



## 2009 Engaging Departments Institute

### Faculty Bios

**Susan Albertine** is Senior Director for LEAP State Initiatives at AAC&U. A former English and reading teacher who came into the classroom through the alternative school movement (through a program at Cornell University), Albertine earned a PhD in American literature at the University of Chicago. As a graduate student, she taught simultaneously at Chicago State University and the University of Chicago—and got her first glimpse of a profound social obligation to bring the highest quality learning to the students least likely to have that experience. She went on to teach English and composition at St. Olaf College and then Susquehanna University, where she became English department chair. A mid-career change in direction introduced her to her first larger-scale change initiative, managing the 21st-Century Project, a project to redesign the undergraduate experience at the University of Pennsylvania. That work opened the door to a vice provostship at Temple University. At Temple she was responsible for the university-wide undergraduate programs and got her first taste of national work in higher education reform. After some years at Temple, she became professor of English and dean of the School of Culture and Society at the College of New Jersey, where she served until joining AAC&U in 2008.

Albertine's scholarship in American literature of the late 19th century led to research and an array of publications on women's work in print culture and on businesswomen's careers (in fiction and history) during the growth phase of industrialization in the U.S. Recent collaboration on undergraduate public health curriculum development, co-sponsored by the Council of Colleges of Arts & Sciences (CCAS), the Association of Schools of Public Health, the Association for Prevention Teaching and Research, and AAC&U—has allowed her to return to work on industrialization, emphasizing the resource that 19th-century literature can be for an integrative study of human health and sustainability.

Albertine has been nationally active in pre-school through college (P-16) alignment projects, including Quality in Undergraduate Education, which centered on arts and sciences disciplines, and then with the American Diploma Project as a member of the New Jersey team and also as consultant to the English language arts national team. She served as a member of the board of directors, Camden Academy Charter High School, Camden, New Jersey. She was a member of the Advisory Board, Delaware Study of Instructional Costs and Productivity—Faculty Study, and a member of the Board of Directors, Art Sanctuary, Church of the Advocate, North Philadelphia, an African-American arts and letters organization. Albertine was elected to the Board of CCAS in 2004 and was president-elect in 2007-2008, before joining AAC&U.

**Jo Beld** is Professor of Political Science and Director of Evaluation and Assessment at St. Olaf College in Northfield, Minnesota. She is in her eighth year leading St. Olaf's program of "mission-driven, meaningful, and manageable" assessment (<http://www.stolaf.edu/offices/ea/Assessment/index.html>). Since her appointment to this position, and through active partnerships with a wide array of faculty and staff, Jo has sought to foster a culture of "inquiry in support of student learning," focusing initially on institutional-level assessment, and now adding program-level assessment to the mix of activities. During the 2007-08 academic year, every department and inter-disciplinary program at St. Olaf established

intended learning outcomes for each major and/or concentration they offer. During the 2008-09 academic year, departments are gathering and evaluating assessment evidence on one of their articulated outcomes.

Jo is the project leader for two major inter-institutional assessment projects: the “State Your Case! Developing and Supporting a Point of View” initiative (<http://serc.carleton.edu/case/index.html>), funded by the Teagle Foundation, and the “Research Practices Survey” project, funded by the National Institute for Technology and Liberal Education and now transitioning to the Higher Education Data Sharing Consortium (HEDS). She is also the director of assessment for an inter-institutional project funded by NSF that aims to strengthen undergraduate education, research, and public awareness about arctic ecosystems and the impact of global climate change. Jo has facilitated workshops and made presentations on assessing student learning in higher education at a wide array of both regional and national conferences. She is a regular presenter at AAC&U conferences and a contributor to AAC&U’s Valid Assessment of Learning in Undergraduate Education (VALUE) initiative.

In her twenty-plus years at St. Olaf, in addition to teaching courses in public policy, American politics, research methods, and ethics, Jo has provided leadership for St. Olaf’s programs in general education, faculty development, and the protection of human subjects. Jo received her undergraduate degree from Bethel University and completed her Ph.D. at Yale University.

**Katherine Bergeron** is a professor of musicology, and currently serves as Dean of the College at Brown University. Her research interests include French cultural history, musical modernism, the discipline of musicology, experimental music, song, opera, poetry and film. She took the Ph.D. in Music at Cornell University in 1989 and taught at the University of North Carolina, Tufts University, and the University of California at Berkeley before coming to Brown in 2004, where she was a professor of musicology and chair of the Department of Music. In 2006, Bergeron was appointed as Dean of the College, Brown’s highest undergraduate academic office.

In her scholarship she has specialized in the vocal repertoires of turn-of-the-century France. Her book, *Decadent Enchantments* (University of California Press, 1998), was a study of the 19th-century revival of plainchant by French Benedictine monks, and won the Deems-Taylor Award from ASCAP in 1999. She recently completed *Voice Lessons*, a history of the French *mélodie* in the years around 1900. In addition, Bergeron is a singer of eclectic tastes. She has performed Gregorian chant and the blues, the court music of central Java and contemporary pop music, as well as the experimental vocal idioms associated with the 20th century *avant-garde*. She is the author of *Decadent Enchantments* (University of California Press, 1998); *Disciplining Music: Musicology and Its Canons* (University of Chicago Press, 1992). She most recently completed *Voice Lessons: A Cultural Study of Mélodie*.

**David Brakke** is a limnologist who has published papers on a range of topics, including controls on surface water chemistry and watershed biogeochemistry, as well as applied problems in ecosystem, watershed and lake management. He holds the B.A. degree from the University of St. Thomas and a Ph.D. from Indiana University. He has experience working at the interface of science and policy with Federal and State agencies and has taught courses in environmental science and public policy and

science and literature. He has served as associate editor for *Limnology and Oceanography* and currently writes a column on Science and Society for the *Association of Women in Science Magazine*. For several years he has been involved in a number of projects and initiatives to improve science and mathematics education, curriculum development, undergraduate research, assessment, teacher preparation and ongoing professional development of K-12 teachers and college faculty. He has helped in the development of several courses and programs at the interface of disciplines, including biological mathematics, biotechnology, biophysics and others. He served as Assistant Dean of Arts and Sciences and Wisconsin Distinguished Professor at the University of Wisconsin – Eau Claire and Dean of Science and Mathematics at Towson University from 1997-99. He has been Dean of Science and Mathematics at James Madison University since 1999. He has served several terms as a CUR Councilor and on the National Steering Committee for Project Kaleidoscope. He is a frequent reviewer for the National Science Foundation and has served as a mentor for faculty members on a wide range of campuses across the country.

**J. Elizabeth (Liz) Clark**, Professor of English, is one of the Directors of the Writing Program at LaGuardia Community College and has been a leader in the college's ePortfolio initiative and professional development programming since 2002. She works in the fields of poetry, cultural studies of medicine, and digital rhetoric. Her current academic focus is on the changing nature of writing in the digital age. She has published in journals such as *The Minnesota Review*, *Journal of Medical Humanities*, *Radical Teacher*, *The New Writer*, *The Paterson Literary Review*, and *Women's Studies Quarterly*. She has articles forthcoming in *Peer Review*, *Computers and Composition*, and the *Journal of Basic Writing*. She is a member of the executive board of the Conference on Basic Writing, the editorial board of *Radical Teacher*, and is past co-chair of the MLA Committee on the Status of Women.

**Alma Clayton-Pedersen** has been Vice President for Education and Institutional Renewal at the Association of American Colleges and Universities (AAC&U) since 2001. She is director of AAC&U's Liberal Education and America's Promise (LEAP) Campus Action Network, a network of campuses and organizations committed to providing all students with a quality liberal education based on achieving learning outcomes essential for the 21st century. She also oversees AAC&U's Greater Expectations Institute, which is a five-day, intensive program designed for campuses working on ways to increase student engagement, inclusion, and high achievement. In addition, she co-directs the Network for Academic Renewal, which is an annual series of four working conferences held across the country.

She has published articles and monographs related to making excellence inclusive in education, law and technology including lead authorship of *Making a Real Difference with Diversity: A Guide to Institutional Change* (2007), a step-by-step guide for implementing, evaluating and sustaining comprehensive diversity work on campus; and *Curricula Designed to Meet 21st Century Expectations*, in *Educating the Net Generation*. She co-authored (with Sylvia Hurtado, Jeffrey Milem, and Walter Allen) *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education* (1999), which provides a framework of the dimensions of campus climate and illustrations of promising practices to enhance the climate for diversity. She is a national leader on connecting equity, diversity, and inclusion with academic excellence and has consulted with campuses, foundations, and for- and

not-for-profit organizations on collaboration, diversity, success of underserved students, policy, organizational learning, and program development and evaluation.

During her years at Vanderbilt University (1984–2000), Dr. Clayton-Pedersen was an administrator in both student and academic affairs as well as a faculty member. She conducted numerous studies on student retention, student engagement, campus services, and campus climate. Her positions there included Assistant to the Dean of Students; Assistant Director of an education policy center; Associate Dean for Undergraduate Academic Affairs (Peabody College); and Assistant to the Provost and Director of Academic Affairs in Athletics. She taught courses on human development, small group dynamics and contemporary multicultural issues. Dr. Clayton-Pedersen received a B.S. from UW-Milwaukee in community education and both the M.Ed. in human development counseling and Ph.D. in public policy from Vanderbilt University.

**J. K. Haynes** is the David Packard Professor in Science and Dean of the Division of Science and Mathematics at Morehouse College, in Atlanta, Georgia. He was born in Monroe, Louisiana and graduated from Morehouse College with a B.S. degree in Biology in 1964. He earned the Ph.D. in Biology from Brown University, in Providence, R.I. in 1970. After completing post-doctoral fellowships at Brown and the Massachusetts Institute of Technology, he was appointed assistant professor in the Division of Molecular Medicine at Meharry Medical College in 1973. In 1978, he returned to Morehouse as an associate professor of Biology and Director of the Office of Health Professions. In 1981, he was appointed a full professor of Biology and in 1985, chairman of the department of Biology. He served as chair until 1999 at which time he was appointed Dean of the Division of Science and Mathematics at the College.

He has directed a number of externally funded programs at the College whose purpose was to increase the number of students pursuing careers in research and medicine, and he has also been active in such efforts nationally. He served a six-year term as chair of the Minorities Affairs Committee of the American Society for Cell Biology (ASCB) and an additional three years as vice-chair of this Committee. He has served on two National Academy of Science Committees, one on undergraduate science education and the other on programs for advanced study of Mathematics and Science in American high schools. He has also been a member of the Committee on Equal Opportunities in Science and Engineering (CEOSE), which advises the National Science Foundation, and is currently a member of two other NSF Advisory Committees: Biology Directorate (BioAC) and Government Performance and Results (GPA/Ac). From 2005-08, he served as co-chair of the College Board Biology Commission which is charged with helping to develop a new AP Biology course. Haynes has been principle investigator on grants from the Howard Hughes Medical Institute, the Centers for Disease Control, the National Institutes of Health and the National Science Foundation. Dr. Haynes was a member of the Board of Directors of the Sickle Cell Foundation of Georgia from 1979 to 2008 and has been a member of the Board of World Learning/School for International Training since 2004. He is a cell biologist who studied Sickle Cell Disease when he was actively involved in research.

**Susie Leslie** is the Director of Academic Planning and Assessment at Oregon State University. As a central administrator in Academic Affairs she works with all colleges and departments across campus in

areas of curriculum (review/approval process, articulation agreements, implementation and integrity of academic policy). She directs institutional research activities to identify priorities and support decision-making, provides overarching support for academic advising which is decentralized and unique in each college, and in all aspects of her work, emphasis on assessment of student learning is central. Expertise in the discipline IR Accreditation

The context for her work rests in the balance point between Faculty ownership of the curriculum and the demands of the Oregon University System, the State Board of Higher Education, and the Northwest Commission on Colleges and Universities (NWCCU). Susie's early work to embed assessment in the culture of the University was at the discipline level—full cycle assessment of student learning that leads to program improvement—work she describes as elegant in its simplicity. Oregon State is now embarking on a full scale review of their Baccalaureate Core, first focusing on essential learning outcomes, then on the practices that lead to achievement of the outcomes with particular attention to how the outcomes are addressed in foundational coursework continuing throughout the work in the major. One particular challenge is integrating the work of Academic Affairs and Student Affairs to embrace the holistic learning experience of the student.

Susie is a member of the Oregon University System's Learning Outcomes and Assessment Task Group charged with developing a framework for assessment reporting system wide. At Oregon State she co-chairs the OSU Undergraduate Education Council, chairs the University Assessment Council, and serves on the University Council on Student Engagement and Experience. Nationally her leadership service includes the Summer Institute Advisory Board of the National Academic Advising Association (NACADA) and their Commission on Assessment of Advising. She served AAC&U as faculty for the Engaging Departments Institute's Design Charette.

**Peggy Maki** is a higher education consultant who specializes in assisting undergraduate and graduate colleges and universities, higher education boards, higher education organizations, and disciplinary organizations integrate assessment of student learning into educational practices, processes and structures. Her work also focuses on assessment within the context of accreditors' expectations for institutional effectiveness. Currently, she serves as sole consultant to the Rhode Island Board of Governors for Higher Education and its public higher education institutions under a multi-year project focused on integrating assessment across the State's public institutions in conjunction with K-20 assessment efforts. In addition, she is Assessment Field Editor at Stylus Publishing, LLC, serves on several editorial advisory boards for assessment publications, is a member of the Advisory Board of TEAC, and is on the national board for AAC&U's VALUE PROJECT: Valid Assessment of Learning in Undergraduate Education. She has served as assessment consultant and workshop leader (1) for the Carnegie Foundation's Integrated Learning Project; (2) for a Teagle grant awarded to consortia of colleges and universities across the United States; (2) for a Mellon grant awarded to Appalachian colleges and universities focused on assessing students' learning in mathematics, the sciences, and writing; and (3) for an NSF grant awarded to NMSU to design model nanoscience curricula and methods of assessment for community colleges and universities and to assist graduate programs in the sciences integrate assessment into their curricula.

Formerly, Senior Scholar and Director of Assessment at the American Association for Higher Education (AAHE), she has served as Associate Director of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, Inc., New England's regional accrediting body; Vice President, Academic Dean, Dean of Faculty, and Professor of English, Bradford College, MA; Chair of English, Theatre Arts, and Communication, Associate Professor of English, and Dean of Continuing Education, Arcadia University, PA. She is a recipient of a national teaching award, the Lindback Award for Distinguished Teaching, has given several honorary lectureships at colleges and universities for her work in assessment, and is a frequent keynote speaker at national and international assessment conferences. She has conducted over 400 workshops and keynote addresses on assessment both in the U.S. and abroad and frequently publishes articles on assessment. Her handbook on assessment, *Assessing for Learning: Building a Sustainable Commitment across the Institution*, was published in June, 2004, by Stylus Publishing, LLC. In late 2007 Stylus published her co-edited book, *The Assessment of Doctoral Education*. In early 2010 Stylus Publishing will publish both a second edition of her 2004 assessment book as well as her edited collection of faculty perspectives on and experiences with assessment.

**Kenny Morrell** is an associate professor of Greek and Roman Studies at Rhodes College in Memphis, Tennessee. Since in 1995, he has been involved in Sunoikisis, an initiative among liberal arts colleges to supplement the curricula in classics through inter-institutional courses and collaborative research projects. From 2001 to 2004, he was one of the faculty consultants for the Frye Leadership Institute and now serves as director of fellowships and curricular development at the Center for Hellenic Studies in Washington, D.C. ([www.chs.harvard.edu](http://www.chs.harvard.edu)). He is currently working on a project funded by the Teagle Foundation that seeks to identify measurable differences in the learning outcomes of students who major in classics.

**Terrel Rhodes** is Vice President for Quality, Curriculum, and Assessment at the Association of American Colleges and Universities (AAC&U). He received his B.A. at Indiana University in Bloomington, and his M.A. and Ph.D. in Political Science at the University of North Carolina at Chapel Hill. He has held appointments at St. John's University in Minnesota, the University of North Carolina at Charlotte, and Portland State University. Previously he was Vice Provost for Curriculum and Dean of Undergraduate Studies at Portland State University, and Vice Chancellor for Academic Affairs and Director of Student Academic Services at UNC Charlotte. As such, he, oversaw the curriculum process, served as the institutional liaison for accreditation, oversaw the community college relations initiative, alignment of student learning expectations on campus with the Oregon University System Proficiency-based Admissions Standards System (at PSU), assessment of student learning outcomes, the undergraduate research program, and faculty vitality and course redesign initiatives. He is the author of three books, several articles, book chapters and grant proposals.

Having designed and taught interdisciplinary general education and honors courses, Dr. Rhodes can consult on these topics as well as accreditation and assessment of student learning outcomes, uses of e-portfolios, community college and high school relations, and TRIO programs and student support services. Integrated learning and the connections between general education and departments are also

areas of experience for him. Finally, institutional transformation, civic engagement and the integration of student mentors in general education programs are potential areas for mutual dialog.

**Carol Geary Schneider** has been president of the Association of American Colleges and Universities since 1998. With a membership of more than 1,150 institutions, including colleges and universities of all types and sizes, AAC&U is the leading national organization devoted to advancing and strengthening undergraduate liberal education. Since becoming President of AAC&U, Dr. Schneider has initiated several major initiatives. In 2005, AAC&U launched Liberal Education and America's Promise (LEAP), a ten-year public advocacy and campus action initiative designed to engage students and the public with what really matters in a college education for the twenty-first century. The LEAP campaign builds on AAC&U's major effort, Greater Expectations: The Commitment to Quality as a Nation Goes to College, a multi-year initiative designed to articulate the aims of a twenty-first century liberal education and to identify comprehensive, innovative models that improve learning for all undergraduate students.

Under Dr. Schneider's leadership, AAC&U has also expanded its work on diversity, launched several new projects on civic engagement and the disciplines, and deepened its capacity to support campuses working on educational change. Dr. Schneider is a magna cum laude graduate and was a member of the Board of Trustees of Mount Holyoke College where she received the bachelor's degree in history. She studied at the University of London's Institute for Historical Research and earned the Ph.D. in early modern history from Harvard University. She has received honorary degrees from Towson University, Wagner College, Westminster College (UT), Prince George's Community College, and the College of Wooster.

**Adele J. Wolfson** is associate dean of the college at Wellesley College, where she holds the Nan Walsh Schow '54 and Howard B. Schow Professorship in the Natural and Physical Sciences, and is professor of chemistry. In her role as associate dean, she has partnered with the dean of students to create programs that support the academic success of all students and to raise awareness of stereotype threat. Wolfson chairs the college's curriculum committee, which, under her leadership, has raised academic standards and encouraged departments' self-evaluation.

At Wellesley, Wolfson was faculty director of the Science Center, where she brought faculty from all departments and programs together to promote the sciences, and served as program director for the college's award from the Howard Hughes Medical Institute Undergraduate Science Program. She has also been faculty director of the Pforzheimer Learning and Teaching Center, where she implemented programs for new and continuing faculty. Wolfson received an A.B. in chemistry from Brandeis University, studied at Hebrew University in Jerusalem and received a Ph.D. in biochemistry from Columbia University. She has held post-doctoral positions in Paris and Melbourne.

She is particularly interested in science education, innovative pedagogy and the participation of women and underrepresented minorities in science. Along with a Wellesley colleague, she created an integrated cluster for introductory chemistry and biology. She has served as a consultant to Project Kaleidoscope, on the committee of examiners for the GRE, the editorial board of Biochemistry and Molecular Biology Education and the advisory board to the NSF-ADVANCE project at the University of Maryland Baltimore

County. Wolfson is principal investigator on a grant from the Teagle Foundation to the American Society for Biochemistry and Molecular Biology aimed at assessing the relationship between the goals of the undergraduate major and a liberal education.

**Joe Wood** will become Provost and Senior Vice President at the University of Baltimore on July 1, 2009. He is a cultural geographer with degrees from Middlebury College, University of Vermont, and Penn State. He has taught at the University of Nebraska at Omaha, where he also chaired the Faculty Senate, and at George Mason University, where he was the founding chair of the Department of Geography and Earth Systems Science and served as Vice Provost for Academic Affairs. In 2000 he became Provost at the University of Southern Maine, where he served as Interim President for 2007-2008. Joe's teaching and scholarship focus on the American cultural landscape with a secondary interest in East and Southeast Asia. He is deeply involved in interdisciplinary work, including in American studies, cultural studies, international studies, urban studies, and women's studies.

Joe is a strong proponent of faculty responsibility and leadership. As department chair at George Mason University, he led his colleagues in a creative reworking of baccalaureate degrees both in geography and in geology, using a common core of courses that allowed students to create interdisciplinary components to their degrees. The geology degree developed as a rigorous and popular earth systems science program. Joe was also a founding faculty member of George Mason's New Century College and led development of one of NCC's four first-year, team-taught, learning-community courses and taught advanced courses in NCC as well. As Vice Provost for Academic Affairs, he was responsible for George Mason's overall general education as well as enrollment management offices, and he served effectively as graduate dean.

As Provost at the University of Southern Maine, Joe promoted faculty responsibility for curriculum change. He moved strategically from being the initial proponent for revision of general education to getting increasing buy-in from faculty leaders, who then took charge of the process, one that has allowed unique approaches to meeting shared outcomes—see: [http://www.aacu.org/aacu\\_news/AACUNews07/June07/feature.cfm](http://www.aacu.org/aacu_news/AACUNews07/June07/feature.cfm). He also worked to strengthen processes for faculty recruitment, support, retention, evaluation, and rewards.