The Institute for Teaching Excellence & Faculty Development (TEFD) has continued to provide needed programs and services to support faculty, departments, and colleges across the UMass campus. We have continued and expanded many of the programs that faculty depend on, while also making some changes that are responsive to evolving needs, including:

- A new Teaching for Inclusiveness, Diversity, & Equity (TIDE) Fellowship
- The redesign and relaunch of the Lilly Fellowship for Teaching Excellence
- The inaugural hosting of the Winter Institute for Intercultural Communication (WIIC)
- A new website with expanded resources and media for faculty
- Increasing support for innovative teaching through our Midterm Assessments Process (MAP) and consultations
- 484 Flex Grants to support teaching development

In the coming year, we’ll continue our momentum by redesigning our New Faculty Orientation, relaunching our Mutual Mentoring Program, building our interactive web capabilities, and much more.

As ever, we’re honored to play a vital role in helping support teaching excellence and faculty development here at UMass Amherst.

Gabriela C. Weaver
Vice Provost for Faculty Development
Director, TEFD
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*Design: Paul J. Pereira*

*Photography: Noah Loving, Derek Fowles, John Solem, TEFD Staff*
Inspiring Innovative Teaching with “Open Classroom Days”

EFD expanded on the success of last year’s Open Classroom Days by offering a two-week open house during which faculty invited colleagues into their classes to observe their pedagogical approaches, strategies, and tools in action. Host faculty demystified the use of iClickers, Team-Based Learning, creative in-class assignments, and other active learning strategies.

Open Classroom Days contributed to raising the prominence of discourse on teaching across campus, and faculty were recognized for their commitment to excellence in teaching and learning. Twenty-two faculty from seven schools and colleges—including lecturers, clinical faculty, and tenure-system faculty of all ranks—opened their classrooms to colleagues. Approximately 84 visits to colleagues’ classrooms took place.

Classroom visitors reported that they observed strategies they plan to use in their future teaching, including: ways of leading more effective class discussions, techniques for facilitating in-class group activities, creating visual representations of knowledge, and more. Numerous faculty were surprised by the insights they gained from attending classes in disciplines very different from their own.

PARTICIPATING FACULTY:

Louise Antony (Philosophy)
Sonya Atalay (Anthropology)
Scott Auerbach (iCons)
Daniel Chard (History)
Lorraine Cordeiro (Nutrition)
Paul Dennis (Music & Dance)
Debbie Felton (Classics)
David Gross (Biochemistry & Molecular Biology)
Gayatri Guhanarayan (Kinesiology)
Jason Hooper (Music & Dance)
Jonathan Hulting-Cohen (Music & Dance)
Karen Kurczynski (History of Art & Architecture)
Catherine Lowry (Accounting)
Robert Maloy (Teacher Education & Curriculum Studies)
Bernard Morzuch (Resource Economics)
Howard Peelle (Teacher Education & Curriculum Studies)
Gwyneth Rost (Communication Disorders)
Bernd Schliemann (Mechanical & Industrial Engineering)
Shirley Shmerling (Operations & Information Management)
James Staros (Biochemistry & Molecular Biology)
Brokk Toggerson (Physics)
Matthew Westgate (Music & Dance)
TEFD Launches the TIDE Ambassadors Program

In 2016-2017, TEFD inaugurated a new year-long faculty fellowship, the Teaching for Inclusiveness, Diversity, & Equity (TIDE) Ambassadors program, which aligns with the UMass Diversity Strategic Plan and supports the vital role faculty play in creating an inclusive college experience for students.

Participants explored how they can enhance students’ learning and academic success across cultural, social, and learning differences by adopting a strength-based, inclusive approach to teaching and learning grounded in the value of diversity.

The program kicked-off with an intensive three-day retreat in May 2016, with a variety of experiential and self-reflective learning activities related to team-building, motivating students, facilitating difficult classroom discussions, and creating inclusive syllabi.

Fall sessions and a half-day institute in January engaged the group in exploring how to develop inclusive and equitable learning experiences. Spring sessions allowed participants to share experiences and concerns, exchange ideas, and provide feedback to each other.

During the final full-day meeting in May 2017, fellows shared ideas about their TIDE Ambassador projects, through which they will communicate some of their learnings with the campus community.

PROFILES

Gayatri Guhanarayan (Kinesiology)

“The TIDE program helped me connect with an amazing group of faculty members across campus. Whenever we met to share our experiences and our struggles, they helped me feel safe and challenged my pre-conceived notions of how things were or ought to be.”

Cara Takakjian (Languages, Literatures, & Cultures – Italian Studies)

“It was a space to share and test ideas, explore new concepts and feel safe in the challenging moments. The Fellowship also inspired me to take my dedication to inclusion and diversity to the next level.”

2016-2017 TIDE Ambassadors

Lisa Aronson Fontes
(University Without Walls)

Anne Ciecko
(Communication)

Gayatri Guhanarayan
(Kinesiology)

Christiane Healey
(Biology)

Raeanne Genevieve LeBlanc
(Nursing)

Megan Lewis
(Theater)

David McLaughlin
(Electrical & Computer Engineering)

Kysa Nygreen
(Teacher Education & Curriculum Studies)

Jennifer Nye
(History and Commonwealth Honors College)

Cara Takakjian
(Languages, Literatures, & Cultures)

Michelle Trim
(Computer Science)

Paige Warren
(Environmental Conservation)
Comprehensive Support for Inclusive Teaching

In 2016-2017, TEFD continued to support campus efforts to promote inclusive and equitable teaching through its Teaching & Diversity Professional Development Series. Monthly Diversity Lunch Talks engaged participants on topics such as “Facilitating Inclusive Discussions,” “Creating an Inclusive Syllabus,” and “Facilitating Difficult Dialogues and Managing Hot Moments.” Meanwhile, interactive workshops focused on “Motivating Students by Teaching Inclusively” and “Implicit Bias and Microaggressions in the College Classroom.” Another monthly series, the International Scholars Discussion Forum, offered opportunities for faculty and graduate students to come together to explore issues particular to the experiences of international scholars at UMass.

Interactive panel discussions, moderated by Kirsten Helmer (TEFD), brought faculty together around pressing issues of our times. In the fall, a panel discussion on “Diversity and Teaching Inclusively in STEM Fields” featured Director of Student Success & Diversity Charlan Simmons (College of Natural Sciences), Associate Dean David McLaughlin (Electrical & Computer Engineering), graduate student Christina Chisholm (Molecular & Cell Biology), and undergraduate student Kay T Bros (Astrophysics/Professional Physics). In the spring panel, Megan Lewis (Theater), Sut Jhally (Communication), and graduate student Kyla Walters (Sociology) delved into what it means to “Teach Controversial Topics Now.”

Several renowned external guest speakers enhanced TEFD’s programming. Computer scientist and contemplative studies scholar David Levy (University
of Washington), offered a workshop on “Mindful Tech: Finding Balance in an Age of Overload and Distraction” and led two undergraduate courses in a discussion of their relationship to digital tools and practices. Faculty engaged in a conversation with Psychologist and President Emerita, Spellman College, Beverly Daniel Tatum on “Race Relations in the Diverse College Classroom.” Valerie Young, an internationally-recognized expert, presented an interactive workshop on “Understanding and Combating Impostor Syndrome,” and Patricia Marten DiBartolo (Smith College) highlighted inclusive strategies and principles in her presentation on “Better Science, Better Learning through Inclusive Teaching.”

TEFD also worked with various units on campus — including the Art Department, the Mathematics & Statistics Department, and the First-Year Faculty Mentoring Group for the College of Social and Behavioral Sciences — to produce discipline- and topic-specific programming.

“This was an enlightening and bolstering seminar. The speakers were first rate and the conversation was relevant, valuable and extremely educational.”

– “Teaching Controversial Topics” participant

Range of Inclusive Teaching Offerings:

Diversity Lunch Talks
International Scholars Discussion Forum
Unit-specific Teaching Workshops
Invited Panel Presentations
Teaching Workshops & Discussions
TIDE Ambassadors Faculty Fellowship Program
Individual Consultations
Expanding Excellence in Teaching

EFD relaunched its highly-esteemed Lilly Fellowship Program for Teaching Excellence this year, gathering an interdisciplinary cohort of tenure-stream faculty to work on course design projects, discuss evidence-based teaching practices, build community around teaching, and develop workshops to support teaching across campus. Fellows attended biweekly seminars on topics such as backward design, active learning, inclusive teaching, instructional technology, problem-based instruction, leadership, and more.

Faculty course design projects focused on flipping content to increase active learning in class, designing more inclusive classroom practices and assignments, aligning assessments more closely with learning outcomes, and developing effective media to support hands-on in-class activities. TEFD also offered individual consultation and networking opportunities to Lilly Fellows. Most importantly, the fellowship afforded a lively, cross-disciplinary exchange of ideas to support innovation in teaching.

“The fellowship was absolutely critical in introducing me to the literature on engaged and student-centered learning.”

— Anonymous Lilly Fellow

2016-2017 FELLOWS:
Zlatan Aksamija (Electrical & Computer Engineering)
G. Bradley Bennett (Accounting)
Jasmine Kerrissey (Sociology)
Jennifer McDermott (Psychological & Brain Sciences)
Alexandra Meliou (Computer Science)
Mazen Naous (English)
Rodrigo Zamith (Journalism)

“The Lilly Fellowship has been immensely helpful at challenging me to be more thoughtful and creative as I tried to ‘flip’ one of my classes. It spurred me to think in terms of student learning outcomes from crafting a syllabus to designing the final project. The Fellowship then helps me reflect when I try to apply those ideas, and my offshoots from them, during our lively discussions. Perhaps most importantly, it has welcomed me into a community of people who are dedicated to students and truly care about their work inside the classroom.”

Rodrigo Zamith (Journalism)
Workshops Offered:

“Creating Synergy Between Intercultural and Social Justice Approaches in Organizations”

“Education from the Inside Out: Intercultural Learning Away from Home”

“Intergroup Dialogue and Inclusive Climates: Principles and Methods for Facilitator Preparation and Support”

“Managing Intercultural Development Styles in Classrooms”

“Emotional Intelligence for Teams”

“Diversity as a Strategic Change Process”

“Low Budget, High Impact: Diversity and Intercultural Training”

“It Depends: Imagining Intercultural Perspectives”

“Engaging Islam: A Perspective for Educators”

“Mindfulness and Intercultural Education: Training from the Inside Out”

“Why Do You Say That?! How Identity Impacts Perceptions of Current Events”

“Using the Intercultural Perspective to Make Race Visible”

“Play as Work: The Creative and Professional Use of Games for Community and Team-Building”

“Stop. Listen. And then Listen Some More.”

“Intercultural Concepts for the Overworked Educator”

In March, TEFD inaugurated its role as host of the Winter Institute for Intercultural Communication (WIIC), a four-day professional development program offering intensive workshops on intercultural communication, diversity, social justice, mediation, facilitation, organizational development and assessment, as well as numerous other topics.

Hosted in partnership with the Intercultural Communication Institute (ICI), the pre-eminent institute for the intercultural field, WIIC offered an esteemed faculty of diverse expertise committed to supporting the practical needs of attendees.

Nearly 200 participants from across the United States and the world attended the Institute. Among the participants were over 30 attendees from UMass Amherst. WIIC’s aims were to strengthen professional development, expertise and capacity on diversity and inclusion. TEFD intends to build on the initial success of the program by increasing enrollment in 2018 and beyond.
Student-Centered Teaching & Learning Fellowship

T

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. Each of the 11 Fellows who began the two-semester program in the spring 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, often 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 course learning goals. The second Fellowship semester will focus on implementation issues that arise as these redesigned courses are taught.

A new cohort of 10 Fellows has also been selected to begin in the fall, beginning their planning for courses to be taught in spring 2018. The program will continue with a new SCTL Fellowship cohort beginning each semester.

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:

Stephanie Griggs (Nursing)
Laura Francis (Biology)
Abigail Jensen (Biology)
Sanjay Arwade (Civil & Environmental Engineering)
Eleni Christofa (Civil & Environmental Engineering)
Ho-Sung Kim (Environmental Conservation)
Becky Miller (Biochemistry & Molecular Biology)
Christine Ho (History of Art & Architecture)
Dong Wang (Biochemistry & Molecular Biology)
Jonathan Hulting-Cohen (Music & Dance)
Theresa Austin (Teacher Education & Curriculum Studies)

Sanjay Arwade (Civil & Environmental Engineering)

“I knew I didn’t want to teach my new class on programming for civil engineers as a classical lecture and also knew that I could really use some support if I were going to do something different involving active learning and group work. The biweekly meetings have really helped me move towards my goals. My syllabus now contains a much clearer statement of objectives, and with TEFD’s help and that of my colleagues I’ve been able to develop several specific active and group learning activities that I am excited to implement.”
New Website, Bold New Resources!

TEFD has launched its new website! The redesigned website provides a state-of-the-art platform to help faculty engage with TEFD services and provides access to a wide range of just-in-time resources utilizing multiple digital formats.

Beyond the contemporary design and architecture of the site, an underlying relational database provides TEFD with tools for internal collaboration to better inform and support faculty. Faculty in turn will have access to a confidential history of their TEFD-related investments in teaching development, such as data from midterm assessments and their participation history in programs. In partnership with the UMass Center for Educational Software Development, continuing development of this platform will allow faculty to engage with each other, and use online resources.

In addition to the text-based guides and event-related resources that have long been available on the website, TEFD has put significant effort into developing new media resources. Faculty will additionally be able to bookmark and share online resources that they’ve found useful, and engage in more sustained activities on themes of particular interest.

Visit us at: www.umass.edu/tefd

NEW FEATURES:

TEACHING DEVELOPMENT VIDEOS. An extensive series of short videos on the pedagogy of student-centered teaching.

FACULTY VOICES. Video interviews that capture the extraordinary dedication, aspirations, and teaching practices of the faculty on our campus, as told from the personal perspectives of our colleagues.

BOOKMARKS. The ability to store and share resources on a variety of teaching and career development topics.

PERSONAL PROFILES. Faculty will be able to access a confidential record of their participation in TEFD’s programs.
The Creative Teaching Salons offer a venue for instructors to engage in exploratory and bold conversations on pedagogy in a pleasant, agenda-free format. The University Club setting affords delicious food and beverages to liven the conversations.

The initiative combines the expertise of TEFD, UMass IT, the Center for Educational Software Development, and the Libraries to stimulate instructional conversations across disciplines. The program blog captures the highlights from each salon.

In fall 2016, we began the salon series by considering the question: How do you start a new semester? Instructors from a variety of disciplines offered their own stories on how to jump into the first couple of weeks. In our next meeting, we stretched our thinking about grading, led by Paul Dennis (Music & Dance). The last salon for fall explored different approaches needed when teaching in online or flipped environments, facilitated by Marisha Marks and Kyle Stephanie Kraus (Continuing & Professional Education). The spring salons began with a dive into the “ways of thinking” for different disciplines, and how we bring students to those through our teaching, led by Brad Wheeler (TEFD). At our next meeting, participants considered how we can teach students to be digitally and media literate, led by Kate Freedman (Libraries). In our final salon for the year, Sam Anderson (IT), in order to explore the complexities of writing across the curriculum, introduced a discussion around the question: How does student writing vary across different disciplines?
Onboarding New Faculty

In August, TEFD hosted its annual New Faculty Orientation, which brought together 65 new faculty representing all schools and colleges and 36 departments and programs for a full day of networking, resources, and perspective-sharing.

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 networking. Following an interactive trivia game about the campus and 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 In and Out of the Classroom.” After lunch, participants connected with new colleagues from their respective schools and colleges and met with representatives from various faculty support units on campus.

TEFD also hosted two luncheons, to provide new faculty a venue for further skill-building and camaraderie. The December luncheon invited participants to reflect on challenges and successes from the first semester. In March, new faculty discussed time and energy management, as well as expectations for success.

Shannon Roberts
(Mechanical & Industrial Engineering)

The New Faculty Orientation Program was one of the first events I attended when I arrived on campus and one of the best. I met other new faculty members from across campus, who have since become my friends. The faculty and student panels provided many useful tidbits on how to be successful in my first year. I left the New Faculty Orientation more knowledgeable than when I started and with a jumpstart on my new career as a professor.
Expert Consultations

Midterm Assessment Process (MAP)
During 2016-2017, TEFD provided 192 midterm assessment process (MAP) services to 161 instructors to improve the quality of teaching on campus. As part of a “MAP,” a TEFD consultant collects student feedback while courses are still in progress, and provides the instructor with personal and confidential consulting about the information gathered. 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 opening 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 is sought out by instructors across all ranks and disciplines. In the fall, 35 departments participated in the MAP program, and 42 departments participated in the spring. Assistant professors (53%) utilized the service most, followed by lecturers (22%) and graduate students (12%), with tenured faculty making up 11% of all participants.

One faculty member stated that having a MAP in the middle of the semester allowed her to “…interpret and understand the students’ feedback,” and that the TEFD consultant provided “a number of really valuable ideas most of which were subsequently implemented and gave very good results.”
Individual Consultations
TEFD also provides individual in-depth course planning and syllabus design consultations to instructors. In fall 2016, 27 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 member stated: “It was very helpful as a new faculty member to get a sense of what the ‘norm’ for courses is at UMass, as well as to get tips on specific pedagogical strategies that I might not have thought of myself.”

Unit-Level Consultations
Research on institutions has demonstrated that unit-level change is a critical component for sustainable transformation. Increasingly, TEFD has begun to work with campus academic departments and other units to assist with their faculty development and teaching-related needs. In 2016-2017, TEFD provided consultation services to the following campus units:

Art
Chemistry
History
Journalism
Mathematics & Statistics
Psychological & Brain Sciences
College of Social & Behavioral Sciences First-Year Faculty
Commonwealth Honors College
UMass Amherst Graduate School
University Libraries
Contemplative Pedagogy in Challenging Times

Mass’ Contemplative Pedagogy Working Group met 10 times in 2016-2017 to discuss using contemplative practices in teaching and learning across the disciplines. Working Group presentation topics for the year included contemplation and criticality in teaching, feminist and contemplative pedagogy, as well as contemplative engagement in student affairs, library science, and campus activism.

In October, ten UMass Amherst faculty, staff and students presented at “Transforming Higher Education: Fostering Contemplative Inquiry, Community, and Social Action,” the Association for the Contemplative Mind in Higher Education’s 8th Annual Conference, hosted at UMass Amherst. UMass Amherst colleagues contributed seven thought-provoking presentations, including: “Engagement, Identity, Love, and Transformation: Contemplative Inquiry and Critical Teaching,” with Ellen Pader (Landscape Architecture & Regional Planning), Brian Baldi (TEFD), Maria José Botelho (Teacher Education & Curriculum Studies), and Joseph Krupczynski (Architecture, Civic Engagement & Service-Learning); “Engaging Whiteness Through Critical Contemplative Action” and “Student Round Table Reflection on Contemplation, Education, and Transformation” with James Frank (BDIC); “Contemplative Practice in Sustainable Food & Farming,” with Sarah Berquist (Stockbridge School of Agriculture); “Personal as Political: Towards Compassionate Selves, Just Campuses and Anti-Oppressive Communities,” with Jennifer Cannon (Teacher Education and School Improvement, TEFD); “An Investigation into the Challenges of Introducing Contemplative Practice into Higher Education,” with Katja Hahn D’Errico (Civic Engagement & Service-Learning/ Social Justice Education) and Bryn Hennigar (Public Health Sciences, Psychology); and “The GRACE Model in Higher Education: Compassion in Action,” with Raeann LeBlanc (Nursing).

Engagement in the Contemplative Pedagogy Working Group remains consistent and strong, with a total of 32 participants this year.
Researching STEM Education and Evaluation

Continuing their research for “Creating and Studying a National Network of Centers of STEM Education: Developing Foundational Infrastructure for Educational Transformation,” a multi-institutional project funded by the National Science Foundation, TEFD Director Gabriela Weaver and Research Associate Deborah Carlisle conducted ten site visits across a broad national sample of institutions. The data collected at these sites will be used to inform a nationwide survey to be conducted in fall 2017. Deborah is also writing descriptive case studies, based on the site interviews with STEM center directors and staff, STEM departments, and upper administrators, to further illuminate the roles of these mature or recently-established teaching support units. Cross-case analyses will be shared through national meetings, publications, and the network website. This research will support the goals, policies, and practices of the cross-institutional Network of STEM Education Centers (NSEC).

Better Programming Through Assessment

In 2016-2017, continuing its dedication to evidence-based practices, TEFD redesigned and enhanced formative and summative assessments for programs that involve faculty-centered learning communities, specifically the TIDE Ambassador Fellowship Program, the Student-Centered Teaching and Learning Fellowship, and the Lilly Fellowship for Teaching Excellence. Documenting the experiences of faculty in these programs allows us to better understand our impact on participants and the broader UMass community. TEFD also substantially improved the surveys of our Midterm Assessment Process (MAP) and our second annual Open Classroom Days event, as well as individual consultations with UMass instructors interested in designing and implementing assessments of active learning strategies in their classes.
Supporting Scholarly Writing for All Faculty

TEFD has a long tradition of supporting faculty scholarly writing with a range of programming. In 2016-2017, we offered one writing retreat in August so faculty could wrap-up summer projects, seven monthly retreats during the academic year for faculty who want to remain productive while managing their many other responsibilities, and our highly-rated Annual Writing Retreat at Mount Holyoke College in May. In all, 243 faculty attended the retreats, working on articles, books, presentations, grant proposals, and more.

TEFD further assisted faculty with their writing productivity by offering two workshops at critical moments in the academic year. Cathy Luna, a professional writing coach, led 38 faculty through a series of activities at the January and May retreats that supported attendees in identifying and setting achievable writing goals in a supportive, collegial atmosphere. In addition, Cathy met one-on-one with 12 faculty members who benefited from focused feedback on their writing projects. Faculty across all ranks and disciplines participated in our retreats, workshops, and consultations.

“Thank you so much for this valuable opportunity to jump start my summer writing! Cathy Luna was so helpful -- I will use her handouts to get organized. I have no doubt I will have a productive summer owing to this workshop.”

— anonymous faculty member
Recognition of Teaching Excellence

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 2017 winner of the Manning Prize on the Amherst campus is Haivan Hoang (English). Professor Hoang’s research and teaching have centered on literacy studies, U.S. racial formations, and writing pedagogy. In addition to her work with undergraduate and graduate students in the English department, she has also been committed to writing education at the university level and served as Director of the Writing Center from 2008-10 and Director of the Writing Program from 2011-16. Professor Hoang has further supported UMass Amherst’s nationally-recognized Writing Program through her teaching and mentoring of undergraduate writing tutors as well as graduate student instructors in the First-Year Writing Program.

Distinguished Teaching Awards
Each year, TEFD honors exemplary teaching 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 2016, 228 instructors were nominated for DTA awards. The final recipients were:

FACULTY
• Scott Auerbach (Chemistry)
• Jeffrey Davis (Chemical Engineering)
• Nathan Schnarr (Chemistry)
• Ian Walsh (Management)

GRADUATE STUDENTS
• Shakuntala Ray (English)
• Yedalis Ruiz (Educational Policy, Research, & Administration)
Teaching Innovation Supported by PMYR and Flex Grants

In 2016-2017, TEFD awarded PMYR Professional Development in Teaching Grants to 15 post-tenure faculty from 13 departments and six colleges. The TEFD PMYR grants provide each senior faculty member up to $3,000 to support innovative teaching and professional development within their disciplines. TEFD also hosted a PMYR luncheon in spring 2017 at which past and current grant recipients met and shared their project outcomes and grant experiences.

TEFD also awarded 484 Flex Grants to eligible MSP faculty 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 enhance the classroom learning experience.

Program Participation

### TEACHING DEVELOPMENT
- MAPs ................................................................. 192
- Common Read Programming ..................................... 27
- Creative Teaching Salons ........................................... 41
- Diversity Lunch Talks ............................................. 166
- Diversity Teaching Workshops ................................. 225
- Individual Consultations .......................................... 152
- International Scholars Forum Discussions ...................... 50
- Open Classroom Days ............................................ 85
- PMYR Luncheon .................................................... 15
- Seminar Teaching Workshop .................................... 11
- TBL Summer Orientation ......................................... 35

**TOTAL 999**

### FELLOWSHIPS and WORKING GROUPS
- Contemplative Pedagogy Working Group ...................... 32
- Lilly Teaching Fellowship .......................................... 7
- SCTL Fellowship ..................................................... 11
- TIDE Ambassadors Fellowship ..................................... 12
- TIDE Institute ........................................................ 12

**TOTAL 74**

### SCHOLARLY WRITING
- Writing Retreats ..................................................... 243
- Writing Workshops ................................................ 38
- Writing Consultations ............................................. 12

**TOTAL 293**

### FACULTY GRANTS
- Flex Grant Recipients .............................................. 484
- PMYR Grant Recipients ........................................... 15

**TOTAL 499**

### CAREER DEVELOPMENT
- New Faculty Orientation .......................................... 65

**TOTAL 65**

### INTERCULTURAL COMMUNICATION
- Winter Institute for Intercultural Communication (WIC) ..................................................... 139
  - UMass Attendees: 32
  - Other Five College Consortium Attendees: 2
  - External Attendees: 105
- Post-WIIC Debrief Meeting for UMass Attendees ...................................................... 17

**TOTAL 156**

Number of Times People (Faculty, Staff, Administrators, Postdocs, Grad Students, Visitors) Participated in TEFD Events ... 2086

Number of Unique Participants Overall ........................................ 1151
2016-2017 HIGHLIGHTS

Midterm Assessment Gathered From Over 10,000 STUDENTS

$242,000 AWARDED TO FACULTY FOR TEACHING DEVELOPMENT

44 INCLUSIVE TEACHING programming participants

22 faculty interviewed for FACULTY VOICES PROJECT

180 COFFEE COUPONS distributed at writing RETREATS

Over 6,822 MILES Longest distance traveled for the WIIC PROGRAM

62 events and programs for 1151 UNIQUE PARTICIPANTS

TEFD Event Participants % by Role

Assistant Professors
Associate Professors
Full Professors
Lecturers
Other Faculty
Administrators
Staff
Librarians
Graduate Students
Off-Campus Visitors
Other UMass Affiliates
Not Specified
Staff

AMER AHMED
Director of Intercultural Teaching and Faculty Development

BRIAN BALDI
Assistant Director

DIANE BURNS
Program Coordinator/Business Manager

GLENN CAFFERY
Director of Educational Technology

DEBORAH CARLISLE
Research Associate

KIRSTEN HELMER
Senior Instructional Consultant

BETHANY LISI
Director of Faculty Development Initiatives

GAELLEA HAYES
Director of Faculty Development Initiatives

MEI-YAU SHIH
Associate Director

SUZANNE TROMARA
Administrative Assistant

GABRIELA WEAVER
Vice Provost for Faculty Development and Director of TEFD

Graduate Student TAs
JENNIFER CANNON (Education)
SARAH MARMON (Sociology)
RACHEL RYBACZUK (Sociology)
KYLIE WALTERS (Sociology)
BRADFORD WHEELER (Education)
TEFD Broader Impacts

Staff Presentations at Meetings/Conferences:
- Academic Innovation Conference, UMass Boston, MA.
- Association for Contemplative Mind in Higher Education Conference, UMass Amherst, MA.
- Bay Path University, Longmeadow, MA.
- Chinese Higher Education Development Conference, Hefei, China.
- Fair Housing and Civil Rights Conference, Springfield, MA.
- Fostering Intercultural Respect & Empowerment (FIRE) Conference, Lake Forest, IL.
- Gordon Conference on Chemistry Education Research and Practice, Bates College, Lewiston, ME.
- Harry T. Wilks Global Citizenship Forum, Miami University, Oxford, OH.
- iEarth Consortium for Earth Science Education, University of Bergen, Norway.
- Jilin Agricultural University, China.
- Leading for Change Diversity Consortium Summit, Bridgewater State University, MA.
- McNair Scholars Annual Conference, Atlanta, GA.
- National Academies of Sciences, Engineering and Medicine Committee on Developing Indicators for Undergraduate STEM Education.
- National Academies of Science, Engineering and Medicine, Washington, DC.
- National Conference on Race & Ethnicity (NCORE), Ft. Worth, TX.
- National Taiwan University, Taipei, Taiwan.
- Northwest Association of Independent Schools (NWAIS) Conference, Redmond, WA.
- POD Network Conference, Louisville, KY.
- Shandong University Science and Technology Conference, Jinan, China.
- Social Justice League Summit, Suffolk University, Boston, MA.
- Summer Institute for Intercultural Communication (SiIC), Portland, OR.
- The Teaching Professor Conference, St. Louis, MO.
- Trinity International Hip Hop Festival, Trinity College, Hartford, CT.
- University of Maryland, College Park, MD.
- University of Massachusetts Medical School, Worcester, MA.
- White Privilege Conference (WPC), Kansas City, MO.
- White Privilege Symposium, New York City, NY.
- Words, Beats and Life Hip Hop Pedagogy Conference and Teach-In, Washington DC.
- Workshop on Intercultural Skill Enhancement (WISE) Conference, Winston-Salem, NC.

Staff Publications:


Pociask, S., Gross, D., Shih, M. “Does Team Formation Impact Student Performance, Effort and Attitudes in a College Course Employing Collaborative Learning?” Journal of the Scholarship of Teaching and Learning (accepted).