Past Mutual Mentoring Team Grant-Funded Projects

These projects are intended as examples of previously funded grant activity, and applicant teams are encouraged to creatively develop Mutual Mentoring projects that address their unique circumstances, challenges, and cultural “norms.”

Pilot Grants 2006–2007

Anthropology Department
The Anthropology Department assigned one formal mentoring partner to each new faculty member. These partners met one-on-one regularly, and the entire group of new faculty and their mentoring partners met five times a year for luncheon meetings. In addition, the Department offset a portion of the travel costs for the new faculty to attend the national conference of the American Anthropological Association, where they hosted a Mutual Mentoring Meeting for all alums of the Department, establishing important mentoring partnerships with anthropologists in related fields.

“Blacklist,” A Network for Women Faculty of Color
“Blacklist” was created as an interdisciplinary mentoring network of women faculty of color at a variety of career levels (Assistant, Associate, and Full Professors). The goal of this group was to support and retain women faculty of color at UMass Amherst and the Five Colleges through regular meetings of the network. The members brainstormed ways to overcome challenges in and outside of the classroom, created a travel grant program for members to present their scholarly work at conferences, and served as an important source of professional and social support for each other.

History Department
The History Department assigned two mentoring partners to all pre-tenure faculty (one mentoring partner in a similar geographical or subject field, and another with a similar methodological or theoretical research approach). The mentoring partners met four times over the course of the academic year in meetings organized around issues of orientation, research, teaching, and preparing for tenure. The Department provided modest stipends for the mentoring partners and also conducted two needs assessments to ensure that the mentoring efforts were responsive to the needs and concerns of early career faculty.

Psychology Department
The Psychology Department implemented a Group Mentoring Initiative (GMI) in which all new Psychology faculty were paired with two mentoring partners, one at the early/mid-career stage and one at a later career stage. The GMI met formally six times over the course of the academic year in facilitated, topically-driven group meetings on issues of research, teaching, and tenure. In addition, the new faculty met individually or in small groups with their mentoring partners to discuss issues of specialized interest, and were provided with modest stipends to offset the costs of getting together.
Women’s Studies Department
The Department of Women’s Studies created an inter-institutional Mutual Mentoring project with the Department of Africana Women’s Studies at Bennett College in Greensboro, North Carolina. The purpose of doing so was to build across the differences of an established women’s studies program at a large public university in the northeast and a new program at a small, religiously affiliated HBCU in the south. The departments organized a planning conference in Washington, DC, where they developed teaching modules, team-taught courses, and other programs to help make the most out of the teaching and research strengths of their respective faculty.

Team Grants 2007–2008

Department of Anthropology
The Anthropology Department received a pilot grant in 2006-07 to implement a group mentoring project, and requested a second year of funding to improve on and expand their project. This included monthly meetings for the seven pre-tenure faculty members and invited speakers; modest stipends for the pre-tenure and tenured faculty mentors assigned to the new faculty hires; the hosting of a mentoring reception at the American Anthropological Association annual meeting to bring together alumni of the program; and networking funds for the pre-tenure faculty members to bring senior scholars to campus to speak or travel elsewhere for the purposes of professional development and networking.

Department of Biology
The Department of Biology typically assigns senior faculty mentors to each incoming new professor in the traditional one-on-one mentorship model. To expand on this current program, the Department brought together the pre-tenure faculty in regular peer and near-peer mentoring meetings/workshops that focused on improved lab management, specifically: money management, hiring lab staff, mentoring in the laboratory, and time management. They also provided funds to enable pre-tenure faculty to connect with “Off-Campus Research Mentors” as well as travel stipends to attend conferences, learn new lab techniques under supervision, and/or visit their off-campus research mentor.

Department of English
This project expanded upon the department’s traditional mentoring model (i.e., pairing each new faculty with a senior mentor). The team developed a departmental handbook for pre-tenure faculty, which included information on everything from the mechanics of setting up a course webpage to various dimensions of professional development (e.g., list of fellowships available around the country). The team held 5-6 luncheon meetings over the year, devoted to issues generated by pre-tenure faculty. Knowledge shared in meetings was incorporated in the handbook. Modest travel support allowed recently-hired faculty to attend a key professional meeting, and the team arranged a mentoring meeting/reception with all alumni attending the conference in order to establish “Distance Mentoring Partners.”

Department of Languages, Literatures, and Cultures
This grant funded the first formal mentoring program in the department, which is large, complex, diverse, and located on several different floors. Eight first-year faculty were paired with eight
experienced faculty beyond their immediate area for one-on-one mentoring. New faculty and their mentoring partners interacted both in pairs and as a large group. Monthly meetings for the group were organized around discussions and presentations on a variety of topics developed by the new faculty. The team also brought in a consultant on grant opportunities/proposal writing expressly to work with new faculty/mentoring partners. At the end of the year, they held reception for the mentoring participants and departmental and Five College colleagues.

**Departments of Natural Resources Conservation and Microbiology (a.k.a. “CNRE Mentornet”)**

CNRE Mentornet worked with a highly reputable “invent your career” coach who helped create Individualized Mentoring Teams for each of the 7 pre-tenure participants and 2 new department heads. These mentoring teams were comprised of approximately 8 off-campus people each and included a mix of peers, near-peers, and “head starters” (people with at least 20 years of experience to help accelerate the learning curve for the pre-tenure faculty). The second component of the proposed project was a series of regular roundtable lunches scheduled 5x a year that focused on discussion topics chosen by the pre-tenure faculty.

**Department of Political Science**

The Department of Political Science based their proposal on a Group Mentoring System (GMS) that engaged mid-career & senior faculty members (both at UMass and other institutions) and advanced graduate students as mentors of early career faculty. In addition, the department matched an external senior scholar with each new faculty member and invited the off-campus mentor to UMass to give a public talk, meet one-on-one with their pre-tenure faculty member and engage with other GMS participants. New faculty also received travel/conference stipends in order to present research and build professional networks.

**College of Social and Behavioral Sciences (“SBS”)**

SBS implemented a “cross-departmental interdisciplinary mentoring initiative” in which all new pre-tenure hires in SBS selected a mid-career mentoring partner from their home department. In addition, all of the new pre-tenure hires met in monthly interdisciplinary group discussion meetings over the course of the academic year. There was an opening mini-conference to introduce the new faculty to the mentoring program, as well as a January retreat for the new pre-tenure hires and their mentoring partners. All participants received a modest stipend to facilitate one-on-one or small group interaction on teaching and research topics of their choice over meals.

**School of Nursing**

The School of Nursing established a Research Interest Group in order to addressing key issues of work-life balance, increasing the publication of new faculty’s work, and promoting research collaboration among mentoring partners. This program included a full-day retreat each semester, regular bi-monthly mentor/mentee meetings, stipends for collaborative research, travel funds for mentor/mentee teams to attend conferences, and the hiring of an outside writing coach and “self-in-relation” consultant from the Stone Center at Wellesley College.

**School of Public Health & Health Sciences**

Each junior faculty member in SPHHS selected 2 mentors, one with similar interests in teaching and the other in the area of research. The pre-tenure faculty took part in a roundtable series to
discuss academic and work/life topics six times a year, as well as a seminar series to help promote research. New faculty also received travel funding to meet off-site mentors and network with colleagues in the New England area.

Team Grants 2008–2009

**African-American Studies Faculty Cluster**
To support and retain new faculty hired as part of the College of Humanities and Fine Arts (CHFA) Africana unit, the chair of the W.E.B. Du Bois Afro-American Studies Department held several sessions to bring together new hires across departments in CHFA, orient them to the rich history of Afro-American Studies, and discuss issues of shared interest and concern. The team also provided travel stipends so faculty could attend the National Council for Black Studies, and co-organized an inter-institutional, Five College Black Diaspora Studies networking event.

**Chemical Biology Group**
In an effort to build a supportive professional network for pre-tenure faculty across disciplines in the Colleges of Natural Sciences and Mathematics, Natural Resources and the Environment, and Engineering, the Chemical Biology Group held monthly luncheon meetings focused on tenure preparation, lab management, team building, and cutting edge technologies. These highly successful events resulted in informal mentoring partnerships between pre-tenure and senior faculty. In addition, all team members received a travel stipend to attend the annual American Society for Biochemistry and Molecular Biology meeting.

**College of Social and Behavioral Sciences**
This grant team supported the careers of pre-tenure faculty by planning a range of large- and small-group networking activities. All new faculty in the College attended a Mutual Mentoring dinner at the beginning of the year, as well as another reception in the spring. In addition, mentoring pairs were established and met regularly throughout the year to discuss individual progress on research, teaching, and tenure.

**Economics Department**
In order to increase faculty mentoring across career stages as well as beyond the campus, the Economics Department hosted research workshops for pre-tenure and senior faculty; regular teaching and research luncheon seminars for pre-tenure faculty; “research sharing” mentoring groups comprised of pre-tenure faculty members and their selected mentors; as well as eight external speakers from other research institutions.

**Isenberg School of Management**
The Isenberg School of Management (ISOM) Team used their mentoring grant to organize a New Faculty Orientation that familiarized six new hires with ISOM’s vision and expectations; hosted monthly lunches in which assistant professors discussed teaching, research, and work/life balance; programmed weekly coffee hours in which all faculty met informally; and provided travel stipends so pre-tenure faculty could visit and network with a leading scholar in their field.

**Microbiology Department**
With their grant, the pre-tenure faculty in the Microbiology Department addressed three specific areas of career-development: grant writing, the tenure process, and work/life balance. To support grant writing the team hosted regular “Chalk Talk” forums, recruited senior faculty and outside scientists to review and critique grant proposals, and paid for team members to attend grant-writing workshops. To help clarify the tenure process the team hosted dinners with newly-tenured faculty and members of the personnel committee and asked senior faculty to provide anonymous evaluations of draft tenure files. Finally, to promote a work/life balance, they encouraged faculty to invite spouses/partners to attend the tenure process dinners and provided funds for childcare.

**Music and Dance Department**
To give their Music and Dance Department pre-tenure faculty access to advice from mid-career faculty – a cohort not currently present in their department – this mentoring team invited mid-career visiting scholars to campus for lectures, colloquia, and receptions during which they consulted on topics such as career planning, promotion, and tenure. The team also established a “teaching group” composed of pre-tenure and senior faculty that met twice a semester. The project concluded with a final team debriefing session at the end of the academic year.

**School of Education—SCOPE Project**
The Supporting Communities of Practice in Education (SCOPE) Project supported the research, teaching, networking, and work/life balance goals of faculty in the School of Education through a number of departmental and school-wide activities. The team held a day-long retreat during which pre-tenure and tenured faculty formed small, cross-departmental groups focused on teaching and research. The team also sponsored regular brownbag mentoring lunches on tenure and promotion, and concluded the year with an assessment and planning retreat.

**Sociology Department**
This grant supported the Mutual Mentoring and off-campus networking efforts of eight pre-tenure faculty in the Sociology Department. Participants organized a mentoring dinner that focused on peer mentoring, tenure anxiety and preparation, and navigating early-career pitfalls. In addition, all participants identified and met with an off-campus mentor and received a book allowance to support their research and professional development.

**UMass Amherst/Five College Asian Pacific American Studies**
To develop a Mutual Mentoring network among under-represented working in the field of Asian Pacific American Studies, this team organized five formal “Dinner and Discussion” meetings bringing together faculty from across the Five College Consortium and graduate students going onto the academic job market. Each dinner took place at one of the five campuses, was organized by a faculty member from the host institution, and included discussions on research, teaching, and tenure.

**Work-Life Network**
This group of cross-career stage faculty and administrators researched work/life policies on other campuses, met regularly with the University’s Work/Life Committee to coordinate policies and programs at UMass Amherst, and plans to distribute the results of their research to the various constituencies on campus. In addition, a joint Massachusetts Society of
Professors/Administration team held a series of seven focus groups on campus to gather the work/life concerns of librarians, contract faculty, associate faculty, and pre-tenure faculty.

Team Grants 2009–2010

**Political Science Department**
The Political Science Department implemented a multi-dimensional and multi-layered Group Mentoring System (GMS) in which each of eleven new faculty members chose a mid-career or senior faculty mentor and an advanced graduate student mentor. In addition, the new faculty cohort hosted several external senior scholars from Swarthmore, University of Michigan, and Princeton, who gave public talks at UMass Amherst, met with faculty, and discussed professional development. New faculty also received funds to participate in seminars at nearby universities, such as Harvard, MIT, and Yale.

**Teacher Education and Curriculum Studies Department**
The Scholarly Writing and Networking (SWAN) initiative brought together ten diverse, early-career faculty members in the Teacher Education and Curriculum Studies Department. Participants attended bi-weekly writing groups; worked regularly with a dedicated departmental writing coach who tracked efforts on a SWAN blog and coordinated on-campus activities in support of scholarly writing; met with a senior, on-campus mentor/reader who reviewed draft manuscripts; and traveled to visit off-campus scholars.

**College of Social & Behavioral Sciences/Center for Public Policy & Administration Grants Workshop**
The CSBS/CPPA grant team supported a year-long, interdisciplinary fellowship program aimed at helping social sciences and public policy faculty develop effective grant proposals. As part of the project, six fellows attended grant workshop meetings, and invited an off-campus mentor to visit UMass Amherst, assist with the fellow’s grant application, and give a public talk related to the fellow’s research interests. The team also created a wiki to compile meeting notes and grant resources.

**Mutual Mentoring for Mid-Career Women Associate Professors**
This diverse, interdisciplinary group of seven recently-tenured female faculty members met in a year-long program of monthly seminars on mentoring and professional development. Participants selected on-campus mentors and traveled to meet with external mentors, met by audio conference with a scholar on mid-career faculty work satisfaction, conferred with a time management consultant, and helped pilot a focus group study of associate professors at UMass Amherst. They also met with their department chairs, school/college deans, dean of faculties, and provost to discuss expectations for promotion from associate to full professor.

**Legal Studies Department**
In order to foster mentoring and research productivity among scholars of all career levels, the Legal Studies Department implemented a “Law and Society” project that linked graduate students, post-graduate fellows, and junior and senior faculty with prominent law scholars. As part of this project, three junior faculty members established mentoring relationships and traveled to meet with external scholars at the University of Chicago, Rutgers University, and
Boston College. In addition, departmental “Law and Society Days” were held in which scholars visited campus, gave a talk, and met with students and faculty. Faculty and post-graduate fellows used the disciplinary engagements to further their research collaboration.

**UMass Amherst/Five College Asian Pacific American Studies**

This interdisciplinary, inter-institutional team built upon their previous year’s grant by forming cluster groups focused on scholarly productivity, Gender/Migration/Diaspora/Citizenship studies, graduate student and early-career faculty career development, and tenure file preparation. Each cluster held retreats to promote collaborative work, and invited guest lecturers to support faculty writing, grant writing, and tenure preparation. In addition, team members hosted Five Colleges publishing and Reading Across Forms events.

**Life Sciences Women Faculty**

The Life Sciences team connected women across the fields of Science, Technology, Engineering and Mathematics by establishing a range of large and small group mentoring opportunities, including regular small group meeting forums; a visit, public talk, science seminar and mentoring meeting with Dr. Carol Gross, a prominent female scientist and mentoring pioneer from the University of California San Francisco; and a networking event for all female STEM faculty. Participants also received a small travel stipend to pursue career development opportunities.

**Communication Department Pre-Tenure Writing Group**

The Communication Department extended and enhanced its existing, informal pre-tenure writing group by hiring professional writing coaches and editors to advise the group and provide consultations on individual writing projects. They also invited prominent scholars and academic publishers from Columbia University Press, the University of Pennsylvania, and Washington State University-Vancouver to meet with graduate students in the department and give a presentation to the larger UMass Amherst campus community. In addition, the writing group continued to meet regularly and hosted an end-of-semester dinner to recognize their writing efforts.

**Teaching Humanities in the Digital Age**

The English and History faculty involved in the Teaching Humanities in the Digital Age project built a network of humanities educators interested in exploring teaching and research methods that utilize emergent digital technologies. The team hosted multiple digital humanities colloquia lunches, began work on a team website, produced a digital humanist podcast, worked on improving teaching through the use of digital tools such as tablet PCs, learned about new technologies at national conferences, and purchased equipment to support their digital projects.

**Interdisciplinary MRI User Group**

The Interdisciplinary MRI User Group used its grant to support Five College faculty who do human imaging research at Cooley Dickenson Hospital. They held monthly meetings at which faculty presented their MRI research; hosted a talk by prominent imaging researchers from the State University of New York Stony Brook and Yale University; established a three-stage process for reviewing grant submissions; and networked with imaging center directors and campus administrators to gather support for the funding of a dedicated Five College imaging
facility. In addition, the group worked together across career stages to create processes for recruiting and handling research subjects, and training graduate and undergraduate students to analyze data.

**African American Studies Faculty Cluster**
The African American Studies Faculty Cluster extended the reach of their mentoring efforts by expanding their team to include new, under-represented, early-career faculty from the College of Social and Behavioral Sciences and the Five Colleges. The group hosted a new faculty networking reception featuring an interdisciplinary discussion of race, class and gender; held regular group mentoring meetings; and supported travel to the National Council for Black Studies and the National Conference on Race & Ethnicity in American Higher Education.

**Women, Gender, Sexuality Studies**
The Women, Gender, Sexuality Studies Program created an inter-institutional Mutual Mentoring project with the Department of Africana Women’s Studies at Bennett College in Greensboro, North Carolina. To build a network for both an established women’s studies program at a large public university in the northeast and a new program at a small, religiously affiliated HBCU in the south, the departments organized a networking meeting at the National Women’s Studies Association Meeting in Atlanta, where they began collaborating on a group-written article. The group also led a workshop on their project, and hosted a disciplinary panel, a local networking reception, and a seminar for graduate students.

**Team Grants 2011–2012**

**Center for Latin American, Caribbean and Latino Studies (CLACLS)**
The CLACLS team brought together UMass Amherst tenure-track faculty with senior faculty and graduate students from UMass and the Five Colleges to address career tensions between the disciplinary expectations of one’s home department and the responsibilities of working in the broader field of area/ethnic studies. As part of this grant, the CLACLS team selected a cohort of pre-tenure faculty called “Fronteras Fellows,” who worked with distinguished external mentors from New York University, Yale University, University of Washington, and University of Florida, as well as organized a series of public lectures, workshops, and networking events. CLACLS also shared the perspective of retired scholars in the field through two public career talks, titled “Distinguished Careers in Latin American, Caribbean and Latino Studies.”

**Department of Nutrition**
In order to create a productive internal and external network of mentoring partners, pre-tenure faculty from the Department of Nutrition engaged UMass Amherst faculty at all career stages through a series of group meetings focused on developing research programs, writing grants, improving teaching, and improving work/life balance. The team also invited senior internal and external scientists and grant program officers and/or specialists to meet with them on campus, critique proposals, and expand their off-campus mentoring networks. They also hosted a public talk on community-based research by prominent scholars from University of Maine and UMass Medical School.

**Department of Chemistry**
The Department of Chemistry team provided pre-tenure faculty participants with group peer lunches and informal mentor-mentee "paired" lunches in order to broaden their mentoring networks and exchange teaching and research best practices. Discussions covered a range of topics, including lab management, self-promotion, initiating new research directions, grant writing and administration, large lecture management, team-based learning, and teaching with interactive technologies. Peer and paired lunch meetings were designed to give participants the opportunity to address more individual career development needs. In addition, monthly lunch presentations were scheduled in which both pre-tenure and seasoned faculty "pitched" their nascent research grant proposals, with peer faculty providing specific feedback to guide the proposals’ further development prior to submission.

Department of Public Health
The Department of Public Health team supported the mentoring and career development of pre-tenure faculty by creating an interdisciplinary network focused on research development and work-life balance. Activities included “chalk talks” on faculty research proposals, mock National Institutes of Health (NIH) study section review panels, a seminar series on grants and career development, the recruitment of outside scientists to review and critique grant proposals, the distribution of modest travel stipends so pre-tenure faculty can attend local and national grant-writing workshops, and research assistant support to pre-tenure faculty in the development of grant proposals.

Five Colleges Junior Faculty in History Writing Group
This team of pre-tenure faculty was comprised of historians from the Five Colleges who specialize in African American studies; Native American Indian studies; Women, Gender, and Sexuality studies; labor studies; environmental studies; and cultural studies. Through regular meetings to discuss writing progress and challenges, the team provided peer mentoring and support to advance each member’s book-length project. The team members also worked with a developmental editor to prepare their manuscripts for publication.

Fostering & Adoption Science Support Team (FASST)
The FASST team is an interdisciplinary network of scholars and professionals focused on building community, sharing resources, and supporting faculty research on adoption and fostering. As part of their grant, the team completed a needs assessment to determine the adoption and fostering needs of Five College faculty; made connections and collaborate with leaders in the field through a series of public events; identified viable psychological, social, and biological research and funding opportunities; and worked on a database for UMass researchers as well as a survey of kinship, foster and adoption placement in Massachusetts.

Institute for Computational & Experimental Study of Language (ICESL)
The ICESL grant team supported interdisciplinary collaboration among UMass Amherst “cluster hires” (i.e., cross-departmental hires) and other on-campus scholars of communication disorders; computer science; languages, literatures, and culture; linguistics, philosophy; and psychology through a series of professional networking meetings. In addition, pre-tenure faculty invited within- and cross-department mentoring partners to regular lunch meetings, and attended a local conference in a discipline not represented in their home department.
School of Nursing
In order to address the development needs of nursing faculty and students, the School of Nursing established a comprehensive mentoring program featuring mentoring dyads of pre-tenure and senior faculty; professional conference attendance for mentors and mentees; monthly networking gatherings on topics such as career goals and work/life balance; the development of a mentoring best practices packet and a mentoring guide for future faculty; as well as interviews, surveys, and focus groups to solicit student input on mentoring strategies for all levels of undergraduate and graduate programs. The team was recognized as an exemplary model at the Mentor/Mentee Recognition Eastern Nurse Research Society conference, and is currently working on a student-inspired mentoring program.

Supporting Faculty of Color through Tenure and Beyond
This team strengthened the connection between pre-tenure faculty of color at UMass Amherst and the Five Colleges (most notably, Mount Holyoke College) and broadened their disciplinary networks by creating several peer mentoring opportunities. The team organized a large Five College networking reception in October and hosted a series of on-campus workshops on time management, writing, mentoring, and solo success, which were conducted by Dr. Kerry Ann Rockquemore, Executive Director of the National Center for Faculty Development & Diversity and author of The Black Academic's Guide to Winning Tenure Without Losing Your Soul.

Women of Color Faculty Group (Blacklist)
“Blacklist” was comprised of ten female tenure-track faculty across disciplines who came together regularly for small group workshops, peer mentoring meetings, and community building social gatherings to support their progress toward tenure and promotion, as well as enhance their capacity as leaders on the UMass Amherst campus and in their fields. In addition to these activities, each faculty participant selected a senior faculty mentor from her field (on- or off-campus), and received a small stipend to travel to her mentoring partner’s campus, or bring him/her to UMass Amherst.

Team Grants 2012–2013

Cross Kingdom Interactions Study Group
The Cross Kingdom Interactions Study Group gathered faculty at different career stages with common interests in integrating biological and environmental data in a meaningful way. Each team member chose a highly regarded researcher as an external mentor, and hosted the mentor for a campus visit and public talk. The team also organized monthly lunchtime meetings to discuss grants, manuscripts, a journal club in preparation for mentor visits, and evolving research ideas; and reviewed each other’s grant applications.

Department of Physics: Mentoring Teaching Physics
The Department of Physics established a peer- and near-peer mentoring network focused on promoting teaching excellence across the department’s wide range of course offerings. As part of the grant, the team convened regularly to socialize and discuss individual teaching projects; created a blog to further their in-person discussions; hosted regular meetings to discuss broader teaching techniques and issues, such as identifying diverse learning styles, adopting new technology, assessing student preparation, grading rubrics, and making effective use of teaching
assistants; and brought nationally-renowned experts on physics education to speak at department colloquia.

**Engineering and Computing Women Faculty Group**
The Engineering and Computing Women Faculty Group provided support to thirteen female faculty engineers and computer scientists with the goal of developing a culture of mutual support and success. Activities included regular lunch meetings to discuss work/life balance, research interests, tenure and promotion, and time management; invited talks by prominent guest speakers from other institutions; and a networking event with female graduate students and post-docs.

**Interdisciplinary Neurodegeneration Group**
The Interdisciplinary Neurodegeneration Group brought together a wide range of tenure-track scholars interested in understanding the basic mechanisms of neurodegeneration to form a community of peer and trainee mentoring for both research and teaching. The group gathered PIs from research labs across campus for monthly mentoring meetings; hosted symposia to showcase broader expertise in the Pioneer Valley and identify opportunities for research and collaboration; and invited prominent scholars in the field to provide customized advisory input to the group and give public talks.

**Interdisciplinary Seminar on the New Meanings of Race**
The Interdisciplinary Seminar on the New Meanings of Race gathered faculty from the English and African-American Studies Departments to focus on the emergent challenges of scholarship and teaching about race in the twenty-first century. The group met regularly to discuss teaching strategies, the changing scholarship of race, professionalization strategies centering on networking, publications, and web presence, as well as individual faculty research and teaching projects. The seminar also hosted talks by prominent scholars from Duke University, Brown University, and the University of Chicago.

**Isenberg New Faculty Roundtable**
The Isenberg New Faculty Roundtable aimed to help pre-tenure faculty members from the School of Management become productive, well-respected contributors to their respective fields, the Isenberg School, and the broader UMass scholarly community. Team members gathered monthly with their near-peer and senior mentors to discuss topics such as “What Is Needed to Succeed at Isenberg,” “How to Teach Effectively at Isenberg,” “Editorial Relationships,” and “Managing Grad Students.”

**Music Education Progressive Instruction and Innovation Team**
The Music Education Progressive Instruction and Innovation Team supported alternative methods of music instruction by holding monthly Skype-based mentoring meetings with innovative music education faculty at the University of Florida; participating in monthly on-campus planning and reflection meetings; traveling to attend cutting-edge undergraduate music education courses and the Suncoast Music Education Research Symposia; and participating in online mentoring meetings with individual music education faculty at a variety of institutions.

**Psychology Department Research Mentoring Group**
The Psychology Department Research Mentoring Group organized itself around the idea of increasing research productivity of pre-tenure faculty by improving their mentoring skills. Specifically, by improving the ways in which they mentor students involved in their research, pre-tenure faculty were able to expedite the progress of establishing their own research programs. Faculty met monthly with their graduate students to discuss mentoring best practices. They also developed a set of research mentoring guidelines for the department and hosted two external speakers.

**Women’s Interdisciplinary Writing and Publishing Network**

The Women’s Interdisciplinary Writing and Publishing Network brought together women faculty in the humanities for an ongoing writing group and professional network. The team scheduled bi-weekly meetings to discuss manuscripts and the writing process and worked under the guidance of a local professional writing coach. In addition, the group hosted workshops and campus visits from editors at noted academic publishing venues such as Duke University Press, Pennsylvania State University Press, and Oxford University Press. They concluded their grant year with a Mindfulness Workshop, facilitated by an instructor from the UMass Mindfulness Institute. The workshop offered tips and techniques for stress-reduction, academic productivity and workload-life management through mindfulness meditation.

**MotherWit**

MotherWit was comprised of academic mothers who share a motivation to excel in their careers while balancing the care and well-being of their young families. As part of the grant, pre-tenure faculty paired up with associate professors for one-on-one mentoring, gathered for regular writing sessions, hosted speakers on parenting and mothering, discussed possible formal recommendations to influence institutional policy on supporting families and work/life balance, and supported its various activities by providing team members with child care. The group also launched a website to track participants’ writing progress.

**Team Grants 2013–2014**

**Creative Production Group**

The Creative Production Group was comprised of members who produce creative work in the fields of art, architecture, and landscape architecture. Through mentor visits and roundtables, they established a network of local and national mentors whose primary mode of production is creative works. The team explored the structures and practices that have led to successful projects, as well as the avenues through which these creative producers disseminated their work. Concurrently, the team members formed a local “Creative Production Group,” which met regularly to review creative work, give feedback, hold each other accountable to production timelines, and advise on dissemination.

**Department of History: Transnational Feminisms and Sexualities**

Department of History: Transnational Feminisms and Sexualities used their grant to establish a rigorous program of mentorship in research and teaching in the study of women, gender, and sexuality that moves beyond national borders and geo-political restrictions. The grant provided them with the opportunity to connect with established scholars in the field who could guide pre-tenure faculty with their research projects. In addition, the team worked toward the creation of a
new curriculum in this field for the Department of History. This included building bridges with other departments and the community, capacity building, and giving shape to an identifiable, linked and special emphasis in this field of inquiry.

**Developmental Science Initiative**
The Developmental Science Initiative’s goal was to develop a cross-disciplinary network of researchers that allowed students, post-doctoral fellows, and faculty with the opportunity to form research and teaching collaborations as well as mentoring relationships. They worked toward the development of a graduate program that would provide students at multiple levels from multiple programs with the breadth and depth needed to understand and study the many interacting factors that impact child development.

**Division of Environmental Health Science**
The Division of Environmental Health Science used its grant to enhance the professional advancement of their pre-tenure faculty and develop a tenure roadmap to achieve excellence in research, teaching and service. The EHS team created a tiered mentoring platform focused on team building, research and professional development, tenure navigation and work-life balance. Monthly meetings include a panel discussion of the tenure process, chalk talks for research development, and small group meetings to enhance peer and senior mentorship and seminars with program officers of the National Institute of Health, and a planning retreat.

**Five Colleges prosody community**
The Five Colleges prosody grant supported the development of a prosody community comprised of interwoven mentoring networks of faculty and students across Linguistics, Psychology, Anthropology, and Languages, Literatures, & Cultures Departments. Pre-tenure faculty invited peers and senior mentors to lunch meetings to discuss challenges for researching and mentoring prosody, organized a prosody bootcamp with tutorials and brainstorming sessions for bridging basic and applied research and planning co-teaching, and hosted two day-long workshops – one on prosody and one on tonal spaces – that brought leading scholars from Yale University, Boston University, McGill University, the Massachusetts Institute of Technology, University of Pennsylvania, University of Texas Austin, University of Edinburgh and more onto campus to share cutting-edge research and perspectives on successful interdisciplinary approaches to prosody.

**Interdisciplinary Networks—SYnergy in Nutrition and Kinesiology (IN-SYNK)**
The IN-SYNK grant team developed interdisciplinary networks to support synergies between the Nutrition and Kinesiology departments. As part of this project, IN-SYNK hosted a series of seminars and lectures from researchers and practitioners from Drexel University and Boston College, as well as internationally-known sports nutritionist and author Nancy Clark, MS, RD, CSSD. The team also hosted a workshop on applying mixed methods to research projects, with emphasis on grant development, writing, and submission, and promoted curricular exchange for courses with overlapping content in the Nutrition and Kinesiology Departments.

**Interdisciplinary Transnationalism Network**
The Interdisciplinary Transnationalism Network was of pre-tenure and tenured faculty members working within the field of transnationalism in the humanities at UMass Amherst. To build
relationships with colleagues across programs, departments, and institutions, and to support their own growth as researchers, teachings, and mentors, the grant team organized a series of networking dinners, reading meetings, symposia, lectures, and grant proposal workshops. Guest speakers at these events included scholars from the University of California Los Angeles, George Washington University, Institute for the History of German Jews—Hamburg, University of Dulsburg-Essen, University of Illinois at Urbana-Champaign, and Pennsylvania State University.

Laboratory for Transformative Practice in Anthropology
The Laboratory for Transformative Practice in Anthropology was a departmental mentoring initiative that addressed challenges experienced by junior faculty involved in activist and engaged scholarship. A non-physical site of exchange, dialogue and collaboration for faculty and graduate students, the Laboratory supported a joint presentation and mentoring opportunity at the American Anthropological Association Annual Meeting; mentor visits, colloquia talks, and lectures by scholars from the University of California Santa Cruz, University of Denver, Hampshire College, University of Minnesota; an “Engaged Anthropology Brown Bag Series” covering topics such as moving research into policy, using Twitter as a scholar, intellectual property concerns in engaged scholarship, feminist media justice; and a half-day training on consensus-based participatory planning.

Multi-disciplinary Association for Remote Sensing (MARS)
The Five Colleges MARS was an in-person and online professional development network designed to bring together scientists and engineers to support, collaborate, and share information of advancing technologies, grants, and publishing opportunities. The team created a website to share information and resources on remote sensing with faculty from the Five Colleges and beyond.

UMass International Scholars Mutual Mentoring Network
UMass International Scholars Mutual Mentoring Network was created to address the challenges unique to faculty from international backgrounds. The team was comprised of a culturally diverse group of pre-tenure international scholars, tenured UMass faculty, and non-UMass scholars, from a variety of disciplines. Together, they held regular meetings where participants shared information, discussed their challenges, and provided support on matters related to teaching, research, tenure and evaluation, and work-life balance. The network also provided an opportunity for a number of participants to develop mutual mentoring relationships with peer and senior scholars in their respective fields.

Team Grants 2015–2016

Associate Women Professors in Leadership
The Associate Women Professors in Leadership addressed the mentoring challenges associated with promotion to full professor and the specific challenges of taking on academic leadership prior to promotion, specifically major leadership positions at UMass Amherst. Through small group dinners with local mentors, visits to meet with external research and administrative mentors, and off-campus writing retreats, members established a network of local and national mentors who helped build their administrative capacity while remaining committed to research productivity and promotion readiness.
**College of Social & Behavioral Sciences Lecturer Faculty Group**
The SBS Lecturer Faculty Group created a mutually-supportive community and network of full-time non-tenure track lecturers across disciplinary boundaries, diverse professional responsibilities and duties, and stages of career within the College of Social and Behavioral Sciences. A series of “Discussion Luncheon” meetings focused on topically-driven discussions on issues such as research and publishing, teaching and pedagogy, work and life balance, promotion and job market preparation, and public engagement, and provided mutual mentoring to participants around issues that are important to all faculty but are uniquely important for non-tenure track faculty.

**Five College Biophysics Network (FCBN)**
The Five-College Biophysics Network provided mentoring and engendered substantive, career-enhancing relationships between researchers in diverse departments and colleges. As an interdisciplinary pursuit, biophysics presents unique challenges with regard to grantsmanship, promotion, and peer-review. Informal broad-based networking lunches, formal seminars, and a formal workshop provided local peer-mentoring opportunities, facilitated collaborations, and addressed specific needs of early- and mid-career biophysics faculty related to career development.

**Future Fulls! Moving Beyond Mid-Career**
Future Fulls!: Moving Beyond Mid-Career was comprised of four faculty, two who joined UMass mid-career at the associate level, and two others at the associate level who have been at UMASS for a decade. The “newbies” learned to navigate UMass from the more seasoned members, and all of them mutually supported each other to keep them on track as they work toward becoming full professors. The group used the Mutual Mentoring Grant to meet regularly; access professional development support from the National Center for Faculty Development and Diversity; host lunches with invited guests who provided information in support of the group’s goals; organized writing retreats; and utilized the guidance of a writing coach on multiple occasions. These activities allowed the members to develop structures, habits, and partnerships to make research and writing a priority, as well as lay foundations for moving successfully to full professor.

**The Humor Studies Network**
The Humor Studies Network brought together scholars (faculty, graduate, and undergraduate) and performers (on- and off-campus, including faculty, students, and staff) for collaboration in developing humor studies at UMass, with specific attention to issues of diversity in research, pedagogy, and performance training. This community examined the issue of gender and improvisational comedy, a form of humor production that traditionally and continually remains lacking in diversity of performers, themes, and scholarship. They conducted four workshops on the subject matter, brought in guest speakers from Gustavus Adolphus College and DePaul University, and hosted a luncheon to discuss the further development of humor studies.

**Psychological and Brain Sciences (PBS) Diversity Committee**
The Psychological and Brain Sciences Department Diversity Committee facilitated diversity discussion groups among junior and senior faculty, graduate students, and staff in order to foster
dialogues about diversity in the department. Participants were provided with a thought-provoking article about a diversity-related topic before each meeting, and engaged in small group discussions about the reading and its application to research and teaching. These discussion groups were launched at a diversity retreat at the beginning of the spring semester and culminated with a colloquium given by an invited expert on the topic.

**Total Science Thursdays: Peer-driven Advancement of Biological Research**
This peer-driven group of participants from across the Five Colleges met weekly during the summer to present their research programs and grant proposal concepts to each other. Through active dialogue and critical feedback, this forum forged new collaborations and supported the research goals of all the members. These connections were maintained throughout the academic year with focused, small format lunches and reunion meetings where outcomes, success, and challenges were discussed. TST’s blended peer/near-peer mentoring group with senior faculty provided both the support and research guidance needed to ensure success for the participants.

**Women of Isenberg**
Women of Isenberg developed a Mutual Mentoring program that facilitated female (especially junior) faculty members’ professional growth. We designed multiple activities to build supportive professional networks that addressed our roles in the public and domestic sphere. These activities included mini-workshops, a Women of Isenberg Conference, lunches among both large and small groups, and participation in conferences outside the UMass Amherst campus.