



Third Party Review Report

The Northeast Resiliency Consortium (NRC), supported by funding from an U.S. Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, is a collaboration among seven community colleges committed to creating a highly skilled and resilient workforce in four Northeastern states (New Jersey, New York, Connecticut, and Massachusetts) that have been devastated by crises and natural catastrophes, including Hurricane Sandy, the Sandy Hook Elementary School shootings, and the Boston Marathon bombings. The NRC, led by Passaic County Community College, prepared Trade-impacted workers, veterans, and other individuals for employment and upward mobility in three key industry-growth sectors (health care, information technology, and environmental technologies) that play a critical role in times of crisis.

The purpose of this report is to summarize the process the NRC followed to comply with the DOL requirement of a review of deliverables created under the grant by an independent third party before making it available through Skills Commons, a repository of TAACCCT open educational resources. Achieving the Dream (ATD), a key partner in the grant, conducted and completed the process of the third party review for the NRC.



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NRC Deliverables

ATD'S NRC staff lead assigned a Third Party Review Manager and together worked with the NRC Director and co-grantees to identify all substantive deliverables that were developed during the grant period. These substantive deliverables were defined by DOL (Compilation of TAACCCT FAQs, August 25, 2016), as to be those "which contain educational content or that document educational structures and processes" created with grant funds. The majority of NRC open educational resources that were identified and reviewed were course outlines/syllabuses. A list of educational materials subject to the third party review are in the Appendix of this report.

Subject Matter Experts

Once the materials to be reviewed was confirmed, ATD searched and identified within their vast network of community colleges for potential third party subject matter experts (SMEs) who would have the requisite knowledge and experience to critique the content of the educational materials and deliverables produced under the grant. Subject matter experts were chosen from colleges (Montgomery College, Los Angeles Trade Technical College, Tyler Junior College, and Metropolitan Community College) that were not part of the NRC and were independent from faculty who were involved in the development of the course materials. Five SMEs were chosen to review the deliverables and all demonstrated extensive academic and professional experience either in IT, Healthcare, Retail/Customer Service, or Green/Sustainability. The following are the names, areas of expertise, and affiliated colleges of the SMEs:

- Carl Burnett – Expertise: IT, Montgomery College
- Stacey Ocander – Expertise: Healthcare, Metropolitan Community College (MCC)
- Marcela Oliva – Expertise: Green Construction/Architecture/Sustainability, Los Angeles Trade Technical College
- Dana Welch – Expertise: Retail/Customer Service, Tyler Junior College
- David Wolf - Expertise: IT, Montgomery College
- Michael Pierini – Expertise: Culinary Arts; Cerritos College

SMEs were trained on the scoring rubric (see next section) and the overall process through an ATD webinar in January 2017, and reviews were conducted from January – July 2017. Intermittent check- ins with SMEs were conducted through calls and emails throughout the review period. SMEs were compensated at market rate and based on the number and length of courses they were asked to review. Resumes for the SMEs are in the Appendix of the report.

Process and Support Tools

In support of the independent third party review, ATD developed a standardized online scoring rubric adapted from the Quality Matters Rubric Standards (Fifth Edition, 2014) for the SMEs to consistently record their observations of the instructional materials. The rubric asked the reviewers to rate the content as "Evident," "Not Evident," or "Not Applicable" in six key areas:

- A. Learner Objectives and Interaction
- B. Learner Support

- C. Instructional Design
- D. Instructional Materials
- E. Assessment and Measurement
- F. Industry Based Application

The rubric also provided space for the reviewers to provide overall general comments about course materials. Rubrics were completed for each course, for a total of 42 rubrics submitted by the SMEs. ATD reviewed each completed rubric for substance and completion. A copy of the rubric is in the Appendix of this report and completed rubrics will be uploaded to Skills Commons with the corresponding educational materials.

Process Following Third Party Review

The completed rubrics from the SMEs were sent to NRC colleges and an opportunity was provided to have conference calls between the NRC colleges and reviewers. Some colleges took advantage of the conference calls and had robust discussions not only about the deliverables but also about the trends in the industry. Several updated their materials to reflect the reviewer's feedback. When the courses were finalized, Passaic County Community College uploaded all materials and reviews to Skills Commons (with

the exception of LaGuardia), a free and open digital library. LaGuardia Community College uploaded their own materials to Skills Commons.

Summary of Third Party Review Timeline

The following is a summary timeline of the execution of the third party review from October 2016 concluding at the end of July, 2017. Key milestones included:

- October – November 2016: SMEs identified and recruited
- December 2016: SMEs for third party review confirmed
- January 2017: SMEs contracts completed, deliverables assigned, and third party reviewer training webinar conducted
- January – February 2017: SME review of educational materials and feedback completed
- March 2017: ATD and NRC review of completed rubrics
- March 2017: Conference calls conducted with NRC colleges and SMEs to provide feedback on reviews and educational materials updated by NRC colleges, if needed
- July 2017: SME Training, and SME Review and completion of additional educational materials
- July – August 2017: Third party review report written and completed

Resiliency Review

The NRC also conducted a third party subject matter expert Resiliency Review of resiliency enhanced open education resource learning materials created by or for Northeast Resiliency Consortium colleges. This review was completed between October and December of 2016, before the third party review was completed, in order to identify materials that could be used in a consortium guidebook called *Building Resilience: A how-to guide on integrating resiliency competencies into curriculum*. The Resiliency Review followed a similar, but condensed, review process. This review followed the DOL requirements for review of the grant. Resumes of Subject Matter Expert reviewers and the rubric for this review are included in the appendix of this report.

APPENDIX

I. List of Materials in Third Party Review

Materials to Review	NRC College	SME
Green Ladders Course Outline	LaGuardia Community College	Marcela Olivia
CIT -137 – Introduction to Big Data Course Syllabus	Bunker Hill Community College	Carl Burnett
Customer Service Training (6 modules)	Kingsborough Community College	Dana Welch
Foreign Language Credential Training Curriculum	Kingsborough Community College	Stacey Ocander
Foreign Language Credential Syllabus	Kingsborough Community College	Stacey Ocander
Foreign Language Credential Program Session Outlines	Kingsborough Community College	Stacey Ocander
Foreign Language Credential Program Course Portfolio	Kingsborough Community College	Stacey Ocander
ARC 108 - Building Materials Course Outline	Capital Community College	Marcela Olivia
ARC 203 Course Outline - Architectural Drafting II Course Outline	Capital Community College	Marcela Olivia
ARC203L - Architectural Drafting II Lab Course Outline	Capital Community College	Marcela Olivia

Materials to Review	NRC College	SME
ARC 207 - Architectural Design II/Detailing Course Outline	Capital Community College	Marcela Olivia
ARC 207L - Architectural Design II/Detailing Lab Course Outline	Capital Community College	Marcela Olivia
ARC 240 – Environmental Systems Course Outline	Capital Community College	Marcela Olivia
Sustainability And The Built Environment Course Outline	Capital Community College	Marcela Olivia
CSA 140 – Database Applications Course Outline	Capital Community College	David Wolf
CSC 105 – Programming Logic Course Outline	Capital Community College	Carl Burnett
CSC 220 - Object Oriented Programming Using Java Course Outline	Capital Community College	David Wolf
CSC 262 - Programming Mobile Devices I Course Outline	Capital Community College	Carl Burnett
CSC 272 - Advanced Mobile Apps I Course Outline	Capital Community College	Carl Burnett
CSC 284 - Advanced Mobile Apps II Course Outline	Capital Community College	Carl Burnett
CST 150 - Web Design And Development I Course Outline	Capital Community College	Carl Burnett
CST 201 - Intro To Management Information Systems Course Outline	Capital Community College	Carl Burnett
CST 246 - Networking Security Course Outline	Capital Community College	Carl Burnett
CST 247 - Information Assurance And Risk Management Course Outline	Capital Community College	Carl Burnett
CST 250 - Web Design And Development II Course Outline	Capital Community College	Carl Burnett
CST 263 - Computer Forensics And Network Intrusions Course Outline	Capital Community College	David Wolf

Materials to Review	NRC College	SME
CST 267 - Ethical Hacking And Network Defense Course Outline	Capital Community College	David Wolf
CST 281 – Data Communications And Networking II	Capital Community College	David Wolf
CST 282 - Data Communications And Networking III	Capital Community College	David Wolf
CST 283 - Data Communications And Networking IV	Capital Community College	David Wolf
CSC 231 - Database Design I Course Outline (2)	Capital Community College	David Wolf
CSC 250 - Systems Analysis And Design Course Outline	Capital Community College	Carl Burnett
CTC 220 - Construction Project Management Course Outline	Capital Community College	Marcela Olivia
CTC 222 - Green Construction Management Fundamentals Course Outline	Capital Community College	Marcela Olivia
CST 201 Operating Systems Course Outline	Housatonic Community College	Carl Burnett
CST184 Network Administration I Course Outline	Housatonic Community College	David Wolf
CST 210 Introduction to Computer Security Course Outline	Housatonic Community College	Carl Burnett
CSC E231 Database Design I Course Outline	Housatonic Community College	David Wolf
Nurse Aide Full Course Outline	Atlantic Cape Community College	Stacey Ocander
Paramedic	Atlantic Cape Community College	Stacey Ocander
EMT Full Course Outline	Atlantic Cape Community College	Stacey Ocander
Patient Care Technician Course Outline	Atlantic Cape Community College	Stacey Ocander
Formula Reference Guide	Kingsborough Community College	Michael Pierini

Materials to Review	NRC College	SME
Mathematics for Occupational Readiness and Education (MORE) Culinary Arts Curriculum Introduction	Kingsborough Community College	Michael Pierini
Recipe Costing and Preparation Final Project	Kingsborough Community College	Michael Pierini
NRC Culinary Concepts Final Exam	Kingsborough Community College	Michael Pierini
Culinary Concepts Syllabus Sample	Kingsborough Community College	Michael Pierini
Mathematics for Occupational Readiness and Education (MORE) Culinary Arts Curriculum Introduction	Kingsborough Community College	Michael Pierini
Culinary Concepts MORE Instructor Notes Lesson 2: Mathematics Refresher	Kingsborough Community College	Michael Pierini
Culinary Concepts MORE Instructor Notes Lesson 3: Measurement Conversion	Kingsborough Community College	Michael Pierini
Culinary Concepts MORE Instructor Notes Lesson 4: Conversions between Volume and Weight	Kingsborough Community College	Michael Pierini
Culinary Concepts MORE Instructor Notes Lesson 5: Increasing and Decreasing Recipe Yield	Kingsborough Community College	Michael Pierini
Culinary Concepts MORE Instructor Notes Lesson 7: Unit Cost	Kingsborough Community College	Michael Pierini
Culinary Concepts MORE Instructor Notes Lesson 8: As-Purchased Cost and Edible Portion Cost	Kingsborough Community College	Michael Pierini
Culinary Concepts MORE Instructor Notes Lesson 9: Recipe Costing and Selling Price	Kingsborough Community College	Michael Pierini

Final Exam	Kingsborough Community College	Michael Pierini
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II. List of Materials in Resiliency Review

Materials to Review	NRC College	SMEs
eSCAPE	LaGuardia Community College	Michele Forte and Jonathan Iuzzini
Mobile Applications	Bunker Hill Community College	Alese Mulvihill and Paul Casey
IT Problem Solving	Bunker Hill Community College	Jonathan Iuzzini and Francesca Fiore
Dot Resiliency Series (Modules, Game, and Hub)	Smart Sparrow	Nan Travers and Jonathan Iuzzini
Bridge Program	Kingsborough Community College	Nan Travers and Alese Mulvihill
Community Health Worker Program	Housatonic Community College	Nan Travers and Michael Powell

III. Third Party Review Rubric and Reviewer Resumes

NRC Third Party Review of Deliverables

Name:

From which college did the course you reviewed come from?

- Atlantic Cape Community College
- Bunker Hill Community College
- Capital Community College
- Housatonic Community College
- Kingsborough Community
- LaGuardia Community College
- Passaic County College

Atlantic Cape Community College Course:

Nurse Aide Full Course Outline

- Paramedic Full Course Outline
- EMT Full Course Outline
- Patient Care Technician Course Outline

Bunker Hill Community College Course:

- Introduction to Big Data Course Syllabus

Capital Community College Course:

- Building Materials Course
- Architectural Drafting II
- Architectural Drafting II LAB
- Architectural Design II/ Detailing
- Architectural Design II/ Detailing LAB
- Environmental Systems
- Sustainability and the Built Environment
- Database Applications
- Programming Logic
- Object Oriented Programming Using Java
- Programming Mobile Devices I
- Advanced Mobile Apps I
- Advanced Mobile Apps II
- Web Design and Development I
- Intro to Management Information Systems
- Data Communications and Networking I
- Networking Security
- Information Assurance and Risk Management
- Web Design and Development II
- Computer Forensics and Network Intrusions
- Ethical Hacking and Network Defense
- Data Communications and Networking II
- Data Communications and Networking III
- Data Communications and Networking IV
- Database Design I (2)
- Systems Analysis and Design
- Construction Project Management
- Green Construction Management Fundamentals
- Emergency Care 12th

Kingsborough Community College Course:

- Customer Service Training
- Foreign Language Credential Training Curriculum
- Foreign Language Credential Syllabus
- Foreign Language Credential Program Session Outlines
- Foreign Language Credential Program Course Portfolio

Housatonic Community College Course:

- Operating Systems Course Outline
- Network Administration I Course Outline
- MATLAB Programming Course Outline
- Introduction to Computer Security Course Outline
- Database Design I Course Outline

LaGuardia Community College Course:

- Green Ladders Course Outline

Passaic County Community College Course:

- Emergency Medical Dispatcher/911 Officer Syllabus
- Reading Comprehension Syllabus

A. Learner Objectives & Interaction

	Evident	Not Evident	Not Applicable
The course learning objectives are measurable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning objectives are stated clearly and written from the student's perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives are appropriately designed for the level of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions make clear who the instructor is and how to contact the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course timeline and schedule of assignments is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

B. Learner Support (adapted from Quality Measures Rubric Standards Fifth Edition, 2014)

	Evident	Not Evident	Not Applicable
<p>Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help the student succeed in the course and how the student can access them.</p>	○	○	○
<p>Course instructions articulate or link to an explanation of how the institution's student services can help the student succeed and how the student can obtain them.</p>	○	○	○

Comments:

C. Instructional Design

	Evident	Not Evident	Not Applicable
The course organization and design is clear, coherent, and structured in an appropriate way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

D. Instructional Materials

	Evident	Not Evident	Not Applicable
The instructional materials contribute to the achievement of the stated course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional materials are current.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities promote the achievement of the stated learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provide opportunities for interaction that support active online learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course is designed into stages of introduction, development, and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The videos, graphics and articles are appropriate for the level of learning and focus for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities are engaging and support active engagement with the content and course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

E. Assessment & Measurement

	Evident	Not evident	Not Applicable
<p>The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>The assessment instruments selected are varied and appropriate to the student work being assessed.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

F. Industry-Based Application

	Evident	Not Evident	Not Applicable
Course materials, activities, and learning outcomes reflect direct application to the target occupation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is it clear that this course is foundational, intermediate, or advanced in preparing students for high-wage, high-skill employment?

- Yes
- No
- Unclear

Comments:

G. Do the openly licensed works appear to have the proper attributions?

- Evident
- Not Evident
- Not Applicable

Comments:

H. Do the course materials include features that make them accessible as a learning resource for all students, including students with disabilities?

- Evident
- Not Evident
- Not Applicable

Comments:

After reviewing the course in total, are there content topics that are missing or need to be improved?

- Yes
- No

Comments:

. After reviewing the course in total, are there content variety (e.g. multimedia, project based learning, etc.) that are missing or need to be improved?

- Yes
- No

Comments:

K. After reviewing the course in total, are there instructional design elements that are missing or need to be improved?

- Yes
- No

Comments:

Overall Review Comments:

Professional Profile:

Highly personable professional with significant experience in bringing diverse educational and community partners together to design effective traditional and non-traditional programs to meet the needs of all learners, and the workforce. Strong interpersonal, presentation and organizational skills tailored to meet designated outcomes for a variety of groups and organizations. Results orientated, using the best of tradition and innovation to reach goals while being fiscally responsible to stakeholders. I am dedicated to the principles of working hard and working smart, while maintaining the highest degree of honesty, loyalty and integrity in order to build strong relationships and a sense of family.

Current Professional Service:

- Immediate Past-President, National Network of Health Career Programs in Two Year Colleges (President 2012-2016; first to serve two terms)
 - Increased membership and workforce partners
 - Successfully hosted 3 national meetings and Pre-conference Institutes
 - Partnered with corporate stakeholders to conduct national research study centered on healthcare education and workforce trends
 - Collaborated with College Administration and Clinical Practitioners to support entry level education for healthcare disciplines
- Health Professions Pathway (H2P) – TAACCCT Round One: Technical Assistance in Galvanizing a National Movement around Core Curriculum
- LAH3C: LA Trade Tech TAACCCT Round Three: Technical Assistance
- Commissioner to American Association of Community Colleges
- Commission on Affiliated Councils to AACC
- National Advisory Council - *Health Pathways – H2P Consortium: Department of Labor – TAACCCT – Round One Grant Award Winners
- Health Professions Network
- Committee on Veterans Affairs for Prior Learning

Current Community Service:

- Board Member – DREAM (non-profit focused on after-school programming)
- Volunteer – Howard Kennedy Elementary School in North Omaha
- Board President – Impact One (gang intervention organization)
- American Heart CPR Instructor (teach CPR at local churches for free)

- Marching Band Mom – Millard South Marching Patriot Pride Band
- Post-Prom Committee – Millard South High School

Work Experience:

**Metropolitan Community College
Dean, Health and Public Services**

Omaha, NE

10/06 – present

- Lead 52 full-time faculty and more than 117 adjunct faculty on multiple campuses and online
- Manage programs in a multi-campus system
- Recruited and mentored highly talented faculty leading to an increased enrollment in the nursing programs from 36 students annually with a 53 percent pass rate to 214 students annually with a 87 percent pass rate; improved PN NCLEX pass rates to 100 percent consistently over four testing periods
- Designed two new associate degree programs reaching maximum capacity within one year
- Pioneered the development of a Professional Health Studies Associate Degree, Fire Protection Technology Associate Degree and Certificates of Achievement in Para medicine, Healthcare Management, Medical Assisting and Ophthalmic Technician
- Built highly successful Career Academy and Dual Enrollment programs across multiple high schools and districts with waiting lists
- Integrated a data collection system across multiple divisions in order to promote a culture of data-driven decision making
- Instrumental in designing advising systems that work for students and enhance enrollment through successful career mapping.
- Analyze and coordinate state and national accreditations in seven programs
- Administer budget and capital expenditures annually and actively engaging in the fundraising and grant process
- Promote a robust faculty mentoring and development process along with a comprehensive curriculum assessment process
- Served on General Education Charter Group and Program Assessment Focus Group
- Secured funding for \$3.3 million Health and Sciences building renovation
- Secured City of Omaha EMS/Fire \$3 million training contract
- Cultivate and nurture relationships with clinical partners and four-year institutions
- Designed and implemented a successful *Contractor's Academy* to increase the number of successful bids of local jobs for Small Business Owners and Ethnic Business Owners demonstrating my ability to work in a variety of disciplines
- Collaborated with over forty agencies to host an annual Binational Health Fair serving over 700 Latino/Hispanic community members in one day with multi-dimensional health needs
- Collaborated to move Criminal Justice Program to online delivery

- Designed an alternative delivery system for Criminal Justice Program at Douglas County Corrections
- Served as a committee member on the College Strategic Planning and Budgeting Process and a member of the College Higher Learning Commission Self Study and Site Visit Plan for Accreditation
- Maintains a balanced budget of more than \$3 million annually while growing programs and resources
- Maintain a strong working knowledge of accreditation requirements for ACEN, CoARC, CAAHEP, ADA, HLC, CoAEMPS and state boards of nursing
- Represented the College at numerous community events
- Developed credit and noncredit programs

Nebraska Wesleyan University
Associate Dean, University College
Director, Wesleyan Advantage

Lincoln/Omaha, NE 5/03-10/06

- Oversaw operations and served as Administrator of University College on two campuses
- Developed graduate and undergraduate programs in Nursing and Forensic Science with 3 tracks
- Created strategic plan for and successfully launched a second campus in Omaha
- Authored a Higher Learning Commission document for second campus approval and a distant education nursing cohort in Pine Bluff, AR
- Developed curriculum across multiple disciplines
- Provided program assessment, conducted faculty evaluations and served as an adjunct faculty mentor
- Facilitated new faculty orientation
- Hired and trained staff and faculty
- Developed and grew student enrollment
- Maintained corporate relationships
- Provided market analysis
- Created academic programs in Allied Health
- Developed and maintained all functions of a multi-campus budget
- Held responsibility for capital expenditures and annual financial plan
- Received reaccreditation status for four Nationally Accredited Programs

Nebraska Wesleyan University
Assistant Professor/Program Director – ATEP
Health and Human Performance Department

Lincoln, NE

6/99-5/03

- Developed CAAHEP accreditation process in athletic training
- Completed selective admission process and self-study documents
- Evaluated and assessed program
- Instructed nine hours in Athletic Training and HHP Pedagogy per semester

- Served as a member of Curriculum and Athletic Training Education Program Committees
- Chaired the ATEP accreditation committee

Fort Hayes State University **Hays, KS** **8/98-6/99**
Assistant Professor/Clinical Coordinator
Athletic Training Curriculum Program Health and Human
Performance Department

- Developed primary portion of CAAHEP accreditation process
- Completed curriculum development, selective admissions process, self-study documents and evaluation tools
- Instructed 12 credit hours in Athletic Training and Health Pedagogy
- Ranked as a graduate faculty member
- Served on two master's theses committees and as a member of Curriculum and Athletic Training Education Program Committees and Co-chaired Accreditation Committee

Adjunct Faculty/Graduate Assistant Instructor **5/96-5/98**
University of South Dakota
Vermillion, SD 57069

- Developed independent study courses in Anatomy/Physiology
- Developed and taught satellite courses in Prevention/Care of Athletic Injuries
- Designed wellness programs for community members
- Participated on the NCATE study review committee
- Served as a faculty research assistant

Certified Athletic Trainer **Sioux Falls, SD** **9/93-4/96**
Orthopedic and Sports medicine Clinic

- Designed and instructed outreach workshops for coaches
- Maintained daily direct contact with four orthopedic surgeons and medical advisory committee
- Provided athletic injury assessment, rehabilitation and bracing
- Supervised student interns and athletic trainers

COURSES TAUGHT: Curriculum Development, Teaching and Learning, Organizational Leadership, Education Methods, Critical Issues in Healthcare, Woman's Global Health, Graduate Thesis Seminar, Anatomy and Physiology, Psychology, Sociology, Environmental Biology, Therapeutic Modalities, Therapeutic Rehabilitation, Issues in Athletic Training, Emergency Care and Administration in Athletic Training, Drugs in Modern Society, Worksite Wellness, Recognition and Evaluation of Athletic Injuries, Prevention and Management of Athletic Injuries

Education:

Doctorate of Education in Education Administration, University of South Dakota, 5/1998 Master of Arts in Exercise

Physiology, University of South Dakota, 5/1996

Bachelor of Arts in Education, K-12 Health, Physical Education and Athletic Training, Wayne State College, 5/1989

Consultant:

Health Professions Pathway (H2P) – TAACCCT Round One: Technical Assistance in Galvanizing a National Movement around Core Curriculum

LAH3C – TAACCCT Round Three: Technical Assistance in Career Pathways

Children’s Hospital – Omaha, NE

Nurse educator training for whole system Conflict Resolution between doctors and staff

Jefferson Regional Medical Center – Pine Bluff, AR Management and leadership techniques for senior administrations

San Juan College – Farmington, NM

Associate degree nursing paradigm shift Leadership and development of staff and faculty

Ohio Northern University – Ada, OH

Curriculum development
Implementation of non-traditional programs

Omaha Public Schools and Westside Schools – Omaha, NE CEPA Grant – Awarded

Dual enrollment curriculum

Ralston Public Schools – Ralston, NE

CEPA Grant – Awarded Medical sciences academy Dual enrollment curriculum

Millard Public Schools – Omaha, NE

Designed curriculum for new academy high school Dual credit courses leading to an associate degree

Northern Virginia Community College – Alexandria, VA
Designed pathways for prior learning for Veterans and active Military

Grants/Fundraising:

Metro Omaha Medical Society Grant for Binational Health Fair – two years in a row

Received federal appropriation funds of \$300,000 for Health Science renovation and \$1.3 million Hagel grant for same renovation

Gift of \$190,000 to the EMS Training Programs at MCC - received

Mid-America Athletic Trainers' Educational Research Foundation Recipient

Co-authored Wired Grant for community colleges in Nebraska - awarded

Consultant to Omaha Public Schools and Westside Schools on CEPA Grant - Awarded

Consultant to Ralston Public Schools on CEPA Grant - Awarded

Co-authored McNair Grant for technology with the University of Nebraska Medical Center – received

Past Professional Service:

*Past-President, Omaha Sports Medicine Alliance

*Board Member of National Network of Health Career Programs in Two Year Colleges

*Past Executive Board Member, Omaha Area Health Education Center

*Member of Women's Fund of Greater Omaha

*Member of American Association of Community Colleges

Past Community/Civic Service:

*Greater Omaha Chamber of Commerce Healthcare Advisory Committee

*Partners Group, United Way of the Midlands, Omaha, NE

*Member of Millard Public Schools New School Advisory Group

*President, Norris Elementary School PTO

*Girl Scouts Alumni Mentoring Group

Professional References:

Dr. Marianne Krismer
National Project Director, Health
Professions Pathways (H2P)
Dean of Health and Public Safety at
Cincinnati State Technical and Community
College
5359 Timberchase Ct. (home address)
Cincinnati, OH 45247
550-1730
email: mkrismer61@gmail.com (professional
colleague)

Dr. Anne Loochtan
Provost
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Northern Virginia Community College
6699 Springfield Center Drive
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703-822-6515
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(professional colleague)

Ms. Patricia Hall
Vice Provost for Academic Systems
University Registrar
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465-2237
Email: phall@nebrwesleyan.edu (former colleague)

Mr. Jim Grotrian
Executive Vice President
Metropolitan Community College Retired
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(supervisor and senior administrator) 513-

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(former student and mentee) 402-



Marcela Oliva, Architecture/CAD/BIM/GIS Professor
marcelaolivaprofessor@gmail.com

For 10 years, Marcela was the Knowledge Architect for the Los Angeles Community College District (LACCD), a 6 Billion Sustainable Building Program and largest green campus implementation system in the nation. For this same effort, she was also the Professional Expert for the Virtualization/BIM/GIS team. She is the Architecture and Environmental Design Professor and Leader for the Los Angeles Trade Tech College (LATTC) Green Workforce Division and founder of UCLA World Peace One Extension Courses: Transforming Community, Virtualizing Neighborhoods and Environmental Design for Social Justice. She participated with NASA's Knowledge Management Program, as a principal investigator for the Cyber-Physical Systems National Science Foundation Grant, and is a recipient of the California Governor's Award in Geospatial Technologies.

Professor Oliva runs a high-tech studio as an "atelier," and the students' learning outcomes and e-portfolio show 100 percent transfer and 100 percent job placements. With local students' talent and as part of a high-tech team, she facilitated the LACCD e7 Architecture Studio to produce a geospatial repository and scientific visualization tools that support decision making. She integrates social, natural, and built environments in creative and participatory learning laboratories, and she has partnered with the Los Angeles Unified School District's high school iSEE (I'm a Student Exploring Excellence) program to create the first and largest initiative program for students interested in architecture and engineering. Marcela was a three-time competitive presenter for the California Higher Education Sustainable Symposium, served as a Board Member and Chair for a Non-Profit Organizations ONRAMP Arts, and was a member of the Bioneer Educators' Network.

She has presented at forums that encompass education, technology innovation, and global crises, including for the University of Southern California (USC) Building Information Modeling (BIM) executives, International AIA Technology Forum, and Focus the Nation; Caixa Forum Barcelona; Great Thinker Forum; Enterprise Architecture in Washington, D.C.; Innovative Education at Eureka International Mexico City; IBCon Intelligent High Performance Building, and others Marcela holds a bachelor's degree in Architecture from USC and a master's degree in Architecture and Building Science from Columbia University in the City of New York. She is the USC recipient of the Alpha Rho Chi Medal and she was awarded the LATTC's 2012 Educator of the Year. The LATTC Program was identified as a catalyst solution for Higher Education today and a "Thought Leadership" by Climate Neutral Campus Report, UNCF (United Negro College Fund) Building Green and the Kresge Foundation.

Professor Oliva was a speaker at the 2012 International Open Government Data Conference sponsored by the U.S. General Services Administration, Data.gov, the World Bank Open Data Initiative, and the White House. As part of Los Angeles City Hall Earth Day Event, she presented "Healthy Communities that Thrive" in partnership with USC IGM Art Gallery. On summer 2015, her economic and educational model for Open Architecture and Social Justice was presented at Pomona College –Eco Civilization Forum and it was very well received by multiple private and public organizations, which many will be using it as a frame work for a sustainable change and resilient city design. In collaboration with Mayor Garcetti River LA, she has developed a partnership for a new model for the Los Angeles River called *RiverLab: 51 Community University* which has given her the title of the RiverLab evangelist.

Recently at the "Be Inspired" International Conference, Professor Oliva has won the First Place Government Innovation at the 2016 Awards, held in London UK. The team's winning submission was a system integrating BIM Equipment data, Milestone Submittals, M&O Documents, GIS, LEED data and CMMS links into a single agile structure. The District has embraced technology as a means of improving how they deliver projects and manage their facilities and implemented systems and contract requirements that enable advanced application of tools such as BIM and GIS. Students' integration during the process was a key element for its success. Professor Oliva and her team designed the integration of Federal Enterprise Architecture and the Life Cycle of a Building as a new model that can be used for the rest of the country.

Professor Oliva has developed the following program at LATTC Architecture and Environmental Design; from Drafting to CAD, to BIM, and GIS, to 3d Printing and Scanning, to Geospatial, and Virtualization, to IoT. Professor Oliva recognizes how these disruptive technologies are drastically changing the way we document, design, and program, construct, maintain and assess our built environment and its connection to nature. She believes space and place affect your thinking and your desire to participate in our changing world. Professor Oliva invented a methodology as a movement; she believes we are all ecological organisms and co-creators with nature. Her program believes in open architecture and design as a human right for social justice. Students at LATTC Architecture program win state competitions, virtualize transportation projects, design vertical trellises for urban farming, get certified by CSI, ESRI, Lynda, and Autodesk, and transfer to advanced placement in universities. Her students get fantastic jobs, become lifelong learners, do mapping for economic development, exhibit at art galleries, help entrepreneurs, make construction documents for green housing, design space planning for healthy leaving, implement sustainable landscape projects, engage in community projects and empowered through our community of practice. The program develops design-build projects and interactive platforms to be easily implemented and permitted.

Professor Oliva is currently working on a new model to support Urban-River Hubs and Transit Oriented Communities through the use of Virtualization and IoT methodologies. Finally, Professor Oliva is founder of ENCOUNTER LA, a new model to connect education to the community, a design and mapping service for the community by the community.

EDUCATION

The University of Texas at Tyler **Tyler, Texas**
Bachelor of Science - Graduated May, 1994 - Magna Cum Laude Major: History
Minor: English
Master of Science - Graduated December, 2006
Concentration: Human Resource Development (Training & Development)

Jacksonville College **Jacksonville, Texas**
Associate in Science - Graduated May, 1991 - With Honors

Tyler Junior College **Tyler, Texas**
Attended 1979-1980 - General Studies

Chapel Hill High School **Tyler, Texas**
High School Diploma - Graduated May, 1977 - Cum Laude

PROFESSIONAL EXPERIENCE

Tyler Junior College; Tyler, Texas

October, 2013 – October, 2016

Grant Director / Associate Grant Director / Project Manager

- Director all aspects of the ACT-On Grant for the 4-college consortium including DOL compliance efforts, negotiating contracts and budget requirements
- Direct and coordinate all aspects of the Tyler Junior College grant program as project manager
- Monitor successful completion of all DOL deliverables required for TJC as well as the ACT- On consortium (i.e. Articulation agreements, MOUs, partner contracts, etc.)
- Perform site visits and evaluations of co-grantees; attend required DOL training conferences
- Create and compile all documentation in preparation for DOL monitoring visit
- Represent ACT-On consortium with industry partners, evaluators and consultants
- Assist other consortium members with quarterly reporting
- Coordinate schedules and create agendas for weekly consortium conference calls
- Coordinate and supervise consistent evaluations of outside grant opportunities
- Development of instruments for:
 - Grant evaluations
 - Quarterly reporting for grant activities
 - Corrective action plans
 - Sustainability plans
 - Career coaching activities (advising, documentation, etc.)

Director, Academic Success (8/2008-10/2013):

- Direct and coordinate all aspects of the Academic Success Department:
 - Academic Advising Center – for freshman and transfer students
- Office of Academic Support – Supplemental Instruction (SI), Student Learning Communities (SLC) and PASS Tutoring Center
- Employ, train, supervise, and evaluate all Academic Success employees including graduate and undergraduate students, part-time staff & full-time staff
- Plan, implement, and coordinate additional campus advising efforts and academic support programs
- Budget authority for Academic Success Department (\$570,000+ annual budget)
- Coordinate development of Articulation Agreements with community colleges
- Coordinate, compile and report assessment strategies and outcomes
- Assist with development of reaccreditation plans and narratives

Student Affairs Administrator (9/2006-8/2008):

- Direct, coordinate all aspects of Supplemental Instruction (SI) Program including program presentations to administrators, faculty; SI best practices presentations for Regional and National Conferences
- Employ, train, supervise, and evaluate SI and Academic Support Leaders
- Planning and implementation of additional academic support programs
- Budget authority for academic support programs

Interim Coordinator of Student Learning Communities (2/2008-8/2008):

- Direct and coordinate all aspects of the SLC Program
- Duties include staffing, scheduling, training and evaluating program
- Planning additional SLCs for future semesters
- Budget authority for SLC program

Lecturer (1/2007-10/2013):

- Adjunct Lecturer in School of HRD & Technology Department; College of Business & Technology

Academic Advisor (7/2004-8/2006):

- Core curriculum advisement for incoming freshmen
- Instructor and mentor in Freshmen Year Experience program
- Honors program presentations and recruiting responsibilities

Tyler Junior College; Tyler, Texas

August, 2001 – July, 2004

Coordinator, Concurrent Enrollment Program (2/2002-7/2004):

- Coordination of all aspects of concurrent credit program with 20+ high schools, senior institutions, and contract site locations; duties included program presentations to administrators, faculty staffing, and contract negotiations
- Planning and development of articulation agreements and freshmen orientation programs; service on scholarship and program admittance committees
- Event planning, honors program presentations, and recruiting responsibilities Manager / Advisor – Registrar's

Office (8/2001-5/2002):

- Management of office staff and student assistants
- Processing and management of permanent records and data
- Insuring compliance with privacy and confidentiality statutes

Whitehouse I. S. D.; Whitehouse, Texas

Aug., 1994 – Aug., 2001

Teacher:

- Classroom management and instruction in English and History, gifted and talented certification
- Analysis of testing data and development of instructional strategies
- Sponsor of U.I.L. academic teams and athletic teams
- Service on various faculty committees including 504 committees

PROFESSIONAL SERVICE

- The University of Texas at Tyler, University Assessment Committee
- The University of Texas System: MyEdu Advisory Committee for Development & Implementation of the Personal Education Plan
- University of New Orleans: Consultant for implementation of best practices in advising and academic support programming and procedures
- The University of Texas System: Advising Task Force & Framework Action Plan Committee Member
- The University of Texas System: TeleCampus Core SI Planning Committee
- Association for the Tutoring Profession, National Executive Board Member, Co-Chair - Certification Committee
- Texas Higher Education Coordinating Board, Reviewer for Uniform Recruitment and Retention Strategies Plans

CERTIFICATIONS

Lifetime Provisional Secondary Texas Teaching Certificate Advanced Professional Development and Management Training
Supplemental Instruction (SI) Supervisor Training (Beginner & Advanced) Emotional Intelligence Learning Systems Certification
Association for the Tutoring Profession Master Tutor Trainer Certification National Behavioral Intervention Team Association (NaBITA) Certification

HONORS and MEMBERSHIPS

The University of Texas at Tyler - Professional:

National Academic Advising Association
UT System TeleCampus Core SI Planning Committee National College
Learning Center Association
Supplemental Instruction Steering & Implementation Committee
Association for the Tutoring Profession (Certification Committee, Executive Board Member) University Staff Advisory Council
College Reading & Learning Association
Campus nominee for THECB Star Award (SI program) Alumni
Association Member
Peer Nomination for Outstanding First-Year Student Advocate (National Resource Center for the First-Year Experience & Students in
Transition)
UT System Advising Task Force & Framework Action Plan Committee Member National Behavioral Intervention
Team Association (NaBITA)

The University of Texas at Tyler - Student:

Outstanding Graduate Student in HRD & Technology
Epsilon Pi Tau Honors & Professional Society in Technology Presidential Scholar,
President's Honor Roll, Dean's Honor Roll Alpha Chi National College Honor Society
Phi Alpha Theta International Honor Society in History
Kappa Delta Pi International Honor Society in Education (Foundation Representative)

Tyler Junior College:

Texas Community College Teacher's Association Texas Starlink Training
Network Recognition
Texas Association for College Admission Counseling Scholarship Section
Committee
Alumni Association Lifetime Member

Jacksonville College: Presidents' Honor

Roll Sophomore English Award
Curtis Carroll Award of Academic Excellence Phi Theta Kappa
Junior College Honor Society
Who's Who Among Students in American Junior Colleges Alumni Association Lifetime
Member

Whitehouse Independent School District: Texas

Classroom Teachers' Association Texas Council for Social
Studies
Whitehouse Classroom Teachers' Association

Chapel Hill High School: National Honor

Society Journalism Award
Who's Who Among American High School Students

COMMUNITY SERVICE

- East Lake Woods Homeowners Association Director (Board Member)
- Horizon Industries, Project Level Field Board Member
- Academic Rodeo Scholarship Judge
- Baptist Student Ministries, Beyond All Capital Fund Campaign Committee, Construction Committee Member
- Smith Baptist Association College Committee Member
- The Woods Baptist Church, Budget & Finance Committee, Missions & Evangelism Committee, Capital Fund Campaign Committee, Personnel Committee, Women of the Woods Ministry Committee, Heart Strings Ministry Leader and Trainer, Sunday School Teacher
- Co-organizer - International Mission Trips (medical/dental, construction, VBS/sports camps, language/skills/job training)
- Coordinator for travel study trips
- Teach courses in area churches – World Religions & Cults, Denominational Comparisons, Spiritual Gifts
- Historic Tyler, Tour Docent

PERSONAL INFORMATION

- Married to Paul Welch, 33 years
- Two sons: Judson, age 39; Cory, age 32
- Enjoy teaching, reading, traveling, cooking, camping, mountain biking and skiing

Carl M. Burnett
Information Technologist cmburn@live.com

SUMMARY

Information technology professional with specialization in web development, web services, project management, business intelligence analytics, and geospatial data management.

EXPERIENCE

FACULTY ASSOCIATE2007 – present

Montgomery Community College, Information Technology Institute Rockville, MD
Part-time faculty associate for Montgomery County Workforce Development program and computer technology skill development training. Teaching concentrations include: Microsoft Applications - Word, Excel, Power BI applications, PowerPoint, Access, Outlook, Project, SharePoint Services. Internet technologies: RWD, HTML5, JavaScript, CSS3, jQuery, XML, ASP, WordPress. Social Media Applications: LinkedIn, Twitter, YouTube, Facebook. IDE competencies include: Visual Studio, WebMatrix2, Dreamweaver CC, and various CMS systems. Computer programming language competencies include JavaScript, SQL, PHP, C++, VB, IPL, Prolog, LISP, SAS.

PRACTITIONER FACULTY2004 – 2012

Johns Hopkins University Carey Business School Baltimore, MD
Part-time practitioner faculty for undergraduate and graduate information technology programs in the Johns Hopkins University Carey Business School. Graduate and undergraduate teaching concentrations include Information Systems (design, development, implementation, maintenance, and analysis); E-Commerce; Project Management; Internet Multimedia; Computer Program Design. Graduate program teaching concentrations include Information Security Architecture and Assurance; E-Commerce Security.

ASSOCIATE2003 – 2004

Booz Allen Hamilton Inc., McLean, VA

Staff Associate for Principal Deputy Assistant Secretary of the Army (PDASA)

Personal staff associate for concepts and analysis of personnel programs directed by the PDASA. Concepts and analysis included Medical Holdover program for combat disabled soldiers injured during Operation Enduring Freedom (Afghanistan) and Operation Iraqi Freedom.

Program Manager for U.S. Army Combat Related Special Compensation Program - Project Manager for establishment and operations of \$10 M U.S. Army Combat Related Special Compensation (CRSC) program. Program office included 6 Military, 22 Booz Allen Associates, 2 ASE professional staff and 40 Kelly Professional staff. Included design, development, implementation, and maintenance of \$3.5 million enterprise information management system for operations center. Congressionally mandated program that compensates U.S. Army retired personnel who have direct combat related disabilities. Project Manager for expanded Combat Related Special Compensation (CRSC) for all disability rating levels (450,000 eligible U.S. Army retirees). Developed approved program budget authority for FY 2005 U.S. Army CRSC program budget of \$22 M.

Chief Warrant Officer..... 1973 – 1994

U.S. Army, Corps of Engineers

Worldwide

- Detachment Commander, Ft. Shafter, HI – 1991 - 1994
- Warrant Officer Program Manager, Pentagon – 1988 - 1991
- Information Systems Manager, Pentagon – 1983 - 1988
- Instructional Systems Designer, Ft. Belvoir, VA – 1982 - 1983
- Hospital Maintenance Officer, Federal Republic of Germany – 1978 - 1982
- Electrical Power Distribution System Specialist, Ft. Belvoir, VA – 1977 - 1978
- Nuclear Power Plant System Specialist, Ft. Belvoir, VA – 1976 - 1977
- Electrical Power System Specialist, Ft. Belvoir, VA – 1973 - 1976

EDUCATION

Bachelor of Science in Information Technology

2003

Johns Hopkins University, Baltimore, MD

Masters of Science, Information and Telecommunication

2003

Johns Hopkins University, Baltimore, MD

REFERENCES

Eunice Melo

Program Director

Montgomery Community College, Information Technology Institute Eunice.Melo@montgomerycollege.edu

John Baker

BS Program Director,

Johns Hopkins University, Baltimore, MD jb@jhu.edu

David Wolf, PMP

email: dave@SterlingBusinessAdvantage.com LinkedIn: <http://www.linkedin.com/in/djwolf/>

Summary: Experienced software developer, technical project manager and trainer. Demonstrated technical proficiency, communication skills and problem solving abilities. Proficient with Java EE and .NET enterprise application development, relational database design, and end-user training.

Accomplishments

- Co-developed courseware for Java programming boot camp. Responsible for writing, editing and training students in over 200 assignments.
- Over twelve years' experience leading development, documentation and maintenance of large-scale, secure, data-driven web applications for County, State and Federal government clients
- Over twenty years' experience working with Federal and private clients to analyze, develop and implement automated solutions for new and existing business processes
- Led design, development, operation and maintenance of systems which distributed over ten million email newsletters monthly
- Managed staff of up to 15 employees in retail setting; Increased sales each year for five consecutive years by seven to twenty percent; Led team to surpass \$1M annual sales

Technical Skills

- Programming languages and environments:
 - Java EE with Oracle 11g and Oracle 12c
 - C#, VB.NET using Microsoft Visual Studio and Team Foundation Server (12 years)
 - SQL Server scripting and Transact SQL (15 years)
 - Visual Basic for Microsoft Office Applications development (20 years)
 - Java/JSP using Eclipse for web application and Android development (4 years)
 - Python, Perl and regular expressions
 - AJAX; HTML, Bootstrap, JQuery, JavaScript; XML; C/C++; PHP; WordPress
- Databases: Microsoft Access; SQL Server; MySQL; Oracle
- Applications: Microsoft Access/Excel/Word/Outlook as a developer and trainer for 20 years

Professional Experience

Sterling Business Advantage, LLC. Project Manager/Consultant/Trainer. Frederick, Maryland. 2013 – Present.

- Contracted with Montgomery College (see below) to teach Java and Python courses since April 2015
- Developed web service using PHP and MySQL to pull data from CareerBuilder API and generate lists of jobs meeting specific requirements.
- Developed web service using PHP and MySQL to convert survey data to JSON for dashboard application.
- Developed courseware and supporting materials; Courses included Customer Service for Project Managers, Microsoft Outlook Best Practices, Managing Data in Excel
- Trained professionals to save time and become more efficient using Microsoft Office

Montgomery College, Adjunct Instructor; Gaithersburg, Maryland. 1998 to Present.

- Developed courseware and assignments using Canvas LMS by Instructure
- Currently working on team to develop and deliver Java Programming boot camps for local employers
- Developed several Python and Programming Fundamentals courses
- Duties included course definition, development, delivery and assessments
- Courses taught included Information Technology career training program for college graduates, Microsoft Access, Microsoft Excel, SQL Server, VB.NET And C# Programming
- Designed customized training workshops based on student feedback and assessment of client's needs

- Recognized for ability to convey complex, technical information to non-technical people

URS Corporation, Senior Software Developer/Analyst/Technical Lead. Germantown, Maryland. 2001 to 2013.

- Analyzed, designed, coordinated and supervised development of software systems which automated business processes
- Technical and team leader; coordinated team work assignments; worked with stakeholders and project managers; monitored team progress and performance
- Led team to develop solutions for automating business processes which resulted in reduction of errors and time spent thus leading to significant cost savings for clients
- Analyzed system specifications and translated system requirements to task specifications for junior programmers
- Led development of multi-tier, enterprise, web-based database and reporting applications
- Designed, coded, tested, debugged, and deployed web-based database applications to production environment
- Designed database models, developed stored procedures using Transact SQL and data-definition language (DDL) scripts; Imported and exported large sets of data
- Solicited feedback and provided technical insight to stakeholders
- Responsible for making presentations to client audiences and professional peers
- Elicited business requirements for solutions; Developed requirements documentation
- Documented business processes, security policies, and software development standards
- Led Q/A activities including unit testing and code reviews
- Documented issues; communicated with developers and project team
- Developed applications to automate business processes using Microsoft Access and Excel
- Provided office-wide Microsoft Office application development and support; Wrote and distributed weekly tips to over 500 users
- Reviewed, repaired and rewrote legacy code
- Demonstrated ability to solve problems quickly and completely
- Elicit and document customer requirements and business processes using document analysis, requirements workshops, business process descriptions, use cases, scenarios, business analysis, task and workflow analysis
- Identify and manage risks and issues during software development process
- Proactively communicate and collaborate with external and internal customers to analyze information needs and functional requirements
- Successfully engage in multiple initiatives simultaneously
- A thorough understanding of how to interpret customer business needs and translate them into application and operational requirements
- Excellent verbal and written communication skills and the ability to interact professionally with a diverse group of executives, managers, developers and other subject matter experts

pfSoftware, Owner/Consultant; Gaithersburg, Maryland. 1993 to 2001.

- Oversaw the design, development, operation and maintenance of software and infrastructure that provided large-scale opt-in email marketing and distribution services which distributed over ten million email newsletters monthly
- Hired and managed team of contractors and support staff; Managed stakeholder communications
- Designed, developed and maintained numerous innovative programs and utilities including bulk file transfer, email reminders, survey collection and analysis, newsfeed consumption and real-time stock chart services
- Responsibilities included business development, team development, negotiating contracts, consulting, invoicing, risk management, stakeholder management, and project management
- Clients included British Aerospace Corp. (BAE), America Online, Montgomery College, Maryland National

Capital Park and Planning Commission, 1-800 Flowers, Turner Entertainment, Tribune Media

Education

- University of Maryland, College Park, MD; BA, Economics 1987
- Completed over three semesters toward a second degree in Marketing

Specialized Training

- Project Management PrepCast, OSP International LLC
- Business Process Analysis Course, Bridging the Gap
- Introduction to C programming, Montgomery College, Rockville, MD
- Advanced C programming, Montgomery College, Rockville, MD
- C++ Programming, Loyola College, Baltimore, MD
- Assembly Language Programming, Loyola College, Baltimore, MD
- Advanced Java, Montgomery College, Rockville, MD
- Perl Programming, Montgomery College, Rockville, MD

Certifications, Professional Affiliations and Awards

- Project Management Professional, Project Management Institute, May 2013
 - Speaker at March 2014 Project Management Symposium, PMI Baltimore, Baltimore, MD
 - Team member of Project Showcase committee, June 2014, PMI Montgomery County MD
- .NET Enterprise Application Development Certified Professional, Learning Tree, February 2007
 - Areas of proficiency include:
 - Visual Basic .NET Programming
 - Enterprise Web Development with .NET
 - .NET Best Practices and Design Patterns
 - Developing ADO.NET Applications for SQL Server 2005
- Innovation Award for work on Social Media Data Analytics Team, URS Corp., June 2013

Michael Pierini

mpierini@cerritos.edu

Experience

CERRITOS COLLEGE CULINARY ARTS

11110 Alondra Blvd. Norwalk, CA 90650

DIRECTOR/2012-Present

DEPARTMENT CHAIR/2001-2012

FACULTY/PASTRY DEPARTMENT/1994-2001

HYATT HOTELS & RESORTS

5 Embarcadero, San Francisco, CA 94101

HOTEL ASSISTANT MANAGER/1993-1994

FRONT OFFICE MANAGER/1992-1993

EXECUTIVE OF HOUSEKEEPING/1991-1992

MANAGEMENT TRAINING PROGRAM/1990-1991

MASA'S RESTAURANT

648 BUSH ST. SAN FRANCISCO, CA 94101

APPRENTICE/PASTRY COOK

Education

California State University, Long Beach 1997/Bachelors in Vocational Education

California Culinary Academy, 1989

Awards and Acknowledgements

"Excellence in Teaching" CCAOE 2006

"Outstanding Faculty Award" Cerritos College 2006-7

"Mentor of the Year" California Restaurant Association 1999

"Culinary Excellence" California Culinary Academy 1989

Chef Pierini grew up in the restaurant business with his grandfather's Northern Italian themed restaurant in Central California. Growing up where food was the focal point for all things family and friends, it was the only true career choice. While attending the California Culinary Academy in San Francisco and graduating with honors he worked and apprenticed in many local restaurants such as Masa's and Flur de Lis to Hyatt Hotels and Resorts.

Education and training has always been his driving force, either in a kitchen or in a classroom. Earning his BVE degree from CSULB he started teaching at Cerritos College Culinary Arts as a Baking and Pastry instructor. In this position, "we built what we knew the industry needed, top quality cooks and bakers that know how to cook and how to work". Now as department Chair and Chef, he leads over 250 students in training, operating 3 separate student run food outlets from fine dining, casual café and banquet and caterings all on campus.

Throughout his career as an educator, he has always stayed true to his background of service and family. He has received many awards to include *Mentor of the Year* from PROSTART and *Excellence in Teaching* from the CCCAOE. "As an educator, I am still a Chef but my customers are my students" a philosophy that has helped to create a world-class training program.

IV. Resiliency Review Rubric and Reviewer Resumes

Resiliency Learning Materials Review

Purpose of Resiliency Learning Materials Review:

1. Ensure there is a tie between these materials so that they can be a comprehensive, cohesive and quality set of materials that connects to the strategic goals of the consortium and may be included in the Teaching and Developing Resiliency guidebook.
2. Identify high quality material that demonstrate how to infuse resiliency competencies into learning materials and courses.
3. Provide feedback to authors of learning materials to help them improve their materials specifically to how the resiliency competencies are integrated.

1. Your Name: _

2. Indicate what learning material you reviewed:

- Bunker Hill's Mobile App Development
- Bunker Hill's IT Problem Solving
- Capital's College Success Course
- Housatonic's Community Health Worker Course
- Housatonic's Resiliency Modules for Noncredit Programs of Study
- Housatonic's New Student Orientation
- Kingsborough's Bridge Training, a three day pre-course workshop
- LaGuardia's eSCAPE
- Passaic's SNAP
- Smart Sparrow's Resiliency lessons and Dot Game

3. Please review the learning materials and respond to the following questions based on your review.

	Select One		
	Not Evident	Somewhat Evident	Clearly Evident
3.1. The resiliency competencies are identifiable components of the learning materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. The learning materials' organization and purpose are clear, and structured in an appropriate way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3. The learning materials are coherent from a student's perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

4. Please review the learning materials and respond to the following questions based on your review.

	Select One		
	Not Evident	Somewhat Evident	Clearly Evident
4.1. The learning materials' objectives are measurable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. Concepts and skills build logically and purposefully throughout the course or activity, with transitions to support development and understanding from skill to skill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3. Formative assessments directly address resiliency objectives and other learning objectives, and are consistent with the learning material activities and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4. Summative assessments directly address resiliency objectives and other learning objectives, and are consistent with the learning material activities and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5. The activities are engaging and support active engagement with the content and learning material objectives. Learning activities provide opportunities for interaction that support active learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

5. After reviewing the learning materials in total, is the connection to the resiliency competency model missing or does it need to be improved?

Yes

No

Comments:

6. Do the learning materials appear to have the proper attributions?

Yes

No

Comments:

7. Do the learning materials include features that make them accessible as a learning resource for all students, including students with disabilities?

Yes

No

Comments:

8. Do you have any other comments about these learning materials that you'd like to share?

Yes

No

Comments:

VITAE

Nan L. Travers, Ph.D.

PERSONAL INFORMATION

nan.travers@esc.edu

EDUCATION

University of Connecticut, Storrs, CT	1999
Doctorate - Educational Leadership, Adult Learning <i>Dissertation Title - "Self-Regulated Learning: Impact of Teaching Methodology Based on Principles of Adult Learning"</i> <i>Additional specialty in Educational Research and Statistics</i>	
Johnson State College of Vermont, Johnson, VT	1987
Master of Arts, Education - Curriculum Development <i>Additional concentration in Special Education</i>	
Ramapo College of New Jersey, Mahwah, NJ	1978
Bachelor of Science, Biology with a minor in Chemistry and Theater	
<u>Additional Training:</u>	
Law and Higher Education, Stetson University for Law, Tampa, FL	2003
<i>Extended pre and post conference training</i>	
The League for Innovation in Community Colleges	
Executive Leadership Institute, Phoenix, AZ	2002
<i>Week-long intensive training for Executive Leadership in Community Colleges</i>	
Summer Institute on Longitudinal Methods	
Pennsylvania State University, State College, PA	1998
<i>Training in techniques for analyzing categorical data in longitudinal studies.</i>	
Guild for Psychological Studies	
San Francisco, CA	1993, 1995
<i>Intensive training in Personal Growth Techniques from a Jungian perspective</i>	

HONORS AND AWARDS

- ◆ Marlowe Froke Award for recognition of excellence in professional writing, Association for Continuing Higher Education 2004
- ◆ Dean's Scholar Award, University of Connecticut, School of Education 1998
- ◆ Educational Leadership Faculty Scholar Award, University of Connecticut, School of Education 1997
- ◆ Fellow, National Center on Adult Learning (NCAL) 1997
- ◆ Phi Beta Kappa, Ramapo College of New Jersey 1978
- ◆ Sigma Xi, Ramapo College of New Jersey 1978

PROFESSIONAL EXPERIENCES

Administration:

Director of Collegewide Academic Review

April 2007 – Current

- Empire State College, Saratoga Springs, NY 12866*
- ◆ Principle Investigator for the Lumina Grant and TAACCCT Grant.
 - ◆ Oversee the implementation of policies and procedures that govern the individualized degree planning and prior learning assessment.
 - ◆ Oversee the publications that guide the individualized degree planning and prior learning assessment processes.
 - ◆ Oversee the design and implementation of collegewide academic and technology projects, which support the individualized degree planning and prior learning assessment, such as eportfolios, electronic student degree planning guide, and PLA Planner.
 - ◆ Coordinate meetings, research and focused projects with collegewide, center-based professional staff who implement the policies and procedures that govern the individualized degree planning and prior learning assessment processes.
 - ◆ Develop articulation agreements and memos of understanding with other institutions and organizations.
 - ◆ Supervise and evaluate the staff of the Office of Collegewide Academic Review.

Interim Associate Vice President of Academic Affairs for Academic Services

- Empire State College, Saratoga Springs, NY 12866* **2009-2010**
- ◆ Supervise and evaluate Academic Services (Center for Mentoring and Learning, College Professor of Adult Learning and Mentoring, Office of Collegewide Academic Review, Office of Collegewide Academic Support, Office of Collegewide Disabilities Services, and Office of the Registrar) activities and personnel.
 - ◆ Supervise the allocations of faculty and UUP member's professional development funds.
 - ◆ Supervise the coordination of college-sponsored professional development activities, including the annual All College Meeting, Academic Conference, Area of Studies Meeting, and Writer's Retreat.
 - ◆ Supervise faculty awards processes.

- ◆ Work directly with the Provost/Vice President of Academic Affairs and Assistant Provost to plan and implement the Academic Affairs' strategic plan, budget, activities, technology plans, and overall affairs.

Vice President of Student Services

Sept. 2006 – April 2007

New Hampshire Community Technical College, Manchester, NH 03102

- ◆ Supervise and evaluate the Division of Student Services (Registrar, Admissions, Financial Aid, Student Life, Bookstore, and Cafeteria) activities and personnel
- ◆ Supervise and evaluate the Division of Information Technology (IT)
- ◆ Work directly with the President and the President's Cabinet to plan and implement the College's strategic plan, college activities, college budget, and other college affairs
- ◆ Serve on the President's Cabinet, College Advisory Board, College Coordinating Council and Marketing Team, and Enrollment Management Team

Vice President of Student and Community Services

2003 – Sept. 2006

New Hampshire Community Technical College, Manchester, NH 03102

- ◆ Supervise and evaluate the Division of Student Services (Registrar, Admissions, Financial Aid, Student Life, Bookstore, Cafeteria, and Security) activities and personnel
- ◆ Supervise and evaluate the Division of Community and Corporate Education and Training (non-credit courses, customized corporate training, professional development programs) activities and personnel
- ◆ Supervise and evaluate the Division of Information Technology (IT)
- ◆ Work closely with the President and the President's Cabinet to plan and implement the College's strategic plan, college activities, college budget, and other college affairs
- ◆ Work closely with the President, Division of Community and Corporate Education and Training, and other College areas to develop partnerships with other education institutions, community groups, and area organizations and companies
- ◆ Lead the Diversity Team and Enrollment Management Team
- ◆ Serve on the President's Cabinet, College Advisory Board, College Coordinating Council and Marketing Team

Associate Vice President of Academic Affairs,

Institutional Planning, Research, and Grants

1999 – 2003

New Hampshire Technical Institute, Concord, NH 03301

- ◆ Supported the development and delivery of all academic programs, including department and faculty evaluations
- ◆ Responsible for campus-wide strategic planning and institutional effectiveness efforts
- ◆ Worked with all academic departments in developing program and learning outcomes and student assessments
- ◆ Worked with all non-academic departments in developing departmental outcomes and effectiveness measures

- ◆ Supported Institute's accreditation process and individual departments' specialized accreditation process
- ◆ Wrote and co-managed multiple grants
- ◆ Member of the Institute Leadership Team, Institutional Strategic Planning Team, Governance and Organization Assessment Team, Teaching and Learning Team, Academic Success Council, Comparing Alternative Methods for Equivalent Learning Team, Adjunct Faculty Team, Student Community Service Team, NHCTC System-wide Carl Perkins Assessment Team

Coordinator of Academic Services**1991 - 1994***Community College of Vermont (CCV), Morrisville, VT 05661*

- ◆ Academic Officer for CCV Morrisville Site Office - Responsible for the administration of and supervised all academic and developmental educational programs
- ◆ Hired faculty and supported through continual professional development opportunities
- ◆ Trained and supported faculty in the teaching and advised students in the development of Assessment of Prior Learning (APL)
- ◆ Advised students regarding their academic program and career opportunities
- ◆ Served on academic committees and participated in numerous community outreach committees focused on adult learning, developmental programs, student support services, and school-to-work transitions

Teaching: Professor*SUNY Empire State College***2009-current**

Cognition, Statistics, Research and Design, Teaching in the Arts, Elements of Design in Fabric Arts, Pattern Making, College Algebra through Fabric Arts

*New Hampshire Technical Institute***1999-2003**

Traditional and on-line courses in Statistics, Mathematics, and Psychology

*Charter Oak State College of Connecticut (Adjunct)***1999-2001**

On-line courses in Adult Learning

*University of Connecticut, School of Education (Adjunct)***1997-1998**

Research Development for Integrated Bachelor's / Master's (IB/M) Teacher Preparation Program students; Teacher Assistant in Statistics and SPSS lab

*Community College of Vermont (Adjunct)***1990 - 1998**

Traditional and on-line courses in Statistics, Mathematics, and Psychology

Johnson State College of Vermont, External Degree Program (Adjunct) **1992 - 1994**

Methods of Teaching Mathematics

High School Teacher*Craftsbury High School, Craftsbury Common, VT 05827***1985 - 1989**

Taught mathematics, biology, and computer courses

*Washingtonville Central Schools, Washingtonville, NY 10992***1982 - 1985**

Taught mathematics courses

*Lamoille Area Vocational Center, Hyde Park, VT 05655***1979 - 1981**

Taught mathematics courses

Research and Program Development:**President/Consultant**

Current

IntraScope, LLC, Middle Grove, NY

- ◆ Develop and deliver educational consulting, strategic planning, and research in the development and assessment of educational and professional programs and opportunities and grants supporting lifelong learning in colleges, businesses, non-profit organizations, and state agencies

Research Associate**1994 - 1999***Adult Learning Program, University of Connecticut, Storrs, CT 06269*

- ◆ Designed, developed, and evaluated the effectiveness and efficiency of education programs for adult learners within corporate and non-profit organizations and educational settings
- ◆ Assisted graduate students in the development and assessment of research studies
- ◆ Conducted and evaluated various research projects
- ◆ Served on Dean's appointed School of Education Technology Strategic Planning Committee

Employment Program Developer*Hazen Union High School, Hardwick, VT 05843***1990 – 1991***Lamoille Area Vocational Center, Hyde Park, VT 05655***1979 - 1981**

- ◆ Developed, delivered, and assessed an employment training program and vocationally-oriented mathematics/language arts program for high-risk and special-needs high school students

PROFESSIONAL ACTIVITIES**Founding Co-Editor**

PLA Inside Out: An International Journal on Theory, Research, and Practice in Prior Learning Assessment. The first peer-reviewed, on-line journal dedicated to the field of prior learning assessment.

Board of Directors

Prior Learning International Research Consortium (PLIRC) LearningCounts.org, CAEL	Current
Pastoral Counseling Services – Vice Chair <i>Manchester, NH 03102</i>	2004-2007
Interim Ministry Network Board Appointed Research Committee – Chair <i>Baltimore, MD</i>	2001-2006
YMCA – Member <i>Concord, NH 03301</i>	2000
Learning Assistance Association of New England (LAANE)	1994-1995

Association Memberships

American Association of Colleges and Universities (AAC&U) Association of Continuing Higher Education (ACHE)
 Adult Higher Education Alliance (AHEA)
 Council for Adult and Experiential Learning (CAEL) Canadian Association of Prior Learning Assessment (CAPLA)
 American Association of Higher Education (AAHE) – past member American Association of Community Colleges (AACC) – past member Association of Institutional Researchers (AIR) – past member

Reader/Reviewer

Dissertation Committee 2005
 Adult Learning, Department of Educational Leadership, Neag School of Education, University of Connecticut.
 Project Evaluation: 2000
 Adjunct Teaching Forum: Facilitating Adult Learning, FIPSE Grant, College of Life Long Learning, University System of New Hampshire.
 Pre-publication review: 2000
 Keeton, M.T., Sheckley, B. G., Griggs, J.K., (2002). Effectiveness and efficiency in higher education for adults: A guide to fostering learning. Dubuque, Iowa: Kendall/Hunt Pub.
 Reader: 2000
 Qualifying Exams, Adult Learning, Department of Educational Leadership, Neag School of Education, University of Connecticut.
 Reader: 1999,2000
 NCAL Fellow research study proposals, National Center on Adult Learners (NCAL)

GRANTS

Written, PI and/or Co-Managed:

- ◆ Corporation for a Skilled Workforce: Connecting Credentials (current) \$50,000
- ◆ SUNY Integrated Instruction and Technology Grant (2014-2015) \$60,000
- Lumina Foundation (2012-2014) \$497,300
- TAACCCT Grant (2012-2015) \$390,960
- ◆ Jac Pac Workers Assistance Training Grant (2004) \$251,110
- ◆ New Hampshire Higher Education Assistance Foundation (NHHEAF): Project College is an Option (CIAO) (2004, 2005) \$14,000
- ◆ Federal Title III Planning Grant:
 New Hampshire Technical Institute (2003) \$113,222
- ◆ New Hampshire Higher Education Assistance Foundation (NHHEAF): College NOW (2003) \$30,000
- ◆ Paraeducator Assessment Project: New Hampshire Community Technical College System (NHCTCS) and College for Lifelong Learning (CLL) (2003) \$125,000
- ◆ NHTI Water and Trail Enhanced Recreation (WATER) Park (2002) \$98,650

◆ Carl Perkins Funds: Students in Programs Non Traditional for their Gender Grant (2001)	\$30,000
◆ New Hampshire's Quality Child Care Initiative Solicitation (1999)	\$257,570
◆ Institute for Research on Adults in Higher Education; Efficiency in Learning Programs Grant (1997)	\$1,000
◆ Institute for Research on Adults in Higher Education; Effectiveness and Efficiency in Higher Education Grant (1996)	\$1,000

Grant Renewals:

◆ Carl Perkins Vocational Education Grant (2003)	\$281,515
◆ Carl Perkins Vocational Education Grant (2002)	\$272,721
◆ Carl Perkins Vocational Education Grant (2001)	\$250,037
◆ Carl Perkins Vocational Education Grant (2000)	\$216,258

PUBLICATIONS

Travers, N. L. (in press). Inherent Tensions within the Practices of Prior Learning Assessment at Empire State College. In Mandell, A. and Jelly, K. (eds.). *Principles, Practices, and Contradictions: One Progressive Institution's Struggle to Name and Sustain its Vision*. Saratoga Springs, NY: Empire State College Press.

Travers, N. L. (2016). National Resource Center for Prior Learning Website. www.nrcpl.org.

Travers, N. L. (2015). *Prior Learning Assessment (PLA) Handbook*. Northeast Resiliency Consortium, Achieving the Dream (<http://achievingthedream.org/resource/14894/prior-learning-assessment-pla-handbook>).

Cameron, R., Travers, N. L., & Wihak, C. (2014). Technology and RPL/PLAR. In J. A. Harris, C. Wihak, & J. Van Kleef (Eds.), *The Handbook on the Recognition of Prior Learning: Research into Practice*. Bristol, UK: National Institute of Adult and Continuing Education (NIACE).

Travers, N. L. & Harris, J. A. (2014). Trends and issues in the professional development of RPL practitioners. In J. A. Harris, C. Wihak, & J. Van Kleef (Eds.), *The Handbook on the Recognition of Prior Learning: Research into Practice*. Bristol, UK: National Institute of Adult and Continuing Education (NIACE).

Travers, N. L. (2013). PLA Philosophy, Policy, and Practice Implications: Revisiting the 2009 Hoffman, Travers, Evans, and Treadwell Study, *The Journal of Continuing Higher Education*, 61:1, 54-58.

Travers, N. L. (2013). Adult education. In J. Ainsworth & J. G. Golson, (Eds.). *Sociology of Education: An A-Z Guide*. Thousand Oaks, CA: Sage Publications.

Travers, N. L. (2013). Prior learning assessment. In J. Ainsworth & J. G. Golson, (Eds.). *Sociology of Education: An A-Z Guide*. Thousand Oaks, CA: Sage Publications.

Travers, N. L. (2012). What is next after 40 years? Part II: Prior learning assessment 2012 and after. *The Journal for Continuing Education*, 60:2, 117-121.

Travers, N. L. (2012). What is next after 40 years? Part I: Prior learning assessment 1970-2011. *The Journal for Continuing Education*, 60:1, 43-47.

Travers, N. L. (2012). Academic perspectives on college-level learning: Implications for workplace learning. Journal of Workplace Learning, 24:2, 105-118.

Travers, N. L., Benke, M., & Davis, A. (2012). SUNY Empire State College: 40 years ago radical game changer, now New York's open university. (D. Oblinger, Editor). The Game Changers. www.Educause.edu.

Travers, N. L. (2011). United States of America: PLA research in colleges and universities. (J. Harris, C. Wihak and M. Breier, Editors) Researching Prior Learning. Leicester, United Kingdom: National Institute for Adult Continuing Education (NIACE).

Travers, N.L., Smith, B., Ellis, L., Treadwell, A., Onta, B., Hakim, K., Feldman, L., Brady, T., & Panayotou, M. (2010). Language of evaluation: How PLA evaluators write about student learning. International Review of Research in Open and Distance Learning (www.irrodl.org).

Travers, N. L. & Evans, M. T. (2010). Evaluating prior learning assessment programs: A suggested framework. International Review of Research in Open and Distance Learning (www.irrodl.org).

Hoffmann, T., Travers, N. L., Evans, M. and Treadwell, A. (2009) 'Researching critical factors impacting PLA programs: A multi-institutional study on best practices', CAEL Forum and News, September.

Travers, N.L., et. al. (2009). Faculty voices: A cinderella story at the PLA ball. All About Mentoring, 35.

Travers, N. L. (2008). Playing with PLAI: A discussion with Barry Sheckley. All About Mentoring, 35.

Mandell, A., & Travers, N.L. (editors), 2008. Essential elements of PLA Programs: Institutional Perspectives. All About Mentoring, 35.

Travers, N.L., (2008). Some thoughts on adult learning, self-regulated learning, and the Empire State College degree planning process. All About Mentoring, 33.

Travers, N., Sheckley, B. G., & Bell, S. (2003). Enhancing self-regulated learning: A comparison of instructional techniques. The Journal of Continuing Higher Education, 51:3, 2-17.

Travers, N. (2002). How is my teaching impacting student learning? Pedagogy. New Hampshire Community Technical College System, Concord, NH.

Cubeta, J. F., Travers, N. L., & Sheckley, B. G. (2001). Predicting the academic success of adults from diverse populations. Journal of College Student Retention, 2:4, 295-311.

Kehrhahn, M., Sheckley, B. G., & Travers, N. L. (2000). Efficiency and effectiveness in graduate education: A case analysis. Air Professional File, 76 Summer 2000.

Cubeta, J., Travers, N., & Sheckley, B. G. (1998). Predicting the academic success of adults from diverse populations. Technical report for research supported by Pew Charitable Trusts, Diverse Students Project, University of Maryland University College, Institute for Research on Adults in Higher Education (IRAHE).

Travers, N. (1997). SPSS student handbook. Manual prepared for the Bureau for Educational Research and Service, School of Education, University of Connecticut, Storrs, CT.

KEYNOTE PRESENTATIONS

Travers, N. L. (2014). *Learning-oriented and evidence based: Assessing learning from anyway, anytime or anywhere*. Association of American Colleges and Universities (AAC&U) Fifth Annual E-Portfolio Forum, Defining Practice and a Research Agenda. Washington DC. January 25, 2014.

Travers, N. L. (2012). *Adult Learning in the Relational Age (Keynote and Closing Speaker)*. Navigating the Terrain of the Adult Learner: Signposts to Development, Achievement and Success, 19th Annual Tennessee Adult Learner Conference, February 16-17, 2012.

RECENT INTERNATIONAL PRESENTATIONS

Travers, N. L. (2015). *Connecting Credentials Framework*. TA3 (Trans-Atlantic Technology and Training Alliance) Annual Symposium, Belfast, Northern Ireland (June 2015).

Travers, N. L. (2014). *Micro to Macro: Translating Learning into Credentials*. Deakin University, Melbourne, Australia. November 13, 2014.

Travers, N. L. (2014). *Assessing university level earning – anytime, anyplace and anywhere*. Webinar. Glasgow, Scotland, March 6, 2014.

Travers, N. L. & McQuigge, A. L. (2013). *Assessing university level earning – anytime, anyplace and anywhere*. Canadian Association of Prior Learning Assessment (CAPLA) Fall Focus Workshop, Toronto, ON, November 2013.

Travers, N. L. (2013). *PLA Practitioner Training*. (BC) PLAN SUMMIT 2013, Surging to the Future: Research Informed Policy, Practice and Innovation in the Recognition of Prior Learning. Vancouver, BC. March 26, 2013.

Travers, N.L. (2011). *Prior Learning & the Relational Age*. Canadian Association of Prior Learning Assessment (CAPLA) Fall Focus Workshop, Toronto, ON, November 14, 2011.

Travers, N. L. & Evans, M. (2011). *Web-based Training for Evaluators of Prior Learning Assessment*. Canadian Association of Prior Learning Assessment (CAPLA) Fall Focus Workshop, Toronto, ON, November 14, 2011.

Travers, N. L. & Evans, M. (2011). *ePortfolios & PLA Concept Mapping: Academic Tools of Knowledge Creation & Sharing*. Canadian Association of Prior Learning Assessment (CAPLA) Fall Focus Workshop, Toronto, ON, November 15, 2011.

Travers, N. L. (2011). *An International Research Agenda for the Recognition of Prior Learning: United States of America Perspective*. Centre for Research in Lifelong Learning International Symposium, Glasgow Caledonian University, Glasgow, Scotland.

June 2011.

Travers, N. L. (2010). *An International Research Agenda for PLAR: United States Perspective*. Canadian Association of Prior Learning Assessment (CAPLA) Pre Conference, PLAR: Emergence of a Canadian Community of Scholars
Ottawa, November 7, 2010.

Travers, N. L. (2009). *Research in PLA*. Thompsons River University, Open University. Kamloops, BC, July 4, 2009.

RECENT PRESENTATIONS (Selected) 2016

Travers, N. L. (2016). *Using Prior Learning Assessment to Increase Student Success*. Passaic County Community College. April 4, 2016.

Travers, N. L. (2016). *Using Prior Learning Assessment to Increase Student Success*. SUNY Continuing Education Collaborative webinar. March 16, 2016.

Travers, N. L. (2016). *Using Prior Learning Assessment to Increase Student Success*. Capital Community College, Hartford, CT. March 9, 2016.

Travers, N. L. (2016). *Using Prior Learning Assessment to Increase Student Success*. DREAM 2016 Pre-Institute Workshop, February 23, 2016. Atlanta, Georgia.

Travers, N. L., Wilder, L., & Taylor, S. (2016). Innovations in Credit for Prior Learning. Connecting Credentials Webinar Series. January 22, 2016.

Travers, N. L. (2016). Prior Learning Assessment and SUNY Oswego. SUNY Oswego, Oswego, NY, January 20, 2016

Travers, N. L. (2016). Crafting Prior Learning Assessment Policy at SUNY Oswego. SUNY Oswego, Oswego, NY, January 20, 2016

2015

Travers, N. L. (2015). Competency-based and prior learning assessment opportunities: Where are we going? Pathways to Adult Learner Success (PALS) Colloquium, Minneapolis, MN December 4, 2015.

Travers, N. L. (2015). Continuing the conversation (on prior learning assessment) Pathways to Adult Learner Success (PALS) Colloquium, Minneapolis, MN December 4, 2015.

Travers, N. L. (2015). Prior Learning Assessment: What is it and why now? Continuing Education Association of New York Conference, Saratoga Springs, NY. November, 2015.

Travers, N. L. (2015). Prior Learning Assessment: Considerations for all institutions. SUNY Herkimer County Community College, Herkimer, NY, September, 22, 2015.

Travers, N. L. (2015). Everything you wanted to know about prior learning assessment – and then some... SUNY Herkimer County Community College, Herkimer, NY, September, 22, 2015.

Travers, N. L. & Irwin, R. (2015). Prior Learning Assessment: Considerations for all institutions. American Association of State Colleges and Universities (AASCU) webinar. September 16, 2015.

Travers, N. L., Forte, M., Garmil, R., Kerr, T., Levine, L. (2015). Extending the Global Learning Qualifications Framework: Examples of Implementation Projects. National Institute on the Assessment of Adult Learning. Philadelphia, PA June 3, 2015.

Gauffreau, E., Grant, T., Nagrod, J., Travers, N., Wilder, L., (2015). Emerging directions in PLA. National Institute on the Assessment of Adult Learning. Philadelphia, PA June 3, 2015.

Mandell, A. & Travers, N. (2015). Critical policy and practice considerations: Facing our problems, finding solutions. National Institute on the Assessment of Adult Learning. Philadelphia, PA June 3, 2015.

Travers, N. L., Forte, M. & Garmil, R. (2015). Prior Learning Assessment: A competency-based, e-portfolio framework. Conference on Instruction and Technology. SUNY Geneseo, NY. May 26, 2015.

2014

Travers, N. L. (2014). What is it all about? Prior learning assessment (PLA). Trade Adjustment Act Community College and Career Training (TAACCCT) conference, Greenville, SC, December 10, 2014.

Travers, N. L. (2014). Assessing experiential learning: Presentation on the GLQF. SUNY Empire State College, Saratoga Springs, NY October, 28, 2014.

Travers, N. L. (2014). Language of competence. College for America, Southern New Hampshire University, Manchester, NH, September 22, 2014.

Travers, N. L. (2014). Prior learning assessment: Policy and practice considerations. SUNY Empire State College webinar, July 21, 2014.

Travers, N. L. (2014). Learning oriented and evidence based: Assessing experiential learning. National Institute on the Assessment of Adult Learning. Princeton, NJ June 18, 2014.

Travers, N., & Mandell, A. (2014). Prior Learning Assessment: History and New Directions in Scholarship. Atlantic City, NJ, June 19, 2014.

Travers, N. L. (2014). Learning oriented and evidence based: Assessing experiential learning. FACT² Experiential Ed Task Force Webinar. February 24, 2014.

Travers, N. L. (2015). Assessing learning. Northeast Resiliency Consortium Meeting, Baltimore, MD, February 20, 2015.

Travers, N. L. (2015). Prior learning assessment: Important considerations. Northeast Resiliency Consortium Meeting, Baltimore, MD, February 19, 2015.

Travers, N. L. (2014). Adult learning in the relational age. Navigating the Terrain of the Adult Learner: Signposts to Development, Achievement, and Success. 19th Annual Tennessee Adult Learner Conference, February 16, 2014.

Travers, N. L. (2014). Assessing learning in the relational age. Navigating the Terrain of the Adult Learner: Signposts to Development, Achievement, and Success. 19th Annual Tennessee Adult Learner Conference, February 17, 2014.

2013

McQuigge, A. L. & Travers, N. L. (2013). *Assessing university level earning – anytime, anyplace and anywhere*. SLOAN

Travers, N. L. & McQuigge, A. L. (2013). *Assessing university level earning – anytime, anyplace and anywhere*. CAEL International Conference. San Diego, CA. November 2013.

Travers, N. L. & Mandell, A. (2013). *Prior learning assessment: History and New Directions in Scholarship*. The National Institute for the Assessment of Adult Learning, Atlantic City, NJ, June 18, 2013.

Travers, N. L. & Evans, M. (2013). *The New World of PLA: Re-examining Your Prior Learning Assessment Program*. The National Institute for the Assessment of Adult Learning, Atlantic City, NJ, June 19, 2013.

Travers, N. L. & McQuigge, A. L. (2013). *Assessing university level earning – anytime, anyplace and anywhere*. The National Institute for the Assessment of Adult Learning, Atlantic City, NJ, June 18, 2013.

Travers, N. L. (2013). *Creative techniques for supporting the adult learner: Learning in the relational age*. Community College System of New Hampshire Symposium, January 14, 2013.

Travers, N. L. (2013). *Introduction to PLA*. Community College System of New Hampshire Symposium, January 14, 2013.

2012

Travers, N. L. (2012). Learning from prior learning assessment practices: ePortfolios and microcredentials. 2012 NERCOMP Meeting, Norwood, MA, November 1, 2012

Travers, N. L. & Popova-Gonci, V. (2012). *Exploring new assessment strategies for PLA*. CAEL International Conference. Washington DC, November 7, 2012.

Travers, N., Popova-Gonci, V., & Panayotou, M. (2012). *Designing Authentic Assessments for Prior Learning*. American Association for Colleges and Universities (AAC&U). General Education and Assessment Conference: New Contexts, New

Cultures, New Orleans, LA, February 23–25, 2012.

2011

Hurley-Dasgupta, B., Kaufmann, M., Murphy, E., & Travers, N. (2011). *ePortfolios in the Cloud: Documenting, Connecting, Learning*. SLOAN Webinar. November 29, 2011.

Travers, N. L., Evans, M. & Frank, A. (2011). *Embracing Resources: Providing Frequent, Consistent and Available Training for Evaluators*. The Council for Adult and Experiential Learning (CAEL) International Conference, Chicago, IL, November 9, 2011.

Dixon, S., Travers, N., & Sax, L. (2011). Bridging Workforce Development and Higher Education. Workforce New York Fall Conference, Albany, NY, October, 19, 2011.

Travers, N. L., Evans, M., Kaufmann, M., & Simon, S. (2011). *Baby Steps, Missteps, Back Steps and Leaps of Faith: Parallel and Divergent Paths with ePortfolios within One Institution*. Association of Authentic, Experiential and Evidence Based Learning (AAEEBL) International Conference, Boston, MA, July 25-28, 2011.

Travers, N. & Mandell, A. (2011). Prior Learning Assessment: History and New *Directions in Scholarship*. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 15, 2011.

Popova-Gonci, V. & Travers, N. (2011). *Concept Mapping as a Tool of Knowledge Creation and Sharing*. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 15, 2011.

Travers, N. *So What is College Level Learning?* Roundtable. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 16, 2011.

Travers, N. L. (2011). *An International Research Agenda for PLA: United States Perspective*. Northeast Prior Learning Assessment Interest Group, Online presentation, May 26, 2011.

2010

Harris, J. & Travers, N. (2010). *Researching PLA: Creating an International Research Agenda*. The Council for Adult and Experiential Learning (CAEL) International Conference, San Diego, CA, November 11, 2010.

Travers, N. L., Treadwell, A., & Panaytou, M. (2010). *Language of Evaluation*. Roundtable. The Council for Adult and Experiential Learning (CAEL) International Conference, San Diego, CA, November 11, 2010.

Travers, N., Treadwell, A., Evans, M., Panaytou, M., & Chhooi, P. (2010). *Web-based PLA Evaluator Training*. The Council for Adult and Experiential Learning (CAEL) International Conference, San Diego, CA, November 11, 2010.

Hart, D. M., Conrad, D., Conzett, K., Fonte, L., Gunn, S., Merwin, J., Dallman, M. E., & Travers, N. L. (2010). *Issues in Portfolio Assessment of Experiential Learning*. Pre-Conference Workshop. The Council for Adult and Experiential Learning (CAEL) International Conference, San Diego, CA, November 9, 2010.

Travers, N., Smith, B., Ellis, L., Panaytou, M., Treadwell, A., Brady, T., Feldman, L., Hakim, K., & Onto, B. (2010) *Prior Learning Assessment: Some Observations on How We Talk and What is Said When We Talk About Knowledge*. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 11, 2010.

Travers, N. L. (2010). What is college-level learning? Adult Higher Education Alliance 30th Annual Conference "The Future of Adult Higher Education: Principles, Contexts & Practices," Saratoga Springs, NY, October 7, 2010.

Travers, N., Evans, M., & Treadwell, A., (2010). *Five Critical Factors: Learning from PLA Practices Across 34 Institutions*. Adult Higher Education Alliance 30th Annual Conference "The Future of Adult Higher Education: Principles, Contexts & Practices," Saratoga Springs, NY, October 7, 2010.

Travers, N., Smith, B., Ellis, L., Brady, T., & Feldman, L. (2010). *Language of Evaluation*. Adult Higher Education Alliance 30th Annual Conference "The Future of Adult Higher Education: Principles, Contexts & Practices," Saratoga Springs, NY, October 6, 2010.

Learning Process or an Assessment Tool? Adult Higher Education Alliance 30th Annual Conference "The Future of Adult Higher Education: Principles, Contexts & Practices," Saratoga Springs, NY, October 6, 2010.

Travers, N., Ellis, L., Chhooi, P., Popova-Gonci, V., & Seamans, L. (2010). *PLA: A Travers, N. (2010) So, What Is College-Level Learning?* Roundtable. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 10, 2010.

Panaytou, M., Treadwell, A., & Travers, N., (2010). *PLA Planner: Empire State College's Online Tool for Prior Learning Assessment*. Roundtable. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 10, 2010.

Travers, N. L., Evans, M., Treadwell, A., Panaytou, M., Brady, T., Popova-Gonci, V., Chhooi, P., & McElroy, T. (2010). *Designing a Website for Evaluators of Prior Learning Assessment*. Thomas Edison State College, National Institute on the Assessment of Adult Learning, Atlantic City, NJ, June 9, 2010.

Education

M.S. 1998. Social psychology. Texas A&M University, College Station, TX.

B.A. 1996. Psychology. University at Albany, State University of New York, Albany, NY.

Professional Appointments

2016 – present Associate Director of Teaching & Learning
Achieving the Dream, Silver Spring, MD

- Manage programs and projects designed to build institutional capacity supporting intentional integration, professional development, and engagement of full-time and part-time faculty in fostering an inclusive, student-focused college culture.
- Oversee the *Engaging Adjunct Faculty in the Student Success Movement Initiative* (\$2.5M funded learning initiative).
- Collaborate with ATD colleagues on related teaching and learning initiatives that support and engage full-time and part-time faculty as change agents in their institutions.

2011 – 2016 Coordinator, Teaching & Creativity Center
Monroe Community College, Rochester, NY

- Oversaw all operations and strategic planning, served as project management lead for the college's faculty development program; provided support for over 900 full-time and adjunct faculty members; coordinated with faculty committees at Brighton Campus and Damon City Campus
 - Institutes and Conferences
 - Faculty Inquiry Groups; Critical Friends Groups; Faculty Reading Groups
 - First Year Faculty Series, Second Year Faculty Series
 - Coaching and one-on-one consultations, Small Group Instructional Feedback (SGIF)
 - Community Center for Teaching Excellence
 - Workshops, Conversations, Brown Bags
 - Topics include: *Course Design for Significant Learning; Using Lecture Effectively; Using Rubrics to Enrich Student Learning; Promoting Active Learning; Best Practices in Classroom Management; Creating Effective Assignments and Exams; Leading Great Class Discussions; Helping Our Students to Develop a Mindset of Success; High Impact Educational Practices; Formative and Summative Classroom Assessment Techniques*

Professional Appointments, *continued*

2011 – 2016 Coordinator, Teaching & Creativity Center (continued) Monroe
Community College, Rochester, NY

- Supported college-wide initiatives
 - High Impact Practices
 - Service learning
 - Global education
 - Undergraduate research, scholarly inquiry, and creative activity
 - Undergraduate learning communities (linked/integrated courses)
 - Academies Pathways Initiative (steering committee member)
 - Honors Institute
 - Support for Transitioning And Returning Service Members (STARS)
Innovation of the Year Award, 2013-14, League for Innovation
- Supervised and evaluated the Teaching & Creativity Center's program assistant

2006 - 2011 Assistant Professor of Psychology
Hobart & William Smith Colleges, Geneva, NY

- Taught 5 courses per academic year, including:
Introduction to Psychology; Introduction to Social Psychology Research in Experimental Social Psychology
Topics in Social Psychology: Political Psychology
Topics in Social Psychology: Stereotypes, Prejudice, & Discrimination Intersections of Race, Class, and Gender in Everyday Life
Intergroup Leadership
Critical Thinking About the Nature-Nurture Debate
- Served as faculty representative to the President's Commission on Inclusive Excellence; developed programming and assessments related to diversity and social justice.
- Taught, advised, and mentored students in the HWS Summer Institute Program (part of the New York State Higher Education Opportunity Program).
- Active participant in HWS Honors Program, advised honors students and supervised honors student research.
- Designed and delivered faculty development workshops as part of New Faculty Orientation (2008, 2009, 2010) and faculty institutes (2009, 2010).
- Conducted scholarly research in collaboration with undergraduate students, publishing in peer-reviewed journals and presenting at national conferences in psychology.

2004 – 2006 Adjunct Instructor of Psychology
Maryville College, Maryville, TN

- Taught 2-3 courses per academic year, including:
Interdisciplinary Social Science Research Methods; Introduction to Psychology

2002 – 2003

Research Associate, Office of Measurement and Research Services Texas A&M University, College Station, TX

- Assisted with the design and implementation of research projects assessing student satisfaction at Texas A&M University. My duties included managing teams of research assistants, assisting with construction of survey items, managing large-scale data collection, analyzing and interpreting data, and preparing reports for various offices on campus.

1996 – 2002

Graduate Assistant, Department of Psychology
Texas A&M University, College Station, TX

- Served as a Research Assistant (1996-1998) and then taught six undergraduate courses between 1998-2002: *Social Psychology; Psychology of Stereotypes, Prejudice, & Discrimination; Introduction to Psychology*

Selected Scholarly Publications and Presentations on Faculty Development

Journal Articles and Book Chapters

Pliner, S. M., Iuzzini, J., & Banks, C. A. (2011). *Using an intersectional approach to deepen collaborative teaching*. In M. Ouellet (Ed.), *Understanding the intersections: An integrative analysis approach to diversity in the college classroom* (New Directions for Teaching and Learning). San Francisco: Jossey-Bass.

Banks, C. A., Iuzzini, J., & Pliner, S. M. (2011). *Intersecting identities and the work of faculty development*. *To Improve the Academy*, 29, 132-144.

Conference & Institute Presentations

Ellis, D., & Iuzzini, J. (2017, June). *Lead from the middle: Getting program buy-in and support from the faculty and administration*. Workshop to be presented at the POD Institute for New Faculty Developers, Saratoga, NY.

Ellis, D., & Iuzzini, J. (2017, June). *Utilizing faculty fellows*. Workshop to be presented at the POD Institute for New Faculty Developers, Saratoga, NY.

Iuzzini, J., & Himelein, M. (2017, June). *Consulting through listening*. Workshop to be presented at the POD Institute for New Faculty Developers, Saratoga, NY.

Iuzzini, J., & Morgan, S. (2017, June). *Developing and using coaching skills for success in your work*. Workshop to be presented at the POD Institute for New Faculty Developers, Saratoga, NY.

Willingham-McLain, L., Iuzzini, J., & Pliner, S. (2017, June). *Ideas for meaningful new faculty orientation*. Workshop to be presented at the POD Institute for New Faculty Developers, Saratoga, NY.

Conference & Institute Presentations, continued

luzzini, J., Sebastian, R., & Singer, R. (2017, April). *Re-envisioning teaching and learning for the 21st century community college*. Forum session presented at the annual meeting of the American Association of Community Colleges, New Orleans, LA.

luzzini, J., Edgecombe, N., Roberts, J., & Westover, K. (2017, April). *Early insights from Achieving the Dream's Engaging Adjunct Faculty project*. Forum session presented at the annual meeting of the American Association of Community Colleges, New Orleans, LA.

luzzini, J., Singer, R., Bickerstaff, S., Bates, M., & Ratunil, P. (2017, March). *Early insights from Achieving the Dream's Adjunct Faculty Engagement project*. Forum session presented at the annual meeting of the League for Innovation in the Community College, San Francisco, CA.

luzzini, J., Sebastian, R., Huff, C., Schonstein, D. (2017, February). *Faculty as drivers of college reform efforts*. Pre-conference workshop presented at Achieving the Dream's annual DREAM conference, San Francisco, CA.

luzzini, J., Singer, R., Bickerstaff, S., Chavarin, O., Marchlewski, K., & Miller, B. (2017, February). *Early insights from Achieving the Dream's Engaging Adjunct Faculty in the Student Success Movement initiative*. Workshop presented at Achieving the Dream's annual DREAM conference, San Francisco, CA.

Dolan, D., & luzzini, J. (2017, February). *Integrating assessment practices across your college: Engaging full-time and adjunct faculty in using assessment results to guide decision-making and improve student performance*. Workshop presented at the Community College Conference on Learning Assessment, Orlando, FL.

luzzini, J., & Singer, R. (2017, January). *Engaging adjunct faculty in the student success movement*. Discussion session presented at the annual meeting of the Association of American Colleges and Universities, San Francisco, CA.

Felten, P., Artze-Vega, I., Calkins, J., luzzini, J., McGowan, S., & Koch, A. (2016, November). *Faculty development for gateway courses: Fostering faculty and student learning*. Workshop presented at the meeting of the POD Network, Louisville, KY.

Boose, D., luzzini, J., & Lontz, B. (2016, August). *Designing strong orientation programs for new contingent and full-time faculty*. Workshop presented at the Teaching & Learning National Institute, Olympia, WA.

Boose, D., Eby, K., & luzzini, J. (2016, August). *Making the Center for Teaching & Learning central: Connecting center work and projects to institutional needs and agendas*. Workshop presented at the Teaching & Learning National Institute, Olympia, WA.

Boose, D., luzzini, J., & Hodges, G. (2016, August). *Designing a professional development program when you are just beginning*. Workshop presented at the Teaching & Learning National Institute, Olympia, WA.

Conference & Institute Presentations, continued

luzzini, J., Strausser, P., & Pickren, W. (2016, January). *Strengthening communication to enhance collaboration: Enlisting allies in service of change in academia*. Designed and co-facilitated POD Organizational Development Institute (pre-conference to AACU Annual Meeting), Washington, DC.

Johnson, T., luzzini, J., DiPietro, M., Felten, P., & Artze-Vega, I. (2015, November). *Getting started: A workshop for new educational developers*. Pre-conference workshop presented at the meeting of the POD Network, San Francisco, CA.

Johnson, T., luzzini, J., DiPietro, M., & Bhavsar, V. (2014, November). *Getting started: A workshop for new faculty developers*. Pre-conference workshop presented at the meeting of the POD Network, Dallas, TX.

luzzini, J., & Pliner, S. M. (2014, November). *Best practices in building and sustaining inclusive faculty development programs*. Interactive workshop presented at the meeting of the POD Network, Dallas, TX.

luzzini, J. (2014, August). *Creating classroom community, empowering our students, strengthening our practice*. Keynote address presented at the Cayuga Community College Annual Faculty Development Day, Auburn, NY.

luzzini, J. (2014, August). *Engaged lecturing*. Interactive workshop presented at the Cayuga Community College Annual Faculty Development Day, Auburn, NY.

luzzini, J. (2014, August). *Using formative and summative classroom assessment techniques to measure student progress*. Interactive workshop presented at the Cayuga Community College Annual Faculty Development Day, Auburn, NY.

Pickren, W., Strausser, P., & luzzini, J. (2014, June). *Inclusive leadership in a diverse world: Leading the change conversation in your institution*. Designed and co-facilitated POD Leadership Development Institute, Ithaca, NY.

Huston, T., Barry, K., luzzini, J., Little, D., & Johnson, T. (2013, November). *Getting started: A workshop for new faculty developers*. Pre-conference workshop presented at the meeting of the POD Network, Pittsburgh, PA.

luzzini, J., & Pliner, S. M. (2013, November). *Diversity and social justice for faculty developers: Foundations, context, practice*. Interactive workshop presented at the meeting of the POD Network, Pittsburgh, PA.

Price, C., Pennella, A., & luzzini, J. (2013, November). *Cross-sector educational development: The Community Center for Teaching Excellence*. Roundtable discussion presented at the meeting of the POD Network, Pittsburgh, PA.

Conference & Institute Presentations, continued

Huston, T., Barry, K., Johnson, T., & Iuzzini, J. (2012, October). *Getting started: A workshop for new faculty developers*. Pre-conference workshop presented at the meeting of the POD Network, Seattle, WA.

Pliner, S., Iuzzini, J., & Banks, C. A. (2009, October). *Intersectionality and the practice of teaching and learning*. Interactive workshop presented at the POD Network Faculty Development Conference, Houston, TX.

Iuzzini, J. (2009, April). How we can (and should) bring social justice and civic engagement to the forefront of a 21st century psychology curriculum. In A. Froese (Chair), *Teaching psychology for civic responsibility in a global context*. Invited symposium presented at the meeting of the Southwestern Psychological Association, San Antonio, TX.

Iuzzini, J., & Wright, C. (2006, February). *Teaching for social justice*. Invited presentation given at the Southeastern Teaching of Psychology Conference, Atlanta, GA.

Selected Scholarly Publications on Social Psychology

Case, K. A., & Iuzzini, J. (Eds.). (2012). Systems of privilege: Intersections, awareness, and applications. *Journal of Social Issues, 68*(1).

Gaertner, L., Sedikides, C., Luke, M., O'Mara, E. M., Iuzzini, J., Jackson, L. E., Cai, H., & Wu, Q. (2012). A motivational hierarchy within: Primacy of the individual self, relational self, or collective self? *Journal of Experimental Social Psychology, 48*, 997-1013.

Gaertner, L., & Iuzzini, J., & O'Mara, E. M. (2008). When rejection by one fosters aggression against many: Multiple-victim aggression as a consequence of social rejection and perceived groupness. *Journal of Experimental Social Psychology, 44*, 958-970.

EDUCATION

Central Connecticut State University – New Britain, CT – May 2005

Master's of Science in Counseling (Student Development in Higher Education Administration)

Southern Connecticut State University – New Haven, CT – May 2000

Bachelor of Arts in Communication/ Communication Disorders

Naugatuck Valley Community Technical College – Waterbury, CT – May 1998

Associate of the Arts in Liberal Studies

PROFESSIONAL EXPERIENCE

Housatonic Community College – Bridgeport, CT

2016 - Present

SNAP Program Manager

- Supervise, evaluate grant coordinator overseeing all aspects of the grant.
- Work collaboratively with clients and DSS to ensure verification of eligibility.
- Collaborate with both credit and non-credit departments to create internal articulation agreements to benefit students and increase enrollment.

Housatonic Community College – Bridgeport, CT

2014 - Present

TAACCCT Grant Coordinator

- Direct, create, implement, outreach, and evaluate all aspects of the TAACCCT round three grant as part of the northeast resiliency consortium.
- Collaborate with both credit and non-credit departments to create internal articulation agreements to benefit students and increase enrollment.
- Supervise, evaluate, educate and cross train staff on current trends, student development theory, and new learning pedagogies in order maximize the support that is given to students in order to raise retention and completion rates.
- Manage and maintain a budget of 2.1 million federal grant dollars.
- Prepare and submit all narrative reports, financial quarterly reports, yearend benchmarks, and other requested reports by the consortium.
- Develop and coordinate a project Advisory Board consisting of area business leaders, administrators, community members, department of labor, and workplace partners, faculty and staff.
- Develop a sustainability plan with the administration to ensure that the grant best practices are continued after grant completion.

Awards, Accomplishments, Speaking Engagements, and Committees

- **Achieving the Dream's Annual Institute on Student Success (2016) Atlanta, GA**
- **96th American Association of Community Colleges' Annual Convention (2016) Chicago, IL**
- **Department of Labor Webinar Series – (2016)**
- **TAACCCT Convening (2016) Washington, DC**
- **Achieving the Dream College Core Team(2016)**
- **Shared Governance Task Force (2016)**
- **Orientation Committee (2014-2016)**
- **Facilities Master Plan Committee (2016)**

Family Services of Greater Waterbury – Waterbury, CT

2010 – 2013

Regional Director of Empowering People for Success Grant

- Train, supervise, evaluate and direct a staff of six Primary Service Managers in all aspects of the home-based program.
- Utilizing the ETO electronic database system, monitoring and auditing caseloads to insure contractual, policy and procedure compliance.
- Educate staff on current trends and new services offered in regards to mental health, domestic violence, counseling, and other barriers to employment.
- Communicate efficiently with partner agencies and programs in order to maintain a seamless delivery system.
- Prepare and submit reports as required.
- Maintain understanding of Temporary Need for Family's federal guidelines.

- Report to council management and participate in addressing changes in regional trends, developments, and problems as they impact client needs and services delivery.

Awards and Accomplishments

- **Completed Family Development Credentialing – March 2013**
- **Steps (Steps to Economic and Personal Success) Facilitator Training – April 2013**

Regional Director of Jobs First Employment Services Grant

- Train, supervise and direct a staff of twenty in all aspects of the program.
- Monitor and audit caseloads to insure contractual and policy and procedure compliance, including information entered into the Connecticut Works Business System.
- Ensure program cohesiveness by building and maintaining a cooperative and team oriented working environment. Organize and facilitate weekly and monthly team meetings.
- Develop and maintain an understanding of the federal and state contracts, Jobs First Employment Service and Welfare regulation.
- Prepare and submit reports as required for state and federal grant reporting.
- Establish and maintain effective relationships with key constituencies including: the Northwest Regional Investment Board, Department of Social Services regional and state staff, Department of Labor local and state staff, service providers, and any other local or state agency or staff necessary.
- Work cooperatively with other local organizations in order to educate participants in services that are available to them.

Mitchell College – New London, CT

2005-2007

Assistant Director of Health and Wellness

- Transitional College Counselor for a student body of 500.
- On call campus crisis counselor.
- Supervised two graduate counselors.
- Planned and presented preventative educational workshops to study body.
- Worked collaboratively with Student Activities, Residence Life, Campus Safety, Financial Aid, Admissions, Athletics, LRC, and Sodexo to serve students' needs.
- Planned and coordinated judicial sanctioning for alcohol, drugs, and anger management.
- Coordinated, with the community, campus wide programming for students including Health Expo 2006, World Aids Day, MSADD, Sexual Responsibility Week, and Stress Fest 2007.
- Assisted updating records for state medical compliance.
- Responsible for all Residence Hall health education programs plan and execution.
- Compiled and published Health and Wellness News Letter and Parent Newsletter.

Awards and Accomplishments

- **Governor's Prevention Partnership Committee – 1/06 – 8/07**
- **B.A.S.I.C.S. Trained – 3/07**

Adjunct Faculty Member

- **Psychology 101 – Introduction to Psychology**
- **Humanities 101 – Career Discovery: The Human Adventure**
- **FYS 101 – First Year Symposium**

Central Connecticut State University – New Britain, CT

2003-2005

Assistant to the Director of Housing and Residential Life/Hall Director

- Responsible for the health, safety, and welfare of 125 students, building activities, and overall maintenance of the building.
- Supervised and evaluated 16 resident assistants, one program assistant and 6 sign in officials.
- Co-coordinated campus wide resident advisor recruitment, selection, and training.
- Coordinated programming for students within the hall and campus wide, including Dean's Cup, Family Day, DTH area wide events, MADD program and Take Back the Night.
- Revised and edited the University housing living guide in order to incorporate into the student handbook.
- Performed on call emergency coverage for 9 housing facilities, housing approximately 2000 residents.

Awards and Accomplishments

- **Conference Committee Member for NASPA region One**
- **Connecticut State Advisory Board for NASPA**
- **National Minority Undergraduate Fellowship Program Mentor – 9/2004**
- **Student Satisfaction Inventory Committee – Fall 2004**
- **Committee for the National Women's League of Voters – Voting Drive – 2004**
- **Take Back the Night Committee – Spring 2005**

Academic Advising Internship - Education

- Met with new and transfer students in order to build their plan of study and ensure that they meet both university and state certification guidelines.
- Member of the Freshmen Academic Advising Days Committee.
- Presented to group of freshmen and their parents the requirements of the Education Program.
- Worked with groups of freshmen students registering online through Banner SCT system portal.

Greek Life Intern

- Advised the Greek Council and oversaw the Greek council budget.
- Worked together with all fraternities and sororities to ensure that they were operating within college guidelines.
- Coordinated Greek Week Event and Greek Olympics.

Eastern Connecticut State University – Willimantic, CT

2001-2003

Assistant to the Director of Housing and Residential Life/Hall Director

- Responsible for the health, safety, and welfare of 110 female freshmen students, building activities, and overall maintenance of the building.
- Supervised and evaluated five resident assistants and three office assistants.
- Co-coordinated campus wide resident advisor recruitment, selection, and training.
- Coordinated programming for students within the hall and campus wide including Diversity Theme Week, Burr Hall Community Halloween Party, Eastern's Apollo, and Community Theme Week.
- Acted as a liaison between the Alumni Association and the Division of Student Affairs in providing and creating the framework for and implementing the Student Alumni Association.
- Solicited funding from Alumni of Eastern in order to benefit the formation of the Student Alumni Association.
- Co-coordinated room draw, ticket selection, and the inputting of the information into the Banner SCT System (2002).
- Advisor to the Senior Class, Repertory Dance Troupe, Resident Outreach Council, and Burr Hall Council. Overseeing budgets, programs, and the organization of the groups.
- Performed on call emergency coverage for 10 housing facilities, housing approximately 2050 residents.
- Presented housing information for all incoming and potential students at open house and admission presentations.

Awards and Accomplishments

- **Committee Member of the CSU/UCONN Resident Assistant Conference – 2001**
- **Team Captain for Burr Hall, Walk of America for the March of Dimes – 2002**
- **Associate Professor for the Freshmen Year Experience, Blue Sky Program**
- **Coordinated the Day of Caring for the United Way – 2002**
- **Committee Member for the Blue Sky Development Committee**
- **N.A.S.P.A. Region One Conference Committee**
- **Southern Connecticut State University Alumni Association Scholarship Committee**

MICHELE FORTE, DA, LMSW

michele.forte@esc.edu michele.forte@suny.edu

Summary

Established and approachable Educator, Project Manager, and Social Worker with over 17 years of university level teaching experience, 12 years of direct clinical experience, and four years of project management experience.

Extensive experience in providing mentoring and guidance to diverse student body in a variety of educational settings, and to individuals and families in need, often in crisis. Demonstrated skill in forming a base of trust and rapport, facilitating development, and connecting disparate data to illuminate habits or patterns behaviors and thought, both in person and at a distance.

Well-developed educational, facilitation and collaboration skills, accustomed to bringing groups together, driving communication and developing synergy leading to learning and personal & professional development. Proactively and easily builds strong working bonds, grows people/organizations, and advises teams/leaders.

Strength and Competencies

- Holistic Assessment
- Individual Development
- Team Building & Growth
- Counseling and Mentoring
- Teaching, Training & Coaching
- Curriculum Design & Facilitation
- Project Management
- Program Administration
- Professional Collaboration

Technology: Proficient in Microsoft Office Suite; Learning Management Systems (LMS): ANGEL, Blackboard, Moodle; webinar tools (GoToWebinar; GoToMeeting; Zoom; Blackboard Collaborate)

Education

DA Humanistic Studies, University at Albany, Albany, NY

Areas of Specialization in Humanities, Social Welfare, and Women’s Studies

MSW, University at Albany, Area of Specialization: Direct practice, New York State Licensed Master Social Worker (LMSW)

MA, University at Albany, Albany, NY

BA, Philosophy, Binghamton University, Binghamton, NY

Professional Experience

Project Manager - [Open SUNY](#) Student Supports Initiatives, SUNY System Administration (2013 – present)

A 60% special project reassignment from faculty position to provide foundational support for Provost’s Open SUNY initiative, a program aiming to dramatically expand access to higher education, raise completion rates, and prepare students for academic success and contribute to the economic growth of New York State.

- Presented and refined theoretical and operational concepts and pillars of model. Evaluated institutional readiness and moving model concepts into campus based, deliberate practices.
- Presented multiple training and informational webinars with campus partners, facilitate vendor trainings, and on-going, strategic campus dialogues
- Contributed to Newsletter updates for campus partners, research on other models across country, and pieces of application to Federal Government for a “First in the World Grant”
- Facilitated roundtable meetings with advisors, campus administration, and other stakeholders on campuses to help integrate supports.
- Surfaced online orientation as additional facet of student supports, resulting in creation and assigned coordination of state-wide task force to cultivate a common template. Currently creating baseline metrics, visiting campuses, learning cultural practices, and devising ways to unite missions and best practices.
- Lead webinars and meetings with campus partners to collect and disseminate information

Faculty Mentor - Embedded recruitment and mentoring pilot (2014 – Present)

Selected to drive and manage pilot program designed to fix the stop out rate of online students, answer call from industry for flexible learning modalities, and leverage SUNY ESC flexibility in terms of deep mentoring, enriched alignment between industry and college level learning. Report to Vice Provost.

Program is industry aligned and driven by higher education, not for profit agencies, and online learning markets and opportunities, mostly serving regional students working in not for profit agencies who need to continue education for advancement. Employer sponsors with goal of retention and promoting in-house talent.

- Volunteered to leverage social work background to enable easy connection with students and an easier collaborative platform for first round of relationship building with local not-for-profits.
- Program has helped generate and retain tuition dollars - students engaged on the “recruitment” side requested my mentorship and all have applied and enrolled for first term.
- Developed non-traditional roadmaps for student to achieve their goals.
- Currently developing a course aligned with pilot – “Organizational Development for Not for Profit Agencies” in collaboration with colleague in Business and Management.

Faculty Advisor – Co-Author/Working Framework Team, Lumina Foundation Grant (2013 – Present) Special project re-assignment from SUNY ESC on national [Connecting Credentials](#) project to improve US credentialing. Partners include the Corporation for a Skilled Workforce (CSW) and the Center for Law and Social Policy (CLASP), with support from Lumina Foundation.

- Co-created [Global Learning Qualifications Framework](#) (2013-2015)
- Co-created, testing, protocols (2015-Present)
- Selected for project due to collaborative nature, SUNY and higher ed knowledge, and awareness of frameworks: limitations, processes, politics of knowledge, and market driven framing. Work included:
 - ~ Developing a framework, testing protocol, tools, and train-the-trainer consulting models.
 - ~ Testing inter-rater reliability, framework use, scalability, reproducibility across industries / higher ed.
 - ~ Creating templates for and co-facilitated webinars for national, cross-industry stakeholders.
- Discovered “hidden” parts of higher education by emphasizing competencies, looking at policy levers to shape new “crowd sourcing” version of higher education 2.0 – unbundling

competencies from degree credentials, and preparing to recruit, advise, and support adult and high risk learners

Assistant Professor, SUNY EMPIRE STATE COLLEGE (ESC), Saratoga Springs, NY 7/2011 – Present
Instruct courses and independent studies in Community and Human Services, Interdisciplinary Studies, and Women's Studies. Focus on critical engagement of the adult learner through strategic use of technology, blended, and web-enhanced pedagogies.

- Courses taught: Not-For-Profit Leadership; Introduction to Human Services, Human Service Ethics, Grief and Loss.
- Courses co-developed: Global Aging (in process); Grief, Loss and Resilience; Grief, Loss and Disabilities Studies; History of Women in Social Work; Exploring the Professions: Gerontology.
- Graduate School, SUNY Empire State College: Co-developed Certificate Bereavement and Grief, Co-developed Masters in Mental Health Counseling
- MOOC courses developed and facilitated: An Open SUNY Accessibility MOOC for Faculty and Staff (Coursesa); Metaliteracy: Empowering Yourself in a Connected World (Coursera); Empowering Yourself as a Digital Citizen (Canvas Platform);

Mentor degree planning process for incoming students through graduation – average caseload of 75 students. Coordinate, develop and implement degree plans in collaboration with students and colleagues.

- Facilitate educational planning process at SUNY ESC within distributed nature of the Center for Distance Learning.
- Created a web based summary of essentials for academic success - a resource for use by all students.
- Created open sourced template of resources, syllabi, and academically rich content for applied learning and internship opportunities for students, faculty, professional staff
- Worked to translate College resources into student language to cut down on and through the jargon.

Selected to serve as Center representative to College-wide advisory board, and to represent Human Services in a second College-wide advisory board (President/Provost initiatives).

- Recently placed on "Academic Visioning" team consulting to President and Cabinet.
- Assisted with webinars for colleagues new to teaching online: communicating with students, best pedagogical practices, and using the LMS to its fullest capacity.
- Faculty Center representative to Center for Mentoring and Learning

Lecturer, UNIVERSITY AT ALBANY (SUNY), Albany, NY 1998 – 2011
Successfully launched and taught a Freshman Year Experience (FYE) which was highly successful in improving student retention and acclimation into the campus community. FYE achieved high student satisfaction rates.

- Designed curriculum and syllabus emphasizing humanistic and liberal arts/SUNY General Education.

- Instructed FYE program courses designed to improve student retention and academic results – focused on critical thinking, writing, reading, communication, motivation, problem resolution, and socialization.
- Served as an advisor for two search committees and two university service committees. Provided ongoing service to office of student success – mediating minor campus infractions.

Social Worker, EPILEPSY FOUNDATION OF NORTHEASTERN NEW YORK, Albany, NY 1999 – 2011
Human and social services not-for-profit role serving clients with primary diagnosis of epilepsy and/or traumatic brain injury often with concomitant diagnoses. Grant-funded position supplemented by NYS billing met requirements of 20 units (hours) per week of direct client contact. Report to Director of Clinical Services.

- Provided supportive counseling and maintain therapeutic rapport to individuals and families coping with diagnosis and related adjustment, grief and loss, and bio-psychosocial issues.
- Assisted clients with identifying appropriate life goals and formulating steps towards these goals.
- Managed diverse caseload of 450 units yearly with requirement to see 10 clients monthly - 20 hours per week. Delivered adjustment related counseling to individuals with traumatic brain injuries to assist in managing and overcoming difficulties and stresses. Provided grief counseling to families and spouses.
- Led, coordinated and managed Family Education Training program: maintained yearly and monthly records; recruited speakers and assured granting agency program requirements were met.
- Established and maintained trust and therapeutic rapport often via phone per client driving restrictions.
- Responded to requests for guidance from colleagues on especially difficult or complex cases.
- Recorded client case files and notes per HIPAA regulations, created monthly and yearly compliance reports, and wrote Newsletter briefings. Case files were subject to NYS DOH and Medicaid state audits.

Project Coordinator, UNIVERSITY AT ALBANY - Center for Excellence in Teaching and Learning 1997 – 1998
Coordinated and implemented general education and diversity classes averaging 50 students. Prepared and presented classroom materials, coordinated student group work, and supervised three peer discussion leaders.

Scholarship

Grants

SUNY Innovative Instructional Technology Grants Program Tier 1 2016-17 Scaling the Metaliteracy Badging System for Open SUNY: Collaborative Customization for Teacher Education Programs (PI: Stephanie Affinito, PhD University at Albany PI)

SUNY Innovative Instructional Technology Grants Program Tier 3 2016-17 Designing Competency-based PLA Pathways to Scale Up Completion and Learner Success (Co-PI with Nan Travers, PhD, SUNY Empire State College)

SUNY Innovative Instructional Technology Grants Program 2015-16 *iMOOC: Mastering American eLearning* Revising modules and learning activities for “On Demand” version of 2015 Coursera MOOC (PI: Valeri Chukhlomin, PhD)

SUNY Innovative Instructional Technology Grants Program 2015-16 *An Open SUNY Accessibility MOOC for Faculty and Staff Development: Creating Online Courses that Provide Access for All* (PI: Kathleen Stone, Ed.D)

SUNY Innovative Instructional Technology Grants Program Tier 1 2014-15 *Designing Innovative Online Learning: Integrating a Coursera MOOC with Open SUNY Badging* (co-PI: Trudi Jacobson, University at Albany; Thomas Mackey, PhD, SUNY Empire State College)

SUNY Innovative Instructional Technology Grants Program Tier 1 2014-15 *Prior Learning Assessment: A Competency-Based, E-Portfolio Framework* (PI: Nan Travers, PhD, SUNY Empire State College)

Lumina Foundation Grant 2013-2015 *Emergent Learning Assessment Faculty Team*

Conversations in the Disciplines – December 2013 *Developing Metaliterate Learners: Transforming Literacy Across Disciplines*

SUNY Innovative Instructional Technology Grants Tier 1 2012-13“Developing a SUNY-wide Transliteracy Learning Collaborative to Promote Information and Technology Competencies for the 21st Century”

Special Projects

Coursea Specialization MOOC Career Development Skills: How to Manage and Market Yourself Strategically Developed and taught Four Course Specialization MOOC 2015 – 2016.

Publications

O'Brien, K., Forte, M., Jacobson, T., Mackey, T. Designing for Connected-ness in Metaliteracy MOOCs *Open Praxis* ICDE Journal (under review)

MacMillan, T., Forte, M., Grant, C.. Thematic Analysis of the ‘Games’ Students Play in Asynchronous Learning Environments. **Online Learning - formerly The Journal of Asynchronous Learning Networks**, North America, 18, apr. 2014. Available at: <<http://olj.onlinelearningconsortium.org/index.php/jaln/article/view/332>>.

Rogers, R., Forte, M. Effectively Engaging Marginalized Students in Prior Learning Assessment: A Case Study. **PLAIO Inside Out: An International Journal on Theory, Research, and Practice in Prior Learning Assessment**, No 5 2016. Available at: <http://www.plaio.org/index.php/home/issue/view/5>

Conference Presentations

"Designing for Connectedness and Openness: Advancing Metaliterate Learning through MOOCs and Digital Badging" (with Trudi Jacobson, University at Albany, SUNY; Dr. Thomas Mackey, SUNY Empire State College; Kelsey O'Brien, University at Albany, SUNY) ICDE2017 World Conference on Online Learning, October 2017, Toronto, Canada (under review)

"Teach the Teachers, Reach the Students: Badging for Digital Citizenship" (with Dr. Stephanie Affinito, Trudi Jacobson, Kelsey O'Brien, University at Albany, SUNY) LOEX 2017 Conference, *Growing Stronger Together: Diversity and Community in Information Literacy*. Lexington, KY, May, 2017.

"Accessibility: Designing and Teaching Courses for All Learners" (panel) *SUNY Conference on Instruction and Technology* May 2016 Potsdam, NY

"Engagement on Demand: Capstone Projects in New MOOC Platforms." *SUNY Conference on Instruction and Technology* May 2016 Potsdam, NY

"Open SUNY General Update" (with Kim Scalzo, Executive Director, Open SUNY et al) *SUNY Conference on Instruction and Technology* May 2016 Potsdam, NY

"Open SUNY Student Supports: Integrating Technology to Support Academic Success and Student Engagement" (panel) *SUNY Conference on Instruction and Technology* May 2016 Potsdam, NY

"Student Affairs Professionals in the Online Environment" (with Ed Englebride, PhD, University at Albany, SUNY, and Kim Scalzo, Executive Director, Open SUNY) *National Association Student Personnel Administrators (NASPA) 2016 Annual Conference*, Indianapolis, IN, March 2016.

"The Open SUNY Online Student Concierge" (with John Locke, SUNY Plattsburgh, Maureen Owens, Finger Lakes Community College, and Karen Schule-Williams, PhD, The College at Brockport). *SUNY COTE Summit*, New York, New York, March 2016.

"Seminal and Threshold Concepts" (Panel) *Engaging with the ACRL Information Literacy Framework*, University at Albany, Albany, NY, March 2016.

"Advising Adult Learners" (Panel with Geraldine Fitisemanu, Advisor, School of Applied Technology, Salt Lake Community College, Celeste Skinner, Associate Professor, Salt Lake Community College, Chris Tilghman Vice President, Program Development, InsideTrack) *Adult College Completion Network Webinar Series*, January 2016.

"Team based Approaches to Attract, Recruit, and Successfully Retain Adult Learners"(with Diana Hawkins and Kelly Mollica) *UPCEA Marketing and Enrollment Management Seminar*, Denver, CO, November 2015

"Mentoring and Advising the Adult Learner" *WCET/ WICHE Annual Meeting*, Denver Colorado, November 2015.

"Global learning Qualifications Framework: Implementation Projects" *CAEL International Conference*, Baltimore, MD, November 2015

"Integrating Open Digital Badging Content in Collaborative Metaliteracy MOOCs" (with Dr Sam Abramovich, University at Buffalo, Dr Thomas Mackey, SUNY Empire State College, and Dr. Kathleen Stone, WGU), *Online Learning Consortium*, Orlando, Florida, October 2015.

"Cross-Institutional Partnerships Through Open SUNY: Connecting Individuals and Teams Across a Public University System" (with Dr. Tai Arnold, SUNY Empire State College; Dr. Thomas Mackey, SUNY Empire State College; Dr. M. Bridget Nettleton, SUNY Empire State College; Dr. Kathleen Stone, WGU)

"Extending the Global Learning Qualifications Framework: Examples of Implementation Projects" (with Dr. Nan Travers) *The National Institute on the Assessment of Adult Learning*, Philadelphia, PA, June 2015

"Designing Innovative Online Learning: An Investigation of Digital Badge Interaction with Two MOOC Platforms" (with Dr. Thomas Mackey and Trudi Jacobson) *SUNY Conference on Instruction and Technology*, SUNY Geneseo, Geneseo, NY, May 2015.

"Prior Learning Assessment: A Competency based, ePortfolio Framework" (with Dr. Nan Travers) *SUNY Conference on Instruction and Technology*, SUNY Geneseo, Geneseo, NY, May 2015.

"10 Steps to Digital Citizenship" Poster Presentation (with Kathleen Stone, Ed.D) *SUNY Conference on Instruction and Technology*, SUNY Geneseo, Geneseo, NY, May 2015.

"Empowering Yourself in a Connected World: Designing an Open SUNY Coursera MOOC for a Global Audience" (with Dr. Thomas Mackey) *SUNY Center for Collaborative Online International Learning*, SUNY Global Center, New York, New York, March 2015.

"Bumpers in the Bowling Alley: Advancing an understanding of careers and Professional expectations of gerontology in the online classroom" (with Dr. Thalia MacMillan) *Association for Gerontology in Higher Education Annual Meeting and Educational Leadership Conference*, Nashville, TN, February 2015

"Riding the Wave: Implementing Open SUNY Throughout a Public University Ecosystem" (with Dr. Thomas Mackey and Kim Scalzo) *Online Learning Consortium International Conference on Online Learning* Orlando, Florida October 2014

"Metaliteracy in Practice: Strengthening Learning Through a Connectivist MOOC" (with Dr. Thomas Mackey and Trudi Jacobson) CIT 2014, Cornell University, Ithaca, NY, May 2014

"Open SUNY" (with Carey Hatch, Alexandra Pickett, Kim Scalzo, SUNY System) CIT 2014, Cornell University, Ithaca, NY, May 2014

"Reflecting and Connecting with the Mahara Community" (with Beth Gordon, Linda Anstendig, Samantha Egan; Pace University, Samantha Taylor and Roger Emery; Southampton Solent University, Kristina Hoeppner; Catalyst IT and MarylenaSevigney; Plymouth State University) *The Association for Authentic, Experiential and Evidence-Based Learning*, Boston, MA July 2014

"First Year In: Reducing Barriers, Supporting Academic and Personal Success of the Adult Online Learner" (with Theresa Vamvalis, SUNY Empire State College) *Online Learning Consortium International Conference on Online Learning* Orlando, Florida October 2014

"Developing an Open Badging System for Metaliteracy" (with Jenna Hacker, University at Albany) *Online Learning Consortium International Conference on Online Learning* Orlando, Florida October 2014

"Communication and Conflict in the Online Environment" (with Dr. Rebecca Bonanno and David Caso, SUNY Empire State College) *Online Learning Consortium International Conference on Online Learning* Orlando, Florida October 2014

"Building the Transliteracy Learning Collaborative: Challenges and Promise (IITG) " (with Trudi Jacobson and Emer O'Keefe, University at Albany) *CIT Conference Transformation in Higher Education: Sharing Ideas and Showing Results, SUNY IT, Utica, NY* May 2013

"Universal Design: Theory and Practice" (with Dr. Menoukha Case and Hollie Miller) *Technologies in Education Conference 2013* College of St Rose Albany, NY May 2013

"The Role of Ageism and Ableism in the Online Diversity Course" (with Dr. Thalia MacMillan, SUNY Empire State College) *Association for Gerontology in Higher Education Annual Meeting and Educational Leadership Conference*, St Petersburg, FL March 2013

"Examining Diversity and Facilitating Growth in Student-Student Relationships in Asynchronous Learning" (with Dr Thalia MacMillan and Dr. Cynthia Grant) *SLOAN-C ALN 2012* Orlando, Florida October 2012

"Negotiating Power" (with Dr. Himanee Gupta-Carlson) *Technologies in Education Conference* College of St Rose May 2012

"Today's Students" *User Education and Literacy Forum* (with Trudi Jacobson) University at Albany January 2006

"Information Literacy and the Freshman Year Living Learning Program: Integration and Applications" *Eastern New York Chapter/Association of College and Research Libraries* (with Trudi Jacobson) College of St. Rose May 2005

"Re-Conceiving Learning Communities as Zones of Proximal Development" *Conference on College Composition and Communication* Denver, CO March 2001

Conference Presentations SUNY Empire State College Center for Distance Learning

"Braiding Quality and Equity Through On Site Mentoring and Services" (with Dr. Sandra Winn, Dr. Cathy Davison, Liza Feldman and Joan Johnson). *Fall Academic Conference*, October 2015

"Harnessing the Power of the Prelim" (with Dr. John Eisler, Kelly Mollica, Diana Hawkins, Kate Colberg, Susan Eve LeClair) *Fall Academic Conference*, Fall 2015

"Yes! Empire State College Students Are Doing Internships!" (with Anita Brown and Pat Myers) *Fall Academic Conference* October 2015.

"Open SUNY Panel" (with Kim Scalzo, Alexandra Pickett, SUNY System; Theresa Vamvalis, Dana Brown, Linda Lawrence, Kathleen Stone, Dr. Carol Carnevale and Dr. Diane Schichtman, SUNY Empire State College) *Center for Distance Learning Conference, SUNY Empire State College* April 2013

"Improving Communication and Avoiding Conflict With Students" (with Dr. Rebecca Bonanno and David Caso) *Center for Distance Learning Conference, SUNY Empire State College* April 2013

"Let's "Hangout" Real-time Planning and Finalizing" with Dr. Sue Epstein, and Hollie Miller, *Center for Distance Learning Conference, SUNY Empire State College* April 2013

"Living and Learning Sustainably" with Dr. Menoukha Case, Dr. Himanee Gupta-Carlson, Susan Jefffts *Center for Distance Learning Conference, SUNY Empire State College* April 2013

"A Conversation About Conversations Within the Online Course" (with Dr. Thalia MacMillan) *Center for Distance Learning Conference* SUNY Empire State College April 2012

Work History

Assistant Professor, SUNY EMPIRE STATE COLLEGE, Saratoga Springs, NY 2011 – Present
Project Coordinator, Open SUNY, State University of New York System Administration January 2013 - Present
Lecturer, UNIVERSITY AT ALBANY (SUNY), Albany, NY 1998 – 2011
Social Worker, EPILEPSY FOUNDATION OF NORTHEASTERN NEW YORK, Albany, NY 1999 – 2011
Project Coordinator, UNIVERSITY AT ALBANY - Center for Excellence in Teaching and Learning 1997 – 1998

University Service

SUNY System Administration

New Student Orientation Task Force 2014

SUNY Empire State College

Center Mentoring Committee 2014/15; 2013/14 (Chair, 2013/2014)

Center for Distance Learning representative to Center for Mentoring and Learning 2012-2014; 2014-2016

New Mentor Orientation Planning Group 2014/2015; 2012/14

Reconceptualizing Educational Planning and Prior Learning Assessment 2011/12 - 2016

University at Albany

University Senate: University Life Committee 2009/11

Council on Campus Safety 2010-11

Writing Task Force, Undergraduate Writing Requirements 2009/11
Committee on Undergraduate Women's Studies Major 2000/01 *Committee*
on Women's Studies Teaching Internship 2000/01
Anti-Racism Consortium 1998/99

PAUL J. CASEY
bgucasey@gmail.com [LinkedIn Profile](#)

QUALIFICATION HIGHLIGHTS

I am a visionary leader with a collaborative leadership style that cares deeply about making a positive impact on the communities where I live or serve. I combine more than 20 years of leadership experience with strong interpersonal and communication skills. I pride myself on being resilient, resourceful and a responsive professional in the field of education and youth services. I have a proven record of building strong teams, managing through periods of change, fundraising and sustaining successful operations.

NOTABLE ACHIEVEMENTS

- Acquired more than \$15 Million in Government funding
- Provide executive leadership to a complex multi-state multi-sector consortium building a more resilient workforce
- Development of a [Resiliency Competency Model](#), Resiliency Teaching & Learning guidebook, [NRC Standards for Prior Learning Assessment](#) and [Teaching Resiliency Hub](#)
- Established the relationship for Boys & Girls Clubs to be chosen as the charity of choice by the Snowflake Foundation for the NY/NJ Super Bowl which led to more than \$10 million in gifts
- Founding Club Director for the Plainfield Club for the Boys & Girls Clubs of Union County
- Rebuilt the Boys & Girls Club of Garfield and received nationwide recognition
- Increased impact on the communities served by the Boys & Girls Club of Garfield more than 400%
- As a volunteer I created and built a grass roots community organizing initiative “Parents for Change” to ensure that all children in the Township of Union are receiving a quality education

EXPERIENCE

Northeast Resiliency Consortium (NRC), Passaic County Community College

Pateroso

n, NJ

Director

2014-

Present

Provide executive leadership to the NRC, a \$23.5 million education and workforce development initiative that is working to build a more resilient workforce. The project is a multi-state multi-sector partnership consisting of seven community colleges in four states, employers, workforce development agencies, national non-profits and philanthropic organizations. The NRC is committed to achieving developing career pathways for highly skilled, resilient and educated workforce in industry sectors of health care, IT, and energy/environment in order to strengthen the region and local communities.

- Developed Work Based Learning Protocols and Employer Engagement Strategies
- Established four strategic priorities to ensure enhanced student success. These include Career Pathways, Resiliency, Enhanced Student Support Services and Employer Engagement.
- Implementation of these strategies led to a 78% completion or retention rate and the work featured in this [Report: Supporting Resilience Building Resilient Communities Enhanced Student Supports](#)
- Created [NRC Teaching Resiliency Hub and Online lessons](#)
- Worked with LaGuardia Community College to create Psychological Trauma Prevention Training for EMT's and first responders that was featured in [EMS World](#)
- Built an infrastructure to the NRC that led to the service of more than 3000 students in the three years
- Established organizational development, strategic guidance, change management, program development, and implementation and conflict resolution solutions for seven partner schools.
- Developed comprehensive communications plan to ensure cross college/sector communication and impactful communications to external audience that included [Resiliency Roundtable podcasts](#) and [NRC video series](#)
- Built [Resiliency Competency Model](#) and Toolkit for community colleges that was featured by the Office of Community College Research and Leadership as [Strategy for Transformative Change](#)
- Created [Standards for Prior Learning Assessment](#)

Boys & Girls Club of Garfield
Chief Executive Officer

Garfield, NJ
2008 – 2013

Provided transformational leadership to a growing organization that resulted in unprecedented growth and expansion while deepening the impact on the children and families served. Led the organization through a strategic planning process to rebuild a struggling organization. Plan resulted in significant growth in program outcomes and financial and human resources. Led a high performing team through a period of transition and the addition of a second facility.

- Increased budget from \$600,000 to \$1.4 million and outcome driven program strategy in multiple program areas for children 6-18 that saw a 400% increase in membership and average daily attendance
- Created and provided leadership to a new human resource initiative that resulted in organizational growth

- Incorporated a Govt. Relations Strategy that raised more than 4 million dollars in a four year period
- Built relationships with individuals, foundations and corporate partners to increase revenue 400%
- Initiated annual campaign & major gifts program resulting in the first major gifts to the organization
- Developed community/corporate engagement packets increasing volunteer participation and donor retention
- Co-Chair of BGCNJ, resource development committee that raised \$250,000 for local Clubs
- Chair of the Meadowlands Huddle Zone Community Engagement Committee and the created the Big Game 5K initiative surrounding the NY/NJ Super Bowl
- Developed and managed the financial/operational systems ensuring appropriate financial oversight.
- Established an aggressive board development process, adding an additional 14 Board Members in 4 years

Boys & Girls Clubs of Union County

Union, NJ

Director of Community Development and Alumni Relations

2008

Club Director, Boys & Girls Clubs of Union County, Plainfield, NJ

2000 – 2008

First ever Club Director for the Plainfield Club for the Boys & Girls Club of Union County. Raised more than \$3 million dollars to renovate old school and turn into the first ever Boys & Girls Club in the City of Plainfield.

- Developed and executed strategic plan and raised over \$3 million dollars to open new Boys & Girls Club
- Increased number of children served every year and with more than 2000 children served annually
- Developed fundraising plan and raised and monitored \$600,000 budget for the Plainfield Club.
- Was first Boys & Girls Club in NJ awarded Children's Trust Fund Grant
- Only organization in Union County to receive "Project Vision" grant from State of NJ Attorney General
- Created the first Family Resource Center and was awarded a Children's Trust Fund grant by the State of NJ and the Annie E. Casey "Family Strengthening Award"
- Trained and developed staff of 100 in programming and behavior management
- Implement financial/operational systems to ensure appropriate oversight for a new and growing organization

Flushing YMCA, Beacon Center Director

1998-2000

New Perspectives Development Corporation, Director of Youth Service

1996-1998

EDUCATION & PROFESSIONAL DEVELOPMENT

M.S., Human Service Administration, 2003

Springfield College, Springfield, MA

B.A., Sociology, 1994

Mercyhurst University, Erie, PA

BGCA School of Exec Leadership, University of Michigan, Ross School of Business

2010

Harvard Family Research Project – Closing the Achievement Gap

2007

Transformative Change Initiative

2015

AWARDS & AFFILIATIONS

Gold Gateway to Impact Award

2012

Boys & Girls Clubs of America National Professional of the Year

2011

Garden State Professional Association Executive of the Year

2010

Northeast Region Professional Association Professional of the Year

2009

Garden State Professional Association Professional of the Year

2008

Chair – Garden State Professional Association

2009-2012

PRESENTATIONS & PUBLICATIONS

[Teaching Resilience](#)

Feb. 2017

[INTEGRATING RESILIENCY INTO COURSEWORK THROUGH ADAPTIVE LEARNING TECHNOLOGY](#)

April 2017

[Can Resiliency Be Taught?](#)

2016

[Resiliency as a Community Building Strategy](#)

2016

[Purpose Meets Profit-Building Relationships for the Long Haul](#)

2016

[Resiliency in Times of Change, Challenge and Crisis](#)

2016

[Voices of Opportunity: Creating Resiliency and Building Community](#)

2016

KEY COMPETENCIES Leadership, Innovator, Strategic Thinking, Creative Problem Solving, Major Gifts, Grant Writing, Nonprofit Management, Coaching, Professional Development, Training, Donor Cultivation and Stewardship, Teambuilding, Change Management, Innovation, Communication, Strategy, Program, Board, and Resource Development.