The 2014–2015 Academic Year brought exciting changes and enhancements to the programs and services that the Center for Teaching & Faculty Development (CTFD) offers you, including:

- A yearlong FIT fellowship program to support the opening of the Integrated Learning Center
- More midterm assessments in more classrooms than at any point in our history
- A new Diversity and Teaching Workshop Series at a critical time for our community
- A new series of Creative Teaching Salons
- An exciting Contemplative Pedagogy initiative
- 456 Flex Grants to support teaching development
- Faculty focus groups across career stages to inform our future programming
- A keynote address by Ken Bain, author of *What the Best College Teachers Do*

Among our other achievements, we have also extended our collaborations with such wonderful campus partners as the CESD, OAPA, the Libraries, IT/Academic Computing, and CESL.

During the next year you can look forward to a flexible three-path program to promote Student-Centered Teaching and Learning Practices, including a self-paced “flipped” version of our fellowship curriculum. We’re also adding a host of new teaching resources to what will be our completely redesigned website. And we’re enhancing many of our most popular programs. We hope to find ways to reach you closer to where you need support, with more specific strategies for your goals.

As always, we’re your resource for powerful, innovative teaching ideas.

Gabriela C. Weaver
Vice Provost for Faculty Development
Director, Center for Teaching & Faculty Development
The Center for Teaching & Faculty Development (CTFD) supports the professional development of faculty across all career stages and disciplines by offering a wide range of programs and resources focused on innovative:

- teaching
- leadership
- mentoring
- scholarly writing.

The Center has won the following grants and awards:
- Center for Contemplative Mind in Society Teaching and Learning Center Grant (2014)
- Robert J. Menges Award for Outstanding Research in Educational Development from the Professional and Organizational Development Network in Higher Education (2011)
- Innovation Awards from the Professional and Organizational Development Network (2002, 2007)

The CTFD has also been named one of the top four Model Faculty Development Programs in the U.S. and Canada (2006).
Fellowships for Innovative Teaching

In order to promote student-centered teaching approaches, the CTFD engaged 13 faculty members from across the campus in the yearlong Fellowships for Innovative Teaching (FIT) program. The fellows met every other week to participate in workshops geared toward teaching with active, collaborative, and innovative pedagogies. Additionally, faculty learned about new technologies available in team-based learning classrooms and about software solutions available to them.

During the fall semester, sessions were devoted to laying a foundation of knowledge about course design and student-centered pedagogies. Workshop topics included, among other things, backward course design, forming and managing student teams, designing collaborative problems, flipped teaching, formative assessment, and assessing across cognitive levels.

During the second semester, the fellows themselves led biweekly sessions. They presented on instructional tools (digital or otherwise) and discussed chapters from the selected textbook on team-based learning. Examples from each faculty member’s own discipline helped the group appreciate the breadth of student-centered teaching applications. The cohort meetings allowed the group to develop into a faculty learning community offering mutual feedback and support.

The overall goal was for fellows either to redesign a course or design a completely new one. At the end of the spring semester, faculty presented their course transformations to the greater campus community at a digital poster session that provided an interactive opportunity to demonstrate their new approaches to teaching. Some of the innovations faculty shared included a group music composition from Jason Hooper’s music theory course, a gallery walk of student project drafts from Ellen Pader’s regional planning course, and a group-designed, group-implemented authentic research project from John Kingston’s linguistics course.

Throughout the fellowship, the CTFD collaborated with UMass Amherst IT on providing faculty instruction on and support for using instructional technologies and software solutions. This is one of several CTFD collaborative programs that leverage the strengths and experience of multiple campus offices.

The FIT program also served as the foundation for the Five Colleges’ May 2015 intensive summer institute. It brought together faculty members and presenters from across the region to learn about developing and implementing student-centered courses.
“I enjoyed being a FIT Fellow this last year. The reading list for the workshop was helpful in understanding the key concepts of TBL, [and] the examples of Readiness Awareness Tests and Peer Evaluations helped me envision how students would experience a TBL class. I enjoyed the camaraderie of the FIT Fellows. I got to know people I don’t usually come across and was able to catch a glimpse of the amazing courses they teach. Thanks to the workshop, I now feel well supported and very inspired.”

Reiko Sono,
Asian Languages & Literatures
Creative Teaching Salons

salon [suh-lon; French sa-law]  
1. a drawing room or reception room in a large house.  
2. a gathering of people, in such a room, of an inspiring host, held partly to enjoy one another’s company and partly to increase the knowledge of the participants through conversation.  
3. a new collaborative venture between CTFD, UMass Amherst IT, CESD, and the Libraries to engage the campus community in creative thinking and conversation about teaching.  

After a period of brainstorming about a platform for agenda-free discussion among faculty and staff to explore issues, ideas, and questions about teaching, the CTFD, IT, CESD, and the Libraries launched the Creative Teaching (CT) Salon series. The salons took place on the first Thursday of each month, February through May, from 3:45 p.m. until whenever the hardiest participants chose to leave. Plentiful, delicious snacks fueled the creative and sharing processes. Each meeting was catalyzed by a question or provocative activity introduced by one of the participants and led to reflective thinking about teaching in our own classrooms, throughout the campus, and in higher education in general.

Fred Zinn, Academic Computing, kicks off a CT Salon discussion of the future of teaching.
“Where Do You Learn?” started off the first session. Participants shared their thoughts by creating a collage of sticky-note responses and sifting for themes among them. Some broad categories of answers emerged: transportation-based (“in my car,” “during my run”), collaboration-based (“during conversations,” “from my students”), place-based (“in the woods,” “outdoors”), and action-based (“when I try something on my own,” “during yoga,” “when I’m having fun”). These led to rich discussion about the overlap, or lack thereof, between our answers and the learning environments of our courses.

The next session engaged people in creating a representation of their personal “learning network”—people and other resources they seek out for help in learning about teaching. Participants explored the patterns among the resulting networks. The group then discussed ways to have the component functions of these networks available to everyone on campus.

In April, participants brainstormed in groups about how they’d like teaching at UMass Amherst to look in 10 years. Each team created a poster, took a gallery walk to view the other posters, and then, as a larger group, discussed the range of ideas represented. Once again, themes surfaced: the sustainability of pilot efforts, reward and recognition systems for innovative teaching, establishing faculty-learning communities or faculty collaborations, making time to creatively redesign or plan new courses, designing interdisciplinary and creative curricula, applying student-centered teaching approaches, and creating learning spaces that support active learning.

We concluded the series in May with a guided exercise exploring active learning approaches such as storyboarding, learning cells, the jigsaw approach, and gallery walks. Participants considered approaches that were new to them and seemed interesting but somewhat intimidating. After discussing the methods that prompted the greatest interest, participants talked about the risks in trying innovative approaches and how to deal with those risks in order to feel more comfortable seeking creative ways to enhance their teaching for greater student success and engagement.

During the “gallery walk” of posters, faculty used colored adhesive notes to vote on their teaching aspirations.
The CTFD conducted a record number of formative classrooms assessments this year through its Midterm Assessment Process (MAP), a voluntary, confidential program that helps instructors get valuable student feedback on a course in progress. In total, the CTFD visited 199 classrooms—a 29 percent increase over the prior year—and collected feedback from more than 11,000 students.

Unlike the summative evaluations that all departments ask students to fill out at the end of the semester, MAPs are administered between the semester’s fourth and ninth weeks with an in-class student survey, followed by an individual consultation between a CTFD staff member and the instructor. MAP allows instructors to:

• obtain student responses to activities and materials
• compare their impressions about the course with those of their students, and
• make timely, informed adjustments to their teaching.

The program offers the time and attention of an experienced CTFD consultant who collects, synthesizes, and helps interpret student feedback; listens carefully to faculty teaching strategies, learning outcomes goals, and concerns; identifies appropriate suggestions to enhance teaching; and offers supplementary print or web-based resources.

Instructors of all career stages, disciplines, teaching styles, and classroom settings take advantage of the MAP program, which is frequently cited as an extremely influential teaching-development opportunity. Instructors report that they use the MAP to improve reading compliance, course assignments, rubrics, review sessions, assessment designs, in-class exercises, lectures, communication strategies, and much more.

“I loved [the MAP],” raved an instructor. “I distributed the survey to the entire class and we read it line by line. It was a transformative experience for the students and myself.”

Said another, “My MAP coordinator was phenomenal and very thorough! I had a great experience with her.”
“The MAP has allowed me to know my students better and how best to help them succeed in my courses. Feedback through the MAP has affirmed what and how I teach and provided insight into how I can be more effective in meeting students’ needs. The minimal investment of time has been well worth it. For me, the MAP has been a welcome opportunity to fine-tune what we do in the course, which has led to increased student satisfaction and achievement.”

Stephen A. Paparo, Music Education
New Faculty Orientation

On August 26, 2014, the CTFD’s annual New Faculty Orientation program drew more than 70 new faculty representing all eight schools and colleges and approximately 35 departments and programs. Designed as a welcoming series of introductions—to the University, key units that support faculty success, and one another as new colleagues—the orientation featured multiple opportunities for learning and interaction.

Following an interactive, icebreaker trivia game about the campus and the surrounding community, a faculty panel discussed “Getting Started as a Teacher, Scholar, and UMass Citizen.” Panelists Peter Chien (Biochemistry and Molecular Biology), Lorraine Cordeiro (Nutrition), Britt Rusert (Afro-American Studies), and Erica Scharrer (Communication) offered insights and strategies about teaching, research, mentoring, and work/life balance based on their experiences.

Over lunch, participants connected with new colleagues from their respective schools and colleges and met with representatives of the CTFD, Information Technology, the Office of the Vice Chancellor for Research and Engagement, and the UMass Amherst Libraries. Using a lively “reverse progressive” format, staff and librarians from these units led small table discussions on how their offices support the success and development of faculty throughout their careers. The day concluded with a tour led by student ambassadors to help newcomers develop a sense of the campus and a better understanding of how and where students live.

Faculty who participated in New Faculty Orientation rated it highly. In open-ended feedback they described it as a “great opportunity to meet lots of new folks and hear about many support services on campus” and “very informative and dynamic.” They also appreciated the “wide variety of speakers” and “great atmosphere and attitude throughout.”

Scholarly Writing

Faculty seeking support for their scholarly writing have a range of options at UMass Amherst, including a robust schedule of writing retreats, workshops on the writing and publishing process, a dedicated quiet space for writing, and a list of vetted professional editors and coaches.

At the heart of the CTFD’s scholarly writing offerings are nine writing retreats held throughout the year to give faculty an opportunity to jump-start writing projects. Six are held during the semesters, and three more are held during the summer and winter breaks. In 2014–15, over 200 faculty members attended the retreats to work on articles, books, presentations, grant proposals, and more.

In the fall, the CTFD also offered “Healthy Writing Habits,” a workshop led by Helen Sword. The author of Stylish Academic Writing (Harvard University Press), Sword is also a researcher of faculty writing habits. The workshop offered participants a variety of practical, evidence-based strategies to become more prolific, more assured writers.

In the spring, the CTFD launched a retrospective survey of 167 writing retreat participants from 2012–2015 to better inform its programming. The participants, who had collectively made
545 retreat visits, particularly appreciated the dedicated schedule, comfortable locations, and sense of community encouraged by the events. “The faculty retreats are a welcome source of peace and quiet, convivial meetings, and ways to come to know folks from other schools with whom we might not otherwise connect,” said one faculty member.

Another commented: “There is something about going to a scheduled event with the explicit goal of writing, and about keeping the company of other people who are there for the same reason, that makes me honor the commitment and ignore other demands for those precious few hours.”

“I appreciate the ‘time away from home’ so I can focus on one project. It’s also inspirational to be in a room full of colleagues who are all engaged in similar work. This time creates space for talking across projects and meeting new colleagues.”

Anonymous faculty member
Diversity and Teaching Series

In spring 2015, the CTFD launched a Diversity and Teaching Workshop Series to promote inclusive teaching and learning on campus. Crafted through numerous conversations with departments, colleges, and the offices of the Provost, Ombuds, and Student Affairs, the workshops featured dynamic speakers, interactive formats, and practical strategies that faculty could immediately implement in their classes. Off-campus presenters also made themselves available for individual and group consultations after each workshop, meeting with a range of deans, academic advisors, student affairs personnel, and faculty.

Jesse Tauriac (Lasell College) began the series with “Positionality: How Does Who We Are Affect What We Do,” in which faculty examined how an instructor’s unique social identity factors into the teaching experience and shapes interactions on multicultural topics.

Jesse Tauriac returned to lead “Racialization, Microaggressions, and Societal Oppression,” co-sponsored by Student Affairs and the Center for Multicultural Advancement and Student Success. The workshop stressed the importance of early preparation, empathy, and perspective-taking in inclusive teaching.

Next, the CTFD moderated “Teaching Difference,” a faculty panel during which Alexandrina Deschamps (Commonwealth Honors College and Women, Gender, Sexuality Studies), Martha Fuentes-Bautista (Communication), Tatishe Nteta (Political Science), Libby Sharrow (History and Political Science), and Linda Tropp (Psychological and Brain Sciences) shared strategies for addressing issues of race, gender, class, sexuality, and ability across a variety of class sizes, division levels, and disciplinary settings.

The semester ended with “Strategies to Engage and Sustain the Diverse Classroom,” led by Mathew Ouellett (Wayne State University) and Christine Stanley (Texas A&M University). They shared evidence-based principles for multicultural course design and identified specific improvements to foster intercultural competencies and ensure inclusive excellence in the classroom.
Panelists Martha Fuentes-Bautista, Communication; Alexandrina Deschamps, Commonwealth Honors College; and Tatishe Nteta, Political Science, share classroom strategies for teaching difference.

“I gained concrete suggestions and resources for dealing and actively engaging with difficult conversations about difference within the classroom.”

“This is a great series, vital and relevant.”

Anonymous faculty members
LEAD Program for New Chairs and Heads

For the past six years, the CTFD has advanced the culture of leadership on campus by gathering new department chairs and heads for a yearlong community of practice focused on the effective management of academic units. Eleven people from four different colleges participated in the program in 2014–2015. CTFD staff conducted pre-program interviews with each participant and used the conversations to connect individuals with situation-specific resources and to plan a series of seminars on topics of common interest.

In the opening seminar, guests Rafael Fissore (Veterinary and Animal Sciences) and Gretchen Rossman (Educational Policy, Research, and Administration) used their personal experiences as recently appointed chairs and heads to share success strategies. Joseph Bartolomeo (Humanities and Fine Arts) and John Lopes (Microbiology) next led a discussion on strategic planning to help prepare the cohort as they approached their departmental strategic plan deadlines. At the end of the fall semester, the CTFD organized a panel discussion featuring Mickey Gallagher (MSP-MTA), Linda Marchesani (Workplace Learning and Development), Nick Marshall (Human Resources), Catharine Porter (Ombuds Office), and Eve Weinbaum (MSP, Sociology) to clarify the resources and approaches available for dealing with various types of departmental conflicts.

In January, John Bryan (Provost’s Office), Tim Cendrowski (Human Resources), Juan Jarrett (Human Resources), Margaret March (Human Resources), Lori Prince (Office of Equal Opportunity and Diversity), and Ann Williams (Provost’s Office) met with the group to discuss the hiring and personnel process for faculty and staff.

In February, Fredrika Clement (Development and Alumni Relations) presented on best practices for boosting departmental development efforts, building relationships with donors, collaborating with college development officers, maximizing the efficacy of alumni boards, and more. Timed to coincide with the spring tenure review cycle, the CTFD next hosted John Bryan and Elizabeth Dumont (both Provost’s Office) for a discussion on ways to best support the tenure and promotion processes. The semester ended with a seminar on how to be an engaged, inspiring, and productive leader, led by Linda Slakey (College of Natural Sciences and Mathematics, Commonwealth Honors College, National Science Foundation, retired).

The CTFD supported its in-person programming with an ever-growing list of online resources for chairs and heads, including sample planning documents used by departments and articles on the role of the department chair.
“The Center’s special program for new chairs, appropriately named LEAD, has been my lifeline this year. It focuses on higher-education leadership skills specifically tailored for department chairs, and it also addresses the unique culture of UMass. I love my job—and I doubt I would feel that way if I had not had the LEAD experience to help me along.”

Kathy Forde, Journalism
Contemplative Pedagogy

Students enter a classroom, sit down, and under the guidance of an instructor focus silently on the class environment, a passage of text, an image, a theoretical concept, or a formula. The details of this contemplative exercise may differ depending on the course, the instructor, and the students, but the potential benefits are the same: improved focus, greater self-awareness, deeper connection to course material, reduced stress levels, and increased empathy for other perspectives.

Using contemplative practices in education is hardly a new concept, but the field of contemplative pedagogy has been expanding in recent years. In the summer of 2014, the CTFD launched a program to support the integration of these contemplative practices in teaching. A central component of the program is a thriving contemplative-pedagogy working group with over fifty participants from a variety of disciplines and career stages. The group met monthly in 2014–2015 to discuss instructional practices and course materials as well as key pedagogical readings. All meetings began with a contemplative practice led by rotating volunteers.

At one meeting, Nicole Nemec (Commonwealth Honors College) shared materials from “Ideas that Change the World: Our Experiments with Truth,” a seminar designed around contemplative pedagogy and focused on self-knowledge and critical inquiry. Nemec offers her students weekly in-class opportunities for guided contemplative practice and encourages them to keep out-of-class contemplative-practice logs. She also guides them through reflections on beauty, body scans, visualizations, mindful listening, walking meditation, and the expression of gratitude.

“Contemplative practice as a mode of learning as well as a mode of teaching has made us each—students and teacher—more bold,” says Nemec. “This boldness comes not from arrogance, but from the humility and clarity of self-knowledge. With that clarity comes the ability to acknowledge cognitive dissonance and the patience to look beyond first impressions—of people, texts, ideas, and paradigms. That is as useful for me as a teacher and learner as it is for my students.”

The CTFD’s contemplative pedagogy effort is co-led by the office of Civic Engagement and Service-Learning (CESL) and funded by a $5,000 Contemplative Pedagogy and Teaching and Learning Center Grant from the Center for Contemplative Mind in Society (CMind). In addition to supporting the working group, the CTFD and CESL sent a cohort of five faculty to CMind’s intensive Summer Session for a week-long investigation of contemplative practices and resources for educators.

“The Summer Session affirmed my decision to make spaces for students’ experiences within my courses,” said attendee Maria José Botelho (Teacher Education and Curriculum Studies). “Their lived experiences become additional course texts that we learn with and from—student-lived experience and inquiry as curriculum. The session also helped me understand how contemplative and critical pedagogies need each other. The multiple sessions of inquiries and the breakout sessions of application were key to deepening my ongoing engagement with criticality and contemplation in teaching.”

Other activities included embedding contemplative practices into the CESL faculty fellows program, training CTFD instructional consultants on the core competencies of contemplative pedagogy, and building an online repository of contemplative pedagogy.
The self-reflective seminar “Who Am I Serving As, Where Am I Serving From?” rounded out the working group’s year. It was led by Rose Sackey-Milligan, a socio-cultural anthropologist and former director of the Social Justice Program at the Center for Contemplative Mind in Society.

Moving forward, the CTFD plans to continue sharing course materials and teaching strategies, discussing how contemplative practice can be embedded in course design, and hosting guest speakers.

“Contemplative pedagogy has been key to opening up possibilities that I knew existed in my classes, texts, and teaching but couldn’t quite reach. It has transformed my relationship to students and their relationship to learning and to themselves.”

Nicole Nemec, Commonwealth Honors College
Graduate Student Support

Over any given academic year, UMass Amherst graduate students support the learning of thousands of undergraduates by designing and instructing classes, leading discussion sections, working with students during office hours and labs, and grading assignments.

Each year, the CTFD collaborates with the Graduate School in welcoming this important cohort of educators at the Teaching Assistant Orientation (TAO), giving them the opportunity to meet other TAs, gain important teaching skills, and begin feeling a sense of membership in the larger UMass Amherst community. The well-regarded TAO is the only comprehensive orientation opportunity available to all teaching assistants. In fall 2014, 317 graduate students attended TAO sessions on topics such as engaging students in large classes, teaching a variety of learners, responding to student writing, making the most out of the first day of class, and more.

During the academic year, Rachel Rybaczuk (Sociology), a doctoral student under a joint appointment with the CTFD and the Graduate School Office of Professional Development (OPD), promoted graduate student teaching excellence through a wide range of workshops and one-on-one consultations. Topics included leading effective discussions, engaging students in active learning, adopting effective grading strategies, designing learning-centered syllabi, implementing team-based learning principles and practices, and teaching online. “I like that we actually experienced active learning strategies as we talked about them,” noted one “Engaging Students in Active Learning” participant.

The CTFD and OPD also supported graduate student career growth through the popular Teaching Portfolio Series, which prepares job-seekers to apply for faculty positions at a variety of institutions. In the Teaching Portfolio Series workshops, graduate students assessed sample teaching statements, identified their teaching goals and strategies, and generated content for their own teaching statements and portfolios. “Thank you so much for offering me so many tips I would never have thought of!” said workshop participant Ying Chen (Economics). Graduate students also took advantage of individual consultations to receive more detailed, situation-specific feedback on their job-application materials.

In all, 373 graduate students and post-docs benefited from the teaching and academic career support programs offered during 2014–2015.

“Thank you for your help with the syllabus I prepared for a faculty job application. I just received an invitation for a Skype interview!”

Keiko Konoeda, Education
Consultations

Prior to the start of each semester, the CTFD offers one-on-one consultations to help faculty assess and update their course designs. This confidential process, which begins with an in-depth review of an instructor’s syllabus, focuses on fine-tuning learning outcome goals, assessment schemas, assignment descriptions, course policies, information organization, and student workload. In 2014–15, 36 faculty members across disciplines and career stages participated in the highly rated program—a 20 percent increase over the prior year.

“The conversation was very helpful and resulted in the improvement of my course learning outcomes (in particular how they are articulated in the syllabus), as well as the nature of my assignments,” reported one faculty member. Another noted that the consultation “was helpful both for putting together an informative syllabus, and also for inspiring deeper thinking about the class.”

The CTFD continued to conduct one-on-one consultations throughout the year in the form of course-material reviews, classroom observations, preliminary course-development conversations, and instructor self-assessments. Topics covered included active-learning strategies, student engagement, leading effective discussions, peer assessment, quiz and test design, reading compliance, faculty/student communication, classroom confidence, interpreting course evaluations, and more.

Distinguished Teaching Awards

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 Distinguished Teaching Award (DTA) winners. Faculty members 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 2014, 81 instructors were nominated for DTA awards. The final recipients were:

Faculty
Lorraine Cordeiro (Nutrition)
Megan Lewis (Theater)
William Leonard (Electrical and Computer Engineering)
Dhandapani Venkataraman (Chemistry)

Graduate Students
Una Tanovic (Languages, Literatures, and Cultures—Comparative Literature)
Kyla Walters (Sociology)

Flex Grants

With the support of the University and the Massachusetts Society of Professors (MSP), the CTFD administers the Flex Grant Program, which provides $500 awards in support of professional development for MSP bargaining unit faculty and librarians. Expenses covered by these grants may include travel, classes, or workshops to enhance teaching or area knowledge; membership in professional associations; and funding to acquire books, software, and equipment, invite speakers to campus, and hire students.

In 2014–2015, Flex Grants were awarded to 456 MSP members and were used, among other ways, to attend a conference on Chinese-language pedagogy, purchase a pottery wheel and kiln to engage students hands-on in chemistry concepts, and hire an outside speaker on special education to attend a class, share her research, and mentor students.
Program Participation

TEACHING DEVELOPMENT

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Focus Group, Associate Professors Group 1 of 2, 3/10/15 ...................... 5
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FACULTY GRANTS

PMYR Grants, 2014–2015 ................................................................. 27
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Total Participants in Faculty Programs (including duplicates) .... 1679

GRADUATE STUDENT PROGRAMS

Teaching Development Workshops and Consultations, 2014–2015 .......... 373
TA Orientation, 8/29/14 ................................................................. 317
Total Participants in Graduate Student Programs (including duplicates) .......................................................................................................................................................... 690
2014–2015 CTFD Highlights

- 199 Midterm Assessments for Faculty and 11,158 Students
- 48 Events & Programs for 784 Faculty & Staff
- 138 Diversity & Teaching Series Participants
- 13 Courses for Approx. 1,520 Students Redesigned for TBL Classrooms

- 456 Flex Grants to Support Teaching Development
- 204 Writing Retreat Participants
- 34 Programs Attended by 690 Grad Students
- 264 Faculty, Postdocs, & Grad Students Enrolled in an Online Faculty Development Program
- 18 Speakers Provided Mentorship and Resources to 12 New Chairs/Heads
CTFD Staff

Brian Baldi, Assistant Director, serves as the organizational lead for the CTFD’s new chair/head LEAD program and for the scholarly-writing and diversity initiatives. He also conducts midterm assessments, classroom observations, and teaching consultations, co-leads the contemplative pedagogy initiative, and assists with other teaching and faculty development programs.

Joel Boggess, Administrative Assistant, provides general support for all CTFD activities and events and manages the Center’s website.

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

Mei-Yau Shih, Associate Director, identifies, develops, and oversees several of the CTFD’s campuswide teaching initiatives, leads the Midterm Assessment Process Program, directs a number of internal teaching development grants, provides instructional consultations to faculty, conducts program assessments, and is an adjunct associate professor in the Department of Teacher Education and Curriculum Studies.
Gabriela Weaver, Vice Provost for Faculty Development and Director of the Center for Teaching & Faculty Development, oversees 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 Chemistry.

Jung H. Yun, Director of New Faculty Initiatives, is the organizational lead on programs that support new and early career faculty, including New Faculty Orientation, the Lilly Teaching Fellowship for Teaching Excellence, and Mutual Mentoring. Yun also conducts midterm assessments, classroom observations, and individual consultations on teaching and broader faculty development issues.

GRADUATE STUDENT TEACHING ASSISTANTS

Jennifer Cannon
Teaching Assistant (Education); provides support and conducts consultations for the CTFD’s midterm assessment program and co-leads the contemplative pedagogy initiative.

Andrew McAlpine
Teaching Assistant (English); conducts consultations for the CTFD’s midterm assessment program.

Rachel Rybaczuk
Teaching Assistant (Sociology); coordinates a wide range of graduate student teaching development programs for the CTFD.

Kyla Walters
Teaching Assistant (Sociology); provides support and conducts consultations for the CTFD’s midterm assessment program.

Bradford Wheeler
Teaching Assistant (Education); supports the CTFD’s student-centered teaching and learning initiatives.
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