The Center for Teaching & Faculty Development (CTFD) supports the professional development of faculty across all career stages and disciplines with a wide range of programs and resources focused on teaching, mentoring, scholarly writing, career advancement, and work/life balance. During 2011-2012:

- The CTFD sponsored 24 programs, including 2 orientation opportunities for new faculty, 9 writing retreats, a year-long seminar series for 8 Lilly Fellows, 5 seminars on blended learning for 13 fellows, a scholarly publishing workshop for 23 faculty, 6 seminars for 10 new department chairs and heads, 2 college tenure preparation seminars, and more. The CTFD also conducted 155 midterm assessments in classrooms across campus.

- The total number of non-unique participants in CTFD programming was 1,407, and included faculty members, administrators, and graduate students from all schools/colleges and most departments and programs. Women comprised 52% of unique faculty participants, and faculty of color 23%.

- The CTFD also coordinated the fifth year of the Mellon Mutual Mentoring Initiative, a program funded by a three-year, $400,000 grant from The Andrew W. Mellon Foundation to support mentoring on campus. The CTFD distributed 10 Mellon Mutual Mentoring Team Grants and 10 Mellon Mutual Mentoring Micro Grants in 2011-2012, which supported the work of 137 faculty members.

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

- The CTFD received the Robert J. Menges Award for Outstanding Research in Educational Development by the Professional and Organizational Development (POD) Network in Higher Education for its innovative, campus-wide Mutual Mentoring Initiative.

This Annual Report describes the ways by which the CTFD promoted excellence in faculty development and provides assessment data for the programming year of August 2011 through July 2012.

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:

**Blended Learning Fellowships:** The Microsoft IMPACT Grants for Blended Learning supports the design of blended courses that enhance learning through new and innovative uses of technologies. The $10,000 IMPACT Grants are generously funded by Microsoft’s Academic Strategist Program. The 2011-12 Microsoft IMPACT recipients were:

- **Bachelor Degree with Individual Concentration**  
  (Team members: Dan Gordon, Kwong Chan, Robert Hyers, Robert Lowry)

- **Biochemistry and Molecular Biology**  
  (Team members: David Gross, Molly Fitzgerald-Hayes)

- **Kinesiology**  
  (Team members: Jane Kent-Braun, Brian Umberger, Richard van Emmerik)

- **Mathematics and Statistics**  
  (Team members: Siman Wong, Farshid Hajir)

- **Political Science**  
  (Team members: Ray La Raja, Jesse Rhodes)

**Blended Learning Lunch & Learn Sessions:** As part of the Blended Learning program, fellows shared their experiences designing and teaching blended courses with the University community through a series of five “Lunch and Learn” sessions attended by 146 faculty members. Sessions covered topics such as using OWL, SMART Boards, and mini lectures in blended courses, as well as strategies for making a large class seem small. The sessions received a score of 4.49 in a scale of 1 to 5. Seminar participants stated that the presentations were “a wonderful opportunity to experience active learning,” and that the program provided “lots of practical tips… the presentation inspired many good ideas for designing a hybrid/discussion-based course.”

**Critical Conversations Seminar Series:** In 2011-2012, the CTFD organized a seminar series so instructors from across the disciplines could share effective teaching practices for undergraduate education at UMass Amherst. Called “Critical Conversations,” the series focused on building teaching and learning environments that are inclusive and creating a sustained impact on student learning. Topics included promoting discussions in large lecture settings; revising a syllabus mid-semester; linking course material to students’ lives; engaging a wide range of students in math and sciences classes; encouraging active learning; facilitating respectful and thoughtful discussions on social justice issues; involving students in critical dialogues on issues that have personal, family and neighborhood, national, and global implications; as well as helping students read and think more analytically and actively. Sixty-five participants attended the 4 seminars.

**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 2012, 140 instructors were nominated for DTA awards, the final recipients of which were:
Faculty
- Linda Isbell, Psychology
- Stephen Purdy, Veterinary & Animal Sciences
- Thomas Vacanti, Music & Dance
- Justin Fermann, Chemistry

Graduate Students
- Molly Keehn, Student Development
- Kaja Tally, Art, Architecture & Art History

**Lilly Teaching Fellows:** Lilly Teaching Fellowships enable promising junior faculty to cultivate teaching excellence in a special year-long collaboration as part of 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 bi-weekly 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 2011-2012:

- Angelica Bernal, Political Science
- David F. Boutt, Geosciences
- Maya Eddon, Philosophy
- Jenna Marquard, Mechanical & Industrial Engineering
- Gerome Miklau, Computer Science
- Rachel Mordecai, English
- Claudio Moreira, Communication
- Christian Rojas, Resource Economics

Participants rated the overall effectiveness of the fellowship program as 4.93 on a 5-point scale, and stated that the program provided an engaging, supportive, and inspiring structure in which to think about pedagogy.

**Midterm Assessment Process (MAP):** In 2011-2012, the CTFD conducted 155 midterm assessments for faculty in classrooms across campus. As part of this process, over 8,452 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: “I’d give [the program] an A+,” “I keep coming back because they have been very helpful,” and described the MAP process as “a valuable resource” and “very helpful.”

“The fellowship offered me a unique opportunity to engage fully in the improvement of my teaching. The experience has been a crucial part of my growth as a teacher and I am very grateful to have been part of this year’s group!”

Lilly Program Participant

In 2011-2012, the CTFD conducted 155 Midterm Assessments for faculty, as part of which over 8,452 students provided feedback on their learning experience.
**Scientific Teaching Summer Institute:** In May 2012, the CTFD worked with Biochemistry and Molecular Biology Associate Professor David Gross to build a Scientific Teaching Summer Institute in order to improve undergraduate science and math education at UMass Amherst through effective, evidence-based teaching strategies. Participants studied innovations and research on undergraduate education, formed groups in which they collaborated on developing “teachable units,” and presented their teaching innovations to the group for peer review. Thirty-two faculty members attended the institute, stating that it was “very helpful and informative,” “great,” and that “it is truly remarkable that they pulled together such an amazing workshop all on volunteer time.”

**Syllabus Consultations:** Each fall, the CTFD offers consultations to help faculty assess and update their syllabi prior to the beginning of the school year. Twenty-two faculty members from across the campus and at all career stages took advantage of the program in the fall and four more in the spring, examining the organization, objectives, assignment descriptions, and course policies in their syllabi. Fall participants rated their overall satisfaction of the program as 3.7 on a 4-point scale and stated that the program was “a great service” and that “every new faculty should set up a consultation ASAP.”

**Teaching Assistant Development:** In 2011-12, the CTFD expanded its support of graduate student development. Using feedback from TAO participants and a series of three TA focus groups, the CTFD initiated both campus-wide and department-specific programming. The Graduate Grading Space, offered twice during the spring semester, provided graduate students a quiet place to work and interact with fellow TAs as well as an opportunity for drop-in discussions with a CTFD consultant. Participants were enthusiastic about the event, saying the Grading Space was “a fabulous idea!” and “awesome!” Also in the spring semester, the CTFD piloted a series of TA pedagogy workshops in the Economics Department, organized and led by the TAs with assistance from a CTFD consultant. The resulting ideas and practices were made available to the wider Economics TA community through a student-created website.

**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 were awarded $1,200 to assist in the redesign of a course and received regular CTFD consultations on pedagogy and technology; one-on-one and group support during course planning, implementation and assessment; a half-day kick-off retreat; hands-on technological training; monthly seminar meetings throughout the academic year; and 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 2011-2012:

- John Burand, Microbiology
- Brenda Bushouse, Political Science
- Glenn Caffery, Resource Economics
- Leda Cooks, Communication
- Nicholas Darnton, Physics
- Graham Gal, School of Management
- Dan Gordon, History
- Curt Griffin, Environmental Conservation
595K – Introduction to College Teaching Graduate Course: Taught by the CTFD staff in the spring semester, 595K – Introduction to College Teaching is a three-credit, graduate-level seminar that provides an introduction to the principles and performance of college teaching through an examination of current research and best practices in higher education. It offers opportunities for the development and improvement of participants’ instructional skills from both a theoretical and a practice-based understanding of excellence in teaching. In this seminar, students examine, apply and critique the following: principles of course design, selection of pedagogical methods suitable for desired learning outcome goals, the development of core content/learning outcome goals, and methods and applications of appropriate assessment measures. Additionally, the class endeavors to understand teaching and learning theory as it relates to a changing and diverse faculty and student body and how to use such knowledge to systematically make classrooms more inclusive.

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 possible 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 (2011-13) from The Andrew W. Mellon Foundation. The 2011-2012 grants were designed by faculty to focus on research productivity and laboratory management, tenure preparation, work/life balance, teaching tools, 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 2011-2012:

- Center for Latin American, Caribbean and Latino Studies (CLACLS), Interdisciplinary
- Department of Nutrition, SPHHS
- Department of Chemistry, CNS
- Department of Public Health, SPHHS
- Five Colleges Junior Faculty in History Writing Group, Interdisciplinary and Inter-institutional
- Fostering & Adoption Science Support Team (FASST), Interdisciplinary
- Institute for Computational & Experimental Study of Language (ICESL), Interdisciplinary
- School of Nursing, SON
- Supporting Faculty of Color through Tenure and Beyond, Inter-institutional
- Women of Color Faculty Group (“Blacklist”), Interdisciplinary

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. Fifteen grants were awarded at $1,200 each. The following individuals received grants in 2011-2012:

- James Chambers, Assistant Professor of Chemistry, CNS
- Lorraine Cordeiro, Assistant Professor of Nutrition, SPHHS
- Alexandra Jesse, Assistant Professor of Psychology, CNS
- Barbara Krauthamer, Assistant Professor of History, CHFA
- Agnès Lacrouze, Assistant Professor of Psychology, CNS
- Lisa Minter, Assistant Professor of Veterinary & Animal Sciences, CNS
- Eric Poehler, Assistant Professor of Classics, CHFA
- Luke Remage-Healey, Assistant Professor of Psychology, CNS
- Senay Solak, Assistant Professor of Finance & Operations Management, ISOM
- Rebecca Spencer, Assistant Professor of Psychology, CNS

In addition to administering the Mellon Mutual Mentoring Grant Programs, the CTFD supported the STEM Faculty Network, which in 2011-2012 provided networking opportunities for 34 UMass Amherst STEM faculty members, as well as seven faculty members from the Five
Colleges. Networking events featured information about teaching, research, tenure, and work/life balance.

**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 “Excellent” or “Very Good.” In addition, 92% 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 100% 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.

In addition, the CTFD staff shared best practices on Mutual Mentoring during conference presentations and invited talks 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)
- Advancement of Liberal Arts Colleges (ALAC)
- American University in Cairo, Egypt
- Bates, Bowdoin and Colby Colleges
- Elon University
- Simmons College
- Smith College
- The New School
- The Professional & Organizational Development (POD) Network in Higher Education
- University of Nebraska, Lincoln
- University of North Texas
- University of Wisconsin, Madison
- Williams College

**Mutual Mentoring Accolades:** In fall 2011, the CTFD was honored to receive the Robert J. Menges Award for Outstanding Research in Educational Development by the Professional and Organizational Development (POD) Network in Higher Education for its innovative, campus-wide Mutual Mentoring Initiative. According to POD, the CTFD’s program and research “makes an important contribution to the serious work POD members do in supporting the work of faculty and helping them thrive. The findings are especially important in identifying the characteristics of more flexible models of mentoring that have been important to the career development of faculty and identifies sustainable mentoring practices that promote the career development of underrepresented faculty.”
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 2011-2012 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 whenever the main circulation desk is open, 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 2011-2012, 17 faculty members made 62 visits to the Faculty Writing Place to work on academic manuscripts and grant proposals.

**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 offer a lunchtime discussion on the craft of writing and time for networking. All three retreats include morning refreshments and a catered lunch. In 2011-2012, 86 faculty members attended Faculty Writing Retreats. Participants rated the overall effectiveness of the Annual Faculty Writing Retreat as 4.97 on a 5-point scale, and stated that the event was “well-organized,” “incredibly useful” and provided a “very comfortable, supportive atmosphere with minimal distraction.”

**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, Mini Writing Retreats provide faculty with a quiet location for working on their scholarly writing during the semester. 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, and a stunning view of the Pioneer Valley. In 2011-2012, 109 faculty members attended Mini Writing Retreats.
**Scholarly Publishing Workshop:** In 2011-2012, the CTFD supported the scholarly productivity of faculty by hosting a workshop with Beth Luey, author of *Handbook for Academic Authors* (Cambridge University Press, 2009) and *Revising Your Dissertation: Advice from Leading Editors* (University of California Press, 2007). Twenty-three faculty attended the workshop, which focused on planning a writing project, defining an audience, choosing a press, the submission and review process, understanding letters from editors and responding to reviewers, reading a contract, as well as copyright and permissions. Participants rated the overall effectiveness of the workshop as 4.74 on a 5-point scale, and stated that the event was “excellent,” “upbeat” and “very useful, fast-paced, and informative.” Luey also provided individual consultations to 18 UMass Amherst faculty members.

“Very thorough, many helpful insights on the nuts and bolts of publishing.”

“Excellent! So helpful to my planning at this point in my career.”

Scholarly Publishing Workshop Attendees
CAREER ADVANCEMENT

The CTFD supports career advancement at UMass Amherst through its mentoring programs, consultations with deans and department chairs, and participation in committees across campus. The CTFD also offers the following programs and resources to promote the careers of faculty on campus:

**Chancellor’s Junior Faculty Fellows:** Coordinated by the CTFD on behalf of the Chancellor’s Office, the Chancellor’s Junior Faculty Fellows Program supports an exchange of ideas between the central administration of the campus and promising new faculty members. As part of the program, fellows meet regularly each semester with the Chancellor to discuss the direction of the campus community and how the central administration can assist junior faculty in accomplishing their professional goals. In 2011-2012, 16 fellows met with the Chancellor on 4 occasions.

**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 departments. In 2011-2012, LEAD seminars covered each of the following topics selected by the 10 participants: initial advice from a panel of experienced chairs, time management, practical budgeting, mentoring for personnel decisions (with the Vice Provost for Faculty Affairs/Dean of the Faculty), managing conflict (featuring a panel of key conflict arbiters on campus), and best practices shared across disciplines and departments. New chairs said the program was “very helpful,” “great,” and “wildly exceeded expectations.”

**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 2011-2012, 24 professional development grants were awarded to faculty who completed the PMYR process in 2010-2011. Recipients used the grant to incorporate new technology into their lectures and course modules and build new courses, and described the program as “invaluable,” “wonderful,” and that it allows participants to “catch up on new developments” in technology.

**Tenure Preparation Workshops:** The CTFD offers college-specific tenure, promotion and sabbatical workshops to give faculty the most specific, “local” career advancement advice possible. Workshops cover the basics of the tenure process and timeline, tenure from a department chair and personnel committee chair’s perspective, strategies for successful research, and advice from peers. On February 16, 2012, the CTFD worked with the College of Social & Behavioral Sciences to offer a tenure workshop to 19 pre-tenure faculty members, who rated the overall effectiveness as 4.78 on a 5-point scale. On April 6, 2012, the CTFD offered another tenure workshop to 27 pre-tenure faculty members in the College of Natural Sciences, who rated the overall effectiveness as 5.0 on a 5-point scale.
ORIENTATION

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 2011-2012, orientation programs and services included:

**New Faculty Orientation (NFO):** Held on August 30, 2011, this campus-wide orientation for new faculty included 69 participants and 26 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 4.48 on a 5-point scale, and stated that the event was “helpful & dynamic,” “very informative,” and “a real orientation to life at UMass.”

“It was great to meet other new faculty and talk to so many of the offices that support faculty.”

“Very well organized!”

NFO Participants

**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 September 2, 2011, the TAO hosted 280 graduate student participants, who rated the overall effectiveness of the event as a 4.18 on a 5-point scale. Attendees stated that the event was “great,” “very informative,” had a “good selection of sessions,” and provided “confidence and good, practical advice.”

**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 2011-2012, the website received over 9,500 hits from 3,100 individual visitors in every state in the United States, as well as from 82 other countries.

**Welcoming Reception for New UMass Amherst Faculty:** This campus-wide reception, held at the Chancellor’s residence, Hillside, on September 1, 2011, hosted 115 people, including 67 new faculty and guests and 48 department chairs, deans, and campus-level academic leaders.
## Program Participation

### Faculty by Rank*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Attendees</th>
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<tbody>
<tr>
<td>Asst.</td>
<td>(175)</td>
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<tr>
<td>Assoc.</td>
<td>(104)</td>
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<tr>
<td>Full</td>
<td>(97)</td>
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<tr>
<td>N.T.T.</td>
<td>(90)</td>
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*Represents unique individuals. Does not include Deans/Chairs/Administrators.

### Total Attendees

<table>
<thead>
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<tr>
<td>Blended Learning Fellows</td>
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<tr>
<td>Critical Conversations</td>
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<td>Series Lilly Fellows</td>
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<tr>
<td>Lunch &amp; Learn Series</td>
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<tr>
<td>Midterm Assessment Program</td>
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<tr>
<td>Scientific Teaching Summer Institute</td>
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<tr>
<td>Syllabus Consultations</td>
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<tr>
<td>Team-Based Learning Fellows</td>
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## Teaching Development

### Scholarly Writing

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<th>Event</th>
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<td>Annual Faculty Writing Retreat</td>
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<tr>
<td>August Faculty Writing Retreat</td>
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<tr>
<td>Beth Luey Scholarly Publishing Workshop</td>
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<td>Beth Luey Scholarly Publishing Consultations</td>
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<tr>
<td>Faculty Writing Place</td>
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<td>January Writing Retreat</td>
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<td>Mini Writing Retreat</td>
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## Career Advancement

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<th>Event</th>
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<td>LEAD New Chair Training Program</td>
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<tr>
<td>Tenure Prep., CNS</td>
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<tr>
<td>Tenure Prep., SBS</td>
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## Orientations

<table>
<thead>
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<th>Event</th>
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<tr>
<td>New Faculty Orientation</td>
<td>69</td>
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<tr>
<td>T.A. Orientation</td>
<td>280</td>
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<tr>
<td>Welcoming Reception for New Faculty</td>
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## Grants

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<td>Mellon Micro Grants</td>
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<tr>
<td>Mellon Team Grants</td>
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<td>PMYR Grants</td>
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## Total Program Participation (includes duplicates)

| Total Program Participation                        | 1407      |
ADDITIONAL CONTRIBUTIONS

Campus Service

- Academic IT Coordinating Council
- Chancellor's Diversity Advisory Committee
- Chancellor's Faculty First-Year Seminar Program
- Davis Educational Foundation Grant: General Education Reform: Moving Toward Integrative Learning and Assessment Steering Committee and Assessment Committee
- Faculty Senate General Education Council
- Faculty Senate Status on Diversity Council
- Faculty Senate Undergraduate Education Council
- Five College Faculty and Teaching Development Committee
- Joint MSP/Administration Faculty Work/Life Committee
- Joint MSP/Administration Teaching Evaluation Committee
- Materials Research Science and Engineering Center at (MRSEC) Assessment Partnership with the Polymer Science Department
- Provost’s Deans Council
- Teaching Commons Advisory Committee
- Teaching Commons Programming Team

Campus Presentations/Workshops

- Academic Leadership Retreat
- Communication Department
- Educational Policy, Research, & Administration Department
- Faculty First-Year Seminar Program
- International Programs Office
- Kinesiology Department
- Music & Dance Department
- Nutrition Department
- Plant, Soil & Insect Sciences Department
- Psychology Department
- School of Education
- Student Affairs
- UMass Libraries

University & College Presentations

- Al-Aqsa University, Palestine
- Al-Azhar University, Palestine
- American University in Cairo, Egypt
- Associated Colleges of the South Diversity Directors
- Bates College
- Bowdoin College
- Elon University
- Colby College
- Grinnell College
- Hobart & William Smith Colleges
- Howard University
- Islamic University of Gaza, Palestine
- National Taiwan University, Taiwan
- Simmons College
• Smith College
• Southern Connecticut State University
• Texas A & M University
• The New School
• University of Iowa, Iowa City
• University of Maryland, College Park
• University of Nebraska, Lincoln
• University of North Carolina, Chapel Hill
• University of North Texas
• University of Virginia
• University of Western Australia, Australia
• University of Wisconsin, Madison
• Williams College

Conferences & Foundation Presentations
• Alliance to Advance Liberal Arts Colleges (AALAC)
• American Association of Blacks in Higher Education (AABHE)
• American Association of Colleges and Universities (AAC&U)
• Association for Educational Communications and Technology (AECT)
• Chronicle of Higher Education’s Academic Workplace
• Jossey-Bass/Wiley Higher Education
• National Taiwan Higher Education Assessment Center
• New England Faculty Development Consortium (NEFDC)
• Professional and Organizational Development (POD) in Higher Education Conference

Teaching
• Jossey-Bass/Wiley Webinar: Jossey-Bass Department Chair Leadership Institute: How Department Chairs Can Foster Excellent Teaching (offered twice).
• Magna Publications Online Webinar: Four Strategies to Engage the Multicultural Classroom.
• University of Wisconsin, Madison. Diversity in the College Classroom: A CIRTL Network Online Course.

Research & Scholarly Publications
• 5 peer-reviewed journal articles
• 1 book chapter
• 1 translated book

Advisory & Review Work
• American Association of Colleges and Universities (AAC&U) National Conference
• Association for Educational Communications and Technology (AECT)
• Center for the Integration of Research, Teaching and Learning (CIRTL) Network
• Center for Postsecondary Research, Indiana University; Bloomington, IN
• Currents
• International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference
• International Council on Teaching and Learning, University of Windsor; Ontario, Canada
• International Journal for Academic Development
• International Journal for the Scholarship of Teaching & Learning
• Journal of Faculty Development
• Journal of Excellence in College Teaching
• Journal of Innovative Higher Education
• McGraw Hill
• National Science Foundation’s Course, Curriculum, and Laboratory Improvement Grant, University of Wisconsin; Madison, WI
• National Science Foundation’s Division of Education and Human Resources
• National Science Foundation Institutional Transformation ADVANCE Grant, Michigan State University; East Lansing, MI
• National Science Foundation Institutional Transformation ADVANCE Grant, University of Maryland; College Park, MD
• National Science Foundation’s PRIME Grant, Wisconsin Center for Education Research; Madison, WI
• New England Faculty Development Consortium (NEFDC) Conference
• Professional and Organizational Development (POD) in Higher Education Conference
• Review of Higher Education
• Routledge Publishers
• Wiley/Jossey Bass Publishers
CTFD STAFF

BRIAN BALDI, Senior Project Manager, serves as the organizational lead for the CTFD’s scholarly writing and new chair programming, 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, provides general support for all CTFD activities and events.

ANN GARNER, Teaching Consultant, provides midterm assessments and consultations to faculty, as well as serves as the lead on graduate student programming.

KARIN MOYANO CAMIHORT, Instructional Technologist Specialist, supports campus-wide educational excellence in blended and team-based learning and technology, provides consultations to faculty, and oversees the pedagogical development of graduate students through the Introduction to College Teaching (595K) course.

MATHEW L. OUELLETT, Associate Director, partners with faculty and academic administrators campus-wide on initiatives that support teaching excellence, respect, and inclusion; directs the Lilly Fellows Program; provides consultations to faculty; and is a Senior Lecturer in the Department of Student Development.

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 and serves as the organizational lead on New Faculty Orientation, Tenure Preparation Workshops, Time Management Workshops, and other CTFD faculty development programs.