

LORI MUMPOWER, PH.D.

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Education

Ph.D. Texts and Technology, University of Central Florida, Orlando, FL.

M.A. Composition, Rhetoric, and Literacy, University of Oklahoma, Norman, OK.

B.A. English, mathematics, Summa cum laude, Columbia College, Columbia, SC.

Academic and Administrative Appointments

2024-present **Executive Director, Center for the Advancement of Teaching Excellence (CATE), University of Illinois Chicago (UIC)**
Teaching Associate Professor of English

Leads a team of 15 academic professional staff, graduate assistants, post-docs, and civil service staff to create, deliver, and assess educational development programming for 3000+ faculty across UIC campuses.

- **Expanded organizational capacity.** Leveraged existing institutional resources to double the number of full-time educational developers from four to eight and increase part-time student staffing, strengthening CATE's capacity for faculty engagement and educational development.
- **Cultivated staff leadership and professional growth:** Established professional leadership development as a priority across CATE. All members of the educational development team have subsequently taken on leadership roles, and/or expanded professional responsibilities, including editorial appointments, professional association service, and research.
- **Strengthened institutional partnerships.** Established CATE in the Colleges, a decentralized educational development model connecting colleges with dedicated educational developers to support local priorities, faculty engagement, and collaborative teaching initiatives.
- **Expanded faculty engagement.** Raised engagement with CATE from 7% to 22% of full-time faculty in two years.

2017-2024	Director, Center for Teaching and Learning Excellence, Embry-Riddle Aeronautical University, Daytona Beach Campus. Led 6 staff members to create, deliver, and assess faculty development programming for a STEM-focused university. Guided the university through the shift to remote teaching during the pandemic, contributing to gains in first-year retention during COVID years. Collaborated with campus leadership to develop pandemic policies and procedures. Developed communication and assessment frameworks to better publicize the Center's work and promote successes in expanding evidence-based practices. • Raised full-time faculty participation in CTLE programs from 34% to 68% (making ERAU a "high participation" institution). • Secured 50% increase in funding to expand team, implement GTA support and training, to revise and expand New Faculty Orientation, create a Faculty Mentoring Initiative, and launch an Inclusive Teaching Program. • Improved faculty satisfaction rates with CTLE from 85% to 96%.
2013-2017	Associate Director, Center for Teaching and Learning Excellence, Embry-Riddle Aeronautical University, Daytona Beach Campus Provided faculty support in the College of Arts and Sciences. Collaborated with leadership to promote student success and evidence-based teaching practices. Collaborated with faculty and leadership in ROTC, Human Factors, Security Studies and International Affairs, and Humanities/Communication. • Led the committee creating the campus' Digital Studio and secured \$66K in grant funds from the Gladys Brooks Foundation to support its development. • Co-created the Writing in the Disciplines program with Dr. Lindsey Ives, which became the institution's Quality Enhancement Program, Writing Matters, in 2022.
2011-2013	Assistant Professor, English, Valdosta State University
2007-2011	Assistant Professor of English, Writing Program Administrator, University of Alaska Anchorage

Selected Educational Development Initiatives

CATE in the Colleges

Created a college-specific model of educational development at UIC to reach more faculty and better engage with teaching and learning initiatives in the colleges.

- Improved faculty engagement from 7% to 22% in two years.

Faculty Mentoring Initiative

Developed a year-long initiative for faculty mentors and faculty mentees at ERAU based on a networked mentoring model. Developed and co-delivered a Mentoring Institute for faculty, focused on improving mentoring skills and assisting mentees with creating a dynamic network of mentors. Developed Peer Network program for first-year faculty.

- Campus research shows increased confidence in faculty mentees' ability to build a network of mentors.

Inclusive Teaching

Advocate for DEIA initiatives on campus. Developed ERAU's first inclusive teaching certificate program. Collaborated with faculty, staff, and administrators to develop framework for the program.

- Over 40% of full-time faculty have participated in inclusive teaching programming since it began in 2019.
- Established an annual speaker series to address DEIA topics.

Small Teaching Challenge

Launched an initiative in Fall 2022 to develop departmental approaches to advancing teaching and learning practices. Departments enrolled in the challenge to adopt a single, small teaching practice.

- Student feedback on the teaching practice (through midterm feedback and end-of-course evaluations) suggested more than 60% of students found these small teaching practices contributed to their learning in the class.
- 37% of full-time faculty participated in the challenge.
- 12 of 18 departments participated, with 3 departments having 100% participation from their faculty.
- Survey results one year later revealed 60% of faculty were still using the practices.
- POD Innovation Award, 2023.

Institutional and Professional Leadership

Co-Lead, Accelerating Student Success Sub-Task force, UIC, (2026 to present)

Member, Post-Traditional Learner Working Group, UI System, (2025 to present)

Member, Reimagine General Education Committee, UIC (2025 to present)

Member, Strategic Initiative Team for Faculty and Academic Excellence, ERAU (2022-2024).

Member, SACS Reaccreditation Committee, ERAU (2019-2020).

Chair, Task Force on Innovation, ERAU (2017-2024)

Chair, QEP Faculty Development Committee, Writing Matters, ERAU (2021-2024)

Member, QEP Leadership Team, Writing Matters, ERAU (2019-2024)

Member, Retention Committee, ERAU (2018-2024)

Chair, Global Competencies Committee, ERAU. (2017-2018).

Chair, Digital Literacies Committee, ERAU (2015-2017).

Chair, Instructional Innovation Committee, ERAU (2014-15).

Chair, Hybrid Committee, ERAU (2014-15).

Chair of several university-wide and campus search committees.

Fulbright Specialist Roster

Fulbright Specialist Roster, 2026–2029. Available for consideration for short-term projects with international host institutions.

Honors and Awards

2024 Co-Recipient, Robert J. Menges Award. With Chad Rohrbacher and Josh Caulkins. "Driving and Resisting Pandemic Change: Lessons Post-Pandemic."

2023 Recipient, POD Innovation Award. "Small Teaching, Big Results: Leveraging Department Chairs for Changes in Teaching and Learning."

2022 Finalist, Staff Member of the Year. ERAU.

2015 Jack A Chambers Teaching and Learning Center Award.

2005 Nominee, McNery Award for Excellence in Teaching. Stetson U.

2003-05 Recipient, Trustees Doctoral Fellowship. U of Central Florida.

2002-03 Recipient, Graduate Alumni Fellowship. U of Oklahoma.

2002 Recipient, Roy and Florena Hadsell Award for Superior Teaching. U of Oklahoma English Department.

2001 Recipient, Most Inspiring Faculty Award (given by athletes). U of Oklahoma.

Grants and Funded Projects

2022 Recipient, POD Network Research Grant. "Measuring Pandemic Change." With Chad Rohrbacher and Joshua Caulkins. \$2265.

2016 Recipient, Gladys Brooks Foundation Gift. For Digital Studio. ERAU. \$66,000.

2001 Recipient, Research Grant. "Comparing Hybrid and Face-to-Face Composition Courses." U of Oklahoma. \$1500.

Publications

- Mumpower, L. A. (2025). Small teaching, big results: Leveraging department chairpersons to improve teaching and learning. *To Improve the Academy: A Journal of Educational Development*, 44(1), 8. <https://journals.publishing.umich.edu/tia/article/id/5333/>.
- Mumpower, L., Rohrbacher, C., Caulkins, J., & Korentsides, J. (2024). Measuring pandemic change: analyzing syllabi for student-centeredness over time. *To Improve the Academy*, 43(2), 311-338. <https://journals.publishing.umich.edu/tia/article/id/5339/>.
- Wojton, J and Mumpower, L. (2024). Assessing and Supporting the Needs of Mid-Career Faculty Mentors. In V. Baker (Ed.), *Building Your Academic Mid-Career Toolkit*. (pp. 96-107). Taylor and Francis. <https://doi.org/10.4324/9781003428626-11>.
- Wojton, J. and Mumpower, L. (2021). Current Practices in a STEM University: Toward a Networked Mentoring Approach. *Chronicle of Mentoring and Coaching* 5(14): 537-541.
- Mumpower, L. A., Branham, C., Clevenger, A. D., Faulconer, E., & Watkins, A. (2020). Digital Literacies in the Classroom. In E. Alqurashi (Ed.), *Handbook of Research on Fostering Student Engagement With Instructional Technology in Higher Education* (pp. 116-138). Hershey, PA: IGI Global.
- Branham, C., Blomstrom, S., Mumpower, L., Kissh, K., Wiley, J., Liu, Y., Miller, K., Bryant, Z., & Reedy, B. (2019). Digital studio tutors as partners. *International Journal for Students As Partners*, 3(1), 140-149.
- Blomstrom, S., Hayford, B., & Mumpower, L. A. (2016). Audio Tours of Fish: Angling for an Effective Mediated Speech. *Florida Communication Journal*, 44(2).
- Blomstrom, S. A., Hayford, B., Mumpower, L., & Bobinsky, A. (2016). Service-Learning and STEM Literacy. In *Research in Science Education (Vol. VII) Science and Service-Learning*. Eds. 19-48.
- Blomstrom, S. A., Hayford, B., Mumpower, L.. (2016). Multiple Perspectives Community Engagement Assessment Model. In *Florida Communication Journal*, 44 (1): 97-108.
- Hayford, B., Blomstrom, S., & Mumpower, L. (2015). Formation and Evaluation of a Tool to Evaluate STEM Literacy in Service-learning Projects. *Journal on Excellence in College Teaching* 26 (4): 73-101.
- Mumpower, L. (2014). Visualizing Causality: A Peer-Review Exercise. In *The Write Book: Classroom Exercises for the Composition Instructor*. Ed. Russell Brickey et. al. 161-164.
- Soria, K. and Mumpower, L. (2012). Critical Building Blocks: Mandatory Prerequisite Registration Systems on Student Success. *NACADA Journal* 32 (1): 30-42.

Manuscripts Under Review

- Rohrbacher, C. & Mumpower, L. When do teaching changes stick? Sustaining learner-centered teaching after the pandemic. (Under review).

Selected Presentations and Workshops

"Designing for Faculty Engagement: A Signal Convergence Approach." Pre-conference workshop. POD Network Conference. Baltimore, MD. November 2026. Forthcoming.

"Advocacy for Institutional Change: How to Get in the Room and Navigate University Politics." Workshop, with M. Preziuso. Institute for New Educational Developers. July 2026.

"Peer Observation in Practice: Perspectives on Models and Strategies for Supporting Meaningful Teaching Conversations." Panelist. POD Network Live Session. July 2026.

"How to Assess Student Learning in the Age of AI." Panelist. Perusall Exchange. May 2026.

"A Comparison of Traditional Midterm Feedback Approach with Appreciative Inquiry Approach." Research presentation, with Chad Rohrbacher. POD Network Conference. San Diego, CA. November 2025.

"Driving and Resisting Pedagogical Change: Lessons Post-Pandemic." Research presentation. POD Network Conference. Chicago, IL. November 2024.

"Measuring Pandemic Change." Research presentation. POD Network Conference. Pittsburgh, PA. November 2023.

"Small Teaching Challenge: Leveraging Chairs for Big Results." Poster presentation. POD Network Conference. Pittsburgh, PA. November 2023.

"Hope is a QEP? A Roundtable on Institutional Change." Conference on College Composition and Communication, with Lindsey Ives, et al. Chicago, IL. March 2023.

"Current Practices in a STEM University: Toward a Networked Mentoring Approach." The Mentoring Conference. Online. 2021.

"Game On: Motivating Faculty to Engage in Instructional Development." Pre-Conference workshop, with James Pembridge and Michael Berta. POD Network Conference. Pittsburgh, PA. November 2019.

"Game-Changer: Using Gamification to Motive Faculty Development." Conference presentation, with James Pembridge. POD Network Conference. Portland, OR. November 2018.

"Using Structured Reflection to Improve Digital Literacies." Conference presentation, with Sally Blomstrom. Lilly Conference. Asheville, NC. August 2016.

"Multiple Perspectives on Assessment." Conference presentation, with Sally Blomstrom, Barbara Hayford, and Andrea Bobinsky. IARSCE. Boston, MA. November 2015.

"Improving Students' Digital Literacies Through Faculty Development." Conference presentation. International Conference on College Teaching and Learning. Jacksonville, FL. April 2015.

"Translating Best Practices into Action for Teaching and Learning Excellence." Invited Speaker. TOP Practices. Best Practices for Teaching Applied Psychology. Daytona Beach, FL. April 2015.

"Leveraging More to Accomplish More: Managing Up and Serving Colleagues." Conference presentation, with Dave Pedersen, Shirley Waterhouse, Kathryn Cunningham, Kim Chambers, and Doug Holton. POD Network Conference. Dallas, TX. November 2014.

"Engaging Students Through Multimodal Syllabi." Conference presentation, with Janson Jones. Online Lifeline Conference. Valdosta, GA. February 2013.

Courses Taught

GC 584: College Course Design - UIC

COM 221: Technical Report Writing (face-to-face, online, hybrid) - ERAU

COM 219: Speech (face-to-face, hybrid) - ERAU

COM 122: Introduction to Writing - ERAU

ENGL 1101: Composition 1 - VSU

ENGL 1102: Composition 2 - VSU

ENGL 4620: History of Rhetoric - VSU

ENGL 4630: Writing Technologies - VSU

ENGL 111: Methods of Written Communication (face-to-face, online, hybrid) - UAA

ENGL 212: Technical Writing (face-to-face, online) - UAA

ENGL 213: Writing in the Social and Natural Sciences (face-to-face, online) - UAA

ENGL 214: Persuasive Writing (face-to-face, online) - UAA

ENGL 685: Spatial Rhetorics - UAA

ENGL 687: Composition Theory and Practice - UAA

ENGL 1113: Introduction to Composition - OU

ENGL 1213: Introduction to Composition II - OU (face-to-face, hybrid, and online)