

Mary Deane Sorcinelli

Co-Principal Investigator, Undergraduate Education STEM Initiative
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About Mary Deane Sorcinelli:

Mary Deane is Co-Principal Investigator of a grant from the National Science Foundation (NSF) to the Association of American Universities (AAU) to study how universities can successfully coordinate multiple undergraduate STEM education reforms to achieve sustainable change (2016-2020). She is also a Senior Fellow in the Institute for Teaching Excellence & Faculty Development and Emeritus Professor in Educational Policy, University of Massachusetts Amherst. Previously, she was Associate Provost and Founding Director of the Center for Teaching & Faculty Development, University of Massachusetts Amherst (1988-2014); and Director, Office of Faculty Development, Indiana University Bloomington (1983-88).

Mary Deane served as President of the Professional and Organizational Development (POD) Network in Higher Education, the oldest and largest faculty professional development association in the world. She served as Distinguished Scholar in Residence, Mount Holyoke College and Senior Scholar, American Association for Higher Education (AAHE). She has worked in some 15 countries and was awarded a Fulbright Specialist Award to Education City, Qatar, a Distinguished Visiting Professor, American University in Cairo, Egypt, and a Whiting Foundation Fellow, National University of Ireland Galway.

Education:

Mary Deane holds a doctorate in educational policy, research and administration from the University of Massachusetts Amherst, a master's degree in English Literature from Mount Holyoke College, and a bachelor's degree in English from Westfield State University.

Research interests:

Mary Deane's research is in the areas of faculty professional development, mentoring, scholarly writing, improvement of teaching and learning, and the role of teaching centers in fostering 21st century faculty learning. She has published over 100 articles, book chapters and books. She has co-directed, reviewed and served on advisory boards for external grant-funded projects aimed at promoting educational innovation for the National Science Foundation (NSF), Andrew W. Mellon Foundation, Microsoft, and the Carnegie Foundation for the Advancement of Teaching.

Awards:

Under Mary Deane's leadership, the CTFD was the proud recipient of The Professional and Organizational Development (POD) Network in Higher Education's 2011 Robert J. Menges Award for Outstanding Research in Educational Development. The Center was cited as a Model Faculty Development Program in the U.S. and Canada (2006), was awarded three Innovation Awards from the POD Network for work on faculty scholarly writing, mentoring, and diversity (2013, 2007, 2002), and was awarded a 2000 national Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching and Learning. In 2006, Mary Deane was honored with the Bob Pierleoni Spirit of POD Award for outstanding lifetime achievement and leadership in the enhancement of teaching, learning, and faculty development. She also was awarded the University's 2013 Distinguished Alumni Award for distinguished achievement in the professional realm and awarded the 2014 Lifetime Achievement Award, ACE Massachusetts Network for Women Leaders in Higher Education for leadership and promotion of women in the field of higher education.

Select publications:

Authored Books

- Beach, A.L., Sorcinelli, M.D., Austin, A.E. & Rivard, J.K. (2016). *Faculty development in the age of evidence*. Sterling, VA: Stylus Publishing LLC.
- Sorcinelli, M. D., Austin, A. E., Eddy, P., & Beach, A. (2006). *Creating the future of faculty development: Learning from the past, understanding the present*. San Francisco: Jossey-Bass.
- Sorcinelli, M.D. (2000). *Principles of good practice: Supporting early career faculty*. Washington, D.C.: American Association for Higher Education (AAHE).
- 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.
- Mues, F. & Sorcinelli, M. D. (2000). *Preparing a teaching portfolio*. Amherst, MA: University of Massachusetts, Center for Teaching.
- Sorcinelli, M. D. & Elbow, P. (Eds.). (1997). *Using and responding to writing in the disciplines*. New Directions in Teaching and Learning: San Francisco: Jossey-Bass.
- Sorcinelli, M. D. & Austin, A. E. (Eds.). (1992). *Developing new and junior faculty*. New Directions in Teaching and Learning: San Francisco: Jossey-Bass.

Chapter(s) in books

- Sorcinelli, M.D. & Ellozy, A. (2017). Advancing active learning globally: Best practices in faculty development. In Smith, C. & Hudson, K. (Eds.). *Faculty development in developing countries: Improving teaching quality in higher education*. New York: Sage Publishers, 16-38..
- Elbow, P. & Sorcinelli, M. D. (2014). Using high-stakes and low-stakes writing to enhance learning. In Svinicki & W.J. McKeachie (Eds.), *Teaching tips: Strategies, research, and theory for college university teacher*. New York: Houghton Mifflin, 213-26.
- Sorcinelli, M.D. & Austin, A. (2013). The future of faculty development: Where are we going? In McKee, C. William et al., (Eds.). *The Breadth of Current Faculty Development Practitioners' Perspectives: New Directions in Teaching and Learning*, 133, 85-97.
- Baldi, B., Sorcinelli, M.D., & Yun, J. (2013). The scholarly writing continuum: A new program model for teaching and faculty development centers. In Geller, A.E. & Eodice, M. (Eds.). *Working with faculty writers*. Logan, Utah: Utah State University Press.
- Sorcinelli, M.D. & Garner, (2013). A. Contributions to quality enhancement in the United States. In Land, R. & Gordon, G. (Eds.). *Enhancing quality in higher education: International studies in higher education*. London, UK: Routledge International, 94-105.
- Erickson, B. & Sorcinelli, M.D. (2012). The first meeting with the client. In Brinko, K. (Ed.), *Practically speaking: A Sourcebook for instructional consultants in higher education*. Stillwater, OK: New Forums Press
- Sorcinelli, M.D. & Erickson, B. (2012). Data review and follow-up consultation. In Brinko, K. (Ed.). *Practically speaking: A sourcebook for instructional consultants in higher education*. Stillwater, OK: New Forums Press.
- Sorcinelli, M.D. (2011). Anchored or adrift: Responding to center and institutional priorities. In Cook, C. and Kaplan, M.(Eds.). *Advancing the culture of teaching on campus: How a teaching center can make a difference*. Sterling, VA: Stylus Publications, 196-98.
- Chism, N., Gosling, D., & Sorcinelli, M.D. (2010). International faculty development: Pursuing Our Work with Colleagues Around the World." In K. H. Gillespie (Ed.), *A guide to faculty development*. San Francisco: Jossey-Bass, 243-258.
- Frazer, K. Gosling, D., Sorcinelli, M.D. (2010). Conceptualizing evolving models of educational development. In J. McDonald & D. Stockley (Eds.) *Pathways to the profession of faculty development*. New Directions for Teaching and Learning. San Francisco: Jossey- Bass, 49-58.
- Sorcinelli, M.D. & Austin, A. (2010). Educational developers: The multiple structures and influences that support our work. In J. McDonald & D. Stockley (Eds.) *Pathways to the profession of*

faculty development. New Directions for Teaching and Learning. San Francisco: Jossey- Bass, 25-36.

Recent Journal Articles

Yun, J., Baldi, B. & Sorcinelli, M. D. (2016). Mutual mentoring for early career and underrepresented faculty: Model, research, and practice. *Innovative Higher Education*, 41(5), 441-451.

Sorcinelli, M.D. (2014). The changing landscape of faculty development at small colleges. *Journal on Centers for Teaching and Learning*, 6, i-iv.

Dezure, D., Chism, N., Sorcinelli, M.D. Cheong, G. & Ellozy, A. (May/June, 2012). Building international faculty development collaborations: The evolving role of American teaching centers. *Change: The Magazine of Higher Learning*, 24-33.

Sorcinelli, M.D., Gray, T. & Birch, A.J. (2011). Faculty development beyond instructional development: Ideas centers can use. *To Improve the Academy*, 30, 247-261.

Bach, D. J. & Sorcinelli, M. D. (2010). The Case For Excellence in Diversity: Lessons From an Assessment of an Early Career Faculty Program. *To Improve the Academy*, 28, 310-326.