

MARY DEANE SORCINELLI

Address: (Office)

Office of Faculty Development
301 Goodell Building
University Of Massachusetts Amherst
Amherst, MA 01003
Phone: (413) 545-1225
FAX: (413) 545-3829
Email: msorcinelli@acad.umass.edu
Website: www.umass.edu/ofd

Address: (Home)

31 Bridle Path
Amherst, MA 01002
Phone: (413) 253-7191
Married: 3 children

PROFESSIONAL EXPERIENCE

- 2006-Present** **Associate Provost of Faculty Development, *University of Massachusetts Amherst.*** Direct Mellon Mutual Mentoring Initiative, oversee Center For Teaching, sit on Dean's Council, Five Colleges, Inc.
- 1995-Present** **Associate Provost for Faculty Development, Associate Professor, Department of Educational Policy, Research and Administration, *School of Education, University of Massachusetts Amherst .***
- 1989 - 2006** **Director, Center For Teaching, *University of Massachusetts Amherst.*** Leadership at individual, departmental, campus-wide, and national levels to support teaching and learning initiatives.
- 1983 - 1989** **Director, Faculty Development, *Dean of Faculties Office* and Member of Graduate School Faculty and Assistant Professor Adjunct, *School of Education, Indiana University, Bloomington.***
Developed a range of initiatives including faculty career development studies, faculty exchange programs, teaching development and evaluation projects.
- 1979 - 1983** **Associate Director, Lilly Postdoctoral Teaching Fellows Program, *Indiana University, Bloomington.***
Administered teaching improvement program involving individual faculty, academic departments, administrative offices and teaching resource agencies.
- 1975 - 1978** **Director, Teaching Effectiveness Program, *Indiana University System-Wide Program.***
Conducted faculty and staff teaching development programs throughout I.U.'s eight regional campuses.
- 1974 - 1975** **Teaching Improvement Specialist, Clinic To Improve University Teaching, *University of Massachusetts Amherst.***
Consulted with faculty to identify and solve teaching problems, including analyzing instruction and mediating improvement
- 1974 - 1975** **Student Teacher Supervisor, *University of Massachusetts Amherst & Mount Holyoke College English/Education Departments.***
Taught seminar in English Education and evaluated teaching of undergraduate and graduate interns in English department.
- 1972 - 1974** **Teacher, Department of English, *Westfield, Massachusetts School System.***
Taught writing and literature courses, grades seven through twelve. Awarded regional grant to research, design, teach, and evaluate writing curriculum.
- 1971 - 1975** **Residence Hall Director, *Mount Holyoke College, South Hadley, Massachusetts***
Duties included para-professional counseling, liaison work between students, college faculty, and administrators, responsibilities for dormitory of 130 women.

EDUCATION

- 1978** **ED.D., University of Massachusetts Amherst.**
 Concentrations in Higher Education and Faculty Development.
 Awarded Graduate Teaching Assistantship, English and Education Departments. Dissertation: *A Teaching Consultation Process: The Study of Personal and Professional Development in Faculty*
- 1972** **M.A., English, Mount Holyoke College, South Hadley, Massachusetts.**
 Awarded Graduate Research Fellowship, English Department; and Residence Hall Fellowship. Thesis: *The Peacock's Tail: A Study of Spiritual Crises in Flannery O'Connor's Fiction.*
- 1971** **B.A., English, Westfield State College, Westfield, Massachusetts.**
 Summa cum laude, Wisdom and Merit Award, Teacher Competency Award, Student Senate Scholarship, Dean's List (8 semesters), Lambda Iota Tau, National Honor Society in English, Kappa Delta Phi, National Honor Society in Education.

HONORS AND AWARDS

10 awards received since 1999, including:

Professional and Organizational Development (POD) Network Innovation Award. "Mutual Mentoring for New and Underrepresented Faculty," an innovative new model and practice for mentoring, 2007.

Bob Pierleoni Spirit of POD Award. Outstanding life time achievements and leadership in the enhancement of teaching, learning, and faculty development in higher education, 2006.

Theodore M. Hesburgh Award. National award to the University of Massachusetts Amherst for a faculty development program that enhances undergraduate teaching and learning, 2000.

FUNDED GRANTS

Principal Investigator, Director, or Coordinator of over \$1,418,000 in funded activity since 1985, including:

Mellon Mutual Mentoring Initiative. Co-PI of a \$400,000 grant awarded by the Andrew W. Mellon Foundation to University of Massachusetts Amherst to support new and underrepresented faculty through mentoring, 2007-10.

General Education in Research Universities Program, William and Flora Hewlett Foundation. PI of a \$150,000 grant to create a student-centered faculty development program to support general education. 1999-2002.

The Interactive Distance Education & Access (IDEA) Leadership Project. Co-Director of a two-year teaching technologies grant of \$140,000 from USDA, 1996-98.

Realigning Institutional Missions and Faculty Work: Project on Strategies and Lessens. Campus coordinator of a multi-campus one-year grant of \$100,000 from PEW Charitable Trust, 1996-97.

President's Grant for Strategic Initiatives: Faculty and TA Development for Diversity. Director of a three-year grant of \$300,000 from the President's Office, University of Massachusetts Amherst, 1994-97.

Priorities at Research Universities: Focus on Teaching. Campus Coordinator of a three-year grant of \$211, 825. Grant awarded to six research universities by the Fund For the Improvement of Postsecondary Education (FIPSE), 1990-93.

Collaborator or Contributor to over \$6,145,000 in funded activity since 1996, including:

Pathways to the Profession of Faculty Development: An International Perspective, Institute for the Advancement in Teaching In Higher Education. Collaborator in \$25,000 grant through Social Sciences and Humanities Research Fund of Canada.

Microft Research Grant. Community of Practice for a \$110,000 grant (\$15,000 of which was awarded to Center For Teaching) to implement Microsoft ConferenceXP in a multicultural, collaborative environment., 2006-07.

Rigorous Research in Engineering Education: Creating a Community of Practice, Colorado School of Mines. Executive Committee Member to a \$500,000 National Science Foundation-funded project to develop the engineering research base for engineering education and practice, 2004-07.

New Pathways II: Academic Careers for a New Century: From Inquiry to Practice. Named a senior scholar at the American Association for Higher Education (AAHE) and participant in a \$500,000 grant. 1999-2001.

National Science Foundation, STEMTEC Project. Collaborated on \$5 million dollar grant which links the Five Colleges, Inc. Consortium with three area community colleges: Springfield Technical, Holyoke, and Greenfield, 1996-98.

REFEREED PUBLICATIONS

42 refereed publications since 1981, including:

Sorcinelli, M.D. and Yun, J. (November/December 2007). From Mentor to Mentoring Network: Mentoring in the New Academy. *Change. The Magazine of Higher Learning*. 58-61.

Sorcinelli, M.D., Shih, M., Ouellett, M.L., & Stewart, M. (2007). How Post-Tenure Review Can Support the Teaching Development of Senior Faculty. In D. Robertson, (Ed.), *To Improve the Academy*. Bolton, M.A.: Anker Publications, pp. 280-97.

Shih, M. and Sorcinelli, M.D. (2007). Technology as a catalyst for senior faculty development. *The Journal of Faculty Development*, 21 (1), pp. 23-31.

Elbow, P. and Sorcinelli, M.D. (November/December 2006). The Faculty Writing Place: A Room of Our Own. *Change. The Magazine of Higher Learning*, 38 (6), 23-31.

Sorcinelli, M.D. (2004). The Top Ten Things New Faculty Would Like to Hear from Their Colleagues. Reprinted in *Tomorrow's Professor Listserve*, Stanford University's Center for Teaching and Learning.

Cook, C. & Sorcinelli, M.D. (2002). The Value of a Faculty Center. *The Chronicle of Higher Education*. April 26, 2002. Reprinted in *Focus on Faculty*, 11 (1), 2003, 1 – 3.

Sorcinelli, M.D. (2000). Department chairs and deans: A longitudinal look at issues that dominate their lives. *The Department Chair*, 10 (3), 15-16.

Shih, M. & Sorcinelli, M.D. (1999). TEACHnology: Linking teaching and technology in faculty development. In Kaplan, M. (Ed.). *To Improve the Academy*. Bolton, MA: Anker Publishing, 151-63.

Cook, C. & Sorcinelli, M.D. (Spring 1999). Building multiculturalism into teaching development programs. *AAHE Bulletin*, 5, (7), 3-6.

Ouellett, M. & Sorcinelli, M. D. (1995). Teaching and learning in the diverse classroom: A faculty and TA partnership program. In Neal, E. (Ed.). *To Improve the Academy*. Stillwater: New Forums Press, 205-217.

- Fideler, E. and Sorcinelli, M.D. (1992). Hard times signal challenges for faculty development. In Wulff, D. and Nyquist, D. (Eds.), *To Improve the Academy*. Stillwater, OK: New Forums Press, 159-166.
- Sorcinelli, M.D. & H. Cunningham. (1991). Developing teaching skills through individual consultation. *Nurse Educator*, 16 (3), 7-11.

BOOKS AND BOOK EDITORSHIPS

6 books and book editorships since 1986, including:

- Sorcinelli, M. D., Austin, A., Eddy, P. & Beach, A. (2006). *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. Boston, MA: Anker Publications. pp. 240
- Rice, R.E., Sorcinelli, M.D., Austin, A.E. (2000). *Heeding New Voices: Academic Careers for a New Generation*. Washington, D.C.: American Association for Higher Education.
- Sorcinelli, M.D. & Elbow, P.,(Eds.). (1997). *Using and Responding to Writing in the Disciplines. New Directions in Teaching and Learning*, No. 69. San Francisco: Jossey Bass.

BOOK CHAPTERS

32 books chapters since 1981, including:

- Austin, A., Sorcinelli, M.D., & McDaniels, M. (2007). Understanding New Faculty: Background, Aspirations, Challenges and Growth. In, Smart, J.C., and Perry, R.P. *The Scholarship of Teaching and Learning in Higher Education: An Evidence Based Perspective*. New York: Springer Publishers, pp.39-92.
- Elbow, P. and Sorcinelli, M.D. (2006). How to Enhance Learning by Using High Stakes and Low Stakes Writing. In McKeachie, W.J. (Ed.) *Teaching Tips: Strategies, Research, and Theory for College University Teachers*. New York: Houghton Mifflin, pp. 192-212.
- Cook, C. and Sorcinelli, M.D. (2005). Building Multiculturalism into Teaching Development Programs. In M. L. Ouellett (Ed.) *Teaching inclusively: Essays on Individual, Department and Institutional Diversity Initiatives*. Stillwater, OK: New Forums Press.
- Rice, R. E., and Sorcinelli, M. D. (2002). Can the Tenure Process Be Improved? In Chait, R. P. *The Questions of Tenure*. Cambridge, MA: Harvard University Press, 101-124.
- Sorcinelli, M.D. (2002). The Emerging Professoriate: New Visions of Scholarship. In Zahorski, K. (Ed). *Scholarship in the Postmodern Era: New Venues, New Values, New Visions*. San Francisco, CA: Jossey Bass, 41-48.
- Sorcinelli, M.D. (2002). Ten principles for creating and sustaining teaching and learning centers. In Herr Gillespie, K. (Ed.), *Handbook for New Practitioners*. Bolton, MA: Anker Publishing, 2-9.
- Sorcinelli, M.D. (2000). *Principles of Good Practice: Supporting Early Career Faculty*. Washington, D.C.: American Association of Higher Education.
- Sorcinelli, M.D. (1999). The evaluation of teaching: The 40-year debate about student, colleague, and self-evaluations. In Pescosolido, B. & Aminzade, R. (Eds.) *Teaching for the 21st Century: Understanding and Rebuilding the Social Worlds of Higher Education*. Chicago: Nelson Hall, 195-205.

- Sorcinelli, M.D. (1995). How mentoring programs can improve teaching. In Seldin, P.(Ed.). *Improving College Teaching*. Boston: Anker Press, 125-136.
- Sorcinelli, M.D. (1995). Improving teaching: Academic leaders and faculty developers as partners. In Wright, A. (Ed.). *Successful Faculty Development: Strategies to Improve University Teaching*. Boston: Anker Press, 311-324.

RESEARCH REPORTS, HANDBOOKS AND NON-REFEREED PUBLICATIONS

16 research reports, handbooks, and non-refereed publications since 1977, including:

- Jung, Y. & Sorcinelli, M. D. *Office of Faculty Development*. 2007. <http://www.umass.edu/ofd>
- Ouellett, M. & Sorcinelli, M.D., (Eds.). (2006). *Handbook For New Instructors*. University of Massachusetts Amherst. (Sorcinelli, M.D. edited 4 earlier versions between 1989-2002).
- Mues, F. & Sorcinelli, M.D. (2000). *Preparing a Teaching Portfolio*. University of Massachusetts Amherst: Center For Teaching.
- Sorcinelli, M.D. (1992). *The Career Development of Pretenure Faculty: An Institutional Study*. Amherst: University of Massachusetts Amherst, 1992.

PUBLISHED BOOK REVIEWS

8 book reviews since 1988, including:

- Sorcinelli, M.D. (August, 2007). Review of Gappa, J., Austin, A. and Trice, A. Rethinking Faculty Work: Higher Education's Strategic Imperative. *Teacher's College Record*. Accessed at <http://www.terecord.org> ID 14578.
- Sorcinelli, M. D. (January/February 2002). Review of The Department Chair's Role in Developing New Faculty into Teachers and Scholars by Estela Bensimon, Kelly Ward, and Karla Sanders. *Journal of Higher Education*, 73, (1), 80-81.
- Sorcinelli, M.D. (1995). A practical guide to successful sabbaticals. Review of *Sabbatical Mentor*. *The Journal of Higher Education*, 66, (6), 727-728.

SELECTED PAPERS AND PRESENTATIONS

155 papers and presentations since 1980, including:

- "Examining the Range of Faculty Development Programs and Models." Keynote presentation. International Institute for New Faculty Developers, University of Ottawa, Ottawa, Canada, June 25, 2007.
- "Validictory Panel: Faculty Development for Teaching, Learning, Scholarship and Technology." Instructional Technology Conference, University of Massachusetts System, April 5, 2007
- "Faculty Development in the New Academy." Half-day preconference session co-presented with Ann Austin, Michigan State University. Faculty Work and the New Academy: Emerging Challenges and Evolving Roles, Association of American Colleges and Universities (AAC&U), Chicago, Il., November 9, 2006.

- “Building Mutual Mentoring Networks.” Co-presented with Jung Yun, Professional and Organizational Development Network (POD) Annual Conference. Portland, OR., Friday, October 27, 2006.
- “Faculty Development and Renewal to Enhance Diversity and Inclusion.” Co-presented with Associate Chancellor and Deputy Provost, UMass Amherst. Diversity and Learning: American Association of Colleges and Universities (AAC&U) Working Conference, Philadelphia, PA October 20, 2006.
- “Excellence in Diversity Fellows Program,” External evaluator of University of Virginia’s Teaching Excellence Program and Provost’s Office, Charlottesville, Va., September 19-22, 2006.
- “Mutual Mentoring Initiative,” Mellon Academic Mentoring Support Program, Office of the Vice President, Center for Excellence in Teaching and Student Affairs, University of Southern California, Los Angeles, CA, September 11, 2006
- “Professional Development in and for a Changing Academy.” Invited presentation at working conference, Carnegie Foundation for the Advancement of Teaching, Stanford, California, March 16-17, 2006.
- “Improving Learning Through Teaching Development,” Keynote Address at Learning in the Europe of Knowledge, 2nd Annual Irish Universities Quality Board Conference, Galway, Ireland, February 6, 2004.
- “Envisioning Effective Approaches to Evaluating Faculty Development Programs.” (with A. Austin and D. Wulff), Annual National Professional and Organizational (POD) Network Conference, Denver, CO, October 11, 2003.
- “Why Measure Performance?” Harvard Institute for Higher Education, Alumni Seminar, Boston, MA, October 24-26, 2002.
- “Defining New Compacts for New Faculty with the Institution, Colleagues, Students, and the Community, Looking Into the Future.” National Roundtable on Higher Education, American Association for Higher Education, Washington, D.C., October 27, 2001.
- “Attracting Promising Faculty,” co-presented with Cathy Trower, Harvard Graduate School of Education at the 9th Annual AAHE Forum on Faculty Roles and Rewards, Tampa, FL, February 2, 2001.

TEACHING CONTRIBUTIONS

Faculty Seminar

1988-2006. *Seminar on College Teaching.* Academic year-long, bi-weekly seminar for eight to ten Lilly Faculty Teaching Fellows, pretenure faculty from nine schools and colleges.

Graduate Courses

Spring 2005	ED6151: <i>The Academic Profession</i> , Co-taught with K. O’Meara, 3 credits
Spring 2003	ED615U: <i>The Academic Profession</i> , Co-taught with K. O’Meara, 3 credits
Spring 2000	ED695A: <i>Introduction to College Teaching</i> , Co-taught with M. Ouellett, 1-3 credits
Spring 1999	ED695A: <i>Introduction to College Teaching</i> , Co-taught with M. Ouellett, 1-3 credits
Fall 1998	ED595K: <i>Introduction to College Teaching</i> , 1-3 credits
Fall 1997	ED 695: <i>Faculty and Students in Higher Education: Interaction, Distance, and Prospects for the Future.</i> Co-taught with M. Stassen, 3 credits
Fall 1995	ED 695: <i>Faculty and Students in Higher Education: Interaction, Distance, and Prospects for the Future.</i> Co-taught with M. Stassen, 3 credits

Graduate Independent Study and Committee Work

Oversaw 19 independent graduate studies since 1991
 Served on 16 dissertation committees since 1988
 Served on 13 comprehensive exam committees since 1996

SELECTED SERVICE TO THE UNIVERSITY OF MASSACHUSETTS AMHERST

Campus Level

Academic Deans Council, 2000-present
 Dean's Council, Five Colleges, Inc. 2006-present
 Faculty Senate Council on Teaching, Learning and Instructional Technology, 1993-2006
 Provost's Faculty Roles and Rewards Working Group, 1996-present
 University Distinguished Teaching Awards Steering Committee, 1997-2006

College, School or Program Level

College of Humanities and Fine Arts, Visioning Steering Committee, 2006-07
 College Outstanding Teaching Award Steering Committee, 1996-2006
 Advisory Board, University Without Walls Program, 1994-present

SERVICE TO THE PROFESSION

American Association of Higher Education

Senior scholar, 1999-2001

American Educational Research Association

Division J, Research Proposal Reviewer, 1991-present
 SIG on Faculty Evaluation and Development, 1981-2006

Editorial Board Member

Journal of Innovations in Higher Education, 2000-2009
 Journal of Tertiary Learning and Professional Development, 2006-present

Evaluator for Projects/ Awards

Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF), Theodore M. Hesburgh Award, 1995-2004; Appointed as one of a panel of five judges who select the national Theodore M. Hesburgh Award, 2005-present
 Faculty Survey of Student Engagement (FSSE), Board Member, Indiana University Bloomington, 2006-present
 Sloan Project for Academic Career Advancement, Committee Member, University of Wisconsin, 2004-05
 National Science Foundation, Division of Undergraduate Education, Chair of Review Panel for Course, Curriculum, and Laboratory Improvement (CCLI), Washington, D.C., July 2000, Chair, 2002.
 Woodrow Wilson National Fellowship Foundation's Professional Development Advisory Committee, 2002-05

International Professional Service

International Study Group for Research on Educational Development, Institute for the Advancement in Teaching In Higher Education, Canada, 2006-present
 International Advisory Council on Teaching and Learning, University of Windsor, Ontario, Canada, 2005-present.

Professional and Organizational Development Network

President Elect, President and Past President of 1800 member association, 2000-2004
Chair, Nominations and Elections Committee, 2000-04
Chair, Awards and Recognition Committee, 2000-04
New Developer's Committee; Policy Committee, 1998-2000
National Conference Proposal Reviewer, 1990-1997
Organizer of POD Sampler at AAHE, 1990-1993
Professional and Organizational Development Network (POD) Program Reviewer (Fall 2006-07)
Board of Directors (CORE), 1989-1992
Associate Editor, *To Improve the Academy*, 1987-1990

Professional Book and Journal Manuscript Referee

Anker Publications
Contemporary Educational Psychology
Equity and Excellence in Education
Johns Hopkins University Press
Jossey-Bass Publishers
Journal of Higher Education
Sage Publications
University of Massachusetts Press