

Mark A. Fuller, Ph.D.

Interim Chancellor, University of Massachusetts Dartmouth

Brief Biography and Curriculum Vitae

Dr. Mark A. Fuller was appointed Interim Chancellor of UMass Dartmouth on January 19, 2021. A first-generation college student and a passionate advocate for public education, Fuller came to the Dartmouth campus from the University of Massachusetts Amherst, where he was the Vice Chancellor for Advancement for nearly three years, engaging and inspiring more than 270,000 alumni and donors worldwide and cultivating some of the largest gifts in UMass history.

Before his tenure as Vice Chancellor, Fuller served as the Dean and Thomas O'Brien Endowed Chair at the Isenberg School of Management at the University of Massachusetts Amherst, where he spent nine transformative years building Isenberg's national reputation. Under his leadership, the Isenberg School moved up more than 25 spaces in the U.S. News & World Report rankings between 2013 and 2018 and was rated as their top Undergraduate Business Program in the Northeast in 2021. In addition, Isenberg's online MBA program was ranked by the Financial Times as the #1 program in the nation, and the #3 program in the world.



Prior to joining the University of Massachusetts Amherst in 2009, Fuller was Professor and Chair of the Department of Information Systems, and holder of the Philip L. Kays Distinguished Professorship in MIS at Washington State University. He started his career in academia at Baylor University in the Department of Information Systems in the Hankamer School of Business. Fuller received his M.S. in Management and Ph.D. in Management Information Systems from the University of Arizona's Eller College of Management. His research focuses on virtual teamwork, technology supported learning, and trust and efficacy in technology-mediated environments. He also has extensive experience in curriculum development and program management at the undergraduate, MBA, Executive MBA, and Ph.D. level, and has significant expertise in distance education.

The youngest of four boys, Fuller was born in Grand Island, Nebraska, and raised in Scottsdale, Arizona. He and his wife Tanya are the proud parents of two daughters, Emma and Grace, and friend to their Portuguese Water Dog Milo.

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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 Dartmouth (2021-current)

- Interim Chancellor

University of Massachusetts Amherst (2009-2021)

- Vice Chancellor for Advancement, and Executive Director UMass Amherst Foundation Board (2018-2021)
- Dean, Isenberg School of Management (2009-2018)
 - Thomas O'Brien Endowed Chair
 - Professor, Department of Operations and Information Management

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

- Philip L. Kays Distinguished Professor in MIS (2006 – 2009)
- 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

Interim Chancellor (2021-current)
University of Massachusetts Dartmouth

Public Research University, Carnegie Doctoral Higher Institution (R2), National Research University
8,500 students, 6,800 Undergraduate, 1700 Graduate, \$250M annual budget

As the university's chief executive officer, Mark A. Fuller is responsible for the strategic direction and financial sustainability of the campus. UMass Dartmouth serves a diverse population of roughly 7,900 students representing 39 states and 40 countries. The undergraduate student body of approximately 6,000 is roughly 50% female and 37% students of color, with close to 40% of students eligible for federal Pell Grants.

The campus has six primary colleges, including the College of Arts and Sciences, the Charlton College of Business, the College of Engineering, the College of Law, the College of Nursing and Health Sciences, and the College of Visual and Performing Arts, as well as a brand-new Honors College. The university also has the School of Marine Science and Technology (SMAST), offering graduate degree programs and interdisciplinary programming on basic-to-applied marine sciences and the development of related innovative technologies. With the main campus located in Dartmouth, the university also has instructional, research, and innovation facilities in New Bedford, Fall River, and Fairhaven, Massachusetts.

Upon assuming leadership of the campus in January 2021, my priorities have been to create conditions that will reverse a seven-year decline in enrollments, caused both by declining first-year cohorts and a concurrent downward trend in student retention rates. I made a strategic decision to make a change in the leadership of enrollment management and elevate it to a cabinet-level position, reporting directly to me, so that I can be deeply engaged in addressing these critical issues. I created task forces to recommend strategic and operational changes to substantially increase our community college transfer pipelines and to significantly improve student retention. In addition, I have prioritized re-engaging with regional partners, including community colleges and the business community, who have a vested interest in successful workforce development and will play a crucial role in strengthening UMass Dartmouth's recruitment. Finally, I am preparing the ground for work to strengthen the UMass Dartmouth brand as a destination of choice for students.

The departure of our Vice Chancellor for Student Affairs to another institution this spring has created an important opportunity to assess the needs of our students and the university's current campus climate, and consider how we may want to structure and staff the student affairs division. The campus had reconstituted its Diversity Council and begun to examine ways to better serve the needs of all students, and particularly the needs of our students of color. To help inform this work and our efforts to enhance student retention, I have launched a rigorous campus climate study through Rankin & Associates, who have worked with more than 200 institutions, and am building an inclusive search committee with the goal of recruiting an outstanding student affairs leader in the fall.

Direct Reports to the Chancellor now include the newly created position of Vice Chancellor for Enrollment Management and the Chief Diversity Officer, along with the Deputy Chancellor, Provost and Senior Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration and Finance, and the Vice Chancellor for Student Affairs.

**Vice Chancellor Advancement, and
Executive Director of the UMass Amherst Foundation Board (2018-2021)
University of Massachusetts Amherst**

Public research and land-grant university, Carnegie Research-Very High Category;
30,593 students, 23,515 Undergraduate, 7,078 Graduate, \$1.34 billion annual budget

As the university's chief advancement officer and a member of the chancellor's leadership team, I was responsible for short- and long-term plans to increase private support and oversaw the development, maturation, and evolution of strong relationships with UMass Amherst's 270,000 alumni and supporters. In this capacity—working in collaboration with campus leadership and deans—I managed a team of 130 people, including those in major gifts, planned giving, annual giving, principal gifts, stewardship, constituent programs, corporate and foundation relations, alumni relations, advancement marketing and communications, and data and analytics. I also served as the executive director for the University of Massachusetts Amherst Foundation and worked closely with its 50-person Board.

During my first year, I reorganized the Office of Development and Alumni Relations by implementing an integrated advancement model that focuses on marketing and communications, alumni relations, and fundraising, acting synergistically to build relationships that boost institutional pride and increase alumni involvement, advocacy, and philanthropy. The new structure integrated three primary activities: 1) communicating the university's story (informing), 2) helping people engage in that story (involving), and 3) encouraging people to support that story (investing).

Informing activities included assuming responsibility for producing the alumni magazine, which we revised to not only highlight the outstanding achievements of the university, but also demonstrate how alumni investment had facilitated many of those achievements. Synergistic with the alumni magazine, new inter-issue companion web-based articles were created that allowed alumni to stay more up-to-date on campus happenings. Our approaches to social media were revised, and we adopted Salesforce as our new CRM and communications platform, allowing better analytics for tracking alumni interactions and interests. Finally, a new series of face-to-face and virtual events were designed that featured faculty, deans, and the chancellor to help alumni engage more substantively with the institution.

Involving activities (designed to create alumni-institution connections) included the launch of Connect UMass, to match alumni mentors with student and recent graduate mentees for career and professional development opportunities. New college-level engagement programming was created, highlighting research and thought leadership through panels on topics such as the pandemic, diversity, and telework. Homecoming was also redesigned, with new methods of tracking participation to determine the types of activities that resonated with alumni in different demographic groups. Read UMass, a virtual book club, was executed to allow alumni participants to network and interact with notable authors on important topics of the day. Finally, Chancellor-level virtual town hall events were produced to keep alumni informed and involved during the pandemic when travel and gatherings were prohibited.

Fundraising (investing) advancements included talent acquisition, technology enhancements, and improved business processes. Our new talent management unit was responsible for rebuilding our advancement staff consistent with the qualities we needed in the new organizational structure. This included the national recruitment of four new Assistant Deans of Development to serve some of our major colleges. We also significantly enhanced the size of our gift planning team, quadrupling the value of estate and other planned gifts, thus creating predictable future revenue streams for the university. I also created the division's first standalone prospect management unit to help gift officers strategize and facilitate moves management, and the division's first Principal Gifts program designed to develop close relationships with top prospects. Related to technology and business processes, a new advancement database (Affinaquest) was configured to allow for mobile access, customizable reports, and enhanced handshaking with other data-repositories on campus. New technologies, such as iWave (for quicker

updating of alumni capacity), EverTrue (to facilitate mobile access and customizable alumni segmentation by interest and geographic area), and Gravyty (an artificial intelligence tool designed to help gift officers remain in the appropriate type of contact with their current prospects, while also grow their prospect pools) were adopted. As a result of these efforts, from 2019 to 2020 we had a 50% increase in major gifts resulting from proposals, nearly doubled our seven-figure gifts, saw a 50% increase in planned gifts, and added thousands of new donors.

Finally, in preparation for the university's next capital campaign, Advancement spearheaded a campus-level case statement that incorporated three fundamental investment areas: re-envisioning higher education, solving society's biggest problems, and creating sustainable and resilient solutions for the planet. This process included significant collaboration, involvement and negotiations with campus-level partners, input from the university's Foundation Board, feasibility interviews and briefings with some of our best-able-to-give alumni, re-evaluation of donor capacities, and alumni surveys.

Dean, and Thomas O'Brien Endowed Chair (2009-2018)
University of Massachusetts Amherst, Isenberg School of Management
Business School in the State's Flagship University
4,800 students across Undergraduate, Masters, and Ph.D. Programs

Serving as 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 Ph.D. students, at the flagship Amherst campus for the University of Massachusetts) my responsibilities 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).

Ranking changes were significant during my tenure. In collaboration with my leadership team, I established an ambitious vision to move Isenberg into the elite ranks among business schools, and a strategic plan to achieve that goal. 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, also rose substantially. Progress is shown below.

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

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

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 our brand and marketing efforts resulted in a new “We Drive the Driven” campaign, which was 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, applications surged, along with our incoming SAT scores and average GPA. These marketing and communication efforts have also had a significant impact on our fundraising activities, allowing Isenberg to account for a very significant portion of the total fundraising during the last campaign.

Student success, retention, and recruitment efforts have 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 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 increased 140 points from 1208 in 2010 (with an average incoming GPA of 3.5) to 1346 in 2017 (with an average incoming GPA of 4.06), and our yield for out-of-state students is among the highest of any of the academic units on campus.

Curricular enhancements included activities such as 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 the 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 the Accounting Curriculum to meet new accounting standards and accounting firm requirements. At the MBA level, elements of our redesign include 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, the highly regarded part-time and online MBA program has over 1300 students, including over 350 physicians.

Co-curricular and infrastructure enhancements in the area of career and professional development included the creation of new positions in our 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 helped 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 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 have 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 position, 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.

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 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 our efforts focused on increasing the quality and diversity of our personnel. From 2010-2018, the Isenberg School hired over 35 new tenure-system faculty, with over 50% of the new hires being women, and roughly 35% 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 also focused on diversity in our staff composition, particularly at the higher administrative levels. 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 continued to focus 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 increased the 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 continued to recruit 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, a student group that now hosts an annual conference on workplace success with nearly 500 attendees each year, including university and corporate attendance. Finally, facilitated by significant planning and creative recruiting, we brought the MBA program to over 50% female.

Development and engagement efforts during this time included significant restructuring of the business school’s development team and processes, with outcomes that included 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 a quarter of the largest capital campaign in university history; 6) planned expansion of the school through a new \$62 million Business Innovation Wing, which included multiple new educational centers, an executive engagement space, experiential classrooms, and room for 60 new faculty and staff; and 7) the creation of 18 new endowed professorships and chairs (between \$1.5M and \$2.5M per position) to drive critical school efforts forward.

Specific accomplishments included 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 was designed to 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 provides 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 addresses multiple areas of entrepreneurship, including technology-based (including the life sciences and bio-technology), small business, corporate, and social entrepreneurship—necessarily working closely with academic and research partners across the university.

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.

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 – 2018)*

*Ranked
13th 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 (Ph.D. 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 (Ph.D. 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

- *Executive Director for the UMass Amherst Foundation Board (2018-2021)*
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 (2017-2021)*
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. I was appointed as a representative of the Deans to this group of key stakeholders.
- *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.