

Mark A. Fuller, Ph.D.

Vice Chancellor for Advancement, Executive Director UMass Amherst Foundation Board
Thomas O'Brien Endowed Chair, University of Massachusetts Amherst

Brief Biography and Curriculum Vitae

Mark A. Fuller, who previously served as dean of the Isenberg School of Management, was appointed to the role of Vice Chancellor for Development and Alumni Relations for the University of Massachusetts Amherst effective July 1, 2018. As the university's chief advancement officer and a member of the chancellor's leadership team, Fuller is responsible for short- and long-term plans to improve private support as well as cultivate strong relationships with UMass Amherst alumni and supporters, involving over 250,000 alumni worldwide. He also serves as the Executive Director for the University of Massachusetts Amherst Foundation Board.



Fuller served as dean of the Isenberg School of Management from 2009 to 2018, where he also held the Thomas O'Brien Endowed Chair. During his tenure, Fuller established a strategic vision that catapulted the school to national prominence through curricular and co-curricular innovations, infrastructure improvements, advancements in internal and external perceptions, and increases in private support for its programs. The school's rankings reflect Fuller's leadership and vision as dean. In BusinessWeek's undergraduate rankings, Isenberg emerged as the most improved business school in the nation from 2010 to 2016 among both private and public institutions. Employers have been similarly impressed. Isenberg was among the top five most improved programs in BusinessWeek's employer survey. The school's Online MBA Program has earned extraordinary honors, achieving the No. 3 ranking in the world and No. 1 in the nation from the Financial Times. Under Fuller's leadership, the Isenberg School is nearing completion of its new Business and Innovation Wing, a \$62 million addition that will house multiple new educational centers, an executive engagement space, experiential classrooms, and room for 60 new faculty and staff.

Fuller has an outstanding record of development and engagement efforts. Prior to assuming the role of vice chancellor, while dean of Isenberg, the school generated a four-fold increase in annual gift performance since 2010; received a \$10 million endowment to create the Berthiaume Center for Entrepreneurship; increased student giving ten-fold; secured private support for the Business Innovation Wing, and created 15 new endowed faculty positions.

Fuller's academic and research interests include work performance in technology-mediated environments. Prior to coming to UMass Amherst, Fuller was a professor and chair of the department of information systems and holder of the Philip L. Kays Distinguished Professorship in Management Information Systems at Washington State University. Prior to Washington State, Fuller was an associate professor at the Hankamer School of Business at Baylor University.

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Education

Ph.D.	June 1993	University of Arizona, Tucson, Arizona <i>Major:</i> Management Information Systems <i>Advisors:</i> Douglas R. Vogel and Jay F. Nunamaker, Jr. <i>Minor:</i> Behavioral Decision Making & Negotiation <i>Advisors:</i> Greg Northcraft and Amnon Rapoport
M.S.	May 1987	University of Arizona, Tucson, Arizona <i>Major:</i> Management and Policy, <i>Minor:</i> Health Care Administration
B.S.	December 1985	University of Arizona, Tucson, Arizona <i>Major:</i> General Biology <i>Minor:</i> Chemistry

Academic and Administrative Appointments

University of Massachusetts Amherst (2018-current)

- Vice Chancellor for Advancement and Executive Director UMass Amherst Foundation Board
- Thomas O'Brien Endowed Chair (2009 – current)
- Full Professor, Department of Operations and Information Management

University of Massachusetts Amherst, Isenberg School of Management (2009-2018)

- Dean, Isenberg School of Management
- Thomas O'Brien Endowed Chair
- Full Professor, Department of Operations and Information Management

Washington State University, College of Business (2000 – 2009)

- Philip L. Kays Distinguished Professor in MIS (2006 – 2009)
- Full Professor, Department of Information Systems
- Chair, Department of Information Systems (2003 – 2009)
- Coordinator, Ph.D. Program in Information Systems (2003 – 2005)
- Associate Professor, Department of Information Systems (2000 – 2006)

International Appointments

- Helsinki School of Economics and Business Administration, International MBA Program, Mikkeli, Finland, Visiting Professor (Summer 1998)

Baylor University, Hankamer School of Business (1992 – 2000)

- Associate Professor, Department of Information Systems (1999 – 2000)
- Information Systems Executive MBA and MBA Core Faculty Member (1994 – 2000)
- Assistant Professor, Department of Information Systems (1992 – 1998)

Leadership Experience and Select Accomplishments

University of Massachusetts Amherst, Isenberg School of Management

Business School in the State’s Flagship University; Carnegie Research-Very High Category;
4,800 students across Undergraduate, Masters, and Ph.D. Programs.

Dean of the Isenberg School of Management (an AACSB accredited top-15 public business school with over 3400 undergraduates, 1300 MBA students, and nearly 100 PhD students, at the flagship Amherst campus for the University of Massachusetts) from 2009-2018. My duties included overseeing strategic planning, fundraising, accreditation, and the implementation of new academic and research programs. Direct reports included four Associate Deans (Undergraduate Programs, Graduate and Professional Programs, Faculty Affairs, and Research & Engagement), a Ph.D. Coordinator, six Directors (Budget and Finance, Technology Support, Marketing and Communication, Personnel, Development, Career and Professional Development) and seven Department Chairs/Unit Heads (Accounting, Finance, Hospitality and Tourism Management, Management, Marketing, Operations and Information Management, Sport Management).

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Ranking changes for the Isenberg School were significant during my time as Dean. A new vision was established focused on moving Isenberg into the elite ranks among business schools, and a strategic plan was executed to reach that vision. Strategic initiatives included a modernization of our curriculum, enhancement of our career and professional programming, development of mechanisms to more effectively engage the business community into the school, and a revamping of our brand and brand communications. As a result of these efforts Isenberg now has undergraduate and graduate programs among the top 15 publics, and the undergraduate business program was the most improved in the nation from 2010 to 2016 among public and private business schools*. Employer Satisfaction, a measure administered by BusinessWeek focused on which schools produce the best graduates, has also risen substantially. Progress is shown below.

BusinessWeek and U.S. News and World Report Rankings	
<p>BusinessWeek UG Business School Rankings*</p> <ul style="list-style-type: none"> - 2010: #78 overall, #34 among public universities - 2011: #72 overall, #29 among public universities - 2012: #64 overall, #27 among public universities - 2013: #45 overall, #20 among public universities - 2014: #36 overall, #14 among public universities - 2015: Rankings not conducted by BusinessWeek - 2016: #33 overall, #11 among public universities; and #1 public business school in the Northeast. <p>BusinessWeek UG Employer Satisfaction Rankings*</p> <ul style="list-style-type: none"> - 2010: #68 overall, #32 among public universities - 2011: #60 overall, #30 among public universities - 2012: #39 overall, #23 among public universities - 2013: #23 overall, #13 among public universities - 2014: #11 overall, #6 among public universities - 2015: Rankings not conducted by BusinessWeek - 2016: #17 overall, #7 among public universities <p>Financial Times Online MBA Program</p> <ul style="list-style-type: none"> - 2015: #11 Worldwide overall - 2016: #9 Worldwide overall - 2017: #3 Worldwide overall - 2018: #3 Worldwide overall 	<p>U.S. News Part-time MBA Program Rankings</p> <ul style="list-style-type: none"> - 2013: #28 among public & private universities - 2014: #22 among public & private universities - 2015: #16 among public & private universities - 2016: #16 among public & private universities - 2017: #16 among public & private universities - 2018: #13 among public & private universities <p>U.S. News Online MBA Program Rankings</p> <ul style="list-style-type: none"> - 2013: #22 among public & private universities - 2014: #27 among public & private universities - 2015: #12 among public & private universities - 2016: #12 among public & private universities - 2017: #12 among public & private universities <p>U.S. News Full-time MBA Program Rankings Following program redesign in 2016</p> <ul style="list-style-type: none"> - 2016: #74 overall, #41 among public universities - 2017: #75 overall, #41 among public universities - 2018: #57 overall, #31 among public universities - 2019: #55 overall, #29 among public universities

* Based on business schools appearing in BusinessWeek rankings from 2010 to 2016. BusinessWeek ceased administering their business rankings survey in 2016.

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Development and engagement efforts resulted in a significant restructuring of the business school's development team and processes, with outcomes that include 1) over a four-fold increase in annual gift performance since 2010 (total amount of cash and commitments, excluding gift-in-kinds); 2) a new entrepreneurship center naming gift, at the time the largest single cash gift in university history; 3) a departmental naming gift which combined a significant cash gift with the largest gift-in-kind in university history; 4) a seven-fold increase in student giving; 5) school level responsibility for 1/4 of the largest capital campaign in university history; 6) planned expansion of the school through a new \$62 million Business Innovation Wing, to include multiple new educational centers, an executive engagement space, experiential classrooms, and room for 60 new faculty and staff; and 7) fifteen new endowed positions raised (between \$1.5M and \$2.5M per position) since my arrival to drive critical school efforts forward.

Specific accomplishments include a \$10 million endowment to create the Berthiaume Center for Entrepreneurship, designed to play a central role in promoting cross-disciplinary entrepreneurship and innovation across the UMass Amherst campus and throughout the region and state. Headquartered in the Isenberg School of Management, the center has a three-fold mission of supporting research, education, and practice, all targeted at facilitating the transformation of ideas into business realities. The center will serve as a hub for advancing new knowledge on the transformative power of entrepreneurship and innovation, and creating educational programs that will serve a wide variety of constituents. Through services targeted at practice, the center will provide resources and support for aspiring entrepreneurs to translate visions to reality, including mentoring and coaching, staged business plan competitions, specialized industry advisory boards, business incubator support, as well as other key activities. The center will address multiple areas of entrepreneurship, including technology-based (including the life sciences and bio-technology), small business, corporate, and social entrepreneurship.

Endowed positions have also been established in a number of areas, to both attract new faculty and retain outstanding personnel. During my time as Dean, fifteen new endowed faculty positions were created, and three more are near completion. Examples include the Douglas Berthiaume Chair in Business Leadership, the Richard Simpson Professorship in Accounting, and the Earl Stafford Endowed Professorship in Entrepreneurial Studies.

To increase the school's engagement with our alumni we established new regional efforts (involving key alumni) in New York, Boston, and Western New England, to facilitate fundraising, student placement, internship opportunities, and mentoring. New Isenberg alumni events now total over 20 per year, not only on the Amherst Campus, but also in Boston, NYC, Seattle, and Los Angeles. Further, in 2016 we launched the "Driven Speaker Series" designed to bolster Isenberg's presence in the Boston area through discussions with notable thought leaders, such as Steve Wozniak of Apple, Robin Chase of Zip Cars, and John Fish of Boston and Bjarke Ingels of BIG Architecture of NYC. In 2013 the school launched its inaugural Isenberg Business Leadership Award Event in Boston, which is now attended by over 330 alumni and business leaders annually.

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Diversity efforts focused on creating a culturally diverse campus—across students, faculty, and staff—that is critical to academic excellence by enhancing our ability to reflect a diverse view of the world in our thinking and actions. Diversity extends beyond people, and includes new ways of thinking about the world. During my time as Dean, the Isenberg School increased the number of global study opportunities with universities in Brazil, China, Denmark, Egypt, India, South Korea and Sweden. We also increased funding for important student organizations such as NetImpact (a non-profit organization for students and professionals interested in using business skills to support various social and environmental causes) and MBA Women International (a non-profit organization dedicated to empowering female business professionals). We fostered new efforts on sustainability, corporate responsibility, and social

entrepreneurship (the Isenberg NetImpact chapter has won a gold rating for its activities, with only 16 percent of NetImpact chapters worldwide having attained this rating).

At the same time efforts focused on increasing the quality and diversity of our personnel. Since 2010 the Isenberg School hired 31 new tenure-system faculty, with over 50 percent of our new faculty hires being women, and roughly 35 percent from ALANA classifications. This balance was achieved while still recruiting from top universities, including the University of Chicago, University of Florida, UC Irvine, Virginia Tech, Texas A&M, University of Pennsylvania, Nanyang Technological University, and Duke University. We have also focused on diversity in our staff composition, particularly at the higher administrative levels. At the time of my change in position, Isenberg had 6 Caucasian male directors, 13 Caucasian female directors and 1 Hispanic director, 1 African American director, and 1 Hispanic male assistant dean. To enhance our efforts in this space, in 2017 we created the position of Isenberg Director of Diversity and Inclusion. This role (deliberately filled by a tenure system faculty member) serves as a resource for both students and faculty in the school.

We also focused on improving the diversity of our student body. Through our involvement with the EY Partners in Education program, the CAMP program and other initiatives Isenberg has increased our ALANA proportions in the undergraduate student body from 16% to 18%. While modest, these percentages reflect the difficulties of minority recruitment into a business school in Western Massachusetts. We also focused significant effort towards the recruitment of underrepresented students for our MBA program at such conferences as the National Association of Black MBAs, National Association of Hispanic MBAs, the National Association of Women MBAs and Reaching Out. We actively supported the “Women of Isenberg” student group, an active student group that now hosts an annual conference on workplace success with over 400 attendees, with both university and corporate attendance. Finally, facilitated by significant planning and creative recruiting, our MBA program is now over 50% female.

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Curricular enhancements during my time as dean included the creation of four sub-tracks in our Finance major (Corporate Finance, Alternative Investments, Risk Analysis, and Financial Planning) to better meet the needs of new business conditions; modification of our Operations and Information Management Curriculum to merge concepts of traditional operations management with content focused on business analytics and information systems; and an adjustment in our Accounting Curriculum to meet new accounting standards and accounting firm requirements. At the MBA level, elements of our redesign included new dual degree programs, certificate options, hybrid offerings (online and face to face), new concentrations in Finance, Entrepreneurship, and Marketing, and seven new international partnerships. Building on a strong health care focus, our highly regarded part-time and online MBA program has over 1300 students, including over 350 physicians.

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Student success, retention, and recruitment efforts resulted in the Isenberg School having among the highest student success and retention rates in the University (over 90%). Efforts to increase retention and student success included increases in academic advising staff; increases in career advising staff; academic programming across all four years (including new initiatives such as the Dean’s Freshman Leadership Seminar and the Sophomore Career Course); and enhanced communications to our current student body. In addition, we added significant support for over 30 student organizations to provide a smaller school feel in a major research university. In the domain of student recruitment, incoming SAT scores for the Isenberg School have increased 140 points since 2010, going from 1208 in 2010 (with an average incoming GPA of 3.5) to 1372 in 2019 (with an average incoming GPA of 4.07), and our yield for out of state students is among the highest of any of the academic units on campus.

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Co-curricular and infrastructure enhancements in the area of career and professional development included the creation of new positions in Isenberg's Chase Career Center (where benchmarking revealed we were grossly understaffed and missing key types of positions); the creation of faculty liaisons in the departments who can help complete the circle between our career center, departmental curriculum, and recruiter needs; developing coordination mechanisms between our career center and our business communication program; and enhancement of the career center's reporting and organizational structure. We have also created an "Isenberg Way" regarding the development of student materials such as resumes and LinkedIn profiles, and improved training in areas such as interviewing and business comportment.

We also extended our student programming to the freshman and sophomore year. In 2010 we launched a freshman level Dean's Leadership Seminar to enhance the establishment of school culture and aspirations at an earlier stage of development, and in 2013 we added a sophomore career course to provide better information on career options, majors, self-assessment, and career preparation. To monitor our progress, we created a new position entitled Director of Organizational Metrics, with responsibilities that include accreditation, monitoring and strategizing on ranking related issues, as well as developing both student and recruiter surveys that give us leading indicators on key performance variables and allow for more systematic and informed performance improvement.

The Isenberg School also engaged in a variety of social outreach programs, including Isenberg's Citizen's First Program (an undergraduate student initiative focused on raising money and awareness for the victims of domestic abuse), the VITA Program (an accounting department initiative which assists the community by preparing over 1500 tax returns for low income families), and the Northampton Exercise Club for the Homeless (a student led initiative that engages the homeless in various exercise activities, with the goal of instilling confidence and reducing a sense of isolation in this population).

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Marketing and communication activities included the development and articulation of a new brand promise and brand experience for the Isenberg School. In 2012 this process included competitive analysis, delineation of consumer/customer mindsets, and an examination of perceived brand strengths. Following this process, new messaging was created to more effectively articulate these strengths to our various stakeholders (students, parents, alumni, educational leadership), a new visual identify was developed, and a new marketing and communication plan was implemented. Output from this process was used in the development of a new web presence for our revenue generation programs, new hard copy recruiting materials for all programs, the creation of an Isenberg specific style guide, the design of new materials such as letterhead, business cards, brochures, newsletters, and Isenberg branded clothing and accessories, as well as new messaging in our customer relationship management systems.

The second phase of the Isenberg brand and marketing efforts resulted in a new "We Drive the Driven" campaign, which has been immensely effective in student recruitment efforts (both at the undergraduate and graduate level), as well as impactful for our development efforts. The results of brand building and marketing efforts include doubling the enrollments of our revenue generating graduate programs since 2010, achieving annual growth rates between 7-9% in a very competitive MBA market, with overall gross revenue growing to nearly \$20M in 2017. At the undergraduate level, our applications continue to surge, along with our incoming SAT scores and average GPA. These marketing and communication efforts also had a profound impact on our fundraising activities, with the business school accounting for nearly 30% of all major gifts within the broader university in 2018.

Research Areas

Technology Supported Learning & Distance Education; Trust, Efficacy, and Teamwork in Technology-Mediated Environments

Teaching Areas

MBA and Executive Education, Leadership, Information Systems Strategy, Electronic Commerce, Change Management, and Project Management

Honors, Awards, and Acknowledgements

*Awarded and Holder of
Thomas O'Brien Endowed Chair
University of Massachusetts Amherst (Fall 2009 – Current)*

*Ranked
13th in the World in Information Systems Research Productivity
in the top four Information Systems Journals from 2006 – 2010[†]*

*Awarded
Philip L. Kays Distinguished Professorship in Information Systems
College of Business, Washington State University (Spring 2006 – 2009)*

Awarded "Dean's Excellence Fellow"
WSU College of Business, Spring 2009*

*Awarded "Dean's Excellence Fellow"
WSU College of Business, Spring 2008*

*Awarded "Outstanding Faculty Researcher"
WSU College of Business, Spring 2007*

*Awarded "Dean's Excellence Fellow[‡]"
WSU College of Business, Spring 2007*

Awarded "Dean's Excellence Fellow"
WSU College of Business, Spring 2006*

Awarded "Dean's Excellence Fellow"
WSU College of Business, Spring 2005*

Awarded "Dean's Faculty Fellow"
WSU College of Business, Spring 2004*

*Awarded "Favorite Graduate Professor"
BU Hankamer School of Business, Spring 1999*

*Awarded "Most Helpful Graduate Professor"
BU Hankamer School of Business, Fall 1999*

*Awarded "Favorite Graduate Professor"
BU Hankamer School of Business, Spring 1999*

[†] Rankings incorporate publications in the following four disciplinary journals: MISQ, ISR, JAIS, and JMIS, searchable on the Association of Information Systems affiliated website at <http://www.vvenkatesh.com/isranking/RankingsMISQISRJMISJAISbyAut.asp>

[‡] The Dean's Excellence Fellow Award is awarded annually to faculty in the College of Business at Washington State University, based on excellence in *all* categories of performance: including research, teaching, and service.

Research

Journal Publications

1. Davison, R, Panteli, N., Hardin, A., and Fuller, M. (2017). Establishing Effective Global Virtual Student Teams. *IEEE Transactions on Professional Communication*, Volume 60, Issue 3, pages 317-329.
2. Hardin, A., Looney, C., and Fuller, M. (2014). Self-efficacy, learning method appropriation, and software skills acquisition in learner controlled CSSTS environments. *Information Systems Journal*, Volume 24, Issue 1, pages 3-27.
3. Basoglu, A., Fuller, M., and Valacich, J. (2012). Enhancement of Recall within Technology-Mediated Teams Through the Use of Online Visual Artifacts. *ACM Transactions on Management Information Systems*, Volume 3, Issue 1, pages 1-22.
4. Hardin, A., Chang, J., Fuller, M., and Torkzadeh, G. (2011). Formative Measurement and Academic Research: In Search of Measurement Theory. *Educational and Psychological Measurement*, Volume 71, Issue 2, pages 281-305.
5. Benamati, J., Serva, M., and Fuller, M. (2010). The Productive Tension of Trust and Distrust: the Coexistence and Relative Role of Trust and Distrust in Online Banking. *Journal of Organizational Computing and Electronic Commerce*, Volume 20, Issue 4, pages 328-346.
6. Benamati, J., Fuller, M., Serva, M., and Baroudi, J. (2010). Clarifying the Integration of Trust and TAM in E-Commerce Environments: Implications for Systems Design and Management. *IEEE Transactions on Engineering Management*, Volume 57, Issue 3, pages 390-393.
(First three authors in alphabetical order, having contributed equally).
7. Hess, T., Fuller, M, and Campbell, D. (2009). Designing Interfaces with Social Presence: Using Vividness and Extraversion to Create Social Recommendation Agents. *Journal of the Association for Information Systems*, Volume 10, Issue 12, Article 1.
8. Chatterjee, S., Sarker, S., and Fuller, M. (2009). Ethical Information Systems Development: A Baumanian Postmodernist Perspective. *Journal of the Association for Information Systems* in the Special Issue on Ethics, Volume 10, Issue 11, Article 2, pages 787-815.
9. Basoglu, K., Fuller, M., and Sweeney, J. (2009). Investigating the Effects of Computer Mediated Interruptions and Task Characteristics on Financial Performance. *International Journal of Accounting Information Systems*, Volume 10, Issue 4, pages 177-189.
10. Chatterjee, S. Sarker, S., and Fuller, M. (2009). A Deontological Approach to Designing Ethical Collaboration. *Journal of the Association for Information Systems* in the Special Issue on Collaboration Engineering, Volume 10, Special Issue 3, Article 3, pages 138-169.
11. Scott, C., Fuller, M., MacIndoe, K., and Joshi, K. (2009). More than a bumper sticker: The Factors Influencing Information Systems Career Choices. *Communications of the Association for Information Systems*, Volume 24, Article 2, pages 7-26.
12. Hardin, A., Chang, J, and Fuller, M. (2008). Clarifying the Use of Formative Measurement in the IS Discipline: The Case of Computer Self-Efficacy. *Journal of the Association for Information Systems*, Volume 9, Issue 9, pages 545-547.

13. Hardin, A., Chang, J, and Fuller, M. (2008). Formative and Reflective Measurement: Comment on Marakas, Johnson, and Clay (2007). *Journal of the Association for Information Systems*, Volume 9, Issue 9, pages 519-535.
14. Fuller, M., Serva, M., and Benamati, J. (2007). Seeing is Believing: The Transitory Influence of Reputation Information on E-Commerce Trust and Decision-Making. *Decision Sciences*, Volume 38, Number 4, pages 675-699.
15. Fuller, M., Hardin, A., and Scott, K. (2007). Diffusion of Virtual Innovation. *The DATABASE for Advances in Information Systems*. November, Volume 38, Number 4, pages 40-44.
(All authors in alphabetical order, having contributed equally).
16. Hardin, A., Fuller, M., and Davison, R. (2007). I Know I Can, But Can We? Culture and Efficacy Beliefs in Global Virtual Teams, *Small Group Research*. February, Volume 38, Number 1, pages 1-25.
17. Fuller, M., Hardin, A., and Davison, R. (2007). Efficacy in Technology-Mediated Distributed Teams. *Journal of Management Information Systems*, Winter, Volume 23, Number 3, pages 209-235. (First two authors in alphabetical order, having contributed equally).
18. Valacich, J., Fuller, M., Schneider, C., and Dennis, A. (2006). Publication Opportunities in Premier Business Outlets: How Level is the Playing Field. *Information Systems Research*, June, Volume 17, Number 2, pages 107-125.
19. Dennis, A., Valacich, J., Fuller, M., and Schneider, C. (2006). Empirical Benchmarks for Promotion and Tenure in Information Systems. *Management Information Systems Quarterly*, March, Volume 30, Number 1, pages 1-12.
20. Hardin, A., Fuller, M., and Valacich, J. (2006). Measuring Group Efficacy in Virtual Teams: New Questions in an Old Debate. *Small Group Research*, February, Volume 37, Number 1, pages 65-85.
21. Hess, T., Fuller, M., and Mathew, J. (2006). Involvement and Decision-Making Performance with a Decision Aid: The Influence of Social Multimedia, Gender, and Playfulness. *Journal of Management Information Systems*, Winter, Volume 22, Number 3, pages 15-54.
22. Serva, M., Fuller, M., and Mayer, R. (2005). The Reciprocal Nature of Trust: A Longitudinal Study of Interacting Teams. *Journal of Organizational Behavior*, Volume 26, Issue 6, pages 625-648).
23. Serva, M., Benamati, J., Fuller, M. (2005). Trustworthiness in B2C E-commerce: Empirical Test of Alternative Models. *The DATABASE for Advances in Information Systems*, Volume 36, Number 3.
24. Serva, M. and Fuller, M. (2004). The Effects of Trustworthiness Perceptions on the Formation of Initial Trust: Implications for MIS Student Teams. *Journal of Information Systems Education*, Winter, Volume 15, Issue 4, pages 383-395.
25. Serva, M. and Fuller, M. (2004). Aligning What We Do and What We Measure in Business Schools: Incorporating Media Use and Active Learning in the Assessment of Instruction. *Journal of Management Education*, Volume 28, Number 1, pages 19-38.
26. Davidson, R., Fuller, M., and Hardin, A. (2003). E-consulting in Virtual Negotiations. *Group Decision & Negotiation*, Volume 12, Issue 6, pages 517-539.
27. Fuller, M. (2000). Readying Facilitation for the 21st Century. Editorial Preface in *Group Facilitation*, Winter, Volume 2, Issue 2.

28. Serva, M. and Fuller, M. (1999). Teaching Evaluation: Acknowledging the New Realities in the Modern Business School Classroom. *Journal of Information Systems Education*, Volume 10, Number 1.
29. Fuller, M. (1999). Facilitation Research: Broadening Organizational Thinking. Editorial Preface in *Group Facilitation*, Winter, Volume 1, Issue 1.
30. Griffith, T. L., Fuller, M. and Northcraft, G. (1998). Facilitator Influence in Group Support Systems: Intended and Unintended Effects. *Information Systems Research*, Volume 9, Number 1.
31. Rapoport, A. and Fuller, M. (1998). Coordination in Noncooperative Three-Person Games under Different Information Structures. *Group Decision and Negotiation*, Volume 7, pages 363-382.
32. Leidner, D. and Fuller, M. (1997). Improving Student Processing and Assimilation of Conceptual Information: GSS Supported Collaborative Learning vs. Individual Constructive Learning. *Decision Support Systems*, Volume 20, Issue 2, June.
33. Rapoport, A. and Fuller, M. (1995). Bidding Strategies in a Bilateral Monopoly with Two Sided Incomplete Information. *Journal of Mathematical Psychology*, Volume 39, Number 2, pages 179-196.

Books or Book Chapters

1. Fuller, M., Valacich, J., George, J., and Schneider, C. (2017). *Information Systems Project: A Process and Team Approach*. Management. Prospect Press: Burlington, VT.
2. Griffith, T., Northcraft, G., and Fuller, M. (2008). "Borgs in the Org? Organizational Decision Making and Technology," in Hodgkinson, G. & Starbuck, B., (Eds.). *The Oxford Handbook of Organizational Decision Making*, Oxford University Press, New York. (Published in paperback in 2012)
3. Hess, T., Fuller, M., and Mathew, J. (2007). "Involvement and Decision-Making Performance with a Decision Aid: The Influence of Social Multimedia, Gender, and Playfulness," in *Handbook on Decision Support Systems*, in the Springer-Verlag, International Handbook on Information Systems series edited by Frada Burstein and Clyde W. Holsapple.
 - Reprint from *Journal of Management Information Systems*, Volume 22, Number 3, pages 15-54.
4. Fuller, M., Mayer, R., and Pike, R. (2007). "Media and Familiarity Effects in Assessing Trustworthiness: "What did they mean by that"? In *Computer-mediated relationships and trust: Managerial and organizational effects*, pp. 56-74. Linda L. Brennan & Victoria E. Johnson (Eds.), Hershey, NY: Information Science Reference.
 - Above article reprinted in *E-Collaboration: Concepts, methodologies, tools, and applications*, VIII, 1474-1492, Ned Kock (Ed.), Hershey, NY: Information Science Reference.
5. Fuller, M., George, J., and Valacich, J. S. (2008). *Information Systems Project Management*. Prentice Hall: Englewood Cliffs, NJ.
6. Northcraft, G., Griffith, T., and Fuller, M. (2005) "Virtual Study Groups: A Challenging Centerpiece for "Working Adult" Management Education," in *Teaching and Learning with Virtual Teams*.
7. Fuller, M., "The Internet" in *The Blackwell Dictionary of Management Information Systems*, ed. Gordon B. Davis, Blackwell Publishers, Ltd., 2004.
8. Fuller, M., "World Wide Web" in *The Blackwell Dictionary of Management Information Systems*, ed. Gordon B. Davis, Blackwell Publishers, Ltd., 2004.

9. Pratt, M., Fuller, M., and Northcraft, G. (2000) "The Price of (Media) Richness: Group Identification and the Media Selection Dilemma in Distributed Groups," in Neale, M.A., Mannix, E.A., & Griffith, T.L. (Eds.). *Research on Managing Groups and Teams: Vol 3: Technology*. Vol. 3. JAI Press: Stamford, CT.
10. Griffith, T., Northcraft, G., and Fuller, M. (1998) "Software And Hard Choices: Ethical Considerations In The Facilitation of a Sociotechnical System," book chapter prepared for *Organizations and Ethics: Morally Managing People and Processes* (M. Schminke, ed.) Mahwah, NJ: Lawrence Earlbaum.
11. Fuller, M., Serva, M., Trower, J., and Willis, GW. (2000) "Internet Online: A Changing World," McGraw Hill, Edition 2.
12. Fuller, M., Moshinski, J., Ramsower, R., Serva, M., Trower, J., and Willis, GW. (1998) "Internet Online: A Changing World," McGraw Hill, Edition 1.
13. Fuller, M., "The Internet" in *The Blackwell Dictionary of Management Information Systems*, ed. Gordon B. Davis, Blackwell Publishers, Ltd., 1997.
14. Fuller, M., "World Wide Web" in *The Blackwell Dictionary of Management Information Systems*, ed. Gordon B. Davis, Blackwell Publishers, Ltd., 1997.

Conference Presentations & Proceedings

1. Hardin, A., Looney, C., Fuller, M., and Schechtman, G. "Participative Goal Setting in Self-Directed Global Virtual Teams: The Role of Virtual Team Efficacy in Goal Setting Effectiveness and Performance." Hawaii International Conference on System Sciences (HICSS-46), Wailea, Hawaii, January 2013.
2. Mooney, J., Salisbury, D., Schwarz, A., Fuller, M., Hardgrave, B., Jessup, L., and Todd, P. "'Reflect and Redefine: Deans' Perspectives on the Positioning of IS within the Business School," Proceedings of the Americas Conference on Information Systems Proceedings 2012, Seattle, Washington, August 2012.
3. Ladd, D., Hardin, A., and Fuller, M. "Stopping How from Driving What: Advice on Avoiding Measurement Item Mis-specification," Proceedings of the International Conference on Information Systems, December 2009.
4. Koch, H., Fuller, M., Val Slyke, C., Watson, R, and Wilson, R. "Attracting, Retaining and Placing IS Students in an Economic Downturn," Panel for 15th America's Conference on Information Systems, San Francisco, California, August, 2009.
5. Basoglu, A. and Fuller, M., "Work Flow and Performance under Computer Mediated Interruptions," Proceedings of the 14th America's Conference on Information Systems, Ontario, Canada, August, 2008.
6. Basoglu, A., Fuller, M. A., and Sweeney, J., "Technology Mediated Interruptions: The Effects of Tasks and Interruption Characteristics on Financial Task Performance," American Accounting Association, Anaheim, California, August, 2008.
7. Basoglu, A. and Fuller, M., "Technology Mediated Interruptions: The Effects of Task and Interruption Characteristics on Decision-making," Proceedings of the 13th America's Conference on Information Systems, Keystone, Colorado, August, 2007.

8. Griffith, T., Fuller, M., and Northcraft, G., "Neither Here Nor There: Knowledge Sharing and Transfer with Proactive Structuration." Hawaii International Conference on System Sciences (HICSS-40) Workshop on Collaboration Engineering, Big Island, January 2007.
9. Chatterjee*, S., Fuller*, M., and Sarker*, S., "An Ethical Design Theory for ThinkLet-based Collaboration," Hawaii International Conference on System Sciences (HICSS-40) Workshop on Collaboration Engineering, Big Island, January 2007. (*all authors contributed equally and are listed in alphabetical order)
10. Hardin, A., Looney, C., and Fuller, M., "Computer Based Learning Systems and the Development of Computer Self-Efficacy: Are All Sources of Efficacy Created Equal?" Proceedings of the America's Conference on Information Systems, Acapulco, Mexico, August, 2006.
11. Benamati, S., Serva, M., and Fuller, M., "Are Trust and Distrust Distinct Constructs? An Empirical Study of the Effects of Trust and Distrust among Online Banking Users," Proceedings of the Hawaii International Conference on System Sciences, Island of Kauai, January 2006.
12. Campbell, D., Fuller M., and Hess, T., "A Look at How Levels of Vividness and Social Presence Affect Trust in a Decision Aid," Proceedings of the America's Conference on Information Systems, Omaha, Nebraska, August, 2005.
13. Scott, C., Fuller, M., and Mayer, R., "The Role of Trust in Technological Innovation: A Multi-Level Analysis," poster presentation WSU Academic Showcase Juried Poster Session, Pullman, WA, 2005.
14. Hess, T., Fuller M., and Mathew, J., "The Impact of Social Cues and Personality on Decision-Making Involvement and Performance," Proceedings of the America's Conference on Information Systems, Tampa, Florida, August 4-5, 2003.
15. Featherman, M. and Fuller, M., "Applying TAM to E-Services Adoption: The Mediating Role of Perceived Risk," Proceedings of the Hawaii International Conference on System Sciences, Island of Hawaii, January 7-10, 2003.
16. Fuller, M., Serva, M., and Mayer R., "Should I Stay or Should I Go? The Role of Trust and Risk in Determining Behavior in an IS Development Team," Special Interest Group for Computer Personnel Research, Norway, 2002.
17. Mayer, R. and Fuller, M., "Re-Establishing Trust: The Role of Catharsis In the Trust Rebuilding Process," Special Symposium on Rebuilding Trust, Academy of Management Conference, Denver, 2002.
18. Vogel, D. and Fuller M., "Multiple Models of Teaching and Collaboration in an Asynchronous Environment," Tutorial, Hawaii International Conference on System Sciences, 2002, Island of Hawaii, January 7-10, 2002.
19. Serva, M., Fuller, M., and Mayer, R., "The Evolution of Trust Between Interdependent Teams: 'What Are You Doing?'," Organization Science Special Issue Conference – Trust in an Organizational Context – SDA Baconni Conference, Italy, August 2001.
20. Serva, M., Fuller, M., and Mayer, R., "Trust in Systems Development: A Model of Management and Developer Interaction," The Proceedings of the 2000 SIGCPR Conference.

21. Serva, M., Fuller, M., and Mayer, R., "Trust in Project Teams," 3rd Fall Conference on Managing Information Technologies sponsored by Applied Technology in Business Program, Oakland University, October 13-14, 2000, Troy, Michigan.
22. Fuller, M. and Mayer, R., "Trustworthiness in Technology Adoption: The Relationship Between Adopters and Technology Champions," Academy of Management Conference, Toronto, 2000.
23. Serva, M. and Fuller, M., (1999) "The Role of Media Use and Active Learning in Higher Education: The Development of an Instrument to Determine the Dimensions of Teaching," Proceedings of the International Conference on Information Systems (ICIS).
24. Pratt, M., Fuller, M., and Northcraft, G. "The Price of (Media) Richness: Group Identification and the Media Selection Dilemma in Distributed Groups," Conference on Research on Managing Groups and Teams: Technology, New York, May 6-8, 1999.
25. Serva, M. and Fuller, M., "The Development of an Instrument to Assess the Impact of Media Use and Active Learning on Faculty Performance," Special Interest Group for Computer Personnel Research, Boston, 1998.
26. Serva, M. and Fuller, M., "Preventing Social Loafing in Collaborative Technology Classrooms," accepted for presentation at the Special Interest Group for Computer Personnel Research, San Francisco, 1997.
27. Fuller, M. and Serva, M., "The Development of Instruments to Assess the Impact of Instruction and Technology on Student Learning," accepted for presentation at the thirtieth Annual Hawaii International Conference on Systems Sciences, Maui, 1997.
28. Leidner, D. and Fuller, M., "Improving Student Processing and Assimilation of Conceptual Information: GSS Supported Collaborative Learning vs. Individual Constructive Learning," Proceedings of the twenty-eighth Annual Hawaii International Conference on Systems Sciences, 1996.
29. Fuller, M., "Using the Internet to Support Facilitator Collaboration," presented at the International Association of Facilitators Conference, Dallas 1996.
30. Fuller, M. and Mittleman D., "Electronic Meeting Systems & Facilitation," presentation at the International Association of Facilitators Conference, Denver, 1995.
31. Fuller, M., and Trower, J., "Facilitation, Systems, and Users: The Complete Socio-Technical System," Proceedings of the Twenty-sixth Annual Hawaii International Conference on Systems Sciences, 1994. pp. 82- 91
32. Lituchy, T. and Fuller, M., "Framing and Risky Choice: Do the Effects Apply Across Cultures," paper presented to the Western Academy of Management, Santa Fe, 1994.
33. Griffith, T., Northcraft, G. and Fuller, M., "The Introduction of GDSS in Bulgaria," poster presentation at the Annual conference of Computer Human Interfaces (CHI) 92, Monterey, CA, 1992.
34. Fuller, M., Griffith, T. and Northcraft, G., "The Basic Facilitator Role: A Beginning for Research on the Design of the 'Group' "Decision Support Systems - 92 Transactions, Chicago, IL, 1992
35. Fuller, M. and Lituchy, T., "Framing, Risky Choice, and the Chinese: A Study on Cross-Cultural Decision Making," paper presented at Western Academy of Management Conference, Santa Barbara, 1991.

36. Fuller, M. and Paranka, D., "Facilitation Roles: Understanding Facilitation from a Group Dynamics Perspective," presentation at Western Decision Sciences Institute Conference, Kauai, 1991.
37. Mittleman, D. and Fuller, M., "The Use of Electronic Meeting Systems in the Educational Process," presented at the International Academy of Information Management (IAIM), Chicago, 1990.

Experience

Teaching Experience

Washington State University

- **Global Information Systems Project Management (undergraduate):**
Principles and techniques related to managing information systems projects in global business environments.
- **Global E-Commerce (undergraduate):**
Capabilities of the Internet to support and enable global electronic commerce; effective design and implementation; managerial issues.
- **MIS Research Topics (PhD seminar):**
Major Streams of Research in Management Information Systems
- **Systems Analysis and Design (undergraduate):**
The role of the systems analyst, and the application of systems analysis and design techniques in information systems development.
- **Management Information Systems (MBA):**
Information systems strategy, data processing organization and operations, application development, computer selection, management of computer personnel and systems.
- **Computer Supported Cooperative Work (PhD seminar):**
The study of any technology system that relies on combinations of hardware and software resources to enable groups of people to collaborate and share technology

Helsinki University of Economics and Business

- **Information Technology and Strategy (MBA):**
Information technology, organizational design and business strategy

Baylor University

- **Information Systems for Managerial Decision Making (MBA):**
The study of emerging technologies and how information technology relates to organizational design and business strategy.
- **Information Systems for Management (EMBA):**
The study of emerging technologies and how information technology relates to organizational design and business strategy.
- **Management Information Systems (undergraduate):**
Overview of using information systems to enhance business processes.
- **Introduction to Computing (undergraduate):**
Fundamentals of business information systems applications.

University of Arizona

- **Organizational Behavior (undergraduate):**
The systematic study and careful application of knowledge about how people - as individuals and as groups - act within organizations

Northern Arizona University

- **Organizational Behavior (undergraduate):**
The systematic study and careful application of knowledge about how people - as individuals and as groups - act within organizations.
- **General Management (undergraduate):**
Fundamentals of organizational work to accomplish goals in organizational settings.

Dissertation Committees[§]

1. Basoglu, Asli (co-chairperson), The Effect of Interruptions on Individual Decision Making Performance (2010)
2. Pike, Ron (chairperson), Mindfulness and Media Effects in Computer Mediated Communications (2009). Placement: California State University Chico.
3. Scott, Christopher (member). Channel and Recipient Characteristics: Effects on Communication Effectiveness (2008).
4. Schechtman, Greg (co-chairperson). Ostracism in Computer Mediated Communications (2008). Placement: Air Force Institute of Technology.
5. Wang, (Ken) Ye (member). Understanding IS Continuance – An IS Commitment Perspective (2008). Placement University of Pittsburg, Bradford
6. Chatterjee, Sutirtha (member). Unethical Behavior Using Information Technology (2008). Placement: Milliken University.
7. Chakraborty, Suranjan (member). Exploring the Effectiveness of the Requirements Elicitation Process during Information Systems Development: A multi-perspective approach (2008). Placement: Towson University.
8. Mathew, John (co-chairperson). Disclosure Apprehension: The Influence of Media and Survey Technique on the Disclosure of Unethical Behavior (2008). Placement: Industry.
9. Nicholson, Jennifer (member). Understanding the Impact of Delivery Technologies on Web-Based Learning (2006). Placement: Rowan University.
10. Hardin, Andrew (co-chairperson). Virtual Team Efficacy Theory: Understanding the Role of Antecedents and Mediators in the Virtual Team Efficacy – Performance Relationship (2005). Placement: College of William and Mary.
11. Nicholson, Darren (member). Conveying Experiential Benefits In Electronic Channels: Investigating Interface Enablers (2005). Placement: Rowan University.
12. Caldwell, Cam (chairperson). Trust and Organizational Leadership (2004). Associate Professor and Director of Center of Leadership and Ethics – Long Island University.
13. Jung, Jay (member). A New Approach to Enhance Group Ideation: The Effects of Verbal-Electronic Brainstorming on Cognitive Stimulation (2003). Placement: California State University, Fresno.
14. Looney, Clayton (member). Irrational Exuberance and Pessimism in Online Investing: An Empirical Assessment of the Impact of Web-Based Technologies on Investor Psychology and Behavior (2003). Placement: University of Virginia.
15. Sidorova, Anna (member). Media Choice in Face-Threatening Situations and its Effect on Facework: A Cross-Cultural Investigation (2002). Placement: SUNY Albany.

[§] I have also served as an Oral Examiner for doctoral thesis work for other top 20 information systems programs, such as the City U Hong Kong.

Service

Professional Memberships

- *Association of Information Systems*
- *Institute for Operations Research and the Management Sciences*
- *The Academy of Management*
- *The Decision Sciences Institute*
- *American Accounting Association*
- *Project Management Institute*
- *Association to Advance Collegiate Schools of Business*

Editorial Board Responsibilities

- *Editorial Board Member Information Systems Journal (2009 – 2013)*
- *Management Information Systems Quarterly Policy Committee Representative (2006, 2007)*
- *Editorial Board Academy of Management Learning and Education Journal, 2003 – 2004*
- *Editor-in-Chief Group Facilitation: A Research and Applications Journal, 1996 – 2000*
- *Editorial Board Index Editor Academy of Management Journal 1999 – 2002*

Reviewer Activities

- *Academy of Management Learning Journal*
- *Academy of Management Journal*
- *Academy of Management Review*
- *Communications of the AIS*
- *Communications of the ACM*
- *Database*
- *Decision Sciences*
- *Group Facilitation*
- *Group Decision & Negotiation*
- *Information Systems Research*
- *Information Technology Management*
- *IEEE Transactions on Engineering Management*
- *Journal of Global Information Management*
- *Journal of Management Information Systems*
- *Journal of the Association of Information Systems*
- *Management Information Systems Quarterly*
- *Organization Science*
- *Sloan Management Review*

Conference Leadership Activities

- Associate Editor for Research Methods Track, International Conference on Information Systems (2009)
- AMCIS 2009 Mini-Track Coordinator: “Cognitive Theories in Virtual Teams”, in the Organizational issues in IS Track in AMCIS2009 in San Francisco (with Andrew Hardin and Christoph Schneider)
- AMCIS 2009 Mini-Track Coordinator: “Perception Formation in Virtual Worlds”, in the Virtual Worlds Track in AMCIS2009 in San Francisco (with Andrew Hardin, Ron Pike, Greg Schechtman and Christopher Scott).
- Program Committee Sixth Annual Pre-ICIS HCI/MIS Workshop (2005-2008)
- ICIS Executive Council (2003 & 2004) – Finance Chair ICIS 2003 Seattle
- Executive Committee Member for the Organizational Communication and Information Systems Division of the Academy of Management, serving as Director of Internet Communications from August 1997-2000.
- Executive Committee Member for the Organizational Communication and Information Systems Division of the Academy of Management, serving as Newsletter Editor from 1995-1997

Selected University Service

UMass Amherst (2009-2018)

- *Executive Director for the UMass Amherst Foundation Board (2018-current)*
Established in 2003, the mission of the UMass Amherst Foundation (UMAF) is to support private fundraising on behalf of the faculty, students and facilities of the University of Massachusetts Amherst. The foundation is an independent, privately governed nonprofit organization located on the Amherst campus. UMAF provides a bridge between donors and the schools, programs, faculty and students that make up this university. We help to match caring people with meaningful opportunities that support both UMass Amherst's mission and the personal objectives of our donors.
- *UMass Amherst Executive Steering Committee on Brand Development and Marketing (2017-current)*
Initiated by the Vice Chancellor of University Relations, this group has been involved in solidifying the campus visual identity, and working with a national marketing firm to conduct campus level market research and brand development. Members include the Vice Chancellor of University Relations, Senior Vice Provost of Online Education, member of the UMA Foundation Board, and Senior Vice Chancellor and Provost. The committee will help position the University (in coordination with our external marketing and advertising agency) for enhanced student recruitment, public relations, and development and alumni activities.
- *Chair, UMass Amherst College of Information and Computer Sciences Dean Search (2016-2017)*
Appointed by the Provost to lead the inaugural dean search for the new College of Information and Computer Sciences, launched in 2016. The computer science group at UMass Amherst was viewed as a critically important unit, given the growth in STEM demand. As a result, the University made a strategic investment in creating a stand-alone college in this area, a relative rarity nationally. Given the success of the Isenberg School as a key professional school on campus, I was asked to lead this international search, culminating in the selection of Laura M. Haas, an IBM Fellow at IBM Research – Almaden, who was known for her foundational research on information integration technology.
- *UMass Amherst Innovation and Entrepreneurship Steering Committee (2014-2017)*
The Berthiaume Center for Entrepreneurship, headquartered in the Isenberg School of Management, is the central hub of a cross-campus initiative with a three-fold mission of supporting research, education, and practice, all targeted at facilitating the transformation of ideas into business realities. Committee membership included the Chancellor; the Vice Chancellor for Research and Engagement; the Deans of Management, Natural Sciences, Engineering, Information and Computer Sciences; and the Managing Director for the Berthiaume Center for Entrepreneurship.
- *Chair, UMass Amherst Continuing and Professional Education Growth Task Force (2017)*
Initiated by the Chancellor, the CPE Growth Task Force was charged with developing a strategy to become a national leader in online education, in an ever-increasing competitive national market. Given Isenberg's deep experience and success in this area (accounting for approximately 40% of the gross revenue on campus), I was asked to lead a group including the Provost, Vice Chancellor of University Relations, Vice Chancellor of Information Technology, and Associate Vice Provost of Continuing and Professional Education.
- *UMass Amherst Joint Task Force on Resource Allocation (2014-2016)*
During a campus strategic planning initiative, a significant effort was made to develop a more effective budget allocation system consistent with "high standards of transparency, rationality and fairness as we tackle difficult choices." The Joint Taskforce on Resource Allocation (JTFR) was charged by the Chancellor and the Faculty Senate to lead this effort.
- *Member & Campus Representative, University of Massachusetts Presidential Search (2015)*
Appointed by the University of Massachusetts Amherst Chancellor to represent the campus in the

search for University of Massachusetts system President. As a consequence of this search, Martin T. Meehan, former US congressman and former Chancellor of UMass Lowell, was selected. The UMass presidential search began on February 6, 2015, when the Board of Trustees established a 21-member Search Committee consisting of faculty members from all five UMass campuses, three students, community and business leaders, and members of the UMass Board of Trustees.

- *Co-Chair, UMass Amherst College of Social and Behavioral Sciences Dean Search (2014-2015)*
In 2014 I was appointed to co-chair the search for the Dean of the College of Social and Behavioral Sciences, a unit with approximately 3,500 undergraduates, 550 graduate students and 300 faculty members across 12 academic departments and programs. The academic departments and programs include: anthropology, communication, economics, journalism, labor studies, landscape architecture and regional planning, legal studies, political science, public policy and administration, resource economics, social thought and political economy, and sociology.
- *Member, UMass Amherst Executive Director of Communications (2014)*
Reporting to the Vice Chancellor for University Relations, the Executive Director will develop the department's role as the centralized provider of campus-wide comprehensive multimedia needs including, but not limited to: University Homepage and Websites, and Information Technology, UMass Magazine and print collateral, and the creation of websites using content management systems. The Executive Director will have responsibility for developing and implementing a comprehensive and strategic communications program for advancing the image and position of the University to internal and external audiences.
- *Chair, UMass Amherst Continuing and Professional Education Review Task Force (2013-2014)*
Task force focused on reviewing the efficiency and effectiveness of activities associated with the University of Massachusetts Amherst's Continuing & Professional Education (CPE) Unit. CPE provides access to UMass Amherst education delivered in formats and schedules that allows students to balance work, school, and personal obligations.
- *Member, UMass Amherst Foundation Board (2011-2014)*
Established in 2003, the mission of the UMass Amherst Foundation (UMAF) is to support private fundraising on behalf of the faculty, students and facilities of the University of Massachusetts Amherst. The Foundation is an independent, privately governed non-profit organization located on the Amherst campus. UMAF provides a bridge between donors and the schools, programs, faculty and students that make up this university. We help to match caring people with meaningful opportunities that support both UMass Amherst's mission and their personal objectives.
- *Member, UMass Amherst Vice Chancellor for External Relations (2012)*
Search committee for a key member of the university's executive committee. The broad portfolio of University Relations includes marketing and communications, media relations, government relations, community relations, event planning, economic development and regional partnerships. University Relations also serves as the in-house public relations firm for the entire campus. In this role, we provide expertise in writing and editing, graphic design, web design and production, media and public relations, social media, and photography.
- *Member, UMass Amherst Campus Leadership Council (ongoing)*
On-going campus level leadership council, involving the Chancellor, Provost, Vice Chancellors, and Deans.