

DOROTHE BACH  
+1 (434) 409 0421  
BACH@VIRGINIA.EDU  
UNIVERSITY OF VIRGINIA, USA

## CURRICULUM VITAE

### EDUCATION

---

University of Virginia	Charlottesville, VA
<b>Ph.D., Germanic Languages and Literatures</b> (Advisor: Prof. Benjamin Bennett)	2003
• Dissertation Fellowship, University of Virginia	2001-2002
• Dupont Fellowship, Graduate School of Arts & Sciences, University of Virginia	1996-2001
Albert-Ludwigs-Universität Freiburg	Freiburg, Germany
<b>M.A., German Literature</b> (Advisor: Prof. Carl Pietzker)	1996
<b>Staatsexamen, German Literature and Physical Education</b>	1995
Hebrew University of Jerusalem	Jerusalem, Israel
• Fellowship, German Academic Exchange Service (DAAD)	1993-1994

### FACULTY POSITIONS

---

#### UNIVERSITY OF VIRGINIA

<b>Professor, General Faculty, &amp; Associate Director</b> , Center for Teaching Excellence	2017-present
<b>Professor of Environmental Sciences</b>	2024-present
<b>Lecturer</b> , Environmental Thought and Practice	2022-2023
<b>Honorary Associate Professor</b> , Nursing School	2013-2020
<b>Affiliated Faculty</b> , Department of Germanic Languages and Literatures	2003-present
<b>Associate Professor and Associate Director</b> , Center for Teaching Excellence	2013-2017
<b>Associate Professor &amp; Assistant Director</b> , Teaching Resource Center	2009-2012
<b>Faculty Consultant &amp; Assistant Professor</b> , Teaching Resource Center	2002-2009

#### TECHNISCHE UNIVERSITÄT DRESDEN, GERMANY

<b>Visiting Professor</b> , Technische Universität, Dresden, Germany	Summer 2008-2009
--	------------------

### WORK RESPONSIBILITIES

---

<b>Consultation Program</b>	2023-present
• Lead CTE's consultation services including recruitment, training, and mentoring of faculty, graduate students and undergraduate consultants in conducting in-class-observation and Engaging Students' Perspectives Focus Groups.	

<b>CTE Faculty Fellows</b>	2023-present
<ul style="list-style-type: none"> <li>• Direct program, recruit, and mentor cohort of CTE Faculty Fellows and Community Engagement and Service Learning</li> </ul>	
<b>Ignite Program</b>	2015-present
<ul style="list-style-type: none"> <li>• Develop and direct the Ignite Program that supports new faculty in developing into outstanding teachers. Responsibilities include communicating with university leadership about program; managing application process, program team and program budget; planning and facilitating, retreat and monthly meetings; creating on-line resources, overseeing Postdoctoral Research Associate and conducting assessment.</li> </ul>	
<b>Course Design Institute</b>	2009-present
<ul style="list-style-type: none"> <li>• Co-facilitate intensive, multi-day workshop for designing new courses which promote transformative learning. Responsibilities include designing workshop sessions, leading individual sessions, creating Institute materials, and conducting assessment.</li> </ul>	
<b>Workshops and Consultations</b>	2003-present
<ul style="list-style-type: none"> <li>• Consult with faculty and graduate students about teaching, learning, and professional development; develop and facilitate departmental and university-wide workshops; select, invite, and host outside speakers.</li> </ul>	
<b>Teaching</b>	2003-present
<ul style="list-style-type: none"> <li>• Design and teach one course per year. Past courses have included an advanced graduate seminar and undergraduate courses cross-listed in the German Department, English Department, Psychology Department, Religious Studies Department, Comparative Literature Program, Women's Studies Program, Nursing School and Environmental Thought and Practice.</li> </ul>	
<b>Staff Development</b>	2005-present
<ul style="list-style-type: none"> <li>• Hire, train, mentor junior CTE Graduate Student Associates, Post-Doctoral Research Associates, Faculty Fellows, and junior faculty staff</li> </ul>	
<b>Contemplative Pedagogy Programing</b>	2011-present
<ul style="list-style-type: none"> <li>• Develop and administer programming designed to support faculty wishing to integrate contemplative pedagogy into their courses.</li> </ul>	
<b>Community Engaged Teaching Scholars Program</b>	2020-2021
<ul style="list-style-type: none"> <li>• With Andy Kaufman, create programming to support faculty in the design and implementation of community engagement courses. Responsibilities included assessing faculty needs, facilitating course design workshops and learning community meetings, developing web resources, and evaluating sessions.</li> </ul>	
<b>UVA ACTS</b>	2017-2021
<ul style="list-style-type: none"> <li>• In partnership with the Vice Provost for Faculty Affairs, develop on-grounds theater group dedicated to faculty development in diversity and inclusion. Responsibilities include fundraising in various schools, grant-writing, budgeting, and mentoring artistic director and program manager.</li> </ul>	

<b>Co-create UVA</b>	2015-2018
<ul style="list-style-type: none"> <li>In collaboration with a student-led organization ReinventED Lab, develop programming that provides students opportunities to directly collaborate with faculty on courses and curricula.</li> </ul>	
<b>New Faculty Orientation</b>	2013-2016
<ul style="list-style-type: none"> <li>Collaborate with VP for Faculty Advancement to organize plan 2-day teaching orientation for incoming faculty; co-design and co-facilitate program, select presenters, and assess sessions.</li> </ul>	
<b>Innovation in Pedagogy Summit</b>	2016
<ul style="list-style-type: none"> <li>Work with advisory board to develop call for proposal, solicit outside speaker, and oversee proposal selection process and event organization.</li> </ul>	
<b>Excellence in Diversity Fellows Program</b>	2003-2015
<ul style="list-style-type: none"> <li>Develop and direct the Excellence in Diversity Program that supports new and diverse tenure-track faculty during their first year at the University of Virginia. Responsibilities include selecting fellows, choosing and training consultants, planning and facilitating retreat and monthly meeting, managing program budget, creating on-line mentoring resources, and conducting on-going assessment.</li> </ul>	
<b>NSF ADVANCE @ UVa</b>	2013-2015
<ul style="list-style-type: none"> <li>Develop with CO-PIs and ADVANCE Program director professional and leadership development opportunities for Women in STEM and their allies. Responsibilities included: designing program of stakeholder engagement events, selecting presenters, developing advertising strategy, and assessing sessions.</li> </ul>	
<b>Jefferson Public Citizens Program</b>	2008-2012
<ul style="list-style-type: none"> <li>Design and coordinate programming to support faculty designing and teaching academic service learning course. Responsibilities included assessing faculty needs, securing funding, coordinating and facilitating course design workshops and learning community meetings, developing web resources, and evaluating sessions.</li> </ul>	
<b>Education Abroad</b>	2009-2011
<ul style="list-style-type: none"> <li>Design and coordinate programming to support faculty designing and teaching education abroad courses. Responsibilities included securing funding, facilitating course design workshops and designing and organizing learning community meetings, developing web resources, and assessment.</li> </ul>	
<b>Seven Society Award for Superb Graduate Student Teaching</b>	2003-09
<ul style="list-style-type: none"> <li>Oversee student coordinator, create announcements, correspond annually with over 200 undergraduate student nominators, graduate TAs and faculty, chairing selection committee, organize and host celebratory Rotunda banquet.</li> </ul>	
<b>Professors as Writers Program</b>	Spring 2008
<ul style="list-style-type: none"> <li>Oversee faculty learning community during the Program Directors research leave. Responsibilities included organizing events, facilitating discussions, and supporting fellows' work.</li> </ul>	

## GRANTS

---

Co-PI: Karsh Institute for Democracy (\$6,000)	2024
PI: Environmental Thought and Practice PIRL Grant (\$15,000)	2022-2023
Co-PI: Coalition for Life-Transformative Education (\$20,000) Support new initiative: Nurturing Sustainable, Relationship-Rich Academic Environments	2019-2022
Co-PI: Jefferson Trust Grant (\$149,760) Support the development and implementation of the Ignite Program.	2015-17
Co-author and faculty sponsor: Jefferson Trust Grant (\$25,000) Support the development and implementation of Co-create UVA, a student-faculty partnership program (with student group ReinventED Lab).	2016-17
PI: Center for Contemplative Mind in Society Teaching Center Grant with matching funds from UVA Contemplative Sciences Center (\$10,000) Support the development and implementation of a Contemplative Pedagogies Program.	2013
Co-PI: POD Network Faculty/ TA Instructional Development Internship Grant (\$5,000) Support the creation of internship for graduate student of color considering a career in instructional development.	2010
Co-PI: UVa Learning Assessment Grant (\$2,000) Support the design of interactive resource website for faculty teaching academic community engagement courses and study abroad.	2010
PI: UVa University and Community Partnership Grant (\$23,000) Support programming for faculty teaching academic community engagement courses.	2008-2012
PI: UVa International Studies Office Grant (\$11,000) Support programming for faculty teaching study abroad courses.	2009-11
Co-PI: UVa permanent institutional funding (\$100,000 per year) Support the implementation of the Excellence in Diversity Fellows Program to help new and diverse faculty build thriving academic careers.	2005

## PUBLICATIONS

---

### PEER-REVIEWED ARTICLES AND BOOK CHAPTERS

- Heimann, K., & Bach, D. (invited book chapter, forthcoming) In search of relational imagination: an auto-ethnographic journey through training in embodied critical thinking. In D. Schoeller, G. Walkerden, & S. Þorgeirsdóttir (Eds.) *The embodied turn in critical thinking: reenchanted teaching, learning and research in higher education*, Routledge.
- Gravett, E. O. & Bach, D., (2024). Beyond the "Human Dimension": Expanding Fink's taxonomy of significant learning to include the more-than-human world. *To Improve the Academy: A Journal of Educational Development* 43(1): 2. <https://doi.org/10.3998/tia.3800>
- Favre, D. E., Bach, D., & Wheeler, L.B. (2021). Measuring institutional transformation: a multifaceted assessment of a new faculty development program, *Journal of Research in Innovative Teaching & Learning*, 14(3), 378-398. <https://doi.org/10.1108/JRIT-04-2020-0023>

- Wheeler, L. B., & Bach, D. (2020). Understanding the impact of educational development interventions on classroom instruction and student success. *International Journal for Academic Development*, 26(1), 24–40. <https://doi.org/10.1080/1360144X.2020.1777555>
- Caldwell-O'Keefe, J.R., Boyd, D.E., Ashe, D., Bach, D., & Diede, M. (2020). Turning off the firehose and fostering community for the new professoriate: five institutional perspectives on new faculty orientation. *The Journal of Faculty Development*, 34(2), 59-66.
- Doktor, S.D., **Bach, D.**, Abbot, S., & Hardin, J. (2019). At the threshold: A case study of a partnership between a student organization and an educational development center. *International Journal for Students as Partners*, 3(1), 150-159.
- Weiss, P., **Bach, D.**, Riewerts, K., & Connors, K. (2017). Measuring transformational learning in faculty development, 2<sup>nd</sup> EuroSoTL conference proceedings. 268-274.
- Bach, D.**, & Baugher, J. E. (2016). Hast du es eilig, gehe langsam: Kontemplative Pedagogik im Zeitalter der Beschleunigung und Zerstreuung. *Zeit. Tagungsband der Internationalen Pedagogischen Werktagung*, 95-112.
- Bach, D.**, Weiss, P., Inkelas, K.K., & Riewerts, K. (2016). Introducing and assessing learning-focused course design at Bielefeld University, Germany, and the University of Virginia, USA. *Die Hochschullehre: Interdisziplinäre Zeitschrift für Studium und Lehre*, 11(1), 1-19.
- Bach, D.**, & Cook-Sather, A. (2016) Open space: Nurturing reflection, dialogue, and radical listening in higher education. *Journal on Excellence in College Teaching*, 27(2), 97-116.
- Bach, D.**, & Alexander, J. (2015). Contemplative approaches to reading and writing: Cultivating choice, connectedness, and wholeheartedness in the critical humanities. *Journal for Contemplative Inquiry*, 2(1), 17-36.
- Palmer, M.S., **Bach, D.**, & Streifer, A.C. (2014). Measuring the promise: A learning-focused syllabus rubric. *To Improve the Academy: A Journal of Educational Development*, 33(1), 14-36. Translated and published in the 3rd edition of the Japanese magazine Shutaiteki Manabi (Active Learning) in 2016.
- Alexander, J., & **Bach, D.** (2013). Creating classroom community with reflective blogs. *International Journal of Technology, Knowledge and Society*, 9(2), 17-29.
- Lee, V., **Bach D.**, & Muthiah, R. (2012). An exploration of the spiritual roots of the mid-career faculty experience. *To Improve the Academy*, 31, 69-85.
- Bach, D.** (2011). Using scholarly online communities to empower students. *Journal on Excellence in College Teaching*, 22(2), 5-29.
- Bach, D.**, & Sorcinelli, M.D. (2010). Assessing early career faculty programs: The case for 'excellence in diversity.' *To Improve the Academy*, 28, 310-326.
- Bach, D.** (2009). Using course portfolios to promote self-reflection and intentional learning. In: Zubizarreta, J. (Ed.) *The Learning Portfolio: Reflective Practice for Improving Student Learning* (2nd ed., pp. 75-84, pp. 321-324).
- Bach, D.**, Barnett, M., Fuentes J., & Frey, S. (2006). Promoting intellectual community and professional growth for a diverse faculty: The Excellence in Diversity Fellows program at the University of Virginia. *To Improve the Academy*, 24, 166-183.

## TRANSLATION

- Bach, D.**, & Haacke, S., trans. (2009). L. Dee Fink's Leitfaden zur Konzeption und Planung von Lehrveranstaltungen (*A Self-Directed Guide to Designing Courses for Significant Learning* by L. Dee Fink). [https://www.uni-bielefeld.de/einrichtungen/zll/hdle/literatur-links/Dee\\_Fink\\_Leitfaden.pdf](https://www.uni-bielefeld.de/einrichtungen/zll/hdle/literatur-links/Dee_Fink_Leitfaden.pdf)

## CONFERENCE PRESENTATIONS AND WORKSHOPS

---

- Bach, D.**, Schuyler, C., Gleek, C., Garey, C., Smith, W., & Whitford, A. (May 2024) *Embodied Learning and Teaching in the Age of AI*. Innovations in Pedagogy Summit, University of Virginia, VA.
- Schuyler, C. & **Bach, D.** (February 2024) *Cultivating Climate Hope: Schoolyards as Sources of Resilience*. Safe and Healthy Schools Conference, University of Richmond, Richmond, VA.
- Bach, D.**, & Gravett, E. (November 2023) *Expanding Fink's Taxonomy to Include the More-than-Human Dimension*, POD Network in Higher Education Conference, online.
- Watts Hull, R. Everson B., **Bach, D.**, & Subiño Sullivan, C. (November 2023) *What Can An Educational Developer Do About the Climate Crisis?* POD Network in Higher Education Conference, online.
- Ellis, A., Schuyler, C., & **Bach, D.** (November 2023) Nature Therapy Inspired Team Building, Chesapeake Watershed Forum, Shepherdstown, WV.
- Heimann, K. & **Bach, D.** (September 2023) *Expanding our "relational imagination" through radical listening ...and the trouble it leaves us in*. Gendlin Symposium, online.
- Schuyler, C., **Bach, D.**, & Regehr, O. (May 2023) *Nature as Co-teacher: Boosting Resilience, Creativity, and Critical Thinking in Nearby Greenspaces*. Innovations in Pedagogy Summit, University of Virginia, VA.
- Peoples, W., **Bach, D.**, & Buckelew R. (November 2022) *Toward Racial Justice: Disrupting Cultures of Whiteness in Educational Development*, Pre-conference workshop presented at the POD Network in Higher Education Conference, Seattle, WA.
- Bach, D.**, & Heimann, K. (June 2022) *Embodied Thinking: Listening for Change*. Workshop presented at the International Consortium for Educational Development, Aarhus, Denmark.
- Bach, D.**, Mandeltort, L., Taggart, J., Wheeler, L.B., & Williams, C. (September 2021) *Understanding Barriers and Supports for Building Sustainable, Relationship-Rich Academic Environments*. Annual Conference, Coalition for Life Transforming Education, online.
- Bach, D.**, Dickens, E., Joubert, M., McEniry, C., Moore, C.S., Sibanda, B., & Streifer, A. (November 2020). Equity, decoloniality, and social justice: A Dialogue with South African Colleagues. Plenary presented at the POD Network in Higher Education Conference, online.
- Buckelew, R., & **Bach, D.** (February 2020). Specifications Grading: A Strategy for Cultivating Productive Student-Instructor Relationships. Workshop presented at the Conference for Higher Education Pedagogy, Blacksburg, VA.
- Grooters, S., McEniry, C., & **Bach, D.** (November 2019). Decentering Whiteness in Anti-Racist Educational Development Practices. Workshop presented at the POD Network in Higher Education Conference, Pittsburg, PA.
- Bach, D.**, & Roderick, L. (November 2019). Radical Listening and the Pedagogy of Community: Fostering Connected Learning. Workshop presented at the POD Network in Higher Education Conference, Pittsburg, PA.
- Bach, D.** (March 2019). Thinking Where Words Are Still Missing: Radical Listening as a Tool to Promote Creative Thinking & Interactional Self-Reliance. Workshop presented at the Contemplative Practices for Higher Education, Harrisonburg, VA.
- Streifer, A., Palmer, M., & **Bach, D.** (January 2019). Specifications Grading: Developing Strategies for Inclusive, Meaningful, Transparent Assessment Practices. Workshop presented at the Conference for Higher Education Pedagogy, Blacksburg, VA.
- Streifer, A., Palmer, M., & **Bach, D.** (November 2018). Specifications Grading: Developing Strategies for Inclusive, Meaningful, Transparent Assessment Practices. Workshop presented at the POD Network in Higher Education Conference, Portland, OR.

- Wheeler, L., & **Bach, D.** (November 2018). Making Assessment Matter: Linking Interventions, Instructional Practices, and Academic Achievement. Paper presented at the POD Network in Higher Education Conference, Portland, OR.
- Favre, D., & **Bach, D.** (June 2018) Measuring Institutional Transformation: A Multi-Level Evaluation of a New Faculty Development Program. International Consortium of Education Development (ICED) Conference, Atlanta, GA.
- Streifer, A., & **Bach, D.** (June 2018) Reclaiming the Power of Consultations for Institutional Change. International Consortium of Education Development (ICED) Conference, Atlanta, GA.
- Trail, T., Gelsdorf, K. & **Bach, D.** (March 2018) Fostering Organizational Change through Contemplative Faculty Learning Communities. Contemplative Practices for 21<sup>st</sup> Century Higher Education, Chapel Hill, NC.
- Bach, D.**, Abbot, S., Cook-Sather, A., Hardin, J., & Ntem, A. (February 2018) Academic Citizenship Reimagined: Co-creating Higher Education. Association of American Colleges and Universities (AAC&U) Annual Conference, Washington DC.
- Abbot, S., **Bach, D.**, & Streifer, A. (November 2017) Who's Impacting Whom? Engaging Undergraduate Student Consultants in Educational Development. POD Network Conference, Montreal, Canada.
- Weiss, P., Riewerts, K., **Bach, D.**, & Connors K. (June 2017). Measuring Transformational Learning in Faculty Development Programs. European Conference for the Scholarship of Teaching and Learning, Lund, Sweden.
- Trail J., & **Bach, D.** (2017) Mindfulness and Compassion Inside and Outside the Collage Classroom: Pedagogy & Practice. Contemplative Practices for the 21<sup>st</sup> Century in Higher Education Conference, Washington, DC.
- Bach D.**, & Connors K. (2016) Measuring Transformational Learning in Faculty Development Programs. Network in Higher Education, Louisville, KY.
- Winkelmess, M. A., Willingham McLain, L., Olsen, T., McEwan, E., Keibler, V., Boye, A., Overman A., & **Bach, D.** (2017) Using Transparency to Promote Students' Learning through Faculty Development. POD Network in Higher Education, Louisville, KY.
- Doktor, S., **Bach D.**, Deatherage, A., Wadzinski, K., Jones, J. and McAvoy, B. (2016) Student-Faculty Partnerships for Learning: Co-creating the Future of Higher Education. Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, VA.
- Baugher, J., **Bach, D.**, Chess, R., Everson, B., & Lee, M. (2015) Creating Beloved Communities: Academic Capitalism, Adaptive Leadership, and the Contemplative Project Association for Contemplative Mind in Higher Education, Washington, DC.
- Palmer, M., Streifer, A., & **Bach, D.** (2015) Measuring the Promise: Assessing Syllabi, Using a Valid and Reliable Rubric. Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, VA.
- Bach, D.**, Inkelas, K., Little, D., Weiss, P., & Riewerts K. (2014) Introducing and Assessing Learner-Centered Principles To and Among the Next Generation of College Professors. International Consortium of Educational Developers, Stockholm, Sweden.
- Palmer, M., **Bach, D.**, & Inkelas, K. (2014) From Development Intervention to Student Learning: Systematically Measuring the Arc of the Educational Transformation Process. International Consortium of Educational Developers, Stockholm, Sweden.
- Bach, D.**, & Eisenberg, R. (2014) 'Thinking Where Words are Still Missing': Radical Listening as a Tool to Promote Creative Thinking and Interactional Self-Reliance. Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, VA.

- Bach, D.,** Inkelas, K. & Jones, J. (2014) Introducing and Assessing Learner-Centered Principles To and Among the Next Generation of College Professors. Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, VA.
- Bauer-Wu, S., Germano, D., Jennings, P., Mick, D., Schaeffer, K., & **Bach, D.** (2014) Contemplation as Organizational Transformation in a Research I University: The University of Virginia as a Case Study. Mind Life Institute: International Symposium for Contemplative Studies, Boston, MA.
- Bach, D.** (2013) Face-to-Face Teaching in an Era of Online Learning. POD Development Network in Higher Education, Pittsburgh, PA.
- Palmer, M., Streifer, A., & **Bach, D.** (2013) Measuring the Promise of Learner-Centered Syllabi POD Network in Higher Education, Pittsburgh, PA.
- Williams, S., Schorling, J., & **Bach, D.** (2013) Innovative Approaches to Teaching Mindfulness in Higher Education. Investigating and Integrating Mindfulness in Medicine, Health Care & Society: 11th Annual International Scientific Conference for Clinicians, Researchers and Educators, Boston, MA.
- Bach, D.** (2012) Using Reflective Blogs to Accelerate Community Building and Enhance Learning. POD Network in Higher Education, Seattle, WA.
- Lahm, S., & **Bach, D.** (2011) Connecting Teaching and Research: Insights from Germany. POD Network for Higher Education Conference, Atlanta, GA.
- Bach, D.** (2011) Using Scholarly Online Communities to Engage Students. Improving University Teaching Conference, Bielefeld, Germany.
- Robison, S., & **Bach, D.** (2011) East Meets West: Ancient Wisdom, New Science, Engaged Faculty. POD Network for Higher Education Conference, Atlanta, GA.
- Lee, V., & **Bach, D.** (2011) The Spiritual Roots of Mid-Career Faculty Experience: Engaging New Frameworks. POD Network for Higher Education Conference, Atlanta, GA.
- Bach, D.** (2010) Using Scholarly Online Communities to Empower Students. POD Network in Higher Education Conference, Huston, TX.
- Bach, D.** (2010) The Case for Excellence in Diversity: Lessons from an Assessment of an Early Career Faculty Program. Keeping out Faculties of Color Symposium, University of Minnesota, Minneapolis, MN.
- Bach, D.,** Little, D., & Kaufman, A. (2010) Supporting Faculty in Educating Global Citizens. POD Network for Higher Education Conference, St. Louis, MS.
- Lee, V., Altier, L., **Bach, D.,** Everson, E., Muthiah, R., Ouellett, M., Schwader, J., & Wane N. (2010) Uncovering the Heart in Higher Education. POD Network for Higher Education Conference, St. Louis, MS.
- Bach, D.** (2009) Using Scholarly Online Communities to Engage Students and Help Them Uncover the Rules of Discipline-Specific Discourse. Lilly Conference, Greensboro, NC.
- Bach, D.,** & Little, D. (2008) Supporting Mid-Career Women and Minority Faculty. POD Network for Higher Education Conference, Reno, NV.
- Bach, D.** (2008) The Burden of Educating Senior Colleagues (invited case study presented at COACHE pre-conference workshop) Advancing and Empowering Scholars: Transforming the American Academy Through Faculty Diversity, Harvard University, Boston, MA.
- Bach, D.** (2007) The Learning Portfolio: Promoting Intentional and Purposeful Learning. POD Network for Higher Education Conference, Pittsburgh, PA.
- Bach, D.,** & Little, D. (2006) Supporting and Retaining a Diverse Faculty through Professional Development Programs. POD Network for Higher Education Conference, Portland, OR.



**Bach, D., & Barnett, M. (2004)** Promoting Intellectual Community and Professional Growth of New, Diverse Faculty. POD Network for Higher Education Conference, Montréal, Canada.

## INVITED PRESENTATIONS AND WORKSHOPS

---

- “Dee Fink’s Taxonomy of Significant Learning”. PH Zürich, Switzerland, 2023
- “Introduction to Embodied Thinking”. PH Zürich, Switzerland, 2023
- “Denken mit allen Sinnen: der Entstehung von Gedanken zuhören” (Embodied Thinking) Universität Bielefeld, Germany, 2022
- “Developing a Curriculum Design Initiative”. University of the Free State, Bloemfontein, South Africa, 2019
- “UVA’s Course Design Institute”. University of the Free State, Bloemfontein, South Africa, 2019
- “Specifications Grading: A Strategy for Inclusive, Meaningful, and Transparent Assessment”. Universität Regensburg, Germany, 2019
- “Metacognition & Beyond: What Teachers Can Do to Help Students Become Better Learners”. Technische Hochschule Nürnberg, Germany, 2019
- “Trends in der Amerikanischen Hochschuldidaktik” (Trends in US Academic Development). Technische Hochschule Nürnberg, Germany, 2019
- “Beyond Time Management: Cultivating Your Sense of Purpose & Wellbeing”. Hollins University, VA, 2018
- “Thinking Where Words are Still Missing’: Radical Listening as a Tool to Promote Creative Thinking and Interactional Self-Reliance”. Hollins University, VA, 2018
- “Reimagining Teaching and Learning through Student-Faculty Partnerships” (with J. Hardin, A. Streifer). James Madison University, VA. 2018
- “Metacognition and Beyond: What Teachers Can Do to Help Students Become Better Learners”. Queens University, Charlotte, NC, 2017
- “Lehren und Lernen neu gedacht: Die Student-Faculty Partnership Initiative an der University of Virginia, USA” (Student Faculty Partnerships; keynote address). *Peer (Assisted) Learning-Conference: Beraten. Begleiten, Befähigen. Studieren erleichtern auf Augenhöhe*, Universität Bielefeld, Germany 2017
- “Students as Partners: Ansätze und praktische Tipps für die Zusammenarbeit mit Studierenden in der Planung und Gestaltung von Lehrveranstaltungen”. Universität Bielefeld, Germany, 2017
- “Hast du es eilig, gehe langsam: Kontemplative Pädagogik im Zeitalter der Beschleunigung und Zerstreuung” (Contemplative Pedagogy; w. J. Baugher, 3 half-day workshops & plenary address). Internationale Pädagogische Werktagung, Salzburg, Austria, 2016
- “Mindfulness and Compassion Inside and Outside the College Classroom: Promises and Challenges” (with S. Seidel). Mindfulness in Education Network, Bryn Mawr, PA, 2016
- “Radical Listening’ and other Contemplative Approaches to Enhancing Teaching and Learning” (with J. Baugher). Wake Forest University, 2014
- “Designing Courses that Motivate and Engage Students” (with M.D. Sorcinelli). King Faisal University, Saudi-Arabia, 2014
- “Radikales Zuhören und andere ganzheitliche Methoden, die Lernen unterstützen” (Radical Listening and Contemplative Pedagogy, . U Bielefeld, 2014
- “Studierende vom ersten Tag so motivieren, dass sie für den Rest des Semesters engagiert sind” (Student Motivation from Day One). Universität Bielefeld, Germany 2014
- “Effective Lehrkonsultationen” (Effective Teaching Consultations). Universität Bielefeld, Germany 2014

- “Improving Teaching and Student Learning through Course Design Activities: A week-long research-based seminar series” (with D. Little, M. Palmer, P. Felten). King Faisal University, Saudi-Arabia, 2012
- “Trends in der US amerikanischen Hochschullehre”. Universität Nürnberg/Erlangen, Germany, 2010
- “Studentische Reflexion von Lehrveranstaltungen”. Universität Bielefeld, Germany, 2010
- “Lehrveranstaltungen evaluieren” (Evaluating your Teaching; with A. Frank). Universität Bielefeld, Germany, 2010
- “The Learning Portfolio: Promoting Intentional and Purposeful Learning”. Clemson University, 2010
- “Lehr/Lernveranstaltung planen” (Course Design; with S. Haacke). Universität Bielefeld, Germany, 2010
- “Kollegiales Feedback in der Lehre” (Peer Consultations). Universität Bielefeld, Germany, 2010
- “Forschungsnah Lehren” (Integrating Research and Teaching; with S. Lahm). Universität Bielefeld, Germany, 2009
- “Konzeption und Planung von Lehrveranstaltungen” (Course Design). Technische Universität Dresden, Germany 2009
- “Lehrveranstaltungen planen, die Wissens- und Kompetenzziele gut verknüpfen – ein Workshop für Lehrberater\*innen” (Course Design for Teaching Consultants). Universität Bielefeld, Germany, 2009
- “Das Lehrportfolio: Reflexion und Dokumentation der eigenen Lehre” (Learning Portfolio). School of Business Administration, Technische Universität Dresden, Germany, 2008
- “Aktives Lernen: Tipps und Strategien für nachhaltige Lehre” (Strategies for Creating Significant Learning Experiences). School of Business Administration, Technische Universität Dresden, Germany, 2008
- “Das Lehrportfolio: Reflexion und Dokumentation der eigenen Lehre” (Teaching Portfolio). U Regensburg, Germany, 2008
- “Getting it Written: Time Management for Doctoral Students”. Department of Environmental Management and Accounting, Technische Universität Dresden, Germany, 2008
- “What the Best Teachers Do: Three Discussions of Ken Bain’s Book”. Universitas 21 International Conference, *Leadership in a Global Society*, University of Virginia, 2007
- “Cross-Cultural Teaching: Challenges and Techniques”. Universitas 21 International Conference, *Leadership in a Global Society*, University of Virginia, 2007
- “The Teaching Portfolio: Effectively Communicating Your Work as a Teacher”. Universitas 21 International Conference, *Leadership in a Global Society*, University of Virginia, 2007
- “Keine Zeit für Forschung? Zeitmanagement für Lehrende” (Time Management for Instructors). School of Business Administration, Technische Universität Dresden, Germany, 2006
- “Gute Lehre durch gute Planung: Integriertes Kursdesign” (Integrated Course Design). School of Business Administration, Technische Universität Dresden, Germany, 2008

## SELECT WORKSHOPS AT UVA

---

### ***Intensive, Multi-Day Teaching Workshops and Learning Communities***

- “Steps to Preparedness for Teaching in Times of Crisis (with C. Schuyler)
- “Contemplative Institute for Teaching and Learning” (with K. Kinane)
- “Religion, Race, and Democracy: Teaching for Equity and Social Justice” (with various co-presenters)
- “Course Design Institute” (with various co-presenters)
- “Contemplative Pedagogy Program” (with J. Alexander)
- “Mindfulness in Higher Education” (with J. Alexander)

“Creating Significant Study Abroad Experiences” (with M. Barnett)  
“Creating Effective Academic Community Engagement Courses” (with D. Little)  
“Teaching Portfolio Workshop” (with M. Barnett and B. McAllister)  
“Teaching in Tongues: Utilizing Technology in the Foreign Language Classroom”  
“Teaching in Tongues: Foreign Language Instruction” (with E. McGlothlin)

### ***Active Learning***

“Making the Case for Active Learning”  
“What Do the Best Teachers Do”  
“Using Social Media to Enhance Community Building and Deepen Disciplinary Learning”

### ***Assessment and Feedback***

“Academic Rigor and Grading Rigor”  
“Student and Peer Feedback in the Classroom”  
“Developing a Fair, Effective, and Efficient Grading Policy”

### ***Course Design***

“Designing Courses that Motivate Students for Significant Learning”  
“Designing Effective Short-Courses”  
“Designing Academic Community Engagement Courses”

### ***Discussion Leading***

“Radical Listening as a Tool for Fostering Creative, Values-Aligned Thinking and Deepening Social Connection”  
“Facilitating Classroom Discussions”

### ***Inclusive Classrooms***

“Nurturing an Inclusive Learning Environments”  
“Teaching in the Midst of Distressing Events”  
“When Trauma Impacts Classroom Learning”  
“Critical Dialogues”  
“Making It Work for Everyone: Teaching All Students Effectively”  
“Difficult Classroom Situations”

### ***Foreign Language Classroom***

“Interactive Classroom Strategies in the Foreign Language Classroom”  
“Banishing Boredom in the Foreign Language Classroom”

### ***Learning Portfolios***

“Learning Portfolios: Fostering Intentional Learning”

### ***Mentoring***

“Getting Connected: Strategies for Building Strong Mentoring Networks”  
“Mentoring Women in the Academy”

### ***Metacognition***

“Metacognition and Beyond: What Teachers can do to Help Students be Better Learners”

### ***Motivation***

“Motivation Students from Day One”  
“Motivating Adult Learners in Medical Education”

### **Student-Faculty Partnerships**

“Exploring New Avenues for Co-Creating Powerful Learning Environments”

### **Teaching Portfolios and Reflective Teaching Statements**

“Reflective Teaching Statement: Effectively Communicating Your Work as a Teacher”

“Introduction to the Teaching Portfolio”

### **Miscellaneous**

“Butterflies in My Diaphragm: The Embodied Dimension of Writing a Dissertation”

“Because Wisdom Can't Be Told: Exploring Contemplative Pedagogy for Learning”

“Cross-cultural Learning in Study Abroad”

“Beyond Time Management”

“Supporting Early Career Women and Minority Faculty” (university-wide forum with G. Fraser)

## **COURSES TAUGHT**

---

“Restoring our Relationship with Nature” (ETP 3559) with Carolyn Schuyler	2022-present
“Environmental Thought and Practice Capstone” (ETP 4010) with Carolyn Schuyler	2023
“Co-create UVA: Reimagining Teaching and Learning Together” (USEM)	2020
“Mindfulness and Compassion: The Science and Practice of Contemplation” (NUIP/RELB 3030/Psyc3559)	2014 - 2018
“Teaching and Learning in Higher Education” (UNST 8130)	2012, 2013
“Spiritual Journeys in Young Adult Fiction” (GETR 3563/ CPLT 3590, with J. Alexander)	2009-2011
“Critical Approaches to Young Adult and Children’s Literature” (GETR 345/ CPLT 345)	2003-2005, 2007
“19th Century British and American Children’s Literature” (ENGL 995, independent study)	2007
“Spiritual Journeys in Young Adult Literature” (GETR 345/ RELG 374, with V. Ochs)	2006
“Introduction to Western Literature” (CPLT 201, 202/ ENTL 215, 216), Graduate TA	1998-2001
“Reading Knowledge for Graduate Students” (GERM 101G), Instructor	Summer 2001
“Summer Foreign Language Institute,” Instructor	Summer 2000
“Introduction to German Literature” (GERM 301) Instructor	1998
“Basic German Proficiency” (GERM 101, 102, 201) Instructor	1996-1998
“Attaining Proficiency in German: Post-War Germany” (GERM 603, with I. Dibella) Center for the Liberal Arts, Program for Virginia High-School Teachers	Summer 1997

## **SELECT SERVICE ACTIVITIES**

### **University of Virginia**

---

Member, Arts and Sciences Committee on Educational Policy and Curriculum	2012-2021
Member, Provost’s Working Group on Life-Transforming Education	2017-2019
Member, University Assessment Advisory Committee, Institutional Assessment and Studies	2006-2020
Member, Directorate, Contemplative Sciences Center	2013-2017
Member, Selection Committee, Davis Project for Peace, Undergraduate Student Awards	2015
Member, NSF ADVANCE@UVa Implementation Team	2012-2015
Chair, Excellence in Diversity Fellowship Selection Committee	2003-2015
Member, Taskforce, Assessment of Study Abroad Outcomes	2009-2010
Member, Search Committee, Director for Center for the Advancement of the Study of Teaching and Learning in Higher Education	2009-2010
Chair, Seven Society Graduate Fellowship Selection Committee	2003-2009
Member, Taskforce, Re-envisioning Medical Education	2007-2008
Member, Search Committee, Assistant to the Vice Provost for Faculty Advancement	2007-2008
Co-organizer, International Graduate Student Conference, German Department	1998-1999

### **Professional & Organizational Development Network in Higher Education**

Member, Board of Directors (Core)	2017-2020
Presenter and facilitator, New Faculty Developers Institute, Greensboro, NC	2019
Member, Strategic Planning Ad-hoc Committee	2017-2020
Core Liaison, Mindfulness SIG	2017-2020
Core Liaison, External Partnerships and Outreach Committee	2018-2020
Member, Professional Development Committee	2011-2015

### **Manuscript Review**

Reviewer, International Journal for Academic Development	2010-present
Reviewer, To Improve the Academy	2009-present
Reviewer, <i>Phenomenology and the Cognitive Sciences</i>	2022
Reviewer, Journal on Excellence in College Teaching	2010-2019
Member, Editorial Board, Journal for Contemplative Inquiry	2015

### **Proposal Review**

International Consortium of Educational Developers	2020-present
POD Higher Education Conference	2009-present
Mind and Life Institute Think Tank	2017-2018
Association for Contemplative Mind in Higher Education Conference	2013

## **PROFESSIONAL MEMBERSHIPS**

---

Association for Contemplative Mind in Higher Education	2011-2019
Yoga Alliance	2008-2018
POD Network in Higher Education	2005-present

## **AWARDS AND RECOGNITION**

---

<b>Article of the Year</b> , International Journal of Educational Development "Understanding the impact of educational development interventions on classroom instruction and student success" with L. Wheeler	2022
Honorable Mention. Robert J. Menges Award for Outstanding Research in Educational Development POD Network in Higher Education with L. Wheeler (Making Assessment Matter)	2018
<b>All-University Teaching Award</b>	2017
Nominee for Casteen Award John T. Casteen III Diversity-Equity-Inclusion Leadership Award	2015
<b>Innovation Award Winner</b> , POD Network in Higher Education "Measuring the Promise: A Valid and Reliable Syllabus Rubric", with M. Palmer and A. Streifer	2014
<b>University of Virginia Z Society Award</b>	2013
<b>University of Virginia Seven Society Award</b> in recognition for "devotion to the academic life of the University" and for opening "the hearts and minds of students"	2012