



UMASS
AMHERST

**CENTER FOR TEACHING
& FACULTY DEVELOPMENT**

2010-2011 ANNUAL REPORT

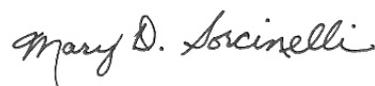
EXECUTIVE SUMMARY

The Center for Teaching & Faculty Development (CTFD) supports the professional development of faculty across all career stages and disciplines with a wide range of programs and resources focused on teaching, mentoring, scholarly writing, tenure preparation, leadership, and work/life balance. During 2010-2011:

- The CTFD sponsored 23 programs for faculty across career stages and disciplines, including 3 orientation opportunities for new faculty, 9 writing retreats, 16 seminars for 8 Lilly Fellows, 6 seminars on blended learning for 8 fellows, 34 summer writing fellowships, 6 seminars for 10 new department chairs and heads, 1 college tenure preparation seminar, and more. The CTFD also awarded 93 Flex Grants for teaching development and conducted 120 midterm assessments.
- The total number of non-unique participants in CTFD programming was 1,095, and included faculty members and administrators from all schools/colleges and most departments and programs. Women comprised 46% of unique faculty participants, and faculty of color 24%.
- The Andrew W. Mellon Foundation awarded the CTFD a three-year, \$400,000 renewal grant to continue its successful Mellon Mutual Mentoring Initiative for early-career and under-represented faculty. With the foundation's support, the campus had launched an ambitious pilot mentoring program in 2006, followed by a three-year, \$400,000 campus-wide initiative in 2007.
- The CTFD staff offered a wide range of services and resources to the UMass Amherst community, including a welcoming reception for new faculty; an orientation for new TAs; pre-semester syllabus consultations; a designated space for faculty writing; departmental consultations; as well as a brand new website containing information for faculty new to the area, mentoring and teaching best practices and resources, a list of academic editors for hire, and support of a positive work/life balance.
- CTFD staff also gave multiple conference presentations, consulted with numerous universities, and completed review and editorial work.
- CTFD Associate Director Mei-Yau Shih was named a Fulbright Specialist, as part of which she led workshops on teaching and learning at a number of colleges and universities in Taiwan.
- The CTFD received a generous endowment from Richard and Virginia Lundy to support future faculty development efforts at UMass Amherst.

This Annual Report describes the ways by which the CTFD promoted excellence in faculty development and provides assessment data for the programming year of August 2010 through July 2011.

Mary Deane Sorcinelli
Associate Provost for Faculty Development



TEACHING

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

Blended Learning Fellowships: The Microsoft IMPACT Grants for Blended Learning supports the design of blended courses that enhance learning through new and innovative uses of technologies. The \$10,000 IMPACT Grants are generously funded by Microsoft's Academic Strategist Program, with additional support from the College of Humanities & Fine Arts, the College of Social & Behavioral Sciences, the College of Natural Sciences, and the Provost's Office. The 2010-11 Microsoft IMPACT recipients were:

- Jarice Hanson, Communication
- Patricia A. Mercaitis, Communication Disorders
- Richard Yuretich, Geosciences
- Brent Auerbach, Music & Dance

As part of the program, fellows shared their experiences designing and teaching blended courses with the University community through a series of six "Lunch and Learn" sessions attended by 147 faculty members. Eighty-eight percent of seminar participants ranked the usefulness of the sessions as "Excellent" and stated that the presentations were "outstanding," "eye-opening," and provided "great insights about extending in-class discussions."

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 2011, 143 instructors were nominated for DTA awards, the final recipients of which were:

Faculty

- Carey Dimmitt, Student Development
- Farshid Hajir, Mathematics & Statistics
- Mako Koyama-Hartsfield, Languages, Literatures, & Cultures/Japanese
- Jillian Schwedler, Political Science

Graduate Students

- Mike Funk, Student Development
- Katir Patel, Microbiology

Flex Grants Program for Teaching/Faculty Development: With the support of the Administration and the Massachusetts Society of Professors (MSP), the CTFD administered the Flex Grants Program during the fall of 2010. Flex Grants are \$500 individual teaching/faculty development grants that are intended to support professional development related to teaching for MSP bargaining unit faculty and librarians. Expenses that can be 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; catering a meeting or seminar; inviting a speaker to campus; hiring a graduate or undergraduate student; and other resources that enhance professional development related to teaching. In 2010-2011, the CTFD distributed Flex Grants to 93 faculty members across campus.

General Education Fellowships: The campus-wide General Education Fellowships Program is designed to provide a forum for instructors to discuss the special demands of teaching General Education classes and to share information and experiences in order to better understand the purpose and benefits of this important form of instruction. In 2010-2011, Fellows focused on enhancing student competencies in information literacy so they could better recognize when information is needed and have the ability to locate, evaluate, and use information sources in a range of disciplinary contexts. The Fellows for 2010-2011 were:

- Angelica Bernal, Political Science
- Daniel Cooley, Plant, Soil & Insect Sciences
- J. Kevin Crocker, Economics
- David Glassberg, History
- Patricia J. Gorman, Honors
- Sanjiv Gupta, Sociology
- Brigitte Holt, Anthropology
- Peter Houlihan, Biology
- Banu Subramaniam, Women, Gender, Sexuality Studies
- K.C. Nat Turner, Teacher Education & Curriculum Studies

In addition, on April 20, 2011 the CTFD hosted 37 participants for a roundtable workshop on information literacy in General Education classes.

Lilly Teaching Fellows: Lilly Teaching Fellowships enable promising junior faculty to cultivate teaching excellence in a special year-long collaboration as part of which they assess their instruction and their students' learning through classroom visits, a review of course materials, and student feedback. Fellows also attend an annual retreat and bi-weekly seminars on college teaching organized by the CTFD, and work with a senior faculty mentor to anticipate many of the challenges and rewards of teaching. The CTFD was honored to support the following Lilly Fellows for 2010-2011:

- Andrew Donson, Languages, Literatures, & Cultures/German
- Ernesto Garcia, Philosophy
- Mwangi wa Gĩthĩnji, Economics
- Young Cheul Kim, Nutrition
- Demetria Shabazz, Communication
- Svati P. Shah, Women, Gender, Sexuality Studies
- Mila Sherman, Finance & Operations Management
- Janine Solberg, English

“The Lilly Teaching Fellows Program really focused my efforts in terms of improving my teaching skills through in-depth interaction with colleagues.”

Lilly Program Participant

Participants rated the overall effectiveness of the fellowship program as 4.81 on a 5-point scale, and stated that the program encouraged an engaging, revitalizing, collegial, in-depth discussion of teaching pedagogy.

Midterm Assessment Process (MAP): In 2010-2011, the CTFD conducted 120 midterm assessments for faculty in classrooms across campus. As part of this process, over 8,645 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 “constructive,” “fantastic,” and “extremely helpful.”

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Syllabus Consultations: In Fall 2010, the CTFD introduced a new consultation program to help faculty assess and update their syllabi prior to the beginning of the school year. Twenty-nine faculty members from across the campus and at all career stages took advantage of the program, examining the organization, objectives, assignment descriptions, and course policies in their syllabi. Participants rated their overall satisfaction of the program as 3.71 on a 4-point scale and stated that the program was “efficient,” “helpful,” and “clear.”

595K – Introduction to College Teaching Graduate Course: Taught by the CTFD staff in the spring semester, 595K – Introduction to College Teaching is a three-credit, graduate-level seminar that provides an introduction to the principles and performance of college teaching through an examination of current research and best practices for higher education. It offers opportunities for the development and improvement of participants’ instructional skills from both a theoretical and a practice-based understanding of excellence in teaching. In this seminar, students examine, apply and critique the following: principles of course design, selection of pedagogical methods suitable for desired learning outcome goals, the development of core content/learning outcome goals, and methods and applications of appropriate assessment measures. Additionally, the class endeavors to understand teaching and learning theory as it relates to a changing and diverse faculty and student body and how to use such knowledge to systematically make classrooms more inclusive.

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.

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.

Mutual Mentoring Grant Renewal: The CTFD’s Mutual Mentoring Initiative has been funded by generous grants from The Andrew W. Mellon Foundation, including a one-year planning grant of \$47,000 (2006-07) and a three-year program grant of \$400,000 (2007-10). In 2010-2011, the CTFD evaluated the Mutual Mentoring Initiative, began planning for future mentoring efforts on campus, and applied to The Andrew W. Mellon Foundation for a renewal grant. The CTFD was very pleased to receive a three-year, \$400,000 extension of the Mutual Mentoring Grant, which will help support a new era of faculty mentoring and career development at UMass Amherst. The Mutual Mentoring Initiative encourages faculty to work on their own particular scholarly development needs and interests through the following two grant programs:

Mellon Mutual Mentoring Team Grant Program: These one-year grants support departmental, school/college, or interdisciplinary teams that design their own mentoring programs for pre-tenure faculty. The CTFD offers funds of up to \$10,000 per group.

Mellon Mutual Mentoring Micro Grant Program: These one-year individual grants are awarded directly to pre-tenure faculty who propose discrete projects that enable them to expand their mentoring networks. Funds of up to \$1,200 are awarded per grant.

Mellon Mutual Mentoring Initiative Results: Since the launch of the Mellon Mutual Mentoring Initiative, 373 individual faculty members (approximately 34% of all full-time faculty) representing a wide range of disciplines have participated in the grant programs, designing 80 innovative mentoring networks. Notably, participation has included 48% of all full-time female faculty, and 54% of all full-time faculty of color. In addition, global evaluation scores for both the Team and Micro Grant recipients, as well as important indicators such as the sustainability of mentoring relationships, have increased annually.

MUTUAL MENTORING GRANTS 2006-2010

37 Team Grants
41 Micro Grants
373 Participants
\$347,379 Distributed to Faculty

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 2010-2011 included:

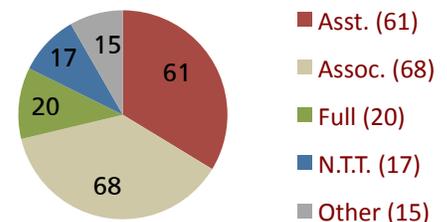
Faculty Writing Place: Co-sponsored by the CTFD and the UMass Amherst Libraries, the Faculty Writing Place is a quiet, comfortable, fully-wired common space for faculty. Located on the 16th floor of the W.E.B. Du Bois Library and open to individual faculty whenever the main circulation desk is open, the space provides faculty with all the tools they need to enjoy an efficient writing session whether their intention is to review research materials, sort through notes, start a new manuscript, or revise an existing one. In 2010-2011, 15 faculty members made 50 visits to the Faculty Writing Place to work on academic manuscripts and grant proposals.

Faculty Writing Retreats: The CTFD offers three structured retreats for faculty scholars: the Annual Faculty Writing Retreat at the end of the spring semester, which features the guidance and availability of professional writing coaches and a quiet, pleasant offsite location; and the January and August Faculty Writing retreats, which offer a lunchtime discussion on the craft of writing and time for networking. All three retreats include morning refreshments and a catered lunch. In 2010-2011, 76 faculty members attended Faculty Writing Retreats. Participants rated the overall effectiveness of the Annual Faculty Writing Retreat as 4.89 on a 5-point scale, and stated that the event was a “great source of motivation,” “conducive to generating ideas,” and “such a valuable annual tradition.”

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 University of Massachusetts 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, and a stunning view of the Pioneer Valley. In 2010-2011, 56 faculty members attended Mini Writing Retreats.

SCHOLARLY WRITING PROGRAM PARTICIPANTS



Summer Online Writing Fellowships: The CTFD’s Summer Online Writing Fellowship program is a unique writing opportunity designed for UMass Amherst and Five College faculty and facilitated by Cathy Luna and Andrea Luna, experienced local writing coaches and instructors of higher education. Fellowships are one-month long (June 1 to June 30), and aid scholarly writing by asking faculty to establish concrete summer writing goals, write daily, track their progress using the program website, receive guidance from a local writing coach, and interact online with a small community of other committed writers. Faculty may attend an in-person kick-off meeting and/or mid-month consultation with the writing coach (both optional). In 2010-2011, 34 participants used the fellowships to make significant progress on book proposals, grant proposals, journal articles, book chapters, public lectures, and presentation posters. In the CTFD assessment of the program, participants rated the overall effectiveness of the writing group as 4.69 on a 5-point scale.

“The Summer Online Writing Program is one of the best resources for faculty.”

Anonymous Participant

CAREER ADVANCEMENT

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

Chancellor's Junior Faculty Fellows: Coordinated by the CTFD on behalf of the Chancellor's Office, the Chancellor's Junior Faculty Fellows Program supports an exchange of ideas between the central administration of the campus and promising new faculty members. As part of the program, fellows meet regularly each semester with the Chancellor to discuss the direction of the campus community and how the central administration can assist junior faculty in accomplishing their professional goals. In 2010-2011, 18 fellows met with the Chancellor on four occasions.

Leadership Enhancement for Academic Departments (LEAD) Program: The LEAD Program fosters a culture of leadership development on campus by gathering new department chairs, heads, and directors for a year-long community of practice focused on the effective management of academic departments. In 2010-2011, LEAD seminars focused on each of the following topics selected by the 10 participants: initial advice from a panel of experienced chairs, practical budgeting, collaborative problem solving, mentoring for personnel decisions (with the Vice Provost for Faculty Affairs/Dean of the Faculty), time management tips for campus leaders, and best practices shared across disciplines and departments.

Periodic Multi Year Review (PMYR) Grants: PMYR Grants are designed to support the teaching development goals of tenured faculty. After the completion of the PMYR process in their departments, faculty members are invited to submit a proposal to the CTFD for a project to enhance their teaching. In the past, faculty projects have included incorporating instructional technology into their teaching, redesigning courses to include more active learning techniques, and attending conferences or purchasing resources to benefit from the latest content knowledge and pedagogy in their discipline. The CTFD welcomes a wide range of teaching development activities. In 2010-2011, 11 professional development grants were awarded to faculty who completed the PMYR process in 2009-2010. Recipients used the grant to incorporate new technology into their lectures and course modules and build new courses, and described the program as "very successful."

Tenure Preparation Workshops: The CTFD offers college-specific tenure, promotion and sabbatical workshops to give faculty the most specific, "local" career advancement advice possible. On October 27, 2010, the CTFD worked with the College of Engineering to offer a tenure workshop to 16 pre-tenure engineering faculty members. Presentations covered the basics of the tenure process and timeline, tenure from a department chair and personnel committee chair's perspective, strategies for successful research, and advice from peers. Participants rated the overall effectiveness as 4.88 on a 5-point scale.

ORIENTATION

The CTFD offers a number of opportunities so faculty and graduate student instructors can begin their careers at UMass Amherst as successfully and as hospitably as possible. In 2010-2011, orientation programs and services included:

New Faculty Breakfasts: On behalf of the Chancellor, the CTFD administered and attended a series of small-group breakfasts during the spring at Hillside, the Chancellor's home. The Chancellor extended a breakfast invitation to new tenure-track faculty, and provided them with an opportunity to take stock of their first-year experiences, ask questions, share resources, and connect with peers. In 2011, the Chancellor hosted 23 faculty at orientation breakfasts.

New Faculty Orientation (NFO): Held on August 31, 2010, this campus-wide orientation for new faculty included 36 participants and 26 presenters from the CTFD, the Office of the Vice Chancellor for Research and Engagement, the Office of Information Technologies, and the UMass Amherst Libraries. New faculty rated the overall effectiveness of the event as 4.85 on a 5-point scale, and stated that the event was “very informative” and “smartly done,” and the tone was “very kind, cheerful, and helpful.”

“Excellent presentation of a lot of information in a short time.”

“Best orientation I’ve ever attended!”

NFO Participants

Teaching Assistant Orientation (TAO): The campus-wide TAO provides graduate students an opportunity to meet other TAs, gain important basic teaching skills, and begin to feel a sense of membership in the larger UMass Amherst community of scholars. The well-regarded TAO is the only comprehensive orientation opportunity available to all teaching assistants. Held on September 3, 2010, the 2010-2011 TAO hosted 242 graduate student participants, who rated the overall effectiveness of the event as a 4.06 on a 5-point scale.

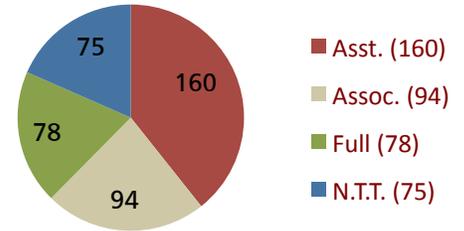
Web-based Resources: Re-designed in 2011 to combine the CTFD’s new portfolio of both teaching and faculty development services, the Center’s website (www.umass.edu/ctfd) provided new and returning faculty with comprehensive information and resources on grants, teaching consultations, faculty mentoring, campus leadership training, scholarly writing programs, tenure preparation, work/life balance, benefits, diversity, pedagogy, teaching technologies, course registration, and research. In 2010-2011, the website received over 6,952 hits from 2,395 individual visitors in every state in the United States, as well as from 72 other countries.

Welcoming Reception for New UMass Amherst Faculty: This campus-wide reception, held at the Chancellor’s residence, Hillside, on September 2, 2010, hosted 92 people, including 77 new faculty, department chairs, deans, and campus-level academic leaders.

PARTICIPATION IN PROGRAMMING

	TOTAL ATTENDEES
TEACHING	
Blended Learning Fellowships	8
First-Year Seminar Orientation	29
Gen Ed Fellows	10
Gen Ed Roundtable	37
Lilly Fellows	8
Lunch & Learn Series	147
Midterm Assessment Program	120
Syllabus Consultations	29
SCHOLARLY WRITING	
Annual Faculty Writing Retreat	42
August Faculty Writing Retreat	20
Faculty Writing Place	15
January Writing Retreat	14
Mini Writing Retreats	56
Summer Online Writing Fellowships	34
CAREER ADVANCEMENT	
Chancellor's Junior Faculty Fellows	18
LEAD Chair Training	10
Tenure Prep, College of Engineering	16
ORIENTATION	
New Faculty Breakfasts	23
New Faculty Orientation	36
TA Orientation	242
Welcoming Reception for New Faculty	77
GRANTS	
Flex Grants	93
PMYR Grants	11
Total CTFD Program Participation	1095

FACULTY BY RANK*



**Represents unique individuals.*

ADDITIONAL CONTRIBUTIONS

Campus Service

- Faculty Senate *Ad Hoc* Committee on Cultivating Cross-Cultural Awareness
- Faculty Senate Status on Diversity Council
- Faculty Senate Undergraduate Education Council
- Faculty Work/Life Committee
- Five College Faculty and Teaching Development Committee
- General Education Council
- Provost's Deans Council
- Provost's Recruitment and Retention Subcommittee
- Teaching Commons Advisory Committee

Campus Presentations/Workshops

- Anthropology Department
- Chemistry Department
- Clinical Psychology Program
- Communication Department
- College of Engineering
- Educational Policy, Research, & Administration Department
- Faculty First Year Seminar Program
- German Program
- Management Department
- Music Department
- Nutrition Department
- Planning for Success in General Education
- Plant, Soil & Insect Sciences Department
- Polymer Science Department
- Psychology Department
- School of Education
- Student Affairs
- UMass Amherst Libraries

University & College Presentations

- Boise State University
- Central Taiwan University of Science and Technology
- Fo Guang University
- Fu Jen Catholic University
- Georgia Southern University
- Harvard University
- Huafan University
- Mackay Medical College
- Michigan State University
- National I-lan University
- National Taipei University of Education
- National Taiwan University
- National Taiwan University of Arts
- Shih Hsin University
- Simmons College
- Soo-Chow University

- Taipei Medical University
- Texas A. & M. University
- University of Iowa
- University of Maryland
- University of North Carolina Wilmington

Conferences & Foundation Presentations

- American Association of Blacks in Higher Education (AABHE) Leadership and Mentoring Institute
- Associated Colleges of the South (ACS) Diversity Conference
- Jossey-Bass/Wiley Higher Education Learning Institute
- National Conference on Race & Ethnicity in Higher Education (NCORE)
- New England Faculty Development Consortium (NEFDC)
- Professional and Organizational Development (POD) Conference

Research & Scholarly Publications

- 1 peer-reviewed journal article
- 2 book chapters
- 1 book review
- 1 edited book

Advisory & Review Work

- American Association of Colleges & Universities (AAC&U) National Conference
- Center for Postsecondary Research, Indiana University; Bloomington, IN
- *Currents*
- International Conference for the Scholarship of Teaching and Learning
- International Council on Teaching and Learning, University of Windsor; Ontario, Canada
- *International Journal for the Scholarship of Teaching & Learning*
- *Jossey-Bass/Wiley Publishers*
- *Journal of Faculty Development*
- *Journal of Excellence in College Teaching*
- *Journal of Innovative Higher Education*
- National Science Foundation's Transforming Undergraduate Education in Science (TUES), University of Wisconsin; Madison, WI
- National Science Foundation's Directorate for Education & Human Resources
- National Science Foundation Institutional Transformation ADVANCE Grant, Michigan State University; East Lansing, MI
- National Science Foundation Institutional Transformation ADVANCE Grant, University of Maryland; College Park, MD
- Professional and Organizational Development (POD) Conference
- *Review of Higher Education*

CTFD STAFF

BRIAN BALDI, Senior Project Manager, serves as the organizational lead for the CTFD's scholarly writing and new chair programming, and assists with the Mellon Mutual Mentoring Initiative and other faculty development programs.

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

EILEEN GALVIN, Administrative Assistant, provides general support for all CTFD activities and events.

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

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

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

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

JUNG H. YUN, Director of New Faculty Initiatives, directs the Mellon Mutual Mentoring Initiative and serves as the organizational lead on several CTFD programs, including new faculty orientation, tenure preparation, sabbatical planning, and time management.

