The Center for Teaching & Faculty Development (CTFD) supports the professional development of faculty and graduate students across all career stages and disciplines with a wide range of programs and resources focused on teaching, mentoring, scholarly writing, tenure preparation, leadership, and work/life balance. During 2012-2013:

- The CTFD sponsored 43 events and programs, including a year-long seminar series for 8 Lilly Teaching Fellows, 3 Lunch & Learn teaching seminars, 2 orientation opportunities for new faculty, 9 writing retreats, 7 seminars for 11 new department chairs and heads, 5 focus groups for associate and full professors and chairs in the College of Social & Behavioral Sciences, and more. The CTFD also awarded 259 Flex Grants and conducted 171 midterm assessments for 147 instructors in classrooms across campus.

- The total number of non-unique participants in CTFD programming was 1,706, and included faculty members, administrators, and graduate students from all schools/colleges and most departments and programs. Women comprised 54% of unique faculty participants, and faculty of color 20%.

- The CTFD also coordinated the sixth year of the Mellon Mutual Mentoring Initiative, a program currently funded by a three-year, $400,000 renewal grant from The Andrew W. Mellon Foundation to support mentoring on campus. The CTFD distributed 10 Mellon Mutual Mentoring Team Grants and 12 Mellon Mutual Mentoring Micro Grants in 2012-2013, which supported the work of 105 faculty members.

- The CTFD staff offered a wide range of services and resources to the UMass Amherst community, including departmental teaching consultations; pre-semester syllabus consultations; a designated space for faculty writing; a welcoming reception for new faculty; an orientation for new TAs; as well as a website containing information for faculty new to the area, best practices and resources for mentoring and teaching; a list of academic editors for hire; and support of a positive work/life balance.

- CTFD staff also gave multiple conference presentations, consulted with numerous universities, and completed review and editorial work.

This Annual Report describes the ways in which the CTFD promoted excellence in faculty development and provides assessment data for the programming year of August 2012 through July 2013.

Mary Deane Sorcinelli
Associate Provost for Faculty Development
TEACHING

The CTFD offers a wide range of programs and services that support teaching excellence on campus, including:

**Distinguished Teaching Awards (DTAs):** Each year, the CTFD honors exemplary teaching at the highest institutional level by working with the Provost’s Office to administer the selection of the DTA winners. Both faculty and graduate students, nominated by students or 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 2013, 78 instructors were nominated for DTA awards, the final recipients of which were:

**Faculty**
- Christian Appy, History
- Elizabeth Connor, Biology
- Robert Nakosteen, Operations & Information Management
- Catherine Benincasa, Mathematics & Statistics

**Graduate Students**
- Edward Erikson, Political Science
- Alix Olson, Political Science

**Flex Grants for Teaching/Faculty Development:** With the support of the University and the Massachusetts Society of Professors (MSP), the CTFD administers the Flex Grants Program. Flex Grants are $500 awards intended to support professional development for MSP bargaining unit faculty and librarians. Expenses covered by these grants may include: travel to enhance teaching or area knowledge; membership in professional associations; classes or workshops to enhance teaching or area knowledge; books; software; equipment; inviting a speaker to campus; hiring a student; and other resources that enhance professional development related to teaching. In 2012-2013, the CTFD distributed Flex Grants to 259 MSP members.

**Lilly Teaching Fellows:** Lilly Teaching Fellowships enable promising junior faculty to cultivate teaching excellence in a special year-long collaboration in which they assess their instruction and their students’ learning through classroom visits, a review of course materials, and student feedback. Fellows also attend an annual retreat and regular seminars on college teaching organized by the CTFD, and work with a senior faculty mentor to anticipate many of the challenges and rewards of teaching. The CTFD was honored to support the following Lilly Fellows for 2012-2013:

- Jane Anderson, Anthropology
- Andrew McGregor, Computer Science
- Jesse Rhodes, Political Science
- Britt Rusert, Afro-American Studies
- Felipe Salles, Music & Dance
- Adrian Staub, Psychology
- Angela Willey, Women, Gender, Sexuality Studies
- Melissa Wooten, Sociology
Participants rated the overall effectiveness of the fellowship program as 4.85 on a 5-point scale, and stated that the program provided an “opportunity to think carefully about the design of my courses” and “to learn from other faculty members about teaching ideas.”

**Midterm Assessment Process (MAP):** In 2012-2013, the CTFD conducted 171 midterm assessments for 147 instructors in classrooms across campus. As part of this process, over 9,777 students provided formative feedback on their learning experience, giving faculty the opportunity to make meaningful changes to their courses, if needed, before the end of the semester. The MAP offers the time and attention of a CTFD consultant who collects, synthesizes, and helps interpret student feedback, and identifies appropriate teaching suggestions and print or web-based resources during a consultation. Participants stated that: “MAPs really help me understand my students and connect with them,” and described the MAP process as “a valuable resource” and “very helpful.”

**Scientific Teaching Summer Institute:** Partnering with Five Colleges, Inc., Biochemistry & Molecular Biology Professor David Gross and the CTFD hosted the second Summer Institute on Scientific Teaching, which aims to improve undergraduate STEM education by introducing faculty to evidence-based teaching strategies including active learning, aligned assessment, and inclusive instruction. Twenty-one participants from Amherst College, Hampshire College, Mount Holyoke College, UMass Amherst, and Westfield State University, along with ten presenters and facilitators, explored teaching pedagogies that have been shown to be effective in improving student learning outcomes. Comments from participants included: “learned lots,” “fantastic,” “very worthwhile,” “fabulous,” and “I feel very fortunate to have this near the beginning of my teaching career.”

**Syllabus Consultations:** Each fall, the CTFD offers one-on-one consultations to help faculty assess and update their syllabi prior to the beginning of the school year. Thirty-four faculty members from across the campus and at all career stages took advantage of the program, examining the organization, objectives, assignment descriptions, and course policies in their syllabi. Participants rated their overall satisfaction of the program as 3.7 on a 4-point scale and stated that “the CTFD consultant advised me about a number of different teaching strategies,” and “went beyond” expectations.

**Teaching Assistant Development:** In 2012-13, the CTFD worked with the Graduate School to expand its support of graduate student development. Using feedback from TAO participants and a series of TA focus groups, the CTFD initiated a range of programs for graduate students. The Graduate Student Teaching Studio, offered six times throughout the year, provided graduate students an informal and quiet space in which to focus on their teaching and professional development. The CTFD also offered a three-part Teaching Portfolio Workshop series in the fall and spring semesters that helped graduate students develop teaching statements, evidence of teaching effectiveness, and online documentation of teaching. The CTFD also co-hosted with Bette Elsden, the Director of External Support at the Graduate School, a successful workshop on
“Planning for Grad School Success.” In total, 237 graduate students attended workshops led by the CTFD in 2012-2013. Participants stated that the workshops were “very informative and practical,” “wonderful,” “incredibly helpful,” and “invaluable experiences.” Finally, the CTFD created and maintained “Thinking Teaching,” a graduate student professional development blog.

**Team-Based Learning Fellowships:** On behalf of the Provost’s Office, the CTFD developed a unique Team-Based Learning (TBL) program to explore teaching and learning strategies related to team-based learning in technologically-rich classroom environments. As part of the program, faculty fellows redesigned a course with regular CTFD consultations on pedagogy and technology; received one-on-one and group support during course planning, implementation and assessment; attended a half-day kick-off retreat and monthly seminar meetings; and participated in an end-of-the-semester institute to reflect on the fellowship experience and share lessons learned. Fellows utilized the two new TBL classrooms, which served as a model for the five TBL classrooms planned for UMass Amherst’s New Academic Classroom Building (NACB). The CTFD was honored to support the following Team-Based Learning Fellows for 2012-2013:

- Scott Auerbach, Chemistry
- Laura Briggs, Women, Gender & Sexuality Studies
- Brian Bunk, History
- Adena Calden, Mathematics & Statistics
- Julie Caswell, Resource Economics
- Daniel Cooley, Stockbridge School of Agriculture
- David Damery, Environmental Conservation
- Andrew Donson, Languages, Literatures & Cultures
- Diane Flaherty, Economics
- David Gross, Biochemistry & Molecular Biology
- Sanjiv Gupta, Sociology
- Jenna Marquard, Mechanical & Industrial Engineering
- Anita Milman, Environmental Conservation
- Craig Nicolson, Environmental Conservation
- Jon Olsen, History
- Mi-Hyun Park, Civil & Environmental Engineering
- Randy Phillips, Biology
- Stephen Rich, Microbiology
- Josefa Scherer, Women, Gender, Sexuality Studies
- Stephen Schneider, Astronomy
- Razvan Sibii, Journalism
- Kristina Stinson, Environmental Conservation
- Ludmila Tyler, Biochemistry & Molecular Biology
- Dhandapani Venkataraman, Chemistry
- Andrew Whiteley, Environmental Conservation
- Lisa Wolf, Nursing

**Other Teaching Support:** In addition, the CTFD conducted individualized, confidential consultations with faculty involving a combination of classroom visits, course material reviews, instructor self-assessments, and pedagogical counseling. The CTFD also helped support the Common Read program for incoming freshmen by co-hosting informational sessions for instructors with the Office of Student Affairs, providing pedagogical assistance and a sample course module.
MENTORING

The CTFD encourages pre-tenure faculty to develop robust professional networks that include a variety of mentoring partners within and outside the UMass Amherst campus, and at a wide variety of career stages. This approach, which the CTFD refers to as “Mutual Mentoring,” is based on the premise that the traditional mentoring model (i.e., top-down, one-on-one) does not necessarily fit all, and faculty should have access to funding and support in order to proactively create the mentoring networks that best address their unique contexts and professional needs. The CTFD’s mentoring grant programs are funded by a generous three-year renewal grant from The Andrew W. Mellon Foundation. The 2012-2013 grants were designed by faculty to focus on research productivity, pedagogy, tenure preparation, work/life balance, grant-writing, and professional networking.

Mellon Mutual Mentoring Team Grant Program: These one-year grants supported departmental, school/college, interdisciplinary, or inter-institutional teams that designed their own mentoring programs for pre-tenure faculty. The CTFD offered funds up to $10,000 per group. The following teams received grants in 2012-2013:

- Cross Kingdom Interactions Study Group
- Department of Physics: Mentoring Teaching Physics
- Engineering and Computing Women Faculty Group
- Interdisciplinary Neurodegeneration Group
- Interdisciplinary Seminar on the New Meanings of Race
- Isenberg New Faculty Roundtable
- MotherWIT
- Music Education Progressive Instruction and Innovation Team
- Psychology Department Research Mentoring Group
- Women’s Interdisciplinary Writing and Publishing Network

Mellon Mutual Mentoring Micro Grant Program: These one-year individual grants were awarded directly to pre-tenure faculty who proposed discrete projects that enabled them to expand their mentoring networks. Twelve grants were awarded at $1,200 each. The following individuals received grants in 2012-2013:

- Gülru Çakmak, Art, Architecture & Art History
- Kristen DeAngelis, Microbiology
- Gonen Dori-Hacohen, Communication
- Laura Furlan, English
- Denise Ives, Teacher Education & Curriculum Studies
- Lisa Lehmberg, Music & Dance
- Flavia Montenegro-Menezes, Landscape Architecture & Regional Planning
- Yasu Morita, Microbiology
- Mi-Hyun Park, Civil & Environmental Engineering
- Brit Ruset, Afro-American Studies
- Dong Wang, Biochemistry & Molecular Biology
- Angela Willey, Women, Gender, Sexuality Studies

In addition to administering the Mellon Mutual Mentoring Grant Programs, the CTFD supported the STEM Faculty Network, which in 2012-2013 provided networking opportunities for UMass Amherst STEM faculty members. Networking events featured information about

<table>
<thead>
<tr>
<th>MUTUAL MENTORING GRANTS</th>
<th>2006–2013</th>
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</thead>
<tbody>
<tr>
<td>59 Team Grants</td>
<td>63 Micro Grants</td>
</tr>
<tr>
<td>506 Participants</td>
<td>$532,400 Distributed to Faculty</td>
</tr>
</tbody>
</table>
teaching, research, tenure, and work/life balance, and resulted in a number of promising collaborative grant proposals.

**Mutual Mentoring Assessment and Dissemination:** At the end of the year, the CTFD conducted a comprehensive, 14-item online survey of all Team and Micro Grant recipients. The results of the assessment were highly promising and indicate that the faculty-driven infrastructure of the Mellon Mutual Mentoring Grant Programs supports the goals of the broader initiative. Overall, 80% of the Team Grant respondents described their Mutual Mentoring experience as “Excellent” or “Very Good.” In addition, 97% of Team Grant members reported that their mentoring relationships were likely to continue after their grant year. Micro Grant recipients also rated the program highly, with 91% of participants describing their experience as “Excellent” or “Very Good.” Furthermore, 100% of Micro Grant recipients reported that their mentoring relationships were likely to continue after their grant year. The CTFD is also working with the UMass Office of Academic Planning and Assessment to conduct a comprehensive multi-year survey of past Mellon Team and Micro Grant recipients in order to better understand the long-term impact of Mutual Mentoring on career advancement and satisfaction.

In addition, the CTFD staff shared best practices on Mutual Mentoring during conference presentations and invited talks and one-on-one consultations at the following higher education institutions and professional organizations, many of which have adopted significant aspects of the Mutual Mentoring model:

- American Association of Blacks in Higher Education (AABHE)
- Claremont College
- Fairfield University
- Florida State University
- FORWARD, North Dakota State University, NSF ADVANCE
- LEADER Consortium, Wright State University, NSF ADVANCE
- National Mentoring Institute, University of New Mexico
- Okayama University (Japan)
- Tufts University
- Wellesley College
- Worcester Polytechnic Institute

Finally, the CTFD organized “Best Practices for Institutional Change,” a workshop with Dr. Laura Kramer, Professor Emerita, Montclair State University, and external evaluator, NSF ADVANCE.
SCHOLARLY WRITING

The CTFD offers scholarly writing programs with various degrees of contact, commitment, and structure so faculty can work on their scholarly writing productivity according to their individual needs. Programs for 2012-2013 included:

**Faculty Writing Place:** Co-sponsored by the CTFD and the UMass Amherst Libraries, the Faculty Writing Place is a quiet, comfortable, fully-wired common space for faculty. Located on the 16th floor of the W.E.B. Du Bois Library and open to individual faculty, the space provides faculty with all the tools they need to enjoy an efficient writing session whether their intention is to review research materials, sort through notes, start a new manuscript, or revise an existing one. In 2012-2013, the CTFD and the Library also worked together to repaint the Faculty Writing Place, restock its lending library, redecorate the room, install a card-swipe access system, and upgrade the seating.

**Faculty Writing Retreats:** The CTFD offers three structured retreats for faculty scholars: the Annual Faculty Writing Retreat at the end of the spring semester, which features the guidance and availability of professional writing coaches and a quiet, pleasant offsite location; and the January and August Faculty Writing retreats, which encourage more faculty networking. All three retreats include morning refreshments and a catered lunch. In 2012-2013, 84 non-unique faculty members attended Faculty Writing Retreats. Participants rated the overall effectiveness of the Annual Faculty Writing Retreat as 5.0 on a 5-point scale, and stated that the event was “wonderful,” “very helpful and productive,” and “enormously helpful.”

**Information on Editors and Writing Coaches:** The CTFD also maintains on its website a list of local professional editors and coaches for faculty interested in more personalized scholarly writing assistance. Profiles for the editors include education information, relevant work experience, areas of expertise and interest, services offered, preferred work process, and rates. Faculty have successfully used the list of professional editors to fine-tune grant proposals, journal articles, book chapters, and full-length manuscripts.

**Mini Writing Retreats:** Held in the UMass Amherst Teaching Commons, located on the 26th floor of the W.E.B. Du Bois Library, Mini Writing Retreats provide faculty a quiet location for working on their scholarly writing and the camaraderie of other faculty from across campus. The Teaching Commons features individual workstations, two collaborative workrooms, numerous PCs and Macs, wireless Internet access, a scanner and copier/printer, student workers who can provide basic technology support, a coffee machine, and a stunning view of the Pioneer Valley. In 2012-2013, 116 faculty members attended Mini Writing Retreats.
CAREER ADVANCEMENT

The CTFD supports career advancement at UMass Amherst through the following programs and resources:

**Focus Groups for SBS Post-Tenure Faculty and Chairs:** The CTFD hosted five focus groups with post-tenure faculty and chairs from the College of Social and Behavioral Sciences at the request of the CSBS Dean’s Office. These focus groups were designed to solicit feedback about the types of support, programming, and opportunities that would be most helpful to post-tenure faculty at SBS. Thirty-three individuals attended the in-person events, and were asked to respond to broad, open-ended questions about their faculty development needs. Their feedback and specific suggestions for new programs and forms of support were then used to build an online survey that was distributed to the same population of post-tenure faculty in the spring of 2013. Fifty-six individuals completed the survey, for a response rate of 55%.

**Focus Group for College of Education Dean, Associate Deans, and Chairs:** The CTFD hosted a focus group with the Dean, Associate Dean, and Chairs in the College of Education in order to provide the leadership team in the College of Education with an opportunity to collectively reflect on what they perceive as the key challenges their associate professors face, and to offer suggestions for resources, services, and programming to help support them.

**Leadership Enhancement for Academic Departments (LEAD) Program:** The LEAD Program fosters a culture of leadership development on campus by gathering new department chairs, heads, and directors for a year-long community of practice focused on the effective management of academic units. In 2012-2013, the LEAD Program began with individual needs-assessments of all 11 participants. Seminars focused on each of the following topics selected by the cohort: initial advice from a panel of experienced chairs, long-term personnel planning, practical budgeting, managing conflict (featuring a panel of key conflict arbiters on campus), best practices shared across disciplines and departments, tenure and promotion, as well as a meeting with the Chancellor. Participants said the program was “useful,” “extremely helpful,” “positive,” and “friendly.” In 2012-2013, the CTFD also hosted a chair-requested reunion for the 2010-2011 LEAD cohort.

**Periodic Multi Year Review (PMYR) Grants:** PMYR Grants are designed to support the teaching development goals of tenured faculty. After the completion of the PMYR process in their departments, faculty members are invited to submit a proposal to the CTFD for a project to enhance their teaching. In the past, faculty projects have included incorporating instructional technology into their teaching, redesigning courses to include more active learning techniques, and attending conferences or purchasing resources to benefit from the latest content knowledge and pedagogy in their discipline. In 2012-2013, 19 professional development grants were awarded to faculty. Recipients used the funds to incorporate new technology into their lectures as well as build new courses, and said that the program “made me sit down and re-address a course that I had been meaning to update for several years” and had “a great outcome.”

**Senior Faculty Mentoring Group:** The CTFD piloted a project focused on senior women faculty’s leadership and developing practices for senior faculty mentoring and renewal. As part of the program, faculty participants were awarded $1,200 to advance the campus’s understanding of the nature of faculty work after tenure and promotion, and explore productive strategies for engaging senior faculty. The program included monthly seminar meetings and an end-of-semester retreat to reflect on the mentoring experience and share lessons learned.
The CTFD offers a number of opportunities so faculty and graduate student instructors can begin their careers at UMass Amherst as successfully and as hospitably as possible. In 2012-2013, orientation programs and services included:

**New Faculty Orientation (NFO):** Held on August 28, 2012, this campus-wide orientation for new faculty included 69 participants and 18 presenters from the CTFD, the Office of the Vice Chancellor for Research and Engagement, the Office of Information Technologies, and the UMass Amherst Libraries. New faculty rated the overall effectiveness of the event as 4.51 on a 5-point scale, and stated that the event was “helpful & dynamic,” “very informative,” and “a real orientation to life at UMass.”

“I found the atmosphere extremely welcoming. Everyone seemed happy to be here.”

“Very well organized and thoughtful.”

**New Faculty Resource List:** The New Faculty Resource List is a survey that generates a customized list of resources on grants, teaching, mentoring, and work/life issues based on each faculty member’s unique interests. The survey is a collaboration between the CTFD and Research Development, and is designed to provide consistent, customized information to newcomers on how to get started with common teaching and research activities.

**Teaching Assistant Orientation (TAO):** The campus-wide TAO provides graduate students an opportunity to meet other TAs, gain important basic teaching skills, and begin to feel a sense of membership in the larger UMass Amherst community of scholars. The well-regarded TAO is the only comprehensive orientation opportunity available to all teaching assistants. Held on August 31, 2012, the TAO hosted 341 graduate student participants, who rated the overall effectiveness of the event as a 4.28 on a 5-point scale. Attendees stated that the event “was set in a very welcoming and friendly environment,” allowed participants to “talk with experienced TAs,” “had a variety of topics and sessions,” and provided “lots of helpful advice and information.”

**Web-based Resources:** The CTFD’s website (www.umass.edu/ctfd) provides new and returning faculty with comprehensive information and resources on grants, teaching consultations, faculty mentoring, campus leadership training, scholarly writing programs, tenure preparation, work/life balance, benefits, diversity, pedagogy, teaching technologies, course registration, and research. In 2012-2013, the website received over 12,300 hits from 4,235 individual visitors in every state in the United States, as well as from over 100 other countries.

**Welcoming Reception for New UMass Amherst Faculty:** This campus-wide reception, held at the Chancellor’s residence, Hillside, on August 30, 2012, hosted 142 people, including 64 new faculty, their spouses and partners, and 47 department chairs, deans, and campus-level academic leaders.
## Program Participation

### Teaching
- Lilly Teaching Fellows: 8
- Lunch & Learn (October): 27
- Lunch & Learn (November): 40
- Lunch & Learn (February): 34
- Midterm Assessment Process (MAP): 147
- Syllabus Consultations: 34
- Team-Based Learning: 26

### Graduate Student Development
- Teaching Portfolio Workshop I (Fall): 17
- Teaching Portfolio Workshop II (Fall): 30
- Teaching Portfolio Workshop III (Fall): 28
- Teaching Portfolio Workshop I (Spring): 33
- Teaching Portfolio Workshop II.A (Spring): 22
- Teaching Portfolio Workshop II.B (Spring): 16
- Teaching Portfolio Workshop III.A (Spring): 11
- Teaching Portfolio Workshop III.B (Spring): 25
- Teaching Portfolio Workshop IV (Spring): 14
- Teaching Studio (October): 11
- Teaching Studio (November): 5
- Teaching Studio (December): 11
- Teaching Studio (February): 6
- Teaching Studio (March): 3
- Teaching Studio (April): 5

### Orientation Programs
- New Faculty Orientation: 69
- Welcoming Reception for New Faculty: 111
- T.A. Orientation: 341

### Scholarly Writing
- August Faculty Writing Retreat: 16
- Mini-Writing Retreat (September): 22
- Mini-Writing Retreat (October): 19
- Mini-Writing Retreat (November): 21
- Mini-Writing Retreat (February): 19
- Mini-Writing Retreat (March): 17
- Mini-Writing Retreat (April): 18
- January Faculty Writing Retreat: 19
- Annual Faculty Writing Retreat: 49

### Career Advancement
- LEAD Reunion (2010-11 Cohort): 5
- LEAD Chair Development: 11
- SBS Chairs Focus Groups: 5
- SBS Associate Professor Focus Groups: 9
- SBS Full Professor Focus Groups: 19

### Faculty Grants
- Flex Grants: 259
- Mutual Mentoring Team Grant Recipients: 93
- Mutual Mentoring Micro Grant Recipients: 12
- PMYR Grants: 19

### Total (includes duplicates)
- Total Participants: 1706

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## Faculty by Rank*

- Asst. (180): 21%
- Assoc. (112): 22%
- Full (114): 22%
- N.T.T. (107): 35%

*Represents unique individuals. Does not include Deans/Chairs/Administrators/Librarians.
ADDITIONAL CONTRIBUTIONS

Campus Service

- Academic IT Coordinating Council
- Faculty Search Committee, Educational Policy, Research, and Administration
- Faculty Senate Council on the Status of Women
- Faculty Senate General Education Council
- Faculty Senate Undergraduate Education Council
- Five College Faculty and Teaching Development Committee
- Graduate School
- Joint MSP/Administration Faculty Work/Life Committee
- Joint MSP/Administration Teaching Evaluation Committee
- Open Education Initiative Committee
- PMYR Faculty Committee
- Provost’s Council
- SBS Instructional Innovation Council
- Sustainability Curriculum Committee
- Teaching Commons Advisory Board
- Teaching Commons Programming Team
- U.S. Professor of the Year Award

Campus Presentations/Workshops

- ADVANCE Grant Proposal Development Session
- Art Department TA Training
- College of Education AQAD Review
- Curriculum Re-Design Symposium
- Educational Policy, Research, & Administration Department
- Graduate Program Directors Meeting
- Learning Spaces Collaboratory
- Student Affairs
- Subject Reference Librarians
- UMass Leadership Institute
- UMass Libraries

University & College Presentations

- Central Taiwan University of Science and Technology (Taiwan)
- Chang Gung University (Taiwan)
- Florida State University
- King Faisal University (Saudi Arabia)
- Mount Holyoke College
- National Chiao Tung University (Taiwan)
- National Taiwan University (Taiwan)
- North Dakota State University
- Okayama University
- Simmons College
- University of Dayton
- University of Rhode Island
Conferences & Foundation Presentations
• American Association of Blacks in Higher Education (AABHE)
• Association of American Colleges & Universities (AAC&U)
• Association for Asian Studies (AAS)
• Association of College and Research Libraries (ACRL)
• Association of Writing Professionals (AWP) Conference
• Foundation Workshop on Transforming STEM Education
• Jossey-Bass/Wiley Higher Education
• New England Faculty Development Consortium (NEFDC)
• Professional and Organizational Development (POD) Conference
• National Mentoring Institute, University of New Mexico
• Northeast Regional Computing Program (NERCOMP)
• The Teagle Foundation

Teaching
• College of Worcester Consortium. Online course: Designing Assignments and Activities to Promote Learning
• Faculty First Year Seminar: Fast Fiction
• Two Webinars: Jossey-Bass Department Chair Leadership Institute: How Department Chairs Can Foster Excellent Teaching.

Research & Scholarly Publications
• 7 peer-reviewed journal articles
• 2 book chapters
• 1 book review

Advisory & Review Work
• Association of American Colleges and Universities (AAC&U) National Conference
• Association for Education, Communication and Technology (AECT) Conference
• Bay View Alliance
• Center for the Integration of Research, Teaching and Learning (CIRTL) Network
• Center for Postsecondary Research, Indiana University; Bloomington, IN
• Coalition for Reform of Undergraduate STEM Education
• Currents
• International Conference for the Scholarship of Teaching and Learning
• International Journal for Academic Development
• International Journal for the Scholarship of Teaching & Learning
• Journal of Excellence in College Teaching
• Journal of Faculty Development
• Journal of Innovative Higher Education
• National Science Foundation’s Course, Curriculum, and Laboratory Improvement Grant, University of Wisconsin; Madison, WI
• National Science Foundation Institutional Transformation ADVANCE Grant, Michigan State University; East Lansing, MI
• National Science Foundation Institutional Transformation ADVANCE Grant, University of Maryland
• National University of Ireland Galway
• New England Faculty Development Consortium (NEFDC) Conference
• New England Faculty Development Consortium (NEFDC) Board Member
• Professional and Organizational Development (POD) Conference
• Research Corporation for Science Advancement (RCSA)
• Routledge Publishers
• Sloan Foundation
• Trinity College Dublin
• Tufts University
• Wellesley College
• Wiley/Jossey Bass Publishers
• Worcester Polytechnic Institute
• Workshop on the Impact of Pen & Touch Technology on Education (WIPTTE)

**Awards**
• Distinguished Alumni Award, University of Massachusetts Amherst – Mary Deane Sorcinelli
**CTFD STAFF**

BRIAN BALDI, Senior Project Manager, serves as the organizational lead for the CTFD’s scholarly writing and new chair programming, provides teaching consultations to faculty, manages the Flex Grant process, and assists with the Mellon Mutual Mentoring Initiative and other faculty development programs.

DIANE BURNS, Program Coordinator/Business Manager, oversees the CTFD’s budget and event planning, and directs the Distinguished Teaching Award application process.

EILEEN GALVIN, Administrative Assistant, provided general support for all CTFD activities and events. Eileen retired from the CTFD in December 2012.

KARIN MOYANO CAMIHORT, Instructional Technologist Specialist, supported campus-wide educational excellence in blended and team-based learning and technology, provided consultations to faculty, and oversaw the pedagogical development of graduate students through the Introduction to College Teaching (595K) course. Karin became the Dean of Online Learning & Academic Initiatives at Holyoke Community College in January 2013.

MATHEW L. OUELLETT, Associate Director, partnered with faculty and academic administrators campus-wide on initiatives that supported teaching excellence, respect, and inclusion; directed the Lilly Fellows Program; provided consultations to faculty; and was a Senior Lecturer in the Department of Student Development. Matt became the Associate Provost and Director of the Office For Teaching and Learning at Wayne State University in February 2013.

AMANDA PIETRAS, Administrative Assistant, provides general support for all CTFD activities and events.

MEI-YAU SHIH, Associate Director, identifies, develops and oversees several of the CTFD’s campus-wide teaching initiatives, provides consultations to faculty, conducts program assessments, and is an Adjunct Associate Professor in the Department of Teacher Education & Curriculum Studies.

MARY DEANE SORCINELLI, Associate Provost for Faculty Development and Director of the CTFD, manages initiatives across the CTFD, represents both the CTFD and the broader University on issues of teaching, learning, and faculty development, and is a Professor in the Department of Education Policy, Research & Administration.

JUNG H. YUN, Director of New Faculty Initiatives, directs the Mellon Mutual Mentoring Initiative, provides consultations for faculty, designs program assessments, and serves as the organizational lead on New Faculty Orientation, Tenure Preparation Workshops, Time Management Workshops, and other CTFD faculty development programs.