmer (TEFD), Kelsey Hall (Innovate@UMass), and Marisha Marks (Online Education) introduced participants to six principles of an inclusive syllabus design, while TIDE Ambassadors Lara Al-Hariri (Chemistry) and Michael DiPasquale (Landscape Architecture & Regional Planning) shared how they used these principles for redesigning their course syllabi.

In addition, TEFD collaborated with the General Education Council to offer a series of workshops aimed at preparing faculty to write successful
course proposals that will meet the new General Education diversity learning outcomes. TEFD also offered departmental workshops on topics such as “Six Principles of an Inclusive Syllabus,” “Creating Inclusive Learning Environments,” “Navigating Challenging Classroom Dynamics, Difficult Class Conversations, and Hot Moments,” and “Gender Bias.”

The monthly International Scholars Forum explored topics like “Building Connections with Students,” “Supporting Students in Group Work,” “Combatting Linguistic Bias,” “Dis/Comfort in the Classroom,” and “Putting Your Teaching Philosophy into Practice.”

TEFD also co-sponsored award-winning transgender writer and activist Willy Wilkinson for a thought-provoking conversation on “Intersectional Resistance and Resilience.” Finally, TEFD supported the Neurodiversity University™ 2018 Symposium, which included a keynote by renowned speaker on autism, John Elder Robinson, and a student panel on “Supporting the Academic Success of Neurodiverse Students.”

“No matter what subject you teach, you can be inclusive of all people and learning styles.”

– anonymous participant, “Instructors’ Positionality and Classroom Dynamics” workshop

Range of Inclusive Teaching Offerings:

Diversity Lunch Talks
International Scholars Forum
Unit-specific Teaching Workshops
Invited Panel Presentations
Teaching Workshops & Discussions
TIDE Ambassadors Faculty Fellowship Program
Individual Consultations
Teaching for Inclusiveness, Diversity, & Equity (TIDE) Ambassadors

In 2017-18, the second cohort of TEFD’s TIDE Ambassadors completed their year-long faculty fellowship, a program that supports the UMass Diversity Strategic Plan and acknowledges the potential for faculty to function as catalysts for change through intensive professional development and sharing their acquired knowledge with audiences across campus.

Grounded in a strength-based approach that values diversity across cultural, social, and learning differences, TIDE Ambassadors explore a wide range of topics and issues that enhance their capacities for teaching inclusively and equitably with the goal of improving students’ college experience and academic success.

The 2017-2018 TIDE Ambassadors participated in an intensive three-day institute to build community and develop self-knowledge, and met monthly throughout the academic year to design new teaching practices based on the literature on inclusive teaching. The culminating Ambassador projects allowed fellows to share their TIDE learnings in ways that are specific to their particular teaching contexts, needs, and interests. Ambassadors developed and facilitated workshops for graduate students on teaching inclusively; designed an open access database of 3-D models for science classes; participated in TEFD Diversity Lunch Talks to share their inclusive assignments, assessments, and syllabi; shared their insights with colleagues during faculty meetings and retreats; and identified grants to continue their TIDE work.

“The TIDE program offered me a unique opportunity to meet a diverse group of like-minded faculty who are willing to take the extra mile to modify many aspects of their teaching styles to create an inclusive learning environment. It established a perfect environment to discuss sensitive issues related to diversity, equity and inclusion, confidentially and openly without judgment, as we all learned collectively from each other. The most significant aspect of the fellowship was that it went beyond stating the apparent problems and their disadvantages to empowering us to be creative and come up with activities based on the nature of the course taught.”

Lara Al-Hariri
(Senior Lecturer, Chemistry)
2017-2018 TIDE AMBASSADORS:

- Lara Al-Hariri  
  (Chemistry)
- Theresa Austin  
  (Teacher Education & Curriculum Studies)
- Benita Barnes  
  (Educational Policy, Research & Administration)
- Sarah Berquist  
  (Sustainable Food and Farming)
- Richard Chu  
  (History)
- Leda Cooks  
  (Communication)
- Michael DiPasquale  
  (Landscape Architecture & Regional Planning)
- Hande Gürses  
  (Comparative Literature)
- Bryan Monesson-Olson  
  (Biochemistry & Molecular Biology)
- Timothy Randhir  
  (Environmental Conservation)
- Priyanka Srivastava  
  (Economics and History)
- Brokk Toggerson  
  (Physics)

2017-18 TIDE Cohort (Benita Barnes not pictured)
In March, TEFD once again hosted the Winter Institute for Intercultural Communication (WIIC), a four-day professional development program organized in partnership with the Intercultural Communication Institute (ICI), the preeminent institute for the intercultural field. Hosted at the UMass Center in Springfield, WIIC provided UMass Amherst faculty, staff, and librarians with opportunities to strengthen professional development, expertise, and capacity on diversity and inclusion. Intensive workshops covered topics such as intercultural communication, diversity, social justice, emotional intelligence, listening skills, and game-based learning. Sixty-three participants from across the United States and the world attended the Institute, including 14 attendees from UMass Amherst.

**WORKSHOPS OFFERED:**

- Emotional Intelligence for Teams
- Diversity as a Strategic Change Process
- Listening: Tuning into the Uncomfortable
- Linking Social Justice and Intercultural Communication
- Developing Intercultural Competence on Campus
- Educating Through Many Lenses: Integrating Multiple Intelligences in the Intercultural Classroom
- Current Perspectives: Navigating Race, Gender, Class, and Nationality in 2018
- Using the Intercultural Perspective to Make Race Visible
- Conflict Intervention from a Social Justice and Intercultural Perspective
- Low Budget, High Impact: Diversity and Intercultural Training
- Teaching Inclusive Practices Seminar (TIPS)
- Play as Work: The Creative, Professional Use of Games for Community and Team Building
Student-Centered Teaching & Learning Fellowship

EFD’s Student-Centered Teaching & Learning (SCTL) Fellowship provides faculty with structured support to redesign a course in a way that best results in student involvement in learning. The program had two 10-member cohorts during 2017-18. One cohort, which began in Spring 2017, finished its two-semester program in Fall 2017 by implementing their redesigns into courses they taught that semester. Their biweekly meetings with their SCTL cohort allowed them to share their experiences, receive just-in-time feedback, and engage in cooperative interpretation of the experiences.

The second cohort began in Fall 2017 and had already identified a course they planned to teach in the second semester of the Fellowship. In the biweekly sessions of the first semester, participants reflected on who they are as teachers and as experts in their disciplines as they considered the various, interdependent types of student learning that were important to them. An integrated design process encouraged faculty to consider learning activities and opportunities for student feedback that align with learning goals.

SCTL Fellows have stated that they most value the opportunity the Fellowship provides to engage in a community of colleagues from diverse disciplines and career stages, learning with and from each other.

2017-2018 FELLOWS:

Alice Nash  
(History)

Allison Butler  
(Communication)

Brian Cheng  
(Environmental Conservation)

Cynthia Gaudet  
(Nursing)

Elisabeth Hamin  
(Landscape Arch. & Regional Planning)

Eric Gonzales  
(Civil & Environmental Engineering)

Linda Kinney  
(Hotel & Tourism Management)

Randy Phillis  
(Biology)

Sandy Litchfield  
(Architecture)

Tiffany Trzebiatowski  
(Management)

Eric J. Gonzales  
(Assistant Professor, Civil & Environmental Engineering)

“The SCTL fellowship gave me a systematic way to think about transforming [my] Public Transit Systems course from a traditional lecture-style delivery to a more engaging team-based format. By meet[ing] with the SCTL cohort, I had the opportunity to learn from the experiences of diverse faculty from across the UMass campus and swap ideas about how to improve class participation, group dynamics, and learning outcomes. The SCTL fellowship gave me the tools and support to improve the course, and I am now equipped to improve all of my teaching.”
NSF Grant for Teaching Evaluation

The National Science Foundation (NSF) awarded a grant totaling $2.8 million to UMass and three other institutions for a study about the adoption and integration of new approaches to evaluating teaching. Three institutions (UMass Amherst; University of Colorado, Boulder; and University of Kansas) will each serve as an incubator for specific strategies and processes for effecting change. A collaborator at Michigan State University will carry out cross-case comparisons in order to examine how these strategies and processes interact with different institutional cultures. This project encourages the use of evaluation, incentive, and reward processes as a lever to promote greater use of evidence-based teaching within universities.

Prior to receiving this NSF grant, a faculty committee co-chaired by Gabriela Weaver (TEFD) and Martha Stassen (Office of Academic Planning & Assessment) disseminated a report with recommendations for changes in departmental approaches to the evaluation of teaching. This spring, UMass selected four departments to participate in pilot work for adapting and implementing a rubric developed from research on teaching:
- Environmental Conservation
- Information and Computer Sciences
- Linguistics
- Music & Dance
- Physics

Two of the department chairs and the project team leads (Weaver and Stassen) attended the first Knowledge Exchange meeting held at CU-Boulder. At the meeting, faculty and department chairs from all four campuses, plus the external project evaluator from Yale University, met to discuss the strategies for and challenges in changing the practices for evaluating teaching in their departments and at their institutions. Throughout the summer and the coming year, there will be ongoing meetings at UMass with representatives from all five departments and the project leads in order for the departments to develop their plans for changes to the evaluation of teaching. An initial pilot of the plans is taking place in 2018-19.
New Faculty Orientation: Redesigned and Interactive

In August 2017, TEFD hosted a redesigned version of its popular New Faculty Orientation (NFO), which welcomed 75 new faculty representing all schools and colleges and 38 departments and programs. The goal of NFO is to help new faculty make sense of the teaching and research supports available to them on campus, provide opportunities to network, and model best practices in teaching.

After welcoming remarks, new faculty participated in a creative icebreaker, which prompted them to visually depict one of their research areas or a course they were teaching in the fall. Participants then heard from a faculty panel on “Getting Started as a Teacher, Scholar, and UMass Citizen,” and engaged in a problem-based scenario activity. After lunch, new faculty played the ever-popular interactive trivia game about the campus and community, and spent the remainder of the afternoon meeting with representatives from various faculty support units on campus.

In December, TEFD hosted a new faculty lunch entitled “Looking Back, Planning Ahead.” At the gathering, full-time instructional faculty reflected on the fall semester, celebrated their accomplishments, and began to strategize ways to navigate their various department cultures.

“The New Faculty Orientation was a wonderful introduction to resources at the University for someone like me, who is new to campus. The focus on support for excellence in teaching highlighted the deep institutional commitment to our students, and selecting faculty to lead presentations on research resources and tenure preparation presented the community-oriented support for one another that distinguishes this campus. And, the interactive session on communicating our work started to build those connections.”

Tricia Serio
(Dean, College of Natural Sciences)
Individual and Group Consultations

Midterm Assessment Process (MAP)
TEFD provided 183 Midterm Assessment Process (MAP) opportunities to 182 instructors to improve the quality of teaching on campus. As part of a “MAP,” a TEFD consultant collects student feedback while a course is still in progress, and provides the instructor with a personal and confidential pedagogical consultation. This gives instructors the opportunity to make timely changes to their teaching and enhance student learning. Many instructors also use the assessment as a way of starting a dialogue with students about course content and successful study strategies, and as a tool for examining their own assumptions about learning and teaching.

The MAP service was requested by instructors across all ranks, including instructors from all colleges/schools in 2017-2018. Assistant professors utilized the service most (50%), followed by lecturers (20%), graduate students (16%), and tenured faculty (15%).

The end-of-semester MAP evaluation confirmed the value of the program. According to one participant, the MAP: “provided me with a detailed list of everything that was working in my lecture, which clarified what I was doing right and boosted my confidence. It also [highlighted] some valid student concerns that became easy for me to address, thus improving my teaching.”
**Individual Consultations**
TEFD also provides individual in-depth course planning and syllabus design consultations to instructors. In fall 2017, 26 faculty participated in the Syllabus Consultation Program. Instructors rated the service very highly, scoring it as a 5.0 on a 5-point scale for overall satisfaction. One new faculty participant mentioned: “I was restructuring my course. It was a great opportunity to get some feedback. I think this [service] should be required for all new faculty!”
This past year, TEFD’s consultants also conducted classroom observations for several faculty members, providing expert instructor-specific advice on how to enhance their teaching.

**Unit-Level Consultations**
Research on institutions has demonstrated that unit- and group-level change is a critical component for transformation in teaching and career development. Increasingly, TEFD has collaborated with departments and other units to provide faculty with context-specific teaching and career programming and resources. In 2017-2018, TEFD led workshops, discussions, and consultations for the following campus units:

- ANTHROPOLOGY
- CHEMISTRY
- COMMUNICATION DISORDERS
- LINGUISTICS
- PHILOSOPHY
- PUBLIC HEALTH
- SOCIOLOGY
- THEATER
- GENERAL EDUCATION COUNCIL
- GRADUATE SCHOOL TEACHING ASSISTANT ORIENTATION
- LEAD+ PROGRAM FOR DEPARTMENT CHAIRS
- UMASS LIBRARIES
- UMASS POLICE DEPARTMENT
Transformative Learning through Contemplative Practice

In 2017-2018, TEFD’s Contemplative Pedagogy Working Group continued to support transformative learning through contemplative classroom practices with a regular schedule of meetings, presentations, talks, and community-building opportunities. Over 79 faculty, librarians, staff, and students participated in the group, which focused on such topics as reflective learning, cultivating attention, reducing student stress, advising students, coping with academic pressures and work/life balance, understanding diverse contemplative practices and cultural contexts, seeking justice for underrepresented students and faculty, understanding the science of meditation and cognition, and mentorship.

In April, the Working Group sponsored “Meditation and the Brain,” a research talk with neuroscientists Sara Lazar and Gunes Sevinc (Harvard Medical School), who summarized structural and functional changes in the brain associated with mindfulness meditation, demonstrated how meditation can lead to improvements in ego development, and addressed the potential links between mindfulness meditation and moral cognition.

Working Group members have also been active in promoting a culture of mindfulness and well-being on campus. TEFD staff, along with representatives from the Libraries, Civic Engagement & Service Learning (CESL), Campus Recreation, the Center for Counseling and Psychological Health, and the Center for Health Promotion, met throughout the year to strategize ways of highlighting mindfulness initiatives on campus, with the hope of increasing student resiliency, well-being, and full, meaningful engagement in learning.

Presentations & Talks on Contemplative Pedagogy

- “Bringing Contemplation into Classes and Advising,” Open Dialogue
- “Spotlight on the Association for the Contemplative Mind in Higher Education Conference,” Open Dialogue
- “Contemplative Pedagogy & Mindfulness in Academic Libraries,” Madeleine Charney (UMass Amherst Libraries) & Sara Smith (Amherst College Library)
- “Book Discussion of The Slow Professor,” Maria José Botelho (Teacher Education & Curriculum Studies) & Raeann LeBlanc (Nursing)
- “Savoring Thought: Using Contemplation to Amplify Active Learning in a Writing Class,” Brian Baldi (TEFD)
- “Blackness and Mindfulness: The Intersection of Culture, Justice, and Healing,” Michelle Chatman (Dept. of Justice Studies, University of the District of Columbia)
- “Meditation and the Brain,” Sara Lazar & Gunes Sevinc (Harvard Medical School)
- “Reflections from a First Year Seminar: Cultivating Attention Through Nature Writing,” David Glassberg (History)
- “Contemplative Mentorship in the Academy,” Open Dialogue
Supporting Faculty Scholarly Writing

This year, TEFD continued its longstanding support of scholarly writing by maintaining its popular schedule of writing retreats, supplemented with two new offerings to help faculty manage their time and navigate the publishing process.

The first writing retreat in August provided faculty with an opportunity to wrap up summer projects before the semester began. TEFD offered monthly retreats during the fall and spring semesters so faculty could remain productive while managing their many other responsibilities. In the fall, TEFD organized “Getting Your Book Published: Demystifying the Process,” a panel discussion with Samuel Redman (History), Mary Dougherty (University of Massachusetts Press), and Kathleen McDermott (Harvard University Press) about the process and experience of getting a first book published. Their insight provided invaluable guidance to the many new and mid-career faculty members in attendance.

The highly-rated May retreat at Mount Holyoke College provided faculty an opportunity to focus on their work after end-of-semester exams and grading. TEFD’s Coordinator of Faculty Development Programs, Rachel Rybaczuk, expanded the effectiveness of the retreat by leading a workshop identifying and setting writing productivity goals for the summer, in addition to coordinating writing accountability opportunities like write-on-site meetings.

In all, 235 faculty attended TEFD’s retreats, workshop, and panel in support of their work on articles, books, presentations, and grant proposals.

“I love the writing retreats. They are my oasis in a crazy and hectic world!”
Faculty Awards for Teaching Excellence

EFD promotes teaching excellence through two highly competitive award programs: the Manning Prize for Excellence in Teaching and the Distinguished Teaching Award.

Manning Prize for Excellence in Teaching
The Manning Prize, a UMass System award, was established in 2015 by Robert and Donna Manning, graduates of the Lowell campus. The prize 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.

Distinguished Teaching Awards
The UMass Amherst Distinguished Teaching Award (DTA) recognizes exemplary teaching through a student nomination process, followed by a selection process that includes a review of a teaching statement and letters of support for each candidate. DTA winners receive a monetary prize and are recognized at the annual awards banquet (faculty) and the graduate commencement (graduate students). Each year, four faculty members and two graduate students are selected as winners of the campus DTA awards.
Faculty Profiles

2017-2018 Manning Prize Winner Linda M. Isbell (Psychological and Brain Sciences) is known for developing and implementing innovative, creative teaching techniques that actively engage and inspire her students, such as making a 300-person lecture feel small and personal. A fundamental part of Professor Isbell's work involves providing a large number of undergraduate students with hands-on research experience, as well as training, advising, and highly-personalized mentoring. Professor Isbell is a former Lilly Fellow (2002-2003).

2017-2018 DTA Winner Asha Nadkarni (English) generates a classroom atmosphere rooted in intellectual creativity, critical sociocultural awareness, and humanistic principles, and provides meticulous constructive feedback on all assignments to personally meet the needs of each student as an individual learner. Students effusively praise Professor Nadkarni for her expertise, passion, enthusiasm, desire to have students engage with cultures different from their own, and the way she gets students to challenge their thinking.

2017-2018 DTA Winner Jeffery Podos (Biology) has demonstrated excellence and innovation in the design of his courses, regularly integrating the practice of science and research experience with the learning of course content, leading students to want to pursue their interests with more advanced courses and through independent research. He has also demonstrated an ability to captivate students through novel methods, such as explaining the theory of natural selection while dressed up as Charles Darwin.

2017-2018 DTA Winner Kathryne Young (Sociology) exhibits enormous enthusiasm, creativity, and deep engagement in her teaching and mentoring at the undergraduate and graduate levels. She is dedicated to innovation, and has an extraordinary knack for creating thoughtful, active learning environments in both large lecture and small seminar settings. Her students and colleagues alike praise her for her dedication to her craft and the generosity of her mentorship.

2017-2018 DTA Winner William Verts (Information and Computer Sciences) has taught close to 24,000 students in the past 25 years, averaging around 425 students per semester. He leverages different modes of learning, encouraging students to discuss answers with each other while taking quizzes to promote peer teaching. He has consistently received excellent student evaluations, which is particularly impressive given the large freshman-level service course he teaches.

In addition to the faculty recipients, two excellent graduate student instructors won DTAs: Manuela Borzone (LLC, Comparative Literature) and Tanya Rouleau Whitworth (Sociology).
Encouraging New Teaching Approaches through PMYR and Flex Grants

In 2017-2018, TEFD awarded Periodic Multi-Year Review of Faculty (PMYR) Professional Development in Teaching Grants to 27 post tenured faculty from 13 departments and six colleges. The PMYR grants provide each senior faculty member up to $3000 for supporting innovative teaching and professional developments within their disciplines. TEFD also hosted a PMYR luncheon in spring 2018, at which past and current grant recipients met and shared their project outcomes and grant experiences.

TEFD also awarded 455 Flex Grants to eligible Massachusetts Society of Professors (MSP) members. The grants provided a wide range of support for individual teaching development projects. Faculty and librarians used the grants to attend professional conferences and workshops, pay for students to assist with class preparation and activities, develop instructional materials to better engage students outside of class, and purchase equipment to provide students with hands-on learning experiences in the classroom.

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### Program Participation

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Number of Times People (Faculty, Staff, Administrators, Postdocs, Grad Students, Visitors) Participated in TEFD Events ... **1990**

Number of Unique Participants Overall ... **1072**
2017-2018 HIGHLIGHTS

59 EVENTS AND PROGRAMS
1,072 UNIQUE PARTICIPANTS
10,500 STUDENTS

Midterm Assessment Data Gathered From Over

205 Faculty Attended Writing Retreats

$227,500 Awarded to Faculty for Teaching Development

600 Over Inclusive Teaching Programming Participants

79 People Attended Contemplative Pedagogy Events

A talk by neuroscientists Sara Lazar, Ph.D., and Gunes Sevinc, Ph.D. (Harvard Medical School, Massachusetts General Hospital)

Wednesday April 11th 3-4 PM

Campus Center

Sponsored by the Contemplative Pedagogy Working Group and the Comparative Literature Department.

Join neuroscientists Sara Lazar and Gunes Sevinc, who will summarize structural and functional changes associated with mindfulness meditation; demonstrate how meditation can lead to improvements in ego development; address the potential links between mindfulness meditation and moral cognition; and explain why mindfulness meditation, with its emphasis on enhanced awareness, offers a unique tool for examining changes in moral behavior.

This talk, which features a short practice meditation, welcomes researchers, teachers, students, librarians, and student support professionals.

For more information, please contact Dr. Hande Gurses (Comparative Literature) at hgurses@umass.edu.

"Meditation & the Brain" All Are Welcome!
Staff

AMER AHMED  
Director of Intercultural Teaching and Faculty Development

DEBORAH CARLISLE  
Research Associate

SARAH POCIASK  
Postdoctoral Research Associate

BRIAN BALDI  
Assistant Director

KIRSTEN HELMER  
Director of Programming for Diversity, Inclusion, and Equity

MEI-YAU SHIH  
Associate Director

KATHLEEN DE LOS SANTOS  
Administrative Assistant

SUE LAFORD  
Program Coordinator/ Business Manager

GABRIELA WEAVER  
Vice Provost for Faculty Development and Director of TEFD

GLENN CAFFERY  
Director of Educational Technology

BETHANY LISI  
Director of Faculty Development Initiatives

Not pictured: Sarah Marmon, Communication and Digital Resource Coordinator

Graduate Student TAs  
JENNIFER CANNON (Education), MARIA MCSORLEY (Education), RACHEL RYBACZUK (Sociology), MICHELE VANASSE (Education)
TEFD Broader Impacts

Staff Presentations at Meetings/Conferences:
- Agnes Scott College, Atlanta, GA.
- American Field Service (AFS), New York, NY.
- Bay Path University, Longmeadow, MA.
- CCTL Conference on Teaching and Learning, Niagara University, Lewiston, NY.
- Columbia University, New York, NY.
- Dickinson College, Carlisle, PA.
- Georgia Tech University, Atlanta, GA.
- Jewish Community Center of NYC, New York, NY.
- Jilin Agricultural University, Jilin Sheng, China.
- Lasell College, Newton, MA.
- National Academies of Science, Engineering and Medicine, Washington, DC.
- National Conference of the Network of STEM Education Centers (NSEC), organized by the Association of Public and Land Grant Universities, Columbus, OH.
- National Conference on Race & Ethnicity (NCORE), New Orleans, LA.
- New England Faculty Development Consortium (NEFDC) Fall Conference, Worcester, MA.
- Penn State University, State College, PA.
- Reed College, Portland, OR.
- Rockhurst University, Kansas City, MO.

- Society for the Advancement of Biology Education Research (SABER) Conference, Minneapolis, MN.
- SIETAR-USA National Conference, Master Workshop, San Diego, CA.
- Summer Institute for Intercultural Communication (SIIC), Portland, OR.
- SUNY – Alfred State University, Alfred, NY.
- SUNY – Fredonia, Fredonia, NY.
- Teaching and Scholarship Renewal Week, Mount Holyoke College, South Hadley, MA.
- University of Kansas, Lawrence, KS.
- University of Missouri, Columbia, MO.
- University of Missouri, Kansas City, MO.
- University of Vermont, Burlington VT.
- Westfield State University, Westfield, MA.
- White Privilege Conference (WPC), Grand Rapids, MI.
- Workshop on Intercultural Skill Enhancement (WISE) Conference, Winston-Salem, NC.

Review Work:

Innovative Higher Education Journal for General Education, Kaohsiung Medical University

Staff Publications:


LEARNING COMMUNITIES

INDIVIDUAL CONSULTATIONS

MIDTERM ASSESSMENTS

WORKSHOPS

DEPARTMENTAL COACHING

ONLINE INSTRUCTIONAL RESOURCES

RESOURCES SPECIFIC TO CAREER STAGE

SCHOLARLY WRITING RETREATS

TEACHING DEVELOPMENT GRANTS

TEACHING AWARDS