

## **Academic Program Review Report**

Doctorate in Community College Leadership (DCCL)

An Educational Doctorate (Ed.D.)

Submitted to the Academic Program Review Council

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## **Program Name and History**

The Doctorate in Community College Leadership was launched in June 2010, following approximately three years of investigation into the feasibility of Ferris's launching its first non-clinical doctorate. Initially proposed by former Ferris State University president Robert L. Ewigleben, a needs assessment was conducted to determine the potential for such a program, the appropriateness of Ferris being the provider of the degree, and the convening of a national advisory group that was subsequently named the National Advisory Board. The first cohort graduated in May 2013.

As an interdisciplinary program, drawing from content expertise in the areas of arts and sciences, business, and education, the program was placed in Extended and International Operations (EIO), which has a rich history of developing innovative programs and a well established network of partners, including locations at many Michigan community colleges. The location in EIO has been key in the program's ability to connect with its intended constituencies. EIO's regional and marketing personnel have been important assets in the program's recruitment success.

## **Development of the Program and the Need for the Program**

Having served as both the Ferris president and as the president of a community college in northern California, Dr. Robert Ewigleben was and is particularly well informed about the leadership opportunities and challenges in community colleges. Staying current in his reading and networking, he had become increasingly convinced of the real challenge of having the right leaders for the nation's community colleges. Over several meetings, he expressed this concern and the potential opportunity to current president David Eisler. Ultimately, at least partially convinced that the idea may have merit, Dr. Eisler encouraged Dr. Ewigleben to conduct a feasibility study. With the aid of his daughter, Lynne Hernandez, and another former Ferris President, J. William (Bill) Wenrich, Dr. Ewigleben surveyed and conducted interviews of college presidents and other leaders primarily in Michigan but also across the country. Dr. Wenrich was the Chancellor Emeritus of the Dallas Community College District in Texas, where he served in that role from 1990-2003 in addition to his tenure as Ferris's president from 1984-88. According to their report, "surveys were sent to all academic administrators above the dean's level and human resource directors at all Michigan community colleges. In addition, personal interviews were conducted with 17 of the community college presidents."

Following completion of the feasibility study, a report dated March 13, 2008, was provided to Dr. Eisler that established the need and confirmed that the leaders contributing to the study believed that Ferris would be well positioned to launch such a program and that support would be forthcoming. In part, some of that confidence was based upon the success of an earlier leadership program that Ferris had conducted for career and technical administrators over a number of years and that was named for Bill Wenrich's father, Ralph Wenrich, who was nationally recognized as a founding father and major contributor to the development of

community college career and technical education. For many years, Ferris impressively developed many of these community college “vocational” leaders.

Here were key findings from the feasibility study:

- Approximately 40-50 senior administrative positions become open each year in Michigan.
- Few programs specifically focused on community college leadership exist, although there had been in the past; most became more generic educational leadership programs.
- Close to half of the nation’s college-going students attend community colleges.
- Quoting Katsinas: “Students in graduate programs for community college leaders need to be exposed to the diversity in community college governance, finance, economic development, students, and curricular issues; graduate programs need to emphasize diversity in community colleges rather than portray them in the aggregate.”
- The feasibility study authors conclude: “today an administrator must fully understand all aspects of finance, human resources, collective bargaining, fundraising, strategic planning, and governmental relations.”
- Michigan college leaders reported the same issues as those found at the national level – difficulty in completing successful searches, resulting in the need to reopen many searches for the roles of vice president of instruction, vice president of finance, dean of technology, provost, academic dean, vice president of educational services, and dean of nursing.
- Human Resource directors confirmed that knowledge of the community college and a community college leadership program would be valuable.
- Areas identified by the 35 returned surveys as being most in need of further training for leaders were: Finance/budget; dealing with boards/governance; funding models; collective bargaining; workforce development; curriculum development.
- Several suggested a need for certification in addition to formal degrees. (This suggestion is being addressed by a DCCL corollary activity, The Alliance for Excellence in Community College Practice (AECCP).
- The strongest theme expressed by presidents was the need to develop abilities to work with boards and other governance issues.
- The needs study authors state that “from its founding in 1884, the mission and values of Ferris have been congruent with those of a community college. When the school became a public institution, the board of control listed ten major program objectives. Several of these were accepted community college functions . . . with all its resources available, its unique position aligned with the community college mission will provide a learning environment capable of addressing concerns specific to the community college.”
- They conclude: “The impending crisis offers an opportunity for Ferris State University to create an exemplary program that incorporates best practices and innovative strategies and delivery systems.”

- Drawing from the literature on successful programs, the authors suggest the following, among other ideas:
  - Offer an applied degree (Ed.D) reflective of the needs of the constituency
  - Utilize current community college leaders for instruction
  - Design the final outcomes/assessments and develop the program from them
  - Identify and use “best practices” for adult learners
  - Use a cohort approach and learning communities
  - Incorporate applied research focused on real problems/issues
  - Provide relevant worksite experiences in several areas within the community college
  - Incorporate technology in both the curriculum and delivery system
  - Develop an ongoing program evaluation tool so that the program meets the needs of students and is effective
  - Monitor completer data to develop a continuous improvement model
  - Treat students as the working professionals they are.

As the following sections will illustrate, the blueprint established by the groundwork laid by Dr. Ewigleben and Lynne Hernandez, and subsequently informed by our National Advisory Board and internal Ferris constituencies, set the stage for the program we deliver today with Cohort Five having arrived in May 2014 and recruitment underway for May 2015’s Cohort Six.

## Why Ferris?

One of the common questions developers heard during the review processes was the question of Why Ferris? Consequently, the following one-pager was produced in 2009 to succinctly answer that question. It is reproduced below.

### Why Ferris? Why Now?

#### Proposed Degree in Community and Technical College Leadership

##### Why Ferris?

1. Graduate education represents a ***growth opportunity*** for Ferris (*to date, we have a limited array of offerings at the graduate level*). This model may serve as a prototype for future development.
2. Ferris has an extensive network among community colleges with our long-standing relationships (since 1978 and the early 1980s) at Northwestern Michigan College (Traverse City); Mott Community College (Flint); Grand Rapids Community College (Grand Rapids), and Southwestern Michigan College (Dowagiac and Niles). Over the years, especially the last several, Ferris has added programming at Alpena Community College (Alpena); Delta College (tri-cities area at University Center); Macomb County Community College (Clinton Township and Warren); St. Clair County Community College (Port Huron); Bay de Noc College
3. Ferris has a long-standing reputation as a valued partner – in part resulting from our articulation and transfer commitments – often being described as “transfer friendly”
4. Ferris has the potential to benefit significantly from strengthening our relationships with the community colleges because of the potential for an increased number of transfer students

5. Ferris has a rich cadre of faculty with the expertise identified as required for community and technical leaders in the areas of leadership, human resource management, learning, critical thinking, and many other areas in addition to vital contacts in the sector to be served with commitments from the Advisory Board and others to share in the development and instruction.
6. Ferris has more experience with and infrastructure for online learning than many prospective competitors, including blended instruction.
7. This educational doctorate initiative is well aligned with the Ferris vision that suggests that Ferris State University will be:

The recognized leader in *integrative education*, where *theory meets practice* throughout the curriculum, and where *multi-disciplinary skills* important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek *specialized, innovative*, career- and life-enhancing education
- The *premier educational partner* for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A *stimulating, student-centered* academic environment that *fosters life-long engagement, leadership*, citizenship, and *continuing intellectual development*
- A university that aligns its practices and resources in support of its core values of *collaboration*, diversity, ethical community, excellence, *learning*, and *opportunity*

*(Emphases added)*

#### **Why Now? (in 2010)**

1. Our research about the need for community and technical college leaders is recent but its relevance will diminish over time.
2. Many universities are moving to add more graduate degrees, so the field will become increasingly competitive.
3. There are indications that more students will select community colleges for at least their first two years, resulting in a potential loss of Ferris' associate-degree students so increasing our proportion of graduate students could counterbalance this potential drop.
4. There has been considerable conversation throughout the state about the imminence of this degree so it is desirable to capitalize on that "buzz" by being able to offer it soon.
5. We have an engaged advisory board and set of developers who are prepared to assist with the program, and we want to capitalize on their enthusiasm.

#### **Program Development and Design**

As the program was developed, the suggestions listed in the feasibility study summarized above significantly informed the work. At the beginning of the development work, Dr. Ewigleben and Lynne Hernandez remained significantly engaged, but as more Ferris personnel came on board to develop the courses, the strategy, the faculty, etc., "ownership" moved internal. The person first named director was Dr. Michael Cooper from the College of Business. The most active early collaborators were Mike Cooper, Robbie Teahen, Lynne Hernandez, and Bea Griffith-Cooper of the Faculty Center for Teaching and Learning (FCTL). This team constituted the early "core team." Each contributed immeasurably to development of the quality program we have today. Mike brought immense wisdom about the Ferris environment and great facilitative skills; Bea's

instructional design experience was invaluable, and she was the major architect of the curricular process and was largely responsible for readying the curriculum for its required accreditation visit related to this program. Lynne was a huge champion for the effort, a workhorse, and had the intimate knowledge of the current needs assessment that greatly informed the program we would build. Robbie brought extensive community college leadership experience, a community college network, and a relevant higher education doctoral degree.

Mike's facilitative expertise, knowledge of research, and overall positive demeanor were important in a development process that was sometimes fraught with challenges. Once the "go-ahead" was received from the president and the chief academic officer, who was then Tom Oldfield, there was much work to be done with developing the curriculum and shepherding it through both internal and external processes. Not only did we need the approval of the University Curriculum Committee and the Senate, but because it was a graduate program, we also needed the support of the University Graduate and Professional Council. Externally, we presented the program to the President's Council of Michigan academic officers, where there were many who questioned both the need and Ferris' capabilities for doctoral education. A major milestone was seeking the approval of The Higher Learning Commission, as Ferris was required to host a site visit since we are not approved as a doctoral institution. Ultimately, all of these processes resulted in positive recommendations, but they each challenged our team in getting documentation completed and answering a myriad of questions.

In addition to the core team described here, we also convened two other work groups. One was an internal advisory group with more than a dozen members, and a second was a curriculum group, composed of internal and external content experts who became the course developers. Following the launch of the first cohort in spring 2010, Mike Cooper determined that his responsibilities as Director and his role as Department Head in the College of Business were too much for him to reasonably manage, and he requested to be relieved of the DCCL duties. In that process, he recommended that Robbie Teahen take over the leadership, because she was the one individual intimately involved with the program who had the proper experience and education to be viewed credibly by the field. Additionally, from her many years in the community college sector and her work with Ferris as the Extended Learning Dean, she had strong connections to leaders of community colleges that would be beneficial in continuing to grow the program. Robbie assumed the role in addition to her Associate Provost duties in fall 2010.

In the first year, the University hired (initially hired under the program coordinator title), Dr. Andrea Wirgau, who proved to be an invaluable asset. Andie took over day-to-day operations of the program and is largely responsible for overall management. Later, Andie's position was renamed and redefined, and she now carries the title of Assistant Director. In this role, she also serves as the student services specialist and assists students with advising issues, which are minimal since the program is a cohort base. Advising typically involves re-integrating students who needed to stop out for a period of time.

Early on we recognized the need for a keeper of the dissertation process, and Sandy Balkema was appointed to that role following an internal search. She coordinates all of the dissertation work and has produced all of the documentation related to our processes. She also provides



extensive guidance to both students and chairs, in addition to conducting multiple dissertation seminars on varied topics.

Throughout the first three years, Lynne Hernandez continued on contract performing a number of important roles, including student support and recruitment. Next we hired an administrative support person, Dan Campbell, to handle travel, student records, faculty contracts, etc. He also evolved into supporting faculty course development, which we have realized is a continuing requirement, especially with the profile of our faculty. Our last hire was Brendan Fleishans, Instructional Technologist. As will be described later, the nature of our faculty – typically full-time, high-level administrators in the nation’s community colleges – requires that we provide additional support for the development and delivery of their courses. Although the program is comparatively small, we have 26 active faculty who are located across the nation. The primary role of our faculty is the teaching of our courses. Most teach both the face-to-face and online components. More information about the faculty is provided later.

### **Program Design**

The program is designed to be completed in three years, with the dissertation integrated throughout. Courses are all blended, with varying amounts of face-to-face time depending upon whether the course is held in the summer or in the spring or fall semesters. Faculty are responsible for both face-to-face and online components. Courses are held year-round, so enrollees are committed 12 months in each of the three years. The current design, which has been modified in minor ways each year, is this:

1. In the first year, students attend a full-day orientation, where they meet staff; learn about the program philosophy; become acquainted with Ferris resources, etc. In the first years, this began in early June, but we have now moved to mid-May because students complete two courses the first summer. Even with this modification, the summer pace is rapid and we continue to evaluate whether additional changes are warranted.
2. In the first summer, students complete the first two courses. Each course has two full face-to-face days, following the one day of orientation. The first course, IDSL 805, continues online for the next 5 -6 weeks. Then the online portion of the 810 course ensues. This year, the online dates for the second course run from June 29 through August 6. Students come to Big Rapids in summers 1 and 2.
3. Fall and spring courses are offered sequentially, with each course running approximately 7.5 weeks. The online component of these courses typically begins one week ahead of the face-to-face weekend. Weekends begin with special sessions (focusing on relaying program information) at 4 p.m. on Friday afternoons in August, October, January, and March, with classes beginning at 5 p.m. and continuing until 9 p.m. on Friday and generally going from 8:30 a.m. – 5:00 p.m. on Saturdays.
4. In Summer 2, students return to Big Rapids for three days in their 845 Scholarly Inquiry – Quantitative research course, following a few weeks online prior to arriving on campus followed by two days for a dissertation workshop, for a total of 5 days on campus.

5. Most courses are team-taught. The specific pairs have changed over time as some transitions have occurred within the faculty. Most of the changes in faculty assignments resulted when the individuals determined that they either did not have the time or that it was not best suited to their abilities. Fortunately, we have a steady flow of inquiries about teaching in the program, so we have been able to strengthen our faculty profile over time by introducing more diversity, especially in terms of geographic representation.
6. Summer 3 has hosted the 895, Policy and Governance course, and for the past three years (summers of 2012-2014), this course has been held in conjunction with the Michigan Community College Association that is a meeting of presidents and boards in Traverse City, Michigan, in July.
7. All courses are all mapped to both program outcomes, that are listed later, and to the Ferris State University values of Learning, Ethical Community, Collaboration, Diversity, Excellence, and Opportunity. Faculty are encouraged to incorporate the relevant values in varied ways with their particular content. The curriculum and learning outcomes matrix included in Appendix A illustrate this concept.
8. Over time, we have attempted to refine our “program distinctions,” that were revised for the current year’s edition of the Admissions Brochure. These are the following:
  - a. Future Orientation
  - b. Relevance
  - c. Cohort Model
  - d. Writing and Research Support
  - e. Expert Engagement
  - f. Practitioner Focused
  - g. Three-Year Completion
  - h. Dissertation Options
9. Every course is evaluated every time it is offered, and we discuss the findings with faculty members following each delivery, and the feedback informs planned improvements for the next offering of each course. Recent summary course evaluations are provided later.
10. A curriculum committee, a subset of the faculty, was convened early in the process. However, because of the distinctiveness of each of the topics, and the inability of any one faculty member to sufficiently know the content of other areas, this summer we have defaulted to a “committee of the whole” approach to curriculum. The entire faculty was invited to a June 24 meeting of the faculty to discuss a number of topics, including several possible curricular modifications. The ideas recommended that day will continue to be evaluated among the entire faculty and some will likely be implemented. About half of the faculty were present for this full-day meeting, including two who participated virtually.

## **Admissions**

The application and admissions process is described here:

<http://www.ferris.edu/HTMLS/administration/academicaffairs/extendedinternational/ccleadership/admissions/index.htm>

The promotional brochure that is distributed at conferences, mailed to prospect institutions, and used for other events (such as conference exhibits) is available here:

<http://www.ferris.edu/HTMLS/administration/academicaffairs/extendedinternational/ccleadership/documents/Brochure/index.html>

An interdisciplinary committee conducts the admissions process. We strive to have representatives from the three key colleges represented by the content in the program: Arts and Science, Business, and Education and Human Services. As some members had changing responsibilities within the University, the membership changed. Current members include the following:

- Community College Practitioner: Dr. Don Burns, President Emeritus, Montcalm Community College and a member (now chair) of our National Advisory Board. Dr. Burns will be replaced in the fall, at his request, by the Provost of Lansing Community College, Dr. Richard Prystowsky.
- Arts and Sciences: Dr. Sandy Balkema, who also serves as Chair of the Committee
- Business: Dr. Sharon George, Director of Academic Affairs
- Education and Human Services: Dr. Amy Kavanaugh

This group makes admissions recommendations that result in standard rejection or acceptance letters. The program director reserves the right to review rejected candidates, especially when there is not unanimity about a candidate, and has exercised the opportunity in a few cases to accept a candidate who was not recommended by the committee. Denied applicants also have the right to appeal to the program director. In some cases, the program director accepted a candidate in part to promote cohort diversity, while the Admissions Committee is also committed to the Ferris value of diversity. Sometimes the program director is able to provide more insight to the community college roles held by applicants, as only one of the four committee members actively works in the community college realm. As the committee has gained more experience with program expectations, it is not expected that there would be many, if any, exceptions. The program director has also gained valuable insights as two additional admits have been highly successful while two were less successful. When there are program progression challenges, they generally relate to writing (or thinking) abilities.

### **Program Completion / Cohort Model**

The program is based upon a cohort model, where students complete courses sequentially. In the first year, 43 applications were received and 29 students started the program. At the time of graduation in 2013, 23 students were still progressing toward completion. By the end of summer 2014, program personnel anticipate that 20 of the 23 students from Cohort One will have defended their dissertations.

Defense of dissertations is on better track for Cohorts Two and Three, in part because of improved delineation of deliverables throughout the program and the addition of a half-time, year-round dissertation director to guide the cohorts' progress. Cohort Two began with 16 students, and at commencement in May 2014, 13 were on track for completion. Most of these

students will defend their dissertations sometime in 2014. More detail on applications, enrollments, and completions is provided later.

### **Program Review Process**

Later in this document, readers will gain perspective on the approach used for this academic program review. In summary, focus groups and interviews were our primary mechanism for gathering student and advisory board insights. Because this is a new program and a new venture for Ferris to offer a non-clinical doctorate, we believed the insights to be gleaned from a more qualitative approach would be valuable. We also had the fortunate circumstance that all of our cohorts are present at the same time in the same place in Grand Rapids during the fall and spring semesters, except for Cohort One that had graduated. To ensure that staff engagement did not bias the results, we contracted with an external consultant who has done extensive strategy work and conducted focus groups in varied settings. Alison Arnold of Learning Potentials, and a recent director of communications for the Traverse City Area Public Schools, conducted all of the interviews and focus groups along with producing detailed transcripts and individual group and synthesized reports. The only group to be surveyed for purposes of the APR process was the faculty, who also have had the opportunity to discuss the first draft of the entire report at their June 2014 meeting and who have been provided subsequent versions for their review and comment. In addition to these APR assessment efforts, we survey students after every class and other major milestones, such as following the first week on campus; near the end of a program; following the Comprehensive Interviews and Presentations (CIPs), etc. Thus, one key stakeholder group, the students, is invited to provide feedback every semester, three semesters per year. Some findings from those surveys are provided later.

### **Early Program Review**

At the time that the program was approved through the University curricular processes, including the University Professional and Graduate Council (UGPC), the University Curriculum Committee (UCC), and the Academic Senate, the Senate requested that the program review for this program be conducted following the completion of the first cohort. Thus, this program's academic program review process was conducted during the 2013-14 academic year, just three years after its launch rather than the typical six-year cycle. The rationale of the Senate in asking for this early review included the fact that the program was non-traditional in its design and at a new level for the university, with doctoral-level programming. The early review precludes our having as many long-term outcomes regarding employment and alumni performance that we plan to provide in the future.

### **Mission**

The DCCL program mission fits well with the University's mission in many dimensions. First, the DCCL is a career-oriented degree, with emphasis upon developing leaders for the nation's community colleges, at all levels, including the presidency. It also emphasizes partnerships with community colleges, other service providers, and professional associations. The Ferris mission follows:

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Rather than a mission statement, the Extended and International Operations (EIO) area states its purpose as follows:

To create, support and enhance the learner-centered environment that is central to the University mission of preparing students for successful careers, responsible citizenship, and lifelong learning in a rapidly changing global economy and society.

The mission of the DCCL was developed prior to the program's launch and now reads:

The Ferris State University Doctorate in Community College Leadership empowers graduates to advance community colleges toward excellence and community responsiveness through exemplary leadership.

According to the online *Business Dictionary*, a mission statement should represent "A written declaration of an organization's core purpose and focus that normally remains unchanged over time. Properly crafted mission statements (1) serve as filters to separate what is important from what is not, (2) clearly state which markets will be served and how, and (3) communicate a sense of intended direction to the entire organization." (Source: <http://www.businessdictionary.com/definition/mission-statement.html#ixzz35EmkJqBU>).

Program personnel continue to monitor whether the mission statement appropriately reflects the program's intent as well as whether it meets each of these criteria. Faculty and board members report comfort with this as appropriate representation, especially with the emphasis upon empowerment, advancement, excellence, responsiveness, and leadership. Its inclusion of the focus on community colleges distinguishes it from many other leadership programs. The DCCL mission will continue to be reviewed to ensure that it reflects these important dimensions. A few have expressed the view that this mission may not align with established definitions in that it does not include a reference to the particular markets that Ferris plans to serve with the DCCL. In our case, we also envision a future that would attract at least a national student group with some interest in an international service area.

As a review of both the Ferris and EIO mission and purpose statements reveals, there is a bias for a career orientation. The mission statement of the DCCL clearly emphasizes the expectation that graduates will develop the skills needed to lead varied functions within community colleges or other organizations. The capabilities to be developed provide more explicit guidance on what program personnel view as the abilities leaders who will advance community colleges toward excellence and responsiveness will demonstrate.

As curricular changes are contemplated, as they have been since the program's inception, the mission and especially the program-level outcomes, that the capabilities represent, are front and center in making these program adaptations. In the first major curricular review, courses were generally being refined, as a wide group of faculty and community college practitioners contributed to the course and program development. As courses were further developed, both

gaps and redundancies were identified, and efforts have been made to reduce these and to enhance the specificity of the outcomes expectations for each course.

The program mission and outcomes are included on the program website at <http://www.ferris.edu/HTMLS/administration/academicaffairs/extendedinternational/ccleadership/program/mission.htm>. In addition, each course has identified program-level outcomes that the course is designed to achieve. These outcomes, along with the Ferris values that are to be reinforced, are included in each syllabus and are reflected on the curriculum map. A sample of a program course syllabus is provided as Attachment A. A common template is used for all syllabi.

The program embraces a continuous quality improvement (CQI) approach to its operations, and the results of these quality reviews feed into course and program improvements on a continuous basis. Each course is evaluated each time it is taught. The information from cohort evaluations is utilized in making improvements/refinements to the next offering of the course. Later sections will provide additional information about the extensive evaluation practices that are in place. Each time an evaluation is completed, it becomes an agenda item for discussion at a future staff meeting and “take aways” are identified for making improvements in the next cycle.

The DCCL has contributed immensely to the University’s distinction as a career-oriented university, and the program has modeled the building of partnerships to support excellence and lifelong learning. In its short existence, the program has raised the national visibility of Ferris in positive ways. We now or have enrolled students from 10 different states (MI, AZ, IL, OR, OH, NC, PA, IN, MN, and MO). After Michigan, Illinois is the state most represented in our student body. With Cohorts Two – Five, a total of 20 students from Illinois are currently enrolled, and 8 of the 24 students in Cohort Five are from multiple colleges in Illinois.

The DCCL, in the view of its key stakeholders (advisory board, faculty, staff, and students), is reaching a level of distinction on the national landscape and is well known by competitive programs nationally. At national meetings, we receive numerous comments about the program visibility and stature. As this review is being revised in early August, a comment from a higher-education program leader at Western Michigan University at a meeting of program leaders in Lansing remarked that “it looks like your program is going gangbusters!” Sandy Balkema observed at that same meeting that not only were we known to the other Michigan universities present in the room for our program, but also that we were viewed as a significant player in this space. The program’s mission, goals, purposes, and activities are designed to ensure that our students/completers gain the competencies to contribute to the advancement of higher education in the nation. We have much evidence that we are achieving those purposes. Beyond the program outcomes, we are confident from the many comments we receive that the reputation of Ferris has been positively enhanced. There are many potential spinoffs from this national recognition, including the likelihood that individuals will recommend Ferris for other programs, including for transfer of their community-college students. Enrollees’ experiences have been largely positive, and current students and graduates have a positive impression of Ferris that is likely to carry over into other recommendations they may make at their institutions. Many current college presidents have shared that they are fans of the program and many encourage their employees to participate.

## **Vision**

Multiple discussions have centered on development of a vision for the program. We have also crafted multiple iterations of a vision for our emerging Alliance that is affiliated with the program and is mentioned later in this report. With the first two cohorts having completed and with the four years of experience we now have with the program, we feel better able to craft a meaningful vision statement, which will be another area for attention in 2014-15. What has guided us, however, in addition to the program and university mission statements, the advisory board input, and our continuous review of the literature and observations of the community college sector, are these vision components that describe the program we intend to continue to deliver and to continuously refine:

- Relevant
- Dynamic
- Exemplary
- Experienced Faculty – in teaching methods AND community college leadership
- Collegial
- Multifaceted
- Thoughtful (becoming thought leaders for community college leadership)

Since its inception, program personnel have also envisioned an extended role for the program through some type of Institute or Center. That vision component has begun to be realized in the past year with the creation of an entity associated with the program that is named the Alliance for Community College Excellence in Practice. The Alliance has established a vision that includes providing professional development programming and services, including publications and thought pieces that will further advance effective practice in community colleges.

## **Program Goals**

These key strategies (goals in APR terminology) guide our work:

- Attain high satisfaction of enrolled students – program and services
- Achieve national recognition through presentations, exhibits, and publications
- Contribute value to the community college literature
- Advance the quality of leadership in the nation's community colleges

The operational goals we have established and that focus our attention are these:

1. Support program completion
2. Ensure a high-quality doctoral program, including quality courses and instruction
3. Enroll highly qualified, diverse, and national cohorts
4. Ensure financial viability
5. Enhance national recognition
6. Develop scholar award resources
7. Become a key resource for best practices
8. Contribute to students' empowerment for career progression

In each year's planning processes, we review the priorities for the program and specify where our attention will be focused. These goals drive our operational planning, including budget investments. Although much remains possible in advancing each of these operational priorities, the program points with pride to its success in each of these areas.

### Program Assessment Benchmarks

Consistent with our commitment to continuous quality improvement, we have established a benchmark that guides our course effectiveness, as one example. Our target is that at least 85% of the respondents will evaluate their courses as good or excellent. In all except 3 of 47 offerings, we have met or exceeded that benchmark. In each of these cases, major revisions have ensued, including staffing changes in two of the three. Many of our courses achieve 100% satisfaction on this measure.

Examples of key evaluation questions for Cohorts Three and Four and the courses they took between May 2013 and May 2014 are provided below:

#### Snapshot of Course Evaluations – May 2013- May 2014

Cohort Three						
	IDSL 845	IDSL 870	IDSL 855	IDSL 894	IDSL 860	
Value of the face-to-face weekend	95	83	73	NA	100	
Effectiveness of Instructor 1	100	94	100	91	90	
Effectiveness of Instructor 2	NA	70	73	NA	NA	
Value of the course overall	100	94	92	84	90	

Cohort Four						
	IDSL 805	IDSL 810	IDSL 825	IDSL 835	IDSL 885	IDSL 840
Value of the face-to-face weekend	96	93	86	76	77	100
Effectiveness of Instructor 1	91	100	93	84	92	100
Effectiveness of Instructor 2	87	93	93	76	84	92
Value of the course overall	100	100	100	92	84	92

*Note: The percentages reflect a combination of the ratings of good or excellent. Other options are fair and poor.*

You will note that there were very few cases where we fell below our 85% benchmark. Because our survey instrument is designed to suit each course, with many common questions, we are unable to compare to Ferris State University benchmarks. An example of one of the survey forms used for a course is provided in Attachment B.

Translating the percentages to a number, for Cohort Four's evaluations of their instructors, the average is 3.61 on a 4-point scale. Here are some comparative data to place these results in the Ferris context:



### Spring 2014 Overall Ferris Ratings

SAI Form – 6,904 students; 649 courses in primary administration:

Overall, I rate this instructor as an excellent teacher: Mean was 3.96 on 5-point scale

Overall, I rate this course as an excellent course: Mean was 3.82 on a 5-point scale

IDEA Form – 4,854 students and 380 sections.

Overall, I rate this instructor as an excellent instructor: Mean was 4.41 on a 5-point scale.

Overall, I rate this course as excellent: Mean was 4.07 on a 5-point scale

Although the scales are different, the effectiveness of the instruction in the DCCL measures up, and the program continues to address improvements wherever possible.

Course descriptions for the course numbers included in the table will be found here:

<http://www.ferris.edu/HTMLS/administration/academicaffairs/extendedinternational/ccleadership/program/coursedescriptions.htm>

Program-level outcomes more explicitly describe the capabilities to be demonstrated by graduates. These capabilities complement the program mission. These expectations were updated slightly during the 2013-14 academic year to be more parallel in their grammatical structure and more descriptive of the expected abilities; the number was reduced from nine to eight.

Graduates will have the capacity to

- Advance the college mission
- Orchestrate effective governance
- Implement institutional strategy
- Enhance academic quality
- Empower student success
- Cultivate community relationships
- Ensure fiscal stewardship
- Develop as a person, scholar, and leader

### **Program Outcomes Assessment**

These outcomes are introduced, reinforced, and assessed throughout the program within the courses and extra-curricular opportunities, such as conference presentations, off-site meetings, publications, and more. These capabilities are also the basis for the culminating comprehensive experience that we have named the Comprehensive Interviews and Presentations (CIPs). CIPs are conducted in spring of Year 3 and include students' participation in interviews with faculty/college-leader teams. There are three components of the CIPs. One is an interview where students elaborate upon how they have demonstrated their achievement of two of the program's eight outcomes. Each student is interviewed regarding different outcomes by a committee of three faculty or program administrative members. Students also participate in a

job interview for the potential next position they would seek. Students are provided with a position announcement (from the *Chronicle*) that aligns with the role they intend to seek. They prepare the application materials, according to the job posting. A team of three that typically includes college leaders (deans, vice presidents, presidents) and some faculty members, conducts the interviews and provides feedback to the students on how they might improve their performance. The third component is a presentation by the student that reflects their learning journey. Refer to Appendix B for the CIPs guidelines and schedule. The leadership team then reviews the comments faculty provide concerning the students' performance in these interviews; students are also provided with these comments. This input serves as part of the program-outcomes assessment.

Program outcomes are communicated on the website, in promotional literature, in presentations (including webinars) that are conducted regularly for recruitment purposes, and on course syllabi. Program goals – the strategic and operational activities of the program – such as high levels of student satisfaction and financial accountability are conveyed more subtly. The fact that students are asked to evaluate each course and we regularly communicate to them the importance of this data to program improvement would make all aware of evaluation's significance to the program. In addition, following the focus groups and interviews conducted for this program review, the executive summary provided to the Board was also distributed to all of the students who participated – all members of Cohorts One through Four. Refer to Attachment C for this executive summary that highlighted the students' perspectives on the program.

During the CIPs interviews, each student receives verbal comments from the interviewers immediately following the interview. In addition, each interview team produces a report that provides an evaluation and summary comments that are sent to the students the week following the CIPs sessions. The evaluation levels are SS, significant strength; S, personal strength; ?, inconclusive; O, opportunity for improvement; or OO, outstanding improvement opportunity. These evaluation levels were adapted from the HLC/AQIP evaluation criteria for our CIPs evaluation instrument. The categories assessed in the CIPs interviews – each prompted by a consistently worded question – include the following:

1. DCCL goals: The area of most growth (how/why)
2. DCCL goals: Area needing improvement / development (how/why)
3. Personal leadership style / specific leadership skills
4. Identification of specific DCCL outcome as personal strength
5. Professional presentation: dress, appearance, mannerisms
6. Professional presentation: responding to questions, addressing interviewers
7. Integration of research: Appropriately and effectively integrated the research and thinking from key CC sources and experts
8. Awareness of personal strengths and weaknesses and ability to mature and develop as a professional

The summary comments provide specific examples of areas of strength and weakness demonstrated during the interview. The following are examples of some those comments (rating is in parentheses):

- (S) Defined "servant leader" but without expressing a clear understanding of the benefits and drawbacks of this leadership style, or with specific actions and approaches that would demonstrate this philosophy. Made a clear, strong connection between servant leadership, advocacy, and the tenants of social work.
- (?) Emphasized value and importance of listening and gaining input, ideas, and direction from all parties involved (including students on policy / procedures). Looks for end result – listens to concerns. (Response was less focused and direct than others.)
- (?) Lead academic enterprise: [Student] has taken steps to learn more because of lack of experience in "academic" side of CC. Attends Faculty Senate meetings, works with curriculum development, etc.
- (S) [Student] identified "driving institutional effectiveness." Stated clear growth in terms of more awareness of interconnectedness, of ways to encourage continuous improvement. Very passionate about driving change. Examples are concrete and specific.
- (?) Responses were, for the most part, direct and focused. In a few instances, [student] seemed to step out of her "professional interview" mode into a more informal, conversation approach (including body language that was informal / casual, such as rubbing hands over face & keeping her hands over her mouth when answering). [Student] is a very concrete thinker – in fact, at times it was difficult to get her to think about abstract issues. At times [student] has a tendency to discuss what she could not do, rather than defining the obstacles and determining alternatives to overcoming those obstacles.
- (SS) Identified Transformational leadership style: Used example of unsuccessful meeting and how she could have changed her approach to make it more successful. Emphasized clearly how actions speak louder than words and that one's behavior (and even one's mannerisms) communicate. Role of trust, character, and competence. Again, excellent integration of theory and practice.
- (SS) Every answer integrated course readings, theory, research, and practice effortlessly – demonstrated [student]'s superb awareness of the connections among all of these aspects Stayed focused on each question – even when providing complex and intricate responses. Used notes appropriately (and sparingly).

Each of the first two cohorts has satisfactorily demonstrated their competence in the identified program outcomes. Many of these outcomes will be, however, best reflected in the graduates' career experience. The abilities of the first cohort to adequately address the relevant literature was lower than anticipated, so preparation for the CIPs in Cohort Two reinforced the importance of students' preparation to also anchor their responses to key foundational literature that would inform their points of view. The interviewers observed positive improvement. However, a further enhancement for the next round of CIPs will further emphasize the foundational literature to ensure that opinions are situated within the relevant literature, which may suggest addition of a written component for Cohort Four. We recognize that an important characteristic of doctorally prepared personnel is their diligence in not offering opinions without also grounding their statements in the relevant literature that provides some credence for their point of view.

Better documentation and assessment of the program- and course-level outcomes are priorities for the program now that the curriculum is better established. An electronic portfolio has been a goal for inclusion, but we have struggled with making it integral to the natural educational flow, and thus it is only with Cohort Three that the portfolio is fully implemented. These portfolios will provide valuable documentation of the students' educational performance, and we anticipate having these portfolios as central components of the spring 2015 CIPs process.

### Recruitment and Diversity Efforts

Our recruitment has resulted in a relatively diverse student pool, and we continue to attend to that value. In our recruitment, we strive to conduct open sessions at institutions with ethnically diverse populations, such as Grand Rapids Community College, Cuyahoga Community College, and Wayne County Community College. A review of our website and our admissions brochure will reveal our conscious attention to promoting diversity among our cohorts, including by using photography that captures diversity. Our National Advisory Board has been articulate about the importance of developing a diverse student base, especially since community colleges enroll a large share of the nation's minority students. Our ethnicity profile for the currently active students and cohorts follows:

- Cohort Three: 29% ethnic diversity (6 of 21 based upon visual observations)
- Cohort Four: 30% ethnic diversity (6 of 20 based upon visual observations)
- Cohort Five: 17% ethnic diversity (4 of 24 based upon visual observations)

#### Ethnic Diversity of Cohorts

Cohort	Percentage of Asian, African-American, Latino students (Actual Number is in Parentheses)		Notes
Cohort One (graduating class of 2013)	13%	(3/23)	
Cohort Two (Class of 2014)	15%	(2/13)	
Cohort Three (Class of 2015)	30%	(6/20)	
Cohort Four (Class of 2016)	30%*+	(6/20*+)	33% (7/21) with C1 return
Cohort Five (Class of 2017)	21%**	(5/24**)	24% (5/24) with C4 return

Note: Two students who are African American have withdrawn from their original cohorts and are completing with a later cohort, which explains the notes for Cohorts Four and Five. These students would have been reflected in an earlier cohort, but the numbers above reflect only those current at the most recent date (for C1 and C2 that would be at graduation). It is also important to note that two of the students who have withdrawn from the program (both African-American women) had difficulties with the academic and writing expectations of the program.

We do not believe the decline in Cohort Five's diversity is an emerging trend, but we will attend to this decline in the Fall 2014 recruitment activities. When one compares these to Ferris figures, adding the percentages of all groups except international and white, the ethnic diversity

totals 15%, so the DCCL is more ethnically diverse than Ferris overall. Find the Ferris information here: <http://www.ferris.edu/HTMLS/Admision/testing/factbook/FactBook13-14.pdf> (page 57)

## **Program Revenue and Expenses**

An additional example of how we have achieved our operational goals is the revenue/expense perspective. From the outset, we committed that the program would be self-supporting by the end of Year 3, when three cohorts were in process. That goal has been achieved. What our revenue/expense figures do not currently reflect are the services of the director, who has integrated this work into her associate provost role, or the extensive assistance provided especially by EIO personnel, particularly the marketing and communications staff. Their support for the program's marketing, including advertising and brand development, has been immensely important in the profile that DCCL enjoys. What last year's statement does reflect is the contribution of \$70,000 for the fiscal 2012-13 year for overhead costs to the University (the EIO tax). Unquantifiable are the "good will" and good friends being generated for the university that should result in continued university vibrancy and heightened recognition nationally. A review of other University graduate programs will reveal a pattern where institutional resources from sources other than tuition are required to support the program, and this is not the case with the DCCL. An end-of-year revenue/expense report is included in the example of the 2013 bi-annual report prepared for the National Advisory Board that is contained in Attachment C.

## **Strategic Plan**

As the program has evolved, there have been multiple strategic plans that evolved as we gained more perspective on what it would take to recruit, the requirements for dissertation support, the needs for budget, etc. As a result of our program review and our additional experience, we will provide an updated strategic plan during the early fall of 2014.

## **Curriculum**

A curriculum matrix and a representative sample of our standard syllabi are contained in Appendix A and Attachment A. Program coherence is a regular subject of faculty conversations. The centralized building of courses facilitates our ability to review the entire curriculum and make suggestions to faculty members about areas of overlap or possible gaps. As one example, at the June 2014 faculty meeting, we reviewed whether any of the existing courses should be revised. We also reviewed a number of suggestions that had been collected over the previous year from faculty, students, and advisory board members for changes to the program. Curriculum changes under consideration are inclusion of a data analysis course, augmenting the two research courses; addition of a societal/economic/political environment course or emphasis; and some realignment of courses to enable participation in national meetings vs. the initial Michigan-based focus of participation in summers with the Michigan Community College Association. A limiting factor is that we do not plan to add credits to the total requirements that now stand at 61. These considerations will continue to be evaluated throughout the fall of 2014, as we are reluctant to make too many changes on the basis of our currently limited information; thus, we will continue to collect data to support any of these changes.

General education is not a part of this doctoral program, yet many expected general education outcomes are integral to this work. Regularly, with students and faculty, we reinforce the vital importance of writing and critical thinking in students' work. Several sessions have been provided for both students and faculty on how to produce scholarly work, how to provide feedback to students on their writing for the non-communications faculty, and guidance on creation of rubrics to evaluate students' performances. There are not required co-curricular experiences, although all of our students are extensively involved in work outside the classroom. Almost every one of our students is a full-time employee in some leadership capacity in a community college. Students are engaged in both college and community activities. Many lead task forces on their campuses; others serve on school and community organization boards in their communities; many have families that engage them with their communities in different ways. Our students' co-curricular experiences are extensive. In addition, we have one required course, the Practicum, where the students craft an independent learning plan that is integral to the program and supplements their educational and career aspirations. A wide array of projects has been completed in the practicum. Students have very much valued this opportunity to craft their own learning experiences.

A frequent method for communicating the importance of engaging in leadership opportunities, developing critical-thinking skills, etc. are the pre-course 4 p.m. sessions. Early in the program implementation we recognized the need for time to meet with our students about program-related topics, including writing, critical thinking, the dissertation, CIPs, professional image, special guest lecturers, etc. For example, Dr. Kristin Stehouwer (Chief Academic Officer for Northwood University and a member of our faculty) has conducted popular sessions on creating a professional image (beyond dress) and Dr. Randy Groves (Ferris humanities professor) conducted a session on thinking critically and asking deep questions. By the end of the second year, we had made the 4 p.m. sessions prior to the 5 p.m. start of the face-to-face component of fall and spring courses an expected, required event. Students know that there will always be a 4 p.m. session on a topic relevant to their program progress and/or professional growth.

### **Assessment of Student Learning**

A primary approach to assessing students' achievement of program-level goals (those capabilities identified earlier that expand on the mission) is embedding assessments within each course. As a doctoral program, most of the courses are writing and research-intensive. The methods by which outcomes are assessed within the course are each established within the syllabus. Typical assessment methods are written work products, such as a strategic plan for the planning course; a research paper for the issues course; or a leadership philosophy statement in the leadership course. See the syllabi (Attachment A) for more detail on each course. An additional capstone assessment is the CIPs referenced above, that will continue to be refined, specifically requests students to orally communicate their understanding of representative program outcomes and to provide examples of how they have achieved these. Although this is a self-report, three faculty are evaluating the extent to which they believe the student effectively communicated the requisite knowledge. Faculty apply an assessment rubric to evaluate each student's in-person performance, and a summary report is provided to the student. Feedback includes both whether the outcome provides an opportunity (O) for continued growth or

whether the faculty judge the outcome to be a strength (S) or a super strength (SS) and some narrative in support of these consensus judgments. A rating of (OO) – a double opportunity – results in a need for the student to repeat the interview. To date, no one has been required to repeat the interview.

Another key program-level outcome assessment method is the dissertation that is the product of a doctoral journey. The *Dissertation Handbook* is available to all students and their committees that outlines program expectations and describes the dissertation process and structure. (This Handbook is available for review, upon request.) In this major scholarly undertaking, all students have expanded their knowledge and expertise in the production of a valuable contribution to the community college literature and practice. Dissertation committees are comprised of at least three members, with one serving as the chair and the primary advisor on the dissertation process. All of the dissertation chairs, committee members, and students are also supported by the Dissertation Director who is a Ferris full-time faculty member with half-time reassignment for this role. As we have more of the dissertations submitted in their final form, we intend to convene an external review group to evaluate the quality of the dissertations.

Toward the end of year 2, we established a process for collecting course-level outcomes summary reports to be entered into TracDat. We asked that instructors for each course report on one-third of their outcomes each year so that in a three-year period we would have data reported on each of the outcomes. A common number of outcomes for a course is six, so most faculty are asked to report on two of these outcomes annually. Since most of our faculty are not on the Big Rapids campus and otherwise fully employed, such as presidents and deans, we have supplied each with a template for reporting on their outcomes. Our instructional technologist for faculty support is charged with gathering this information and entering it into TracDat. A copy of the form in use is provided in Appendix D. This process has been challenging with the busy lives of our faculty but now that a regular staff person is charged with collecting and reporting this information, we anticipate a more systematic approach will ensue. Assessment of students' learning and the program's expectations has been the subject of discussions in many faculty meetings.

Earlier we referenced some minor changes made in preparation for the CIPs that resulted from our faculty's assessment of the students' abilities in utilizing scholarly literature to set the context for their determinations. These changes will continue to be made, as we were still seeing fewer "super strengths" (SSs) than we desire. At this early stage, having had just two graduating classes, and having made some changes in both course-level and program-level assessments, we are still refining the best assessment methods. As also noted earlier, we anticipate the portfolio will enhance many aspects of our learning assessment, as students are required to reflect upon their learning and the artifacts that represent this; as faculty are encouraged to assist students in identifying how course-level products contribute to program-level outcomes; and as interviews call for students to utilize more evidence, so faculty not only hear about the students' views but can observe the products that represent the learning. The assessment system is still a work in progress and one that must command more attention in the coming year. With just two years of program-level data, we are still in the tweaking stages of how best to interpret the results.

Our preliminary conclusions about students' performance include these:

1. Because our program is very application oriented, and we emphasize the need to have course-level projects be relevant to the real-world context, the use of the theories associated with topics such as planning, leadership, talent development, etc. are not retained as well by students by the end of the program. Our plan is that the portfolios will assist students in retaining more of these key foundational theories and literature resources as they think about the capabilities they are developing.
2. Some students' abilities to write coherently and think deeply challenge our instructors. Each admitted student has an earned masters' degree, yet we have found varying abilities in the writing/thinking areas. Typically just one or two students in a cohort present challenges, but significant intervention ensues to get the students the proper assistance. In at least two cases, individuals have been discouraged from continuing because of shortcomings in this arena, and they are no longer enrolled. Although writing samples are required and considered in the admissions process, writing remains a problem for some when they are challenged to produce rapidly, thoughtfully, scholarly, and comprehensively with our accelerated program. Students have months to prepare their admissions packets, if they choose; they have just weeks during our 7-week accelerated courses, and realistically they really have just days, because assignments are typically due each week. When the writing/thinking skills are weak, students find it difficult to keep up. Although our primary aim is to have each student succeed, and we provide extensive assistance to make this happen, we recognize that there are cases where continuation is not the best option. Addition of writing workshops at the 4 p.m. sessions; inclusion of writing guidance in two of the early courses; and many writing resources in the online courses have been developed to address these deficiencies and we expect to see favorable results. One encouraging sign is that with Cohort Five, we have not identified any with significant challenges, unlike earlier cohorts.

We believe we are making progress on the integration of theories, while not changing the applied, real-world focus of our program, and it will be Cohort Four that will best reflect whether the improvements are realized. The writing may continue to be a challenge as we have learned that this is a common problem and conversations with colleagues at the Council for the Study of Community Colleges (CSCC) annual conferences.

<http://edweb.sdsu.edu/people/culine/880/docstudentswriting.pdf>

Writing is insufficiently developed in many sectors, including masters' programs. There are implications for Ferris as well in our Masters' level programming, as some of the challenged students are graduates of Ferris masters' degrees. Given our desire to assure that our students are effective writers – even if not all eloquent – we will continue to both provide additional support but early, candid feedback to students about their continuation. See the TracDat program-level reports in the Appendix E for our current sketchy program-level documentation of learning outcomes.



## Enrollment Profile

The following table provides a snapshot of our program applications, admissions, and enrollment, by cohort.

**Doctorate in Community College Leadership Admissions/Enrollment Profile**

	Cohort One	Cohort Two	Cohort Three	Cohort Four	Cohort Five
Total number of complete applications	42	25	42	40	47
Total accepted applicants	29	20	31	29	34
Total enrolled at beginning of program	29	16	29	25	27
Current number in cohort	23	13	22	22	24

Following a robust first year, we underestimated what would be required to recruit each class, and following the enrollment of Cohort Two, we redoubled our recruitment efforts in order to sustain enrollments in the 24-person range. With the anticipated attrition for any program, especially an accelerated doctoral program designed for full-time college leaders, our budget model calls for the need to initially enroll at least 24 students for fiscal sustainability. We do acknowledge that the size of Cohort Two was actually very attractive to the faculty who teach in the program.

Additionally, we have also learned that we need to admit more than we expect to enroll, because in the currently active cohorts, from the accepted applicants number we have ended up with declines in enrolled students that range from 21-35%. The reasons given include lack of financial resources, inability to get life organized to make the commitment, and in a few cases, discomfort with the amount of online instruction.

Enrollment headcounts and credit hour production are directly dependent upon the number of students enrolled and retained in the cohorts. Most semesters have students enrolling for 7 credits – 6 credits for two three-credit courses and 1 credit of dissertation. On a few occasions, we have allowed guest students to enroll in a class who may be enrolled in another program and whose advisors have approved a Ferris DCCL course for a substitution. For example, in the spring and summer of 2014, two Ferris CJ faculty are enrolled in the two research courses associated with the DCCL. Thus, there are a few instances where the number of credits increases modestly with these guest students.

The program is blended, with a face-to-face component for each course. Each summer students participate face-to-face for about one week; in the fall and spring semesters students participate for a condensed weekend – Friday night and all day Saturday. The students are considered main-campus students even though their weekend courses take place in Grand Rapids and one summer has been in Traverse City.

Now that Cohort Two has completed, and subsequent cohort enrollments are in the 20s, we do not anticipate seeing a lot of fluctuation in the annual total numbers. We anticipate that the SCH for each cohort will occasionally decrease, as some students find it impossible to continue. Most departures are the result of life complications, including family deaths, grave illnesses, job changes, etc.

Initially we had anticipated that we would be able to enroll a second cohort each year, perhaps with the same sequence or with a different start date. However, despite great efforts toward recruitment, we have not seen sufficient demand to offer a second cohort. We believe a second one may be possible if we were able to convince a district to support its employees for an on-site program, as we explored with Wayne County Community College.

## Productivity Report

DCCL Productivity Report as Reported by Institutional Research and Testing

Yr	Sum SCH	Fall SCH	Spring SCH	Total SCH F and S	FTEF Sum	FTEF Fall	FTEF Spring	Avg F and S	FTE per FTEF Sum	FTE per FTEF Fall	FTE per FTEF Spring	Average FTE per FTEF
10-11	174	178	216	384	.19	.04	.44	.24	915.79	4200	489.03	1594.38
11-12	278	312	283	595	1.01	1.20	.59	.89	275.81	260	481.74	665.75
12-13	408	420	398	818	.85	2.25	2.47	2.36	480	186.43	160.87	346.1

The higher FTE per FTEF in the summer may be the result of the fact that one co-instructor also serves as an administrator at Ferris and is not compensated extra for teaching this summer course. The 2010-11 figures are anomalous, as there was just one cohort, and in the summer, for example, four instructors taught two separate three-credit courses. The average FTE appears incongruous. The fall and spring numbers are a more appropriate comparison, averaging about 173.65 by 2012-13 when three cohorts were enrolled. The 2013-14 numbers are expected to be similar, since the approximate same number of students was enrolled. Productivity numbers for 2014-15 are expected to improve since all three cohorts will exceed 20, unless there is significant attrition. Questions posed to institutional research did not provide adequate insights, but we are well aware of the productivity. Either one or two faculty teaches each course. When a course is team taught, the compensation is divided. Each course enrolls about 20 students, depending upon the size of the cohort and whether there are either stop-in or stop-out students.

The University 2012-13 productivity numbers for fall and spring are 234.53 and 227.86 respectively, above that produced by this doctoral program. The University average SCH/FTEF seems irrelevant as a benchmark since this is both a new and a doctoral program. Classes would be considered to be large by most doctoral program standards, as many programs enroll 12-15 students, and many are even lower. Perhaps a better comparison would be that with Pharmacy or Optometry, the University's other doctoral programs, which report the following productivity for 2012-13:

**Productivity of Doctoral Programs at Ferris**

Doctoral Program Area	FTE/FTEF Fall 2012	FTE/FTEF Spring 2013
DCCL	186.43	160.87
Optometry	145.34	150.09
Pharmacy	231.29	214.22

Another form of productivity is the cost per FTE, which is lower with this program because of the staffing model that is discussed in the faculty section. The model is cost-effective even though the faculty productivity appears to be below that of one of the other doctoral programs and the university's overall numbers.

**Program Profile by Residency, Age, GPA, Gender, and Ethnicity**

On the Institutional Research pages, all students in all years are listed as "resident." This is likely because the same tuition rate is charged for all students enrolling in the DCCL program.

However, our records produce this geographic distribution:

**Geographic Diversity of Cohorts**

Cohort	Percentage from Outside MI (Number in parentheses)		Notes
Cohort One (graduating class of 2013)	0%	(0/23)	
Cohort Two (Class of 2014)	15%	(2/13)	
Cohort Three (Class of 2015)	38%	(8/21)	
Cohort Four (Class of 2016)	45%	(9/20*)	43% (9/21) with C1 re-entry
Cohort Five (Class of 2017)	46%	(11/24**)	42% (11/25) with C4 re-entry

*Notes: One student from Cohort One has rejoined with Cohort Four; another from four has suspended involvement until her course comes up again in Cohort Five.*

**Average Age**

Cohort	Average Age
Cohort One (graduating class of 2013)	44
Cohort Two (Class of 2014)	45
Cohort Three (Class of 2015)	44
Cohort Four (Class of 2016)	44
Cohort Five (Class of 2017)	44

The average age has been consistent over time, with the following average ages reported. These averages disguise a wide variation in the ages, with students both in their 20s and others in their late 50s in most cohorts.

### Students' GPA in DCCL Program

Cohort	Average Ferris GPA at Doctoral Level	Minimum GPA	Maximum GPA
Cohort One (graduating class of 2013)	3.94	3.3	4.0
Cohort Two (Class of 2014)	3.83	3.0	4.0
Cohort Three (Class of 2015)	3.93	3.46	4.0
Cohort Four (Class of 2016)	3.90	3.0	4.0

Average grade-point averages are reported in the table above, along with Institutional Research and Testing's minimum and maximum reports. These grade-point averages serve as evidence that we have recruited and retained a high-performing group while faculty are also differentiating some with grades. Over the first few years of the program, we have also repeatedly encouraged faculty to make these differentiations, as our program philosophy supports high achievement and differentiated grading for differentiated work performance.

Although ACT scores are available for a few of the DCCL program students with prior Ferris transcripts, we do not believe these figures are a relevant predictor for doctoral students.

The institutional records are very incomplete on gender. Institutional research figures are reported in parentheses since so many were reported as unknown. The other figures represent our known gender profile.

### DCCL Gender Profile

Year	Enrollment	Males	Female
2010 Fall	28	9	19
2011 Fall	41	14	27
2012 Fall	60	25	35
2013 Fall	59	28	31

An analysis of the diversity of our cohort was provided above, based partially upon our observations and knowledge of our students. Following are the reports of the university's reports on ethnicity.

### Ethnicity

Year	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign
2010 Fall	4	0	0	0	17	0	1	0
2011 Fall	6	1	0	0	20	0	0	0
2012 Fall	9	1	0	1	35	0	0	0
2013 Fall	10	1	0	2	35	0	1	0

One of the ways that we strive to support our students is by linking them with leaders reflective of their own backgrounds, and we also continue to diversify our faculty and guest lecturers wherever possible. Recent examples include a Latino student being paired with a Latino college

leader for guidance and the introductions of multiple African-American students to African-American presidents who represent their diversity.

**Program Retention, Graduation, and Completion**

**Retention.** Previous sections illuminate our retention overall, and the program-level information is likely better than that of the Records Office, since we know which students are stopping in and out of cohort groups. In addition, we have had occasional guest students that will inflate the actual numbers in specific semesters.

**Graduation.** The Institutional Research and Testing Office data provided for the Academic Program Review shows only the 2012-13 graduates, Cohort One, and reports this number at five (5). However, since these reports were produced several additional individuals have completed their dissertation defenses and submitted their final products. The DCCL program does not process graduate clearance until the final dissertation documents have been submitted for publication. One of the policy decisions made by the program was to enable all students who had achieved candidacy status to participate in commencement and hooding exercises. However, their official Ferris records will not show them as graduates until their dissertations are defended and submitted. Thus there is considerable lag for some students. The following is what we know about the 23 from Cohort One who participated in the commencement exercises.

As reflected in the table below, eight (8) had defended at the time of commencement and five (5) more defended before 2014. Five (5) more are tentatively scheduled for summer 2014, and an additional four (4) are expected to defend during the fall of 2014. Two of these four are current Ferris employees. A returning student from Cohort One will likely defend sometime in 2015, as she still has a few courses to complete with later cohorts. Only one is not anticipated to complete, even though his skill sets are strong and he has completed all of the coursework. He is another of the many who has experienced significant life tragedies since beginning the program. If our projections are accurate, and just one of the retained students does not complete, our “graduation” rate will be 95.6%. If we compare to the number who started, 29, we anticipate an overall completion rate of 75.8%. This is substantially better than the rate reported by many other programs, where informal surveys have revealed 50% completion rates.

From the outset of the program, we have been committed to providing a level of support and coaching that would enable successful completion, and we believe we have adequately achieved that goal while assuring the academic rigor of the program. See later notes about the faculty’s evaluation of the rigor of the program, along with their views of strength areas and opportunities for improvement.

**Dissertation Defense Calendar Profile**

Cohort	Defended before Graduation	Defended by Summer 2014	Expected Summer 2014	Expected Fall 2014	Pessimistic about Completion
One	8	5	5	4	1
Two	5	3		5	0
Three	NA	NA		NA	0

One from Cohort One has returned and is not reflected in the numbers above. She is expected to complete in Summer 2015 with Cohort Three. Note also that the progress for Cohort Two is closer to the desired three-year completion envisioned for the program, while Cohort One has many completing a year later.

Cohort Two, as noted earlier, is a smaller cohort. Starting with 16, just 13 were still enrolled at commencement. Major life events contributed to these departures, including one of the 13 who returned following the unexpected rapid decline and death of her husband.

We believe that Cohort Three is on track to have more students defending ahead of the graduation. Part of the improvement in earlier defenses we believe is directly related to the fact that we have a dissertation director who continuously monitors student progress, has articulated dissertation deliverables, and provides encouragement throughout. She also conducts many webinars to provide guidance to students' dissertation completion. We also believe the program's emphasis on practical, relevant research and project initiatives supports higher completion levels.

### **Program Value Beyond Enrollment Numbers**

The DCCL program has contributed to the heightened visibility and credibility of Ferris State University. The program is recognized at the national level by many key organizations, including the League for Innovation, the American Association of Community Colleges, the Association for Community College Trustees, and many other doctoral-granting institutions that have similar programs. Ferris is a gold-level corporate sponsor with the League of Innovation in the Community College ([http://www.league.org/partners/display\\_all.cfm](http://www.league.org/partners/display_all.cfm)). This status provides us with good exhibit locations and a link on their website.

We also have commitment from the League for two accepted presentations each year at the Innovations Conference, and we have generally supplied these two presentations with our students and faculty presenting, and sessions have both been well presented and well received. We regularly post on our Facebook page when students are presenting at conferences. (Refer to Facebook page Ferris State University – Doctorate in Community College Leadership.) The page has 200 friends and generates some visibility and sharing. The President of the American Association of Community Colleges (AACC) has specifically recognized the Ferris program in some of his speeches at the AACC annual meeting and at presentations on college campuses, such as at Lake Michigan College recently (as reported by our students). The President of AACC speaks knowledgeably about the Ferris program and had one of our Cohort One students work with the Commission's 21<sup>st</sup> Century Initiative. Many comment that there is a buzz associated with the program, especially with our highly professional presence at the League and AACC meetings.

Many college leaders from institutions where our students are employed have commented on the contributions they see our students making in the college environments. Several have mentioned that they see our students providing more leadership and speaking with greater

authority about vital college issues. Examples include the presidents of Schoolcraft, Grand Rapids, and Lansing in Michigan.

More than two-thirds of the Cohort One students have taken on new roles or expanded responsibilities since the program began. Many are being invited to step into higher or broader leadership roles, and we and they are all moderately confident that the competence they have developed through learning in the program are major contributors.

Our students also report that they have greater voice in many college conversations and that they are able to bring broader perspectives to their work settings. Recalling our mission, it is the program's intent that our students will contribute to leadership in mission-driven, effective colleges.

We are also confident that Ferris is better known among community college circles than it has ever been in the past, particularly outside of the state of Michigan, in part because of our prominence in exhibit halls at national meetings and the presentations we have orchestrated of our students and faculty at important community college national meetings. This high visibility has contributed to our ability to recruit a geographically more diverse clientele as well.

Consistent with the Ferris mission and vision, this program has also been a great partner with associations and colleges.

Finally, the program has broken some new ground in establishing graduate expectations, policies, and practices. Some of these, such as academic integrity at the graduate level, have informed emerging policies for other graduate programs and will also inform future doctoral programming.

### **Program Flexibility and Access**

The program is year-round, three full semesters each year. The program structure is designed to be flexible for the audience we intend to attract. As explained above, students participate face-to-face for one week each summer along with one weekend for each course. Since the first year, when we moved the program around the state, we have hosted the first two summers in Big Rapids and the third in Traverse City. That model may change for Cohorts Four and later to appeal to a more national audience and to heighten the program visibility by hosting our course(s) in connection with important national meetings or in locations more centrally located. Students typically travel five (5) times each year to a Michigan location. Weekend sessions are held in Grand Rapids, MI, which facilitates better travel arrangements especially for our out-of-state enrollees.

The balance of the program is held online, with discussion boards and occasional AdobeConnect conferences complementing the instruction. Although we strongly encourage students' participation in all face-to-face sessions, we have also made it possible on occasion for students to participate remotely when life or work circumstances make this the only alternative. We continue to explore whether we should offer more sessions synchronously and electronically, to accommodate our increasingly diverse student geographic base, but the students and we remain committed to the face-to-face ideals of the program as well. This topic will continue to

warrant consideration, as we know that the frequent trips to Michigan do limit access for some; for others, the face-to-face components are what make our program attractive. Our blended model is one of our distinctions, because many other programs are either fully face-to-face or fully online.

We are committed to the cohort model, and our students report that this is among the most important attributes of the program. Many say that the three-year model is what attracted them but that it is the cohort model that keeps them, along with the support provided by a caring staff. The cohort model does not provide much leeway for a lot of flexibility, however, so students may only enter the program at one time each year. Each year we are still actively recruiting students close to the start dates, so we do not yet have students who are precluded from entering. As soon as one class begins, we gear up for the new recruitment cycle. An early admissions deadline is December, and we work hard to have a sizeable number of applications in by that date.

### **Visibility and Distinctiveness**

**National Competition.** Following our development phase, two other highly competitive programs were launched. One is at the University of Maryland, and we have learned from their program leadership that recruitment remains a challenge for them. Their degree is a Doctorate of Management, although it is targeted at community college leaders.

The other is National American University, a well-financed, for-profit university that has mounted a bold recruitment and promotional strategy. This program has recruited for their faculty several nationally recognized community college leaders, created a graduate center in the name of one (John Roueche), built a major graduate facility in Austin, Texas, and has successfully enrolled three cohorts following their approximate 2013 entry into the market. One of their claims to fame is that their faculty have produced about 70% of the literature about community colleges. They will be a formidable competitor with their immense capital, and we are striving to differentiate the Ferris product accordingly.

When our program was conceptualized, it was distinctive in the marketplace. Initially we considered the University of Texas – Austin program to be our primary competitor, as it has enjoyed a long-standing reputation and has placed many of the college leaders across the country. Early on we used the generic positioning statement that we intended to “eclipse U-T Austin.” We have achieved that, but not only because of our successes but because of their inner turmoil and subsequent decline. However, key figures from that program are now associated with National American University (NAU).

Leadership from that program has been very observant of our program, having even requested our faculty handbooks and we know actively reviewing our public materials, a fact that has caused us to remove some of our intellectual property from the website. Their program now looks substantially like ours, although they have included different courses.

**Strengths — Compared with Other Graduate Programs.** Immediately we believe our comparative strengths include the fact that we are established, even though only since 2010; that we are in a recognized, long-time public university, at a time when for-profit institutions are



sometimes negatively reviewed; and our tuition rates are comparatively lower. Importantly, we also want to distinguish ourselves by having current practitioner faculty in addition to some former college leaders, and this desired feature is influencing our current faculty recruitment efforts. Many programs also have a few regular faculty who teach all of the classes, and we know that they lack the practitioner perspective and that this is a concern of some prospective students (including some who came to our program after leaving others). We intend to position ourselves as having the faculty who are on the front lines of performing these leadership roles in very different times. One of Michigan's community college presidents, who has been a strong supporter of the program, has observed that if a president has been out of the job for six months, they do not know what is going on – because the demands are so dynamic. Some of our recent faculty additions are reflective of that orientation toward current practitioners as well as our desire to gain national prominence, which necessarily indicates that our faculty cannot all be in Michigan.

We presently consider NAU our primary competitor, in part because they already enjoy approvals to offer their program in many states, and with their fiscal resources and extensive network of current college leaders from the long history of UT-Austin. We have been unable to get a lot of information about some of their model, but we suspect that tuition rates were discounted or supported to convene initial cohorts almost exclusively within Cuyahoga Community College (OH) within a short period of time, Johnson County Community College (KS), and Austin, Texas. We are aware that to start its program the University of Maryland provided scholarships to the entire first class, and they have been challenged to make their numbers subsequently. We see most of these competitors at the national meetings we attend, and we believe our materials, our presence (often including some of our students), and the energy of our staff have contributed to building the Ferris brand. At the same time, it is important for the Academic Program Review Council to appreciate that we dedicate immense resources in people time and travel expenses to recruit each cohort.

Other competitors include generic higher education or educational leadership programs, such as Central Michigan University or Western Michigan University. Their fully face-to-face and locally placed programs (such as Traverse City, Petoskey, Grand Rapids, Detroit, etc.) make them an attractive alternative for many, especially those less comfortable with the online components of the program. These institutions also have more experience with doctoral education.

We consider our distinctive features, when compared to these primary competitors, to be these:

1. Quality and relevance of faculty – people who are primarily community college leaders
2. Cohort Model – with our conscious efforts to promote cohort esprit de corps through special events
3. Competitive pricing, especially with the decision to offer out-of-state students the same tuition rate, in part because other university funds are not used to support this program
4. Dissertation support – that is constantly evolving
5. Continuous Quality improvement approach – we gather and analyze data consistently

## **Program Needs / Areas for Improvement**

Observing what others are doing is an ongoing part of all of our work, and as we learn things about competitors, we share that among at least our core team so we can compare their approaches with our own. As we benchmark with other institutions, we would benefit greatly from the following:

1. More financial resources to support scholarships and students' participation in special events, such as conferences, research projects, etc.
2. More personnel to maintain communications flow with faculty, students, etc.
3. More engaged faculty – people who are able to contribute more to the ongoing development of the program to be exemplary in use of pedagogy, technology, cases, and more.
4. Additional program expertise in curriculum/pedagogy
5. More time for communications and alumni development

In a highly competitive and dynamic environment, we need to constantly keep our communications fresh, our website up-to-date, our social media profile robust, and more. We would welcome a communications specialist who could also free the assistant director from some recruitment activities and enable her to focus more on alumni development. We have no support staff *per se*, although our program specialist performs many of these duties, as we each do. We will continue to further develop existing personnel to be multi-faceted in their performance of all of the roles associated with the program delivery and continue to review the budget potential for providing additional support. With the increased competition, we want to be sure we can sustain full cohorts.

The program specialist, who holds a masters' degree in education, could provide additional valuable expertise if he were not as burdened with clerical support, such as travel requests, purchasing, etc. The availability of some stipends for special projects would also provide some useful support for creating the DCCL image and contributing to the field. The idea presented by one faculty for a visiting professor role is another idea to consider.

Most of our plans are to maintain, expand, and sustain increasingly positive student ratings, a full incoming cohort with high capabilities each year, development of a robust alumni network, and complementary functions such as the Alliance that continue to heighten the program's visibility on the national and international scene. These efforts more than consume our fullest energies. As noted earlier, we will update our strategic plan before our meeting with the Council in the fall.

## **Demand**

We regularly survey our students to learn why they chose Ferris for the DCCL. In most instances, their first response is that they were attracted by the three-year plan. Additionally, many have reported that they gained confidence in Ferris because of our customer-friendly approaches. We regularly follow up with prospects, always seeking to answer their questions and provide encouragement and guidance.

Most of our students would recommend our program to others, and many of our best students have been great recruiters for the program. Several of the new enrollees are individuals who have come from colleges where students are already enrolled and who have been encouraged by these earlier cohort members to join up. We also see positive results when more than one individual from a college enrolls in the program, especially for those coming from greater distances. In contrast, we see as a challenge those who travel greater distances and who are the sole individual coming from their campus. In the past 18 months we have used many of our students as recruiters at the exhibit hall booth, and they have been fabulous recruiters for the program.

There are many opportunities for our students to advance in their careers, although many will need to move to achieve career progression, which is characteristic of the higher education leadership pathway. Thus, there is no shortage of opportunities for our graduates. Our program is a bit distinct from other Ferris programs in that most are already employed full time in a leadership role in their colleges, so they are pursuing the doctorate to improve their career competitiveness. We have not specifically asked our graduates whether they would choose the Ferris program again, but their feedback certainly leads us to conclude that most, if not all, would. This question is one we will pose in our ongoing alumni communications.

### **Student Achievement**

Because they are full-time employees, typically in community colleges, and at a distance, along with many other life commitments with families and community responsibilities, we do not have an active engagement initiative. Almost all of our students are involved in many outside activities and are fully busy professionals and individuals. A review of current resumes would produce extensive evidence of this involvement, and many of these engagements were evident on their entering admissions resume. Examples are church affiliations and leadership roles, school board membership, community human service activities, and service on varied committees at their colleges.

### **Employability of Graduates**

We have surveyed students about their career progression, and we have had just about half respond to this question. However, from our continuing dialogue with students and among program personnel, we have determined that about two-thirds of the Cohort One graduates had progressed in their careers by advancing to higher-level positions within their organizations, moving to higher-level roles in other colleges, or assuming more or expanded responsibilities within their current organizations. These figures were effective six months after graduation. Others have made clear their commitment to advance either within their organizations or by moving to another location. Regularly we report on Facebook the career successes of graduates. In recent weeks a Dean from Pittsburg moved to be a dean at Cuyahoga in Ohio, following the president she had worked for in PA; an advancement professional was promoted to Executive Director of the Foundation; a director of adjunct faculty was promoted to Vice President for Instruction. These promotions are regular occurrences among our students, but we have not yet gathered or summarized the information for cohorts two through five.

Unless they reported their salaries on the graduate follow-up survey, we have limited ability to gather this information. It is important to reiterate that most of our students and subsequent graduates are already employed, so their current positions will be the strongest indicators of their earnings. If they are already a vice-president in a large college, they are making more money than the ones serving as coordinators in either a large or small setting.

Our Advisory Board is equally interested in this question, which is why we initially gathered the Cohort One results. However, it is still early to see substantial career progression. Some of our Advisory Board members are eager to see how many become presidents, and we anticipate that this will be realized by many, but it is not the next step for most. For a few it may be the next step. For others, it is a step they never plan to take. We have increasingly embraced the philosophy that one can lead from wherever the individual is within the organization. With about half of our enrollees also serving as faculty in their organizations, we have reinforced the important role they can play in leading among their faculty peers. Many have valued this aspect of their learning and recognize how they can be significant contributors regardless of the roles they fulfill.

### **Stakeholder Perceptions of the Employability of Graduates**

All stakeholder groups believe students are well prepared for career progression. The extensive data gathered from faculty, students, and the Advisory Board initially has focused on the quality and outcomes from the program and less than employability *per se*, even though that is the ultimate objective of the program – to improve employability and individuals' career progression.

### **Faculty Composition and Engagement**

A distinguishing factor and distinct strength for the DCCL program are its faculty who are primarily current and recent community college leaders at high levels. They are selected primarily based upon their high-level experience in a college leadership role. Almost all have an earned doctorate. In the two cases where individuals with masters' degrees are part of the teaching corps, the individual is teamed with an individual with an earned doctorate. Most of our faculty have earned degrees in some aspect of educational leadership; specific titles are included with their list. Not only do we promote the practitioner faculty as a program feature, but this fact is also a strength noted by our students. Many choose this program over others because of this characteristic. We refer to our faculty as "associate faculty."

In the first year, we hired a full-time individual that we designated as a "lead faculty" who worked with the other faculty to assure readiness for their initial teaching assignments and who was able to monitor program coherence across the curriculum. After the first year, it became apparent that designating a "lead faculty" was trending toward what we did not like about some competitive programs – the "all-knowing faculty hero" model, where one individual really epitomizes the program philosophy and teaches many of the courses in the program. We did not want to replicate that model but rather wanted our students to learn from a variety of leaders with varied educational backgrounds, experiences, philosophies, perspectives, and

approaches. We believe this has been a strength of the program, but we also recognize the limitations that come with such a model.

Our initial model had been to have courses be team taught for the additional breadth they could bring and because we initially envisioned a model with a practitioner and a Ferris faculty theoretician. That model has prevailed in a few cases, but it has also evolved. Most of our courses are still team taught but a few are independently taught. In these individually taught cases, many outside speakers and guests are involved with the class both in the face-to-face and online components, according to each course’s design. The one exception is quantitative research. Our faculty reflect a wide variety of higher education leadership degrees from a wide array of institutions. We think this feature adds value, and this is another of the distinctions of our program in contrast to NAU that has almost exclusively UT-Austin graduates as its faculty.

Faculty include many current and former community college presidents, deans, and vice presidents. At present, the Ferris regular personnel who teach in the program include Professor Leonard Johnson, for whom this is an overload assignment; Dean David Nicol; Associate Provost Roberta Teahen; Deb Thalner; and program Assistant Director Andrea Wirgau. Dr. Sandy Balkema in her role as dissertation director also teaches students for the dissertation credits through online and face-to-face modalities.

Because of our increasing national enrollment and our desire to be a national program, and because of students’ critiques of our Michigan-centricness, as instructional opportunities have opened, we have looked to bring in individuals from outside Michigan. Among our current faculty, five (5) are from outside the state of Michigan. Of our 26 current faculty, nine (9) are from outside of Michigan, representing 35% of our current teaching staff. We believe this geographic distribution is vital to our continued growth and distinction. We also believe the variety of doctoral programs reflected among our faculty’s credentials differentiates us positively from the NAU program that has recruited almost exclusively UT-Austin graduates.

These are the degrees and importantly the positions held by our faculty. Their vitae are included in Attachment D.

#### Faculty Profile

Name	Current and/or Former Employment	Highest Degree
Ahles, Cathy	Senior Vice President, Premier Aircraft; former chief marketing officer at Macomb Community College	M.B.A., Michigan State University
Balkema, Sandra J.	Professor, English, Ferris State University	Ph.D. English, University of Michigan
Bechherer, Jack	President, Rock Valley College, IL (retired June 2014)	Ed.D. Counseling, Psychology, and Higher Education, College of William and Mary
Brown, Noah	President/CEO, Association of Community College Trustees	Master of Public Policy, University of Maryland
Burns, Don	President Emeritus, Montcalm College, MI	Ph.D. Higher Education Administration, Michigan State University
Chaddock, Diane	Executive Vice President/Chief Operating Officer (ret) Southwestern Michigan College	Ed.D. Higher Education Administration, Western Michigan University

Name	Current and/or Former Employment	Highest Degree
Chesley, Laurie	Dean, School of Arts and Sciences, Grand Rapids Community College	Ph.D. English, University of Notre Dame
Crowe, William	Director, Center for Continuing Education, University of Georgia	Ph.D. Community College Leadership, University of Texas, Austin
Ennis, F. Michael	Professor Education, Ferris State University	Ph.D. Comprehensive Vocational Education, Ohio State University
Hiller, Darby	Executive Director, Office of Research, Planning, and Effectiveness	Ph.D. Political Science, University of Wisconsin
Johnson, Leonard	Professor of Education, Ferris State University	Ph.D. Cultural Foundations of Education, Kent State University
Koch, Cameron	President, North Central Michigan College	Ph.D. Guidance and Counseling, University of Michigan
Marr, John	Dean of Academic Affairs, Cuyahoga Community College	Ph.D. Higher Education Administration, Ohio State University
Miles, Cindy	Chancellor, Grossmont-Cuyamaca Community College District	Ph.D. Educational Administration, the University of Texas at Austin
Myran, Gunder	Senior Consultant to the Chancellor, Wayne County Community College District and President Emeritus, Washtenaw Community College	Ed.D. Administration/Higher Education, Michigan State University
Nicol, David	Dean, College of Business, Ferris State University	Ph.D. Management, University of Houston
Robyn, Elisa	Dean of School of Humanities and Social Sciences, Regis University	Ph.D. Educational Psychology, University Colorado at Boulder
Shaink, M. Richard	President (ret 2014) Mott Community College	Ph.D. Educational Administration, Adult & Continuing Education, Michigan State University
Stehouwer, Kristin	Vice President/Chief Academic Officer/Chief Operating Officer, Northwood University	Ph.D. Political Science/International Relations, Northwestern University
Sundberg, Lori	President, Carl Sandburg College	DBA Management St. Ambrose University
Taylor, Patricia	Dean of Support Services and Student Advocacy, Washtenaw Community College	Ed.D. Educational Leadership, Eastern Michigan University
Teahen, Roberta C.	Associate Provost, Ferris; formerly Dean of Workforce Development, Northwestern Michigan College, MI	Ph.D. Higher, Adult, and Lifelong Education, Michigan State University
Thalner, Deborah	Executive Director, Online Learning, Ferris State University	Ph.D. Educational Leadership, Western Michigan University
Wheeler, Gary	President Emeritus, Glen Oaks Community College	Ph.D. Interdisciplinary Arts and Sciences Higher Education Leadership, Union Institute and University
Wirgau, Andrea	DCCL Assistant Director	Ed.D. Higher Education and Organizational Change, Benedictine University

There is no course being taught without an individual with an earned doctorate serving as faculty or co-faculty. Because their affiliation with Ferris is typically for just one course, or in

very few cases for two courses, these faculty are not generally engaged in other Ferris activities, but their vitae will reveal the extensiveness of their other engagements that are important in establishing their credibility with our students who want to learn from the leaders in their field.

### **Faculty Perceptions of the Program**

As part of the Academic Program Review Process, we surveyed the faculty with a number of questions that asked them to evaluate the program overall and on many specifics. Twenty-three (23) faculty responded. The Executive Summary of this report is contained in Attachment C, but we include the following highlights.

- 22 of 23 or 96% rate the rigor of the curriculum as good or excellent
- 100% rate the relevance of the content as good or excellent
- 21 of 23 or 91% rate the effectiveness of the instructors as either good or excellent
- 100% of the faculty rate the delivery model as either good or excellent (blended)
- 100% rate the quality of the enrolled students as either good or excellent
- 100% rate the effectiveness of the administrative team as either good or excellent
- 100% rate the program leadership's appreciation for their involvement as good or excellent

In the area of support for the faculty, 100% of the faculty rated the following as either good or excellent:

- Responsiveness to requests for support or information
- Quality of responses
- Support for course building in Blackboard
- Support for interventions with students, if required
- Guidance concerning standards and expectations
- Provision of learning opportunities, including faculty
- Technology support

The areas where there was not complete unanimity were these additional program-level dimensions that got some "fair" ratings, in the numbers and percentages indicated following each:

- Hiring processes for getting you into our systems (2) – 12.6%
- Compensation – (8) – 35%
- Class Size (2) – 9%

We find the faculty's endorsements to be encouraging testimony to the high quality of the program and the robust support provided. At the same time, we recognize that the compensation is a concern, with more than one-third rating this a problem. We have made modest adjustments in the amount faculty are paid effective summer 2014 and we plan an additional increment in Fall 2014. This program's associate faculty are completely responsible for maintaining the quality and integrity of their courses and scanning the literature and making curricular improvements on an ongoing basis. This is not a model where we can provide each with a turnkey course. Further, we have expectations for their engagement in assessment,

professional development, and more. The current pay rate for faculty in summer 2014 is \$5,400. In most instances, this amount is split between the team teachers, so each receives just \$2,700.

In addition, because of our comparatively large class sizes for doctoral education, we have provided a teaching assistant or a teaching fellow whenever the class is over 20 students, if the faculty members wish to avail themselves of that service. Most have chosen to use an individual, typically a program graduate, which has provided “fellowship” opportunities for our students or graduates.

### **Areas of Strength and Opportunity Identified by the Faculty**

Faculty were invited to offer their open-ended comments on the top three strengths of the program. Here is a representative sampling of their ideas:

- Student-centric design
- Scholar-practitioner model (many cited some form of this)
- Staff (many cited this)
- Faculty, including using current CC leaders (many cited this)
- Students (several cited this)
- Curriculum (many cited this)
- Schedule toward completion/focus on completion (many cited this)
- Way the administrative team continually focuses on serving students and faculty
- Alignment with the evolving leadership needs of community colleges
- Strong leadership team

In response to the question about the three greatest areas for improvement, these opportunities were identified:

- Concerns about realistic completion of program in three years
- More and deeper preparation for scholarly thinking and writing
- “Acceptance of a few weak students” (stated in a variety of ways by at least three)
- “. . . improved time for reflection practice”
- Ferris HR processes for employment of faculty
- Scholarship funds
- Student support systems (several commented on need to support writing and thinking)
- Training in advanced blackboard functions, such as tests, using Wikis, etc. (a few mentioned need for using newest technology)

Faculty were also asked “if you could wave a magic wand and make some major difference, what would you wish for?” Answers included these:

- A deeper residential opportunity for students
- Internships for students to spend a term in an interim leadership role in another institution to apply their knowledge in a safe, controlled “stretch” role under a dedicated mentor
- Increase internationalization of curriculum and student population (2)



- A strong DCCL dynamic alumni presence that could be one of the most powerful in the nation in terms of national impact and recognition
- More opportunities to learn new online teaching techniques
- A full-time faculty member
- More flexibility in the timing and format of the class I teach
- The necessary resources to allow for smaller size cohorts
- A part-time or visiting appointment with the program
- Additional degree options
- Simpler Ferris systems that allow for the uniqueness of the DCCL program. HR, reimbursement, and access to resources is so challenging in the current model at Ferris.
- Consistent grading and common definitions/expectations of high quality student work so all faculty were basically 'on the same page' with regard to what constitutes academic rigor
- Funding for scholarships and special activities, such as conferences

### **Stakeholder Perceptions of the Quality and Composition of the Faculty**

As can be seen in the figures above, the students rate the program faculty highly. As noted earlier, the 85% benchmark is utilized to evaluate whether a course meets program standards and most courses achieve higher than that threshold.

### **Teaching Improvement Activities**

Faculty are encouraged to participate in a variety of learning opportunities. We have supported any interested in completing the COAT course (Course for Adjunct Teaching) from the University of Maryland that is designed to equip online instructors with appropriate pedagogy. About half of the current faculty have completed this course, as have some of the earlier faculty.

At our every-other-month online faculty meetings, we typically include a professional development activity such as providing feedback on writing assignments, promoting critical thinking, creating robust discussion board questions, etc.

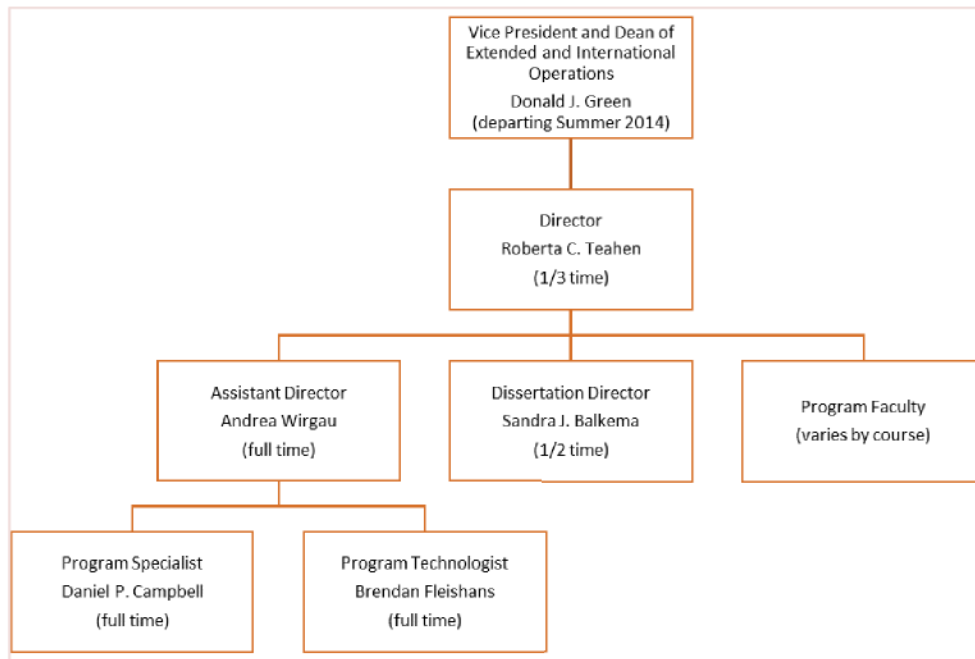
We also promote the availability of many of our FCTL workshops related to Blackboard, design, other technology tools. What we have learned, however, is that our faculty do not allocate time for these special workshops. Thus, by Year 3 we decided that an instructional technologist, who would directly support the faculty, including the building of their courses, would be an important investment. Faculty have greatly appreciated this direct and responsive support that provides them with the "just-in-time" assistance they need. For a while we also produced a "Faculty Perspectives" piece regularly that discussed pedagogical topics, especially since many of our faculty are not regularly teaching. We intend to resume these publications as time allows.

The ways in which some of our faculty advise are by providing guidance either during their courses or subsequently, as many have articulated the view that the students should consider these individuals as part of their networks now. In addition, many are invited to serve as dissertation committee members, where they work intimately with students in promoting their respective lines of inquiry.

We have had little difficulty in recruiting faculty for the program, except in highly specialized areas, such as resource development. However, with our current networks and the leaders' motivations to develop next-generation leaders, we have been successful in both recruiting and retaining a high-quality faculty. Occasionally some choose to leave because of competing demands, and we have generally replaced them easily. Our exhibits at national conferences that are designed to recruit students have also produced several faculty prospects, as individuals let us know of their interest. As we learn of their interests, we request their resumes, a list of the courses they feel qualified to teach, and we retain these documents pending future possibilities.

### **Program Administration and Support**

The DCCL program resides within the Extended and International Operations (EIO) area of the University. EIO reports to the Provost and Vice President of Academic Affairs. The director of the program reports to the Dean and Vice President of EIO, Don Green. Relevant portions of the Academic Affairs and Doctorate in Community College Leadership chart follows.



***DCCL Program Leadership and Administration***

In summary, the DCCL Program administration consists of three full-time personnel and two additional individuals who have reassigned time for one-third and one-half, respectively, on an annual basis for a total administrative/support staffing profile of 3.8 personnel. In addition, we have 26 faculty who teach a total of 46 course credits throughout the program, while three cohorts are operating simultaneously. This administrative structure is adequate but, as noted in our Needs section earlier, we would benefit from some additional expertise and/or time in the areas of curriculum/pedagogy and in communications/alumni development. Now the curricular piece is shared by the director and the instructional technologist who lends technical support,

but a more consistent and extensive presence would be valuable. As this review is being finalized, our technologist submitted his resignation as he has accepted a faculty position at Lansing Community College, so we will revisit this staffing pattern imminently.

### **The Alliance: Benefits and Future Opportunities**

Consideration must also be given how we support ongoing Alliance activities, which we consider to have been very successful to date. Alliance expenses have been paid for through a special allocation from the Provost's Office for Years 1 and 2 and we anticipate continuation funding for just Year 3, as other new developments have enjoyed. However, the current Alliance Director will be leaving our program to work with the NAU program effective December 2014, which presents additional transition challenges for us. Momentum will be lost, especially since this individual had also initially served as our lead faculty member and has been significantly associated with the program.

### **Assessment of Current Structure**

Positive aspects of our current structure include the significant support provided to students and faculty, especially from the assistant director and her direct reports. The assignment of a dissertation director is another huge benefit. More important than the structure, however, are the capabilities and enthusiasm each of the staff members brings to the program. A limitation with our current structure is the lack of adequate, recent, high-level experience in community college leadership. The Director has much of this profile, which does bring credibility to the program, but having an individual associated with the leadership and/or more prominence in the teaching with the desired experience, coupled with the higher education or community college leadership doctorate, is an important consideration for the future. Options being considered include 1/3 or ½-time faculty assignments; reallocation of additional time from the director; and/or addition of curricular consultation fees or "visiting" roles for individuals with the appropriate qualifications. (See the faculty section for their comments regarding support.)

**National Advisory Board.** The feasibility study's first recommendation was to "form an advisory committee composed of nationally recognized leaders from the community college arena." This national advisory board, as it came to be known, was established. Membership has changed somewhat over time, and the current members are listed on the website:

<http://www.ferris.edu/HTMLS/administration/academicaffairs/extendedinternational/ccleadership/talent/advisory.htm>

The Board's initial focus was significantly related to program development, during which time they played a very active role in crafting the program that exists today. Over time we have lost some members and added new ones. Current efforts also focus on diversifying that board, including age, role, and ethnic diversity. Members are primarily current or former presidents from large and small institutions. They meet twice each year and are encouraged to support the program in other ways, including through recommendations for students and faculty and by contributions to our new scholarship and fellowship funds. While their encouragement and contributions to what the program should present have been valuable, we continue to struggle with more meaningfully engaging them in the ongoing developments. Several are very willing to

do more, yet one of the tensions is that we believe the Advisory Board should be distinctive from the program staff – which has been a criticism expressed.

This group additionally serves as a form of governance and a source of advice for the program.

**Perceptions of Overall Quality: Board.** As noted in the introduction, we elected to develop a focus group and interview approach for the rich perspective we felt the students’ and advisory board’s voices would provide. We were not disappointed with those results, which we have shared with both groups.

Our consultant, Alison Arnold of Learning Potentials, organized the findings into themes that reflected the perspectives, classifying with two sets of Cs and Rs; these are what she concluded characterize the program:

- Confidence
- Connections
- Credibility
- Rigor
- Reputation
- Reach

As noted previously, the executive summary provided by our external consultant for this program review is provided in Attachment C. Overall, these groups view the strengths and limitations of the program in these ways.

<b>Strengths</b>	<b>Opportunities</b>
<ul style="list-style-type: none"> <li>• Diversity of the Board and the DCCL Program</li> <li>• DCCL’s Mission and Vision</li> <li>• Graduates advancing in position and current students getting selected for special projects and internships</li> <li>• DCCL Participation at national conferences</li> <li>• Caliber of dissertation research agenda</li> <li>• National experts involved with program</li> <li>• More students from outside region</li> </ul>	<ul style="list-style-type: none"> <li>• Need for long-term outcomes information for graduates (career progression)</li> <li>• Some courses/instruction are outdated</li> <li>• Michigan-based faculty and course orientation</li> <li>• Need to continually assure ongoing FSU support and commitment</li> <li>• Need to intentionally plan for board transition/succession</li> <li>• Adjunct faculty</li> </ul>

### Perceptions of Overall Quality: Cohorts One, Two, Three, and Four

Strengths	Opportunities
<ul style="list-style-type: none"> <li>• Balance of supports with performance expectations</li> <li>• Faculty Talent</li> <li>• DCCL Participation at National Conferences</li> <li>• Caliber of Dissertation Research Agenda</li> <li>• National Experts involved with program</li> <li>• More students from outside region</li> <li>• Opened doors due to recognized DCCL staff and faculty</li> <li>• Capstone Practicum experiences</li> <li>• Directly applicable in my work</li> </ul>	<ul style="list-style-type: none"> <li>• Too much focus on three-year completion for all students</li> <li>• Some courses/instruction are outdated</li> <li>• Too Michigan-based</li> <li>• Consider program tracks or electives to encourage faculty as well as administrative leaders</li> <li>• Concern about dissertation completion rates over time</li> <li>• Provide leadership for key community college leadership issues, such as completion</li> <li>• Expand cross-cohort mentoring</li> <li>• Continue to provide supports</li> </ul>

Some of these suggestions are a part of our ongoing efforts, such as expanding beyond Michigan and continuing to review the relevance of course content; others will be considered, such as an exploration of tracks and building a longer-completion plan for those who find the pace prohibitive.

**EIO Support Services / Activities.** The shared view of the staff is that the program’s location within EIO has been immensely important to its current success. Especially vital have been the services of the Marketing unit within EIO, particularly Jennifer Heganauer, who has designed and maintained our very attractive website ([www.ferris.edu/ccleadership](http://www.ferris.edu/ccleadership)); Jennifer Amlotte, who has overseen the production of the myriad of collateral pieces that represent the program professionally, including the production of a variety of advertisements placed in national journals; and Mary Dilley who has produced the graphics for much of this work. These individuals have been energetic, professional, and creative. Our staff’s enthusiasm and our faculty’s expertise would only have carried us a part of the distance; the positive marketing brand that was created has been a game changer for us. In fact, some other program directors nationally expressed jealousy for the obvious investments we have been able to make in this arena.

Other EIO personnel have also been great supporters, including Denise Moulter who processes all of the employment paperwork; Cheryl Cluchey who has handled day-to-day policy and process questions for our staff; and Susan Cook and now Covita Ankey who handle all of the travels for the program. Don Green has also served as a champion for the program and often serves as a guest speaker within courses and in encouraging our students.

**Additional University Support.** FLITE personnel have also been key, as they have consistently supported our students and actively participated in training sessions on how to access vital library resources. Stacy Anderson has been especially helpful here. FCTL has also played a vital role throughout. From the onset, Todd Stanislav and our then instructional designer Bea Griffith-

Cooper were intimately involved in the early development. Subsequently, new instructional designer Julia Rowan has reviewed our courses and suggested improvements along with conducting sessions for our faculty on how to design vibrant courses. The IT group has also been vital, as some special considerations were required for our once-a-year faculty and for access to courses for longer than the normal periods. Sara Dew and her colleagues in Financial Aid have also been vital in helping our students understand what aid is available to them as well as how to access it. Housing and Dining Services have also provided support, and in these instances, this is one place where the program supports other units of the university financially. These are the primary university services we have used.

In part because of its novelty, the program has enjoyed great support from the entire University community. We feel that we had to break a lot of ground along the way, as policies and procedures for doctoral-level education in a traditional field were non-existent. We have created the processes, such as a distinctive admissions process, and we have established the policies, such as those governing how long students may take to complete their degrees; and we have developed the job descriptions and expectations for faculty, for dissertation committee members, for dissertation chairs, and more. The past four years have been a huge building undertaking, and the next couple must focus on assuring sustainability, improving practices, and internalizing the many processes that were created “just in time.” We will also focus on ways to further engage the faculty in the important work of curriculum updating and student advising while we create a rich and active Alumni network and develop new approaches to assisting our students with their career progression.

**Facilities and Equipment.** When they are in Big Rapids, our students’ courses are typically held in either FLITE or the IRC. These facilities have met our needs well, unlike the first year’s experience in the Alumni Building. When in Grand Rapids, we initially began our programming at the ATC but we moved to 25 Michigan Avenue subsequently, where we have been for the past two years. We appreciate the willingness of the Pharmacy program to share this highly professional and accessible space. Equipment utilized is that associated with most modern classrooms, so we have few special requirements there. We do utilize video cameras for many synchronous sessions and rely extensively on the technical support at 25 Michigan for this support. We contribute to the funding for the IT support in Grand Rapids in exchange.

## **Implementation of Findings**

The consultant’s report raised several questions to be considered by the leadership team, including these:

- What benchmarks and analyses of graduate outcomes could inform DCCL?
- How are the techniques, tools, and disciplines of future studies infused all across DCCL?
- What alumni development strategies can be formulated to keep graduates engaged with DCCL?

In coming months, the leadership team and the Board will continue to consider these and the other questions posed from this research as well as the many questions raised regularly in the

operation of the program. Immediately, we see these as the expected implementation priorities from this program review process:

- Integrating findings with CQI plans
- Communication with stakeholders
- Addressing opportunities
- Promoting strengths

The consultant offered the following quotations as reflective of the category.

CONFIDENCE, CONNECTIONS, AND CREDIBILITY

*"I've become a more respected, valued, contributing professional in my community college." (Cohort 4 student)*

RIGOR, REPUTATION, AND REACH

*"I've actually had the opportunity to do a post-doc fellowship with AACC and I truly believe that I would have never had that opportunity had I not been in the program." (Graduate)*

Cohort Three members discussed the value of DCCL's program in helping them to build networks and providing access to community college leaders. Experts and guest speakers were cited as examples of DCCL program quality. "In many cases, they would discuss their own trials and tribulations. I'll tell you what, to me that is one of the most valuable things of the whole program. It's a confidence builder."

Cohort One: Reflections on the quality and value of DCCL

- "The leadership team did a really good job of identifying instructors that had solid knowledge of the topic at hand, and pairing them up with a faculty member, so they co-taught..."
- "That practicum really helped open a lot of doors for me, not only professionally, but opened my mind to a whole different area of the college..."
- "Relationships! Not only with my fellow classmates, but also all the different people I had the opportunity to meet and connect with, the administration and faculty and even support staff..."
- "I do feel that some individuals took a vested interest in us..."
- "Networks! It's something when you go to a national conference and you walk down the hall with two or three thousand people and these leaders know you and ask how you're doing..."

Cohort Two: Reflections on the quality and value of DCCL

- "...being in a program like this, at work, I feel like I'm plugged in to the most current research. That I'm actually, sort of, scholarly. When I'm making a proposal, I'm doing the right kind of research. My fear is once you get out of these programs, that becomes less routine. Being active in the program, post-program in some sort of sponsored research or action research...."

## **Closing**

This report has summarized the feedback gathered from key stakeholder groups, including the faculty, the students, the alumni, and the National Advisory Board. The data have been synthesized and analyzed by the DCCL core team and the program review committee. Because we have embraced a continuous quality improvement model since the outset, we have data from each year of the program's operation and will continue to gather and act upon program- and course-level feedback. This APR process caused us to look at each of the components from a more global perspective and this view will help us to take the next steps.



## **Appendices**

(listed by topic, as referenced in the report)

A: Curriculum and Learning Outcomes Matrix

B: Comprehensive Interviews and Presentations (CIPs) Information

C. Financial Summary

D. Outcome Assessment Data – Collection Template

E. Trac Dac reports

## Appendix A: Curriculum and Learning Outcomes Matrix

# Doctorate in Community College Leadership

## Curriculum and Learning Outcomes Matrix

	805 Prospectus	810 Critical Issues	825 New Leader - Foundations	830 Leading Org Transformation	835 Strategic Planning for CompCC	840 Qualitative Research	845 Quantitative Research	855 Mng. Physical & Financial Res	860 Resource Development	865 Leveraging Human Resources	870 Mktg & Community Engmnt	880 Transformative Teaching	885 Student Learning & Success	894 Practicum	895 Policy and Governance	898 Dissertation
<b>Core Values</b>																
Collaboration (building partnerships)			X	X					X		X			X	X	
Diversity (of ideas, beliefs, and cultures)		X			X	X	X			X		X	X			
Ethical Community (inherent dignity of all, mutual respect, guided by fairness, honesty, and integrity)						X	X	X							X	
Learning (fosters responsibility and the desire for the lifelong pursuit of knowledge)	X			X		X	X			X		X		X		X
Excellence (innovation and creativity; highest quality outcomes)	X		X		X						X					X
Opportunity (for civic engagement, leadership development, advancement, and success)		X			X			X	X				X	X		
<b>Program Outcomes</b>																
Advance the college mission	X				X									X		
Orchestrate effective governance			X							X						X
Implement institutional strategy		X		X	X											
Enhance academic quality						X	X					X				
Empower student success												X	X			
Cultivate community relationships									X		X					
Ensure fiscal stewardship								X	X							
Develop as a person, scholar, and community college leader	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>External Standards</b>																
AACC Leader Competency: <b>Organizational Strategy</b> An effective CC leader promotes the success of all students, strategically improves the quality of the institution, and sustains the community college mission based on knowledge of the organization, its environment, and future trends.		X		X	X			X	X		X	X	X	X	X	X
AACC Leader Competency: <b>Institutional Finance, Research, Fundraising, and Resource Management</b> An effective CC leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.				X	X	X	X	X	X	X	X				X	X
AACC Leader Competency: <b>Communication</b> An effective CC leader uses clear listening, speaking, and writing skills to engage in honest, open dialog at all levels of the college and its surrounding community; promotes the success of all students; ensures the safety and security of students and the surrounding college community; and sustains the community college mission.	X		X	X				X	X		X			X		X
AACC Leader Competency: <b>Collaboration</b> . An effective CC leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustains the community college mission.			X	X	X				X	X	X			X	X	X
AACC Leader Competency: <b>Community College Advocacy</b> An effective CC leader understands, commits to, and advocates for the mission, vision, and goals of the community college on the local, state, and national level.	X	X	X	X	X			X	X		X			X	X	X

**Appendix B: Comprehensive Interviews and Presentations (CIPs)**  
(Information provided to students about the 3 components)

## 2015: Draft version of overview to CIPs information for students:

Enclosed in this folder is information regarding the DCCL Comprehensive Interviews and Presentations (CIPs).

For Cohort Three, they are scheduled for Friday and Saturday, April 10-11 in Grand Rapids, at either the 25 Michigan facilities of Ferris State University.

The weekend has 3 main components, all of which require preparation prior to the event. Please read the information for each component carefully. Note that the interview dates and times will be set up for you individually, and you will receive these dates and times in late January 2015.

CIPs components:

1. CIPs interview	Held Friday afternoon or Saturday morning
2. Mock job position interview (simulated)	Held Friday afternoon or Saturday morning
3. CIPs artifact presentation (full group session)	Held Saturday afternoon

Purpose of the CIPs weekend:

- Not only will you be demonstrating your progress and growth while completing the doctoral work; you will be celebrating the success of the entire cohort with your colleagues, instructors, and the DCCL team.

Other things to consider:

- The CIPs interviews are intended as an additional learning (aka practice) experience. You can never be too polished at interviewing well, and this will provide you with a chance to get some additional practice in a non-traditional setting — the interview setting — where you will have a panel of three people who are evaluating your answers with a goal of providing you with feedback so that you can continue to improve your abilities in this area. Yes, they are judging, but they are judging so they can provide you with coaching.
- Unless you really mess up (such as you cannot remember your name or who wrote the Cohen/Brawer book), you will not “fail” the CIPs. If the reviewers conclude that you would benefit from an additional practice, you will be scheduled for a mutually convenient “retake” (most likely via telephone with the same reviewers), after they have provided you with their original feedback.
- The interviewers for the CIPs interview (where you are asked to tell us about how you have met two of the outcomes that will be provided to you in advance) will all have served as faculty in the program.
- The interviewers for the Mock Job Interviews will include some faculty but will also include current community college leaders. All of these people could be important to you in your future, as you continue to expand the network that you have been building throughout the program.



## Comprehensive Interviews and Presentations (CIPs)

### 1. Individual CIPs interview

The DCCL Comprehensive Interviews will be held at the **25 Michigan** facilities of Ferris State University, beginning at approximately 3:00 pm on Friday, April 10<sup>th</sup>.

To avoid disruption of the ongoing interviews, students will be escorted to their interview by one of the team members. Check in with the team at the CIPs sign-in table at least 10-15 minutes before your interview time.

#### Overview

- Arrive at the CIPs sign-in table at least 15 minutes before your assigned CIPs interview (*the date / time of your interview will be indicated in a letter you will receive in January 2015*).
- Each student will meet w/ a team of 3 reviewers (one member from the Core Team + two faculty members). Three interview teams will be active at once.
- **Interviews:** Your CIPs interview will last approximately 45 minutes. You will begin the session with a brief opening statement using your program portfolio (see outline below). Following the opening statement, the interview team will ask you questions related to your portfolio and the program outcomes. The questions will be consistent format and number (3-4 questions) for all students. Reviewers will use an evaluation rubric and prepare summary comments. We will mail your evaluation documents to you following the CIPs weekend.
- **Follow-up Interviews:** If a student receives a "below expectations" for ANY of the categories from 2 of the 3 reviewers, he/she will be required to complete a follow-up interview within ONE month, with the same interview team conducting the follow-up interview.

#### To prepare for the opening statement

- Review your ePortfolio contents for each of the DCCL program outcomes. Ensure that you have sufficient evidence for your development and growth for each of the 8 outcome areas.
- Identify ONE item from each of the 8 DCCL program outcomes that best reflects your development in this area.
- Prepare a brief introduction to your portfolio and these 8 representative items:
  - You will open your portfolio (technology available in the interview room) and discuss each of the items at the opening of the interview session.
  - You will have approximately 10 minutes (maximum) at the beginning of the interview to present these 8 items and discuss your development in each area.

#### To prepare for the questions:

- Review the DCCL program outcomes and be prepared to discuss areas where you have either (1) experienced significant growth and development over the past 3 years, or (2) been able to apply successful leadership skills during the past 3 years. Be prepared to discuss and describe these goals, your growth, and/or your experiences with your interview team, citing appropriate resources and references (including subject area experts and DCCL course

materials/resources). Note that questions on this topic will most likely be connected to the items you discuss in your opening statement.

- Over the course of the program, you have examined and reflected on various leadership philosophies and characteristics. Review and reflect on your leadership philosophy. Be prepared to discuss the ways your philosophy has changed in the 3 years you've been a member of the DCCL program and to provide specific applications of your leadership philosophy in your daily work.
- The DCCL program prides itself on preparing "scholar/practitioners." Consider your work over the past 3 years in your DCCL courses, but also in your continuing work in higher education / community colleges. In what ways do you see yourself as a scholar/practitioner? Be prepared to discuss 1-2 specific situations where you've applied academic knowledge you've gained, and to explain how your identity in your organization may have changed based on your expanded identity as a scholar.
- Identify (1) a specific area of weakness or lack of experience that may have affected your success in the program and ways that you've successfully addressed this area, and (2) a specific professional goal and ways you'll continue to aim/strive for this goal.

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**The DCCL mission:**

*The Ferris State University Doctorate in Community College Leadership empowers graduates to advance community colleges toward excellence and community responsiveness through exemplary leadership.*

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**The DCCL Outcomes. Graduates will:**

- |                                    |  |
|------------------------------------|--|
| ▪ Advance the college mission      | ▪ Empower student success                  |
| ▪ Orchestrate effective governance | ▪ Cultivate community relationships        |
| ▪ Implement institutional strategy | ▪ Ensure fiscal stewardship                |
| ▪ Enhance academic quality         | ▪ Develop as a person, scholar, and leader |
-



## **Comprehensive Interviews and Presentations (CIPs)**

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### **2. Job Position Interview (simulated / mock)**

This past summer, you identified a next-step position for which you would like to “apply” and complete a mock interview. A few weeks later, you received a job position description for a leadership position within a community college that matches that position as closely as was possible.

As a (required) component of the CIPs process, you will submit your application materials for this position and complete an interview with an interview team. These job position interviews will also be held at the **25 Michigan facilities** of Ferris State University. Your assigned interview time is included on the cover letter.

To avoid disruption of the ongoing interviews, students will be escorted to their interview by one of the team members. Check in with the team at the CIPs sign-in table at least 10-15 minutes before your interview time.

#### **Key details:**

- Arrive at the CIPs sign-in table at least 15 minutes before your assigned Job Position interview (*the date / time of your interview will be sent to you in early January 2015*).
- Each student will meet w/ an interview team of higher education professionals. Two or more interview teams will be active at once.
- **Interviews:** Your Job Position interview will last approximately 30-40 minutes. Interviewers will use an evaluation rubric and prepare summary comments. We will mail your evaluation documents to you following the CIPs weekend.

#### **To prepare:**

- Review the position information you received this past summer. This is an actual position description, originally posted in the *Chronicle of Higher Education*. We located positions that were as similar as possible (in level / area) to those you requested.
- **By March 13th**, submit your application materials to the DCCL office (email PDFs of your C.V., cover letter, and any other information requested in posting to Dan Campbell ([campbd17@ferris.edu](mailto:campbd17@ferris.edu))). We will send these to the interview teams prior to the interviews.
- Complete your personal research/investigation of the college and the position in preparation for your interview.





## **Comprehensive Interviews and Presentations (CIPs)**

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### **3. CIPs “artifact” / “product”**

The *Presentations* component of the Comprehensive Interviews and Presentations will be held at the **25 Michigan facilities** of the campus of Ferris State University, beginning at 12:00 pm on Saturday, April 11th with a celebratory lunch attended by all members of DCCL Cohort One, members of the DCCL program faculty, staff, and invited guests.

#### **Key details:**

- Each student will select one “item” that best represents his/her development as a leader over the course of the DCCL program.
- Guidelines for selection:
  - Must be a new creation for CIPs purposes
  - May be a composite of several papers/presentations (or pieces/parts)
  - Should reflect your growth as a leader, focusing on a specific area, function, or leadership characteristic
  - Should demonstrate leadership development in at least two (2) of the DCCL goals/outcomes (explanation of these should be included in the 3-5 minute presentation)
  - Should reflect the CIPs theme: “Growing the Next Generation of Leaders”
- During the CIPs presentations, each student will have approximately 5 (maximum!) minutes to discuss the DCCL goals/outcomes reflected in the item submitted.
- The order of presentation will be determined by a random drawing.
- The focus of the presentations will be to celebrate the growth and development of DCCL leaders!

#### **To prepare:**

- **By March 27th**, upload a copy of the item (or some representation of it) to the CIPs folder (on the DCCL Program Resources FerrisConnect site). The CIPs artifact/product can be in one of the following file formats: PDF, jpeg, or tiff. If you have questions about the format, please contact Dan Campbell ([campbd17@ferris.edu](mailto:campbd17@ferris.edu)).
- **Important:** Bring a copy of the item with you for the CIPs presentation (as a backup!)

Appendix C. Financial Summary

(summary provided in Annual Report for the National Advisory Board meeting, April 2013)

## DCCL Income/Expense Summary: Fiscal Year 2013

### Detail by Account

Account	Account	Amount
<b>Revenue</b>		
5122 - Tuition Doctorate	5122	467,324
5123 - Tuition Doctorate Summer	5123	214,200
5714 - Miscellaneous Income	5714	113
<b>Revenue Total</b>		<b>681,637</b>
<b>Labor</b>		
6120 - Overtime	6120	125
6200 - Administrative Salaries (Wirgau and Campbell)	6200	78,604
6310 - Supplemental Faculty	6310	54,843
6600 - Summer Instructional	6600	4,712
6610 - Summer Supplemental	6610	24,522
6710 - Part Time	6710	51,124
6810 - Student Non Award	6810	2,000
6900 - Employee Benefits	6900	68,213
<b>Labor Total</b>		<b>284,144</b>
<b>Expense</b>		
7104 - Awards Prizes Non Scholarships	7104	541
7110 - Clothing And Laundry	7110	157
7112 - Copy / Fax Costs	7112	1,662
7116 - Dues And Memberships	7116	6,400
7118 - Webinars/Registrations (Non-Travel)	7118	1,095
7119 - Educational Class Room Supplies	7119	2,512
7122 - Food	7122	19,179
7124 - Freight	7124	2,592
7140 - Supplies Miscellaneous	7140	3,798
7142 - Supplies Office	7142	905
7148 - Postage	7148	2,048
7152 - Purchasing Card Purchases	7152	0
7164 - Flowers	7164	203
7166 - Consumable items	7166	101
72xx - Travel Expense	7200	3,442
72xx - Travel Expense	7201	8,999
72xx - Travel Expense	7202	3,855
72xx - Travel Expense	7203	2,226
72xx - Travel Expense	7204	1,000
72xx - Travel Expense	7205	232
72xx - Travel Expense	7209	678
72xx - Travel Expense	7210	3,148
72xx - Travel Expense	7211	7,710
72xx - Travel Expense	7212	2,900
72xx - Travel Expense	7213	2,735
72xx - Travel Expense	7214	4,472
72xx - Travel Expense	7215	33
72xx - Travel Expense	7219	715
72xx - Travel Expense	7230	1,386
72xx - Travel Expense	7231	2,399
72xx - Travel Expense	7232	718
72xx - Travel Expense	7233	632
72xx - Travel Expense	7234	6,700

Expense detail, continued on next page

### Summary

Category	Amount
Tuition	681,524
Misc Income	113
<b>Total Revenue</b>	<b>681,637</b>
Overtime	125
Non Instructional Salaries	78,604
Instruction	84,077
Part Time	51,124
Student	2,000
Benefits	68,213
<b>Total Labor</b>	<b>284,144</b>
Operating Expense	41,193
Faculty Travel	20,433
Staff Travel	21,713
Recruiting Travel	12,053
Non-Employee Travel	14,760
Other Travel	290
Contracts & Services	161,638
<b>Total Expense</b>	<b>272,079</b>
<b>Net Revenue</b>	<b>125,413</b>

Travel expense notes for items on the left:

- faculty airfare
- faculty lodging
- faculty mileage
- faculty meals
- faculty conference fees
- faculty car rental
- faculty other travel
- staff airfare
- staff lodging
- staff mileage
- staff meals
- staff conference fees
- staff car rental
- staff other travel
- recruiting airfare
- recruiting lodging
- recruiting mileage
- recruiting meals
- recruiting conference fees

72xx - Travel Expense	7239	218
72xx - Travel Expense	7250	4,931
72xx - Travel Expense	7251	6,466
72xx - Travel Expense	7252	2,071
72xx - Travel Expense	7253	648
72xx - Travel Expense	7259	643
72xx - Travel Expense	7279	290
7301 - Advertising Recruiting	7301	1,326
7302 - Advertising Publicity Promotion	7302	24,593
7315 - On Campus Services (Acct Use)	7315	70,742
7321 - Outside Contractor Services (primarily Hernandez)	7321	58,608
7324 - Rental	7324	4,500
7328 - Telephone Equipment	7328	694
7330 - Telephone Long Distance	7330	62
7331 - Telephone Services Cellular	7331	1,114
7363 - EIO MKTG DCCL Programs	7363	0
<b>Expense Total</b>		<b>272,079</b>
<b>Net Revenue</b>		<b>125,413</b>

- recruiting other travel
- non-employee\* airfare
- non-employee\* lodging
- non-employee\* mileage
- non-employee\* meals
- non-employee\* other travel

(\* non-employee = board members and students)

Additional expense note:

- AACC 2013 total expenses \$13,850.  
(Board meeting costs, reception, travel, etc., including room rental)

Appendix D. Outcome Assessment Data – Collection Template

## 805 Prospectus Outcomes Review Worksheet

Directions: Each year the course is taught, two outcomes should be selected for review so that within a three-year period, all six course outcomes will have been reviewed as part of our commitment to continuous quality improvement.

805 Course Outcomes (abbreviated names in parentheses):

1. Identify the historical development of the American community college (History CCs)
  - a. Hypothesize its future role(s)
  - b. Identify related challenges.
2. Evaluate characteristics of an effective community college as defined by its: (Effective CCs)
  - a. Mission, vision, and purpose
  - b. Organizational dynamics
  - c. Learning organization philosophy
  - d. Educational criteria for performance.
3. Compare various college systems by examining differences in governance, size, demographic profile, and community role. (Comparing CCs)
4. Analyze learners' personal leadership styles and the relationship between leadership expectations and individual attributes. (Leadership Styles)
5. Create a professional development plan that critically addresses leadership readiness incorporating leadership theory, self-reflection, and assessment of personal attributes. (Professional Development)
6. Examine the characteristics of group processes and productively interact as a member of a Community of Learners. (Community of Learners)

Term /Year being reviewed	Instructors	Outcome name (abbreviation)
Summer 2013	Cameron Koch and Dick Shaink	Comparing CCs

Outcome statement	Assessment Method (see list)	Criterion for Success	Measure	Results	Action Plans
Compare various college systems by examining differences in governance, size, demographic profile, and community role.	Data Analysis	85% of students in this course will earn at least a 90% on the assignment involving the examination of differences in governance, size, demographic profile, and community role for various community college systems.	Assignment involving the analysis of different community college systems.	95% of students in the summer 2013 course of 805 earned a 90% or higher course assignment that examines differences among community college systems.	No action necessary since outcome was well met.

### Assessment Method Categories (choose one)

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Case studies/Problem-based assignment</li> <li>• Data Analysis</li> <li>• Interview</li> </ul> | <ul style="list-style-type: none"> <li>• Presentation (oral)</li> <li>• Project</li> <li>• Written Product (essay, research paper, etc.)</li> </ul> |
|---|---|

Appendix E. TracDac report  
Assessment Impact by Unit Objectives

Assessment Impact by Unit Objectives

Ferris State University

Program - Community College Leadership (Ed.D.)

Program - Community College Leadership (Ed.D.)

Next FSU Academic Program 2014-2015

Review:

Advisory Board/Committee Twice per year

Meetings:

Mission Statement: The Ferris State University Doctorate in Community College Leadership empowers graduates to advance community colleges toward excellence and community responsiveness through exemplary leadership.

College: CPTS

Outcome: Reflective Leadership

Practice reflective leadership as they address professional challenges

Outcome Type: Learning

Start Date: 09/01/2009

Outcome Status: No Longer an Outcome

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
Course-end evaluation in idsl 805 will ask students to report....	At least 85% of student .....		Yes
Assessment Method Category: Survey - Students			

Related Courses

- IDSL 825 - The New Leader--Foundations
- IDSL 845 - Scholarly Inquiry - Quantitative Research
- IDSL 855 - Managing Physical and Financial Resources

Results

Result	Action	Follow-Up	Action
Survey - Students - 09/26/2012 - Of 24 students. // /97% earned a score of x or above, resulting in an A on this paper. Problems students experienced included use literature, proofreading, and interpreting the challenge in the context of leadership.			1 - No Action Required
Classification: Criterion Met			

Outcome: Systems Thinking

Utilize systems and strategic thinking in their leadership

Outcome Type: Learning

Start Date: 09/01/2009

Outcome Status: No Longer an Outcome

Related Courses

- IDSL 805 - Prospectus
- IDSL 825 - The New Leader--Foundations
- IDSL 835 - Planning for College's Multiple Roles
- IDSL 845 - Scholarly Inquiry - Quantitative Research



Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Mission Commitment**

Champion the mission of community and technical colleges

Outcome Type: Learning  
 Start Date: 09/01/2009  
 Outcome Status: No Longer an Outcome

**Related Courses**

- IDSL 825 - The New Leader--Foundations
- IDSL 835 - Planning for College's Multiple Roles
- IDSL 845 - Scholarly Inquiry - Quantitative Research

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Communication**

Demonstrate effective communication skills through active listening, public speaking, interpersonal interaction and a variety of writing forms

Outcome Type: Learning  
 Start Date: 09/01/2009  
 Outcome Status: No Longer an Outcome

**Related Courses**

- IDSL 805 - Prospectus
- IDSL 825 - The New Leader--Foundations
- IDSL 835 - Planning for College's Multiple Roles
- IDSL 845 - Scholarly Inquiry - Quantitative Research
- IDSL 855 - Managing Physical and Financial Resources

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Innovation**

Demonstrate innovation and creativity in their approaches to accomplishing community college leadership goals

Outcome Type: Learning  
 Start Date: 09/01/2009  
 Outcome Status: No Longer an Outcome

**Related Courses**

- IDSL 805 - Prospectus
- IDSL 825 - The New Leader--Foundations
- IDSL 835 - Planning for College's Multiple Roles
- IDSL 845 - Scholarly Inquiry - Quantitative Research
- IDSL 855 - Managing Physical and Financial Resources

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Learning Leadership**

Support effective teaching and learning practices to assure success with today's diverse learners in their role as instructional leader

Outcome Type: Learning  
Start Date: 09/01/2009  
Outcome Status: No Longer an Outcome

**Related Courses**

- IDSL 805 - Prospectus
- IDSL 825 - The New Leader--Foundations
- IDSL 835 - Planning for College's Multiple Roles

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Business Entrepreneurship**

Strategize management actions utilizing entrepreneurial, business oriented principles to analyze and improve business practices.

Outcome Status: No Longer an Outcome

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Inquiry**

Examine issues from multiple points of view utilizing varied research and inquiry processes

Outcome Type: Learning  
Start Date: 09/01/2009  
Outcome Status: No Longer an Outcome

**Related Courses**

- IDSL 825 - The New Leader--Foundations
- IDSL 835 - Planning for College's Multiple Roles
- IDSL 845 - Scholarly Inquiry - Quantitative Research
- IDSL 855 - Managing Physical and Financial Resources

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Value - Collaboration**

Individuals will demonstrate their ability to work effectively with multiple stakeholder groups.

Outcome Type: Other  
Start Date: 09/01/2009  
Outcome Status: No Longer an Outcome

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Value - Diversity**

Individuals will demonstrate their appreciation of diversity their their actions.

Outcome Type: Other  
Start Date: 09/01/2009  
Outcome Status: No Longer an Outcome

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Value - Ethical Community**

Individuals will practice ethical and moral behaviors that are respectful of all individuals and adhere to a professional code of ethics.

Outcome Type: Other  
 Start Date: 09/01/2009  
 Outcome Status: No Longer an Outcome

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Value - Excellence**

Throughout their professional engagements, individuals will seek to achieve excellence within the constraints of the situation.

Outcome Type: Other  
 Start Date: 09/01/2009  
 Outcome Status: No Longer an Outcome

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Value - Learning**

Individuals will model learning throughout their professional activities.

Outcome Type: Other  
 Start Date: 09/01/2009  
 Outcome Status: No Longer an Outcome

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Advocate the community college mission**

Advocate and advance the community college mission.

Outcome Type: Learning  
 Start Date: 06/01/2010  
 Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
805: Forces, trends and issues executive summary assignment			Yes
805: Rebalancing the mission assignment			
835: Internal alignment and M/V/V assignment			
860: Why are community colleges the best investment assignment			

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Institutional strategy**

Develop and execute institutional strategy.

Outcome Type: Learning  
 Start Date: 06/01/2010  
 Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
835: Balanced scorecard assignment/Capstone assignment 865: Information acquisition and dissemination plan			Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Effectiveness and continuous improvement.**

Drive college-wide effectiveness and continuous improvement.

Outcome Type: Learning  
 Start Date: 06/01/2010  
 Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
805: Accreditation assignment 835: Balanced scorecard assignment/Capstone assignment			Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Leading the enterprise**

Lead the academic enterprise.

Outcome Type: Learning  
 Start Date: 06/01/2010  
 Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
885: Cognitive map/Position paper	85% of students in this course will earn at least a 90% on the final cognitive map and final paper assignment.		Yes
Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)			

Results			
Result	Action	Follow-Up	Action
Written Product (essay, research paper, journal, newsletter, etc.) - 05/02/2013 - 21 out of 24 students (87.5%) earned at least a 90% on the final cognitive map and final paper assignment. The goal was achieved for this outcome.			1 - No Action Required
Classification:			

Results			
Result	Action	Follow-Up	Action
Criterion Met			
Related Documents: <a href="#">885RevisedFinalPaper+CognitiveMapRubric2.pdf</a>			

**Outcome: Cultivating relationships**

Cultivate internal and external relationships.

Outcome Type: Learning

Start Date: 06/01/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
870: Final project - marketing plan	85% of the students in this course will achieve at least an 85% on the community profile assignment.		Yes

Results			
Result	Action	Follow-Up	Action
05/02/2013 - 96% of students achieved this goal. Classification: Criterion Met			1 - No Action Required
05/02/2013 - 96% of students achieved this goal. Classification: Criterion Met			1 - No Action Required

**Outcome: Advocate community engagement**

Advocate community engagement and change.

Outcome Type: Learning

Start Date: 06/01/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
860: College case for support assignment  Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	85% of students in this course will earn at least an 85% on the assignment to research and write an original case for support for a fundraising project for your college.		Yes

Results			
Result	Action	Follow-Up	Action
Written Product (essay, research paper, journal, newsletter, etc.) - 05/02/2013 - 61.5% of students in the spring 2013 course earned a 85% or better on this assignment. Classification: Criterion Not Met			2 - Pending Action

**Outcome: Policy and governance**

Orchestrate policy development and institutional governance.

Outcome Type: Learning  
Start Date: 06/01/2010  
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
895: Policy development assignment, two-page paper			Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Operational excellence**

Achieve operational excellence.

Outcome Type: Learning  
Start Date: 06/01/2010  
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
835: Balanced scorecard assignment/Capstone assignment 845: Article critique 865: Adjunct faculty case assignment			Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

**Outcome: Developing as a person, scholar, leader**

Develop as a person, scholar, and community college leader.

Outcome Type: Learning  
Start Date: 06/01/2010  
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
805: Professional development plan 810: Research issues paper 825: Leadership philosophy assignment 885: W.I.L.L. learning logs			Yes

Results			
Result	Action	Follow-Up	Action
No Results reported.			

(Note: page 8 = blank. Not included here.)



## Course Syllabus

# IDSL 845 Scholarly Inquiry – Quantitative Research Methods

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## Course Information

<b>Course Identification:</b>	IDSL 845 (4 credit hours)
<b>Delivery Mode:</b>	Blended format (online via FerrisConnect/hours face-to-face)
<b>Online Content Available:</b>	May 9, 2014
<b>Schedule:</b>	May 16 – July 20, 2014
<b>Face to Face Weekend:</b>	Big Rapids, Michigan Sunday, June 8 Monday, June 19 Tuesday, June 10

## Faculty

### Darby Hiller, Ph.D.

Director, Office of Research, Planning, and Effectiveness, Northwestern Michigan College  
1701 E. Front Street, Traverse City, Michigan 49686  
If unable to access via FerrisConnect, please use [darbyhf@gmail.com](mailto:darbyhf@gmail.com) or call 231-392-1943  
Virtual office hours available by appointment

## Course Description

This course addresses foundation principles, skills, and methods of quantitative inquiry. Learners examine the importance of defining research questions, designing a study, collecting data, ensuring ethical standards, analyzing and interpreting data, and establishing assumptions and limitations for a study. Statistical applications are introduced and the use of SPSS software is required. Research practices, with applications to relevant community college issues, are used as illustrative examples throughout the course.

## Program Outcomes Integration

IDSL 845 also support learners' mastery of two overarching Doctorate in Community College Leadership program outcomes:

- Enhance Academic Quality
- Develop as a person, scholar, and leader



## Course Outcomes

Upon completion of IDSL 845, learners will:

1. Perform statistical operations with standard software application(s).
2. Evaluate quantitative research in terms of goals, methods, limitations, results, and generalizability.
3. Create properly developed research questions and survey instruments targeted to study specific phenomenon.
4. Conduct quantitative research from problem definition through data assimilation to include:
  - a. Research design
  - b. Data collection
  - c. Analysis
  - d. Interpretation.
5. Apply particular quantitative research methods.
6. Adhere to generally accepted ethics standards and practices.

## Delivery Mode

This course will be offered over 9 weeks – approximately 16 hours of face-to-face instruction and 29 hours of online instruction. This course will be blended including in-class time and on-line delivery via Ferris Connect (FSU's content management system).

## Required Textbooks

- Vogt, W. P. (2007) *Quantitative Research Methods for Professionals*. Boston, MA: Pearson. ISBN: 0-205-35913-2

## Required Software Applications

- IBM® SPSS® Statistics Base GradPack Latest Edition (available for Windows or Mac) – for leasing options check OnTheHub e-store

## Guidelines for Success

### Participation in Course

As a blended course, there are both face-to-face and online components. Students are expected to fully participate in the face-to-face portion as well as to be active each week in the online classroom. This course has an in-class expectation of 60 contact hours. The online work will include reading texts and journal articles, writing required papers, data analysis, and projects. If you have special circumstances that preclude your active participation in any of the expected components, please contact me as early as possible so that alternative arrangements can be made.





### FerrisConnect

Your course material is available on **FerrisConnect**. You will also use FerrisConnect to access course content, obtain and submit assignments, communicate with classmates and your instructor, and retrieve information about grades.

### Accessing FerrisConnect

To access FerrisConnect, follow these steps:

1. Go to the Community College Leadership program website at <http://www.ferris.edu/ccleadership>
2. Click on the MyFSU link, located in the bottom, right corner of the screen (far right of the bottom red bar)
3. Login with your FSU UserID and Password
4. Once you are in MyFSU, click on the FerrisConnect icon located in the upper right hand corner of the screen
5. Within the **My Courses** panel on the left side, click on the title for IDSL 845 – Prospectus

### Technical Assistance

For any technical assistance or software purchases contact the **FSU Technical Assistance Center (TAC)** at: [www.ferris.edu/tac](http://www.ferris.edu/tac) (or call (877) 779-4822 (4TAC) or (231) 591-4822 (4TAC))

### Communication (E-mail & Course Messages)

All course communications should be sent through the FerrisConnect course. Your cohort colleagues may also be another good source of information. I am typically on-line responding to emails and specific requests, grading, and participating in the discussion board, and every evening after 6:00 p.m.

During the course, students should actively check **both** their Ferris.edu email account, as well as the FerrisConnect **Course Messages**. At times, college wide systems such as Banner, FerrisConnect, etc. may be down. Such notification will be sent to you through your Ferris email address: [yourname@ferris.edu](mailto:yourname@ferris.edu).

### Accessibility & ADA Accommodation

It is my intention to support the full participation of all students in the learning process of this class. It is my expectation that students who require specific or additional supports in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs immediately.

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Service Office at 231-591-3057 (voice), or email [ecds@ferris.edu](mailto:ecds@ferris.edu) to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.



### Diversity

Diversity is a Ferris State University value. As such, while you interact with others, complete assignments, and engage in this course please consider others' views and perspectives that may differ from your own. A critical aspect of this program is to instill in its graduates a respect for all humans, regardless of their differences, including race, cultural background, sexual orientation, or differing points of view.

### Ethics

A fundamental tenet of scholarly endeavors is that research and related activities are conducted with the highest academic integrity. Each student is expected to produce his or her own work except in instances where a collaborative project is completed. Any source information utilized within written or other products must clearly specify the source of that information. Plagiarism in this course will automatically result in failure of the class.

You are responsible for making yourself aware of and understanding the policies and procedures in Graduate Catalogs that pertain to **Academic Honesty**. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The policies can be found within the DCCL Program Resources Site in FerrisConnect.

### Time Commitment

**Expect to spend approximately 15-20 hours per week on this accelerated class.** Points for each assignment are indicated with the deliverable. All assignments are expected to be submitted on time. If you have extenuating circumstances and your assignment will be late, please contact your instructor in advance to make arrangements for submission.

## Course Policies

1. All assignments must be posted **electronically** and prepared according to **APA format and specific instructions** provided (see *Weekly Learning Modules, grading rubrics* and any additional verbal directions given).
2. The DCCL program has **two service standards**. First, we strive to answer all questions within 24 hours, even on weekends. Second, we strive to provide feedback on all assignments within 7 days of the due date.
3. You are responsible for making yourself aware of and understanding the policies and procedures in the DCCL program and the Graduate Catalogs. These policies include academic honesty, cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. These policies can be found in the DCCL Program Resources site within FerrisConnect.
4. Students should actively check both their **Ferris.edu email account**, as well as the **Course Messages** system within the course in FerrisConnect.



5. You will notice that there is a Discussion Thread set up for course questions. All questions related to the course that you feel comfortable asking publically, should be posted to the discussion board. Try to be as concise and descriptive as possible by placing the topic in the subject line. For all new topics, or new questions, please start another thread with a new descriptor in the subject line. For private correspondence, the course messages system should be used.
6. The “Week” as noted on the syllabus will be defined as **Monday at 8:00 a.m.** of that week through the following **Sunday at 11:59 p.m.** It is recommended, however, that students respond to and engage in the threads of discussion throughout the week.
7. When submitting assignments, they should be submitted in the **Assignments** area within FerrisConnect. Click on the name of the assignment to submit or attach your work.
8. There is an established protocol for naming assignments which must be followed. This protocol includes your last name, first initial, and the name given to the assignment by the instructor, followed by the course number. Do NOT use any spaces.  
**Example:** *Smith, T. Reflection Paper IDSL845*
9. The **Electronic Portfolio** will be an ongoing work in progress that will serve as a personal repository for your thoughts, work, and success in the program. The instructors will not grade within the Portfolio system. You may choose to add graded items to your Portfolio especially if the item may contribute to your dissertation work in some fashion.
10. **Netiquette** is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesies online and the informal "rules of the road" of cyberspace, and are posted on the Resources and Support area of this course.

## Writing Policy and Submission Guidelines

Doctoral students are expected to submit papers that fulfill the assignment and are well-written. Well-written means on-topic, well-organized, devoid of spelling, punctuation or grammar errors, and cleanly presented. Please review the grading rubric for guidelines and expectations regarding specific assignments.

## Specific FerrisConnect Features

To provide additional support, this section provides brief instructions for FerrisConnect Features utilized specifically in IDSL 845. This section is featured in all DCCL course syllabi, however, is customized to match the specific intentions of course instructors. Students are encouraged to use this area of the syllabus to help them navigate and use the FerrisConnect system.

### Using Course Messages

In this course, you will primarily use the **Course Messages** to communicate with your instructor and fellow classmates. Course Messages are contained within FerrisConnect, meaning they cannot be tied to an external e-mail account (such as your Ferris e-mail and/or personal e-mail accounts).



To access this feature, click the **Course Messages** button found within the IDSL 845 course shell. Within the Course Messages area, you will see two folders: the Inbox and the Sent folders.

### ***To Send a Course Message***

1. Click the **Create Message** button
2. Click the **To** button to select your recipient(s) A list of everyone enrolled within the course (instructors, fellow classmates, and DCCL support staff) will be displayed.
3. Click on the name of the recipient to select them, and then press the **right arrow button** [>] to move the selected name to the Recipient list. You can select multiple recipients by holding the **Control Key** [CTRL] on your keyboard, and clicking on multiple names.
4. Type the subject of your message in the **Subject line** provided.
5. Type the body of your message within the provided textbox.
6. If you are attaching files to your message, scroll down to the **Attachment** section of the page, and then click **Choose File** button to find and attach your file. (**Note**, Course Messages limit attachments to 1 per message)
7. Click **Submit** to send your message. A copy of your sent message will appear within you **Sent** folder.

### **Submitting Assignments**

For IDSL 845, the majority of your homework assignments will be submitted using the **Assignments** area of FerrisConnect. Within the IDSL 845 course, simply click the **Assignments** button on the left side of the screen. This will display a listing of all assignments for the course.

### ***To Submit an Assignment***

1. Click the **Assignments** button.
2. Click on the title on the Assignment you are submitting. In the **Preview Upload Assignment** screen, you can review information such as the due date, points possible, and the assignment instructions.
3. For the assignments in this course, you will be attaching files to submit. Scroll down to the section titled: **Assignment Submission**.
4. Click the **Browse My Computer** button to locate your complete file, and attach it to your assignment submission.
5. If attaching multiple files, you will need to repeat Step 4 for each file you plan to submit.
6. You may also add optional comments to the **Comments** textbox.
7. Click the **Submit** button to turn in your assignment for grading.

**Note:** *Double-check and ensure you have selected the correct files before submitting your assignment, FerrisConnect will only allow you to submit an assignment once.*



## Participating on the Discussion Board

Within the online learning environment, you are able to participate in asynchronous discussions with your colleagues and instructor using the FerrisConnect Discussion Board.

### *Online Course Discussion Protocols*

1. Stay on topic using a clear and organized communications to convey your thoughts and ideas
2. Subject line for a thread needs to clearly reflect the content
3. Start new threads for new subjects
4. We are all professionals please communicate in a professional manner; when responding to colleagues consider asking yourself “How would I take this feedback if on the receiving end?”

### *To Access the Discussion Board*

1. Click the **Discussion Board** button.
2. You will be presented with a list of discussion topics called *forums*. Click the forum title to open the full discussion topic.

### *To Create your Initial Post*

1. Open the Discussion topic / forum you want to participate in.
2. Click the **Create Thread** button at the top of the screen to start a new discussion thread.
3. Read the full Forum Description, which includes a copy of the directions / expectations for the selected discussion.
4. Scroll down to the section titled **Message**.
5. Type in a relevant and concise subject in the Subject line.
6. Type your initial post into the textbox provided. This textbox tool also features three toolbar may be used for formatting.
7. When finished, press the **Submit** button to save your discussion post and publish it for your colleagues and instructors to read and respond to.

**Note:** *FerrisConnect can lose connection after 60 minutes of inactivity, and this may cause students to accidentally lose their work when working on more intricate discussion posts. It is recommended that students use a word-processing program, such as Microsoft Word, to compose their initial posts. This way, the document can be saved and recovered. Students can then copy and paste their work from Word into the into the discussion thread text box.*

### *To Read and Reply to a Discussion Post*

1. Open the Discussion topic / forum you want to participate in.
2. To read a discussion thread, click on the subject of the thread. The subject is listed in the **Thread** column; the text displays in a light teal.
3. To reply to a post, simply click the **Reply** button. You’ll be presented with a new screen that contains a copy of the initial post, and a textbox where you can compose your reply.
4. Press the **Submit** button to save and publish your reply.



## Assessment Strategies

The assignments in this course are designed to achieve the course outcomes as well as the identified program outcomes. Each target learning outcome will be included in at least one assessed activity. Assignments are due by Sunday at midnight of each module week.

### Comprehension Questions

#### *Course Outcomes: 2*

After reading and reviewing the course material for the module's topic there will be a series of comprehension questions to answer. The Comprehension Questions assess your understanding of the concepts covered in that module. There will be 10-15 objective questions for each module.

### Discussion Participation

#### *Course Outcomes: 2, 5, 6*

Like the comprehension questions, discussion participation is to keep you engaged in the content of the module. For the comprehension questions that were the most challenging for you, post a discussion question related to that comprehension question. If someone has started a thread related to the discussion you intended to start then join the discussion by replying to your colleague. In your discussions, justify your thinking with evidence and source material from the texts and module presentations.

### Exercises

#### *Course Outcomes: 1, 3, 4*

Exercises due throughout the course will be used to assess your skill in identifying the components of research design and your ability to conduct and interpret descriptive and inferential statistics.

### Article Critique

#### *Course Outcomes: 2, 5*

The article critique is based on a questionnaire to be provided. Select an article that uses quantitative methodology to analyze data in an educational area of interest to you. One good source for quantitative research in the community college setting is the Journal of Applied Research in Community Colleges. The article critiques should be no more seven pages in length, double-spaced. Succinct answers to the critique questionnaire in your own words will lead to success in this assignment. Additional instructions will be provided.

### Research Proposal Project

#### *Course Outcomes: 4, 6*

The Research Proposal Project is to help you practice thinking through the research process, asking specific research questions, developing a quantitative research design, and determining appropriate analyses. Additional instructions will be provided.



## Grading Information

### Grading System

The University's standard grading system will be utilized, which includes the following: A, A-, B+, B, and B-. The grade of B- is the lowest grade that can be earned without the student having to retake the course. Refer to this website for additional information:

<http://www.ferris.edu/admissions/registrar/schdbook/page17-18.htm>

### Assignment Breakdown

This course used the following grade distribution:

<i>Assignment</i>	<i>Points</i>	<i>Percent</i>
<b>Comprehension Questions</b> (14 modules @ 5 pts ea)	70	24%
<b>Exercises</b> (7 @ 20 pts. Ea.)	140	49%
<b>Article Critique</b>	20	7%
<b>Research Proposal Project</b>	40	14%
<b>Discussion Participation</b> (8 modules @ 2 pts ea)	16	6%
<b>Total</b>	286	100%

## Course Grading Scale

<i>Percent</i>	<i>93 - 100</i>	<i>90 - 92</i>	<i>87 - 89</i>	<i>83 - 86</i>	<i>80 - 82</i>	<i>77 - 79</i>	<i>73 - 76</i>
<b>Points</b>	265 - 286	257 - 263	248 - 254	237 - 245	228 - 234	220 - 225	208 - 217
<b>Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>

**Note:** A successful course grade is B- or higher. A grade less than B- may require a retake of the course.



## Course Assignments & Due Dates

### Assignment Due Dates

Assignments will typically be due by midnight on Sunday of each week, unless otherwise specified. If you are unable to meet a due date because of life complications or other academic reasons, please work with me in advance to make alternative arrangements, where possible. We recognize that most of you lead complicated lives with work and other responsibilities. Information concerning assignments will be found in the assignments tab within FerrisConnect.

### Summary of Course Assignments:

<i>Week</i>	<i>Assignment</i>	<i>Due Date</i>
1	Module 1 Comprehension Questions Week 1 Discussion	Due?
2	Module 2 Comprehension Questions Week 2 Discussion Exercise 01 – Research Design	6/1
3	Comprehension Questions for Modules 3 and 5 Week 3 Discussion Exercise 02 – Measurement	6/8
4	Comprehensions for Modules 4, 6, 10, and 11 Week 4 Discussion Exercise 03 – Descriptive Statistics Exercise 04 – Inferential Statistics	6/15
5	Module 8 Comprehension Questions Week 5 Discussion Exercise 05 – Sampling	6/22
6	Module 9 Comprehension Questions Week 6 Discussion Exercise 06 – Survey	6/29
7	Comprehension Questions for Modules 12 and 13 Week 7 Discussion Exercise 07 – Correlation / Regression	7/6
8	Module 7 Comprehension Questions Week 8 Discussion Article Critique	7/13
9	Module 14 Comprehension Questions Week 9 Discussion Research Proposal	7/20





## Blended Course Outline – Course at a Glance

**Blended Course: Total Contact Hours 60**

<<<Can you give me a breakdown of how many hours are F2F, and how many are online?>>>

<i>Week / Dates</i>	<i>Module Topics</i>	<i>Reading</i>	<i>Assessments Due</i>	<i>Due Date</i>
<b>Week 1</b> May 16 – 25	Module 1: Scientific Method & Research Questions	Vogt, Chapter 1	1. Comprehension Questions 2. Discussion	
<b>Week 2</b> May 26 – June 1	Module 2: Hypotheses and Variables	Vogt, Chapter 3	1. Comprehension Questions 2. Discussion 3. Exercise 01 – Variables	<b>6/1</b>
<b>Week 3</b> June 2 – 8	Module 3: Measurement <hr/> Module 5: Reliability & Validity	Vogt, Chapter 1 <hr/> Vogt, Chapter 7	1. Comprehension Questions 2. Discussion 3. Exercise 02 – Measurement	<b>6/8</b>
<b>Week 4</b> June 9 – 15	Module 4: Data <hr/> Module 6: Descriptive Statistics <hr/> Module 10: Inferential Statistics – Significance <hr/> Module 11: Comparative & Experimental Designs	Vogt, Chapter 2 <hr/> Vogt, Chapter 4 <hr/> Vogt, Chapters 8 & 11 Pgs. 191 – 195 <hr/> Vogt, Chapter 6	1. Comprehension Questions 2. Discussion 3. Exercise 03 – Descriptive Statistics 4. Exercise 04 – Inferential Statistics	<b>6/15</b>
<b>Week 5</b> June 16 – 22	Module 8: Sampling	Vogt, Chapter 5	1. Comprehension Questions 2. Discussion 3. Exercise 05 – Variables	<b>6/22</b>
<b>Week 6</b> June 23 – 29	Module 9: Surveys	Vogt, Chapter 5	1. Comprehension Questions 2. Discussion 3. Exercise 06 – Surveys	<b>6/29</b>
<b>Week 7</b> June 30 – July 6	Module 12: Correlational Designs <hr/> Module 13: Regression	Vogt, Chapter 9 <hr/> Vogt, Chapter 9	1. Comprehension Questions 2. Discussion 3. Exercise 07 – Correlation / Regression	<b>7/6</b>
<b>Week 8</b> July 7 – 13	Module 7: Critiquing Research	Vogt, Chapter 17 Pgs. 294 – 306	1. Comprehension Questions 2. Discussion 3. Exercise 08 – Article Critique	<b>7/3</b>
<b>Week 9</b> July 14 - 20	Module 14: Program Evaluation	Vogt, Chapter 15	1. Comprehension Questions 2. Discussion 3. Research Proposal	<b>7/20</b>

<I know the table doesn't line up with the margin, but this was the best option to increase readability>



## Module Objectives

Module	Objectives
(1) Scientific Method and Research Questions	<ol style="list-style-type: none"><li>1. Describe the components of the research process</li><li>2. Identify several quantitative research methods</li><li>3. Describe the “Ways of Knowing” as applied to the community college.</li><li>4. Describe the characteristics of good research problems</li></ol>
(2) Hypotheses and Variables	<ol style="list-style-type: none"><li>1. Determine different types of hypotheses</li><li>2. Describe the nature of hypotheses</li><li>3. Identify different types of variables</li><li>4. Describe the possible relationships among variables</li></ol>
(3) Measurement	<ol style="list-style-type: none"><li>1. Apply measurement concepts to variables</li><li>2. Identify the different levels of measurement</li><li>3. Define composite measures</li></ol>
(4) Data	<ol style="list-style-type: none"><li>1. Determine the three main steps in Data Analysis</li><li>2. Describe the general process of managing quantitative data</li><li>3. Become familiar with the basics of SPSS</li><li>4. Manipulate data files in SPSS</li></ol>
(5) Reliability & Validity	<ol style="list-style-type: none"><li>1. Apply the terms and concepts of validity and reliability in measurement and design</li><li>2. Evaluate the accuracy of measurement</li><li>3. Determine threats to internal validity</li></ol>
(6) Descriptive Statistics	<ol style="list-style-type: none"><li>1. Conduct data analyses to describe single variables quantitatively</li><li>2. Interpret quantitative summaries of the relationship between two or more variables</li></ol>
(7) Critiquing Research	<ol style="list-style-type: none"><li>1. Evaluate quantitative research in terms of goals, methods, limitations, results, and generalizability</li><li>2. Describe the purpose and the process for literature review</li></ol>
(8) Sampling	<ol style="list-style-type: none"><li>1. Describe the sampling methods used in quantitative research</li><li>2. Evaluate sampling methods in relation to external validity</li></ol>
(9) Surveys	<ol style="list-style-type: none"><li>1. Design a survey for the collection of data</li><li>2. Demonstrate the use of good survey design principles in question development</li><li>3. Evaluate survey administration techniques</li></ol>
(10) Inferential Statistics - Significance	<ol style="list-style-type: none"><li>1. Interpret statistical significance, confidence intervals, and confidence level</li><li>2. Explain the different purposes of inferential statistics</li><li>3. Interpret statistical results</li><li>4. Conduct analysis using SPSS</li></ol>



Module	Objectives
(11) Comparative & Experimental Designs	<ol style="list-style-type: none"><li>1. Explain comparative research design</li><li>2. Identify experimental design as a subset of comparative</li><li>3. Describe quasi and true experimental design, their uses, and their challenges</li><li>4. Determine threats to validity for experimental designs and how to mitigate them</li><li>5. Analyze bi-variate relationships with statistics</li><li>6. Interpret Chi-square and ANOVA results</li></ol>
(12) Correlational Designs	<ol style="list-style-type: none"><li>1. Explain correlational research design</li><li>2. Identify the primary statistical methods used in correlational design and how to interpret them</li></ol>
(13) Regression	<ol style="list-style-type: none"><li>1. Analyze multi-variate relationships with statistics</li><li>2. Interpret basic regression analysis</li></ol>
(14) Program Evaluation	<ol style="list-style-type: none"><li>1. Review the concepts related to program evaluation (action research, policy research)</li><li>2. We will determine how program evaluation is the practical application of quantitative research methods</li></ol>

## Syllabus Change Statement

We reserve the right to make adjustments to this syllabus when judged to better serve student learning needs and the overall outcomes of this class.



## Additional Resources

<<<Darby, can you add a brief summary (1-2 sentences) about the purposes of this section?>>>




### Online Resources

- StatNotes: *Topics in Multivariate Analysis*, by G. David Garson - <http://faculty.chass.ncsu.edu/garson/PA765/statnote.htm>
- The Research Methods Knowledge Base - <http://www.socialresearchmethods.net/kb/> - The Research Methods Knowledge Base is a comprehensive web-based textbook that addresses all of the topics in a typical introductory undergraduate or graduate course in social research methods.
- <http://www.statsoft.com/textbook/>
- Hyperstat Online Statistics Textbook - <http://davidmlane.com/hyperstat/index.html>
- Engineering Statistics Handbook - <http://itl.nist.gov/div898/handbook/index.htm>
- Statistics Lectures Online - <http://www.statisticslectures.com/>
- Daniel Judge, a lecturer in statistics at East Los Angeles College has uploaded an entire set of statistics lectures in 10 minute chunks. His homepage has links to video streams reviewing some simple stats exercises - [http://web.mac.com/ddjudge/ddjudge/Main\\_Page.html](http://web.mac.com/ddjudge/ddjudge/Main_Page.html)

### Selected Bibliography

- Muijs, D. (2011). *Doing Quantitative Research in Education With SPSS* (2<sup>nd</sup> ed.). Los Angeles, CA: Sage.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- McMillan, J.H. (2008). *Educational Research: Fundamentals for the consumer*, 5/E, Boston, MA: Pearson-Allyn & Bacon.
- Babbie, E. (1995). *The practice of social research*, 7/E, Belmont CA: Wadsworth Publishing Co.
- Frankfort-Nachmias, C., and Nachmias, D. (2008). *Research Methods in the Social Science*, 7/E, New York: Worth.
- King, G., Keohane, R., and Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press.
- Campbell, D.T., Stanley, J.C. (1966). *Experimental and Quasi-Experimental Designs for Research*. Chicago, IL: Rand McNally.

1. This course was presented in a different format this summer, in what some would refer to as the “flipped classroom.” The class started on May 11, and the first day of the face-to-face session was June 9. Thus, about 1/2 of the instruction occurred in the month before your face-to-face session, about 1/4 of the class was during the face-to-face time, and the final 1/4 followed the face-to-face session. Now that you have had this experience, please share your views. Course Format: Overall, I rate the effectiveness of this model as:

		Response Percent	Response Count
Very effective; it served me well.		63.2%	12
Somewhat effective; I may have preferred a different approach.		26.3%	5
Not as effective as other options; I would prefer a different approach.		10.5%	2

If you answered "somewhat" or "not effective," please suggest what you believe would have been the ideal course plan: 6

answered question	19
skipped question	0

**2. Please select your level of agreement with these statements related to the achievement of the course outcomes. As you read each prompt, begin with “I can. . .” as you are evaluating the extent to which you believe you can do each of the items listed.**

	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Neutral</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>	<b>Rating Count</b>
Perform statistical operations with standard software applications.	<b>73.7% (14)</b>	21.1% (4)	5.3% (1)	0.0% (0)	0.0% (0)	19
Evaluate quantitative research in terms of goals, methods, limitations, results, and generalizability.	<b>57.9% (11)</b>	42.1% (8)	0.0% (0)	0.0% (0)	0.0% (0)	19
Create properly developed research questions and survey instruments targeted to study specific phenomenon.	<b>63.2% (12)</b>	31.6% (6)	5.3% (1)	0.0% (0)	0.0% (0)	19
Evaluate and apply particular quantitative research methods.	<b>52.6% (10)</b>	47.4% (9)	0.0% (0)	0.0% (0)	0.0% (0)	19
Use generally accepted ethics standards and practices.	<b>72.2% (13)</b>	16.7% (3)	11.1% (2)	0.0% (0)	0.0% (0)	18
Conduct the following basic quantitative research tasks:	<b>66.7% (4)</b>	16.7% (1)	16.7% (1)	0.0% (0)	0.0% (0)	6
1. Design effective research questions	<b>77.8% (14)</b>	22.2% (4)	0.0% (0)	0.0% (0)	0.0% (0)	18
2. Research design and data collection	<b>57.9% (11)</b>	42.1% (8)	0.0% (0)	0.0% (0)	0.0% (0)	19
3. Complete basic data analysis	<b>63.2% (12)</b>	31.6% (6)	5.3% (1)	0.0% (0)	0.0% (0)	19
4. Interpret data	<b>52.6% (10)</b>	42.1% (8)	5.3% (1)	0.0% (0)	0.0% (0)	19
					<b>Additional comments</b>	4
					<b>answered question</b>	<b>19</b>
					<b>skipped question</b>	<b>0</b>

**3. Course assignments and activities are important components of student learning. To ensure activities in this course are beneficial and aligned to course outcomes, please rate the following activities in the drop down menu. Evaluate the value of each of the following activities or provide an overall learning:**

**Value to course outcomes**

	<b>Very important</b>	<b>Somewhat important</b>	<b>No opinion</b>	<b>Not very</b>
Exercise: Identifying Research Purpose and Variables	<b>94.7% (18)</b>	5.3% (1)	0.0% (0)	0.0%
Exercise: Identifying Sampling Methods	<b>94.7% (18)</b>	5.3% (1)	0.0% (0)	0.0%
Article critique	<b>68.4% (13)</b>	26.3% (5)	0.0% (0)	5.3%
Exercise: Interpreting Descriptive Statistics	<b>94.7% (18)</b>	5.3% (1)	0.0% (0)	0.0%
Survey design project	<b>73.7% (14)</b>	26.3% (5)	0.0% (0)	0.0%
Exercise: Interpreting Chi-Square, T-tests, and ANOVA	<b>84.2% (16)</b>	10.5% (2)	5.3% (1)	0.0%
Exercise: Interpreting correlations	<b>84.2% (16)</b>	15.8% (3)	0.0% (0)	0.0%
Exercise: Interpreting regression analysis	<b>84.2% (16)</b>	10.5% (2)	5.3% (1)	0.0%
Research Proposal Project	<b>89.5% (17)</b>	10.5% (2)	0.0% (0)	0.0%
Comprehension question quizzes	<b>47.4% (9)</b>	42.1% (8)	0.0% (0)	10.5%
Discussions	16.7% (3)	<b>44.4% (8)</b>	11.1% (2)	27.8%
				<b>answer</b>
				<b>skip</b>

#### 4. What were the best aspects of this course?

	Response Count
	18
answered question	18
skipped question	1

#### 5. What suggestions do you have for improving this course?

	Response Count
	17
answered question	17
skipped question	2

#### 6. Do you have any suggestions for specific learning supports that might be helpful in this course? If yes, please describe.

	Response Count
	8
answered question	8
skipped question	11



## 7. Please rate this course and your instructor according to the prompts below:

	Satisfactory	Somewhat satisfactory	Neither	Somewhat unsatisfactory	Unsatisfactory	Rating Count
a. The value of the course overall	84.2% (16)	15.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	19
b. The organization of this course overall	68.4% (13)	21.1% (4)	5.3% (1)	5.3% (1)	0.0% (0)	19
c. The timeliness of responses by your instructor	94.7% (18)	5.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	19
d. The knowledge of your instructor	94.7% (18)	5.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	19
e. Clarity of course expectations	94.7% (18)	0.0% (0)	5.3% (1)	0.0% (0)	0.0% (0)	19
f. Value of the F2F sessions	94.7% (18)	0.0% (0)	5.3% (1)	0.0% (0)	0.0% (0)	19
g. Value of the instructor's feedback on assignments	89.5% (17)	10.5% (2)	0.0% (0)	0.0% (0)	0.0% (0)	19
h. Access to the instructor during the course	89.5% (17)	5.3% (1)	5.3% (1)	0.0% (0)	0.0% (0)	19
i. Dr. Hiller's effectiveness as an instructor	94.7% (18)	5.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	19

Please offer any additional comments about the instructor or the course. (If you are referencing a particular item above, please label a, b, c, etc.)

11

answered question	19
skipped question	0



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## **Community College Leadership Doctorate Program**

**Perspectives: Students and Graduates - Final**

**Abbreviated Report Executive Summary -**

**Phase One Focus Group Findings, November 2013 and  
Phase Two Interview Findings, March 2014**

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## EXECUTIVE SUMMARY

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<b>Introduction</b>	<b>3</b>
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<b>Summary of Conversations</b>	<b>4</b>
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# Introduction

Looking to the future, Ferris State University’s Community College Leadership Doctorate Program (DCCL) decided to conduct research to gather perspectives from its students, graduates, and National Advisory Board members. Research objectives were designed to provide a multi-framed picture of the program and provide insights for continuous improvement, future program development, marketing, and overall strategic direction. The research explored the broad question: How can DCCL provide premier learning experiences and serve as a tangible and worthwhile conduit for students and graduates to expand their expertise, build professional networks, and earn a highly-regarded Doctorate in Education Degree that prepares them to advance in their career and other educational leadership roles?

## Overview

DCCL engaged with Learning Potentials, an educational consulting firm, to design and conduct research to better understand the opinions of those directly involved with the program, by inviting them to explain their views about various aspects of the DCCL program.

## Approach and Methodology

Working in cooperation with DCCL, Learning Potentials designed a two-phase research plan. Focus groups and interviews were utilized to tap into perspectives across cohorts, faculty, board members, and program graduates. Exploratory topics were developed based on a review of existing program data, and informal interviews with DCCL students, graduates, and board members who attended the Future Insight Forum (July, 2013). The research design process included collaboration and input from DCCL’s director and staff.

“Phase One” included facilitation of seven group discussions. Data from 481 minutes of conversation were captured and analyzed. Participants included students from Cohorts Two, Three, Four, and National Advisory Board members.

“Phase Two” included 21 telephone interviews. Data from 494 minutes of conversation were analyzed. Participants included 17 (of 23) graduates and 4 Board members.

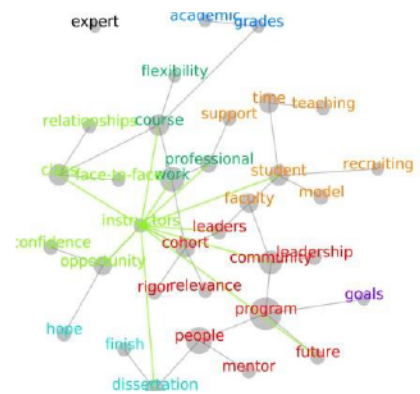
### SUMMARY OF RESEARCH ACTIVITIES

#### ▲ PHASE ONE: FOCUS GROUPS

Conducted in October 2013. Gathered input from current students and National Advisory Board members.

#### ▲ PHASE TWO: INTERVIEWS

Conducted in January and February 2014. Gathered input from program graduates and National Advisory Board members (who did not take part in October 2013 Focus Group Discussion).



DCCL Focus Group Data Map reveals a network of perspectives about program dimensions discussed by Cohort-3 participants.

Focus groups and interviews provided opportunities for participants to explain themselves and for researchers to ask, “Why?” Used in conjunction with other sources of data, the findings can be utilized by DCCL to identify opportunities for fine-tuning aspects of the program to enhance students’ learning and overall success. As with other forms of qualitative analysis, focus groups and interviews have their limitations. Findings are not projectable and can be affected by context. Conversational data from the discussions and interviews (totaling 975 minutes) were transcribed and analyzed. Audio files were exported for transcription and returned to Learning Potentials, who in turn edited and proofed the transcriptions for accuracy. Qualitative data analysis software was used to perform multiple content analyses of the text to uncover concepts and emergent themes from discussions and interviews.

## Summary of Conversations

Learning Potentials gathered perspectives from five DCCL constituencies: graduates (cohort one), members of cohort two, three, four, and National Advisory Board members. Discussion topics varied for each constituency, but primarily focused on the following areas:

- ▲ PROGRAM QUALITY
- ▲ FUTURE DIRECTION OF DCCL
- ▲ KNOWLEDGE NETWORKS
- ▲ STUDENT ENGAGEMENT AND EXPECTATIONS
- ▲ ROLE OF DCCL NATIONAL ADVISORY BOARD
- ▲ GRADUATE PERSPECTIVES



Participants in each constituent group shared personal and professional reflections. Each group viewed DCCL with a unique lens. Condensed synopses of group perspectives are provided in this Executive Summary report.

Cross-cutting perspectives that emerged from the discussions and interviews were arranged into several categories of related, broad concepts as follows:

▲ **CONFIDENCE, CONNECTIONS, AND CREDIBILITY**

*"I've become a more respected, valued, contributing professional in my community college."  
 (Cohort 4 student)*

▲ **RIGOR, REPUTATION, AND REACH**

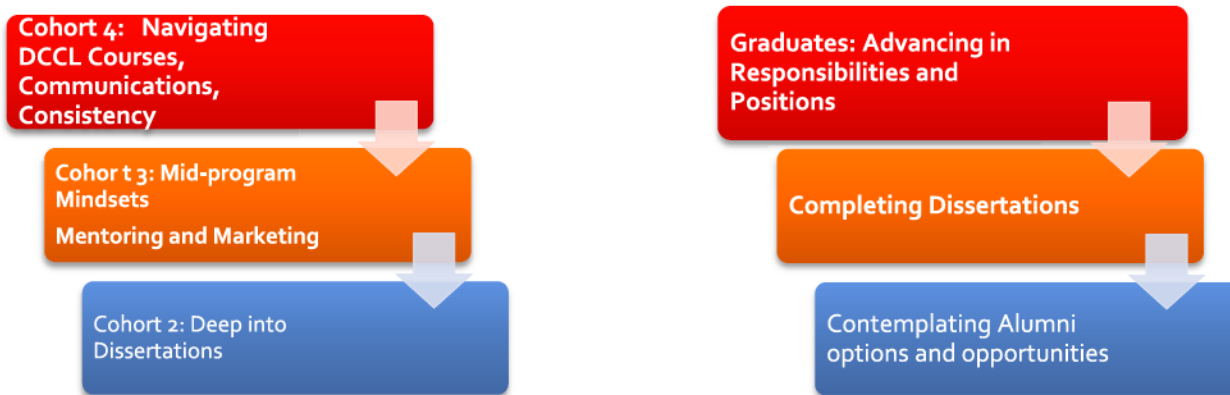
*"I've actually had the opportunity to do a post-doc fellowship with AACCC and I truly believe that I would have never had that opportunity had I not been in the program." (Graduate)*

**Conversation & Interview Summaries - Cohort Two, Three, Four, and Graduates**

Each DCCL cohort represented a unique community. Its students and graduates were at various stages in their DCCL experience and doctoral journey. The program context and culture has dynamically unfolded. This was reflected in each cohort’s unique and contextually-based views about the meaning of such things as quality, the dissertation process, program consistency, and ideas about their role(s) after graduation as alumni.

**Current Cohorts – Two, Three, and Four**

**DCCL’s First Graduating Class – Cohort One**



Key highlights of DCCL cohort conversations, graduate interviews, and National Advisory Board discussion and interviews are presented in this Executive Summary. A more in-depth report provides thick descriptions of the views and voices of each constituent group. While categories of themes emerged, perspectives take on deeper and nuanced multiple meanings as expressed through the views and voices of each cohort. Key concepts discovered in the National Advisory Board focus group discussion and interviews were discernable across all cohort and graduate conversations. Major themes uncovered within and across discussions and interviews are outlined on the following pages.

[Note: Upward “RED” arrows denote positive comments. Downward “GREY” arrows denote negative comments.]

**DCCL PROGRAM QUALITY**

**COHORT TWO**

- ▲ ACCESS TO LEADERS
- ▼ DISSERTATION SUPPORT / CONSISTENT FRAMEWORK

**COHORT THREE**

- ▲ ACCESS TO LEADERS
- ▼ CONSISTENCY COURSES/FEEDBACK

**COHORT FOUR**

- ▲ COHORT STRATEGY
- ▼ CONSISTENCY COURSES/FACULTY

**COHORT ONE "GRADUATES"**

- ▲ ACCESS TO LEADERS, FACULTY, AND STAFF
- ▲ BROADENED AND DEEPEDED WORKING KNOWLEDGE
- ▼ DISSERTATION SUPPORT / CONSISTENT FRAMEWORK
- ▼ PROGRAM NEEDS TO WORK ON STAYING CURRENT

**NATIONAL ADVISORY BOARD**

- ▲ SUPPORT FOR STUDENTS
- ▲ NETWORKING, APPLIED LEARNING
- ▼ SUPPORT FOR FACULTY (PART-TIME NOT FULL TIME)
- ▼ LACK EVIDENCE OF PROGRAM OUTCOMES

**THREE "C" THEMES: CONFIDENCE, CONNECTIONS, CREDIBILITY**

**COHORTS: TWO, THREE, FOUR**

**CONFIDENCE**

- ▲ RELEVANT COURSES DIRECT APPLICATION OF LEARNING
- ▲ LEADERSHIP DEVELOPMENT STUDY
- ▲ PUBLIC SPEAKING
- ▼ DISSERTATION SUPPORT
- ▼ INCONSISTENT COURSE FEEDBACK AND GRADING

**CONNECTIONS**

- ▲ ACCESS TO LEADERS
- ▲ NETWORK BUILDING
- ▲ KEEPING ON THE CUSP OF COMMUNITY COLLEGE TRENDS
- ▼ FEEDBACK FOR LEARNING IS INCONSISTENT AT TIMES (BUSY FACULTY)
- ▼ CROSS-COHORT NETWORKING AND MENTORING LACKING

**CREDIBILITY**

- ▲ INCREASED SKILLS AND KNOWLEDGE
- ▲ DOCTORATE DEGREE OPENS DOORS
- ▲ RIGOROUS PROGRAM AND DISSERTATION
- ▼ LACK OF CLEAR STANDARDS FOR DISSERTATION
- ▼ INCONSISTENT FACULTY

**COHORT ONE: GRADUATES**

**CONFIDENCE**

- ▲ BEING RECOGNIZED WITH OPPORTUNITIES BASED ON KNOWLEDGE AND SKILLS GAINED

**CONNECTIONS**

- ▲ OPENED DOORS WITHIN AND BEYOND MY COMMUNITY COLLEGE
- ▼ WANT TO STAY CONNECTED WITH EMERGING KNOWLEDGE, RESEARCH, AND PRACTICE IN THE FIELD

**CREDIBILITY**

- ▲ EDD CREDENTIAL

**NATIONAL ADVISORY BOARD**

**CONFIDENCE**

- ▲ INCREASED ENROLLMENTS

**CONNECTIONS**

- ▲ STONG REGIONAL NETWORK

**CREDIBILITY**

- ▲ ALLIANCE WITH

- ▼ NEED TO CONTINUALLY ASSURE ONGOING FSU SUPPORT AND COMMITMENT

- ▼ NEED TO INTENTIONALLY PLAN FOR BOARD TRANSITION/SUCCESSION

- PRESIDENTS ASSOCIATIONS
- ▼ ADJUNCT-FACULTY

THREE “R” THEMES: RIGOR, REPUTATION, REACH

**COHORTS: TWO, THREE, FOUR**

**RIGOR**

- ▲ BALANCE OF SUPPORTS WITH PERFORMANCE EXPECTATIONS
- ▲ FACULTY TALENT
- ▼ TOO MUCH FOCUS ON THREE-YEAR COMPLETION FOR ALL STUDENTS

**REPUTATION**

- ▲ DCCL PARTICIPATION AT NATIONAL CONFERENCES
- ▲ CALIBER OF DISSERTATION RESEARCH AGENDAS
- ▼ SOME COURSES / INSTRUCTION ARE OUTDATED

**REACH**

- ▲ NATIONAL EXPERTS INVOLVED WITH PROGRAM
- ▲ MORE STUDENTS FROM OUTSIDE REGION
- ▼ TOO MICHIGAN-BASED

**COHORT ONE: GRADUATES**

**RIGOR**

- ▲ CAPSTONE PRACTICUM EXPERIENCES
- ▲ DIRECTLY APPLICABLE IN MY WORK
- ▼ SOME COURSE TOPICS NOT CURRENT FOR A PRACTICIANER-BASED LEADERSHIP PROGRAM

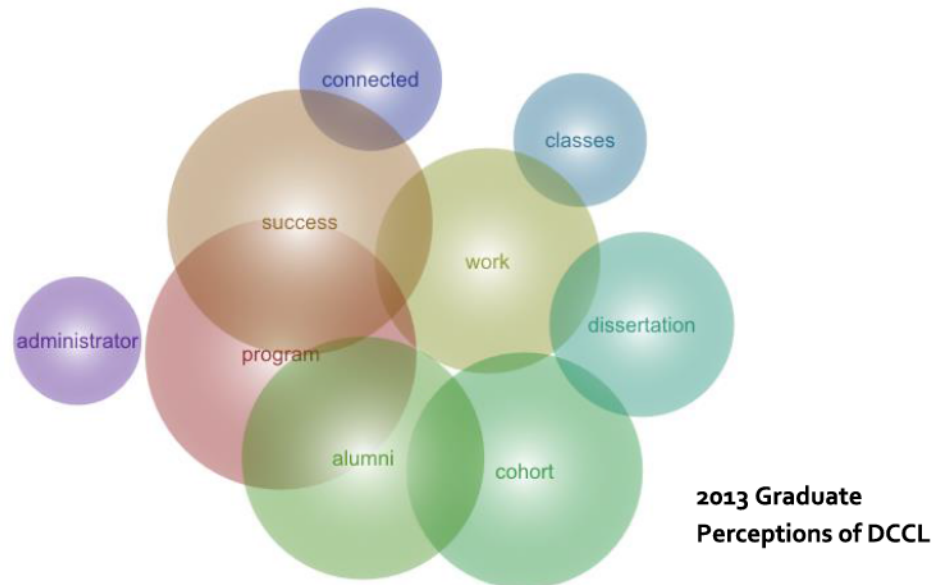
**REPUTATION**

- ▲ OPENED DOORS DUE TO RECOGNIZED DCCL STAFF AND FACULTY
- ▼ CONCERN ABOUT DISSERTATION COMPLETION RATES OVER TIME

**REACH**

- ▲ NATIONAL EXPERTS INVOLVED WITH PROGRAM
- ▼ CONSIDER PROGRAM TRACKS OR ELECTIVES TO ENCOURAGE FACULTY AS WELL AS ADMINISTRATIVE LEADERS





Research Sponsored by Ferris State University's Community College Leadership Doctoral Education Program (2013)

Principal Investigator and Report Author: Alison Arnold, Learning Potentials llc. [www.learningpotentials.org](http://www.learningpotentials.org) (2014)

References:

Anfara, V. A., Jr., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31, 28-38.

Brown, J. & Isaacs, D. (2005). *The world café: Shaping our future through conversations that matter*. San Francisco, CA: Barrett-Koehler

Bryk A. S., Gomez L. M., Grunow A. (2010), *Getting Ideas Into Action: Building Networked Improvement Communities in Education*, Carnegie Foundation for the Advancement of Teaching, Stanford, CA, essay, retrieved from <http://www.carnegiefoundation.org/spotlight/webinar-bryk-gomez-building-networkedimprovement-communities-in-education>

Morgan, G. (2006). *Images of organizations*. Thousand Oak, CA: Sage.

A. E. Smith and M. S. Humphreys. (2006). Evaluation of unsupervised semantic mapping of natural language with Leximancer Concept Mapping. *Behavior Research Methods*, 38 (2), 262-279.

Resources:

Leximancer Computerized Qualitative Data Analysis Tool (CQDAT): [www.leximancer.com](http://www.leximancer.com)

Rev.com Transcription Service, San Francisco: CA. [www.rev.com](http://www.rev.com) Tel: 888.369.0701

**Curriculum Vitae**  
**CATHERINE B. AHLES, APR, Fellow PRSA**  
**2479 Provence Circle • Weston, Florida 33327 • (954) 328-9284 • cathy.ahles@flypas.com**

**EDUCATION**

M.B.A., Eli Broad School of Business, Michigan State University  
B.S., English Language and Literature/Secondary Education, Eastern Michigan University  
Certificate in Online Adjunct Teaching, University of Maryland

**PROFESSIONAL CREDENTIALS**

Fellow, Public Relations Society of America  
Accredited, Public Relations Society of America  
Certificate, Online Adjunct Teaching, University of Maryland  
Certificate, Fundraising Management, Indiana University Fund Raising School  
Certificate, Dispute Resolution, Harvard-MIT Public Disputes Program  
Graduate, Leadership Detroit, Greater Detroit Chamber of Commerce

**ACADEMIC EXPERIENCE**

Adjunct Professor, Department of Management, Nova Southeastern University (2013-present). Teach Business Communication course.

Adjunct Professor, Doctorate in Community College Leadership, Ferris State University (2012-present)  
Teach blended course on Marketing and Community Engagement utilizing Blackboard learning system. Weekend face-to-face intensive is followed by seven weeks online. Content used includes Harvard case studies and readings, recorded PowerPoint lectures, recorded video interviews with a prominent community college president, secondary and primary market research assignments and preparation of a Marketing and Community Engagement plan for their own community college.

Chair and Associate Professor, Department of Advertising and Public Relations, School of Journalism and Mass Communication, Florida International University (2004-2007)  
Developed curriculum, introduced new courses and programs, developed annual schedule of classes, recruited, hired and evaluated professors, taught undergraduate and graduate courses, oversaw tenure-track activities of eight professors, performed scholarly research, published and presented academic papers, provided service to the University and administered the marketing activities for the School of Journalism

Associate Professor, Department of Advertising and Public Relations, School of Journalism and Mass Communication, Florida International University (2000-2004)  
Taught at the undergraduate and graduate level, including the writing sequence and the capstone course, Integrated Marketing Communications Campaigns. Provided academic advisement to students. Department advisor to the Public Relations Student Society of America.

Adjunct Professor, Department of Advertising and Public Relations, School of Journalism and Mass Communication, Florida International University (1999-2000)

**UNDERGRADUATE COURSES TAUGHT**

PUR 3000 Principles of Public Relations  
MMC 3104 Writing Strategies  
MMC 3602 Mass Media and Society  
PUR 4100 Writing for Public Relations  
PUR 4106 Advanced PR Writing  
MMC 4410 Integrated Marketing Communications Campaigns  
ADV 4930/PUR 4934 Seminar: Non-Profit IMC

MMC 4930 Seminar: Media Relations  
MMC 4945 Communication Internship

### **GRADUATE COURSES TAUGHT**

MMC 5406 Seminar: Multi-Cultural Communication  
PUR 5607 Advertising and Public Relations Management  
PUR 5806 Integrated Communications: Account Planning  
MMC 6416 The Literature of Integrated Communications  
MMC 6950 Professional Project

### **PUBLICATIONS IN DISCIPLINE**

#### **Articles**

- "Mentoring and Coaching: The Benefits of Investing Your Time in People," online newsletter, International Association of Diecutting and Diemaking, January 2007 (reprint of Forum article)
- "Mentoring and Coaching: The Benefits of Investing Your Time in People," *Forum*, December 2006
- "Want to be Paid Like a Pro? Better Look Like a Pro!" *PRSA Tactics*, spring-summer 2006.
- "Coming Into Focus," *CASE Currents*, February 2006.
- "So You've Suddenly Been Transferred to France...?" *Tactics*, September, 2005.
- "Mentors...Who They Are and What They Can Do For You," *The Public Relations Strategist*, Spring, 2005.
- "Working in Teams: Student Perceptions and Workplace Realities," *Journalism and Mass Communications Educator*, Spring, 2004
- "PR Skills vs. Personal Skills: What Matters Most to the Boss?" *Tactics*, April 2004.
- "The Right Shift," *CASE Currents*, Vol. XXX, Number 3, March 2004
- "Dollars and Sense," *CASE Currents*, Vol. XXX, Number 3, March 2004
- "Campaign Excellence: A Survey of Silver Anvil Winners Compares Current PR Practice with Planning, Campaign Theory," *The Public Relations Strategist*, summer 2003
- "Handle With Care: Student Affairs Crises Require Extra-Gentle Management Strategies," *Case Currents*, Vol. XXV, Number 6, June 1999
- "Red-Hot Research: New and Improved Market Research Technologies are Heating Up on Campus," *Case Currents*, Vol. XXVIII, Number 10, Oct. 1998

#### **Chapters in Books**

- Kendall, Robert. A Case Study: Macomb Community College Bond Issue. *Public Relations Campaign Strategies*, New York: HarperCollins College Publishers, 1996.
- Hendrix, Jerry A. Funding Education in An Anti-tax Environment. *Public Relations Cases*, 3<sup>rd</sup> ed. Belmont, CA: Wadsworth Publishing, 1995.
- Ryan, G. Jeremiah, Ed., Partnerships With Senior Colleges and Universities. *Partners in Economic Development: Community College Strategies for Collaboration*. American Association of Community Colleges, Washington, DC, 1993.

#### **Government Reports or Monographs**

- The Two-Year Institution: Serving Society's Needs, pub. *Macomb Community College Press*, 1988.

#### **Published Speeches**

- "The Dynamics of Discovery," *Vital Speeches of the Day*, Vol. LIX, No. 11, March 15, 1993

## **PRESENTED PAPERS, LECTURES, EXHIBITIONS, AND PERFORMANCES**

### **Refereed Scholarly Presentations**

- "Identity vs. Survival: Communicating with Employees While Adjusting to the Changing Business Environment," 12<sup>th</sup> International Public Relations Research Conference, March 2009
- "The Role of Messaging In IMC Campaigns to Market High-End Real Estate," 10<sup>th</sup> International Public Relations Research Conference, March 2007
- "Showcase Brochures: The Role of Mega-Collateral in IMC Campaigns to Market High-End Real Estate," 9<sup>th</sup> International Public Relations Research Conference, March 2006
- "Public Relations Practice in France Compared to the United States," 8<sup>th</sup> International Public Relations Research Conference, March 2004
- "An Examination Into the Mentoring Relationships Among Women In Public Relations," 7<sup>th</sup> International Public Relations Research Conference, March 2004
- "A Comparison of Public Relations Measurement and Evaluation Theory with Current Public Relations Measurement and Evaluation Practices in the Field," 6<sup>th</sup> International, Interdisciplinary Public Relations Research Conference, March 2003
- "The Problems and Practices of Highly Effective Public Relations Practitioners: An Analysis of Employers' Perspectives and Current Performance Evaluation Standards," 6<sup>th</sup> International, Interdisciplinary Public Relations Research Conference, March 2003
- "Working in Teams: Perceptions vs. Realities," Educators Academy, International Conference, Public Relations Society of America, October 2002

### **Invited Professional Presentations**

- "Mentors: Do They Make or Break Your Career?" Gulfstream Chapter Public Relations Society of America, February 2006
- "PR Skills vs. Business Skills: What Matters Most to the Boss?" Statewide Conference, Florida Public Relations Association, Orlando, Florida, August 2004
- "Ballot Proposals: Changing the Face of Florida's Constitution – A Public Relations Professional's Role," Gainesville Chapter, Florida Public Relations Association, June 2004
- "Creating Credibility Out of Calamity: Protecting Your Company's Brand in a Crisis Situation," Gulfstream Chapter, Public Relations Society of America, January 2004
- "PR Skills vs. Business Skills: What Matters Most to the Boss?" International Conference, Public Relations Student Society of America, October 2003
- "Creating Credibility Out of Calamity: Protecting Your Company's Brand in a Crisis Situation," International Conference, Public Relations Society of America, October 2003
- "Superior Campaign Strategy: Putting Together a Program that Works," International Conference, Public Relations Society of America, October 2002
- Numerous additional presentations to professional organizations spanning 20 years

## **FIU DEPARTMENTAL AND UNIVERSITY SERVICE**

- Member, President's Advisory Committee, University Branding (2005-2006)
- Faculty Advisor, student chapter of the Public Relations Student Society of America, (2003-2005)
- Chair, Selection Committee, Advertising and Public Relations faculty positions (2004-05)
- Co-Chair, SJMC Publicity Committee (2004-present)
- Member, Biscayne Bay Marketing Committee (2004-present)
- Member, Honorary Degrees and Awards Committee (2004-2005)
- Member, Selection Committee, FIU media relations director (2004)
- Member, University Image Enhancement Committee (2002-2003)
- Editor, Communicator Newsletter, School of Journalism and Mass Communication (2000)
- Member, University Marketing Committee (2000-2001)

School of Journalism and Mass Communication Curriculum Committee (2000-2004)  
Communications Week Committee (2000-2003)

Sandra J. Balkema

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Williamsburg, MI 49690  
drsandyb@sbcglobal.net*

## Education

Ph.D., English and Education, University of Michigan, Ann Arbor, MI, 1984

## Institutional Responsibilities

- Dissertation Director. Community College Leadership, EdD program. Ferris State University. Advise doctoral students on aspects of their dissertation research, including selecting their committee members; defining their research plans/projects; completing the IRB approval process; and writing, editing, and revising their dissertations. Communicate regularly with students and their chairs to facilitate these processes. 2010–present
- Program Coordinator. Technical and Professional Communication Program, Ferris State University. Advise program students; oversee student internships; and complete required administrative duties. 1997–present

## Selected Consulting Activities

- Contractor / Instructional Designer. Media 1 Interactive, Inc., Grand Haven, MI. Contract as an instructional designer, editor, technical writer on web-based (WBT) and instructor-led training (ILT) projects for Media 1 clients, including Hewlett-Packard, Amway, Dematic, Anheuser-Busch, the State of Maine, and Meijer. (Extended contracting activities during 2001-02 and 08-09 sabbaticals.) 2001–2013
- Contractor / Faculty Intern. Provia Software, Inc., Grand Rapids, MI. As part of a year-long faculty internship sabbatical, worked in the documentation department, editing and revising an existing web-based training course and writing a software user manual, 2001–02
- Consultant / Instructional Designer. Interactive Learning Systems, Battle Creek, MI. As part of a year-long faculty internship sabbatical, researched e-learning platforms and developed a web-based training course to assist faculty converting traditional course materials into effective online materials, 2001
- Consultant. Bishop Corporation, Kalamazoo, MI. Research and develop plan for usability study of company's Integrated Instruction project, 2001
- Consultant / Technical Trainer, Morley-Stanwood High School. Designed on-going assessment program to measure and improve students' writing skills. Trained cross-curricular faculty, 2001

## Assessment Projects

### Assessment Coordinator / Judge

- Honors Program Writing Assessment, Ferris State University. 1997–present
- Writing Proficiency Examination Program, Ferris State University. 1989–2002
- General Education Writing Outcomes Assessment Program, Ferris State University, 1996–2002
- Spaghetti Bridge Invitational Competition, Ferris State University, Technical Report, 2000–2012

## Additional Department, College, and University Service

- Served as co-chair of Ferris State University's 2013-14 Strategic Planning Committee, with Dr. F. Erickson
- Department committees: Includes ongoing membership in Planning Committee and Curriculum Committee
- College & University service, including
  - College Curriculum Committee, search committees
  - GE Writing Outcomes Committee, 2005–08
  - President's Communication Task Force, 2006–07
  - Assist colleagues with writing/editing tasks, as requested. For example, edit journal articles for J. Hoerter (biology) and L. Ngoh (pharmacy); write/edit recruitment mat'ls for CAS; edit/format reports for vp/business affairs and student affairs offices; etc.

## Professional Recognition

### Teaching Awards

- Teaching Excellence Award, Michigan Association of Governing Boards, Recipient, 2000; Finalist, 1991
- Jay R. Gould Award for Teaching Excellence, Society for Technical Communication, Nominee, 2000
- Distinguished Teacher of the Year Award, Ferris State University, Finalist, 2000, 1994, and 1991
- Teaching Excellence Award, Ferris State University, Recipient, 1991; Finalist, 1990

### Professional Honors and Awards

- Ferris State University Sabbatical Leave. Awarded year's leave to serve as an instructional designer, writer, and editor for Media 1, a West Michigan technical writing/training firm, 2008–09
- Associate Fellow Recognition Award. Society for Technical Communication. Recognized for service to the local chapter, the society, and the profession of technical communication, 2006
- Presidential Recognition Award. Ferris State University. Recognized for service to the University in technical editing and publication of the 2000-01 accreditation self-study report.
- Ferris State University Sabbatical Leave. Awarded year's leave to serve as consultant/faculty intern in computer-based education and training in west Michigan technical writing firms, 2001–02
- Merit Award. Editing and production of *Analyze and Apply™* (a 14-volume curricular and training guide for grades 1–12). Effective Communication Competition, West Michigan Shores Chapter, Society for Technical Communication, 1996
- Excellence Award. Editing and production of *Nurse Aide Test Study Guide*. Effective Communication Competition, West Michigan Shores Chapter, Society for Technical Communication, 1990

### Professional Activities

- Competition Judge. Annual Effective Communication Competition, Society for Technical Communication (STC), West Michigan Shores Chapter, Judge, 1997–present; 1987-90. Annual competition, 2001–06, 2008
- Executive Board. West Michigan Shores Chapter, Society for Technical Communication (STC); Board member: 1984–present. Recent service: chapter president, 2009–present; chapter treasurer, 2007–09

### Selected Technical Writing, Editing, and Design Projects

- *Ferris State University's HLC Self-Study Report*, submitted to the Higher Learning Commission / North Central Association, Technical Editor/Writer and Production Manager, 2009–11. (Site visit: April 2011)
- *Michigan Career Pathways*. Ferris State University, Educational & Career Counseling Department. Writer/Editor of audio scripts for the Career Pathways DVD project, 2005
- *Ferris State University's Self-Study Report*, submitted to the North Central Association, Technical Editor and Production Manager, 2000–01
- "Developing a Professional Identity with Journal Reading and Writing," chapter in *The Journal Book for Teachers in Technical and Professional Programs*, 1998
- "Promotion, Development, and Equity," brochure. Written and designed for the Ferris Professional Women organization, Ferris State University, 1996
- *Analyze and Apply™* (a 14-volume curricular guide for grades 1-12), Tech. editor, Analyze and Apply, Inc., 1994
- *Ferris State University's Self-Study Report*, submitted to the North Central Association, Co-editor, 1993.
- *Nurse Aide Course Guide*. Editor, Matthew Scott Publishers, Inc., 1990
- *Nurse Aide Test Study Guide*. Editor, Matthew Scott Publishers, Inc., 1989
- *Ferris State College's Self-Study Report*, submitted to North Central Association, Technical Editor and Production Manager, 1987

### Selected Conference Presentations

- International Society for Technical Communication Conference, Seattle, 2005, Chicago, 2001; Denver, 1987
- Fourth International Conference for Global Conversations on Language and Literacy, Utrecht, The Netherlands, 2000
- Conference on College Composition and Communication, 2008, 2000, 1999, 1994, 1992, 1987, 1984
- Michigan Academy of Sciences, Arts, and Letters, 2003, 1994, 1987

## Professional Memberships

- Council for the Study of Community Colleges (CSCC)
- Society for Technical Communication (STC), West Michigan Shores Chapter
- e-Learning Guild
- Association of Teachers of Technical Writing (ATTW)
- College English Association
- National Council of Teachers of English (NCTE)
- Council of Professional, Technical, and Scientific Communication (CPTSC) Programs



# JACK J. BECHERER

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Rockford, IL 61114  
Home : 815-636-0677  
Cell : 815-985-8572  
E-mail: j.becherer@att.net

## QUALIFICATIONS SUMMARY

Experienced educator as a leader, teacher and administrator at five comprehensive community colleges. Demonstrated success in increasingly responsible positions with proven abilities that include:

- Creating external partnerships with business, civic, political and educational leaders to improve the community while also benefiting the college and our students
- Developing strategic priorities, implementing operational plans, and insuring fiscal responsibility
- Raising money to expand the capacity of the college
- Capitalizing on the resources of the faculty, administration and staff to develop innovative and technologically advanced programs and services

## PROFESSIONAL EXPERIENCE

**ROCK VALLEY COLLEGE, Rockford, IL**

**2004 to 2013**

**Comprehensive community college** serving 350,000 residents of four counties in North Central Illinois. Head count of 8000 with 178,000 credit hours per year; 14% Hispanic, 7% African-American, 79% White; Unduplicated non-credit enrollment of 18,000; operating budget of \$74 million with annual expenditures exceeding \$101 million; 2 bargaining groups; 164 full-time faculty and 436 full-time employees.

### **President**

Chief executive officer reporting to a seven-member elected Board of Trustees.

### College Accomplishments:

- Developed a Master Facilities Plan to expand and restore facilities. To date, the college has built a \$28 million LEED-gold certified Science and Math building and remodeled the Student Center, the Physical Education Center and the Library. In addition, RVC has received \$36 million of state funding to build an Arts Instructional Center and to restore older instructional buildings.

- Developed and regularly updated a Master Academic Plan and an Enrollment Management Plan to chart a long-term course for student success and curricular vitality.
- Developed a partnership with the regional high schools to centralize career and technical education at Rock Valley College.
- Created a concurrent enrollment program for high school juniors and seniors to complete their high school diploma and their associate degree at the same time. Also, expanded this program to include a unique track for students focused on STEM occupations. Two percent of the college's enrollment comes from this program.
- Expanded the Aviation and Welding career programs, in partnership with the regional economic development council, to attract up to 300 jobs in Rockford.
- Opened a downtown college center to provide easier access to college programs and services for economically challenged constituents.
- Revitalized and rebranded the engineering technology programs by connecting curricula to the needs of regional businesses. As a result, programs that were seriously under-enrolled are now at capacity.
- Initiated a "First-year Experience" program to increase student success and persistence and tailored curricula to increase student completion.

#### Governance: Board, Foundation and Community Accomplishments

- Assisted the Board of Trustees and the Foundation Board in aligning priorities and developing focus after the previous college president was dismissed.
- Restored the college to full accreditation with no stipulations with the Higher Learning Commission. Addressed accreditation concerns in areas of financial health, administrative instability and assessment of student learning.
- Leveraged community leaders to lobby successfully to receive the governor's support to appropriate \$36 million to build an Arts Instructional Center and restore existing buildings.
- Raised \$1 million in 2011 for a Science and Mathematics building at Rock Valley College.
- Designed and implemented Alignment Rockford, a community initiative to improve college readiness, student success and completion rates in the Rockford public school system.

#### **WENATCHEE VALLEY COLLEGE, Wenatchee, WA**

**2001 to 2004**

Comprehensive community college serving 141,100 residents with two campuses more than 100 hundred miles apart in rural North Central Washington; 7,706 students, including 1,423 non-credit, 30% Latino and 4% Native-American; 79% of enrollment at the Wenatchee campus and 21% at the Omak campus; operating budget of \$18 million with annual expenditures of \$32 million; two bargaining groups; 357 employees, including 70 full-time faculty.

#### **President**

Chief executive officer reporting to a five member governor-appointed Board of Trustees.

## Accomplishments

- Assisted college trustees in adopting Carver's model of policy governance. Aligned the college planning processes to the Board's Ends Policies.
- Established planning as a college-wide priority. Connected strategic and operational planning to budgeting and assessment. Developed a Master Facilities Plan that led to state funding for a science and allied health instructional building.
- Revised operational structure and opened lines of communication to improve the working relationship between the Wenatchee and Omak campuses. Increased faculty interaction and collaboration across campuses.
- Addressed concerns of the Northwest Association of Colleges and Universities to reinstate the college to a good accreditation standing in 2002.
- Initiated the college's first annual report to the community, creating visibility for college programs, students and the college's impact in the region. This report received a Silver Medallion Award from the National Council for Marketing and Public Relations.
- Formed a coalition of regional health care agencies to conduct a capital campaign that expanded the college's nursing program. The campaign raised \$2 million, exceeding the goal of \$1.6 million.
- Leveraged community support for the college's allied health programs to secure state commitments to build a \$25.5 million science and instructional building.

### **MORAIN VALLEY COMMUNITY COLLEGE, Palos Hills, IL**

**1992 to 2001**

Comprehensive community college serving 26 communities in the southwest suburbs of Chicago.

#### **Executive Assistant to the President, Vice President of Student Development and External Relations, 1998 to 2001**

Collaborated with the president to ensure the effective operation of the college. Represented the college to its external constituents. Addressed issues, resolved problems and advanced institutional agendas with the President and the Board of Trustees.

#### **Vice President for Student Development, 1992 to 1998**

Responsible for development, implementation and evaluation of all student development services; direction of enrollment management, including recruitment, articulation and job placement; supervision of faculty, administrative, professional and support staff members.

## Significant Accomplishments

- Forged a partnership with United Parcel Service to implement a Work and Learn Program and offer college classes inside the UPS facility.
- Served as the self-study coordinator for the college's reaccreditation with NCA.
- Coordinated the design and adoption of an Assessment of Student Academic Achievement Plan that served as a model for the Higher Learning Commission.

- Implemented a comprehensive program for international students including recruitment, intensive ESL, degree completion, housing, counseling and cultural acclimation.
- Revamped intercollegiate athletics by adding four sports, promoting sex equity and incorporating character development and academic standards as performance expectations.
- Collaborated with academic and counseling faculty to develop an integrated model to retain first year students including on-line orientation, mandatory assessment and placement, freshman seminar, master academic plan, support services for at-risk students and counseling for career undecided students.

***ST. LOUIS COMMUNITY COLLEGE, St. Louis, MO***

**1981 to 1992**

Multi-campus, comprehensive community college serving the St. Louis, Missouri metropolitan area. Two suburban campuses at Meramec and Florissant Valley and an urban campus at Forest Park.

**Dean of Student Services, St. Louis Community College at Forest Park, 1991-1992**

Served as the chief student affairs officer responsible for supervision, coordination and evaluation of 15 departments; budget preparation and administration; formulation and recommendation of policy and procedures related to the development and delivery of student services.

**Director of Counseling, St. Louis Community College at Forest Park, 1987-1992**

Coordinated counseling services including academic advising, orientation, career development, assessment, job placement, international student affairs and student support services. Supervised faculty, professional and support staff. Developed a Student Advising Center. Chaired the District task force to revise standards of academic progress. Taught courses in speech as an adjunct professor for the District.

**Coordinator of Assessment, St. Louis Community College at Meramec, 1985-1987**

Led the process to mandate assessment and placement for incoming students. Developed database for storage, retrieval and analysis of assessment data. Coordinated and conducted research projects related to assessment and developmental education.

**Project Director, Correctional Center Associate Degree Program, 1983-1987**

Coordinated all components of an Associate of Arts Degree program, including District-wide faculty selection, training and evaluation; curriculum planning; academic advising and financial aid assistance to residents of a medium security correctional center.

**Associate Professor of Counseling, St. Louis Community College at Meramec, 1981-1985**

Provided academic, career and personal counseling for a diverse student population. Taught courses for the Psychology and Speech Departments.

***THOMAS NELSON COMMUNITY COLLEGE, Hampton, VA***

**1976 to 1981**

### **Assistant Professor of Counseling**

Provided counseling services at a comprehensive community college with specific responsibilities as a member of the developmental education team, academic advisor, and instructor of psychology, study skills and orientation.

## **EDUCATION**

Ed. D., College of William and Mary, Counseling & Higher Educational Administration, 1982

M.S., University of Missouri-Columbia, Psychology, 1974

B.A. (with honors), University of Missouri-Columbia, Psychology, 1972

## **SELECTED PROFESSIONAL and COMMUNITY SERVICE**

- Adjunct Faculty, Ferris State University's Doctoral Program in Community College Leadership, Teaching Course on Community Engagement, 2012 to present
- Board of Directors, Rockford Area Economic Development Council, 2004 to 2013
  - Executive Committee, 2007 to 2011
- Board of Directors, Rockford Health System and Memorial Hospital, 2007 to Present
  - Chair, Strategic Planning Committee, 2008 to Present
- Executive Board member of Alignment Rockford, a community endeavor to improve student achievement in the Rockford Public Schools, 2010 to 2013
- Advisory Board Member, Higher Education Research and Development Institute (HERDI), an organization that links businesses with community college presidents to improve products and services to community colleges, 2008 to Present
- Board of Directors, Golden Apple Foundation, 2005 to Present
- Executive Council, Illinois Community College Presidents, 2006 to 2013
  - Chair, Legislative Committee, 2010 to 2013
  - Chair, Adult Education Committee, 2009
  - Chair, Economic Development Committee, 2007-2009
- Program Coordinator and Presenter, League for Innovation in the Community Colleges Expanding Leadership Diversity Seminar, 1998.
- Consultant/Evaluator, North Central Association for Colleges and Universities, 1995-2001
- Board of Directors, Wenatchee Performing Arts Center, 2001-2005
  - President of the Board, 2003-2005
- Board of Contributors, Wenatchee World Newspaper, 2003-2004
- Member, Rotary Club, 2001-Present

## **SELECTED AWARDS**

- Selected as one of “21 Community Leaders You Should Know” by the Rockford Area Chamber of Commerce in 2011
- Recipient of the Shirley B. Gordon Award of Distinction, Phi Theta Kappa, 2009
- Honorary Member, Phi Theta Kappa, at Rock Valley and Moraine Valley Colleges
- 2003 Pacesetter of the Year, National Council for Marketing and Public Affairs, District VII
- Special Recognition by the Chicago Suburban Police Chiefs Association for Developing Collaborations with the Arab American Community, 1998
- Certificate of Recognition for Contributions to Excellence in Education, Academic Senate of Moraine Valley Community College, 1996 and 1999
- Master Teacher, National Institute for Staff and Organizational Development, 1987
- Outstanding Graduate Student Teaching Award, University Of Missouri, 1974

## **SELECTED PRESENTATIONS**

- Speaker for community and educational organizations on topics of economic development, academic achievement, servant leadership and emotional intelligence. Examples include:
  - Rockford Chamber of Commerce Education Forum, keynote address, 2009 and 2013
  - Boy Scouts North Central Illinois 2011 Annual Meeting on Integrity and Leadership
  - Belvidere Chamber of Commerce 2010 Annual Meeting on Servant Leadership
  - College of Lake County Faculty and Staff Leadership Seminar on Leading Within the Organization, 2010
  - Rockford Chamber of Commerce Leadership Development Program, 2006 to 2012
- Trainer for the League of Innovation and the Council for Student Development on developing exemplary Student Development programs.
- Keynote Speaker, Student Affairs Conferences in Ohio (1998) and Massachusetts (1999) addressing the topic of achieving excellence in the workplace
- Led one of four seminars in the “Expanding Leadership in Student Affairs” Institute sponsored by the Illinois Student Services Commission, 1997
- Conducted a three-day colloquium sponsored by the National Council for Student Development, 1996
- “Looking for the Big I: The Search for Institutional Integrity,” annual meeting, North Central Association of Colleges and Universities, 1995

## **SELECTED PUBLICATIONS**

- Guest editorial writer for the Rockford Register Star and the Wenatchee World, averaging 4 articles a year, 2001 to 2013.
- “A Funny Thing Happened Toward the End of the Course,” Innovation Abstracts, NISOD, Vol. 23, No. 24, 2001
- “Nests for Dreams, Backdrops for Visions: Making a Difference with Students,” co-author, in S.

Helfgot and M. Culp (eds.) *Life at the Edge of the Wave: Lessons from the Community College*. NASPA Monograph #19, 1998.

- “Using the Self-Study as an Opportunity for Institutional Renewal,” primary author, *A Collection of Papers on Self-Study and Institutional Improvement*. North Central Association, 1998.
- “Complex Challenges, Conscious Connections, Thoughtful Leadership” in P. Williamson and A. Matonak (eds.) *Shaping the Future of Student Services*. ACT, 1998.
- “When Change Fails,” Eleven Update, The American College Personnel Association, Vol. 9, no. 1, fall 1997.

# J. NOAH BROWN

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES  
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WASHINGTON, DC 20036 • [PROFBROWN@ACCT.ORG](mailto:PROFBROWN@ACCT.ORG) • 200.775.4667

## BIOGRAPHY

J. Noah Brown is a widely recognized and award-winning higher education policy and governance expert, author, and educator whose experience spans more than 30 years in the nation's capital working in the nonprofit sector. Noah has served as president and chief executive officer of the [Association of Community College Trustees](#) (ACCT) since 2005 and has worked for the association since 1996. He also serves on the faculty for the Doctorate in Community College Leadership program at [Ferris State University](#) in Michigan. Noah's inaugural book, [First in the World: Community Colleges and America's Future](#), won the 2013 Bellwether Book Award.

Noah has earned a reputation as a popular speaker at a wide array of events, including [college commencement and convocation ceremonies](#), international conferences, state college association conventions and other events. He has been [featured in PARADE magazine's "Intelligence Report"](#) and has contributed writing to a number of publications, currently serving as a contributing columnist to [FE News](#), one of the United Kingdom's foremost further-education publications, and is a regular commentator for [Higher Education Talk Radio](#).

At ACCT, Noah provides national leadership on behalf of more than 6,000 elected and appointed officials governing 1,200 community colleges throughout the United States. Much of his work has focused on strengthening the strategic connections between community college boards and the array of national and state organizations important to supporting the mission of community colleges. In addition to its focus on advocacy, ACCT also provides trustee education and board leadership services to its member boards.

Noah has volunteered in a number of leadership capacities. He currently serves an ex officio member on the boards for [Community Colleges for International Development](#), Inc., and [Council for Resource Development](#). He also serves on the Boards of Directors for the [National Association for Community College Entrepreneurship](#) and [Association Mutual Health Insurance Company](#), and as a member of the Advisory Committee for [Single Stop USA](#). Noah also recently served as a member of the [21st-Century Commission on the Future of Community Colleges](#).

Noah represents ACCT on the [Washington Higher Education Secretariat](#) and [Committee for Education Funding](#). He has served as an appointee on the Steering Committee for the United States - Denmark Partnership for Vocational Education, U.S. Department of Education, and as Commissioner on the U.S. National Commission for [UNESCO](#), U.S. Department of State.

Noah holds a Bachelor of Arts in Philosophy from the University of Michigan, Ann Arbor, a Master of Public Policy degree from the University of Maryland, College Park, and an Honorary Associate of Arts from Atlantic Cape Community College in New Jersey. Noah also completed the Leadership Development Program (LDP)<sup>®</sup>, Center for Creative Leadership.

He is married and the father of two daughters.



## **EXPERIENCE**

### **Association of Community College Trustees**

President and CEO, 2005 - Present

Vice President for Public Policy & Strategic Planning, 2004 - 2005

Director of Public Policy & Strategic Planning, 2002 - 2004

Director of Federal Relations, 1996 – 2002

### **Ferris State University**

Faculty, Doctorate in Community College Leadership, 2014 - Present

### **National University Continuing Education Association**

Director of Governmental Relations & Public Affairs, 1992 - 1996

Director of Governmental Relations, 1985 - 1992

### **Corporation for Public Broadcasting**

Legislative Assistant, 1982 - 1985

Legislative Intern, 1981

## **EDUCATION**

### **Master of Public Policy**

University of Maryland / College Park, MD

1992

### **Bachelor of Arts – Philosophy**

University of Michigan / Ann Arbor, MI

1981

### **Honorary Associate of Arts**

Atlantic Cape Community College, NJ

2009

## **HONORS & DISTINCTIONS**

- 2013 Hudson County Community College Heritage Award
- 2013 Bellwether Book Award
- Alliance for Educational Excellence Award (Association of Community College Trustees under J. Noah Brown's leadership), Phi Theta Kappa Honor Society, Nashville, Tennessee, April 2012
- Honorary Associate's Degree, Atlantic Cape Community College, Mays Landing, New Jersey, May 2009
- Recognition Award, Association of Urban Universities, Washington, D.C., 1992
- Outstanding Service Award, Corporation for Public Broadcasting, Washington, D.C., 1984
- Scholarship Award, Corporation for Public Broadcasting, Washington, D.C., 1981

### PROFESSIONAL AFFILIATIONS

- Member, 21<sup>st</sup> Century Commission on the Future of Community Colleges, Washington, D.C., 2011-present.
- Member, Advisory Committee, Single Stop, USA, New York, New York, 2010-Present.
- Member, Steering Committee, Voluntary Framework of Accountability, Washington, D.C., 2009-Present
- Member, Board of Directors, Community Colleges for International Development, Inc., Washington, D.C., 2005-Present
- Member, Board of Directors, Council for Resource Development, Washington, D.C., 2005-Present
- Member, Washington Higher Educational Secretariat, 2005-Present
- Member, Committee for Education Funding, Washington, D.C., 2005-Present
- Appointed Member, United States-Denmark Partnership for Vocational Education, 2005-Present
- Board of Directors, National Association for Community College Entrepreneurship, Washington, D.C., 2005-Present
- Board of Directors, Association Mutual Health Insurance Company, Washington, D.C., 2005-Present
- Commissioner, U.S. National Commission for the United Nations Educational, Scientific, and Cultural Organization (UNESCO), Washington, D.C., 2008-2010
- Member, National Policy Advisory Group, *Achieving the Dream: Community Colleges Count Initiative*, Lumina Foundation and Jobs For The Future, Boston, MA, 2004-Present
- *Ex Officio* Member, Board of Directors, Council for Resource Development, Washington, D.C., 1996-Present
- Member, Committee for Education Funding, Washington, D.C., 1996-Present
- Member, Student Aid Alliance, Washington, D.C., 1996-Present

### SELECT SPEAKING ENGAGEMENTS

- Keynote Speaker, Texas Community College Instructional Administrators' Conference, June 1, 2014
- Commencement Keynote Speaker, McLennan Community College, Waco, Texas, May 13, 2014
- Commencement Keynote Speaker, Central Community College, Grand Island, Nebraska, May 10, 2014
- Commencement Keynote Speaker, Central Community College, Columbus, Nebraska, May 9, 2014
- Panelist, International Conference on College Teaching and Learning, Ponte Vedra, Florida, March 27, 2014
- Presenter, Indian River State College College-Wide Professional Development, February 27, 2014
- Keynote Speaker, Fresno, California K-12 Summit, February 5, 2014
- Bill Gates Interviewer, Association of Community College Trustees Leadership Congress, Seattle, Washington, October 23, 2013

- Presenter, Community College Futures Assembly, Orlando, Florida, January, 2014
- Keynote Speaker, Community College Futures Assembly, Orlando, Florida, January 31, 2012
- Commencement Keynote Speaker, Cumberland County College, Vineland, New Jersey, May 20, 2010
- Commencement Keynote Speaker, Mott Community College, Flint, Michigan, May 1, 2010
- Commencement Keynote Speaker, Atlantic Cape Community College, Cape May, New Jersey, May 21, 2009
- Panelist, "Sarbanes-Oxley: The Effect on Community Colleges," Session at the Maryland
- Invitee, "Securing Our Economic Future," The White House Conference on the Economy, Washington, D.C., December 15-16, 2004
- Speaker, "Legislative Update on Federal Grants," Council for Resource Development 38<sup>th</sup> Annual Conference, Washington, D.C., December 2, 2004
- Speaker, Federal Funding Task Force, Council for Resource Development 38<sup>th</sup> Annual Conference, Washington, D.C., November 29, 2004
- Keynote Address, American Student Association of Community Colleges National Leadership & Advocacy Conference, Nashville, TN, November 12, 2004
- Facilitator, Belizean Trustee Initiative 2, The Lodge at Chaa Creek, Cayo, Belize, S.A., June 11-13, 2004
- Testimony, National Commission on Accountability in Higher Education meeting, State Higher Education Executive Officers and Ford Foundation, Washington, D.C., May 10, 2004
- Panelist, "Bring It On: An AACC Legislative Update," American Association of Community Colleges 84<sup>th</sup> Annual Convention, Minneapolis, MN, April 26, 2004
- Panelist, "Role of Community Colleges in Teacher Preparation," National Association of State Directors of Career Technical Education Consortium Spring Conference, Washington, D.C., April 21, 2004
- Panelist, "Legislative Update on Federal Grants," Council for Resource Development 37<sup>th</sup> Annual Conference, Washington, D.C., November 21, 2003

#### **SELECT PUBLICATIONS**

- Brown, J. N. (2014, April 21). "Community Colleges: An Absolutely Brilliant Idea." *FE News*, United Kingdom. <http://www.fenews.co.uk/>
- Brown, J. N. (2014, April 14). "Who's Number One? Who Cares?" *FE News*, United Kingdom. <http://www.fenews.co.uk/>
- Brown, J. N. (2014, March 21). "It's All about the Skills." *FE News*, United Kingdom. <http://www.fenews.co.uk/>
- Brown, J.N. (2012, fall). "Coming of Age: New Efforts to Build Partnerships with Our Communities." *Trustee Quarterly*. Washington, D.C.: Association of Community College Trustees.

- Brown, J.N. (2012). *First in the World: Community Colleges and America's Future*. Lanham, MD: Rowman & Littlefield Publishers.
- Brown, J.N. (2011, fall). "The Road Ahead." *Trustee Quarterly*. Washington, D.C.: Association of Community College Trustees.
- Brown, J.N. (2011.) Foreword. In McClenney, B. & Mathis, M. (2011). *Making Good on the Promise of the Open Door: Effective Governance and Leadership to Improve Student Equity, Success, and Completion*. Washington, DC: Association of Community College Trustees.
- Brown, J.N. (2010). "Talking Points: Standards that Fit." *Currents*, January/February 2010.
- Brown, J.N. (2009). Foreword. *The Trustee's Role in Effective Advocacy: Engaging in Citizen Action to Advance Educational Opportunities in Your Community—What Trustees Need to Know about Exercising Influence on Behalf of Community Colleges*. J.N. Brown, et al. (Eds.) Washington, D.C.: Association of Community College Trustees.
- Brown, J.N. (2008). Foreword. *The Trustee's Role in Fundraising: From Arm's Length to Knee Deep—What Trustees Need to Know about Effective Fundraising*. J.N. Brown, et al. (Eds.) Washington, D.C.: Association of Community College Trustees.
- Brown, J.N. (2004). "4 More Years: How will colleges fare?" *The Chronicle of Higher Education*, December 3, 2004.
- *Testimony: National Commission on Accountability in Higher Education*. Denver, CO: State Higher Education Executive Officers and Ford Foundation. (April 8, 2004) (Testimony of J. Noah Brown).
- Brown, J.N. (2004). "An ACCT Advisory: Responding to the Sarbanes-Oxley Act of 2002." Washington, D.C.: Association of Community College Trustees.
- Brown, J.N. (2002). "Building Teacher Preparation Partnerships Between 2-Year and 4-Year Institutions." Washington, D.C.: Association of Colleges of Teacher Education, American Association of Community Colleges, Association of Community College Trustees, and the Johnson Foundation.
- Brown, J.N. (2000). "The Knowledge Net: Connecting Communities, Learners and Colleges—A report of the New Expeditions Initiative." Washington, D.C.: American Association of Community Colleges, Association of Community College Trustees, W.K. Kellogg Foundation, and Community College Press.
- Smith, C.J., Brown, J.N, et al. (2000). *Trusteeship in Community Colleges: A Guide for Effective Governance*. Washington, D.C.: Association of Community College Trustees.
- Brown, J.N. (2000). *Lifelong Learning Trends: A Profile of Continuing Higher Education*. Washington, D.C.: National University Continuing Education Association.
- Brown, J.N. (1996). *Lifelong Learning Trends: A Profile of Continuing Higher Education*. Washington, D.C.: National University Continuing Education Association.

- Brown, J.N. (1994). *Lifelong Learning Trends: A Profile of Continuing Higher Education*. Washington, D.C.: National University Continuing Education Association.
- Brown, J.N. (1993). "Human Resource Development: Continuing Higher Education's Role." Washington, D.C.: National University Continuing Education Association.
- Brown, J.N. (1992). *Lifelong Learning Trends: A Profile of Continuing Higher Education*. Washington, D.C.: National University Continuing Education Association.
- Brown, J.N. (1986). "Congress Threatens Tax-Exempt Status of Employer-Provided Tuition Assistance." *Educational Record*. Washington, D.C.: American Council on Education.

## Donald C. Burns, Ph.D.

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1041 E. Baldwin Lake Drive  
Greenville, Michigan 48838  
616.754.7036

### EDUCATION

- Aquinas College, Grand Rapids, Michigan  
Bachelor of Arts Degree, Major: Accounting
- Michigan State University, East Lansing, Michigan  
Master's Degree, Guidance and Personnel Services
- Michigan State University, East Lansing, Michigan  
Ph.D., Higher Education Administration

### PROFESSIONAL EXPERIENCE

- Ferris State University, Adjunct Faculty 2010 to present
- Montcalm Community College President, 1984 to 2009
- Montcalm Community College Vice President, 1980 to 1984
- Montcalm Community College Dean of Student and Community Services, 1974 to 1980
- Montcalm Community College Director, Area Guidance Center, 1971 to 1974
- The American School of Madrid Director of Admissions, 1969 to 1971
- Teacher, 1964 to 1968
- Volunteer OPLA (Operation Latin America) Guatemala, Summer 1964

### SERVICE ON BOARDS

- Ferris State University National Advisory Board for Doctorate in Community College Leadership 2009 to present
- Aquinas College Board of Trustees, 2008 to present
- Chemical Bank Community Advisory Board, 1985 to present
  - Michigan Community College Association Executive Committee, 1990 to 1996, 1999 to 2003
  - Montcalm Community College Foundation, 1984 to present
  - Michigan Works! Workforce Development Board, 2003 to 2009
  - Electrolux Employee Assistance Task Force, 2004 to 2007
  - American Association of Community Colleges Commission on Economic & Workforce Development, 2006 to 2009

### AREAS OF SPECIAL EXPERTISE

- Policy Governance
- Mutual Gains Bargaining

### PERSONAL

- Married to Maureen Burns, 4 children, 2 grandchildren

Dr. Diane K. Chaddock  
70088 Brush Road Niles, Michigan 49120  
Home: (269)663-8146  
Work: (269) 782-1276  
Cell: (269) 462-0411

## **PERSONAL SUMMARY**

I am an experienced and high achieving leader with over nineteen years of senior leadership experience in community college education, including nine years at the vice president level and above. I have a proven track record of not only achieving objectives and enhancing the financial strength of organizations but in creating cultures and work place environments that facilitate student and employee success through employee empowerment and a culture of collaboration.

## **AREAS OF EXPERTISE**

Curriculum Development	Continuous Quality Improvement	Communication
Organizational Management	Financial Planning	Budget Management
Enrollment Management	Marketing	Community Relations
Fund Development		

## **PROFESSIONAL EXPERIENCE**

Southwestern Michigan College Dowagiac, MI.

### **Executive Vice President/Chief Operating Officer**

**7/01 to Present**

I serve as the chair of a three-person Executive Committee that is charged with the day to day operations of the College. Specific responsibilities include providing direct leadership for all instructional operations, including corporate training, and all student support activities as well as general oversight of all operating and financial functions of the College. This includes serving as chair of the marketing committee, providing leadership in strategic planning, institutional research, community services, marketing, enrollment management and advancement (including the SMC Foundation). I also serve as the acting President in his absence and work closely with the College President on all strategic, governmental and legislative issues.

- Collaboratively changed the College culture from an overriding objective of enrollment to an overriding objective of student success.
- Collaboratively developed and implemented a strategic plan with a new Board of Trustees approved set of core values and mission statement supported by specific goals, objectives, action plans and accountability system.
- Collaboratively developed with the faculty and staff an effective institutional outcomes assessment program
- Provided the leadership needed to move the college to a new paradigm of data driven decision making

- Collaboratively developed and implemented a community outreach plan with the objective of developing a better understanding of community needs as well as communicating the value the College brings to the community
- In collaboration with the Executive Committee and the President developed and implemented a balanced budget each year that allowed for the accomplishment of our strategic objectives in the face of recent severe appropriation reductions from the State of Michigan
- Working in conjunction with the College's CFO put in place an insurance program that not only contained health care cost for the College but actually resulted in a decrease in cost
- Successfully lead college efforts in gaining two major grants from the Department of Labor totaling over 2 million dollars and lead successful reapplication for numerous state and federal grants including Perkins grants and TRIO support grants
- Successfully developed and maintained mutually beneficial partnerships with local business, political, K-12 and community partners resulting in expanded dual enrollment, collaborative grants and over four million dollars in gifts from business and industry
- Initiated regular district meetings with district K-12 superintendents to discuss and assist in the resolution of issues raised by the new high school reform legislation
- Collaboratively developed numerous new curricula, programs and instructional delivery systems to meet the needs of local employers and students

Southwestern Michigan College

**Dean of Academic Studies**

**7/98 to 7/01**

In this position I began moving the Academic Studies Division towards a model of continuous quality improvement that included outcomes assessment in every course and in all occupational programs. These efforts were implemented college wide when I moved into the Vice President position. I also worked collaboratively with other administrators and staff to shift the goals of the college toward student success and away from an enrollment driven model.

- Led the development of "Freshman Block," a learning community program for freshman that has successfully increased freshman retention for the past eight years
- In collaboration with the administration, initiated a faculty professional development strategy that has had far reaching and very positive implications
- Initiated the development of campus-wide outcomes assessment strategies and programs on both the course and the program level
- In collaboration with the Vice President of Instruction, began to initiate a change in the culture of the college to shift towards a culture of continuous quality improvement
- Created a system of course scheduling efficiencies that saves the college about \$250,000 or more in adjunct faculty salaries without compromising course availability and access



- In collaboration with administration, created and implemented plans for divisional reorganization that structured the Academic Studies Division to better meet the goals of the college
- Created and implemented new programs and courses to meet the needs of local business and industry and the needs of our students

Southwestern Michigan College

**Math/Science Department Chair and Instructor of Biology** 5/90 to 7/98

- Hired, supervised and evaluated all full and part-time faculty
- Created and administered departmental budgets
- Developed departmental schedule and insured that this schedule was compatible with inter-related departments
- Ordered supplies and equipment, maintained equipment
- Full instructional responsibilities for Human Anatomy, Human Physiology and Microbiology

Indiana Vocational Technical College, Southbend, IN

**Medical Laboratory Technician Program Director/Instructor** 5/87 to 5/90

**Tech Prep Project Manager for the State of Indiana** 9/88 to 8/90

This position included curriculum development and administration of a \$450,000 cooperative grant project with Indiana Vocational Technical College and School City Mishawaka (Indiana). The goal of this project was to develop and implement a 2+2 articulated curriculum with Mishawaka High School. Responsibilities included development of several new science courses, as well as revision of content and instructional techniques in numerous other courses.

Lake Michigan College, Benton Harbor, Michigan

**Biology Instructor** 5/84-5/87

## EDUCATION

Ed. D in Educational Leadership from Western Michigan University

Master of Arts in Science Education from Western Michigan University.

Bachelor of Science in Biology from University of the State of New York, Albany, New York.

Associate in Applied Science from Lake Michigan College, Benton Harbor, Michigan

## **PUBLICATIONS**

- June 2004 "Community College Assessment Update" How an Outcomes Assessment Instrument has Led to Positive Reform. Trudy Banta, Editor, Josey-Bass
- February 2000 "Closing the Feedback Loop: How Outcomes Assessment has Led to Curricular Reform" *Journal of Assessment in Higher Education*
- January 1998 "Wildflowers of the Dunes" Sand Cress Books
- January 1996 "Perceptions of Female Community College Presidents" *Michigan Community College Journal*

## **SAMPLE OF RECENT PRESENTATIONS**

- Spring 2009 "Getting Certified: A Program for Computer Literacy for all Faculty and Staff" presented at the National Conference of the League for Innovation in the Community College in Reno, NV
- Spring 2009 "Creating and Implementing Viable Partnerships with University Partners" presented at the National Conference of the League for Innovation in the Community College in Reno, NV
- January 2008 "Creating Effective Problem Solving Teams" staff development workshop presented for University of Texas in Austin, TX
- Spring 2005 "Streamlining Costs Through Scheduling Efficiencies" Michigan Chief Academic Officers, Lansing, MI
- March 2001 "Freshman Block as a Means of Retention for First-time College Students" presented at the National Conference of the League for Innovation in the Community College in Atlanta, GA
- July 2000 "Freshman Block as a Means of Retention for First-time College Students" presented at the International Conference on Student Retention in London, England
- March 2000 "Education Ladder Curriculum for Early Childhood Professionals" presented at the Regional Head Start Conference in Chicago, IL
- On-going "Ecology of the Lake Michigan Dunes," and "Truths and Myths about Aging" frequently presented as a member of the Southwestern Michigan College Speakers Bureau

## LAURIE CHESLEY, Ph.D.

Grand Rapids Community College  
143 Bostwick Ave. NE  
402 Cook Hall  
Grand Rapids, MI 49503  
616-234-4486  
[lchesley@grcc.edu](mailto:lchesley@grcc.edu)

2319 Meadowglen Dr. NE  
Grand Rapids, MI 49505  
616-363-8449

### EDUCATION

University of Notre Dame	Ph.D.	English	May 1994
University of Notre Dame	M.A.	English	May 1987
Alma College	B.A.	English/French	Dec. 1984

### WORK EXPERIENCE

Dean, School of Arts and Sciences  
Grand Rapids Community College - Grand Rapids, MI  
June 2010 - ongoing

Associate Dean, School of Arts and Sciences  
Grand Rapids Community College - Grand Rapids, MI  
September 2005 – June 2010

Dean of Humanities  
Montgomery County Community College – Blue Bell, PA  
July 2004 – September 2005

Assistant Vice President for Academic Affairs &  
Interim Director of Center for Teaching, Learning, and Faculty Development  
Ferris State University – Big Rapids, MI  
July 2001 – June 2004

Interim Dean for Learning  
Northwestern Michigan College - Traverse City, MI  
May 2000 – June 2001

Professor of Communications (English) – Full-time  
Northwestern Michigan College – Traverse City, MI  
August 1995 – May 2000  
Co-Chair, College-Wide Assessment Team (50% release from teaching)  
August 1998- May 2000

English Instructor (Part-time)  
Davenport University, Adult Accelerated Career Education (AACE) Program - Grand Rapids, MI  
1994 - 96

English Instructor (Part-time)  
Alma College - Alma, MI  
January 1994 – May 1995

Visiting Instructor of English (Full-time, three-year appointment)  
Grand Valley State University - Allendale, MI  
August 1990 – May 1993

Adjunct Instructor of English (Part-time)  
Grand Valley State University – Allendale, MI  
August 1989 – May 1990.

Graduate Teaching Assistant/Instructor of Record  
University of Notre Dame - Notre Dame, IN  
August 1986 – May 1989

## **HONORS AND AWARDS**

Michigan ACE Network Distinguished Woman in Higher Education Leadership Award, 2013

University of Maryland Online, Certificate of Completion for Online Adjunct Teaching (COAT Certification), June 2011

American Association of Community Colleges Future Leaders Institute Graduate, 2008

National Chair Academy Regional Teaching and Learning Leadership Award Winner, 1998 (Award to Center for Instructional Excellence Advisory Board at Northwestern Michigan College on which I was a member)

Michigan Academy for Leadership Training and Development Graduate (a year-long practicum for Michigan community college leaders facilitated by the Chair Academy), 1999-2000

National Institute for Staff and Organizational Development (NISOD) Faculty Excellence Award Winner, 1997

Northwestern Michigan College's Imogene Wise Faculty Excellence Award Nominee, 1995-96, 1996-97, 1998-99 (three of five years I was eligible)

Davenport University AACE Pioneer Award Winner for leadership in online course development, 1996

## PROFESSIONAL AFFILIATIONS/MEMBERSHIPS

Higher Learning Commission of the North Central Association – Academic Quality Improvement Program (AQIP) Annual Update Reviewer, Systems Appraiser, and Quality Check-up Team Member – 2008-ongoing

American Association of Community Colleges – 2008-ongoing

MI-ACE Network, 2009 – ongoing

## SELECTED PUBLICATIONS AND PRESENTATIONS

“When Opportunity Knocks: Realigning Academic Affairs to Respond to Change,” Continuous Quality Improvement Network (CQIN) Summer Institute, Atlanta, GA, July 31, 2012 (co-presenter with Gilda Gely, Donna Kragt, and Fiona Hert)

“When Opportunity Knocks: Realigning Academic Affairs to Respond to Change,” Higher Learning Commission (HLC) Annual Conference, Chicago, IL, April 1, 2012 (co-presenter with Gilda Gely, Donna Kragt, and Fiona Hert)

“Why Major in English?” Panel Presenter, Who Cares? Why Bother? Real Writing for Real People, Grand Rapids Community College, Grand Rapids, MI, October 24, 2012

“Women Behaving Badly: An Examination of Conduct Literature from Daniel Defoe to Dr. Laura,” GRCC Inaugural Symposium on the History of Gender and Sexuality,” Grand Rapids, MI, October 12, 2009

“GRCC Faculty Exchange Program with CONALEP,” International Consortium of Educational and Economic Development (ICEED) Conference,” Fredericton, New Brunswick, Canada, September 29, 2006

“Property, Persistence, and Payoff: The Successful Struggle to Establish a Center for the Support of Teaching and Learning,” League for Innovation in the Community College “Innovations” Conference, Atlanta, GA, March 3, 2001 (co-presenter with Karen Howie)

“Curriculum Integration,” Panel Presenter, TRENDS in Occupational Studies Conference, East Lansing, MI, October 27, 2000

Formal Respondent to Mackinac Center for Public Policy Study on “The Costs of Developmental Education,” Forum on State Developmental Education Policy, Traverse City, MI, September 18, 2000

“Assessment on the Edge of Chaos: Communicating a Cogent Assessment Message to Faculty,” International Chair Academy Conference, Dallas, TX, April 1, 2000

“What Do Pizza, Parker Palmer, and Policies Have in Common?” International Chair Academy Conference, Dallas, TX, March 30, 2000 (co-presenter on faculty professional development with Laura Schmidt)

Communications Disciplinary Breakout Session, Facilitator, International Chair Academy Conference, Dallas, TX, March 29, 2000

"Engaging Ishiguro," Panel Respondent, Midwest Modern Language Association Conference, Chicago, IL, November 7, 1997

"'How PC Do We Have To Be?' Feminism in Higher Education," Michigan Women's Studies Association (MWSA) Conference, University of Michigan-Dearborn, March 30, 1996

"Literary Representations of Enterprising Women," Panel Moderator, Michigan Women's Studies Association Conference, Michigan State University, April 8, 1995

"The Place of 'Mrs. Veal' in Defoe's Fictions about Women," Essays in Literature, Volume 22, Number 1 (Spring 1995): 3-16

"'Wife-Jobbers' and 'Good Bad Wives': Sexual and Domestic Politics in Defoe's Review," East-Central American Society for Eighteenth-Century Studies Conference, Millersville University, October 25, 1991

"A Vindication of the Rights of Roxana: Amy and Roxana as Man and Wife," Midwest American Society for Eighteenth-Century Studies Conference, University of Notre Dame, October 9, 1988

## **WILLIAM R. CROWE**

### **Personal**

Address: P. O. Box 6086  
Athens, GA 30604  
Telephone: 706-542-3451 (Office)  
706-201-2892(Cell)  
E-mail: wcrowe@uga.edu

### **Educational Background**

The University of Texas at Austin -- Austin, Texas

Doctor of Philosophy	Higher Education Administration, Community College Leadership, 1990
Bachelor of Business Administration	Marketing/Management, 1976

The University of Texas at Tyler -- Tyler, Texas

Master of Business Administration	Management/Business, 1986
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### **Professional Experience**

**The University of Georgia  
Athens, Georgia**

**October 2007 – Present**

Responsibilities

**Director, Center for Continuing Education,  
Conference Center and Hotel**

- Provide leadership for all Center operations
- Supervise associate directors
- Represent the Center to internal and external groups
- Plan and develop programs
- Serve as a member of the VPPSO team
- Fiscal oversight for programs and activities
- Maintain and develop 300,000 square foot facility
- Grow educational activities in continuing education and conferences

**Tyler Junior College  
Tyler, Texas**

**1984 to 2007**

Tyler Junior College is a comprehensive community college serving over 9,800 credit and over 12,500 non-credit students during the fall semester with 255 full-time and 200 part-time faculty, and 285 staff. The

student body is composed of the following ethnic groups: 73% white, 18% black, 7% Hispanic, 1% Asian, and 1% non-resident aliens.

William R. Crowe  
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### Responsibilities

#### **President**

- Provide leadership for all College operations, schools, programs, and personnel
- Plan and develop long-range programs
- Develop and direct the academic and administrative organization
- Plan and control financial requirements and operations through approved budgets
- Interpret and implement the policies of the Board of Trustees
- Represent the College to the community, governmental agencies, and other institutions and organizations
- Report to and advise the Board of Trustees on the needs, plans, and activities of the organization
- Direct and assist in the advancement operation

### Accomplishments

- Developed plans to stabilize the financial position of the College to ensure its fiscal well-being
- Completed the partnership agreement between Tyler Junior College and The University of Texas at Tyler, including approval by the Boards of both institutions and the Texas Higher Education Coordinating Board
- Served on the steering committee and completed work of the East Texas Regional Network involving 14 institutions of higher education in the East Texas region
- Reorganized the administrative structure of the College
- Developed institutional priorities and currently working on five-year plans for the financial, instructional, and development areas of the College
- Contracted with Chick-Fil-A to operate a franchise restaurant through our food service contractor in the Student Center
- Began work on an alumni search project to locate and identify our approximately 100,000 alumni
- Implemented a finance committee made up of a



portion of the Board of Trustees to provide an avenue for in-depth financial briefings for the Board

- Developed a Foundation Policies and Procedures Manual adopted by the Foundation Board and the Board of Trustees
- Participated in a Sister Cities International project with The University of Texas at Tyler and sent two faculty members to Yachiyo, Japan
- Tyler Junior College was a key player in the development of the East Texas Nutrition Center, a consortium of The University of Texas at Tyler, Texas College, Tyler Junior College, The University of Texas

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Health Center at Tyler, East Texas Medical Center, and Mother Frances Hospital

- Tyler Junior College has had more USA Today/Phi Theta Kappa First Team Academic All Americans than any other school in America and more than all but three states
- Developed a comprehensive marketing campaign
- Developed plans for the construction and operation of a model child development center in partnership with Junior League of Tyler and the Salvation Army
- Tyler Junior College is the fiscal agent and leader in the Virtual College of Texas
- Established a local chapter of the National Council of Planned Giving
- Implemented a \$5 million utilities upgrade and efficiency project
- Completed Pat Hartley Field and developed a state-of-the-art soccer and football complex
- Tyler Junior College Foundation has grown from \$1 million to \$28 million
- Increased annual giving to over \$3 million per year
- Developed a plan for a \$300 million endowment campaign
- Reorganized the instructions schools to better match the diverse missions of our programs
- Gained approval the from local taxing entities to establish a tax increment zone to fund the construction of a \$5 million, 75,000 square foot skills training center
- Developed a plan with the Tyler Independent School District to take over all of their vocational education within the next three years
- Developed the following new academic programs: sign

language, Geographic Information Systems, medical sonography, automotive technology, surgical technology, vision care, seniors college, pharmacy technology, substance abuse counseling, Novell and Microsoft networking, Cisco Internetworking, Licensed Vocational Nursing transition to Registered Nursing

- Led the College through a visit from the Southern Association of Colleges and Schools and gained reaccreditation
- Updated the Campus Master Plan
- Developed a Technology Master Plan
- Developed a College Preparatory school to ensure the academic success of underprepared students
- Developed an award-winning marketing campaign

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### **Vice President, Instruction and Student Services**

#### Responsibilities

- Maintained instructional standards and policies of the College
- Provided supervision to the faculty of the College
- Developed and supervised the non-credit continuing education courses to meet the needs of the community
- Supervised the activities of the division of student development
- Supervised intercollegiate athletics and the activities of the Apache Band and Belles through the division dean of health, physical education, recreation, and athletics

#### Accomplishments

- Reorganized the instructional areas of the College eliminating two instructional dean positions
- Centralized the continuing education division of the College to eliminate the duplication of labor needs
- Arranged for faculty members to participate in internship programs in Russia and Puerto Rico

### **Associate Vice President of Instruction**

#### Responsibilities

- Provided educational leadership for the instructional offerings in both credit and non-credit courses and programs
- Managed the instructional operational budgets totaling over \$18 million
- Provided direct leadership for five instructional deans

Accomplishments as well as support and management of the curriculum and program development processes, provided a vision for the long-range planning of the instructional programs

- Streamlined the curriculum and instruction review process to allow quicker turnaround on innovation in curricular areas
- Improved working relationships and interaction among instructional deans
- Developed interdisciplinary approaches to teaching and professional development of the faculty
- Began a team teaching program in success oriented studies

Responsibilities **Dean, Business and Industrial Technology**

- Provided instructional and administrative leadership for an academic division employing 175 full- and part-time faculty
- Evaluated both credit and non-credit instructional programs and all full-time faculty
- Integrally involved with institutional effectiveness planning

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- Provided leadership in reviewing and revising curriculum; preparing and monitoring budgets; developing and implementing faculty growth activities; supervising class schedules; and writing and maintaining syllabi, course descriptions and catalog information
- Supervised the Regional Training and Development Complex, the Small Business Development Center and the Tyler Area Business Incubator

Accomplishments

- Developed curriculum for a new plastics technology degree
- Provided leadership for a two-year apprenticeship training program for millwrights and electricians with Kelly-Springfield Tire Company
- Implemented an automated tracking system for the Small Business Development Center that was adopted statewide
- Formed partnerships with area public schools to

provide vocational programs at a central location for cost effectiveness and to allow the public schools to expand their course offerings

- Negotiated and secured articulation agreements with all the public schools in the service area
- Developed a close working relationship with the Tyler Economic Development Council and have become a part of their marketing team for industrial recruitment

### **Dean, Humanities and Social Sciences**

#### Responsibilities

- Provided instructional and administrative leadership for an academic division employing 62 full-time and over 100 part-time faculty; provided direct leadership and supervision to eleven program directors
- Evaluated both credit and non-credit instructional programs and all full-time faculty
- Assisted in the continuing education course offerings within the division
- Guided the development of competency-based courses and syllabi
- Prepared budgets for both credit and non-credit programs and approved all expenditures
- Developed and implemented faculty growth programs and procedures
- Reviewed applicants, interviewed and recommended new instructors
- Developed class and teaching schedules for each instructional period

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#### Accomplishments

- Supervised the writing and maintaining of course syllabi, course descriptions, course outlines and catalog information for both credit and non-credit programs
- Developed and implemented an English As A Second Language program for both credit and continuing education students
- Started an educational center for employees and the public at the Rusk State Hospital that resulted in over 400 enrollments in the first semester, and offered courses at schools that increased by fourfold the contact hours at off-campus locations
- Designed and implemented a system of advisory committees for all transfer programs
- Tripled the number of contact hours and funding in the

- continuing education program
- Developed an art contest for area high school students, and created a summer fine arts camp for children
- Designed and implemented several curricular innovations including computer art, English composition taught in a computer classroom, and music courses utilizing MIDI technology
- Expanded the drama productions from three a year to seven, and assisted in the development of the Tyler Junior College Extravaganza which is a fund-raising series of performances for the arts
- Increased faculty participation in professional development activities and cross-discipline exchanges

### **Dean of Students**

#### Responsibilities

- Provided leadership and management for the student development division which included supervision of an 80,000 square foot student center, 12 professional and 36 support staff in health services; counseling services; career planning/placement services; support services for the handicapped, non-traditional students and displaced homemakers; campus safety; testing/place-ment services; residential life and student activities
- Acted as the chief disciplinary officer, provided an avenue for student grievances, and performed in the role of student ombudsman
- Ensured that proper academic advising and student support was available
- Developed professional growth opportunities for student development professionals

#### Accomplishments

- Created a formal student code of conduct
- Started the first college chapter of the Texas Association of Minority Engineers

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- Implemented mandatory testing and placement of new students
- Developed and refined freshman orientation to include a parent orientation
- Developed academic discipline-related student organizations
- Implemented a program of peer advising for new students called Peer Academic Leadership System (PALS)
- Began a student cadet program in campus safety

- utilizing students in the criminal justice program
- Designed and opened a new 80,000 square foot student center
- Expanded the residential life office creating professional hall managers responsible for programming activities in the halls
- Converted a private 200-bed residence hall into college housing
- Expanded student activities to include programming on educational issues, leisure learning classes, and student development programs
- Expanded support services for special populations through the use of Carl Perkins funds
- Automated health services record keeping and expanded their role to include educational programming on health related issues
- Developed and implemented a student assistance program
- Expanded the role of student government and provided a channel for input on decisions involving students
- Implemented a GED testing program in the local jails
- Expanded the role of the counseling center to include personal counseling and programs on mental health issues
- Refined the student discipline process to ensure due process for students and added consistency to actions taken involving student misconduct

### **Director, Campus Safety**

#### Responsibilities

- Provided leadership and management for the campus safety office
- Protected College property
- Enforced parking regulations
- Ensured safety of all students and employees of the College
- Investigated misdemeanor and felony violations
- Coordinated safety procedures for emergency evacuations, emergency preparedness, and disposal of hazardous wastes

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#### Accomplishments

- Converted the campus safety operation from a security

guard, night watchman program to a full-service safety office

- Hired and trained commissioned peace officers
- Developed standard operating procedures and policies
- Established working relationships with area law enforcement agencies
- Implemented a student cadet program to supervise parking areas in the evenings
- Established an organized crime prevention effort on campus and raised awareness among faculty of the need for a secure campus
- Initiated a campus lighting survey
- Initiated the participation of the Campus Safety Office in the uniform crime reporting process
- Developed an emergency preparedness plan

#### **Part-Time Faculty**

- Taught courses in criminal justice, business, and education

### **The University of Texas at Austin -- Austin, Texas**

#### **1979 to 1984**

##### Responsibilities

#### **Sergeant, University Police**

- Provided leadership and supervision of a shift including eighteen commissioned peace officers and thirty-two non-commissioned employees
- Instructed in a variety of schools and academies
- Evaluated personnel
- Worked special assignments including executive security
- Participated in the University's response team to special activities and protests
- Promoted cooperative working agreements with surrounding law enforcement agencies

##### Accomplishments

- Developed curriculum and instruction for in-service training and training programs for new officers
- Organized and edited standard operating procedures and policies
- Initiated the Police Olympics
- Developed the field training officers program
- Organized athletic security

**Austin American Statesman  
Austin, Texas**

**1978 to 1979**

Responsibilities

**Circulation Supervisor**

- Provided management and supervision to six circulation branch offices in Austin and the surrounding area
- Evaluated each branch manager and provided developmental programs
- Provided leadership for the overall collection and distribution process of the offices
- Supported the direct sales efforts of each branch
- Provided leadership for the selection and training of new employees

Accomplishments

- Developed special promotional efforts for sales and service
- Worked on site selection and negotiations for branch office location
- Increased circulation by 25%
- Developed procedures for the recruitment and retention of carriers

**State Farm Insurance  
Austin, Texas**

**1976 to 1978**

Responsibilities

**Insurance Agent**

- Performed as a multi-line insurance agent
- Sold and serviced life and casualty insurance products
- Selected office personnel and provided training

Accomplishments

- Set up and operated an independent office and staff
- Developed key contacts within the construction industry to provide insurance options
- Successfully developed public relations and interpersonal skills to make presentations
- Received several monthly casualty and life production awards
- Developed automatic homeowners policy production for local closing
- District agency leader in casualty production



### **Organizations and Community Activities**

#### Past Membership

- Commissioner, Southern Association of Colleges and Schools Commission on Colleges
- Texas Business and Education Coalition Board
- Better Business Bureau Board of Directors
- North Texas Community College Consortium (Chair – 1999-2000)
- Salvation Army Advisory Board
- Southwest Junior College Football Conference (President – 1998-2000)
- Texas Association of Community Colleges (President)
- Trinity Mother Frances Hospital Foundation Board
- Tyler Area Chamber of Commerce Board of Directors
- Tyler Economic Development Council Board of Directors
- United Way of Tyler/Smith County Board of Directors
- All Saints Episcopal School Board of Trustees (1996-2002)
- American Association of Community Colleges Commission on Academic and Student Development
- Andy Woods Elementary School Campus Performance Objectives Council
- Andy Woods Elementary School Parent Teacher Association
- Association of Texas Colleges & Universities Membership Committee (1996-97)
- Downtown Tyler Rotary Club
- East Texas Higher Education Steering Committee
- Emmett Scott Cultural and Education Center Renovation Task Force
- Habitat for Humanity Board of Directors and Fund Raising Committee
- Hubbard Middle School Parent Teacher Association
- Junior College Student Personnel Association of Texas Hotel Committee (1990)
- Project Saf-D Legislative Committee
- SPORTyler Board of Directors
- Texas Association of Community Colleges Legislative Affairs Chair and President-Elect (2000-2001)

- Texas Community College Teachers Association
- Tyler Anti-Gang Task Force
- Tyler Area Parent Services Program Committee
- Tyler Independent School District Student Success Committee (Tri-Chair – 2000)
- Upper East Texas Higher Education Council

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Past Membership (continued)

- The University of Texas at Austin Dissertation Committee (1991-92)
- The University of Texas at Austin Oral Qualifying Examinations Board (1990-1993)
- The University of Texas at Austin School of Business Century Club
- The University of Texas Health Science Center at Tyler Research Council Executive Committee
- YMCA Board of Directors
- YMCA Capital Campaign Committee
- YMCA Childcare Task Force

Miscellaneous

- Andy Woods Elementary School Computer "Mom"
- Host Family for NJCAA Basketball and Tennis Tournaments
- Host Family for Canada vs. USA Friendship Baseball Games
- Instructor, First Grade Sunday School
- Texas Higher Education Coordinating Board Carl D. Perkins Discretionary Grants Reader
- Tyler Independent School District Recorder of Textbooks for the Visually Impaired

**Special Projects at Tyler Junior College**

Past Chair

- Institution-Wide Smoking Policy Committee
- Student Enrichment Series Committee
- Committee that developed an institutional policy regarding students and/or employees with a critical contagious disease
- Facilities planning committee that developed educational specifications for the renovation of Wise Auditorium and Jenkins Hall
- Campus Parking and Lighting Review Committee

Past Member

- Institutional Effectiveness Studies in the Student Development Division
- Project 2001 Committee
- SACS Self-Study Steering Committee
- Facilities planning committees for a campus mall, Health and Physical Education Center, Regional Training and Development Complex, Tyler Area Business Incubator, and Small Business Development Center
- Texas Academic Skills Program Steering Committee
- Institutional Marketing Committee
- Financial Aid Appeals Committee

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Past Member (continued)

- Admission of Special Need Students Committee
- Religious Emphasis Week Committee
- Planning Committee for the National Junior College Women's Basketball Tournament
- Early Registration Review Committee
- Enrollment Management Committee
- Long-Range Planning Committee

### **Professional Honors and Scholarships**

Honors

- Class of 1993 – League for Innovation Executive Leadership Institute
- Selected in 1991 as a Charter Member of the Leadership Network (A project of the League for Innovation in the Community College and The University of Texas at Austin)
- Selected in 1987 for Outstanding Young Men in America
- 1987-1988 Kellogg Fellowship Recipient
- 1989 Participant in the John Ben Shepperd Leadership Forum (A select gathering of the top emerging leaders in Texas for a weekend of leadership development)
- February, 1988 participant/observer to the Roundtable on Educational Partnerships in St. Petersburg, Florida
- Distinguished graduate – The University of Texas Community College Leadership Program
- National Honor Society Scholarships

- University of Texas Ex-Students Association Scholarship from the Smith County Ex-Students Association
- Attended undergraduate school on a full athletic scholarship
- Adjunct professor – Community College Leadership Program, The University of Texas at Austin

## Vitae

F. Michael Ennis, Ph.D.

### EDUCATION

**Doctorate of Philosophy.** Major: Administration. Dissertation: *Ohio Joint School Administrators' Perceptions Regarding the Importance and Use of Total Quality Management*. Ohio State University, Feb., 1996.

**Master of Science.** Thesis: *The Prioritization of Agricultural Education Teachers Responsibilities as Perceived by Secondary Vocational Administrators and Agricultural Education Teacher*. Michigan State University, Extension Education. June, 1991.

**Bachelor of Science & Teacher Certification.** Michigan State University, Dec., 1985.

### PROFESSIONAL EXPERIENCE

#### **Ferris State University – Associate Professor Career and Technical Education**

The position requires online and face-to-face teaching of educational foundations, research methods and evaluation, educational technology, teaching methods, curriculum development, student assessment, instructional planning and practice. The courses taught include: EDUC 501, 502, 503, 504, 511, 516, 540, EDUC 205, 206, 289, 303, 338, 339, 400, 430, ECTE 500, 504, 516, EDGP 320-322, 325-327, 400-401, 439 and ISDL 840 in the Community College Doctorial Leadership program. A total of 28 courses have been taught and revised during this period. Additional responsibilities include committee memberships, program review and teacher certification updating, technology applications, research and service to the internal and external community. Aug., 2005 to present: Dr. Michelle Johnston, (231) 591-3648.

#### **Mott Community College (MCC) – Curriculum Research Specialist and Teacher Education Program Coordinator & Adjunct Faculty Member**

The position at MCC contained a wide variety of responsibilities including: conducting needs assessments and academic review process for programs and disciplines, assisting in developing new programs and course offerings, representing MCC at external professional organization meetings, and creating articulation program agreements between K-12, community college and university programs. Curriculum development activities included DACUM and WIDS trained to assist in and create curriculum aligned with internal and external standards and create distance learning courses using Blackboard and in-class instruction. Special projects included: An Analysis of Developmental Math Courses, Educator Preparation Transfer Study, Open Entry/ Open Exit Study, Manufacturing Labor Market Report and College Transfer Studies. The teaching responsibilities included developing and offering Introduction to Education EDUC 240, Paraprofessional Education EDPP 101, and EDPP 102 through in-class and online formats. Aug., 2001 to July, 2005.

### **Mott Community College - National Science Foundation Project Manager & Teacher Education Transfer Coordinator**

The NSF project manager responsibilities focused on curriculum development and project management activities for a \$350,000 NSF Manufacturing Simulation Technology grant and contributor to a second \$750,000 NSF project for advanced activities. The Teacher Education Program Director position required developing a teacher preparation program through Mott Community College and 4 – year teacher certification programs. The positions required a wide range of administrative activities including research, grant writing, transfer and articulation issues, educational program development, and negotiating. Additional activities included computerized curriculum development, institutional research, web page development, marketing and promotion and writing draft legal contracts. Aug. 1998 to 2001. Mr. William Angus - retired, (810) 762-5698 & Mr. James Drummond – retired, (810) 232-2812.

### **Eastern Michigan University – Adjunct Lecturer**

The Adjunct Professor position required the development and instruction of two graduate level educational technology and research methods courses both in an online format and in-class using the E-College system. Jan. 1, 1999 & Sept. 2003. Dr. James Berry, (734) 487-0255.

### **University of Michigan - Flint, Program Evaluator**

The evaluator position was funded by a H.U.D. Grant in cooperation with The North Flint Twenty-First Century Communities, the Community Outreach Partnership Center Program and Flint Community Schools. Responsibilities included developing an evaluation plan, constructing data collection instruments, and compiling intermediate and final evaluation reports. Sept. 1997 to 2000. Project Coordinator: Dr. Kristin Skivington, (810) 767-7030.

### **University of Michigan - Flint, Visiting Assistant Professor College of Education and Human Services (CEHS)**

The Visiting Assistant Professor position in the CEHS required teaching pre-student teaching course work for undergraduate students, curriculum development, instructional delivery, classroom management, and assessment. Classes taught included Research Methods, SWK 250 – 9 years of online experience using the Blackboard and e-College systems. Educational Psychology, EDU 301, Sociology of Education, EDU 302, Multicultural Education, EDU 438, Interaction Laboratory, EDU 303, and Tutor Aide Field Placement, EDU 304. Additional responsibilities included placing students in urban classrooms, monitoring progress, troubleshooting problems and acting as the coordinator for the Tutor-Aide Program with other visiting professors. Jan. 4 to 1996 to present, Dr. Kathleen Woehrl, (810) 762-3390.

### **Ohio State University - Technology Resource Person & Extension Researcher**

The Extension Administrative Researcher responsibilities included teaching, computer support and research. Teaching responsibilities included single tutoring sessions on the use of computers and classroom presentations to students, faculty and administrators. Computer support responsibilities included system setup, software installation, repair, and troubleshooting. Research activities consisted of design, instrumentation, data collection, analysis and report writing. Research projects included: Total Quality Management Training for Licking County Government, Community Economic Professionalism

Study, Lodi Community Survey, Peabody Coal Miner Study, and Signage for Small Business. Employment. Dec. 1993 to July, 1995. Ohio Extension Associate Director: Dr. John Rohrer, (614) 292-8436.

#### **Ohio State University - Research Associate**

Graduate Research Associate responsibilities included research design, desktop publishing, instrumentation, computerized data collection, data analysis and report writing. Research projects included: a national Delphi study of education programs and comparative analysis of information access for small businesses in Ohio and Wales, England. Jan. 1993 to Dec. 1993. Project Director, Dr. Larry Miller, (614) 292 - 6671.

#### **Ohio State University - Computer Instruction Coordinator**

The coordinator position required maintaining a computer laboratory containing both Macintosh and DOS based personal computers. Other responsibilities included computer setup, troubleshooting and repair, software installation, establishing E-mail accounts, and individual tutoring of faculty and staff. 1993 - 1994. Dr. Nolan Rindfleisch, (614) 292-6288.

#### **Michigan Department of Education & Michigan State University – In-Service Developer**

Multiple positions held at the *Michigan Center for Career and Technical Education* required the development and utilization of a variety of skills and responsibilities. Responsibilities included: accessing computer databases, determining occupational employment projects, constructing conference displays, developing marketing plans, assisting with teacher in-service activities, developing curriculum materials and constructing competency based education materials. Additional activities included: developing quality standards for instruction, desktop publishing a variety of newsletters and special publications, conducting research, and providing administrative support materials and information for secondary and postsecondary education administrators. These skills were utilized in the following projects: Educational Products Marketing, State of Michigan Technical Education Cluster Standards, National Network for Curriculum Coordination in Vocational and Technical Education Conference, Project Education Designed for Gainful Employment (EDGE), National Federation of Independent Businesses, UMI Microbot Inc., Vendor Link Database, United Auto Workers & General Motors, American Builders and Contractors, Huron Valley Women's Correctional Facility, Michigan State Department of Education. Sept. 1989 to Aug. 1993. Dr. Gloria Kielbaso, (517) 353-4397.

#### **Michigan State University – In-Service Coordinator**

Responsibilities of the in-service coordinator position at the Michigan Vocational Education Personnel Development Project included: conducting research, organizing focus groups, designing educational programs, coordinating educational in-service logistics, evaluation and report writing. The responsibilities were utilized in the following projects: statewide educational needs assessment, 90 in-service activities involving 120 presenters and 2000 participants, program review, and private in-service activities. A sample of in-service topics included: Fundamentals of Digital and Microprocessor Based Systems, Unibody Frame Repair and Measuring, Teaching Skills, and New Techniques in Energy Efficient Construction. Employment dates: Sept. 1986 to May 1989. Dr. George Ferns, (517) 482- 3634.

## **PROFESSIONAL ACTIVITIES**

### **External Professional Service:**

CTE Technology PD Presenter, Roscommon ISD, Sept 2013

Genesee Area Skill Center Advisory Committee Member, FSU Representative, 2009-2013

Early Childhood Advisory Committee, FSU Member for Mott Community College, 2010-13

Evaluation Contributor to RFP: The Advanced Nuclear Welding (ANWT) Program: NSF ATE. Mott Community College. Oct. 2008

STAR Minority Teacher Recruitment Program Evaluator, Mott Foundation Sponsored Project, Flint, MI 2007-2008

Michigan Association for Community College Educator Preparation (MACCEP) Conference Committee Member and Conference Organizer, 2002-2008

MACCEP, Member at Large and Secretary and Treasurer, 2004-2008

AERA) Proposal Review Board Member: SIG Career and Technical Education and Problem Based Learning SIG. 2005 – 2008

Interviewee, Concept Mapping Doctoral Research Study, Bonnie Heckard, Doctoral Candidate Educational Leadership, Central Michigan University July 2, 2007

MACCEP Response to the State Board of Education Draft of Teacher Certification Code. Feb 2, 2006

Submitted MACCEP Organizational Response to Changes in MDE Teacher Code 2006

National Association for Community College Teacher Preparation. (NACCTEP) Proposal Review Committee Co-Chair 2006

NACCTEP Conference, Proposal Reviewer, 2004 -2005

Contributed Lesson Materials to NACCTEP's Materials Learning Exchange, (MLX), June 2005

Planning Committee, State-Wide Day of Dialogue Conference 2002-2004

Charter Organization Committee Member for the Michigan Association for Community College Educator Programs, Lansing, Michigan, Winter 2003-04



National Science Foundation ATE Proposal Reviewer, Washington, DC. 2003

Faculty Scholarships and Grants Committee, University of Michigan – Flint 2003

Michigan Department of Education and Michigan Department of Career Development Community College

Partnership Committee, 2002-2003

Articulation and Transfer Committee, Mott Community College, 2001-2003

Web-Page Development Committee, Mott Community College, 2002-2003

Michigan Education Association – Educational Support Personnel Certification Project 2002-03  
Committee Member

Program Review and Development Committee, Mott Community College, 1999-2003

**Professional Organization Memberships:**

American Education Research Association, Member, 1999-2012

Michigan Association of Community College Educator Programs – Past President - 2002-2012

Michigan Association of Teacher Educators, Member, 2007-2008

Michigan Association of Computer Users in Education, Member. 2008

National Association for Community College Teacher Education Programs, Member, 2002-2004 & 2008

**Conferences Attended/ Professional Development (Not presenting)**

CETE Ohio State Test Development Workshop, Aug. 2013

Oakland University and Beaumont Health System: Strategies for Optimizing the Protection of Human Participants in Research May 2013

University of Maryland COAT, 6 week training on Online Learning Certification, 2012

Michigan Department of Education CEPD Update, Lansing, MI, Nov 2011

The Enduring Power of Great Teaching, 3<sup>rd</sup> Annual Student Academic Success Summit – Jeffrey Zaslow, University of Michigan - Flint, Oct 17, 2008

Day of Dialogue VIII: Changes in Teacher Education: Standards and Technology. Monroe Community College. Michigan Association for Community Colleges. March 14, 2008

Center for Teaching and Learning Winter Conference: Maximizing Student Success with Strengths – Yours and Theirs. Participant. Flint, MI., Feb 29, 2008

Increase Enrollment, Retention and Student Success with Web-Based Class Capture: Campus Technologies. March 3, 2007

Live-Text Training. Attended Training Session with Dr. Virginia Hines in Oct. 2007

Peer to Peer Distance Learning Workshop. Sponsored by Mott Community College. May 18<sup>th</sup> 2007

Engaging Students at Higher Cognitive Levels Conference. Dr. Susie Whittington, The Ohio State University, Flint, Michigan, Nov. 2, 2007

How to Teach so Students Remember, Ferris Faculty Center for Teaching and Learning. Terry Doyle. Sept 2007. Banner Training Feb 28, 2006

Banner Training, Ferris State University. Feb 28, 2006

Update Meeting with State Vocational Consultant, Randy Showerman at Michigan State University March 31, 2006

Center for Teaching and Learning Winter Conference: Teaching Critical Thinking. Participant. Flint, MI., Feb 29, 2006

Student Academic Success Summit: Promoting a Culture of Student Success: The First Year and Beyond; Dr John Gardner. University of Michigan-Flint. Oct. 13, 2006

DARTEP and Vocational Certification Meetings. 2005-2006

Attended “School Reform from the Inside Out: Policy, Practice, and Performance” by Richard Elmore at UM-Flint March 14, 2006

Submitted MACCEP Organizational Response to Changes in MDE Teacher Code 2006

Ford World Headquarters NSF Meeting on Sustainable Engineering. Dec. 14, 2005

Inaugural New Faculty Orientation Week. Aug. 15-19, 2005

Association for Career and Technical Education, Participant, Kansas City, MO. 2005

DACUM Training. The Ohio State University. Feb. 9-13, 2004

National Conference on Community College Policy in Teacher Education, Participant, Steamboat Springs, CO, 2003

### **Conference Presentations**

NCPN Conference, San Antonio, TX New Technology Resources to Create an Impact on CTE Instruction Oct, 2013

Lilly Conference: Technology to Support Instruction, Oct 2013

Michigan Career Education Conference, Technology to Support CTE Instruction, Feb. 2013

Michigan Career Education Conference, Reaching Out to Support CTE Instructors Promoted, Ennis & Besemer, Feb. 2012-13

Great Lakes Conference on Teaching and Learning, Choosing Online Tools to Enhance Instruction, Central Michigan University 2013 F. Ennis & Christine Conley-Sowels

Michigan Career Education Conference, What's New Online to Support CTE, Ennis & Showerman, Feb. 2012

Community College Interdisciplinary Research Forum: Research and Innovation for the 21<sup>st</sup> Century – Community Colleges in the 2010's, University of Michigan: What's the Role of Community Colleges in Preparing Educators? MACCEP Panel Presentation. May, 2011

Michigan Career Education Conference, Promoted: A Unique Approach to CTE Certification Through Cohort Development. Ennis and Besemer, Feb. 2011

Michigan Career Education Conference, New Online Support for Academic and CTE Integration, Ennis & Showerman, Feb. 2011

Michigan Career Education Conference, Academic and CTE Models and Resources, Ennis, Feb. 2010

Michigan Career Education Conference: Online Academic Support for CTE, Ennis & Showerman, Feb 2009

Michigan Career Education Conference: Promoted – Alternative Certification for CTE, Ennis & Besemer, Feb, 2009

Michigan Council on Exceptional Children Conference: Using the Internet to Enhance Instruction. Co-Presenter with Dr. Christine Conley-Sowels. Feb. 28, 2008

Curriculum Connections Using New Technology. Michigan Career Education Conference, Detroit, MI. Feb 10-12, 2008

## Conference Presentations . continued

Career Education Conference: Michigan 2008. Curriculum Connections Using New Technology. Feb 11, 2008

Creating a Statewide Community College Educator Preparation Inventory to Support State-Level Policy, Mott Community College. 2008

Transfer Culture Shock: LAND Conference Co-Presenters: Sophie Jeffries, Mary Belknap, Mary Lou Kata, Nancy Reddy, Cynthia Cicchelli. Feb 27, 2007

Internet Video to Enhance CTE Instructional Delivery. Michigan Career Education Conference, , Detroit, MI, co-presenter: Dr. Amy Kavanaugh, Feb. 11-13, 2007

Academic Integration: Lessons from the Past for the Present. Michigan Career Education Conference, Detroit, MI, Feb. 11-13, 2007

The Use of Online Video in Teacher Preparation. Michigan Association of Teacher Education: Conference on Excellence in Teaching and Learning: Excellence Preschool through Graduate School. Bay Valley Resort, Bay City, MI. Co-presenters: Dr. Amy Kavanaugh & Dr. Christine Conley-Sowels, Oct. 26-27, 2007

Internet Based Media to Enhance Instruction: Lilly Conference On College and University Teaching, Co-Presenters: Dr. Kathleen Woehrle and Dr. Amy Kavanaugh. Traverse City, MI. Oct. 4, 2007

Alternative Educator Opportunities. MACCEP. Jackson Community College. Jackson, MI. March 30, 2007

Macomb ISD Teacher In-service Presentation. May 24, 2006

Presentation at the MACCEP Day of Dialogue "Non Teacher Certification Options" Grand Rapids, MI. 2006

MACCEP Day of Dialogue "Non- Cert Teaching Options" Schoolcraft Community College. March 30, 2006  
Michigan Career Education Conference Presentations:

An Innovative Alternative Approach to Certifying CTWE Teachers. Role: Main Presenter: Dr. Katherine Manley and Co-Presenter Dr. Cheryl Thomas.

Using the Malcolm Baldrige Performance Criteria to Improve Program Outcomes. Main Presenter: Dr. Katherine Manley and Co-Presenter Dr. Cheryl Thomas.

Finding the Yellow Brick Road: Curricular and Articulation Pathways – Role: Main Presenter Dr. Ennis and Co presenters Dr, Katherine Manley and Co-Presenter Dr. Cheryl Thomas.

Grand Rapids, MI. Feb. 2006

MACCEP Learning Exchange - "Articulation Agreement Process Improvement Cycles" Clinton Township, MI. Sept. 30 2005

MACCEP Day of Dialogue "Non Teacher Certification Options" Grand Rapids, Oct., 2005

MACCEP Day of Dialogue "Articulation Agreement Process Improvement Cycles. Grand Rapids Community College. Sept. 30, 2005

NACCTEP National Conference. - Articulation and Partnerships in Community College Educator Programs. New York, NY. Feb. 2005

No Child Left Behind – WorkKeys in Michigan: Invited Panelist. Michigan Department of Education, Macomb Community College. 2003

NACCTEP Conference: Preparing for Collaboration or Preparing for Battle?, Phoenix, AZ, 2003

Program and Discipline Review Process: Occupational Trends Conference: Traverse City, MI, 2002.

Space Allocation Process or Oklahoma Land Grab: Occupational Trends Conference: Traverse City, MI, 2002

Urban League of Flint: How Wide the GAP: The Condition of Blacks in Flint, Michigan: 25 Years Later. Press Conference Jan. 2002

Networking for Competency Based Education, National Competency Based Education Conference, Proposal Accepted, Columbus, OH. June 14 - 17, 1992

Integration of Resources through Science Curriculum Development Using PEAKS Software, Michigan Science Teachers Association Conference. Lansing, MI. Feb. 1992

Informational Networking, National Career Education Conference, Nov. 1991 Cincinnati, OH.

AAAE National Poster Session, American Vocational Association Conference, Los Angeles, CA. Dec. 1991

AAAE Regional Poster Session, AAAE Regional Conference. Springfield. IL, June 1991

National Curriculum Coordination for Vocational Technical Education Conference: Conference Organizer. Dearborn, MI. June 16 - 19, 1991

Survey Your Educational Needs, Michigan Business Educators Association. Traverse City, MI. Oct. 1990

Educational Resources Through the Michigan Center for Career and Technical Education, Michigan Career Counselors Education Conference. Battle Creek, MI. Sept. 1989

## **Ferris State University College of Education and Human Services Committee Membership:**

APRC Secondary Education Committee, Chair, 2013-14  
APRC Doctorate in Community College Leadership Program Review, Member, 2013-2014  
Comprehensive Interviews and Presentations, Reviewer, 2013  
University Graduate and Professional Council of the Academic Senate Member, 2011-2015  
LTAB Committee Member, 2012-13  
Search Committee Member for two faculty and staff searches – (Elementary Methods and DCCL staff) 2013  
Sabbatical Committee, Chair, 2012-13  
Sabbatical Committee, Member, 2011-2012  
COEHS Diversity Committee, Member, 2012  
COEHS Curriculum Committee, Member, 2009-2012  
School of Education Curriculum Committee, Chair, 2009-2010  
Graduate Curriculum Committee Secretary, 2009-2010  
Graduate Curriculum Committee, Member and Secretary, 2005-2012  
Search Committee for Elementary Education Position, Chair 2011  
ProMoted Committee, Member, 2008-Present  
Bachelor of Science, Secondary TCP Academic Program Committee, Member, 2008-2009  
Masters of Education C&I, Academic Program Committee, Member, 2008-2009  
TEAC Committee, Member, 2008  
Masters of Science, Career and Technical Education, Academic Program Review Committee, Member, 2008  
Search Committee Special Education Position, Member, 2008  
Advised Troops to Teachers Students 2006-Present  
Graduate Curriculum Committee, Secretary-3 years, member 1 year, 2004-2008  
Graduate Student Dispositions Policy Committee, Member 2007-2008  
Graduate Student Handbook Committee, Member 2008  
Graduate Student Orientation, Participant, - Fall Semesters, 2005-2008  
Graduation Ceremony Representative-Flint, 2005-2011  
International Teacher Assignment, EDUC 400 Face to Face in Winnipeg Manitoba for UCEL Summer 2006  
Interview Committee, UCEL Program Specialist Position Member, April 2007  
Bachelor of Science, Training in Business and Industry, Chair, Academic Program Review, 2006-2007  
MDE Vocational Certification Meetings, Representative, Lansing. 2007

## **Ferris State University Wide Committees**

Appointed University Wide Institutional Review Board, Member, 2012-13  
Doctorate in Community College Leadership Curriculum (DCCL) Committee, Member, 2012  
Ferris Connect Advisory Board, Member, 2010-2012  
Graduate Education Taskforce, Member, DCCL 2010-2011  
    Subcommittee Survey of FSU Graduate Students, author of report, 2011  
University Graduate and Professional Council Representative, DCCL 2010- Present  
Ed.D. (DCCL) Program Advisory and Development Team, 2008-2009

Membership in Internal Reviewer Group, American Association of Colleges and Universities System of Voluntary Accountability. Roberta Teahen – Chair 2007  
President’s Taskforce on Transfer and Articulation. Member. Oct. 2005

### **Awards and Recognition**

Michigan Association for Community College Educator Programs Service Awards: 2006-2011  
Ferris State University Faculty Center for Teaching and Learning. Professional Development Funds to Awarded Funds to Attend the ACTE Conference in St. Louis, MO. 2006  
Nominated Golden Apple Award – University of Michigan – Flint 2005  
Golden Apple Award, Mott Community College 2005  
Web Pioneer Award, UM-Flint, 2000  
Distinguished Faculty Award Nomination, University of Michigan-Flint, 1997  
American Society for Quality Control Fellowship, 1995  
Michigan Industrial Arts Education Society, Outstanding Service Recognition 1988  
Michigan Department of Education Teacher Mini-Grant Recipient, Lakeview High School 1985  
Agricultural and Extension Education Department Fellowships 1988 and 1992  
Agriculture and Natural Resources Education Club Advisory Appreciation Certificate. 1988

### **Publications / Projects:**

Ennis, F. (2011) Survey of Ferris State University Graduate Students,

Ennis, F., C. Thomas, & K. Manley. (2007). Academic program review for training in business and industry bachelor degree. Ferris State University. Big Rapids, MI.

Ennis, F., Conley, C. & Kavanaugh A. (2007). Conference Proceedings of the Conference on Excellence in Teaching and Learning: Excellence preschool through graduate school. Oct. 26-27, 2007. Michigan Association of Teacher Educators. Bay City, MI.

Ennis, F. & et al. (2002-2005). Miscellaneous: Discipline and program reviews for the following programs: Culinary Arts, Photography, Nursing, Allied Health and Related Fields, Drafting Technology, Math, Biology, Developmental English, Cosmetology, Mott Community College. Flint, MI.

Ennis, (2005). Educator preparation course transfer sheet, Michigan Community Colleges to Michigan public universities. MACCEP. Flint, MI.

Ennis, F. (2005). Criminal justice program analysis and strategic curricular planning. Mott Community College. Flint, MI.

Ennis, F. (2004). Michigan community college mathematics courses review. Mott Community College. Flint, MI.

Ennis, F. et al. (2004). Discipline analysis and strategic planning guide. Mott Community College. Flint, MI.

Ennis, F., et al. (2004). Program analysis and strategic planning guide. Mott Community College. Flint, MI.

Ennis, F. (2004). Educator preparation transfer study. Mott Community College. Flint, MI.

Ennis, F. (2004). Manufacturing labor market report: A report on selected occupations: Genesee, Oakland, and other selected Michigan counties. Mott Community College. Flint, MI.

Ennis, F., (2003). Characteristics of selected photography programs in Michigan Community Colleges. Mott Community College. Flint, MI.

Ennis, F. (2003). Forensic technician occupation research. Mott Community College. Flint, MI.

Ennis, F. (2003). College transfer studies. Mott Community College. Flint, MI.

Ennis, F. (2002). Open entry/ open exit study. Mott Community College. Flint, MI.

Ennis, F. (2002). Food service management, culinary art and baking and pastry art program occupation survey. Mott Community College. Flint, MI.

Ennis, F. (2002). Assistive technology program needs assessment. Mott Community College. Flint, MI.

Ennis, F. (2002). Manufacturing skills: Survey results. Mott Community College. Flint, MI.

Ennis, F. (2002). Characteristics of selected photography programs in Michigan community colleges. Mott Community College. Flint, MI.

Ennis, F. & et al. (2002). Urban League: The condition of Blacks in Flint, Michigan, 25 years later. Community Foundation.

Ennis, F. (2001). Health care professions survey. Mott Community College. Flint, MI.

Ennis, F. (2001). An analysis of developmental math courses in Michigan community colleges. Mott Community College. Flint, MI.



# Darby L. Hiller

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Northwestern Michigan College  
1701 E. Front Street  
Traverse City, MI 49686  
(231) 995-1084  
[dhiller@nmc.edu](mailto:dhiller@nmc.edu)

4114 Westridge Drive  
Williamsburg, MI 49690  
(231) 392-1943  
[darbyhf@gmail.com](mailto:darbyhf@gmail.com)  
Last Updated: May 4, 2014

## MISSION

To improve the quality of higher education outcomes.

## CURRENT POSITION

Executive Director, Office of Research, Planning & Effectiveness, Northwestern Michigan College, Traverse City, MI, 2011-present.

- Leading the development, implementation, and maintenance of an institutional research program to support the ongoing strategic planning and institutional effectiveness priorities of the College.
- Managing accountability and continuous improvement processes through critical inquiry and assessment of institutional effectiveness criteria.
- Leading the College's processes for the assessment of student learning outcomes
- Performing advanced applied statistical analysis and policy evaluation to inform institutional planning, enrollment management and decision-making to impact student success.
- Leading the coordination of strategic planning and the alignment of operational plans with the strategic plan
- Managing the College's accreditation processes within the Higher Learning Commission's Academic Quality Improvement Program pathway
- Responsible for compliance with state, federal, accrediting bodies and other critical accountability mandates, and the dissemination of information to internal and external constituents.

## CONCURRENT POSITIONS

Adjunct Professor, Ferris State University, Doctorate in Community College Leadership Program, Ferris State University, 2011-present

Peer Review Corps, Higher Learning Commission, 2013-present

## EDUCATION

Ph.D. Political Science, University of Wisconsin-Milwaukee, Milwaukee, WI, 2002

M.S. International Relations, Troy University-European Region, Germany, 1995

B.S. Aerospace Engineering, University of Colorado, Boulder, CO, 1990

#### PREVIOUS POSITIONS

Director, Office of Research & Effectiveness, Northwestern Michigan College,  
Traverse City, MI, 2011-present.

Director, Office of Institutional Research, Northwestern Michigan College,  
Traverse City, MI, 2002-2008.

#### CERTIFICATIONS

2014. Time Series Analysis and SPSS Forecasting, Northwestern Michigan College,  
Traverse City, MI

2011. Certificate for Online Adjunct Teaching (COAT), MarylandOnline.org

2010. Lean Practitioner Champion, Northwestern Michigan College, Traverse City, MI

#### PUBLICATIONS

2002. Hiller, Darby L. 2002. "Obstacles to Economic Reform: Comparing Russia and Ukraine, 1991-1994." *Current Politics and Economics of Russia, Eastern and Central Europe*, Vol. 6.

2001. Hiller, Darby L. "Crystallization of Public Opinion Toward Reform in East European Countries," Working Paper Series at the Weidenbaum Center at Washington University, St. Louis, MO, available at <http://wc.wustl.edu>

#### WORKS IN PROGRESS

Hiller, Darby L. "Enrollment Modeling for Institutional Planning." In Progress

Hiller, Darby L. "Math Preparedness Is a Driver for College Success." In Progress

#### DISSERTATION

2002. "The Face of Resistance over Time and Across Space: Public Opinion and the Political and Economic Transformations in Central Europe."

#### CONFERENCE PRESENTATIONS

2013. "Revisioning the General Education System," Michigan Association for Institutional Research, Grand Rapids, MI, November.

2012. "Enrollment Modeling for Institutional Planning," with Mitchell VanderKam, Michigan Association for Institutional Research, Petoskey, MI, November.

2011. "Using Lean Tools for Effective Operations in Higher Education," Michigan Lean Consortium, Traverse City, MI, August.

2011. "Leaning Program Review," Association for Institutional Research Annual Forum, Toronto, Canada, May.

2010. "Students that Take Developmental Math and English Early Will Be More Successful," Michigan Association for Institutional Research, Detroit, MI, November.

2010. "Leaning Toward Quality," Higher Learning Commission, Chicago, IL, March.

2008. "Outcomes Assessment with Artifacts and Rubrics," Michigan Association for Institutional Research, Traverse City, MI, November

- 2005. "Measuring for Accountability, Measuring for Continuous Improvement: A Ruler for Institutional Effectiveness at Community Colleges," Association of Institutional Research San Diego, CA, June.
- 2004. "A Program of Assessment at One Community College," Michigan Community College Student Services Association, Traverse City, MI, November.
- 2003. "Better Assignments, Better Assessment, Better Results," American Association for Higher Education, Seattle, WA, June.
- 2003. "Matching Behavior to Attitudes in the Hungarian and Slovenian Transitions," Midwest Political Science Association, Chicago, IL, April.
- 2001. "The Steadfast Face of Resistance: Attitudes in Central Europe," Southern Political Science Association, Atlanta, GA, November.
- 2001. "The Honeymoon Is Over: Crystallization of Public Opinion in Central and Eastern European Countries," Midwest Political Science Association, Chicago, IL, April.
- 2000. "A Cross-National Analysis of the Conditional Relationship between Economic Conditions and Election Outcomes," American Political Science Association, Washington, D.C., August.
- 2000. "The Effect of Technology on Economic Growth: A Comparative Inquiry of Japan and South Korea," Comparative Interdisciplinary Studies Section, International Studies Association, Washington, D.C., August.
- 2000. "Obstacles to Economic Reform: Russia and Ukraine, 1991-1994," Midwest Slavic Conference, University of Illinois, Urbana-Champaign, IL, April.
- 1999. "Middle-class Status: Protection from Discrimination?" The Urban Challenge Student Forum, University of Wisconsin-Milwaukee, WI, March.

#### **COURSES TAUGHT**

- Doctoral Seminar, "Scholarly Inquiry: Quantitative Research Methods," IDSL845, Ferris State University, MI, 2011-present
- Masters Seminar, "Research Methods," CECP 6010, Counselor Education and Counseling Psychology, Western Michigan University, Traverse City-University Center, MI, 2008-2010
- Undergraduate Lecture, "Applied Social Research Methods," SSCI310, Social Work Program, Ferris State University, Traverse City-University Center, MI, 2010
- Undergraduate Lecture, "International Politics," PLSC340, Business Program, Ferris State University, Traverse City-University Center, MI, 2008-2009
- Undergraduate Lecture, "Introduction to Politics," Department of Political Science, University of Wisconsin-Milwaukee, WI, 2001
- Undergraduate Lecture, "Political Data Analysis," Department of Political Science, University of Wisconsin-Milwaukee, WI, 2000
- Undergraduate Lecture, "International Relations," Department of Political Science, University of Wisconsin-Parkside, WI, 2000

#### **GRADUATE ADVISING**

- 2014. Dissertation Committee Member, Adam Cloutier. "Improving Mathematics Placement for Community College Students: An Evaluation of Placement Improvement Programs."

- In progress, Doctorate in Community College Leadership, Ferris State University.
2013. Dissertation Committee Member, Tammy Russell. Evaluation, Measurement & Research. In Progress, Department of Educational Leadership, Research and Technology, Western Michigan University.
2013. Dissertation Committee Member, Ann Flint. *“An analysis of improving science success at a multi-campus community college through mentoring.”* In progress, Doctorate in Community College Leadership, Ferris State University.
2011. Dissertation Committee Chair, Tina Hoxie. *“The Effects of the Mandatory Academic Standing Probation Interventions on Student Persistence at Grand Rapid Community College.”* In progress, Doctorate in Community College Leadership, Ferris State University.

#### **PROFESSIONAL AFFILIATIONS**

- Michigan Community College Data and Evaluation Committee, 2006-present, Chair (2010-2012)
- Michigan Community College Collaborative for Assessment, Research, and Effectiveness, 2008-present
- National Community College Council for Research and Planning, 2002-present
- Association of Institutional Research, 2002-present
- Michigan Association of Institutional Research, 2002-present, Steering Committee (2007-2009), Chair (2009)

#### **AWARDS, GRANTS, AND HONORS**

- Using Institutional Portfolios to Assess Students' Achievement of General Education Learning Outcomes, Association for Institutional Research, Pre-Forum Workshop Grant, Seattle, WA, 2008
- Academic Honor Society of Phi Kappa Phi, University of Wisconsin-Milwaukee, 2001-

#### **FELLOWSHIPS AND SCHOLARSHIPS**

- Graduate School Dissertation Fellowship, University of Wisconsin-Milwaukee, 2000-2001
- Traveling Scholar Summer Program for the Study of Quantitative Research Methods Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan, Ann Arbor, MI, 1999, Simultaneous Equations, Structural Equation Models with Latent Variables
- Foreign Language Area Scholarship (FLAS) for Russian, US Department of Education, Center for International Studies, University of Wisconsin-Milwaukee, WI, 1997-2000.
- FLAS for Russian Intensive Study, Slavic and East European Languages Workshop, University of Indiana, Bloomington, IN, 1998
- Air Force Reserve Officer Training Corps (AFROTC) Scholarship, 1986-1990
- Procter and Gamble National Merit Scholarship, 1986-1990

#### **ASSISTANTSHIPS**

- Graduate Research, Department of Political Science, University of Wisconsin-Milwaukee, WI, 2002
- Graduate Teaching, Department of Political Science, University of Wisconsin-Milwaukee, WI, 2001
- Graduate Research, Graduate School, University of Wisconsin-Milwaukee, WI, 2001

#### MILITARY SERVICE

##### United States Air Force, 1991-1997

Logistics Acquisition Officer, Captain, Special Operations Forces, Avionics Testing Project Manager, Aeronautical Systems Center, Wright-Patterson AFB, OH, 1995-1997.

- Led multi-disciplined 19-person management team responsible for several depot-level avionics programs in support of MC-130H Combat Talon II and AC-130U Gunship aircraft. Established a \$35 million organic test and repair program for the APQ-170 radar.

Logistics Officer, 1<sup>st</sup> Lieutenant, Executive Officer and Support Flight, 50<sup>th</sup> Munitions Maintenance Squadron (European Theater), Morbach Munitions Storage Depot, Germany, 1993-1995.

- Managed 30 squadron personnel in Resource Management, Supply, Civil Engineering, and Services. Authored and implemented base closure plan detailing the turn-over of 144 structural facilities and real property to the German government in squadron's draw-down. Managed the Environmental Compliance and Management Program. Developed unit mission briefing for dignitary visits and outreach programs in European Union countries.

Maintenance Officer - Aircraft/Munitions, 2<sup>nd</sup> Lieutenant, Munitions Flight Commander, 363<sup>rd</sup> Equipment, Maintenance Squadron, Shaw AFB, SC, 1991-1993

- Managed 284 people in nine separate work centers. Responsible for \$48 million munitions account that included AGM-88 and AIM-120 missiles. Led flight in providing timely receipt, storage, inspection, and accountability of 1,000 tons of munitions in support of 125 F-16 and A-10 aircraft for Air Combat Command.

#### TECHNICAL SKILLS

##### **ADVANCED ANALYTICAL RESEARCH METHODS**

- Time Series Analysis and Forecasting, Maximum Likelihood Estimation, Structural Equation Modeling with Latent Variables, Simultaneous Equations, Categorical Variable Techniques, Events History and Duration Analysis, Frequency Distributions, Tests of Reliability and Validity, Analysis of Variance, Correlation Techniques, Ordinary Least Squares, Sampling Theory, Survey Design, and Factor Analysis

##### **SURVEY DESIGN**

- Qualtrics Survey Design; SNAP Survey Design; Cardiff Teleform Survey Design

**STATISTICAL SOFTWARE**

- SPSS, AMOS, STATA, StatTransfer

Johnson, Leonard R.  
 Professor of Education  
 Undergraduate and Graduate Faculty  
 Appointed, August 1998

### Academic Degrees

Ph.D. Kent State University	1994	Cultural Foundations of Education
M.Ed. Kent State University	1981	Higher Educational Administration
B.A. Kalamazoo College	1977	Psychology and Sociology

### Professional Experience

2002-present	Ferris State University, Professor
1998-2002	Ferris State University, Associate Professor
1995-1998	Mount Senario College, Chair, Division of Education
1997-1998	Mount Senario College, Associate Professor
1995-1997	Mount Senario College, Assistant Professor
1992-1995	Kentucky State University, Assistant Professor
1992-1995	Kentucky State University, Director of Supervised Teaching

### Faculty and Administrative Load

#### Fall Semester, 2009

RMLS 119	Fundamentals of Flying Disc Sports	1 cr.	EDGP 444
Teaching Read. in the Sec. Content Areas 2	1 cr.	EDGP 303	School, Work, & Society (on-line) 1 cr.
EDUC 289/501	Principles of Teaching & Learning	4 crs	
EDUC 303	School, Work, & Society/ (on-line)	3 crs	EDUC 443/543
	Teaching Reading in the Sec. Content Areas	4 crs	
543			
Release Time Chair of University Curriculum Committee		3 crs	

#### Summer Semester, 2009

EDGP 443	Teaching Read. in the Sec. Content Areas	1 1 cr.
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

#### Spring Semester, 2009

EDUC 289/501	Principles of Teaching & Learning	4 crs
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EDUC 303/ School, Work, & Society (on-line) 4 crs  
 503 Foundations of Education  
 EDUC 443/ Teaching Reading in the Sec. Content Areas 4 crs  
 543  
 Release Time Chair of University Curriculum Committee 3 crs Release Time  
 Evaluate Transfer Equivalencies 1 cr.

Fall Semester, 2008

RMLS 119 Fundamentals of Flying Disc Sports 1 cr. EDGP 444  
 Teaching Read. in the Sec. Content Areas 2 1 cr.  
 EDUC 289 Principles of Teaching & Learning 3 crs EDUC 303  
 School, Work, & Society (on-line) 3 crs EDUC 443/ Teaching  
 Reading in the Sec. Content Areas 4 crs  
 543  
 Release Time Evaluate Transfer Equivalencies 1 crs Release Time  
 Chair of University Curriculum Committee 3 crs

Summer Semester, 2008

EDGP 443 Teaching Read. in the Sec. Content Areas 1 1 cr.  
 EDUC 570 Advanced Theories of Teaching  
 and Learning (on-line) 4 crs  
 EDUC 570 Advanced Theories of Teaching  
 and Learning (on-line) 4 crs  
 EDUC 570 Advanced Theories of Teaching  
 and Learning (on-line) 4 crs

Spring Semester, 2008

EDUC 289/ Principles of Teaching & Learning 4 crs  
 501  
 EDUC 303 School, Work, & Society (on-line) 3 crs  
 EDUC 443/ Teaching Reading in the Sec. Content Areas 4 crs  
 543  
 Release Time Chair of University Curriculum Committee 3 crs Release Time  
 Evaluate Transfer Equivalencies 1 crs

Fall Semester, 2007

FSUS 100 FSU Seminar 1 cr.  
 RMLS 119 Fundamentals of Flying Disc Sports 1 cr.  
 EDGP 444 Teaching Read. in the Sec. Content Areas 2 1 cr.  
 EDGP 445 Teach. Read. in the Sec. Content Areas 3 1cr.  
 EDUC 289 Principles of Teaching & Learning 3 crs  
 EDUC 303/ School, Work, & Society/ (on-line) 4 crs  
 503 Foundations or Education  
 EDUC 443/ Teaching Reading in the Sec. Content Areas 4 crs  
 543



Release Time Evaluate Transfer Equivalencies 1 crs Release Time  
Chair of University Curriculum Committee 3 crs

Summer Semester, 2007

EDGP 443 Teaching Read. in the Sec. Content Areas 1 1 cr.  
EDUC 570 Advanced Theories of Teaching

and Learning (on-line) 4 crs

EDUC 570 Advanced Theories of Teaching

and Learning (on-line) 4 crs

EDUC 570 Advanced Theories of Teaching

and Learning (on-line) 4 crs

Spring Semester, 2007

EDUC 289 Principles of Teaching & Learning 3 crs

EDUC 443/ Teaching Reading in the Sec. Content Areas 4 crs  
543

EDUC 516 Issues in Education 4 crs

Release Time Chair of University Curriculum Committee 3 crs Release Time  
Evaluate Transfer Equivalencies 1 crs

Fall Semester, 2006

FSUS 100 FSU Seminar 1 cr. RMLS 119 Fundamentals of Flying Disc Sports 1 cr.

EDGP 443 Teaching Read. in the Sec. Content Areas 1 .5 cr.

EDGP 444 Teaching Read. in the Sec. Content Areas 2 .5 cr.

EDGP 445 Teach. Read. in the Sec. Content Areas 3 1.25 cr. EDUC 289  
Principles of Teaching & Learning 3 crs

EDUC 289 Principles of Teaching & Learning 3 crs

EDUC 443/ Teaching Reading in the Sec. Content Areas 4 crs  
543

Release Time Evaluate Transfer Equivalencies 1 crs Release Time  
Chair of University Curriculum Committee 3 crs

Summer Semester, 2006

EDGP 443 Teaching Read. in the Sec. Content Areas 1 .5 cr.

EDGP 444 Teaching Read. in the Sec. Content Areas 2 .75 cr.

EDUC 516 Issues in Education (on-line) 4 crs

EDUC 518 Diversity in the Classroom &  
Workplace (on-line) 4 crs

EDUC 570 Advanced Theories of Teaching  
and Learning (on-line) 4 crs

Spring Semester, 2006

EDUC 289	Principles of Teaching & Learning	3 crs	
EDUC 289	Principles of Teaching & Learning	3 crs	EDUC
443/ 543	Teaching Reading in the Sec. Content Areas	4 crs	
Release Time	Chair of University Curriculum Committee	3 crs	Release Time
	Evaluate Transfer Equivalencies	3 crs	

Fall Semester, 2005

EDUC 289	Principles of Teaching & Learning	3 crs	EDUC
443/ 543	Teaching Reading in the Sec. Content Areas	4 crs	
FSUS 100	FSU Seminar	1 cr	
RMLS 119	Fundamentals of Flying Disc Sports	1 cr	
EDUC 495	Post-Secondary Directed Teaching (4 x .75)	3 crs	
Release Time	Chair of University Curriculum Committee	3 crs	Release Time Evaluate
	Transfer Equivalencies	3 crs	

Summer Semester, 2005

EDUC 570	Teaching & Learning Theories (on-line)	4 crs	EDUC 570
	Teaching & Learning Theories (on-line)	4 crs	EDUC 570
	Learning Theories (on-line)	4 crs	Teaching &

Spring Semester, 2005

EDUC 289	Principles of Teaching & Learning	3 crs	
EDUC 289	Principles of Teaching & Learning	3 crs	EDUC
443/ 543	Teaching Reading in the Sec. Content Areas	4 crs	
EDUC 570	Teaching & Learning Theories (on-line)	4 crs	Release Time Bay
	Mills CC Grant	2 crs	

**Current Professional and Academic Association Memberships**

Ferris Faculty Association  
 Michigan Education Association  
 National Education Association

**Professional Assignments and Activities**

Ferris State University Committees/Activities

Chair, University Curriculum Committee	Fall 2005 to present	Member,
Academic Advisory Team	Fall 2008 to present	Member, E-Learning Advisory
Team	Fall 2008 to present	
Member, Ed.D Course Development Team	Spring 2009 to present	
Member, General Education Task Force	Spring 2009 to present	
Member, HLC Criteria 3d Committee	Spring 2009 to present	
Member, Governing Ideas Task Force	Spring 2007 to S 2008	

Member, Blue Ribbon Task Force	Fall 2006 to F 2008
Determine Transfer Equivalencies	Fall 2004 to spring 2009
Member, Institutional Strategic Planning Committee	Fall 2006 to F 2008
Member, FerrisConnect Pilot Study Group	Spring 2007 to F 2007
Member, Nursing Faculty Search Committee	F 2006 to S 2007
Member, General Education Committee	F 1999 to W 2005
Senator on Academic Senate	F 1999 to W 2005
Member, University Curriculum Committee	F 2000 to W 2005
Member, Executive Board of the Academic Senate	F 2004 to W 2005

#### College of Education and Human Services Committees

Member, COEHS Promotion/Merit Committee	F 2007 to present	
Member, Search Committee for Department Head Review Committee	S 2005 to S 07	Chair, Tenure
Member, Search Committee for RMLS Faculty	F 2003 to W 05	
Tenure Committee for TDMP Faculty (Morcom)	F 2004 to W 05	Member,
Member, COEHS Associate Dean Search Committee	F 2003 to S 04	
Member, APRC – Early Childhood Education	F 2004 to F 05	

#### School of Education Committees/Activities

Co-Chair, APRC Program Review Sec. & Voc. Ed	Fall 2008 to present	
Member, APRC Program Review, M.Ed in C. & I.	Fall 2008 to present	
Member, SOE Tenure Review Committee	Fall 2008 to present	
Chair, SOE Tenure Review Committee	F 2005 to F 2007	
Member, EDUCC	F 2006 to present	
Advisor to UA TBI degree students	F 2005 to present	
Member, Search Committee for Technology position	F 2005 to S 06	
Advisor to all PE Minors during program transition	F 2004 to W 05	
Member, EDUCC	F 2000 to W 03	
Chair, SOECC	F 2002 to W 03	
Member, Search Committee for Math position (Wortz)	F 2004 to W 05	
Member, Search Committee for Voc Ed position (Ennis)	F 2004 to W 05	Chair,
Search Committee for ELED position (Hines)	F 2002 to W 03	
Member, Search Committee for EDUC position (VanSant)	F 2002 to W 03	Member, Search
Committee for UCEL position	Summer 2003	

#### **Scholarly/Creative Activities**

Member of faculty driven initiative to modularize our teacher-education program. Pro-Mo-TEd.  
Fall 2003 to present.

Published works of poetry in:

Morse, D, (2006). The 2006 Rhysling Anthology: The Best Science Fiction, Fantasy and Horror Poetry of 2005.

Published works of poetry in the novel,

Bernier, N. R. (2005). Mindlings: Encounters Within Inner Space, Hats Off Books, Tucson, AZ. ISBN: 1-58736-398-4.

Developed on-line courses – EDUC 303, EDUC 503, EDUC 516, EDUC 518, EDUC 570, EDGP 443, EDGP 444, & EDGP 445

## **Professional Development Activities**

### Conferences Attended

American Association for Higher Education National Conference, April 1 – 4, 2004

1<sup>st</sup> Annual Lilly Conference on College & University Teaching, Sept. 21-22, 2001

American Educational Research Association Annual Meeting, April 10-14, 2001

### Workshops Attended

Attended FerrisConnect Pilot Study Group Training, Summer 2007

“Issues in Education: Literacy Instruction for the 21<sup>st</sup> Century,” April 4, 2003, Holiday Inn Hotel & Conference Center, Big Rapids, MI

Problem-Based Learning, July 16-18, 2001

## **University Service**

Advisor to FSU Disc Sports Club, Fall 2002 to present.

Advisor to Kappa Delta Pi, Fall 2002 to Winter 2003

Extensive work on University-wide and College-wide Committees (see #5)

## **Community Service**

Designed, Funded and Installed a Disc Golf course at North End Riverview Park in Big Rapids, Fall 2001 – Summer 2006.

Received Big Rapids Citizen of the Year Award, Spring, 2007.

**Cameron Suzanne Brunet-Koch, Ph.D., L.P.C.**  
3470 Traverse Heights Petoskey  
MI 49770  
(231) 439-9228

### **EDUCATION**

- May 1987                      University of Michigan, Ann Arbor MI  
Doctorate of Philosophy, Guidance and Counseling
- August 1980      Michigan State University, East Lansing MI  
Master of Arts, Higher Education and Administration, College Student  
Personnel, Cognate: Labor and Industrial Relations, and Guidance and  
Counseling
- June 1978                      Oakland University, Rochester MI  
Bachelor of Arts, English and Social Science

### **EMPLOYMENT HISTORY**

- July 2001 – Present      North Central Michigan College  
President
- CEO of a small community college located in Petoskey MI. Directly supervise  
four Deans, Director of the Foundation, Marketing Department, and  
Administrative Assistant. Responsible for coordinating the efforts of the College  
to insure meeting the College's mission.
- 1997 – July 2001              North Central Michigan College  
Dean of Student Services
- Member of the top Management Team. Supervise five professional staff, four  
support staff, and clerical staff. Administrative responsibility for all functions in  
Student Services to include: registration, records, admissions, counseling,  
academic advising, and career counseling.
- 1987 – 1997                      West Shore Community College  
Dean of Student Personnel Services
- Primary responsibilities include: member of the top management team; overall  
supervision of six professional staff and clerical staff; administrative  
responsibility for all functions in Student Services: registration, records,  
admissions, counseling, academic advising, career counseling, job placement,  
and Affirmative Action Officer for the institution.
- 1991 – 1997                      Lighthouse Professional Clinic  
Counselor

Individual personal counseling and some marital and family counseling. EAP approved provider.

- 1980 – 1987      Oakland University  
Assistant Dean of Students and Director of Campus Information Programs and Organizations, 1985-1987.
- Assistant Director of Residence Halls, 1982 – 1985.
- Coordinator of Student Organizations, 1980 – 1982.
- 1978 – 1980      Michigan State University  
Head Advisor, Emmons Hall

#### **PRESENTATIONS, PROGRAM COORDINATION AND TEACHING**

Group Facilitator

- 1997 – Present      North Central Michigan College  
1987 – 1997      West Shore Community College  
1980 – 1987      Oakland University  
1978 – 1980      Michigan State University

Training sessions  
presented:

Adaptive Workshop, Women's Awareness, Leadership Styles,  
Communication Skills, Confrontation Skills, Assertiveness, Interpersonal Skills,  
Group Cohesiveness, Listening Skills, Time Management, and Stress  
Management

- 1990 – 1996      West Shore Community College

- Chaired Committee      HIV Teleconference (April 1996)  
Grief Teleconference (April 1996, 1995, 1994)  
Program on Sex Equity in Our Schools (April 1991)  
Program on Violence in Adolescence (March 1990)

- Teaching      Assertiveness Training (Spring Semester 1991)

#### **PROFESSIONAL MEMBERSHIP**

American Association of Community Colleges  
American Association of University Women  
American College Personnel Association

Michigan Community College Student Services Association Executive  
Board (Member, Vice President, President)  
Michigan Counseling Association  
Licensed Professional Counselor (State of Michigan) Licensed  
Hypnotherapist

## COMMUNITY INVOLVEMENT

January 2005 – Present	Petoskey Chamber of Commerce (Board Member)
January 2005 – Present	Northern Michigan Regional Hospital Community Advisory Council (Member)
June 2000 – Present	Kiwanis
April 2001 – Present	Emmet 20/20 - Community Visioning Group
March 1998 – 2002	Charlevoix-Emmet County Human Services Coordinating Body
January 2000-02	Women’s Resource Center (Board Member)
January 2000-02	Petoskey Chamber of Commerce (Ambassador)
June 1989-97	Family Resource Center Task Force, Prevention Services, (MCCMH)
September 1991-97	Gender Equity Committee
December 1993-97	Human Services Coordinating Council, Manistee MI
1996-97	Manistee Volunteer Center
1995-96	Mason County Community Mental Health Foundation, Ludington MI (Board Member)
January 1996-97	Mason County United Way Allocation Committee
1996-97	Mason County Volunteer Center
September 1990-94	Region IV (Women’s Shelter), Ludington MI (Board Member)
1990-97	Salvation Army, Ludington MI (Executive Board Member)

# John W. Marr, Jr., Ph.D.

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2669 Rochester Road ~ Shaker Heights, Ohio 44122 ~ Cell (937) 206-4916 ~ jwmarrjr@gmail.com

## CAREER SUMMARY

Twenty-seven years of extensive experience in higher education and community college administration and leadership. Background includes development and administration of many two-year technical programs within large, medium, and small community colleges. Additional experiences include workforce development initiatives, assessment of student academic achievement, and leadership of diversity initiatives. Work and study across a broad range of institutions has fueled my commitment to access *and* success as special responsibilities of community colleges.

## EDUCATION

**Certificate in Financial Management** 2010  
Cornell University, Ithaca, New York

**Doctor of Philosophy in Higher Education Administration** 1993  
The Ohio State University, Columbus, Ohio

Major area of study included quantitative and qualitative research methodology, organizational theory, higher education finance, and personnel administration. Minor area of study completed in the College of Law.

**Master of Science in Business and Industrial Counseling** 1988  
Wright State University, Dayton, Ohio

Program included courses in management, personnel administration, labor relations, organizational theory, and counseling theory and practice.

**Bachelor of Arts in Psychology** 1981  
Wittenberg University, Springfield, Ohio

Minors in Education and Sociology. Also completed additional courses in education as required for secondary teaching certification.

## ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE

**Dean of Academic Affairs, Eastern Campus** 2010 to Present  
Cuyahoga Community College, Highland Hills, Ohio

### Responsibilities

- Serve as the chief academic officer for the Eastern Campus, credit head count 7,100 students and \$16 million budget for fiscal year 2012. Provide administrative oversight for associate degree programs in liberal arts; health careers and sciences; business, math, and technology; and transfer degrees.
- Provide district-wide leadership on program development, academic process improvement, and student success initiatives.



## **ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE (continued)**

### **Dean of Academic Affairs, Eastern Campus (responsibilities continued)**

- Guide the teaching and administrative efforts of division associate deans, assistant dean for academic affairs, library director, evening/adjunct services, off-campus operations, 74 full-time faculty, 283 adjunct faculty, and numerous support staff.
- Collaborate closely with student affairs colleagues on issues of mutual concern, including assessment, student services, student complaints, and overall campus leadership.
- Work closely with campus and college-wide faculty senate and AAUP leadership on governance and contractual concerns.
- Advise campus president and district administrators on matters of policy and procedure affecting students, faculty, and staff.

### **Accomplishments**

- Have worked closely with division administrators to deliver academic affairs actual budget well within allocated limits for fiscal year 2011.
- Directed the completion of and personally initiated important local and regional contacts to advance implementation of a new program in urban agriculture.
- Provided district-wide leadership in search/selection of key campus and district administrators and successful execution of \$130,000 combined community services campaign raised from faculty and staff.
- Significantly strengthened communications and relationships among Eastern Campus faculty, staff, and administrators.

**Secretary of the University and Executive Assistant to the President**  
Wittenberg University, Springfield, Ohio

2006 to 2010

### **Responsibilities**

- Coordinated activities, communications, and actions of the Board of Directors, including meeting agendas, constitutional revisions, information updates, board committee work, and special requests.
- Served as Senior Staff liaison to the Board of Directors Committee on Governance and Board Affairs.
- Oversaw implementation of the University's strategic plan as chair of Wittenberg's plan implementation committee.
- Provided senior leadership for the University's diversity initiatives addressing recruitment, retention, and climate for diverse students, faculty, and staff.

## **ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE (continued)**

### **Secretary of the University and Executive Assistant to the President (responsibilities continued)**

- Carried out special projects and initiatives as directed by the President.
- Handled day-to-day administrative functions for the Office of the President, including budgeting, correspondence, schedule management, speeches and interviews, etc.
- Interfaced/communicated with members of all of the University's constituencies, including faculty, staff, board members, alumni, members of the Springfield community, and elected leaders.
- Represented the University at meetings and official functions in the absence of the President.
- Served as campus media spokesperson as directed by the President.
- Advised the President on matters of college policy affecting students, faculty, and staff.

### **Accomplishments**

- Enhanced communication and administrative efficiency through development of several processes and planning documents, including Wittenberg's first administrative master calendar containing all key events and process dates.
- Redesigned orientation program and implemented mentor program to support the acclimation of new members of the Board of Directors. Also developed and implemented annual board communication plan detailing regular updates and communications between board meetings.
- Designed secure web site containing key information to facilitate paperless communication with the Board of Directors in preparation for board meetings.
- Helped establish Wittenberg's strategic plan as a living document through leadership of the plan implementation committee and tracking of the plan's key metrics. This group provided review of goal action plans and made recommendations on internal grant proposals for plan-related initiatives.
- Provided senior leadership on diversity initiatives, including the development of a multicultural recruitment plan and redesign of a diversity-related scholarship program, contributing to a significant increase in applications from and enrollment of African-American students for fall 2009.
- Designed and implemented Wittenberg's first recruitment plan targeting community college transfer students.

## **ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE (continued)**

**Dean, Career and Technical Programs Division**  
Columbus State Community College, Columbus, Ohio

1998 to 2006

### **Responsibilities**

- Provided management and leadership for the College's applied sciences division, consisting of 12 departments that developed and administered degree-granting programs in allied health, business, engineering technology, human/public services, and information technology.
- Provided direct supervision and/or approval for all personnel-related actions, including promotion and tenure, for 121 full-time faculty, 43 support staff, 12 administrators, and 300-400 adjunct faculty.
- Prepared and controlled the division's annual budget of \$23.4 million for fiscal year 2006.
- Oversaw strategic planning and managed major division projects and activities.
- Advised the President and Provost on matters of College policy affecting students, faculty, and staff.

### **Accomplishments**

- Served as part of the team that positioned Columbus State as the top associate degree-granting college in Ohio and 44<sup>th</sup> in the nation for the 2002-2003 academic year.
- Guided the development and maintenance of high-quality degree programs as evidenced by certification/licensing exams, accreditation review, and faculty and student achievements.
- Oversaw the design and implementation of an extensive reorganization of the College's applied science degree-granting division. Consolidated programs formerly delivered by 22 separate departments into 12 restructured units, resulting in greater administrative efficiency, reduced costs, and improved service to students.
- Interfaced with leaders within local and regional Ohio businesses, industries, nonprofit organizations, and universities to develop mutually beneficial partnerships and collaborative projects, including significant initiatives with Bank One, The Ohio State University, and NASA Lewis Research Center.
- Assisted in the design of OhioHealth's (Riverside Methodist Hospitals) highly successful GRAD workforce development program that was credited, in part, for OhioHealth's 2007 and 2008 listings among the "100 Best Companies to Work For" in *Fortune* magazine.
- Guided the development and implementation of over 20 degree programs and certificates.

## **ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE (continued)**

**Dean, Business and Engineering Technologies Division**  
Columbus State Community College

1996 to 1998

### **Responsibilities**

- Provided management and leadership for degree-granting programs in business and engineering technologies.

### **Accomplishments**

- Guided the integration of degree-granting departments from two different disciplinary backgrounds into one administrative division.
- Assisted in the development of five new associate degree programs or majors within one year.

**Dean, Business and Public Services Division**  
Columbus State Community College

1992 to 1996

### **Responsibilities**

- Provided management and leadership for degree-granting programs in business and public services.

### **Accomplishments**

- Guided the division through significant reorganization to enhance delivery of instructional programs.
- Assisted in the development of four associate degree programs or certificates in response to local needs, including programs in logistics, human resources, local area networks, and a one-year completion program in accounting for nonaccounting majors.
- Developed the division's first learning outcomes assessment plan.
- Directed the self-study process leading to the granting of accreditation through the Association of Collegiate Business Schools and Programs (ACBSP) for all business programs.
- Assisted in the self-study and application process leading to accreditation for the college's legal assisting program through the American Bar Association (ABA).

## **ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE (continued)**

**Assistant for Academic Affairs**  
Columbus State Community College

1989 to 1992

### **Responsibilities**

- Coordinated various academic administrative functions, including the development of quarterly class schedules, processing of adjunct faculty contracts, and maintenance of the College's master course inventory.
- Served as the College's liaison to the Ohio Board of Regents on matters related to the filing of several state-required reports and proposals for new degree programs.
- Additional responsibilities included assisting in the development of on-campus professional development activities for faculty and academic managers, administering Columbus State's distance learning program, hearing student complaints relative to academic concerns, and serving on committees and task forces as needed.

### **Accomplishments**

- Developed or assisted in the development of several critical College policies and procedures, including the College's faculty promotion and tenure policies and the faculty performance appraisal system.
- Guided the design and development of the College's online class scheduling system leading to greater efficiency in scheduling and use of classrooms and laboratories.

**Director of Admissions**  
Clark State Community College, Springfield, Ohio

1985 to 1989

### **Responsibilities**

- Directed all activities of the admissions office, including recruiting new students, processing applications for admission, academic advising, and registration of new and continuing students.
- Planned and monitored department budget. Served on a variety of committees and project teams covering a broad range of issues, including registration, minority student concerns, marketing, and student scholarships. Hired, trained, supervised, and evaluated professional and support staff.

### **Accomplishments**

- Automated admissions functions, including online processing of applications and computer-assisted follow-up of prospective students, leading to greater operational efficiency.
- Served on North Central Association of Colleges and Schools (NCA) Steering Committee, cochaired the NCA subcommittee on Faculty Human Resources, and cowrote self-study leading to ten-year reaccreditation.

## **ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE (continued)**

**Admissions Counselor** 1984 to 1985  
Clark State Community College

Responsible for recruitment, preadmission advising, academic advising, and registration of new students.

**Program Counselor** 1983 to 1984  
Straight, Inc., Atlanta, Georgia

Coordinated aftercare program for graduates of chemical dependency treatment program.

**Probation Officer** 1981 to 1982  
Clark County Juvenile Court, Springfield, Ohio

Responsible for court-ordered supervision of juvenile offenders.

## **TEACHING EXPERIENCE**

**Adjunct Instructor** 2003 to 2007  
Antioch University Midwest, Yellow Springs, Ohio

Designed and facilitated EDH 600, "The American Community College," and EDH 620, "The Community College Student," as part of Antioch's online master's degree program in Community College Management.

**Lecturer** 1994  
The Ohio State University

Designed and taught Ed P&L 843, "Perspectives in Equity," a required course for primary and secondary supervision certificate candidates in the Education Policy and Leadership graduate program of The Ohio State University College of Education.

**Adjunct Assistant Professor** 1994  
The Ohio State University

Designed and taught Ed P&L 815, "The Community College," for graduate students within the Education Policy and Leadership graduate program of The Ohio State University College of Education. Course addressed the history and development of the American community college. Topics included mission, finance, management, and leadership.

**Instructor** 1986  
Clark State Community College

Taught "College Success Skills" course as part of summer high school/college bridge program.

## PROFESSIONAL ACTIVITIES

**Board Member** 2007 to 2010  
Kendall College, Chicago Illinois

Chaired Academic Affairs Committee of the Board of Directors for this for-profit, two- and four-year degree-granting college in downtown Chicago featuring its flagship program in Culinary Arts.

**Member, Corps Education and Training Advisory Council** 2006 to present  
Higher Learning Commission of North Central Association of Colleges and Schools (NCA), Chicago, Illinois

Assist Commission staff in designing and conducting accreditation training for new and experienced team chairs and peer evaluators.

**Site Visit Team Chair** 2005 to present  
Higher Learning Commission of North Central Association of Colleges and Schools

Lead/coordinate all aspects of accreditation site visits to North Central region colleges and universities.

**Member, Accreditation Review Panel** 2003 to 2006  
Higher Learning Commission of North Central Association of Colleges and Schools

Provided second-level review of comprehensive and focus visit team reports.

**Moderator** 2003  
National Dissemination Center for CTE, The Ohio State University

Served as moderator for webcast addressing the community college's role in teacher certification.

**Member, Accreditation Transition Team** 2002 to 2003  
Higher Learning Commission of North Central Association of Colleges and Schools

Assisted Commission staff in providing region-wide training to member institutions on the new (current) accreditation model.

**Focus Group Member** 2002  
National Research Center for Career and Technical Education, University of Minnesota, Minneapolis, Minnesota

Served on focus group to help establish research agenda for federally funded center.

**Participant, New Criteria Focus Group** 2001  
Higher Learning Commission of North Central Association of Colleges and Schools

Assisted in the comprehensive redesign of the Commission's accreditation model for all colleges and universities in the 19-state NCA region.

## **PROFESSIONAL ACTIVITIES (continued)**

**Consultant-Evaluator** 1997 to present  
Higher Learning Commission of North Central Association of Colleges and Schools

Participate in site visits to NCA two- and four-year colleges and universities to assess institutional compliance with Commission requirements and federal standards for accreditation.

**Self-Study Evaluator** 1995  
Ohio Board of Regents, Columbus, Ohio

Read and evaluated two-year college self-studies for Ohio's higher education coordinating board as part of its process of implementing a statewide performance-based funding model.

**Member, National Advisory Board** 1994 to 1996  
National Education Center for Women in Business, Seton Hill College, Seton Hill, Pennsylvania

Assisted in the design of programs and activities for this federally funded center at Seton Hill College. The Center's mission included applied research on issues related to female entrepreneurship and the development of programs and materials to encourage girls to consider careers in business.

**Member, Board of Directors** 1994 to 1995  
Heart of Ohio Tech Prep Consortium, Columbus, Ohio

Assisted in the development of policies, procedures, budgets, and required reports governing the implementation of Tech Prep curricula for 23-member consortium in central Ohio.

**Group Facilitator** 1994  
Ohio Board of Regents

Led focus group of educators in primary health care and family practice programs from across the state to develop recommendations for improved state funding for these programs.

**Participant, Issues Forum** 1990  
Ohio Board of Regents

Participated in a statewide review of the mission and goals of Ohio's community and technical colleges to assess strengths and weaknesses of the State's two-year college system and to make recommendations for improvement in the delivery of two-year educational programming at the local and state levels.

## **SELECTED PRESENTATIONS/CONSULTING**

**Consultant** 2006 to present  
Accreditation Council of Trinidad and Tobago (ACTT), Port of Spain, Trinidad, West Indies

Consulted on the design and implementation of Trinidad and Tobago's first government-mandated accreditation and quality improvement standards for higher education. Conducted training sessions for Council staff in oversight and management of institutional self-study, improvement, and peer review. Conducted training sessions for institutional representatives on effective institutional self-study and hosting of evaluation teams. Have also led registration process review and initial accreditation visits for two colleges in Trinidad.



<p><b>Keynote Speaker/Consultant</b> Metropolitan Community Colleges, Kansas City, Missouri</p> <p>Provided keynote address and facilitated small group discussions on the Higher Learning Commission's new standards for accreditation.</p>	<p>2003</p>
<p><b>Facilitator, Annual Meeting</b> Council of North Central Two-Year Colleges (CNCTYC)</p> <p>Assisted in conducting workshop on Higher Learning Commission's new standards for accreditation.</p>	<p>2003</p>
<p><b>Presenter, Annual Meeting</b> Higher Learning Commission of North Central Association of Colleges and Schools (NCA)</p> <p>Conducted training workshops for new and experienced consultant-evaluators.</p>	<p>2003</p>
<p><b>Presenter, Annual Meeting</b> Higher Learning Commission of North Central Association of Colleges and Schools (NCA)</p> <p>Conducted workshop on assessment of student academic achievement.</p>	<p>2002</p>
<p><b>Presenter, Annual Meeting</b> Council of North Central Two-Year Colleges (CNCTYC)</p> <p>Conducted workshop on assessment of student academic achievement.</p>	<p>2002</p>
<p><b>Keynote Speaker/Consultant</b> Baltimore County Community Colleges, Baltimore, Maryland</p> <p>Presentation and small group sessions on assessment of student academic achievement.</p>	<p>2001</p>
<p><b>Presenter, Innovations Conference</b> League for Innovation in the Community College</p> <p>Presentation on administrative reorganization.</p>	<p>1999</p>

## SELECTED PRESENTATIONS/CONSULTING (continued)

**Presenter, Leadership 2000 Conference** 1995  
League for Innovation in the Community College

Presentation on improving administrative searches in higher education.

## PUBLICATIONS

**Author** 2010

“When Stenographer Turns to Voicewriting.” *JCR* (pp. 16-17), vol. 71, March 2010

**Coauthor** 2006

“An Ohio Model for Articulated Teacher Education” with C. Zirkle and J. Brenning. *Community College Journal of Research and Practice* (pp. 501-512), vol. 30, 2006

**Coauthor** 2005

“2+2 for Business Teacher Education: A Tale of Two Large, Urban Educational Institutions” with C. Zirkle and J. Brenning. *OATYC Journal* (pp. 28-32), vol. 30, fall 2005

**Coauthor** 2002

“Building Community: The Second Century, the Same Challenge” with I. Weisman. *New Directions for Community Colleges* (pp. 99-108), number 118, summer 2002

**Coauthor** 1996

“Improving Administrative Searches,” with G. Proulx. *Leadership Abstracts*, vol. 9, number 4, April 1996

## COMMUNITY SERVICE

**Literacy Volunteer** 2008  
Clark County Literacy Coalition, Springfield, Ohio

**Board Member** (elected Vice Chair of the Board in 2008) 2007 to present  
Trinity Lutheran Seminary, Columbus, Ohio

**Board Member** 2006 to 2010  
Community Hospital Health Services Foundation, Springfield, Ohio

**Board Member** (elected President of the Board in 2006) 2003 to 2006  
Choices (central Ohio domestic violence agency), Columbus, Ohio

**Chair** 2003  
Marketing Task Force, Wittenberg University, Springfield, Ohio

## **COMMUNITY SERVICE (continued)**

<b>President</b> Wittenberg University Alumni Board, Springfield, Ohio	1998 to 2000
<b>Member</b> YWCA "Women of Achievement" Selection Committee, Columbus, Ohio	1997
<b>Graduate</b> Leadership Columbus, Columbus, Ohio	1997
<b>Member</b> Central Ohio Transit Authority (COTA) Community Advisory Committee, Columbus, Ohio	1997 to 2001
<b>Member</b> Rotary Club of Columbus, Columbus, Ohio	1996 to 2006
<b>Group Leader</b> Bexley High School, African-American Student Support Group, Bexley, Ohio	1992 to 1995
<b>Member</b> Westgate Alternative School Professional Advocacy Council, Columbus, Ohio	1990 to 1994

## **HONORS AND RECOGNITIONS**

<b>Commendation</b> Gay/Straight Alliance, Wittenberg University, Springfield, Ohio	2009
<b>Friend of Education Award</b> Bexley City Schools, Bexley, Ohio	1995
<b>Kellogg Fellowship</b> League for Innovation in the Community College, University of Texas at Austin, Austin, Texas	1994
<b>Thomas C. Holy Fellowship</b> College of Education, The Ohio State University, Columbus, Ohio	1992
<b>Outstanding Service Award</b> Westgate Alternative School, Columbus, Ohio	1992
<b>Outstanding Student Award</b> College of Education and Human Services, Wright State University, Dayton, Ohio	1988
<b>Chi Sigma Iota</b> Counseling Honor Society International, Wright State University, Dayton, Ohio	1986

## ***CINDY L. MILES, PH.D.***

8800 Grossmont College Drive ♦ El Cajon, CA 92020 ♦ 619.644.7570 ♦ cindy.miles@gcccd.edu

### **Professional Profile**

*Dr. Cindy Miles serves as Chancellor of the Grossmont-Cuyamaca Community College District (GCCCD), a two-college district located in an 1,138 square-mile area of eastern San Diego County bordering Mexico that serves 38,000 students each year in credit, contract, and non-credit classes. Locally, she serves as secretary to the GCCCD Governing Board, and is on the boards of the Foundation for Grossmont and Cuyamaca Colleges, East County Economic Development Council (ECEDC), Water Conservation Garden and Joint Power Authority, the San Diego and Imperial Counties Community Colleges Association, as well as a number of foundations, associations, and chambers of commerce. In addition, she supports state and national service organizations, and consults on topics of educational quality and innovation, learning outcomes and assessment, leadership and change, and organizational spirit.*

*Miles also sits on the Board of Directors of the American Association of Community Colleges and Chief Executive Officers of the California Community Colleges. She is a member of the American Council on Education Commission on Inclusion and the Institute for Evidence-Based Change.*

### **Education & Certification**

Post-Doctoral Certificate, Harvard University Seminar for New Presidents, 2006

Doctor of Philosophy, Educational Administration, The University of Texas at Austin, 1997

Master of Science, Secondary & Higher Education, Texas A & M University-Commerce, 1990

Clinical Laboratory Technologist, U.S. Department of Health & Human Services, 1983

Bachelor of Arts, Biology, The University of Texas at Austin, 1976

### **Professional Experience**

#### **GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT (2009-Present)**

##### **CHANCELLOR**

Provides executive leadership for Grossmont-Cuyamaca Community College District (GCCCD) and its educational administration, governance, community service, Governing Board development.

Leads the district's shared governance process; chairs key district consultation councils: District Executive Council, District Coordinating Educational Council, District Strategic Planning & Budget Council, Diversity, Equity & Inclusion Council, and District Accreditation Coordinating Council.

##### **GCCCD distinctions:**

- Three out of four East County adults have taken classes at Grossmont or Cuyamaca College.
- The district's annual economic impact on eastern San Diego County is \$477 million, including increased income from students, an expanded tax base and the cost of the district's operations.
- Grossmont College: The only community college in San Diego County to offer forensic technology; an Allied Health and Nursing Division offering real-world hospital experiences with state-of-the-art facilities and 17 human patient simulators.
- Cuyamaca College: A regional leader in training students for careers in water, wastewater, ornamental horticulture and green jobs; home of the renowned Water Conservation Garden.

GCCCD plays a vital role in the social and economic development of San Diego's East County, enhancing the quality of life by providing a world-class, affordable education for more than 30,000 credit, non-credit, and contract students.

The district encompasses an area of 1,138 square miles and offers more than 150 degree and certificate programs at its two colleges. Together, Grossmont and Cuyamaca Colleges award more than 2,000 degrees and certificates annually.

## **Miami Dade College (2005-2009)**

### *CAMPUS PRESIDENT, HIALEAH CAMPUS*

Served as founding president and led programs, operations, and services for Miami Dade College-Hialeah Campus, a Hispanic-serving institution serving 10,000 credit and noncredit students in the greater Hialeah-Miami Lakes area of northwest Miami-Dade County. Led development of infrastructure and accreditation approval for conversion from extension center to stand-alone campus, with the following characteristics:

- 91% Hispanic , 68% female, 91% working, 55% first generation, 90% academically underprepared
- Highest fall-to-spring retention rate (86%) of any MDC campus
- 2007 awarded USDOE Title V Project V-Coach, innovative technology-based student success system, in partnership with Microsoft Corporation, to promote Hispanic success in STEM fields

Member of the executive leadership team for Miami Dade College, recognized for educational and cultural accomplishments including the following:

- The largest and most diverse college in the country, with more than 165,000 students from 173 countries
- Confers more associate degrees, and more degrees to Hispanics and African-Americans, than any other college in the country
- Miami International Book Fair, Cultural del Lobo Performance Series, Florida Center for the Literary Arts, Center for Cultural Collaborations International, Miami International Film Festival

## **Community College of Denver (2002- 2005)**

### *VICE PRESIDENT, LEARNING & ACADEMIC AFFAIRS*

Member of Executive Staff, leadership team for the college

Led all credit and non-credit instructional programs and services:

- CCD Learning Team (4 deans, 3 associate deans, 23 chairs/coordinators, 12 directors) serving 14,000 students at 5 campuses, 5 high schools, 2 early/middle colleges, 23 health facilities, 30 community sites
- Learning Support Services: Academic Support Center, Vocational Tutoring Services, Academic Tutoring Center, OWL (Online Writing Lab), First Generation Student Success, TRIO Scholars, Educational Case Management Services, Teaching/Learning Center, Part-time Faculty Academy
- Outreach: Performance Solutions (continuing education/corporate training), Workplace Learning, CCD Online, GED institute, Denver Public School post-secondary enrollment options, Early/Middle College partnerships

Led Academic Quality Improvement Program (alternative re-accreditation process) with The Higher Learning Commission, North Central Association of Colleges and Schools

Academic liaison to Auraria Higher Education Center and Colorado Community Colleges System

## **League for Innovation in the Community College (1997-2002)**

### *VICE PRESIDENT & SENIOR PROGRAM OFFICER (2001 – 2002)*

Led program planning, fund development, and evaluation for the League's strategic initiatives: Leadership, Information Technology, Learning, Research and Practice, Diversity and Equity, Resource Development, Workforce Development, and Student Success.

Supervised League membership and Corporate Partner Services for more than 700 colleges, 110 companies, dozens of educational associations.

Directed League marketing, branding, and public relations activities.

Directed/co-directed national projects: Learning College Project, 21st Century Learning Outcomes Project, K-16 Alliance for Internet-in-Education, National Articulation Agreement Project.

**CHIEF OPERATING OFFICER (1999 – 2001)**

Managed League fiscal, facilities, human resources, and program operations, including (a) budget growth from \$3 to \$5 million, (b) staff expansion from 12 to 20, (c) 25% growth in corporate partnerships and college memberships, (d) new bookkeeping/audit practices, (e) online conference registration and bookstore, (f) new employee benefits program, organization policies and procedures, staff development program, performance evaluation processes, (g) office relocation from California to Arizona, and (h) selection and transition of new League CEO/president to replace retiring 23-year leader

Editor: *The Leading Edge: Competencies for Community College Leadership in the New Millennium* (Desjardins, 2001), *To Teach With Soft Eyes: Reflections on a Teacher/Leader Formation Experience* (Richland College, 2000)

**DIRECTOR OF PROGRAMS, SENIOR EDITOR (1997–1999)**

Led Technology Initiative: Conference on Information Technology (2,500 attendees), publications, research, administrative technology, corporate partner relations, national technology projects: Alliance for Internet-in-Education, League Lotus Fellows, and Microsoft MOUS Project

Co-directed design and launch of Innovations Conference, with more than 1200 attendees in first year

Senior Editor: print and electronic publications; marketing, membership, and conference materials; monthly Leadership and Learning Abstracts

**Texas State Technical College (Waco, Texas) 1997**

COORDINATOR OF CURRICULUM & GRANTS, WORKFORCE DEVELOPMENT

**Austin Community College (Austin, Texas) 1996 - 1997**

RESEARCH INTERN, OFFICE OF INSTITUTIONAL EFFECTIVENESS

**Community College of Denver (Denver, Colorado) 1995**

ASSISTANT TO THE PRESIDENT

**The University of Texas at AUSTIN 1993 - 1997**

RESEARCH ASSISTANT: EDUCATIONAL ADMINISTRATION (1994 -1997)  
EDUCATIONAL PSYCHOLOGY (1993 - 1994)

ASSISTANT INSTRUCTOR: EDUCATIONAL ADMINISTRATION (FALL 1996)  
EDUCATIONAL PSYCHOLOGY (1993-1994)

**Paris Junior College (Paris, Texas) 1989-1993**

DIRECTOR, TRANSITIONS PROGRAM (1989 -1993)

FACULTY, DEVELOPMENTAL MATHEMATICS & LEARNING SKILLS (1989-1991)

INSTRUCTOR, PRE-VOCATIONAL TRAINING (1978-1979)

**St. Joseph's Hospital & Health Center/  
Texas Oncology Associates (Paris, Texas) 1980-1991**

MEDICAL TECHNOLOGIST (1983 -1991)

MEDICAL LABORATORY ASSISTANT (1980 -1982)

## Professional & Community Service

American Library Association, National Summit member: *Libraries from Now on: Imagining the Future*, 2014  
Aerotropolis Steering Committee member 2013-present, Vice President  
California Community College Chancellor's Office  
    Accreditation Taskforce member 2012/13  
    Chancellor Search Committee member 2012  
Excelsior College National Coordinating Council, board member 2013-present  
Center for Community College Student Engagement, National Advisory Board member, 2013-present  
Institute for Evidence-Based Change (IEBC), Advisory Board member 2011-present  
Foothills College Accreditation Team Chair October 2012  
Community College League of California  
    CEO Board member 2011-present, Board president 2012  
    Taskforce on the Future of the CCLC, 2011  
    League Board member 2012-13  
American Council on Education,  
    Commission on Inclusion 2011-2012  
    Commission on Effective Leadership 2012-present  
American Association of Community Colleges (AACCC), Board member, 2010-2014  
    AACCC Audit & Finance Committee 2011-2014, chair 2013-14  
    Commission on Communications and Marketing Member 2011-12  
    National Council for Learning Resources Member 2011  
    Advancement Committee 2010  
    National Council on Student Development 2010  
    Commission on Diversity, Equity, & Inclusion, 2006-09, 2014-present  
    Commission on Academic, Student, & Community Development, 1999-2002  
San Diego East County Economic Development Council board, 2011-present  
Water Conservation Garden Authority, Board Member, 2009-present  
Heritage of the Americas Museum, Board Member, 2009 to-2011  
San Diego & Imperial Counties Community College Association, 2009-present  
Chambers of Commerce (San Diego East County/Lemon Grove, Alpine & Mountain Empire, Lakeside, La Mesa, Rancho San Diego/Jamul, Santee, Spring Valley), 2009-present  
America Reads, Volunteer, 2007-2009  
Chambers of Commerce, Miami Lakes, Hialeah (Chair, Education-to-Business Committee), 2006-09  
League Representative, League for Innovation in the Community College, 2006-09  
Colorado Community College System, Education Services Council, Statewide Curriculum Committee, 2002-05  
Denver Community-Based Health Educators, Advisory Board, 2004-05  
Colorado Alliance for Quality Teaching, Advisory Board, 2003- 05  
Evergreen Spiritual Center, Board of Directors (Chair), 2003- 05  
Chambers of Commerce, Denver & Evergreen, CO 2003-05  
Center for Formation in the Community College, Advisory Board, 2001-06  
National Association of Community College Teacher Education Programs, Advisory Board, 2001-02  
The College Board, Community College Advisory Panel, 1999-2002  
Microsoft/Compaq Community College Advisory Council, 1999-2000  
Alliance for Internet-in-Education Advisory Council, 1998-2002  
Orange County Literacy Council, Tutor, 1997-99

Habitat for Humanity, Volunteer, 1995-present  
Sierra Club National Outings, Service Trip Leader & Cook, 1991-2001

## Teaching Experience

### GRADUATE

Ferris State University: Doctorate in Community College Leadership Program 2014-present

Walden University: Community College Leadership Program, 2004-2008

Colorado State University: Community College Leadership Program, 2005

THE UNIVERSITY OF TEXAS AT AUSTIN: Community College Leadership Program, 2001  
Qualitative Research Design, 1996

### UNDERGRADUATE

Community College of Denver: Writing Lab Tutor, Academic Success Strategies, 2003-04

THE UNIVERSITY OF TEXAS AT AUSTIN: Educational Psychology, Strategic Learning Skills, 1993-94

PARIS JUNIOR COLLEGE: Developmental Mathematics (full-time faculty), 1989-91  
Adjunct Developmental Mathematics, Learning Skills, 1989  
Adult Basic Education, Pre-Vocational Training, 1978-79

## Academic & Community Honors

79<sup>th</sup> Assembly District Recognition for Outstanding Service to Community in Education, 2014  
National Council for Marketing & Public Relations *Pacesetter Award*, 2013  
American Association of California Trustees, *CEO of the Year Award*, 2013  
East County Chamber of Commerce, Women in Leadership Award for Education, 2012  
Association of Community College Trustees 2013 Pacific Regional Chief Executive Officer Award Recipient  
San Diego East County Chamber of Commerce Women in Leadership 2012  
Distinguished Graduate Award, Community College Leadership Program/College of Education, The University of Texas at Austin, 2001  
University Fellow, Community College Leadership Foundation, The University of Texas at Austin, 1996-97  
Community College Leadership Fellow, W. K. Kellogg Foundation, The University of Texas at Austin, 1995  
University Fellow, The University of Texas at Austin, 1993-95

## Publications

- Robyn, E. & Miles, C. (2011) "Passing the Learning College Test," In C. Wilson & T.O'Banion (Eds.). *Focus on Learning: A Learning College Reader*. Innovation Press: Phoenix, AZ.
- Robyn, E. & Miles, C. (2008) "Innovative Studies: Changing Minds for a Changing World." *Learning Abstracts*, Vol.11, No. 2.
- Robyn, E. & Miles, C. (2006) *Pirate Wisdom: Lessons in Navigating the High Seas of Your Organization*. iUniverse: New York.
- Miles, C. & Wilson, C. (2004) "Learning Outcomes for the 21st Century: Cultivating Student Success for College and the Knowledge Economy." In J. Friedlander & A. Serban (Eds.), *Approaches to Using Learning Outcomes to Promote Student Success, New Directions for Community Colleges*, Jossey-Bass: San Francisco.
- Perez, S., Miles, C., & Wilson, C. (2003). "Through the Cyberceiling: Women in Technology in the Community College." In G. de los Santos, A. de los Santos, & M.D. Milliron, (Eds.), *From Digital Divide to Digital Democracy*, Innovation Press: Phoenix, AZ.
- Miles, C. (2002). "Organizational Readiness: Middle Age and the Middle Way." In N. Thomas, (Ed.), *Perspectives*. Joint publication of Macomb Community College Futures Institute/League for Innovation. Innovation Press: Phoenix, AZ.
- Milliron, M. & Miles, C. (2000). "Education in a Digital Democracy: Leading the Charge for Learning About, With, and Beyond Technology." *Educause Review*, November-December.
- Milliron, M. & Miles, C. (Eds.) (2000). *Taking a Big Picture Look at Technology, Learning, and the Community College*. Innovation Press: Mission Viejo, CA.
- Wilson, C., Miles, C., Baker, R., & Schoenberger, R. (2000). *Learning Outcomes for the 21st Century: Report of a Community College Study*. Innovation Press: Mission Viejo, CA.



**MYRAN AND ASSOCIATES**  
**School and College Consultants**

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Dr. Steven Myran, Director  
of Research and Evaluation  
1219 Surrey Crescent  
Norfolk, VA 23508  
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Fax: (757) 423-5566  
E-Mail: smyran@hotmail.com

January 14, 2009

**Professional Resume**  
**DR. GUNDER A. MYRAN**  
***President Emeritus, Washtenaw Community College***

Personal Information

- Marital Status: Married to Marliiss Myran, three children
- Avocational Interests: Travel, outdoor activities, reading, tennis, golf, photography
- Military Experience: U.S. Army: Military Police Battalion, Fort Knox, Kentucky; Commanding Officer staff, Nabollenbach Quartermaster Depot (Europe), 1955-56

Education

- B.S., Minnesota State University-Mankato (Business), 1957
- M.A., University of Iowa (Business), 1960
- Ed.D., Michigan State University, (Administration/Higher Education—Community College Leadership Program), 1968
- Post-Doctoral Study, Harvard University (Institute for Educational Management), 1979 and 1985

Professional Experience

- Senior Consultant to the Chancellor, Wayne County Community College District (WCCCD), 2002 to present (assisting chief executive officer of district with organizational development initiatives)
- President, Myran and Associates, 1998 to present. Consulting clients, in addition to WCCCD, have included Michigan State University, Ferris State University, Macomb Community College, St. Clair County Community College, Glen Oaks Community College, and the United Association of Plumbers and Pipefitters (international labor union).
- President, Washtenaw Community College, 1975 to 1998
- Adjunct Professor, Center for the Study of Higher Education: School of Education, University of Michigan, 1975 to 1988
- Dean of Instruction: Rockland Community College, 1972-1975
- Associate Professor, Community College Leadership Program, Department of Administration and Higher Education: Michigan State University, 1968-1972

- Business instructor, department chair, admissions director, tennis coach, athletic director: Jackson Community College, 1961-68
- Instructor and student teacher supervisor: University of Iowa, 1959-60
- High school teacher: Glenville and Wanamingo, Minnesota, 1957-1958

#### Publications

- Upcoming: The New Community College Open Door: Transforming Student Access, Student Success, Campus Inclusiveness, and Community Engagement. American Association of Community Colleges, 2009
- Leadership Strategies for Community College Executives, American Association of Community Colleges, 2003
- Community College Leadership for the New Century: Learning to Improve Learning, American Association of Community Colleges, 1995
- Strategic Management in the Community College, Jossey-Bass, Inc., Publishers, 1983
- Editor, Catalyst (magazine of the National Council on Continuing Education and Training), 1975-77
- Editor, Research and Report Series, Department of Administration and Higher Education, Michigan State University, 1968-72
- Community Services in the Community College, American Association of Community Colleges, 1969, reprint 1974
- Numerous magazine articles, chapters of books, brochures, and book reviews

#### Professional Activities (varied lengths of service)

- Consultant to over 50 community colleges, universities, and associations
- Board of Directors, American Association of Community Colleges
- Chair of Board of Directors, National Council for Continuing Education and Training
- Steering Committee, Michigan Community College Virtual Learning Network
- Chair of Board of Directors, Michigan Community College Association
- Chair, Presidents Committee of the Michigan Community College Association
- Treasurer, COMBASE Consortium of Community Colleges
- Member, Michigan State Advisory Committee for Vocational Education

#### Community Activities (varied lengths of service)

- Chair of Board of Directors, Catherine McAuley Health System
- Chair of Board of Directors, Washtenaw United Way
- Chair of Board of Directors, Great Sauk Council, Boy Scouts of America
- General Chairperson, Washtenaw United Way annual campaign
- Chairperson, Ypsilanti Area Futures Project
- Board of Directors, Michigan Technology Council
- Board of Directors, Greater Ypsilanti Chamber of Commerce
- Advisory Committee, Junior League
- Board of Directors, Washtenaw Development Council
- Board of Directors, Washtenaw Education-Work Consortium

- Board of Directors, Ann Arbor Area Foundation
- Board of Directors, Ann Arbor Rotary Club

### Awards

- The Thomas J. Peters National Leadership Award (national award to top community college presidents)
- National Lifetime Achievement Award, National Council for Continuing Education and Training
- Person of the Year Award, National Council for Community Services, American Association of Community Colleges
- Annual Management Recognition Award, National Council for Research and Planning
- Outstanding Service Award, Michigan Community College Association
- Directors Award for Outstanding Service, Michigan Technology Council

### Service as President of Washtenaw Community College (1975 to 1998)

- Honored by the WCC Board of Trustees with the naming of the new WCC library and technology education building as the Gunder A. Myran Building
- Enrollment growth from 4000 students to 10,500 students
- Major curricular development in all instructional areas with an emphasis on career and technical education
- Major program development in service to low-income and unemployed persons
- Major expansion of customized job training in service to area employers and labor unions
- New model for participative management and faculty/staff involvement in decision making
- Positive labor-management relationships and win-win collective bargaining
- Partnership with United Association and its instructor training program
- Several successful cycles of strategic planning and facility and campus master planning
- Several successful millage increase and bonding elections
- Planning and construction of several buildings and campus improvements
- Involvement of college in major community-based projects including economic development, workforce development, and service to low-income and unemployed groups

**DAVID M. NICOL, Ph.D.**

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(231) 796-6139*

*Email: [nicold@ferris.edu](mailto:nicold@ferris.edu)*

**education**

- Ph.D. (1994) University of Houston (Houston, Texas)  
Major: *Management* Concentration: *International Business*  
Dissertation: *Cultural Influence on Trust Orientation: Implications for International Business Relationships*
- M.B.A. (1972) Arizona State University (Tempe, Arizona)
- B.A. (1969) Beloit College (Beloit, Wisconsin) Major: *Economics*
- Graduate (2007) Harvard Graduate School of Education (Cambridge, Massachusetts) Certificate  
Institute for Management & Leadership in Education

**honors & awards**

Best Paper, 1996 Eastern Academy of Management  
Best Paper, 1993 Southern Management Association  
Dean's Award for Academic Excellence in Doctoral Work  
AACSB/GMAC National Doctoral Fellowship in Business & Management  
Beta Gamma Sigma Honorary Fraternity  
Sigma Iota Epsilon Honorary Management Fraternity

**professional experience**

- 2001 **Dean, College of Business, Ferris State University (Big Rapids, MI) to  
Professor of Management**  
Pres. *Academic & administrative leader for 90+ full-time faculty and staff in support of 2,500 COB majors enrolled in our undergraduate and graduate degree programs, on-campus, off-campus, and on-line. Accomplishments: initial accreditation for the college; 15+% enrollment growth in last three years; 25% increase in productivity (student credit hours/FTEF).*
- 2000 **Associate Dean, College of Business, Frostburg State University (Frostburg, MD) to  
Administrative responsibility for: curricular assessment and  
development; faculty  
2001 acquisition and development; and, faculty committee work in support of AACSB  
accreditation process.**
- 1995 **Chair, MBA Department, Frostburg State University (Frostburg, MD) to  
Responsibility for all programmatic and administrative aspects of MBA program 2000  
serving 450 students distributed across three geographically-dispersed locations. Oversaw 26**

full- and part-time faculty, as well as administrative staff. Extensive involvement in all aspects of the university, and in the state university system.

- 1994 **Associate Professor of Management, Frostburg State University** (Frostburg, MD) to  
**Assistant Professor of Management** (1994-1999)
- 2001 *Tenured in 1999. Primary teaching focus: Strategic Analysis & Planning.*
- 1990 **Teaching Fellow, University of Houston** (Houston, TX)  
to *Taught courses in (a) Business Policy & Strategy; and, (b) Organizational Behavior 1994  
& Management, while pursuing Ph.D.*
- 1986 **President, HCS Technology, Inc.** (Houston, TX)  
to *Managing Director of U.S. operations for a Dutch MNC. Chief executive for a  
1990 holding company and three subsidiaries: (1) a national computer graphics equipment  
maintenance company [an acquisition]; (2) a CAD system sales/service company serving the  
carpet/textile industry [a turnaround]; and (3) a company selling emergency shutdown systems  
to the petrochemical industry [a startup based on the import of foreign technology]. Business  
activity was international in scope.*
- 1980 **President, ImageMatrix-Houston, Inc.** (Houston, TX) to  
**President, Memory Graphics, Inc.** (Dallas, TX)
- 1985 *Founder of MGI, a computer-based, presentation graphics company; Merged MGI with  
IM-H as part of a successful turn-around of IM-H.*
- 1979 **Vice President - Productivity Management Services, Republic National Bank** (Dallas, TX) to  
*Established and managed corporate group that (1) performed operational  
and  
1980 business analysis, and (b) made recommendations for operational changes to enhance  
performance of what was the 19<sup>th</sup> largest U.S. bank.*
- 1977 **Manager of Analysis & Reporting, Frito-Lay, Inc.** (Dallas, TX)  
to *Managed staff responsible for identifying and appraising pertinent business issues,  
1979 both operational and strategic in nature. Developed situational assessments;  
proposed courses of action for \$billion corporation.*
- 1972 **Senior Financial Analyst, Hallmark Cards, Inc.** (Kansas City, MO) to  
**Financial Analyst**
- 1977 **New Product Development Coordinator**

#### teaching experience

Ferris State University

2002 - *Applied Management* (MGMT 301)

*Small Business Management* (MGMT 310)

*Honors Class for Business students in University Honors Program* (HNRS 100) Frostburg State

University

1994 - 2001 *Strategic Analysis & Planning in the Managerial Environment* (MGMT 580) *Managing  
Human Resources and Organizational Change* (MGMT 620)  
*Strategic Integration* (MGMT 680)  
*Marketing Seminar [capstone course]* (BUAD 491)

University of Houston

1990 - 1994 *Business Policy & Strategy* (MANA 4383)  
*Introduction to Organizational Behavior & Management* (MANA 3334)

#### other

Investment Committee, Ferris Foundation Board  
Board of Trustees, Mecosta County Medical Center  
MCMC Strategic Planning Committee  
MCMC Finance Committee  
MCMC Professional Services Committee  
MCMC Audit Committee  
The Economic Club of Grand Rapids  
The Rotary Club of Big Rapids  
Board of Directors, Upper Potomac Technology Consortium, Inc.  
President's Mid-Atlantic Regional Advisory Council, Beloit College

#### military

1969-1971 Personnel Management Specialist, U.S. Army, Vietnam.

#### publications

*Structuring-by-the-numbers: A process for discovering and understanding organizational structure.* (co-authored with Paul Lyons) *Journal of Management Education*; 25(6), (pp.726-736). Thousand Oaks, CA: Sage Publications, Inc. (2001)

***Organizational enhancement through recognition of individual spirituality.* (co-authored with S. King). In J. Biberman and M. Whitty (Eds.), Work and Spirit: A Reader of New Spiritual Paradigms for Organizations. University of Scranton Press. (2000)**

*Integrating spirituality into management education in academia and organizations: A conceptual framework and current practices.* (co-authored with J. Biberman, S. King and L. Robbins). In J. Biberman and M. Whitty (Eds.), Work and Spirit: A Reader of New Spiritual Paradigms for Organizations. University of Scranton Press. (2000)

*Organizational enhancement through recognition of individual spirituality: Reflections of Jaques and Jung.* (co-authored with S. King) *Journal of Organizational Change Management*; 12(3), (pp. 233-242). Cambridge, MA: MCB University Press. (1999)

*Structuring-by-the-numbers: Discovering and creating organizational structure.* (co-authored with P. Lyons) In P. Elsass and J. Harmon (Eds.), EAM Proceedings: The Life-Giving Workplace. (pp. 117-120). Eastern Academy of Management. (1999)

*A burgeoning interest in spirituality and the workplace: Exploring the factors driving it.* (co-authored with S. King) In J. Biberman and A. Alkhafaji (Eds.), Business Research Yearbook: Global Business Perspectives (pp. 718-722). Saline, MI: McNaughton & Gunn, Inc. (1999)

*Individual and organizational change: Jaques' and Jung's contributions to spiritual growth.* (coauthored with S. King) In J. Biberman and A. Alkhafaji (Eds.), Business Research Yearbook: Global Business Perspectives (pp. 803-807). Saline, MI: McNaughton & Gunn, Inc. (1998)

*Trust: Critical and cultural.* In E. Cooper and A. Konrad (Eds.), EAM Proceedings: New Connections in the Information Age. (pp. 236-239) Kingston, RI: Eastern Academy of Management (1996)

*Shortcomings of legal remedies in international business: A U.S.-Mexico illustration.* In M. Landeck and J. LeMaster (Eds.), Southwest Review of International Business Research (pp. 179-187). Laredo, TX: AIB-SW. (1994)

*Cultural influences on job choice: An analytical framework.* In M. Schnake (Ed.), Proceedings of the 1993 Southern Management Association (pp. 395-398). Valdosta, GA: Southern Management Association. (1993)

### **papers and presentations**

Dean in the middle. Case study selected for program discussion at Institute for Management & Leadership in Education, Harvard University, Cambridge, Massachusetts, June, 2007.

Trust: A multi-dimensional construct in a global context. Presentation at the European Institute for Advanced Studies in Management's 2<sup>nd</sup> Workshop on Trust Within & Between Organizations, Amsterdam, Netherlands, October, 2003

Ensuring the relevance and efficacy of business education. Presentation at the annual meeting of the Southeast Institute for Operations Research and Management Sciences, Myrtle Beach, SC, October, 2002

External linkages: The next faculty frontier. (co-authored with M. Leonard and P. Lyons) Presentation at the Conference on Emerging Issues in Business and Technology, Myrtle Beach, SC, November, 2001

Enhancing linkages with external communities: Improving curriculum, courses, and resources. (coauthored with M. Leonard and P. Lyons) Presentation at 5<sup>th</sup> Annual Lilly Conference on College Teaching – Atlantic. Towson, MD, April, 2001.

Curricular integration: What does it mean to you? (co-presented with T. Hawk) Presentation at Organizational Behavior Teaching Conference annual meeting, Carrolton, GA, June, 2000.

Structuring by the numbers: Discovering and creating organizational structure. (co-authored with P. Lyons) Presentation at Eastern Academy of Management, Philadelphia, PA, May, 1999.

Do we really need to?: The issue of change in business education. Presentation at Frostburg State University School of Business forum, Frostburg, MD, March, 1999

A burgeoning interest in spirituality and the workplace: An exploration into the multi-level factors that are driving it. (co-authored with S. King) Presentation at annual meeting of the International Academy of Business Disciplines, Chicago, IL, April, 1999

Collegiality, currency, productivity: How does technology fit in?. Presentation at USM Chairpersons' Conference, Hagerstown, MD., October, 1998.

Individual and organizational change: Jaques' and Jung's contributions to spiritual growth. (coauthored with S. King) Presentation at annual meeting of the International Academy of Business Disciplines, San Francisco, CA. April, 1998.

The influence of culture on trust. Presentation at XIIIth Congress of the International Association for Cross-Cultural Psychology, Montreal, Canada. August, 1996.

Trust: Critical and cultural. Presentation at Eastern Academy of Management annual meeting, Crystal City, VA. May, 1996 \*\*\* *Best Paper Award* \*\*\*

Culture and communication: Challenges to effective business relationships. Presentation at International Focus '96 - Frostburg State University., April 1996

Strategic management for small businesses. Presentation at the *Frostburg at 5* series sponsored by the Hagerstown Downtown Assessment District, November, 1995.

Shortcomings of legal remedies in international business: A U.S.-Mexico illustration. Paper presented at the Academy of International Business - Southwest annual meeting, Dallas, April, 1994.

Cultural influences on job choice: An analytical framework. Paper presented at the Southern Management Association annual meeting, Atlanta. November, 1993. \*\*\**Best Paper Award*\*\*\*

The global executive: Lessons and suggestions for the Mexican manager. Paper presented at the First International Conference on Globalization: Challenges and Opportunities, Monterrey Institute of Technology, Cd. Juarez, Mexico, May, 1992.

An etic-emic perspective on cross-cultural decision-making research. (co-authored with S. Kumar and D. Rude) Presented at annual meeting of Judgment & Decision Making Society, St. Louis, November, 1992.

Is judgment/decision-making research culturally constrained? (co-authored with S. Kumar and D. Rude) Paper presented at annual meeting of Judgment & Decision Making Society, San Francisco, November, 1991.

Cross-cultural decision making: Theoretical frameworks and a research agenda. (co-authored with S. Kumar and D. Rude) Paper presented at Judgment & Decision Making Society, San Francisco, November, 1991.

#### **miscellaneous academic activity**

##### ***Ferris State University***

Ferris Foundation Board Investment Committee; Deans' Council; Advancing On-line Task Force; e-Learning Management Team; Doctoral Program Development Task Group; University Management Negotiating Team re: Faculty Union Contract; Student Fees Committee; Business Technology Consortium Management Committee (Chair); University Network Coordinating Group; Computer Hardware Standards/Replacement Strategy Committee; IRC Building Renovation Steering Committee, Student Assessment of Instruction Committee; Leadership Council; Faculty Research Committee; University Planning Committee (UPC).; UPC Strategic Directions Committee (Co-Chair); Institutional Representative - exploring partnership agreements at China Three Gorges University and Hubei Polytechnic, - signing of Articulation Agreements w/ ESC Troyes (France) and Fachhochschule Liechtenstein

***University System of Maryland [comprised of 13 constituent institutions]***



Represented Frostburg State University on the University System Faculty Council. Co-chaired the Administrative and Fiscal Affairs committee of that body. Also served on two System committees: one which developed recommendations for the state Board of Regents regarding faculty appointment, rank & tenure policies; the other, focusing on non-tenure track & part-time faculty policies.

***Frostburg State University***

Served on 10 standing governance bodies, including: President's Cabinet, Deans' Council, Faculty Senate, Graduate Council, University Chairs' Council and Faculty Development. Served as the Chair of the latter three, and on the Steering Committee of the Senate. Also served on 15 university ad hoc committees or task groups, addressing such topics as technology policy and support, institutional marketing, and administrative recruiting. Served as Graduate Marshal for the 1999-2001 Commencement ceremonies.

***Professional***

For over a decade, I have served as a reviewer for both the national and regional academies of Management (with recognition in a number of years as an "Outstanding Reviewer"), primarily for the International Business and Business Policy & Strategy tracks, but also for the OB track. I have been an official discussant at conferences, as well as a journal reviewer. I have also served as a Judge for the regional DECA competitions in which high school management and marketing students compete.

**professional memberships**

Academy of International Business; Academy of Management; International Alliance of Teacher Scholars; International Association for Cross-Cultural Psychology; Organizational Behavior Teaching Society; Southern Management Association

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Arvada, CO 80004

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303- 425-3639 (home)  
elisarobyn@msn.com

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#### SKILL SUMMARY:

- Doctoral degree; 15 years faculty development and administrative experience
- Over 10 years' experience designing and teaching online courses, build virtual communities
- Successfully build collaborative and consensual team of faculty and staff who share in vision and mission building, plan and implement innovative educational practices .
- Manage budgets in changing for-profit and not for profit environments.
- Build relationships across institutional divisions and internal and external stake-holders.
- Develop, achieve and maintain accreditation goals and lead accreditation processes
- Lead strategic planning in diverse environments.
- Design and lead faculty development and assessment programs
- Multi task in high stakes situations while maintaining a sense of humor.
- Use Design thinking to effectively build innovative teams.
- Implemented development and assessment plans that resulted in improved faculty performance and student learning.

#### EMPLOYMENT HISTORY

**Dean School of Humanities and Social Sciences (10/2012 – present)**  
**Assistant Dean School of humanities and social sciences (10/2011 – 12/2012)**  
**Professor Department of Innovative Studies**  
**Regis University**

The School of Humanities and Social Sciences houses undergraduate degrees in Liberal Studies, Social Sciences, Communication and Criminology, and graduate degrees in Criminology, Non-profit management and individually designed Master of Arts.

- Oversight for online course development, as well as curriculum development in Fine and Performing Arts and Arts Management, Psychology, and Religious Studies,
- Training and mentoring faculty to design courses, curriculum, and degree plans.
- Advising graduate students, oversight of thesis and capstone planning and development,
- Facilitate courses in Adolescent Psychology, Environmental Psychology, and Psychology of Innovation.
- Serve on the Academic Council, University Diversity Committee, University Mentor group and University Learning community council.
- Increase enrollment, specifically in the areas of Fine and Performing Arts and Arts Management, Social Sciences and Religious Studies.
- Design faculty training, mentor faculty, plan student/faculty symposiums

**Dean, Center for Arts and Sciences (9/2001 12/2005)**  
**Community College of Denver**

The Community College of Denver is a learning centered multi-campus community college, sharing a campus with the University of Colorado Denver and Metropolitan State.

- Supervised 40 full-time faculty, 150+ part-time faculty and 5 full-time staff in a center with 1500 student FTE (yearly annualized)
- Management 3.1 million dollar budget.
- Led strategic planning, curriculum design and assessment, faculty hiring, review and development,
- Designed and led educational outreach, grant writing, faculty evaluation and outside community relationships.
- Chaired the Leadership Academy, oversaw Service learning and Experiential learning programs, developed Teaching Learning programs and formed the diversity team.
- Designed faculty assessment plan in alignment with state and board requirements that enhanced faculty involvement and motivation based on cycle of innovation.
- Improved student learning along a variety of assessment measures.
- Increased enrollment by 400FTE.

- Spearheaded online accelerated courses, developed accelerated general education courses, created new fashion design and theater stagehand programs, and consolidated several programs to improve quality and enrollment.
- Leader in the HLC accreditation team focused on the AQIP process,
- Member of the tri-institutional King Center (performance art center), media center and library committees, AHEC outdoor facilities management committee
- Organized art shows, managed the Photography lab and developed a wellness program including a yearly triathlon.

#### **Contributing Faculty, Walden University**

**January 2001 – 2013**

- Facilitate graduate online courses in Educational Psychology.
- PhD committee member and content expert

#### **Lecturer Professor**

**University Colorado at Denver 6/2004 – 2013**

- Develop, create and facilitate graduate online courses in Educational Psychology, Adolescent Psychology and Human Development across the Life Span
- Serve on PhD dissertation committees.

#### **Interim Vice President of Academic Affairs (12/2000 – 5/2001)**

**Associate Academic Dean, (10/1998 – 9/2001) , Chair of Liberal Studies (1/1998 –9/2001)**

**Rocky Mountain College of Art & Design, Denver CO**

- Supervised the Registrar, Academic Advisors, and Department Chairs.
- Provided academic and managerial leadership for the Liberal Studies department, hired and trained faculty, designed curriculum, wrote syllabi, designed and facilitated faculty in-services and oversaw the departmental budget.
- Implemented school wide service-learning projects that were integrated into curriculum
- Co-directed the North Central Accreditation (NCA) and FIDER accreditation processes; set time-lines, directed teams, provided conflict resolution,
- Authored school-wide crisis plan, designed assessment tools, evaluated data, implemented school wide changes in pedagogy and assessment, documented results,
- Administered Noel-Levitz student satisfaction survey, analyzed data, presented results and implemented changes to improve retention.
- Strengthened department relations, built articulations, and managed the academic budget.
- Provided leadership in resolving student and faculty conflicts, designed and evaluated curriculum, developed teaching learning center
- Developed faculty assessment plan in alignment with accreditation issues using portfolios.
- Chair of the Curriculum Committee and Diversity Team, Committee, President's Council, Directors Team, Strategic Planning and Assessment Committee.
- supervised the Library Resource Center,

#### **Affiliate Professor in Master of Science Organizational Leadership**

**Advisor for International Studies**

**Regis University, Denver CO. 8/1991 – 11/2005**

- Designed, facilitated, taught and organized graduate classes utilizing adult learning techniques and sat on graduate student research committees.
- Advised graduate students on action-research projects, mentored students and fellow faculty members, designed and facilitated classes in the areas of leadership, team building and diversity.
- Designed online courses for MBA and MSM programs.
- Assessed and evaluated academic program development for three Regis Partner colleges in Puerto Rico, focused on program development, assessment models, pedagogy, student learning, and campus needs.
- Created curriculum, designed courses, developed and led field trips, arranged guest speakers and museum tours, integrated experiential learning and adult learning techniques.

#### **Adjunct Professor**

**Colorado Mountain College. 1/1989 – 12/2000.**

- Facilitated tele-web-courses before the school had online courses.

- Developed online courses in Transformational Mythology, Comparative Religions and Geology.
- Created and produced video presentations, e-newsletters, websites and course packets.
- Designed and facilitated workshops for faculty on Creative Classrooms and Syllabus Development.

**Education Coordinator**

**Golden Landmarks Association. 6/1997 to 12/ 1997.**

- Designed, developed and facilitated experiential outdoor educational programs for the Astor House Museum and Clear Creek Ranch Park.
- Developed tours, written material, field trips and experiential learning opportunities

**Lab Manager**

**DCM Laboratories Golden, Colorado, 2/1987 – 3/1989.**

- Project manager for environment analysis laboratory, in charge of quality control and training.

**Exploration/Development Geologist**

**Phillips Petroleum Company, Denver, Colorado. 5/1980 – 5/1986**

- Project management on oil wells, overseeing project development, budgets of 2 million dollars and well-site management.
- Develop and present geologic leads to management.
- Provided geologic over-sight for rigs in Wyoming and south-eastern Utah.

**ACADEMIC LEADERSHIP EXAMPLES**

- Regis Learning Community Committee
- Regis Diversity Committee
- Regis Academic Council
- Regis Faculty Handbook Committee
- Regis Faculty Evaluation Plan committee
- Created, Scheduled and hosted 1<sup>st</sup> and 2<sup>nd</sup> CCD Triathlon Scholarship fundraiser event (2003-2004)
- AQIP leadership team (CCD)
- CCD Faculty evaluation committee
- Chair, Learning Leadership Academy Board, Community College of Denver
- King Center advisory Committee and Fund Raising Committee, Auraria Campus
- Member of President’s Council, Strategic Planning, Recognition, Directors Team, Assessment Committee, and Recognition Team, Rocky Mountain College of Art Design
- Co-director, North Central Accreditation Self Study Team, Rocky Mountain College of Art Design

**EDUCATION**

University of Colorado at Boulder, Colorado	Ph.D.	Educational Psychology	1991
University of California, Santa Barbara, California	MA	Geology	1980
Regis University, Denver Colorado		MA Jewish Studies	2011
Northern Arizona University, Flagstaff, Arizona	BS	Geology	1976

**OTHER TRAINING**

Higher Learning Commission peer Reviewer PEAQ	November 2010
Collaborative Institutional Training	February 2010
Higher Learning Commission Peer Reviewer AQIP	October 2009
Appreciative Inquiry, Train the trainer	July 2005
University of Pittsburgh’s NIH Survival Skills and Ethics: Train the Trainer	June 2004
Harvard Graduate School of Education, MLE program in Educational leadership	June 2002

**AWARDS**

Metropolitan State Grant Writer appreciation	2005
Teaching Excellence, Regis University	2005

### COMMUNITY INVOLVEMENT EXMAPLES

2010 – 2013 MS event fund raising  
2006- 2009 Board Member OSHER Life Long Learning Institute, Fort Collins, CO  
[www.learn.colostate.edu/fortcollins/osher](http://www.learn.colostate.edu/fortcollins/osher)  
2004 - Present Bonfils Blood Center 15+ gallon blood donor  
2002 – 2011 American Heart Association and MS Foundation fund raiser  
2000 – 2002 Clean Cities Colorado advisory team  
1999 – 2002 Colorado Art Education Association board  
1999 – 2005 Colorado Art Alliance advisor  
1999 – 2003 Academic Management Institute advisor and mentor

### REFERENCES

Cindy Miles, PhD. 619-322-8824 [cmiles1779@comcast.net](mailto:cmiles1779@comcast.net)  
Chancellor Grossmont-Cuyamaca Community College

Joan Foster, Ph.D. (303)-629-5609  
Past Vice Provost for strategic planning, Metro State, Denver

Robert Collins, Ed.D 719-264-7063  
Chair, Department of Innovative Studies, Regis University [rcollins@regis.edu](mailto:rcollins@regis.edu)

Mark Heckler (219) 464-5115  
President, Valparaiso University [mark.heckler@aspireolutions.net](mailto:mark.heckler@aspireolutions.net)

Lon Seymour 303-282-4896  
Past Vice President, Rocky Mountain College of Art and Design [lonseymour@comcast.net](mailto:lonseymour@comcast.net)

Kevin Oltjenbruns, Ph.D. (970) 223-7447  
Past Vice Provost, Colorado State University, Fort Collins [kolt@cahs.colostate.edu](mailto:kolt@cahs.colostate.edu)

Charles Parson (303) 238-2706  
Senior Chair of Arts, Community College of Denver [charles.parson@ccd.edu](mailto:charles.parson@ccd.edu)

Carol Miller (720)350-1040  
Chair, Center for Business and Technology [carol.miller@ccd.edu](mailto:carol.miller@ccd.edu)

## PUBLICATIONS

- 2011 Miles, C. and Robyn, E. (2012) Passing the Learning College Test. In T. O'Banion (Ed.) The Learning College Reader. League of Innovation. (publication pending)
- 2008 Robyn, E and Miles, C. (2008). Innovative Studies: Changing Minds for a Changing World. Leadership Abstracts, League for Innovation. Volume 11, Number 2,
- 2007 Pirate Wisdom: Navigating the High Seas of your Organization. iuniverse,
- 2007 Ferguson, K., Masur, S., Olson, L., Ramirez, J., Robyn, E., & Schmaling, K. (2007). Enhancing the Culture of Research Ethics on University Campuses. *Journal of Academic Ethics*. 5(2-4), 189-198
- 2005 Walking with Spirit in Empty Halls, Chronicles of SPS Graduate Programs, online.
- 2004 Piratical Politics, Collage Spring vol 15 No. 1
- 2003 The Way of the Well, novel, iuniverse
- 2001 Seven directions and curriculum design, SCOLAS conference publication
- 2000 Tribal Assessment, Assessment Update, May/Jun2000, Vol. 12 Issue 3, p12, 2p
- 2000 Creating Tribes, Spring 2000, Vol. 48 Issue 2, p65, 4p;
- 1998 Seven Traits of Successful Stepmothers in Divorce Today, July.
- 1992 Playing with Passion. Taplight, February, vol. 5, no. 3.
- 1992 Embracing fear. Taplight, Aug, vol. 4, no. 9
- 1992 Through their eyes. Taplight, March, vol. 4, no. 4.
- 1992 War at home, Taplight, April, vol.4, no 5.
- 1991 Leaving old patterns. Taplight, May, vol. 4, no.6.
- 1991 Memorial Representation of Insight Problems. dissertation, University of Colorado, Boulder.
- 1991 Journey without a path. Taplight, October, vol. 4, no.11
- 1991 Releasing limits. Taplight, November, vol.4, no. 12
- 1991 Relaxing. Taplight, December, vol. 5, no.1

## PRESENTATIONS

- 2011 Invited speaker. Resilient organizations , San Diego State University PhD leadership program
- 2011 Invited speaker: Resilient Organizations, Innovations Conference, League for Innovation.
- 2010 Conference, League for Innovation.
- 2010 Keynote Speaker: Resiliency, Arapahoe community college.
- 2009 Invited speaker: Mooks, Midriffs and Boomers, oh my! Generations Meet, National Association of Community college Teacher Education Programs.
- 2009 Invited speaker , Building a Culture of Innovation, Innovations Conference League for Innovation.
- 2009 Keynote Speaker, Colorado Career and Technical Education Association, Colorado Springs, Pirate Wisdom leadership.
- 2009 Invited Speaker, National Career and Technical Education Association, Reno Nevada Generations and education.
- 2008 Invited speaker, Thought Leaders Summit on Innovation, Memphis Tennessee
- 2008 Invited presenter, workshop on Pirate Wisdom, Learning Summit, League for Innovation, Oberland Park, KS.
- 2008 Keynote for conference: Best Practices in Allied Health. Seattle, WA.
- 2008 Pirate Wisdom. Innovations Conference, Denver CO
- 2008 Mooks, Midriffs, and Boomers . . . Oh My! Generations Meet. Innovations Conference, Denver CO
- 2007 Miami-Dade Book Fair, Pirate Wisdom
- 2007 The Power of One, Colorado Art Educators Conference, Pueblo, CO
- 2006 Keynote Speaker, Miami-Dade Hialeah Campus Convocation
- 2006 Being the Perfect Stranger, Colorado Art Educators Conference, Vail, CO
- 2006 Piratical Politics, Regis Leadership Conference, Denver, CO
- 2005 Appreciative Inquiry as an AQIP accreditation process, Teaching for a Change conference, Broomfield, CO
- 2005 Piratical Politics, Teaching for a Change conference, Broomfield, CO
- 2004 Piratical Politics, Colorado Art Educator Association conference, Breckenridge, CO
- 2004 Creativity in Education, Auraria Campus, CO
- 2003 Connecting Art and Spirituality in Everyday Life, Colorado Art Educator Association Conference, Breckenridge, CO

2003 The Chair Academy, Walking with Spirit in Empty Halls, Anaheim, CA  
2002 Keynote speaker, Metropolitan State Women's Studies retreat, Denver CO  
2002 Panel member on Diversity for Academic Management Institute, Denver CO  
2002 Bringing our Spirit to work, Academic Management Institute Denver CO  
2002 Creativity in the Workplace, Mountain States Employees Council, CO  
2002 American Association of Women in Community Colleges Retreat, Estes Park, CO  
2002 Driven by Spirit, Colorado Art Educator Association Conference, CO  
2001 Keynote speaker, National Arts Honor Society Induction Ceremony, Horizon High School, CO  
2001 Creativity and the Seven Directions, Colorado Art Educator Association Conference, CO  
2001 Bringing our spirit to teaching, Teaching for a Change Conference, Steamboat Springs, CO  
2001 Seven directions and curriculum design, SCOALS conference  
2000 Dealing with Rejection; Colorado Art Educators Association  
2000 Creating Tribes; American Association of Higher Education, Diversity conference, CA  
2000 Creating Tribes in the Classroom; Academic Management Institute, Denver CO  
1999 Liberal Integration; a model for critical thinking, Learning Communities, Chicago  
1999 Changing Myths of Advising, National Association of Academic Advising, Denver  
1999 Tribal Elements in the classroom, American Association of Higher Education, Denver  
1999 Co-directed Departments, American Association of Higher Education, Denver  
1999 Tribal Metaphors, Teaching for a Change Conference, Colorado Springs  
1999 Use of Tribal Metaphors, DU Teacher Conference  
1998 Co-directed Departments, Colorado Art Educators Association Conference  
1997 Keynote speaker, Future Business Leaders of America  
1996 Keynote speaker, Future Business Leaders of America  
1995 Keynote speaker Camp Fire Council of Colorado Festival  
1994 Colorado Mountain College, How to teach students to think: creativity in the classroom.  
1994 Motivational speaker, Camp Fire Council of Colorado  
1993 International Woman's Festival on Leadership and Creativity, Coeur d'Alene, Idaho  
1993 Workshop Colorado Mountain College; Woman and the Psychology of Leadership

SUMMARY RESUME

**M. Richard (Dick) Shaink, Ph.D.**

31611 Fulshear Creek Trail  
Fulshear, TX 77441  
E-mail: [shaink@nusite.com](mailto:shaink@nusite.com)

**EDUCATION**

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Doctor of Philosophy	Educational Administration, Adult & Continuing Education Department of Educational Administration, College of Education Michigan State University
Master of Arts	Business and Distributive Education Department of Vocational Education, College of Education Michigan State University
Bachelor of Arts	Marketing Department of Marketing & Transportation Administration, College of Education Michigan State University
Associate of Arts	Liberal Arts Jackson Junior College, Jackson, Michigan

**EMPLOYMENT EXPERIENCE**

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President/CEO April 2000 – August 2014	C.S. Mott Community College Flint, MI 48503
Campus President – Columbus Campus July 1994 – March 2000	Central Community College Columbus, NE 68601
Vice President – Community & Economic Development October 1990 – June 1994	Metropolitan Community College Omaha, NE 68103
Dean of Instruction Business & Technical Studies Division June 1986 – September 1990	Kalamazoo Valley Community College Kalamazoo, MI 49009
Executive Director Center for Small Business & Entrepreneurial Development Director – Job Training Institute January 1983 – June 1986	Jackson Community College Jackson, MI 49201



General Manager March 1981 – October 1982	Meridian Mall Shopping Center Okemos, MI 48864
Teacher/Coordinator for Marketing Occupations June 1970 – March 1981	Ingham Intermediate School District Capital Area Career Center Mason, MI 48854
Industrial Sales Representative March 1965 – March 1969	Alton Box Board Company Folding Carton Plant Pacific, MO 63069
Instructor (part-time) 1978 – 1988	Michigan State University Institute of Agricultural Technology East Lansing, MI 48824
Instructor (part-time) 1971 – 1981	Lansing Community College Lansing, MI 48901

## **PUBLICATIONS**

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American Association of Community Colleges, Partners in Economic Development: Community College Strategies for Collaboration, Chapter 5, Servicing Small Business, pp 31-39. 1993.

American Association of Community Colleges, Strategic Marketing for Presidents, Chapter 1, Development a Marketing – Strategic Plan, pp 1-25. April 1994.

American Association of Community Colleges, Community College Journal titled, “Strategic Marketing – The President’s Perspective,” pp 29-34. 1994.

## **CURRENT PROFESSIONAL & COMMUNITY AFFILIATIONS**

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### **Local/Regional**

Automation Alley	Foundation Board Member
Genesee-Shiawassee Education Advisory Group (EAG)	Co-Chair
Flint Rotary Club	Member
Foundation for Mott Community College	Board Member
Genesee Regional Chamber of Commerce	Member/Past Vice-Chair
- Economic Development Council	Chair
- Genesee Global Action Team (GGAT)	Chair
- GGICI (Genesee Global Intermodal Corridor Initiative)	Chair
- Regional Leadership Council	Member
- Next Steps Committee	Member
Greater Flint Education Consortium	Member/Past Co-Chair
Greater Flint Health Coalition	Board Member
Hundred Club of Flint	Member

Hurley Medical Center Board of Managers	Immediate Past Chair
Mott Middle College Advisory Council	Member
Public and Academic Library Network (PALnet) Consortium	Chair

**State**

Michigan Community College Association	Member, President's Committee
Michigan Higher Education Assistance Authority	Member
Michigan Higher Education Student Loan Authority	Member

**National**

American Association of Community Colleges	Member
Association of Community College Trustees	Member
Higher Learning Commission/North Central Association	Member
National Council for Workforce Education	Member/Past President

**CAREER CERTIFICATES**

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Michigan Full Vocational Authorization  
Michigan Continuing Teaching Certificate  
W. Edwards Deming Statistical Process Control Facilitator

**AWARDS**

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2008 Brotherhood Award, Vernon Chapel AME Church, Flint, MI

2010 Marie Y. Martin Chief Executive Officer of the Year Award, Association of Community College Trustees, Washington, DC

2012 Jackson Community College Alumni Wall of Fame, Jackson, MI

2013 Dr. Ethelene Jones Crockett Distinguished Alumni Award, Jackson Community College, Jackson, MI

## **Dr. Lori Sundberg**

1796 N. Broad Street Galesburg, Illinois 61404

[lsundberg@centurylink.net](mailto:lsundberg@centurylink.net) 309-342-7578 (home) 309-368-2820 (cell)

### *Curriculum Vitae*

#### **QUALIFICATIONS PROFILE**

Dedicated, visionary higher education professional with more than fifteen years experience as an educator and administrator with the last five years at the senior administrative level. Experience in the areas of marketing, grant writing, research, human resources, negotiations, and administrative and academic services. Skilled in many areas of the college, but particularly in maximizing enrollment and revenues and containment of costs. Respected senior leader at an Illinois community college as well as in the community.

#### **EDUCATION AND CREDENTIALS**

**Doctor of Business Administration (D.B.A) in Management, 2003—St. Ambrose University, Davenport, Iowa**

Dissertation: The Relationship Between Proactive Coping and Personal and Organizational Outcomes

**Master in Business Administration (M.B.A) in Marketing, 1998—Western Illinois University, Macomb, Illinois**

Concentration: Marketing

**Bachelor of Arts (B.A.) Double Major in Economics and History, 1995—Knox College, Galesburg, Illinois**

**Cosmetology Certificate, 1977, Carl Sandburg College, Galesburg, Illinois**

#### **PROFESSIONAL DEVELOPMENT**

Harvard New President's Seminar, 2010, Boston, Massachusetts

Future Leaders Institute-Advanced, 2009, Chicago, Illinois

ACCT Leadership Academy, 2006, Orlando Florida

Program on Negotiation, Consortium of Harvard, MIT, and Tufts 2005

Executive Education Seminars

Lincoln Awards for Excellence 1999, Springfield, Illinois

Leadership Greater Galesburg, 1996, Galesburg, Illinois

#### **PROFESSIONAL EXPERIENCE**

**Carl Sandburg College, Galesburg, Illinois**

**President****2010- Present**

Chief Executive Officer of the College and responsible for the College and to a seven member elected local governing board of trustees.

**Carl Sandburg College, Galesburg, Illinois****2007- 2010****Vice President of Academic Services**

Responsible for the entire academic operation of the college. Provide leadership and oversee the development of new programs and courses for the invigoration of existing programs.

**Specific responsibilities:**

- Serve as Cabinet Officer and Acting President when President is off-campus
- Supervise all instructional areas for three campuses
- Serving as the co-chair for the Higher Learning Commission Self-Study for reaccreditation
- Supervise the community and corporate relations for the college
- Direct and oversee budget
- Recommend and oversee all positions relating to the academic services of the college
- Serve as the leadership for Program Review and Student Outcome Assessment
- Provide leadership to the institutional research function
- Provide leadership to the Human Resource function
- Attended ICCB President's Council in the absence of President

**Carl Sandburg College****1996- Present****Adjunct Instructor****Specific Responsibilities**

- Responsible for teaching Macro Economics and Micro Economics to community college students.
- Taught using the interactive compressed video system
- Teach for the community education department. Developed an online Human Resources course for an advanced certificate for the Illinois Funeral Directors Association

**Knox College****2005-present****Lecturer in Economics****Specific Responsibilities**

- Teach students accounting within the business administration curriculum
- Develop a sense of ethics and ethical decision making in the accounting curriculum
- Served as a mentor for new adjunct instructor.

**Carl Sandburg College, Galesburg, Illinois** 2005-2007

**Vice President of Administrative Services**

Responsible for and oversee the finance office, the business office, human resources, grant writing, and research. Also serve as the Chief Negotiator for the Board of Trustees.

Specific Responsibilities:

- Served as Cabinet Officer
- Serve as Acting President when President was away from campus
- Responsible for the negotiations and bargaining with the Sandburg Education Association
- Oversee the development of the budget
- Oversee the annual audit with Carl Sandburg College receiving the CAEFR Award (Certificate of Achievement in Excellence in Financial Reporting)
- Provide direction and supervision to the grant writing efforts of the college
- Provide leadership to the institutional research function
- Serve as the leadership for Program Review and Student Outcome Assessment
- Developed Program Revenue and Cost Report to better understand the financial underpinnings of our courses and programs

**Carl Sandburg College, Galesburg, Illinois** 2003-2005

**Dean of Human Resources and Organizational Development**

Specific Responsibilities:

- Cabinet level Position
- Served as Chief Negotiator for the Board of Trustees
- Responsible for the Human Resource Function
- Responsible for ICCB Program Review

**Carl Sandburg College, Galesburg, Illinois** 1996-2002

**Director of Institutional Research/Coordinator**

Specific Responsibilities:

- Responsible for grant writing and research
- Wrote and won TRIO Upward Bound grant, Title III, Child Care Means Parents in School (CAAMPIS grant)
- Wrote numerous Foundation grants
- Responsible for Program Review
- Responsible for ICCB Reports

**The Best Little Hairhouse in Galesburg**

1986-1995

**Business owner (1986-1995)**

Specific Responsibilities:

- Developed concept and brought to fruition a new beauty salon
- Developed successful business and was recognized as one of the best businesses in the "burg" (local newspaper annual contest)
- Provided leadership and management to a five employee beauty salon
- Responsible for hiring, payroll, budgeting, and marketing

**Glemby International**

1977-1985

**Hairdresser, Manager, and Retail Divisional Director**

Specific Responsibilities:

- Responsible for the retail program for the southern region of the state for a Beauty Salon chain including 10 salons and over 100 employees
- Responsible for the management of a local beauty salon with 7 employees
- Responsible for marketing, budgeting, payroll, and supplies

## **PUBLICATIONS**

*The Relationship Between the Use of Proactive Coping Skills and Job Satisfaction, Absenteeism, Tardiness, and Performance.* Sundberg, L. Midwest Academy of Management Conference Proceedings, March, 2005.

*Building Partnerships with Business that Make a Difference,* New Directions for Community Colleges, 119 Fall 2002 Lori Sundberg, Mary Spangler, Editor.

*The Community College as Change Agent: Giving Students from Financially Disadvantaged Homes a Better Chance,* Welsh and Sundberg AIR 2001 Conference Proceedings

*Marketing Analysis for the Nontraditional Student at Carl Sandburg College*, Educational Resource Information Center (ERIC), Spring 1998. Southwestern Federation of Associated Disciplines Conference Proceedings

*How Community Colleges can Increase Enrollments During Times of Low Unemployment*, Educational Resources Information Center (ERIC), Summer 1998, and American Marketing Association International Conference Proceedings

*Distance Learning: An Emerging Challenge for Higher Education*, Journal of Contemporary Business Issues, Fall 1998, and Emerging Issues in Business and Technology Conference Proceedings.

*Surviving Distance Learning Courses*, Sundberg, Thistlethwaite, Fields, Marketing Management Conference Proceedings, Spring 1999

*Economic Success in Galesburg during the Depression*, Galesburg Post, March 1998

## PRESENTATIONS

Interest Based Bargaining (March 2008). Presented to MBA students at St. Ambrose University for a graduate class in Labor Relations

Midwest Academy of Management, Sundberg, L. (2005). *The relationship between the use of proactive coping skills and job satisfaction, absenteeism, tardiness, and performance*,

League for Innovation National Conference, Sundberg, L., & Welsh, W. (2002). *So? Tell me what all this information means to my Organization*, 2002, Boston, MA

American Society of Training and Development, *Sexual Harassment: The Rules are Changing*, 2002, New Orleans, Louisiana

American Society of Training and Development, *How to Integrate a Leadership System into a Community College*, 2001, Orlando Florida.

Emerging Issues in Business & Technology Conference Sundberg, L. (2000, September). *Leadership today: Is gender still an issue*. Myrtle Beach, SC

Southwestern Federation of Associated Disciplines (SWFAD), 1997, *Marketing Analysis for the Nontraditional Student at Carl Sandburg College*, Houston, Texas

International Conference for American Marketing Association (AMA), 1998, *How Community Colleges Can Increase Enrollments During Times of Low Unemployment*, San Antonio, Texas

Emerging Issues in Business and Technology, 1998, *Distance Learning: An Emerging Challenge for Higher Education*, Myrtle Beach, South Carolina

National Council for Marketing and Public Relations Professionals, 1999, *How Community Colleges Can Increase Enrollments During Times of Low Unemployment*, Chicago, Illinois

Illinois Council of Community College Administrators (ICCCA), 1998, *Writing for Success*, Springfield, Illinois

#### **COMMITTEE WORK:**

Strategic Planning  
Student Assessment  
College-wide Marketing  
Bargaining  
NCA Self Study  
Instructional Team

#### **AWARDS**

Carl Sandburg College Distinguished Alumnus of the Year, 2003  
Progressive Woman Award, 2005, 2007  
National Council for Marketing and Public Relations—Professional Development Award, 1998  
*Honorary Member of Sigma Iota Epsilon Fraternity, 1998 (Academic Management Fraternity)*  
Johnson Scholar Award—Economics, Knox College, 1995  
The National Dean's List—Knox College, 1995; Western Illinois University, 1998

#### **COMMUNITY AND PROFESSIONAL AFFILIATIONS**

Monthly Guest Columnist for the Galesburg Register Mail  
Member, Academy of Management  
Member, Association for Institutional Researcher



Member, Illinois Association for Institutional Research  
Member, Illinois Council of Community College Administrators  
Member, National Council for Marketing and Public Relations Professionals, 1998-1999  
Member, Midwest Marketing Management Association, 2000-2005  
Member, Council for Resource Development  
Examiner, Lincoln Awards for Excellence, 1999  
United Way Allocations Council, 2004-2005  
Member, Chamber of Commerce Business Retention Task Force 1996-1998  
Finance Chair, United Way 1998 Campaign  
Examiner, United Way 1997 Campaign  
Board Member and President, Family Planning of Western Illinois 1988-1994  
Board Member and Legislative Chair, Harrington Family Services, 1988-1993  
Literacy Volunteer 1995-1997

## KRISTIN STEHOUWER, Ph. D.

P.O. Box 10

Boyne City, MI 49712 USA

Tel 989-430-4257 • kstehouwer@chartermi.net

### EDUCATION

- 1988-1997 NORTHWESTERN UNIVERSITY Evanston, IL  
Ph.D. 1997. Political Science / International Relations.  
Dissertation: "France and German Unification: Evolution to the New Europe."  
Field research in Paris: 1993-1994, archival research and interviews.  
GPA 4.0/4.0.
- 1987-1988 NORTHWESTERN UNIVERSITY Evanston, IL  
M.A. 1988. Political Science / International Relations.  
Concentrations in: Statistical Analysis, American Politics.  
GPA 4.0/4.0
- 1986-1987 UNIVERSITE DE STRASBOURG Strasbourg, France  
Coursework in International Law, European Community Law, International Relations.
- 1983-1986 NORTHWESTERN UNIVERSITY Evanston, IL  
B.A. . 1986. Political Science / International  
Relations. Concentrations in: Slavic Studies, Canadian  
Studies. GPA 3.7/4.0

### PROFESSIONAL EXPERIENCE

- 2009 NORTHWOOD UNIVERSITY Midland, MI  
*Executive Vice President and Chief Academic Officer*  
Responsible for all academic operations at private not-for-profit business university across full-service residential campuses in Michigan, Florida, and Texas; Richard DeVos Graduate School of Management, Adult Degree Program, and six International Program Centers (China -2 locations, Malaysia, Sri Lanka, Bahrain, Switzerland). Responsible for strategic planning for entire university as well as performance measurement, accreditation, and institutional effectiveness.
- 2006-2009 MACOMB COMMUNITY COLLEGE Warren, MI  
*Vice Provost for Arts and Sciences (2007-2009)*  
Responsible for Arts and Sciences operation at urban multi-campus college of over 22,000 students per semester with annual divisional budget of approximately \$30M. Lead HLC Assessment Academy initiative to systematically integrate Common Degree Outcomes into curriculum. Responsible for Articulation and Transfer function as well as partnering with universities. Accomplished successful strategic initiative to recruit Michigan State University College of Osteopathic Medicine to locate expansion at Macomb University Center.  
*Executive Director, Research and Planning (2006-2009)*  
Lead strategic planning processes and guide environmental scanning and organizational assessment processes. Oversee Office of Institutional Research. Facilitate and provide direction for institutional research and planning, information management, performance measurement, organizational development, and strategic initiatives. Created Innovation Team, a cross-functional team to foster and coordinate innovation and grant-related activities.  
Member of President's Council and Accreditation Steering Team.

*Examples of Grant Leadership and Grant Writing*

- \$9,000 awarded 2008 Brazil-U.S. Partnership for Vocational Technical Education funded by USAID/Higher Education for Development
- \$14,000 awarded 2008-2009 Community Colleges CAN Peer Mentoring Grant funded by U.S. Department of Education
- \$620,000 awarded 2009 Achieving the Dream funded by Kresge Foundation

*College Service*

Served on presidential search committee (2008)

Served on college bargaining teams for:

Macomb Community College Faculty Organization (2007, 2008, 2009)

Macomb County Association of Administrative Personnel (UAW) (2008, 2009)

2003-2006	NORTHWESTERN MICHIGAN COLLEGE	Traverse City, MI
	<i>Special Advisor to the President</i>	
	Led <i>Learning Design, Development and Delivery</i> strategic initiative to develop and deploy organizational competencies to determine learning offerings, delivery modalities and effectiveness. Served on President's Council, Learning and Services Effectiveness Team, and AQIP Accreditation Team.	
2003-2004	<i>Interagency Personnel Agreement, U.S. Department of Commerce</i> (concurrently)	
	Part-time assignment as Lead for Human Resources / Organizational Development Practice Area, National Institute of Standards and Technology - Manufacturing Extension Partnership.	
2001-2006	<i>Director/Coordinator -Michigan Manufacturing Technology Center-NW</i> (concurrently) (Under contract 2001-2002, employee status 2002-2006)	
	Developed budget and performance goals. Delivered training, research, assessment and executive coaching in a 13-county region. Specialties included strategic planning, learning program development and corporate university development.	
	\$1SM in retained sales a representative impact reported by client company. Director of regional center of the U.S. Department of Commerce's Manufacturing Extension Partnership.	
1991-2002	AUSTIN WINSLOW GROUP	
	<i>International Management Consultant -Financial Services, Retail and Wholesale Distribution, Healthcare, Manufacturing, Legal and Education.</i>	
	Marketing and Strategic Planning	
	Best Practices, Benchmarking and Competitive Intelligence	
	Project Management	
	Facilitation of Meetings and Workshops	
	Market Research	
	Feasibility Studies and Financial Modeling	
	Clients included: Michigan Community College Virtual Learning Collaborative, Michigan Department of Career Development, The Global Institute (London, Washington, Tampa), International Herald Tribune (Paris), NMG Financial Services (Singapore/South Africa), Sanlam (South Africa), JD Group (South Africa), Netcare (South Africa), Equis (Chicago).	
1998-2001	JOHNSTONE SUPPLY	Traverse City, MI
	<i>Chief Financial Officer -Chief Learning Officer -Investor</i>	
	Financial management for start-up HVAC supplier with over \$1.6 million sales in first year, exceeding <i>pro forma</i> by 25%. \$2.1 million second year. Cash flow management, training coordination, corporate governance, recruitment, human resources, employee benefits administration, accounts receivable management, and expansion studies.	

1988-1990                      CENTER FOR BUSINESS AND INDUSTRY                      Traverse City, MI  
*International Trade Coordinator*  
*Small Business Development Center at Northwestern Michigan College*  
 Established international trade programs and seminars, conducted regional exporting study, aided businesses in international expansion planning.

**SKILLS**

Quality and Continuous Improvement

- Higher Learning Commission AQIP Systems Appraiser (2008 to present)  
     Systems Portfolio Update appraisals for university and community colleges (2008)  
     Systems Portfolio appraisal for a university (2008-09)
- Six Sigma Blackbelt training
- Baldrige National Quality Award, Senior Examiner (2005, 2006, 2007, 2008, 2009)
- Baldrige National Quality Award, Examiner (2004)  
     Expert Reviewer, Education Criteria for Performance Excellence 2007  
     Facilitator, Baldrige Examiner Training 2007, 2008, 2009  
     Expert Reviewer, Training Case Study 2009

Languages

French: Native level fluency speaking reading, writing  
 Russian: Proficient speaking, reading, writing  
 German: Proficient speaking, reading  
 Spanish: Intermediate speaking, reading, writing  
 Portuguese (Brazilian): Basic speaking, reading, writing

Quantitative Analysis, Formal Modeling, and Research Methodology

- Multivariate regression analysis, Cross-tabulation, Analysis of variance, Analysis of covariance, proficient in SPSS
- Econometric, dyadic interaction
- Questionnaire design, survey analysis, content analysis, database design, and segmentation analysis

**TEACHING EXPERIENCE**

2006-present                      ANDREWS UNIVERSITY                      Berrien Springs, MI  
*Adjunct Faculty -Doctoral Program in Leadership*  
*Educational Research Methodology*  
*Dissertation Committee Member*

2005-present                      FERRIS STATE UNIVERSITY                      Traverse City, MI  
*Adjunct Instructor -College of Business*  
 INTB 310 International Business Systems

2000-2005                      DAVENPORT UNIVERSITY                      Traverse City, MI Gaylord, MI  
*Adjunct Instructor*  
 Courses  
     MKT 365 Business Research and Analysis  
     MKT 455 Marketing Research  
     INT 350 International Business  
     INT 380 International Marketing  
     MGT 485 Business Policy and Strategy Formulation  
 MBA Graduate Courses  
     MKT 615 Marketing Strategies  
     MGT 640 Organizational Behavior and Diversity  
     MGT 725 Leadership and Strategy  
     MGT 780 Global Business Strategies

1998-2001 NORTHWESTERN MICHIGAN COLLEGE Traverse City, MI  
*Adjunct Instructor -Math and Science Discipline, Business Discipline*  
MTH 131 Introduction to Probability and Statistics  
BUS 101 Introduction to Business

1999-2005 SPRING ARBOR UNIVERSITY Traverse City, MI  
*Adjunct Instructor* Gaylord, MI  
Undergraduate Courses  
BUS 343 Individual in the Organization  
BUS 349 Statistical Methods and Research  
BUS 358 Statistics  
BUS 452 Group and Organizational Behavior  
SOC 421 Ethical Issues and Policy Analysis  
FLE 354 Family Life Education Research Methods  
Master of Arts in Organizational Management Graduate Courses  
ORM 634 Organizational Behavior  
ORM 623 Economics  
ORM 658 Financial Analysis  
Other Responsibilities  
Project Thesis Advisor for Management and Organizational Development

1988-1991 NORTHWESTERN UNIVERSITY Evanston, IL  
*Teaching Assistant -Department of Political Science*  
Comparative Politics, International Relations, Canadian Politics,  
National Security

## **POST-GRADUATE PROFESSIONAL DEVELOPMENT**

2006 Knowledge Management for Higher Education. Workshop. Association for Institutional Research. Chicago, IL.

2005 Data and Decisions Workshop. American Association of Community College, Association for Institutional Research. Phoenix, AZ.

2003 Media Training for Senior Executives. Bock & Associates. Detroit. August 6.

2003 Modern Financial Analysis. National Center for Continuing Education. Philadelphia. December 11-13.

2002-2003 Emerging Leaders Academy. Michigan Community College Association /Michigan Leadership Institute. Traverse City and Lansing, MI. October 2002 to February 2003.

2002 The Coaching Clinic: Strategic Corporate Coaching Skills. Corporate Coach U. Park City, UT. September 24-25, 2002.

2000 The Art and Craft of Discussion Leadership. Harvard Business School. Cambridge, MA. December 1-2, 2000.

## HONORS & FELLOWSHIPS

Graduate	Dissertation Year Grant. Northwestern University. 1992-93. Teaching Assistant Fellowship. Northwestern University. 1988-1991. Tuition Fellowships. Northwestern University. 1988-1991. Earhart Foundation Fellowship for Canadian Studies. 1989. Dean's University Fellowship. Northwestern University. 1987-88. Northwestern University Dean's List. Rotary International Foundation Ambassadorial Fellowship for Graduate Study. 1986.
Undergraduate	Northwestern University Three-year BA Honors Program. Alpha Phi Foundation Scholarship. 1985-86. Northwestern University Dean's List. National Merit Finalist

## COMMUNITY SERVICE

Rotary International, Former Member (leave of absence)	Clinton Township, MI
Rotary International, Former Member	Sterling Heights, MI
International Affairs Forum, Former Board Member	Traverse City, MI
National City Bank, Former Advisory Board Member	Traverse City, MI
ATHENA Award, Former Chair of Committee	Traverse City, MI
Community Reconciliation Services, Former Board Member	Traverse City, MI
Economic Club, Former Member	Traverse City, MI
NMC Annual Community Campaign, Former Committee Member	Traverse City, MI
Girl Tech 2002-2003, Organizing Committee Member	Traverse City, MI
Leadership Macomb Advisory Group (2007-08)	
Utica Schools Foundation Career Day (2007)	

## PROFESSIONAL MEMBERSHIPS

Society for College and University Planning  
Association for Institutional Research  
Michigan Association for Institutional Research

## PUBLICATIONS

- Stehouwer, K. (2006). Strategies for successful manufacturers: Value versus lowest cost. *Tennessee's Business*, Vol. 15, no. 3, pp. 10-11.
- Stehouwer, K. (2004). Big blue marble: Proven strategies for competing in our global market. *Kansas City Small Business Monthly*.
- Stehouwer, K. (2003). *Michigan Community College Data and Evaluation Committee taxonomy and database* [electronic database]. Michigan Department of Career Development. Lansing, MI.
- Stehouwer, K. (1997). France and German unification: The transition to a new Europe. *Dissertation Abstracts International*. (UMI No. 9814319).
- Janda, K., Powell, R., & Stehouwer, K. (1996). *Cumulative index to the American Political Science Review: Volumes 63 to 89: 1969-1995*. Washington, D.C.: American Political Science Association.
- Fourny, J. (1995). The Maastricht Treaty and France's grand design (Stehouwer, K., Trans.). *Substance* 76/77(24).

## PRESENTATIONS

- Gershwin, M., Hsieh, P., Lee, K., Stehouwer, K., and Spangler, M. (2009). *Global challenges and local needs: Lessons in strategic partnership development*. American Association of Community Colleges, annual meeting, Phoenix, AZ.
- Gershwin, M., Stehouwer, K., and Zaragoza, F. (2008). *Brazil-US partnership for a skilled workforce*. National Council for Workforce Education, annual meeting. Austin, TX.
- Stehouwer, K. (2008). *Partnering with the business sector: The role and practices of postsecondary systems in promoting economic development*. Brazil-US Partnership to Strengthen Vocational/Technical Education. Higher Education for Economic Development. National Center for Higher Education, Washington, D.C.
- Stehouwer, K. (2008). *Innovative models in post-secondary education*. Leadership Macomb Education Forum, Warren, MI.
- Corba, D., and Stehouwer, K. (2008). *Presentation*. Innovations Conference. League for Innovation in the Community College, annual meeting. Denver, CO.
- Stehouwer, K. (2007). *Engagement: The path to organizational excellence*. Council of North Central Two-Year Colleges annual meeting. Traverse City, MI.
- Stehouwer, K. (2006). *Leadership for global sustainability*. Facilitator/moderator for cross-disciplinary environmental colloquium, University of Tennessee, Chattanooga.
- Stehouwer, K. (2006). *Leading organizational performance in higher education: Models and tools*. Presentation at Leadership Roundtable, Andrews University, Berrien Springs, MI.
- Stehouwer, K. (2006). *Macomb today: Trends and projections*. Presentation to Governor's Commission on Higher Education and Economic Development, Clinton Twp., MI.
- Stehouwer, K. (2006). *How to compete in our low-cost world market*. Keynote Address at Saginaw Valley Manufacturers Association/ASQ/APICS joint meeting.
- Stehouwer, K. (2005, April, June). *Successful strategies for competing with low-cost countries*. Webcast presentation. U.S. Department of Commerce.
- Stehouwer, K. (2004). *Successful strategies for competing with low-cost countries*. Keynote address for 20-city speaking tour for the U.S. Department of Commerce, Manufacturing Extension Partnership.
- Stehouwer, K. (2004). *Proven strategies for competing in our global market*. Keynote address at annual meeting of Northwest Michigan Industrial Association, Charlevoix, MI.
- Stehouwer, K. (2003). *Get on TRAC: A comprehensive approach to workforce and organization development*. Presentation to the annual Governor's Conference, Michigan Department of Career Development, Grand Rapids, MI.
- Stehouwer, K. (2003). *Using mental models in business and global contexts*. Presentation to Western Michigan University Graduate Seminar in Leadership hosted by Ferris State University, Big Rapids, MI.
- Stehouwer, K. (2003). *Community college reporting requirements and the Michigan Community College Data and Evaluation Committee database*. Presented at the Michigan Department of Career Development. Lansing, MI.

## **PRESENTATIONS (continued)**

- ( Stehouwer, K. (2003). *The learner and change*. Presented at founding meeting of the Northwestern Michigan College Health Education Institute, Traverse City, MI.
- Stehouwer, K. (2002). *Michigan Technical Education Centers: A changing vision for vocational and technical education*. Presentation at the annual Governor's Conference, Michigan Department of Career Development, Grand Rapids, MI.
- Stehouwer, K. (2002). *Managing transitions and change*. Keynote address. Annual strategic planning retreat, Avon Automotive North America, Cadillac, MI.
- Stehouwer, K. (2001). *Health information challenges in the new millennium*. Keynote address. Annual conference of Michigan Health Information Managers Association, Midland, MI.
- Stehouwer, K. (2001). *Learning leadership by design*. Facilitation/presentation at the Michigan Community College Leadership Retreat, Michigan Department of Career Development, Lewiston, MI.
- Stehouwer, K. (2000). *Enhancing your skills as a negotiator*. Keynote address at monthly meeting of Traverse City Council for Continuous Improvement, Traverse City Area Chamber of Commerce, Traverse City, MI.
- Stehouwer, K. (1992). *Is a single currency possible for the European Union?* Address at the University of Portland, OR.
- Stehouwer, K. (1990). *The use of force in regional conflicts*. Panelist at the conference on International Relations and the Use of Force, University of Notre Dame, South Bend, IN.
- Stehouwer, K. & Teahen, R. (1999). Women in international business. Address at the annual meeting of National Association of Business and Professional Women. Acme, MI.
- Stehouwer, K. & Teahen, R. (1989). *Northwest Michigan's international trade*. Presented at the annual meeting of National Association of International Small Business International Trade Educators, St. Paul, MN.
- Stehouwer, K. (1988). *Emerging Soviet and American leaders: Governance issues*. Panelist at the Rotary Foundation Symposium of Young Soviet and American Leaders, Chicago, IL.



## **Dr. Lori Sundberg**

1796 N. Broad Street Galesburg, Illinois 61404

[lsundberg@centurylink.net](mailto:lsundberg@centurylink.net) 309-342-7578 (home) 309-368-2820 (cell)

### *Curriculum Vitae*

#### **QUALIFICATIONS PROFILE**

Dedicated, visionary higher education professional with more than fifteen years experience as an educator and administrator with the last five years at the senior administrative level. Experience in the areas of marketing, grant writing, research, human resources, negotiations, and administrative and academic services. Skilled in many areas of the college, but particularly in maximizing enrollment and revenues and containment of costs. Respected senior leader at an Illinois community college as well as in the community.

#### **EDUCATION AND CREDENTIALS**

**Doctor of Business Administration (D.B.A) in Management, 2003—St. Ambrose University, Davenport, Iowa**

Dissertation: The Relationship Between Proactive Coping and Personal and Organizational Outcomes

**Master in Business Administration (M.B.A) in Marketing, 1998—Western Illinois University, Macomb, Illinois**

Concentration: Marketing

**Bachelor of Arts (B.A.) Double Major in Economics and History, 1995—Knox College, Galesburg, Illinois**

**Cosmetology Certificate, 1977, Carl Sandburg College, Galesburg, Illinois**

#### **PROFESSIONAL DEVELOPMENT**

Harvard New President's Seminar, 2010, Boston, Massachusetts

Future Leaders Institute-Advanced, 2009, Chicago, Illinois

ACCT Leadership Academy, 2006, Orlando Florida

Program on Negotiation, Consortium of Harvard, MIT, and Tufts 2005

Executive Education Seminars

Lincoln Awards for Excellence 1999, Springfield, Illinois

Leadership Greater Galesburg, 1996, Galesburg, Illinois

#### **PROFESSIONAL EXPERIENCE**

**Carl Sandburg College, Galesburg, Illinois**

**President****2010- Present**

Chief Executive Officer of the College and responsible for the College and to a seven member elected local governing board of trustees.

**Carl Sandburg College, Galesburg, Illinois****2007- 2010****Vice President of Academic Services**

Responsible for the entire academic operation of the college. Provide leadership and oversee the development of new programs and courses for the invigoration of existing programs.

**Specific responsibilities:**

- Serve as Cabinet Officer and Acting President when President is off-campus
- Supervise all instructional areas for three campuses
- Serving as the co-chair for the Higher Learning Commission Self-Study for reaccreditation
- Supervise the community and corporate relations for the college
- Direct and oversee budget
- Recommend and oversee all positions relating to the academic services of the college
- Serve as the leadership for Program Review and Student Outcome Assessment
- Provide leadership to the institutional research function
- Provide leadership to the Human Resource function
- Attended ICCB President's Council in the absence of President

**Carl Sandburg College****1996- Present****Adjunct Instructor****Specific Responsibilities**

- Responsible for teaching Macro Economics and Micro Economics to community college students.
- Taught using the interactive compressed video system
- Teach for the community education department. Developed an online Human Resources course for an advanced certificate for the Illinois Funeral Directors Association

**Knox College****2005-present****Lecturer in Economics****Specific Responsibilities**

- Teach students accounting within the business administration curriculum
- Develop a sense of ethics and ethical decision making in the accounting curriculum
- Served as a mentor for new adjunct instructor.

**Carl Sandburg College, Galesburg, Illinois** 2005-2007

**Vice President of Administrative Services**

Responsible for and oversee the finance office, the business office, human resources, grant writing, and research. Also serve as the Chief Negotiator for the Board of Trustees.

Specific Responsibilities:

- Served as Cabinet Officer
- Serve as Acting President when President was away from campus
- Responsible for the negotiations and bargaining with the Sandburg Education Association
- Oversee the development of the budget
- Oversee the annual audit with Carl Sandburg College receiving the CAEFR Award (Certificate of Achievement in Excellence in Financial Reporting)
- Provide direction and supervision to the grant writing efforts of the college
- Provide leadership to the institutional research function
- Serve as the leadership for Program Review and Student Outcome Assessment
- Developed Program Revenue and Cost Report to better understand the financial underpinnings of our courses and programs

**Carl Sandburg College, Galesburg, Illinois** 2003-2005

**Dean of Human Resources and Organizational Development**

Specific Responsibilities:

- Cabinet level Position
- Served as Chief Negotiator for the Board of Trustees
- Responsible for the Human Resource Function
- Responsible for ICCB Program Review

**Carl Sandburg College, Galesburg, Illinois** 1996-2002

**Director of Institutional Research/Coordinator**

Specific Responsibilities:

- Responsible for grant writing and research
- Wrote and won TRIO Upward Bound grant, Title III, Child Care Means Parents in School (CAAMPIS grant)
- Wrote numerous Foundation grants
- Responsible for Program Review
- Responsible for ICCB Reports

**The Best Little Hairhouse in Galesburg**

1986-1995

**Business owner (1986-1995)**

Specific Responsibilities:

- Developed concept and brought to fruition a new beauty salon
- Developed successful business and was recognized as one of the best businesses in the "burg" (local newspaper annual contest)
- Provided leadership and management to a five employee beauty salon
- Responsible for hiring, payroll, budgeting, and marketing

**Glemby International**

1977-1985

**Hairdresser, Manager, and Retail Divisional Director**

Specific Responsibilities:

- Responsible for the retail program for the southern region of the state for a Beauty Salon chain including 10 salons and over 100 employees
- Responsible for the management of a local beauty salon with 7 employees
- Responsible for marketing, budgeting, payroll, and supplies

## **PUBLICATIONS**

*The Relationship Between the Use of Proactive Coping Skills and Job Satisfaction, Absenteeism, Tardiness, and Performance.* Sundberg, L. Midwest Academy of Management Conference Proceedings, March, 2005.

*Building Partnerships with Business that Make a Difference,* New Directions for Community Colleges, 119 Fall 2002 Lori Sundberg, Mary Spangler, Editor.

*The Community College as Change Agent: Giving Students from Financially Disadvantaged Homes a Better Chance,* Welsh and Sundberg AIR 2001 Conference Proceedings

*Marketing Analysis for the Nontraditional Student at Carl Sandburg College*, Educational Resource Information Center (ERIC), Spring 1998. Southwestern Federation of Associated Disciplines Conference Proceedings

*How Community Colleges can Increase Enrollments During Times of Low Unemployment*, Educational Resources Information Center (ERIC), Summer 1998, and American Marketing Association International Conference Proceedings

*Distance Learning: An Emerging Challenge for Higher Education*, Journal of Contemporary Business Issues, Fall 1998, and Emerging Issues in Business and Technology Conference Proceedings.

*Surviving Distance Learning Courses*, Sundberg, Thistlethwaite, Fields, Marketing Management Conference Proceedings, Spring 1999

*Economic Success in Galesburg during the Depression*, Galesburg Post, March 1998

## PRESENTATIONS

Interest Based Bargaining (March 2008). Presented to MBA students at St. Ambrose University for a graduate class in Labor Relations

Midwest Academy of Management, Sundberg, L. (2005). *The relationship between the use of proactive coping skills and job satisfaction, absenteeism, tardiness, and performance*,

League for Innovation National Conference, Sundberg, L., & Welsh, W. (2002). *So? Tell me what all this information means to my Organization*, 2002, Boston, MA

American Society of Training and Development, *Sexual Harassment: The Rules are Changing*, 2002, New Orleans, Louisiana

American Society of Training and Development, *How to Integrate a Leadership System into a Community College*, 2001, Orlando Florida.

Emerging Issues in Business & Technology Conference Sundberg, L. (2000, September). *Leadership today: Is gender still an issue*. Myrtle Beach, SC

Southwestern Federation of Associated Disciplines (SWFAD), 1997, *Marketing Analysis for the Nontraditional Student at Carl Sandburg College*, Houston, Texas

International Conference for American Marketing Association (AMA), 1998, *How Community Colleges Can Increase Enrollments During Times of Low Unemployment*, San Antonio, Texas

Emerging Issues in Business and Technology, 1998, *Distance Learning: An Emerging Challenge for Higher Education*, Myrtle Beach, South Carolina

National Council for Marketing and Public Relations Professionals, 1999, *How Community Colleges Can Increase Enrollments During Times of Low Unemployment*, Chicago, Illinois

Illinois Council of Community College Administrators (ICCCA), 1998, *Writing for Success*, Springfield, Illinois

#### **COMMITTEE WORK:**

Strategic Planning  
Student Assessment  
College-wide Marketing  
Bargaining  
NCA Self Study  
Instructional Team

#### **AWARDS**

Carl Sandburg College Distinguished Alumnus of the Year, 2003  
Progressive Woman Award, 2005, 2007  
National Council for Marketing and Public Relations—Professional Development Award, 1998  
*Honorary Member of Sigma Iota Epsilon Fraternity, 1998 (Academic Management Fraternity)*  
Johnson Scholar Award—Economics, Knox College, 1995  
The National Dean's List—Knox College, 1995; Western Illinois University, 1998

#### **COMMUNITY AND PROFESSIONAL AFFILIATIONS**

Monthly Guest Columnist for the Galesburg Register Mail  
Member, Academy of Management  
Member, Association for Institutional Researcher

Member, Illinois Association for Institutional Research  
Member, Illinois Council of Community College Administrators  
Member, National Council for Marketing and Public Relations Professionals, 1998-1999  
Member, Midwest Marketing Management Association, 2000-2005  
Member, Council for Resource Development  
Examiner, Lincoln Awards for Excellence, 1999  
United Way Allocations Council, 2004-2005  
Member, Chamber of Commerce Business Retention Task Force 1996-1998  
Finance Chair, United Way 1998 Campaign  
Examiner, United Way 1997 Campaign  
Board Member and President, Family Planning of Western Illinois 1988-1994  
Board Member and Legislative Chair, Harrington Family Services, 1988-1993  
Literacy Volunteer 1995-1997

**Vitae**  
**Patricia Ann Taylor**  
**1312 Nottingham Ct**  
**Ann Arbor, MI 48103**  
**734-327-0255**

## **Professional and Educational Experience**

### **Administrative**

**Dean of Support Services & Student Advocacy** - Washtenaw Community College, Ann Arbor, MI 48106-1610 – February 2002 to Present.

Overall leadership/management of Counseling, Career Planning and other Support Services to include: Academic Advising, Adult Transitions, New Student Orientation, Learning Support Services, and Student Resource and Women's Center.

**Dean of Student Services** – Mid Michigan Community College, Harrison, MI 48625 – July 1992 to February 2002.

Overall leadership/management of Student Services Division to include: Admissions, Assessment, Enrollment Services, Counseling, Financial Aid, Placement, Support Services, and Student Activities. Was the College Registrar, chair of the Scholarship and Grant Commission, co-chair of the college wide administrative software implementation (financials, human resources and student systems), and developed/co-chaired the MMCC Fall BBQ and Festival Committee.

**Associate Dean of Enrollment and Support Services** – Mid Michigan Community College, Harrison, MI 48625 – July 1991 to July 1992.

Overall leadership/management of Enrollment and Support Services Division to include: Admissions, Assessment, Enrollment Services, Counseling, Financial Aid, Student Support, Placement, Student Activities, and the Child Care Center. Also was the College Registrar and chair of the Scholarship and Grant Commission.

**Director of Enrollment and Support Services** – Mid Michigan Community College, Harrison, MI 48625 – August 1988 to July 1991.

Overall management to include: Enrollment Services, Counseling, Financial Aid, Student Support and Student Activities. Also was the College Registrar and chair of the Scholarship and Grant Commission.

**Successful Life Skills Coordinator/Counselor** – Title III – Mid Michigan Community College, Harrison, MI 48625 – October 1986 to August 1988.

Overall program development and management to include: Developed the courses and taught Life Skills (SSC 107), Career Planning (SSC 100), and Employment Skills (SSC 106) as well as training three instructors. Co-authored a facilitator's guide for the State of Michigan and Mid Michigan Community College and authored an unpublished MMCC Career Planning and Survival Skills Handbook for student use. Researched overall program effectiveness to include criterion referenced test design.



**Acting and Assistant Director of Student Services** – Ohio University – Lancaster, OH 43130 – October 1976 to February 1979.

Acting Director – responsible for total management of a Student Services Division including Counseling, coordinating campus advising, Developmental Education, Financial Aid, Admissions, University Switchboard, and Student Employment. Developed and supervised orientation programs, probationary contracts and University Honors Program and Day Care.

Assistant Director – Primarily responsible for recruiting, student activities, advising, career and personal counseling, financial aid, Regional Scholar Program, and High School Outreach. Redesigned recruiting plan including development of seven University brochures.

**Residence Hall Program Director** – Central Michigan University, Mt. Pleasant, MI 48859 – 1973 to 1976.

### **Instructional**

**Faculty (part-time)** – Ferris State University – Winter 2014

Doctorate in Community College Leadership Program, co-taught DSL 885 “Creating a Culture of Student Learning and Success”.

(part-time) - Washtenaw Community College

Developed and taught UA 97 “Coaching Challenging Students” for UA Regional Coordinators (Summer 2007-2010).

**Lecturer (part-time)** – Eastern Michigan University, Ypsilanti, MI 48197 – Winter 2004

Taught EDLD 622 (Organization and Administration of Higher Education).

**Adjunct Faculty Member (part-time)** – Central Michigan University, Mt. Pleasant, MI 48859 – 1975 to 1976, and 1981 to 1986.

Taught CED 517, 518, and 535 (Career Planning), managed CMU’s freshmen career planning program and substituted as a Practicum Supervisor.

**Instructor** – Mt. Pleasant Public Schools, Mt. Pleasant, MI 48858 – May 1980 to September 1986.

Designed and taught a Job Club to more than 1,000 unemployed adults.

### **Other**

**Core Team Leader** – Achieving the Dream – 2011-2013

**Infant Mental Health Therapist** – Family Health Research, Education and Service Institute, Alma, MI 48801 – October 1986 to May 1987.

Provided infant mental health therapy to families as part of a professional team of a psychiatrist, three psychologists, and one social worker.

**Adult Education Counselor** – Mt. Pleasant Adult Education, Mt. Pleasant, MI 48858 – September 1985 to May 1986.

Counseled adult students in course selection, high school completion, G.E.D. preparation and provided transcript evaluation.

## **Education and Training**

- Ed.D. – 2001 – Eastern Michigan University (Educational Leadership)  
*Dissertation: Organizational Change in a Community College – A Case Study*
- M.A. – 1975 – Central Michigan University (Counseling – Higher Education emphasis)
- B.A. – 1972 – Central Michigan University (Liberal Arts Degree – Philosophy major, Political Science minor)
- Washtenaw Leadership Academy/Ferris State University Alliance for Community College's Excellence in Practice 2014
- Leadership Ypsilanti – (Sponsored by the Chamber of Commerce) 2001-2002
- Leaders – Charlotte, NC (National Institute for Leadership Development) 1993
- Mt. Pleasant Area Leadership Development – (Sponsored by the Chamber of Commerce) 1993
- Certificate – 1987 – Family Health Research, Education, and Service Institute (20 week course on Infant Mental Health)
- Certificate – 1978 – National Human Potential Institute, Evanston, Illinois (Certified Human Potential Leader)

## **Workshop Leader/Facilitation**

**Statewide conferences** – Have planned and coordinated statewide conferences on Enrollment Management, Student Services Innovation and Team Building for the Michigan Community College Student Services Association, as well as, initiating and developing two independent statewide conferences with another Dean of Students – Is the Open Door Closing? (Delta College) and the first Michigan Users' Group (MUG) for Datatel Software users (May 17, 2001 – MMCC Campus).

**State of Michigan** – Group Facilitation Training for Successful Life Skills Facilitators – Fall 1987 and Spring 1989  
Follow-up training of Life Skills Group Facilitation – Spring 1988.

**Additional Workshops** (from 1976 to present) include: Communication for Change, Myers Briggs Personality Inventory, Leadership Training for High School Students, Career Planning Assertiveness, Customer Relations, Women in Management, Employability Skills, Infant Mental Health, Career Planning for Girls, Study Skills, College Night for Adults and numerous presentations to community groups and professional organizations.

### **Licenses:**

Hold current State of Michigan Professional Counseling License.

## **Honors and Awards**

First Presidential Team Award in 1994 (MMCC), two President's Exemplary Employee Awards in 1999 and 2000 (MMCC), Honorary Phi Theta Kappa Member, Phi Kappa Phi, Mortar Board, Honors Program and awarded Central Michigan University Fellowship.

## **Professional and Community Organizations**

- Ypsilanti Chamber of Commerce Education Committee – 2003 to 2008
- Michigan Community College Student Services Association (Executive Board Member, Vice President and President) – 1990 to present
- Red Cross Board Member – Mt. Pleasant – 2000 to 2002
- Michigan Association for Collegiate Registrars and Admissions Officers – September 1989 to 2002
- Michigan Association for Counseling and Development – January 1988 to 1990
- Michigan Career Development Association – January 1988 to 1990
- Michigan Association for Specialists in Group Work – January 1988 to 1990
- Mid Michigan Counselors Association – 1984 to 1990
- Perinatal Coach, Gratiot County Child Advocacy – Summer 1984 to Fall 1986
- Listening Ear Board of Directors, Vice Chairman – October 1979 to May 1980
- Women's Aid, career counselor (volunteer) – October 1979 to May 1980
- Substance Abuse Counsel, Board Member – January 1977 to March 1979

# **Roberta C. Teahen, Ph.D.**

8802 Peninsula Drive, Traverse City, MI 49686  
telephone: (231) 631-5587 e-mail: rteahen@aol.com

## **Professional Summary**

Experienced professional with teaching and administrative experience at secondary, community college, and university levels, coupled with expertise in leadership, learning, curriculum, workforce development, assessment, and accreditation, with a commitment to access and excellence and capabilities to synthesize ideas and create energy toward organizational goals.

## **Employment**

### **FERRIS STATE UNIVERSITY – MAY 2007 – CURRENT**

BIG RAPIDS, MICHIGAN

**Associate Provost.** Responsibilities include graduate education, assessment, and accreditation. Serve as director and faculty member in the Doctorate of Community College Leadership. Previously responsible for development and expansion of online learning; faculty development; and the educational doctorate implementation. Facilitate multiple groups, such as Advancing Online Task Force, Institutional Assessment, E-Learning Management Advisory Team, and HLC Assessment Academy Team. Served on the Presidential Search Committee and varied assignments with the Academic Senate over the years, including Professional Development, International Education, Program Review, and Planning committees, along with coordinating multiple faculty award committees. Commitments include:

- Broadening engagement in assessment
- Enhancing accountability of multiple functions
- Creating systems for documenting institutional effectiveness and student learning outcomes
- Enhancing University capacity
- Advancing the university's learning initiatives

### **AUGUST 2002 – MAY 2007**

**Dean of University Center for Extended Learning.** Responsible for off-campus credit and non-credit offerings of the university at 26 sites throughout Michigan and one in Winnipeg, Manitoba, with multiple regional offices. Serve(d) on many task forces, including presidential selection, student learning and general education, student engagement, planning (co-chair of a major group), distance learning, and student fees (which includes tuition setting). Chaired two online task forces during 05-06 – one for student services and one for instruction, with broad-based representation on each, in part to advance the university's capabilities to offer fully online degrees. Unit includes Credit Programs, Corporate and Professional Development (training, consulting, and certification test development), Charter Schools Office, and Study-Abroad Programs.

#### **Achievements:**

- Doubled student credit hour production in past three years
- Optimized staff performance through restructuring, professional development, and team building
- Restored fiscal accountability and stability
- Facilitated marketing and market research enhancements
- Developed strategic and distance-learning plans
- Established additional partnerships and enhanced existing partnerships
- Successfully facilitated development of and served as primary author of university request to the Higher Learning Commission of the North Central Association to offer fully online programs
- Secured Michigan Department of Labor and Economic Growth grant to coordinate state-wide

- professional development offerings for career educators
- Prepared successful proposal to become the organizational facilitator of the National Council for Workforce Education

**FERRIS STATE UNIVERSITY – AUGUST 2004 – DECEMBER 2004**

*Developer and instructor* for online graduate course, EDUC 518, Diversity in the Classroom and Workplace.

**WESTERN MICHIGAN UNIVERSITY – APRIL – JUNE 2003**

AT FERRIS STATE UNIVERSITY IN BIG RAPIDS, MI

*Co-instructor*, doctoral-level class, Systems Thinking in Leadership, for FSU-based cohort. Earned high reviews.

**LEARNING CONSULTANTS - MAY 2001 - Current**

TRAVERSE CITY, MICHIGAN

*Owner and Project Manager.* Established private consulting practice in May 2001 for projects that I contract for, provide leadership to, but work with teams of professionals on in most cases. Representative clients and projects follow:

- Michigan Department of Career Development - to extend the adoption of competency-based curriculum, expand the use of the WIDS Learning Design System in community colleges, and develop Learning Leadership Institutes for community college administrators.
- Higher Learning Commission of the North Central Association to coordinate major parts of the 2001-02 broad-based, 19-state process of redefining the standards for accreditation. Work included coordinating electronic focus groups on critical higher education issues, such as governance, diversity, technology in learning, finances, and general education. Facilitated board and regional meetings to gather input from stakeholders at various stages in the process and contributing to the design and writing process.
- Michigan Community College Association: Creation of an e-learning data base (learning objects) linked to national skills standards and core abilities (math, writing, reading)
- Jackson Community College and Henry Ford Community College: Grant writing
- Cooking and Hospitality Institute of Chicago (CHIC): Preparation for initial accreditation, through work over a two-year period regarding assessment, planning, governance, and faculty issues. Worked directly with school leadership, corporate owners (Career Education Corporation), faculty, and staff.
- Sinclair Community College: Evaluation of a NSF-funded Advanced Technology Education Center with reports written by me on organizational transformation, comparative student learning, and a predictive model for learner success at Sinclair Community College.
- Sauk Valley Community College: For more than two years I worked with SVCC in Illinois to prepare for a focused visit on planning and assessment which resulted in an exemplary report of progress. Returning in October 2006 to conduct workshop on writing learning outcomes for student support services.
- Ludington Area Schools: Beginning in November 2005, assumed role as outside evaluator for a three-year project to evaluate the effectiveness of an intervention program for at-risk youth in an alternative high school. Work continues through fall 2009, with extended grant.
- Rochester College: Completed evaluation of a three-year USDOE Title III Student Support Services evaluation, for a Christian institution in the greater Detroit area.
- California University of Pennsylvania: In July 2006, accepted a three-year evaluation assignment for

evaluating impact of a NSF-funded project to enhance the practice and perceptions of manufacturing education from middle-school through university levels, a project being facilitated by a consortium in the state of Pennsylvania that includes members from all levels in addition to state department leadership. Work continues through 2009. Final report delivered in May 2009.

- Multiple one- and two-day consulting and speaking engagements on accreditation and assessment, including two at Kennedy-King College in Chicago in 2007 and 2008 and in October 2007 at Jefferson College near St. Louis, MO; Lake Land College in 2014; and conducted day-long workshop at Bay de Noc College in Michigan regarding general education and assessment in summer 2008. Served as evaluator of self-study at Wayne County Community College, Kettering University (2013), and National American University (2014), among other short-term assignments.

#### **MICHIGAN STATE UNIVERSITY** - January 2002 - April 2002

**Faculty member** for course in the Society and Human Resources Program, College of Social Science, at Michigan State University: SSC 490 - Recruitment, Selection, Hiring, and Compensation.

#### **NORTHWESTERN MICHIGAN COLLEGE**

TRAVERSE CITY, MICHIGAN

The following sections identify the varied roles I played at Northwestern Michigan College over a long period. Northwestern Michigan College is a comprehensive community college in northern lower Michigan that serves over 4,500 credit students and 9,000 non-credit students annually. It also has many auxiliary and unique programs, including a Museum, Residence Halls, a Maritime Academy, a University Center, and a nationally recognized Foundation.

#### **Dean of Workforce Development, July 2000 - June 2001.**

*Supervisor: Mr. Kirk Hornburg, Executive Director of M-Tec<sup>SM</sup> (no longer there); current director is Marguerite Cotto, who is listed as a reference.*

**Responsibilities:** Work with faculty and contract training specialists to plan, develop, and implement programs in a new 65,000 square-foot Michigan Technical Education Center (M-TEC<sup>SM</sup>) in aviation, manufacturing, construction, information technology, workplace assessments, and contract services. Directly engaged with facility planning, working with architects and faculty, to create space for highly flexible and state-of-the-art offerings. Curriculum development focused on open entry/open exit, just-in-time training, online courses, multiple business and provider partnerships, computer-mediated instruction, and other new approaches. Actively engaged in marketing of M-TEC<sup>SM</sup> and its programs.

#### **Director of Student Development and Learning Services, July 1996 - July 2000**

*Supervisors: Dr. Ilse Burke, President, and Dr. Stephen Siciliano, Vice President for Educational Services*

**Responsibilities:** Leadership for an array of student services, including Counseling; Instructional Support (Special Population Services, Tutoring, and Supplemental Instruction); Career and Employment Services; Health Services; Student Activities; Upward Bound; Minority Services; Academic Advising; and Center for Learning.

#### **Achievements:**

- Designed and implemented a college-wide alternative and enriching learning system, the Center for Learning, which was designed to serve multiple constituencies and has become a model for other colleges
- Served as successful partner grant writer and administrative liaison with the Michigan Department of Education; course developer; and systems implementer for O.P.E.N. Learning (Options for Performance-Based Education Now), an open-entry, open-exit, competency-based curriculum system
- Improved academic and career advising processes, including the NMC Experience (freshman orientation) and coordination with area school initiatives in Tech Prep, School-to-Work, and Career Prep
- Empowered decision-making, enhanced professional development emphases, and increased

responsibilities and positions among staff

***Director of Business and Workforce Development, July, 1995 - June 1996***

*Supervisor: Dr. Ilse Burke, then Vice President for Educational Service; later president (now retired)*

**Responsibilities:** Leadership for occupational programs' external relationships with School-to-Work, Tech Prep, Economic Development, Michigan Department of Education Perkins grant funds, in addition to direct supervisory responsibilities for Business Division programs, budget, and staff. The Traverse City area is a national demonstration site for one-stop centers for job training, so community liaisons represented a major commitment.

***Dean of Occupational Studies, 1989 - 1995***

*Supervisor: Dr. Tim Quinn, President (now in private consulting)*

**Responsibilities:** Executive-level position reporting to the President with leadership role for all credit occupational programs, including business, health, technical, maritime, aviation; and all non-credit programming through Extended Educational Services and the Center for Business and Industry. Primary role was to provide leadership in planning, program and staff development, program and staff evaluation, budget, personnel selection. Served as a member of the President's Council, the executive leadership team of the college.

**Achievements:**

- Chaired the College's Planning Council for six years which produced new mission, vision, values, indicators of success, annual goals, and planning progress reports
- Contributed to the establishment of a new shared governance system with membership on the Budget, Planning, and Policy Councils during implementation phases
- Shared responsibilities for a major downsizing in 1990 that, although uncomfortable for all, was considered to be as fair as possible, given the circumstances
- Introduced college Quality Service efforts
- Instituted Return-to-Industry (and Work-in-Industry) program for faculty
- Created international student and faculty exchange programs
- Strengthened community partnerships with Chamber of Commerce, Economic Development Corporation, Intermediate School District, and K-12 Schools through workforce development, Tech Prep, School-to-Work, and other initiatives.

**EASTERN MICHIGAN UNIVERSITY**

***Continuing Education Faculty, 1994 and 1995***

**Responsibilities:** Taught off-campus Educators in Industry course for the Industrial Technology Department of Eastern Michigan University in Traverse City. Course was very highly rated by regional teachers and administrators.

**MICHIGAN STATE UNIVERSITY**

***Senior Extension Lecturer, Summers of 1973 - 1974***

**Responsibilities:** Taught business educators about word processing and word processing education, which were new at the time.

**TRAVERSE BAY AREA INTERMEDIATE SCHOOL DISTRICT**

***Instructor and Project Manager, 1968 - 1975***

*Supervisor: Mr. George Kuhn (retired)*

**Responsibilities:** Taught business data processing (early computer era) to high school students in a new area-wide career-center program. Also worked on computer applications for area school districts, including the coordination of computerized schedule development for high schools.

## **Corunna Public Schools**

*Teacher, January 1968 – June 1968.*

**Responsibilities:** Teach business subjects (typing, shorthand, retailing) in comprehensive high school.

## **Education**

### **MICHIGAN STATE UNIVERSITY**

Completed Ph.D. in Higher, Adult, and Lifelong Education (HALE) in December 2000. Dissertation Title: Strategies for Creating More Learning-Centered Organizations: A Community College Perspective. Research is interpreted from the conceptual framework of organizational learning and explores one leading national college's approach to becoming a more learning-centered college.

Majors: (1) Leadership and Organization, and (2) Teaching and Learning  
Cognate: Instructional Design

Courses included Adult Learning Strategies; Equity and Diversity in Higher Education; Leadership; Organizational Development; Computer Applications in Instruction; Psychology of Learning in School and Other Settings; Educational Inquiry; Qualitative Research; and independent studies in Academic/Occupational Curriculum Integration and Learning Centers.

Comprehensive Exams: In October of 1997, I was one of two among nine who successfully passed all parts of the Comprehensive Examination on the first attempt. My exam was used as an example for future students.

### **MICHIGAN STATE UNIVERSITY**

*Master of Arts Degree, Business and Distributive Education, 1974*

### **MICHIGAN STATE UNIVERSITY**

*Bachelor of Arts Degree, Business and Distributive Education, 1968*

Served as residence hall assistant (RA) – a student services and leadership role.

### **PORT HURON JUNIOR COLLEGE (Now St. Clair County Community College)**

*Associate of Arts Degree, June 1965*

Active in student leadership in Debate, Forensics, Young Republicans, and Library Service.

### **EASTERN MICHIGAN UNIVERSITY**

Completed a Quality Planning Function course (2 credits) through the Department of Industrial Technology (January 1996). Completed two-credit summer seminar in Educational Leadership (1993).

### **CENTRAL MICHIGAN UNIVERSITY**

Completed three courses (9 credits) in Management Information Systems Management, Personnel Management, and Organizational Behavior and Change in the MBA program (1981-83).

## **Recognitions**

- Recognized with the 2014 Athena Grand Traverse Award in May 2014. Had also been nominated in at least 1997 and 1998 by several NMC women colleagues. Athena criteria are: “Demonstrate excellence, creativity and initiative in their business or profession; provide valuable service to improve the quality of life for others in their community; and assist women in reaching their full leadership potential.”
- Invited to be a member of the Institutional Actions Council of the Higher Learning Commission of the North Central Association, the decision-making body of the accreditor, beginning in Fall 2004 and reappointed to four-



year term in 2006 and 2010, have been continuously reappointed, still serving in 2014. I typically serve as either chair or recorder for multiple meetings each year. Selection is based upon successful experience as a member of the Peer Review Corps.

- Invited to be a mentor for the Higher Learning Commission's Assessment Academy (August 2006), served on the Admissions Panel, and have served as facilitator of Assessment Workshops for HLC.
- In 2013, invited to be a mentor by HLC for the Persistence and Completion Academy, and currently (2014) working with three colleges in their efforts to advance completion in their institutions; two are community colleges and one is an Art Institute.
- Graduated from the League for Innovation's Executive Leadership Institute in August 2001. Was selected as one of 36 from 100 applicants. Individuals are selected on the basis of their preparation to become college presidents.
- Awarded citation for Outstanding Service to Occupational Education in Michigan Award, Michigan Occupational Deans' Administrative Council, October 1996; first award of its type given.
- Recognized for Exemplary Administrative Practices for Perkins Administration by the Michigan Department of Education, Spring 1997, based on work of 1995-6 year; an award given to only one college annually.
- Recognized as Educator of the Year, 1994, Traverse City Area Chamber of Commerce.
- Served as member of team recognized as outstanding for O.P.E.N. Learning by Trends in Occupational Studies, a Michigan Occupational Deans' sponsored award, October, 1998.
- Honored with the O.P.E.N. team as one of ten bellwether finalists (national award of the Futures Assembly, University of Florida, League for Innovation, and other entities) for innovation in O.P.E.N. Learning, February 1999.
- Recognized by NMC Foundation with Excellence Award as member of a team for the Center for Learning, an annual team award, 2000.

### **Representative Achievements**

- Invited to serve as a member of an advisory team concerning adult transitions and non-credit to credit, sponsored by the Sloan Foundation and facilitated by the Community College Research Center at Columbia University, Teachers' College. Assisted in facilitating a meeting, completed some preliminary research on non-credit education and accreditation, and co-presented with researchers at national conferences.
- Wrote successful proposal to the Michigan Department of Labor and Economic Growth to provide professional development programming for Michigan's career educators (May 2006).
- Wrote successful proposal to the National Council for Workforce Education to serve as their organizational facilitator, which includes elections, budget, conference, publications, etc. (January 2005).
- Wrote successful grant to the Michigan Community College Virtual Learning Collaborative, funded by the Kellogg Foundation, to develop curricula in network administration and website specialist, in partnership with three other Michigan Colleges: Henry Ford, Grand Rapids, and Oakland. Served as project manager for this program development (1999-2001).
- Completed NSF program evaluation and completed major reports on organizational transformation and

development of a predictive model for learner success based upon individual differences for Sinclair Community College. Was subsequently invited by project manager there to collaborate on another evaluation.

- Serve as a Higher Learning Commission accreditation visit team chair and served as a member of the Accreditation Review Committee (ARC) of the Higher Learning Commission of the North Central Association, since 1998. Have served as chair for many site visits (up to 50), including focused visits on distance learning, assessment, governance, change of ownership, graduate education additions, and two-year colleges seeking approval for degree granting at the baccalaureate level. Typically chair two visits each year, including several that are often more complex or more challenging, as a result of my extensive experience with HLC. Have served on teams for multiple private, for-profit institutions over many years.
- Served as a member of the Higher Learning Commission Peer Review Corps Advisory team which plans and conducts annual training of Peer Reviewers for the Commission. Also serve as Strategy Forum facilitator for the AQIP process and change request reviewer. Have served as trainer of new and continuing peer reviewers in each of the past several years at the HLC annual meeting and receive positive reviews from attendees.
- Conducted research as principal investigator for state-wide Tech Prep Evaluation Project, a multi-phase study, November 1996 - June 1998 and published and disseminated findings.
- Initiated and chaired for first three years the highly successful statewide Trends in Occupational Studies Conference which has served up to 700+ faculty members every year since 1983. Chaired a statewide Emerging Technologies Consortium that explored computer information systems when they were new to education, which evolved into two large statewide conferences (1980-82) which were the forerunner of Trends, and provided encouragement for the State to undertake the Trends sponsorship.
- Co-initiated and facilitated for six years a Michigan Community College/Michigan Department of Education Academic/Occupational Curriculum Integration Project with 18 colleges and more than 100 faculty and administrators involved (1995-2001).
- Organized and chaired the first Michigan Community College Customized Training Directors Association (1984-88) and planned annual summer conferences.
- Developed and implemented a Program Viability Analysis in 1990 at NMC that was used for program reviews and was built on multiple factors, including centrality to mission, quality, and other factors, including finances.
- Originated a German Student Exchange Program (since 1988) and a German Faculty Exchange Program (since 1994); co-initiated study tours of Japanese college students to Traverse City that have continued most years since 1985 into the early 2000s; and assisted in planning a business tour to Japan.
- Coordinated a German Education Study Mission of 24 Michigan educators and legislators in 1992 and served as sponsored writer of the German Consulate for follow-up press releases.
- Taught two-week workshops in Management and Banking in a German Berufsakademie (a postsecondary technical institute) in Ravensburg, Germany, in June 1994.
- Served as a guest lecturer for a Japanese higher education conference coordinated by Otomon Gakuin University; topics included learning colleges and assessment. Attendees were from multiple institutions, including other countries.
- Chaired NMC's Planning Council from its inception in 1990 through 1995 and conducted annual external environmental scans; developed vision, mission, and values statements; developed and monitored annual and long-range goals; identified indicators of success, and learned about planning from research and workshops.

- Developed Return-to-Industry programs for NMC faculty and was successful in having 35 percent of the regular occupational faculty participate over a period of 5 years.
- Produced many reference documents and systems for NMC internal and community use in Tech Prep, a Division Director guide, a PROE (Program Review) system, a Planning Document, with many original forms, Program Viability Analysis Guide, Faculty Evaluation Guide, etc., to assure consistent and effective systems.
- Managed the World's Largest Cherry Pie event (initially a Guinness Record) in cooperation with Chef Pierre, Inc. (now a Sara Lee division), during the National Governors' Conference in Traverse City, 1987. This event was designed to promote the cherry industry and organized many community and state organizations, state and national businesses, and hundreds of volunteers for an event that gained international publicity and still engenders community conversation.
- Chaired the Legislative Committee of the Michigan Occupational Deans' Administrative Council and published a bi-monthly newsletter called "MODAC Legislative Briefs," 1994-96. This document became an important source of public policy information for many Michigan community college leaders.
- Participated as a member of the National Skills Standards Advisory Committee for Advanced Manufacturing and participated in two work sessions with national representatives of industry, government, and education in Washington, D.C.
- Invited to chair a three-year advisory team for NCA to work with a community college that developed an innovative, first-of-its-kind applied baccalaureate that is competency-based, modular, and infuses all general education (1999-2003). This team's work informed Higher Learning Commission standards for hybrid institutions.
- Trained as a meeting facilitator; Personal Profile System personality profiler and trainer; WIDS trainer and coach; and AQIP (Academic Quality Improvement Project) Trainer and Facilitator.
- Graduate of National Institute for Leadership Development, sponsored by the American Association of Women in Community Colleges, San Diego, 1987.
- Serve as a member of the National Visiting Committee of the multi-state AMTEC National Science Foundation funded consortium based in Kentucky. AMTEC is the Automotive Manufacturing Technical Education Collaborative that includes many key automotive manufacturers and tier 1 suppliers, including GM, Ford, Toyota, and BMW (2009 – 2014).

## **Publications**

- Konovalov, P. and Teahen, R. (June 2013). "Community College Presidents: What Does It Take?" League for Innovation in the Community College. Leadership Abstracts.
- Teahen, R. (2014). "Accountability and a Culture of Caring" in Exploring the Future of Community Colleges. Alliance for Community College Excellence in Practice/Ferris State University.
- Teahen, Roberta C. (March, 2000). "Learning to Become a Learning College." In Building a Learning Community. Osaka, Japan: Otemon Gakuin University Press.
- Viswat, Linda J. & Teahen, Roberta C. (March 2000). "The Assessment Movement in American Higher Education." In Building a Learning Community. Osaka, Japan: Otemon Gakuin University Press.

- Kelly, K. & Teahen, R. “An O.P.E.N. Approach to Learning.” (1998). To Improve the Academy, a book of reviewed essays, published by the National Council on Staff, Program, and Organizational Development.
- Jacobs, James & Teahen, Roberta. (1998). “Michigan Tech Prep in the Midst of Systemic Reform.” The Journal of Vocational Education Research, Volume 23, Issue 2.
- Teahen, R., Jacobs, J., Bennett, F., & Riopelle, C. (February 1998). “Tech Prep Evaluation Report.” Lansing: Michigan Department of Education.
- Teahen, Roberta. (Winter 1998). “Michigan Community Colleges Implement Integrated Curriculum.” NCOE (National Council for Occupational Education, an affiliate of AACC), Workplace, Vol.9, Issue 1.
- Jacobs, J. & Teahen, R. (1997). “The Shadow College and NCA Accreditation: A Conceptual Framework.” NCA Quarterly, a publication of the North Central Association of Colleges and Schools, Volume 71, Number 4. Also printed in the 1997 NCA annual Meeting Proceedings. NCA requested permission to reprint our presentation paper in the Quarterly. Executive Director of NCA Steve Crow acknowledges this work as influencing fundamental rethinking within the association.
- Teahen, Roberta C. (Winter/Spring 1997). “Restructuring for Learning: Opportunity Amidst Chaos.” Eleven Update, ACPA Commission XI Newsletter, Volume 8, Number 2.
- Teahen, Roberta C. (1996). “Proceedings of the Curriculum Integration Workshop.” ERIC document, Clearinghouse for Community Colleges, ED 400 866.
- Teahen, Roberta C. (1996). Curriculum Models: Integration of Academic and Occupational Content. ED 399 998.
- Jacobs, James & Teahen, Roberta C. “We’re Doing It: Michigan Models for Academic and Occupational Integration. ED 399 997.
- Michigan Community College Association, Michigan State University, and the Strategic Thinking Task Force. (1998). “Becoming a Learning College.” Provided editorial comments on the final draft and submitted description of the curriculum integration work for the “Making It Happen” section, page 12.
- Jacobs, J. & Teahen, R. (March, 1998). “The Shadow College as a Catalyst for Institutional Renewal.” NCA annual meeting presentation and article in Proceedings, resulting from specific invitation of NCA to continue the dialogue on the previous year’s topic.
- Teahen, Roberta C. (August 1997). “Cultural Differences--an Educational Rationale?” NTPN Connections.

### **Selected Presentations**

- “Advancing Quality in Higher and Workforce Education.” August 2014. Keynote presentation at Dalian Institute Higher and Vocational Education Conference in Dalian, China.
- “Responding in a World of Accountability.” August 14, 2014. Opening Convocation address at Carl Sandburg College, Galesburg, IL.
- “Graduate Education in a Culture of Accountability.” (April 2014). HLC Annual Meeting. Panel with representatives from Southern Illinois Edwardsville; Creighton University, John Carroll University, and Ferris State University.

- “Evaluating Graduate Education: Reviewers’ Perspectives – A Session for Peer Reviewers.” (April 2014). Panel presentation for training of peer reviewers at annual HLC workshop.
- “Advancing Student Learning. Assessment Dialogues.” (April 2012). Presentation at general session of Higher Learning Commission annual meeting. Co-presented on joint research with Dr. Jennifer Fager, University of Wisconsin – Eau Claire.
- “Comparison of U.S. and Chinese Education.” Lectures for visiting faculty from Changsha College of Social Work. Falls of 2011, 20112, and 2013.
- “Designing for Learning.” Faculty Development Program. Ferris State University. October 2008.
- A Journey of Transformation: Creating Systems and a Culture of Support for Assessment.” NASPA Assessment Conference, Phoenix, AZ, June 2006, with Dr. Joan Kerber, VP of Learning Services, and Jane Hamilton, Faculty Member and Core Assessment Committee leader, of Sauk Valley Community College.
- “Embedded Baccalureates: New Models, Enduring Relationships.” With Dr. Noreen Thomas, Macomb Community College, and Marguerite Cotto, Northwestern Michigan College.
- “Preparing Tomorrow’s Workforce Educators.” National Council for Workforce Education. Baltimore, MD. October 2004.
- “Rethinking Tradition as We Move Toward Building Learning Organizations.” Trends in Higher Education Conference. Sponsored by the University of Phoenix. Phoenix, AZ. 2003.
- “Assessment Contemplations” and “Linking the Learning Paradigm and Assessment,” All-Faculty In-Service Workshops on August 19, 2004, and October 26, 2004, Sauk Valley College, Dixon, IL.
- "Building a Community of Learners Begins with Leaders." AACC Presentation, April 2002, with Provost Jennifer Wimbish of Lansing Community College and James Folkening, Director of Office of Postsecondary Services, Michigan Dept. of Career Development.
- "Strategies for Creating a More Learning-Centered Organization.” League for Innovation, February 2001, Atlanta, and Learning Paradigm Conference, March 2001, San Diego.
- "M-TEC: Introducing a New Era in Technical Training.” Governors’ Career Conference, February 2001, Grand Rapids, MI.
- “Assessing Student Learning.” January 6, 2000. Presentation for a Learning Communities conference sponsored by Otemon-Gakuin University, Osaka, Japan. Attendees were from several Japanese universities. Conference held at the Create Center at Ibaraki-City Osaka. Invited, sponsored presenter.
- “Learning to Become a Learning College.” January 5, 2000, Osaka, Japan. Learning Communities Symposia with presenters from Japan, Germany, and the United Kingdom and at League for Innovation Conference, New Orleans, June, 1999.
- “Building a Student Success Model for Flexible Learning Environments,” League for Innovation Conference in New Orleans, June, 1999; and at the National Council on Occupational Education annual meeting in Seattle, October 1999.
- “The Importance of Global Awareness,” 1999, for the state meeting of the Business and Professional Women

at the Grand Traverse Resort in Traverse City, MI.

- “Collaboration and the Shadow College: A Strategy for Institutional Renewal,” co-presented with Dr. James Jacobs, Macomb County Community College. NCA Annual Meeting, March 1998, Chicago.
- “The Shadow College and NCA Accreditation: A Conceptual Framework,” co-presented with Dr. James Jacobs. NCA Annual Meeting, April 1997.
- “Choices - Making a Commitment.” Motivational presentation for the Traverse City Area Board of Realtors’ Women’s Council. Park Place Hotel, Traverse City. January 1998.
- “Does Tech Prep Make a Difference? A State-Wide Evaluation.” Presentation at the annual meeting of the National Council on Occupational Education, San Antonio, TX. Co-presented with Dr. James Jacobs, Macomb County Community College, and Dr. Joanne Mahony, Michigan Department of Education.
- “Postsecondary Curriculum Integration: Policy and Practical Issues.” (October 24, 1996). Presentation to the National Council for Occupational Education annual conference, Atlanta, GA.
- “Partnerships for Work-based Learning.” Invited, sponsored presenter for pre-conference workshop at American Association of Community Colleges' Annual Meeting, Atlanta, GA, April 1996.

### **Professional and Community Activities**

- Reviewer for annual Assessment and Retention conference sponsored by NASPA (2006-08) and for Professional and Organizational Development (POD) group (2007-2009).
- USDOE Reviewer for Title III Grants (2011 and 2012).
- Member, Board of Directors, Community College Baccalaureate Association, 2006-present
- Founding member, board member, and education program chair for several years (1990-1995) for Leadership Grand Traverse, a community leadership development program
- Member of Traverse City Economic Club
- National City Bank Corporation, Grand Traverse Community Board Director, from 1985 - 2007
- Traverse Bay Area Economic Development Corporation Board Member (1992-2001); 1996 Chair of the Labor Force Committee and author of regional labor force report
- Munson Medical Center - 1985-96 Corporate Board Member
- Founding member of the Women’s Economic Development Organization
- Former President of the Grand Traverse Area Republican Women’s Club and former precinct and state convention delegate and worker on many political campaigns, including Education Chair for the first state representative race of former Lieutenant Governor Connie Binsfeld
- Invited member of statewide advisory group to advise presidents and public policy makers on workforce development issues and community colleges (1999 - 2001)

- Invited member of Tech Prep Advisory Team for Michigan: 4 postsecondary educators and 4 secondary educators, plus Michigan Dept. of Career Development (formerly MDE) Staff, 1998-2000
- American College Personnel Association (ACPA), former Commission XI Director, Student Development in Two-Year Colleges, and research proposals reviewer, 1996-2000
- Former Member of a Michigan Department of Labor and Economic Growth Referent group to develop resources for working with business and industry for Career Educators (2004-2006)
- Actively engaged in continuing education and professional development and regularly attend local, state, and national conferences, in education, technology, and business, in addition to those listed above
- Member of the Education Committee of the Mecosta Area Chamber of Commerce in Big Rapids, MI.

## References

Mr. James Folkening  
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## KEY SKILLS AND QUALIFICATIONS

Results oriented leader  
Demonstrated ability to build relationships and collaborate  
Strong background in lean concepts, TQM, process improvement, and strategic planning  
Over 20 years of leadership and managerial experience  
Proven track record in developing and facilitating professional and academic instruction

## PROFESSIONAL EXPERIENCE

**Executive Director Online Learning** 09/01/11 - Present

### **Ferris State University**

Lead the strategic decision-making and activities of Ferris State's online programs and course offerings. Annual offerings support over 5500 unduplicated students (over 13,000 duplicated enrollments) and over 36,000 student credit hours. Includes working with colleges on the planning and implementation of degrees to be offered online; developing key strategic planning priorities in alignment with EMAT recommendations and other university priorities; oversight of online advisors and student services personnel; and continuous improvement of online processes.

### ***Selected Accomplishments***

- Led a sub-committee of the E-Learning Management Advisory Team in creating a Preparation for Online Learning tutorial in Blackboard, creating content and assessments in the online platform. Acted as lead "instructor" for 175 students who participated in the tutorial in Summer 2012, answering questions, encouraging participation, and conducting post completion surveys for EMAT to determine effectiveness of the pilot. Over 4000 students have taken the final orientation launched in 2013.
- Led efforts to implement a university-wide system for waitlists for high-demand courses leading to improved information for decision making.

**Adjunct Instructor – Doctorate in Community College Leadership** 8/25/2012 - Present

### **Ferris State University**

- Co-develop and co-teach IDSL835 – Strategic Planning for the Comprehensive Community College. This course is delivered in a mixed delivery format, and is offered in a seven week period in the fall semesters. Developed content for delivery in FerrisConnect (Blackboard 9.1). Course covers the strategic planning process, systems thinking, performance metrics (including balanced scorecard), and other strategic implementation and assessment concepts.

**Executive Director Southeast Michigan** 7/1/2005 - 09/01/2011

### **Ferris State University**

Responsible for direct oversight of all credit programming delivered in the southeast region of Michigan comprising nine locations, four staffed offices, over 700 unduplicated students, and annual revenues totaling over 2.7 Million. Key responsibilities included development of key strategic planning priorities for the area, relationship building with partner community colleges, human resources activities for the region including staff hiring and professional development, program expansion, student services, and student and faculty satisfaction.

### ***Selected Accomplishments***

- Increased student credit hours and admissions for locations in southeastern Michigan every year for the seven year span. Resulted in the recruiting, hiring, and general supervision of four additional faculty positions, four additional administrative positions, and the creation of three new staffed offices.
- Developed a proactive, responsive and supportive team in the Flint office, resulting in reduced staff turnover, improved office dynamics, and overall increases in student and faculty satisfaction ratings.
- Led process improvement teams and implemented team suggestions in several key student service areas to improve overall efficiency and improved student and faculty satisfaction.

### **Assistant Dean, University Center for Extended Learning 10/15/00 - 07/01/05**

#### **Executive Director – Non Credit Operations**

#### **Ferris State University**

Assisted the Dean of Extended Learning in all administrative duties of the department. Oversaw all non-credit operations (corporate training, camps, conferences) including budget oversight of \$2.0 Million in annual revenues and \$100,000 - \$250,000 annually in grant-funded projects. Responsibilities included overall planning, grant writing, leadership and oversight of sales personnel, development of departmental procedures and policies in compliance with university policies, participation in committees researching compensation and intellectual property for online teaching, and overall development and supervision of staff.

### ***Selected Accomplishments***

- Reorganized the corporate training and camps/conferences areas to take advantage of overlapping abilities. Resulted in the reduction of staff from 12 positions to 5, elimination of \$20,000 – \$150,000 in annual deficits, and overall improved teamwork within the department and with Extended Learning.

### **Manager of Training and Development 04/01/96 - 8/13/00**

#### **Eaton Corporation**

Led, managed, and developed the overall training and development program for all divisional employees. Developed course materials, formed partnerships with area training providers, and taught courses as appropriate. Training plan incorporated 60 hours of training per person, with a facility of 600+ employees and training budget of \$250,000.

### ***Selected Accomplishments***

- Led the implementation of Eaton Production Systems (Error Proofing, Waste Elimination, Setup Reduction, Value Stream Mapping, etc) with savings in excess of \$250,000 in the first year. This included developing and delivering training programs to support this initiative.
- Developed and implemented training systems and procedures in compliance with QS9000 requirements, resulting in no periodic audit findings. Training procedures included the use of a structured training needs analysis in development of the yearly training plan. Developed and implemented a New Employee Orientation and Training program for new hourly personnel. Program was four weeks in length, and included a combination of classroom and on-the-job training activities, and contributed to reduced scrap and increased productivity.
- Developed training program for managerial leadership team to participate in the Eaton Quality Award program, including mentoring of managers in the criteria requirements.

### **Differential Product Factory Manager 07/01/94 - 4/1/96**

#### **Eaton Corporation**

Managed and directed the Differential Product Factory manufacturing resources including all direct and indirect labor, supervision, and maintenance activities. Scope of position included sales in excess of \$80 million/year, over 250 hourly union (UAW) employees and 12 salaried

employees. Responsible for developing and achieving product line goals in alignment with overall strategic plan, including goals such as scrap reduction, production schedules, efficiency goals and departmental budgets.

***Selected Accomplishments***

- Led the Differential teams to record production levels while also reducing scrap levels in key areas. This was accomplished in spite of obstacles to performance such as production rates scheduled at 130% of rated capacity, new employees encompassing 25% of the work force and 1/3 new production supervisors.

**Information Technologies Manager** 10/1/93 - 7/1/94

**Business Systems Supervisor** 6/1/92 -10/1/93

**Software Engineer** 08/13/90 - 6/1/92

**Eaton Corporation**

Managed and directed the development of the Information Technologies activities of the division to support

business, engineering, and manufacturing environments. Directed the identification, acquisition, implementation and integration of all computer technology.

***Selected Accomplishments***

- Planned and directed the installation, implementation and training for a new phone system, incorporating voice mail and a new phone switch on site. This impacted approximately 150 users, and was accomplished with no downtime, on schedule and within established budget.

**Systems Coordinator** 12/1/84 - 8/13/90

**Buick Motor Division (c/o RC Engineering; Sycron Corporation)**

Responsible for various systems development activities, including researching, developing, testing, and training in the implementation of Sales, Service and Marketing systems

<b>EDUCATION</b>
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**Doctor of Philosophy in Educational Leadership** 09/02 – 06/05

Western Michigan University: Kalamazoo, Michigan

**Master of Business Administration** 09/90 - 05/93

University of Michigan: Ann Arbor, Michigan

**BSBA - Industrial Management (graduated with honors)** 09/79 - 05/83

Michigan Technological University: Houghton, Michigan

<b>PUBLICATIONS &amp; PRESENTATIONS</b>
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**Peer Reviewed National Presentations**

- SLOAN-C Annual International Conference on Online Learning. Co-presenter: *Lessons Learned: A Mandatory Tutorial for Online Learning Prepares Students to 'Hit the Ground Running'* (2013)
- National Council for Workforce Education, 2008 Fall Conference, Co-presenter of *Emerging Trends: Baccalaureate Degrees on Community College Campuses Meeting Workforce Needs*.
- National Council for Workforce Education, 2005 Fall Conference, Co-presenter of *"Developing Opportunities with Military Partners; LAP University Worldwide -- Web-based*

*certificates to associate degree to bachelor degree"*

### **Publications**

- 2014 (not yet published) National Leader Perspective: Strategic Planning. May 2014. *Perspectives: Community College Leadership for the 21<sup>st</sup> Century*. [Co-authored with John Marr, Ph.D.]
- 2013 - Investing in MOOCs - Investing in students. 2013 Futures InSight. Symposium conducted by The Alliance for Community College Excellence in Practice at Ferris State University. [Scheduled for e-publication and hardcopy publication in 2014.]
- 2006 - Successful quality efforts in higher education: It can be done within continuing education departments. *Journal of Continuing Higher Education*, 54(3), 11-21.
- 2005 - *The practice of continuous improvement in higher education*. (Doctoral dissertation).

### **Guest Lectures**

- Guest Lecturer, Ferris State University, Doctoral Program in Community College Leadership
  - Systems Thinking – guest lecturer both face to face portion and online portion (2011);
  - Qualitative Research Methods and Interviewing techniques - guest lecturer in face to face portion (2012)
- Panelist, Business Program Opportunities and Challenges Roundtable Webinar, Continuing and Professional Educational Learning Collaborative. November 2010.
- Presenter, Okemos Kiwanis Club, *Keep Learning Our future depends on it!* May 2010.
- Presenter, Hartland High School students and parents. College Access. February 2007.

## **ENGAGEMENT & PROFESSIONAL ORGANIZATIONS**

### **Committees (Ferris State)**

Web and Media Accessibility Committee (2013 to present)

E-Learning Management Advisory Team - Chair (2012 to present)

Transfer Improvement Committee (2011)

Various Search Committees and Search Committee Chair positions held (2006 – present)

Ferris Higher Learning re-accreditation team (2009-2010)

### **Memberships & Awards**

Ferris State University Distinguished Staff Award - 2013

University Professional and Continuing Higher Education, Central Region

2013 Chair – Central Region Awards Committee

Active member of Central Region Awards Committee 2011 - 2013

Council for Continuing Higher Education (2003-present; President 2005-2006)

Capitol Area Higher Education Network (2009 - 2010)

Lansing College Access Network planning group (2010)

Lansing College Access Network Grant Submission Team (2010)

Livingston County Higher Education Network (2006 - 2008)

## **PROFESSIONAL DEVELOPMENT**

- Certificate for Online Adjunct Teaching – Maryland Online, 2010
- Blackboard World Conference, 2012
- Blackboard 9.1 Instructor Training program, Ferris State University, 2012
- University Professional and Continuing Education Association Annual Conference, 2012; 2010; 2009; 2007
- SLOAN-C Annual Conference on online learning, 2013; 2011; 2007

- Higher Learning Commission annual conference: 2012
- National Association of Branch Campus Administrators, 2006
- Leadership Mecosta, 2002
- Certified instructor for Achieve Global (Zenger Miller) and Development Dimensions programs.
- Adjunct faculty at Kellogg Community College (2004) for Presentation Skills training.

**Gary S. Wheeler, Ph.D.**  
26024 Wyndham Road  
Sturgis, Michigan 49091

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269-503-3069 (cell)  
[gary.wheeler@memoryhole.net](mailto:gary.wheeler@memoryhole.net)  
[gwheeler@glenoaks.edu](mailto:gwheeler@glenoaks.edu)

— **Academic & Administrative Experience** —

**President** Glen Oaks Community College, Centreville, Michigan 2007–2014  
Glen Oaks is one of 28 public community colleges in Michigan, each independent and governed by a locally elected board of trustees. The Glen Oaks Community College Board of Trustees is comprised of seven elected (at-large) members from Saint Joseph County. The larger service area includes adjacent counties of southwestern Michigan and two neighboring counties in Indiana. Courses are offered in Centreville and at area high schools; provide customized training and career programs.

Achievements include: Increased enrollment and student satisfaction · Increased student engagement · Outreach to underserved populations · Successful reaffirmation of accreditation (AQIP) · Improved key relationships with business and industry · Increased fund balance despite declining state support · Initiated campus affiliation with Achieving the Dream · Implemented Accelerated Learning Program · Completed major campus infrastructure and technology renovations.

**Adjunct Faculty** Ferris State University, Big Rapids, Michigan 2010–present  
Teach in the Doctorate in Community College Leadership cohort-based program, specifically, teaching *Critical Issues in Community Colleges*.

**President** Gogebic Community College, Ironwood, Michigan 2005–2007  
One of Michigan's public community colleges, GCC serves five counties of the western Upper Peninsula and two neighboring counties in Wisconsin. Courses are offered in Ironwood (campus) and at five other locations.

Achievements include: Constructing residence hall · Increasing enrollment and retention · Establishing key partnerships with business and industry · Building relationships with state and federal legislators · Expanding Nursing and Ski Area Management programs · Assisting with progress through successful accreditation (AQIP) systems appraisal, quality checkup site visit, and reaffirmation of accreditation.

**Professor**, American Studies and Art History Miami University, Ohio 1976–2005  
Also served in varying administrative positions:

Scholar-In-Residence, Center for American and World Cultures 2004  
Senior Associate Executive Director for Academic Affairs (Middletown campus) 1992–  
2003  
Executive Director (Middletown) 2000  
**Director**, Continuing Education, Business & Industry Center (Middletown) 1998–1999  
Director, Student Affairs & Athletics (Middletown) 1995–1996  
Academic Coordinator, English/Humanities/Fine Arts (Middletown) 1989–1992  
Convener, Liberal Education Council (University-wide) 1988–1990

Key areas of administrative responsibility for Middletown's regional community campus: Overall responsibility for academic leadership, programming, and development · Serve as director of summer programs · Oversight for faculty and staff development, including part-time faculty support · Oversight of academic and support personnel · Oversight of Continuing Education and Business & Industry Center · Manage campus operations budget planning and management · Coordinate campus facilities planning · Leadership for the support, encouragement, and integration of academic technology · Support and leadership of diversity in faculty and staff hiring and professional development · Develop and support outreach programs, partnerships with area elementary, secondary, and post-secondary schools, academic articulations, and off-site programming · Collaborate with student affairs for co-curricular support and programs · Collaborate with Continuing Education for adult student focus programming · Provide leadership for improving campus-community relationships · Lead campus strategic planning efforts, especially for expansion of associate degree and baccalaureate programs.

**Adjunct Faculty** Prescott College, Prescott, Arizona 2003–2006 Master's degree program.

### — Education —

Union Institute & University, Cincinnati, Ohio 2006  
Ph.D., Interdisciplinary Arts & Sciences [Higher Education Leadership]  
Arizona State University, Tempe, Arizona 1976  
M.F.A., Art & Art History [Focus on American Cultural History]  
University of Connecticut, Storrs, Connecticut 1973  
B.F.A., Art & Art History

Additional education and training: Proctor & Gamble Corporation, Cincinnati, Ohio 1988–1994, Institute for Total Quality Management and Quality Improvement  
University of California—Davis, Davis, California, 1981, National Endowment for the Humanities fellowship.

### — Honors —

Soka Gakkai International, Tokyo, Japan, 2003. Awarded International Humanitarian Achievement Medal.

American Association of Higher Education Technology Roundtable, 2001. National selection of 12 educators to discuss and influence policy related to the use of technology in higher education classrooms.

—**Recognition**—

Biographical Directory of Native American Painters, 1995, Patrick D. Lester, Service Education and Research Foundation, Norman, OK: University of Oklahoma Press.

—**Scholarship & Creative Activities**—

**Publications—books**

Wheeler, S. and Wheeler, G. (2006). *TypeSense: Making Sense of Type on the Computer*. New York: Prentice-Hall.

Wheeler, G. and Lynch, J. (eds.), (2005). *Diversity Within Unity: Cultures of Violence*. Amsterdam, The Netherlands: Rodopi Press.

Wheeler, G. (ed.), (2002). *Teaching and Learning in College: A Resource for Educators*, 5th edition. Elyria, OH: Info-Tec.

Wheeler, S. and Wheeler, G. (2002). *The Visual Design Primer*. New York: Prentice-Hall.

Wheeler, S. and Wheeler, G. (2001). *TypeSense: Making Sense of Type on the Computer*, 2nd edition. New York: Prentice-Hall.

Wheeler, S. and Wheeler, G. (1996). *TypeSense: Making Sense of Type on the Computer*. Boston: International Thomson Computer Press.

Wheeler, G. and Wheeler, S. (1994). *Drawing Conclusions: An Artist's Guide*. Dubuque, IA: McGraw-Hill.

Wheeler, G. and Wheeler, S. (1993). *Pencils to Pixels*. Dubuque, IA: McGraw-Hill.

Wheeler, S. and Wheeler, G. (1992). *Inside SuperPaint*. Dubuque, IA: McGraw-Hill.

**Publications—book chapters**

Wheeler, G., (2005) Representations of Violence, Symbolic Speech, and Recovery of Self, in *Diversity Within Unity: Cultures of Violence*, Wheeler & Lynch (eds.), Amsterdam, The Netherlands: Rodopi Press.

Wheeler, G., (2001) Teaching and Learning with Technology, 2001, In D. Greive (ed.), *A Handbook for Adjunct/Part-time Faculty and Teachers of Adults* (4 ed.). Elyria, OH: Info-Tec.

**Publications—journal articles**

Wheeler, G. (2005). Review of Michael Brown's: "Who Owns Native Culture?" In *Museum Anthropology Journal*, 28(2), 69–73.

Wheeler, G. (2004). Emergence, Alliances, and Vision: The Tribal College and Beyond, In *Indigenous Nations Studies Journal*. 5(1), 1–14.

Wheeler, G. (1980). Chemical Hazards in the Arts. In *Journal of Chemical Education*, 57(4),



280-4.

### **Scientific and technical illustrations (exclusive)**

Sarquis, A. (1992) Science is Fun, vol. 2. Madison, WI: The University of Wisconsin Press.

Sarquis, A. (1990) Science is Fun, vol. 1. Madison, WI: The University of Wisconsin Press.

—Also exhibitions of artwork accepted and shown at fifty-six regional, national, or international juried visual art exhibitions, 1974–96.

## **— Professional & Scholarly Activities —**

### **Higher Education Accreditation**

The Higher Learning Commission of the North Central Association 1990–Present  
Serve in various capacities with the regional association with particular experience in consultation, evaluation, and mentoring regarding organizational leadership, systems thinking, student learning assessment, institutional change, strategic planning, tribal colleges, technology applications, and online/distance learning. Member of the Board, 2010–present; Chair of the HLC Board, 2012—.

1990–2010 Program to Enhance and Advance Quality (PEAQ) Peer reviewer, team chair, peer reviewer and team chair training, mentor, consultant; 40+ site visits; regular presenter at annual meeting of the Higher Learning Commission.

2002–2010 Academic Quality Improvement Program (AQIP) Strategy forum facilitator and quality consultant.

2000–2006 Eligibility Panel Evaluating and assisting institutions in eligibility processes.

### **Other roles:**

- Accreditation Review Council, class of 2004
- Institutional Actions Council, class of 2008
- Taskforce: Transition Team for the new Criteria for Accreditation, Addressed the impacts on self-study and the new team report processes, 2003–2004
- Taskforce: “The Baccalaureate in the Community College,” 2000–2001

### **Technology and Change Processes (national activities)**

American Association of Community Colleges

- Commission on Global Education, 2010–2014
- Rural Policy Roundtable, 2008
- Commission on Academic, Student, and Community Development, 2006–2008

TLT Group (Teaching, Learning, and Technology Group) 1994–2007.

Serve as a senior team leader, facilitator, and speaker for this American Association for

Higher Education affiliate, presenting at 14 national workshops, including: “*Leadership for Collaborative Change*” workshop and track session, 2001 Syllabus/TLT National Conference, Santa Clara, CA; “*Virtual Teaching, Learning, and Technology Centers—Meeting Rising Expectations for Educational Uses of Information Technology*” 2001 Syllabus Conference, Cincinnati, OH; “*Developing a Consortium to Support Technology Initiatives*” 1998, 2000 Workshop presentations, Chicago, IL & Minneapolis, MN.

#### Higher Education Consulting

Community Colleges and Universities: Worked with more than two dozen institutions to date on topics including: Quality processes and strategic planning in higher education; Learning communities for faculty and students; Self-study processes, benchmarking, and measures of student engagement; Assessment and learning outcomes; Technology and course management systems; Faculty development; Board development; Strategic planning and setting a strategic agenda.

#### **Professional presentations (selected examples):**

“*Indigenous Construction of Knowledge: A Navajo in a Cartesian World*” for the 6th Interdisciplinary, International Conference, Border//Crossings: Culture— Media— Economy, at the University of Erlangen, Nuremberg, Germany, November 5–7, 2004.

“*Visual Expressions of Violence and Symbolic Speech: Gendered Arts of War*” for the 5th Global Conference, Cultures of Violence, at Mansfield College, Oxford, United Kingdom, September 20–23, 2004.

“*Gendered Expressions: Afghanistan War Rugs and Western Burqas*” Midwestern Art Historical Society Conference, The University of Notre Dame, IN, April 1–2, 2004.

“*Emergence, Alliances, and Vision: The Tribal College and Beyond*” Mid-America American Studies Conference, Creating Communities, The University of Kansas and Haskell Indian Nations University, Lawrence, KS, April 16–19, 2004.

#### **Other professional work (selected):**

NAGPRA (Native American Graves Protection and Repatriation Act). Coordinator and tribal liaison for Miami University 1993–2005. Oversight for creation and submission of cultural inventories, returning cultural/ sacred artifacts/human remains to the Hunkpapa Lakota (Standing Rock Sioux Tribe) and the Miami Tribe of Oklahoma, 1993–95.

National review board, *To Improve the Academy*, a journal of the Professional and Organizational Development Network in Higher Education, (POD), University of

Michigan, Ann Arbor, MI, 1994–2000.

Examiner, Ohio (Baldrige) Award for Excellence, 2000–2002.

Researched, photographed, inventoried, and drafted cultural notes for Moundbuilder (Adena, Hopewell, Fort Ancient cultures) artifacts collection, Southern Ohio Museum, Portsmouth, OH, 1994–2003.

Facilitator, Diversity workshop (faculty and staff), University of Minnesota—Morris, 1999.

Researched and wrote catalog and display copy for the Johnson Collection of Mississippian and early Puebloan pottery, Muscarelle Museum, College of William and Mary, Williamsburg, Virginia, 1997–1998.

Member of the National Scholar Response Team (1995–1999) for the Annenberg/CPB project, “*Diversity, Distance, and Dialogue*,” and “*Difficult Dialogues*,” developing materials related to the intersection of technology, multicultural curricula, diverse students, and learner-centered pedagogy. California State University, Hayward.

— **Community & Public-Service Activities** —

Butler County Court Appointed Special Advocates for Children Board member,  
Ohio

Rotary Club (*Paul Harris Fellow*), Three Rivers, Michigan

Kiwanis and Kiwanis Executive Board, Sturgis, Michigan

St. Joseph County Economic Development Corporation, Treasurer, Michigan

St. Joseph County Human Services Commission (and Executive Committee)

St. Joseph County Transportation Authority (Vice Chair)

Sturgis Chamber of Commerce (Board of Directors), Sturgis, Michigan

Boys Scouts of America, membership taskforce, Kalamazoo, Michigan

Gogebic & Iron County Leadership Academy, Ironwood, Michigan & Hurley,

Wisconsin

State of Michigan legislative taskforce, Performance Funding, Lansing, Michigan, 2005–07

Leadership 21, Southeast Butler County Chamber of Commerce, West Chester, Ohio

Butler County Taskforces on county mass-transit levy and cable franchise

Agreements, Middletown, Ohio

Founding Member, RASKALS (Random Acts of Simple Kindness Affecting Local Seniors),  
Middletown, Ohio

Scholarship Board, Middletown Foundation, Middletown, Ohio

Township Taskforce: feasibility and financing study for a community/ senior citizen  
center, West Chester, Ohio

# Andrea B. Wirgau

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## EDUCATION

EdD, Higher Education and Organizational Change, Benedictine University, Lisle, IL	Aug 2011
MS, Experiential Leadership, Magna Cum Laude, Aurora University, Aurora, IL	Dec 2004
BA, Communication, Cum Laude, Aquinas College, Grand Rapids, MI	Aug 2003

## PROFESSIONAL EXPERIENCE

Assistant Director, Doctorate in Community College Leadership (DCCL) Program, Ferris State University, Big Rapids, MI	2012 - Present
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- Manage the operations of the Doctorate in Community College Leadership program and provide overall leadership for Student Recruitment, Student Support (including student orientation), and program operational management
- Create and facilitate robust DCCL Alumni organization to keep graduates connected to Ferris and promote a network for career progression and continuing scholarly activity
- Coordinate all commencement-related activities, including preparation of diplomas, detailed communication with students, hooding ceremony, and reception
- Work collaboratively with all members involved with support of the DCCL team, including faculty, Ferris Leadership, other higher education personnel, and Advisory Board members
- Host and conduct informational webinars
- Serve as the doctoral students' first point of contact for all program aspects, including personal and professional issues, class registration, course or instructor issues, and tuition & fees assessments
- Develop annual recruitment and promotional strategies including, but not limited to, planning exhibits, presentations, admissions processes, and personal recruitment
- Compose correspondence and conduct oral communications for varied audiences and purposes, utilizing professional style, creativity, and accuracy
- Monitor, maintain and exercise operational control over revenues and expenses associated with the development and deployment of the program, providing quarterly reports of budget status

Program Coordinator, Doctorate in Community College Leadership (DCCL) Program, Ferris State University, Big Rapids, MI	2010-12
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- Independently answer program-related inquiries from a variety of internal and external sources, and provide explanation of the policies, practices and procedures of the program and the University
- Assure the maintenance of all records for the doctoral program, including databases, the website, and student records
- Coordinate the academic calendars for all cohort groups and other meetings, including overseeing logistical arrangements associated with the face-to-face sessions, catering, technology support, and more

## PROFESSIONAL EXPERIENCE (continued)

- Coordinator of Student Activities, College of DuPage, Glen Ellyn, IL 2005-10
- Oversaw over 60 organizations' faculty advisors
  - Advisor to Student Leadership Council
  - Facilitated values-based opportunities for leadership development to enhance citizenship
  - Supervised, trained and evaluated five staff members
  - Worked on teams with Board of Trustees, Administrators and Faculty
  - Past President of Classified Personnel Association with approximately 400 members - represented their collective interests to the college
  - Coordinator of Living Leadership Speaker Series – engaged over 100 students annually
  - Rev. Dr. Martin Luther King Jr. Scholarship Coordinator
  - Student Activities Fund Advisory Council member
  - Managed 3 budgets: Leadership, Student Leadership Council, and Club Resources
- Recreation Coordinator, Aurora University George Williams Campus, Williams Bay, WI 2003-05
- Recruited, trained, and supervised staff and volunteers
  - Implemented programs for local recreation department
  - Engaged college students to create community events and programs
- Teen Leadership Director, Grand Rapids Metropolitan YMCA, MI 2001-03
- Supervised staff of 15 while assisting management of \$240,000 operating budget
  - Created and facilitated leadership programs for the brand new Teen Center
  - Managed new 8400 sq. ft. Teen Center
  - Service-Learning, Arts & Humanities and Diversity Champion

## TEACHING EXPERIENCE

- Practica Faculty, Practicum (IDSL 894), DCCL Program, Ferris State University, Big Rapids, MI
- Associate Faculty, Leading Change in Healthcare (Phar 490), Pharmacy Program, Ferris State University, Big Rapids, MI
- Associate Faculty, The New Leader – Foundations Course (IDSL 825), DCCL Program, Ferris State University, Big Rapids, MI
- Instructor, Humanities 2210: Leadership Development - Phi Theta Kappa honors curriculum, College of DuPage, Glen Ellyn, IL

## PROFESSIONAL PRESENTATIONS

- Preceptor Mentoring Program Strengths*, College of Pharmacy, Ferris State University, Grand Rapids, MI Nov 2013
- Strengths in College of Pharmacy Faculty*, Ferris State University, Grand Rapids, MI Jan 2013
- Doctorate in Community College Leadership Program Orientation Director*, Ferris State University, Big Rapids, MI June 2012
- Strengths as a Team*, Ferris State University, Big Rapids, MI Nov 2011
- Strengths at Work for Community College Leadership Doctoral Students*, Ferris State University, Grand Rapids, MI Aug 2011

**PROFESSIONAL PRESENTATIONS (continued)**

<i>Strengths at Work for Educators</i> , League of Innovation Conference, San Diego, CA	Apr 2011
<i>Human Resources Staff Leverage Their Strengths</i> , College of DuPage, Glen Ellyn, IL	May 2010
<i>Admissions &amp; Registration Staff Leverage Their Strengths</i> , College of DuPage, Glen Ellyn, IL	Feb 2010
<i>I Know My Strengths, Now What?</i> College of DuPage, Glen Ellyn, IL	Jan 2010
<i>Networking for Students</i> , College of DuPage, Glen Ellyn, IL	Nov 2009
<i>Introduction to Strengths on Campus</i> , College of DuPage, Glen Ellyn, IL	Mar 2009
<i>Using Strengths with Your Team</i> , College of DuPage, Glen Ellyn, IL	Oct 2009
<i>Leadership Portfolios 101</i> , Living Leadership Retreat, Aurora University, Williams Bay, WI	Aug 2009
<i>Personal Mission Statements</i> , Living Leadership Retreat, Aurora University, Williams Bay, WI	Aug 2009
<i>Club Recruitment &amp; Marketing</i> , Living Leadership Retreat, Aurora University, Williams Bay, WI	Aug 2009
<i>Leadership Portfolios 101</i> , Association of Campus Activities Administrators Leadership Exchange, River Forest, IL	Nov 2008
<i>College Address as Classified Personnel Association President</i> , College of DuPage, Glen Ellyn, IL	Sept 2008
<i>Personal Mission Statements</i> , North Central College, Naperville IL	Sept 2008
<i>Leadership Portfolios 101</i> , North Central College, Naperville IL	Sept 2008
<i>New Student Orientation</i> , College of DuPage, Glen Ellyn, IL	June 2008
<i>Keynote Speaker – Leadership</i> , Phi Theta Kappa Honor Society Induction, Glen Ellyn, IL	Mar 2008
<i>Real Life Leadership Forum</i> , Leadership Launch Retreat, Lisle, IL	Aug 2006

**CERTIFICATIONS and PROFESSIONAL DEVELOPMENT ACTIVITIES**

• Roueche Future Leaders Institute Alumni	2013
• Ferris Employee Leadership Program Alumni	2012
• Advanced Leadership Chair Academy Alumni	2012
• Online Adjunct Teaching Certification, MarylandOnline	2011
• StrengthQuest Advocate	2010
• StrengthQuest Educator	2009
• Great Lakes Foundation Leadership Chair Academy Alumni	2009
• Leadership Development Studies Certified Instructor, Phi Theta Kappa Honor Society	2006

**ACADEMIC SERVICE ACTIVITIES and COMMITTEES**

- Ed.D. Dissertation Committee Chair, DCCL Program, Ferris State University, Big Rapids, MI
- Commencement Coordinator, Ferris State University, Big Rapids, MI
- Institutional Effectiveness Council Member, College of DuPage, Glen Ellyn, IL
- Public Safety Staff Appeals Committee, College of DuPage, Glen Ellyn, IL
- President of the Classified Personnel Association, College of DuPage, Glen Ellyn, IL
- Leadership Council Member, College of DuPage, Glen Ellyn, IL
- Rev. Dr. Martin Luther King Jr. Breakfast Committee, College of DuPage, Glen Ellyn, IL
- Presidential Search Advisory Team Member, College of DuPage, Glen Ellyn, IL
- Commencement Committee Member, College of DuPage, Glen Ellyn, IL
- Student Activities Fund Advisory Council, College of DuPage, Glen Ellyn, IL

## HONORS and AWARDS

- Inductee, Cambridge Who's Who, 2011 2011
- Recipient, Martin Luther King Grant, College of DuPage, Glen Ellyn, IL 2009
- Honoree, Spirit of Service Award, College of DuPage, Glen Ellyn, IL 2006
- Recipient, Judith Meyers Outstanding Graduate Award, Aurora University, Aurora, IL 2006
- Recipient, Rookie of the Year Award, Association of Professional YMCA Directors of Michigan 2002

## CURRENT MEMBERSHIPS

- Chair Leadership Academy
- American Association of Community Colleges
- League for Innovation
- American Association for Women In Community Colleges