EXECUTIVE SUMMARY

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 2013-2014:

- The CTFD sponsored 58 events and programs, including 11 different Team-Based Learning workshops and institutes, a series of 4 faculty conversations on teaching, a workshop and keynote on active learning attended by 87 faculty and administrators, 9 writing retreats, 7 seminars for 9 new department chairs and heads, a campus women’s leadership panel with 68 attendees, a tenure preparation workshop for 26 faculty in the College of Natural Sciences, 2 orientation opportunities for new faculty, and more. The CTFD also awarded 463 Flex Grants and conducted 154 midterm assessments across campus.

- The total number of non-unique participants in CTFD programming was 2,228, and included faculty members, administrators, and graduate students from all schools/colleges and most departments and programs. Women comprised 48% of unique faculty participants, and faculty of color 18%.

- The CTFD also coordinated the seventh 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 11 Mellon Mutual Mentoring Micro Grants in 2013-2014, which supported the work of 88 non-unique 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.

- The 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 2013 through July 2014.

Mary Deane Sorcinelli
Associate Provost for Faculty Development
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, 112 instructors were nominated for DTA awards, the final recipients of which were:

Faculty
- Andy Danylchuk, Environmental Conservation
- Ruth Jennison, English
- Lynn Klock, Music & Dance
- Heath Hatch, Physics

Graduate Students
- Nico Aiello, Mathematics & Statistics
- Claire Brault, 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 2013-2014, the CTFD distributed Flex Grants to 463 MSP members.

Midterm Assessment Process (MAP): In 2013-2014, the CTFD conducted 154 midterm assessments in classrooms across campus. As part of this process, over 7,612 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 the program was “a great resource,” “left nothing to be desired,” and helped them make their intentions more clear, implement more active learning strategies, and increase student engagement.
**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-six 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 5.0 on a 5-point scale and stated that they “really liked the strategies given to me,” will “bring some of those ideas back to the school’s curriculum committee,” and that they “appreciated the consultant reminding [them] to look at the syllabus with the eyes of the student.”

**Teaching Assistant Development:** In 2013-14, the CTFD worked with the Graduate School to offer a broad range of teaching and career development programs for graduate students. In all, the CTFD conducted 15 different workshops for graduate students on topics such as course design, leading effective discussions, responding to student writing, fostering student engagement, incorporating principals of social justice into teaching, embedding contemplative practice and mindfulness in your scholarly career, utilizing clowning approaches in teaching, providing evidence of teaching effectiveness, crafting a teaching portfolio, preparing a teaching statement, and more. In total, 201 graduate students attended workshops led by the CTFD in 2013-2014. Participants stated that the workshops were “well organized and presented,” and featured “tons of information” and a “skilled facilitator.”

**Team-Based Learning:** 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 active learning in technologically-rich classroom environments. In preparation for the opening of the Integrative Learning Center (ILC), the CTFD launched a high-profile professional development initiative to promote student-centered pedagogies in technologically-infused classrooms. The CTFD hosted renowned educators and researchers Bob Beichner from North Carolina State University, D. Christopher Brooks from EDUCAUSE, and J.D. Walker and Paul Baepler from the University of Minnesota at two Active Learning Institutes; conducted 11 faculty-led workshops dedicated to topics central to student-centered pedagogy; conducted one workshop for graduate students on team-based learning; facilitated one formal faculty learning community (with the Environmental Conservation Department) and one informal learning community with former TBL fellows; launched campus-wide awareness campaign to promote active learning, and redesigned the CTFD website dedicated to active learning. The new site features literature, tools, and access to additional resources to help prepare faculty members to successfully teach in the spaces. In addition, the CTFD coordinated with other central service units to provide a streamlined “help line” procedure for faculty with hardware/software issues in the existing TBL classrooms.

**Transforming Undergraduate Education - Bay View Alliance:** The CTFD brought together 32 faculty, chairs, deans and campus administrators for a day-long series of meetings on Tuesday, October 8, 2013, to discuss potential research opportunities for the University of Massachusetts Amherst through the Bay View Alliance (BVA), an emergent network of 10 extensive research Universities in the United States and Canada. The BVA
grew out of the widely-recognized need to improve STEM undergraduate education. In December 2013, the CTFD participated in a BVA Steering Committee meeting at the Hewlett Foundation in Menlo Park, CA, and in January 2014, the University was invited to become a member of the BVA. The CTFD proposed a Research Action Cluster at the July 2014 BVA Steering Committee in Washington, D.C., that would examine the influences of professional development and learning spaces, mutually, on the effective use of active learning spaces.

**Workshops/Seminars/Keynotes:** The CTFD hosted a wide range of teaching workshops, seminars, and keynotes in 2013-2014. In Fall 2013, the CTFD hosted Research and Teaching Fellow Peter Lindsay from Georgia State University, who led a series of popular seminars on topics such as “Seminar Teaching,” “Top Ten Teaching Mistakes,” “The Class From Hell,” and “Active Lecturing.” Participants rated the seminars between a 4.56 and a 4.8 on a 5-point scale and commented that they “stimulated discussion,” offered “practical suggestions” as well as “helpful suggestions on creating good discussions, class dynamics, and learning objectives.”

On November 14, the CTFD co-hosted a workshop with the Writing Program titled “Designing Effective Writing Assignments,” featuring a panel of faculty across disciplines that shared examples of successful writing assignments that supported course learning outcome goals. Participants rated the workshop as 4.78 on a 5-point scale and commented that the workshop was “fun and informative,” “helped to conceptualize the point of writing assignments,” and featured “helpful models/examples.”

On February 6, the CTFD collaborated with the Library and Office of Information Technologies to present a Faculty Forum on “Personal Electronic Devices in the Classroom,” in which a panel of faculty shared their philosophies on the role of personal technology in teaching and the CTFD shared best practices and resources. Participants rated the workshop as 4.50 on a 5-point scale and commented that the workshop was “very interesting” and provided “great suggestions.”

On March 27, the CTFD hosted José Antonio Bowen, author of “Teaching Naked,” who presented a keynote and workshop on rethinking course design and assignments, using class time for activities and interactions, using technology outside of class to provide first contact with course materials, developing technology-based micro tests, and using games to increase student learning. Participants rated the keynote as 4.80 on a 5-point scale and commented that Prof. Bowen “linked pedagogy with actual tools,” and provided “a lot of insight about ways to make classrooms massively better.” Participants rated the workshop as 4.70 on a 5-point scale and stated that it was “exceptional,” “well-organized,” “inspiring,” and “provided new ideas.”

**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 creating a sample course module for discussion leaders.
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 were funded by a generous seven-year investment from The Andrew W. Mellon Foundation. The 2013-2014 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 2013-2014:

- Creative Production Group
- Department of History: Transnational Feminisms and Sexualities
- Developmental Science Initiative
- Division of Environmental Health Science
- Five Colleges prosody community
- Interdisciplinary Networks – SYnergy in Nutrition and Kinesiology (IN-SYNK)
- Interdisciplinary Transnationalism Network
- Laboratory for Transformative Practice in Anthropology
- Multi-disciplinary Association for Remote Sensing (MARS)
- UMass International Scholars Mutual Mentoring 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. Eleven grants were awarded at $1,200 each. The following individuals received grants in 2013-2014:

- George Bradley Bennett, Accounting
- Caryn Brause, Art, Architecture & Art History
- Peter Chien, Biochemistry & Molecular Biology
- Darrell Earnest, Teacher Education & Curriculum Studies
- Geng-Lin Li, Biology
- Michele Markstein, Biology
- Stephen A. Paparo, Music & Dance
- Zehra Fareen Parvez, Sociology
- Jessica D. Schiffman, Chemical Engineering
- Priyanka Srivastava, History
- Lisa M. Troy, Nutrition

MUTUAL MENTORING GRANTS 2006-2014

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<tr>
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<th>2006-2014</th>
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<tbody>
<tr>
<td>Team Grants</td>
<td>59</td>
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<tr>
<td>Micro Grants</td>
<td>62</td>
</tr>
<tr>
<td>Unique Participants</td>
<td>568</td>
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<tr>
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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, 86% of the Team Grant respondents described their Mutual Mentoring experience as “Excellent” or “Very Good.” In addition, 98% 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. 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, 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)
- American Society of Mechanical Engineers (ASME) International Design and Engineering Technical Conferences & Computers and Information in Engineering
- Bishops University (Canada)
- Claremont College
- Fairfield University
- Florida State University
- FORWARD, North Dakota State University, NSF ADVANCE
- Georgetown University
- International Consortium for Educational Development (ICED) Conference
- LEADER Consortium, Wright State University, NSF ADVANCE
- National Mentoring Institute, University of New Mexico
- Northeastern University, NSF ADVANCE
- Okayama University (Japan)
- Professional and Organizational Development (POD) Network in Higher Education Conference
- Tufts University
- University of California Irvine
- Wellesley College
- Worcester Polytechnic Institute

Senior Women Faculty Mentoring Group: The CTFD renewed its sponsorship of a faculty learning community focused on exploring the career experiences of senior faculty women, including cross-generational mentoring and collegial interaction, quality of career life, institutional support, late-career and future career plans. The program included monthly seminar meetings and an end-of-semester retreat to reflect on the mentoring experience and share lessons learned. Outcomes were wide-ranging and included involvement in several college-level initiatives including a panel and “mixer” for all women faculty, development of a “clearing house” for female faculty who are interested in joining or creating peer mentoring groups, and a proposed “peer mentoring in teaching for lecturers” initiative as part of an external grant proposal.
**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 2013-2014 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.

**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 a professional writing coach 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 2013-2014, 116 non-unique faculty members attended Faculty Writing Retreats. Participants rated the overall effectiveness of the Annual Faculty Writing Retreat as 4.88 on a 5-point scale, and stated that the event provided a “supportive, quiet and respectful atmosphere” that was “productive” and promoted “the opportunity for me to focus.”

**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 2013-2014, 138 faculty members attended Mini Writing Retreats.

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**Participants in Scholarly Writing Programs**

- Asst. (46%)
- Assoc. (32%)
- Full (10%)
- N.T.T. (11%)
- Other (1%)
CAREER DEVELOPMENT

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

**Leadership Enhancement for Academic Departments (LEAD) Program:** The LEAD Program fosters a culture of leadership 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 2013-2014, the LEAD Program began with individual needs assessments of all 9 participants. Seminars focused on the following topics selected by the cohort: advice from a panel of experienced chairs, practical budgeting, time management, fundraising, managing conflict, tenure and promotion, and institutional assessment and research resources. Participants rated the program as 4.71 on a 5-point scale, saying that “this experience was very, very helpful.”

**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. In 2013-2014, 17 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 gave them: “those little extra resources that provide faculty with an opportunity to experiment and rethink their approach to a class.”

**Tenure Preparation:** On April 4, 2014, the CTFD collaborated with the Dean’s Office at the College of Natural Sciences to sponsor a “Preparing for Tenure Seminar” for CNS faculty. Twenty-six eligible pre-tenure faculty attended this program, which was designed to provide clear, consistent, and practical advice from a wide variety of sources on the process of preparing for tenure. Participants rated the event a 4.94 on a 5-point scale.

**Time Management:** On June 11, 2014, the CTFD sponsored two time management events featuring Dr. Kerry Ann Rockquemore, Executive Director of the National Center for Faculty Development and Diversity. Rockquemore, a nationally recognized expert on faculty productivity, offered two half-day workshops titled “How to Manage Your Time so You Can Publish Prolifically AND Have a Life Beyond the Ivory Tower” (for pre-tenure faculty and early career lecturers) and “Writing Your Next Chapter: How to Find Your Mojo and Move Forward at Mid-Career” (for post-tenure faculty and mid-career lecturers). Thirty-six faculty attended the pre-tenure workshop, which earned an overall satisfaction rating of 4.77 on a 5-point scale, and forty faculty attended the mid-career workshop, which earned a 4.54.

**Women’s Leadership:** Working in collaboration with several women faculty, the CTFD sponsored a panel on women’s leadership on October 22, 2013. The panel featured: Marjorie Aelion, Dean of the School of Public Health and Health Sciences; Joye Bowman, Chair of the Department of History; Elizabeth Chilton, Associate Dean of Research for the College of Social & Behavioral Sciences; Julie Hayes, Dean of the College of Humanities and Fine Arts; and Christine McCormick, Dean of the College of Education. Sixty-eight faculty attended this event, which focused on providing insight and guidance to women at all ranks about various paths to leadership.
ORIENTATIONS

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 2013-2014, orientation programs and services included:

**New Faculty Orientation (NFO):** Held on August 27, 2013, this campus-wide orientation for new faculty included 52 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 4.83 on a 5-point scale, and stated that the event was “so helpful,” “incredibly executed,” and “a very clear, concise presentation of tons of information.”

**January Mini-Orientation for New Faculty:** On January 16, 2014, the CTFD sponsored a welcoming luncheon and mini-orientation program for 6 faculty starting at the University in the spring semester instead of the fall. The event featured an introduction to each other and key resources, services, and collaborative units across campus.

**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 30, 2013, the TAO hosted 313 graduate student participants, who rated the overall effectiveness of the event as a 4.39 on a 5-point scale. Attendees stated that the event “serves as a confidence-building platform for new TAs,” provided “strategies on how to be an effective teacher,” and helped them “understand [they’re] not alone” in their roles as TAs.

**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 2013-2014, the website received over 27,189 pageviews from 5,450 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 September 18, 2013, hosted 143 people, including 62 new faculty, their spouses and partners, and 65 department chairs, deans, and campus-level academic leaders.

“Everything about starting a new job is intimidating, but these speakers felt like friends and colleagues from the start.”

“I feel welcomed into the family of UMASS.”

NFO Participants
PROGRAM PARTICIPATION

FACULTY PROGRAMS

TEACHING DEVELOPMENT

- TBL Faculty Learning Community 47
- TBL Faculty Learning Community Meeting -- 10/22/13 to 10/23/13 14
- Faculty Conversation: Top Ten Teaching Mistakes -- 9/26/13 9
- Faculty Conversation: Seminar Teaching -- 10/10/13 13
- Faculty Conversation: The Class from Hell -- 10/30/13 10
- Lunch & Learn: Designing Effective Writing Assignments -- 11/14/13 34
- Lunch & Learn: Forming Successful Teams for TBL -- 11/20/2013 26
- Faculty Conversation: Active Lecturing -- 11/21/13 13
- Faculty Forum: Personal Electronic Devices -- 2/6/14 26
- TBL Workshop -- 2/13/14 12
- TBL Workshop -- 2/25/14 13
- TBL Workshop -- 3/6/14 9
- Jose Antonio Bowen Workshop -- 3/27/14 35
- Jose Antonio Bowen Keynote -- 3/27/14 52
- TBL Workshop -- 4/1/14 17
- TBL Workshop -- 4/10/14 14
- TBL Workshop -- 4/15/14 17
- TBL Workshop -- 4/23/14 21
- TBL Workshop -- 4/25/14 15
- Syllabus Consultations 36
- MAP 154

SCHOLARLY WRITING

- August Writing Retreat -- 8/22/13 32
- Mini Writing Retreat -- 9/27/13 20
- Mini Writing Retreat -- 10/18/13 25
- Mini Writing Retreat -- 11/22/13 24
- January Writing Retreat -- 1/16/14 30
- Mini Writing Retreat -- 2/28/14 22
- Mini Writing Retreat -- 3/7/14 23
- Mini Writing Retreat -- 4/25/14 24
- Annual Writing Retreat -- 5/20/14 54

ORIENTATIONS

- New Faculty Orientation -- 8/27/13 52
- Welcoming Reception New Faculty -- 9/18/13 62
- January New Faculty Orientation -- 1/16/14 6

CAREER ADVANCEMENT

- LEAD 15
- Women’s Leadership Panel -- 10/22/13 68
- CNS Tenure Prep -- 4/4/14 26

TIME MANAGEMENT

- Kerry Ann Rockquemore Pre-Tenure Workshop -- 6/11/14 36
- Kerry Ann Rockquemore Post-Tenure -- 6/11/14 40

GRANTS

- Mutual Mentoring Micro Grants 11
- Mutual Mentoring Team Grants 77
- PMYR Grants 17
- Flex Grants 463

TOTAL (includes duplicates) 1714

GRADUATE STUDENT PROGRAMS

- Teaching Development Workshops 201
- TA Orientation -- 8/30/13 313

TOTAL (includes duplicates) 514

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

Campus Service

- ADVANCE Grant Proposal Team
- Blended Learning Trustee, UMass Amherst Board of Trustees
- College of Engineering, NSF MRSEC
- Commonwealth Honors College
- Department of Educational Policy, Research & Administration
- Faculty Senate Council on the Status of Women
- Faculty Senate General Education Council
- Faculty Senate Undergraduate Education Council
- Five College Consortium Blended Learning Steering Committee
- Five College Faculty and Teaching Development Committee
- Five College Mellon Blended Learning in the Humanities and Humanistic Social Sciences Advisory Board
- Five College Women Studies Research Center
- General Education Integrative Education Planning Group
- Graduate School, BEST Grant
- Innovative Pedagogy Assessment Group (iPAG)
- Joint MSP/Administration Faculty Work/Life Committee
- Joint MSP/Administration Teaching Evaluation Committee
- JTFI Teaching and Curriculum Subcommittee
- Learning Commons Assessment Task Force
- Open Education Initiative Committee
- PMYR Faculty Committee
- Provost’s Council
- Provost’s Office Personnel Committee
- Search Committees for:
  - Associate Director of Master of Fine Arts Program and Director of Juniper Summer Writing Institute
  - Associate Provost for Faculty Development
  - Associate Vice Provost for Instructional Innovation
  - Director of Educational Technology
  - Five Colleges Blended Learning Coordinator
  - IT-Academic Computing Instructional Coordinator
- Student Development, Office of Student Affairs
- Sustainability Curriculum Committee
- Teaching Commons Advisory Board
- Teaching Commons Programming Team
- Team-based Learning Support Team
- UMass-ACE Joint Task Force on Internationalization

Campus Presentations/Workshops

- Art Department TA Training
- CNS College Teaching Skills
- Environmental Conservation Department
- Institute for Social Sciences Research (ISSR)
- Nutrition Department
- Orientation Services
- UMass Sustainability Curriculum Initiative
- University Libraries
University & College Presentations
- Bay Path University
- Brigham Young University
- Central Taiwan University of Science and Technology (Taiwan)
- Chang Jung Christian University (Taiwan)
- Chia Nan University of Pharmacy & Science (Taiwan)
- Five College Consortium
- Fu Dan University (China)
- King Faisal University (Saudi Arabia)
- Wenzao Ursuline University of Languages (Taiwan)

Conferences & Foundation Presentations
- American Association of Universities (AAU)
- American Education Research Association (AERA)
- Association of American Colleges & Universities (AAC&U)
- Association for the Study of Higher Education (ASHE)
- Bay View Alliance (BVA) for STEM Education
- HERS: Advancing Women Leaders in Higher Education Institute
- International Consortium for Educational Development (ICED)
- Jossey-Bass/Wiley Higher Education
- Microsoft NERD Center
- New England Faculty Development Consortium (NEFDC)
- Professional and Organizational Development (POD) Network in Higher Education
- Teagle Foundation

Teaching & Advising
- College of Worcester Consortium. Online course: Designing Assignments and Activities to Promote Learning
- Doctoral committee, Department of Higher Education Administration, University of Massachusetts Boston
- Doctoral and thesis committee, Department of Educational Policy, Research & Administration and MLT
- Faculty First Year Seminar: Fast Fiction
- Graduate Course: Technology and Educational Change (EDUC 604)
- Teleconference: Academic Ladder: Advice for Early Career Faculty
- Webinar: Jossey-Bass Department Chair Leadership Institute: How Department Chairs Can Foster Excellent Teaching

Research & Scholarly Publications
- 3 book chapters
- 2 book reviews
- 4 journal articles

Advisory & Review Work
- Academic Impressions
- American Education Research Association
- American University in Cairo (Egypt)
- Asian University for Women (Bangladesh)
- Association of American Colleges and Universities (AAC&U) National Conference
- Association for Education, Communication and Technology (AECT) Conference
• Association for the Study of Higher Education (ASHE)
• Bay View Alliance (BVA): STEM Education
• Boston College; Boston, MA
• Bryn Mawr College; Bryn Mawr, PA
• Center for Postsecondary Research, Indiana University; Bloomington, IN
• Center for the Integration of Research, Teaching, and Learning (CIRTL)
• Effat University (Saudi Arabia)
• International Higher Education Teaching and Learning (HETL) Executive Advisory Board
• International Journal for the Scholarship of Teaching & Learning
• Journal of Excellence in College Teaching
• National Forum on Active Learning Classrooms
• National Science Foundation’s Course, Curriculum, and Laboratory Improvement Grant, University of Wisconsin; Madison, WI
• National Science Foundation, Division of Undergraduate Education (DUE) Grant Review Panel
• National Science Foundation Institutional Transformation ADVANCE Grant, University of Maryland; College Park, MD
• New England Faculty Development Consortium (NEFDC)
• Professional and Organizational Development (POD) Network in Higher Education
• Qatar University (Qatar)
• Review of Higher Education
• Trinity University; San Antonio, TX
• University of Virginia; Charlottesville, VA
• Washington University; St. Louis, MO
• Wellesley College; Wellesley, MA
• Wiley/Jossey Bass Publishers
• Workshop on the Impact of Pen & Touch Technology on Education (WIPTTE)

Awards
• Inaugural Distinguished Scholar in Residence, Weissman Center for Leadership, Mount Holyoke College – Mary Deane Sorcinelli
• Lifetime Achievement Award, American Council on Education (ACE)/Massachusetts Network for Women Leaders in Higher Education – Mary Deane Sorcinelli
CTFD STAFF

BRIAN BALDI, Assistant Director, serves as the organizational lead for the CTFD’s new chair/head/director and scholarly writing programming, conducts midterm assessments and teaching consultations, and assists with the Mellon Mutual Mentoring Initiative and other teaching and faculty development programs.

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

JENNIFER CANNON, Teaching Assistant (Education), provides support and conducts consultations for the CTFD’s midterm assessment program.

NODAR KERESELIDZE, Teaching Assistant (Public Policy), supported the CTFD’s active and team-based learning initiatives.

ANDREW MCALPINE, Teaching Assistant (English), provides support and conducts consultations for the CTFD’s midterm assessment program.

AMANDA PIETRAS, Administrative Assistant, provided general support for all CTFD activities and events. Amanda left the CTFD in August 2014.

RACHEL RYBACZUK, Teaching Assistant (Sociology), coordinates the CTFD’s graduate student teaching development programming.

KEM SAICHAIE, Director of Educational Technology, oversaw the integration of educational technology in traditional, hybrid, and online classes. He was an adjunct faculty member in the Department of Educational Policy, Research and Administration. Kem accepted a position as Faculty Consultant at the Center for Excellence in Teaching and Learning, University of California Davis in August 2014.

MEI-YAU SHIH, Associate Director, identifies, develops and oversees several of the CTFD’s campus-wide teaching initiatives, provides instructional 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, managed initiatives across the CTFD, represented 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. Mary Deane retired at end of August 2014. She was named Professor and Director Emeritus, CTFD, and has accepted an appointment as the Inaugural Distinguished Scholar in Residence 2014-15 at her alma mater, Mount Holyoke College.

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 seminars, time management workshops, women’s leadership events, and other CTFD faculty development programs.