



2011 Engaging Departments Institute

Faculty Bios

Jo Beld is a Professor of Political Science and Director of Evaluation and Assessment at St. Olaf College in Northfield, Minnesota. She is in her ninth year leading St. Olaf's program of "mission-driven, meaningful, and manageable" assessment. 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" throughout the college and within departments and programs. She has led several inter-institutional projects developing assessment instruments and using assessment to strengthen student learning. Jo has facilitated workshops and made presentations on assessing student learning in higher education at a wide array of regional and national conferences. She is a regular presenter at AAC&U meetings 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 directed programs in general education, faculty development, tenure and promotion policy revision, and the protection of human subjects. Under Jo's leadership, the St. Olaf assessment program received a 2010 Award for Outstanding Institutional Practice in Student Learning Outcomes from the Council for Higher Education Accreditation (CHEA). Jo received her undergraduate degree from Bethel University and completed her Ph.D. at Yale University.

Juliette B. Bell is the Provost and Vice President for Academic Affairs and Professor of Biochemistry at Central State University in Wilberforce, Ohio. Prior to joining CSU, Juliette served in several capacities during her 17-year tenure at Fayetteville State University (FSU) in North Carolina, including Professor, Director of Biomedical Research, Dean of the College of Basic and Applied Sciences, and Provost and Vice Chancellor for Academic Affairs. Dr. Bell began her duties at CSU on August 1, 2009.

A renowned scientist, biochemist, and scholar, Juliette has earned numerous national honors and awards. In 2000, Juliette was one of only 4 individuals in the nation to receive the "Millennium Award for Excellence in Teaching" from the White House Initiative on Historically Black Colleges and Universities. She has also been named a "Giant in Science" by the Quality Education for Minorities/Math Science Education (QEM/MSE) Network and "Teacher of the Year" at FSU. She has earned the National Association for Equal Opportunity in Higher Education (NAFEO) Research Excellence Award, the Minority Access, Inc. "National Role Model Mentoring Award", and the prestigious University of North Carolina Board of Governors Award for Excellence in Teaching. In 2000, and she was featured as one of ten African American Life Scientists in an exhibition at the Chicago Museum of Science and Industry entitled "Defying Tradition: African American Women in Science and Technology".

Juliette is a strong advocate for increasing the number of minority scientists and has dedicated her career to providing motivation and opportunities for students to participate in scientific research. She has garnered over \$9 million in grants to support biomedical research and training programs and has trained numerous undergraduate and master's students to enter biomedical professions. Her research on enzymes involved in DNA biosynthesis and mutagenesis has been presented at national conferences and has been published in professional journals.

Juliette earned her Bachelor of Arts degree in Chemistry from Talladega College and the Ph.D. in Chemistry with a concentration in Biochemistry from Atlanta University. She completed postdoctoral studies at the University of North Carolina at Chapel Hill and the National Institute of Environmental Health Sciences in Research Triangle Park, NC. She joined the faculty of FSU in 1992 as an associate

professor and later as director of the Biomedical Research Program, founding dean of the College of Basic and Applied Sciences, and Provost. She also served briefly as interim Provost and Vice Chancellor for Academic Affairs at Winston-Salem State University. At FSU Dr. Bell led development of new 21st century programs including biotechnology, forensic science, fire science and nursing. She also facilitated new and expanded distance education programs, on-line degree programs, dual enrollment programs with area community colleges, and international partnerships.

Juliette is an active member of several national professional organizations including the American Society for Biochemistry and Molecular Biology, where she has served as the Chairperson of the Minority Affairs Committee. She serves as an expert consultant on research and minority program issues to public, private, and governmental agencies such as the National Institutes of Health and the National Science Foundation, where she serves on the Biological Sciences Advisory Committee.

Katherine Bergeron is Dean of the College and Professor of Music at Brown University. A 1980 graduate of Wesleyan University, she took her M.A. and Ph.D. in musicology at Cornell, and has taught at Phillips Academy, University of North Carolina at Chapel Hill, Tufts University, and the University of California at Berkeley, before coming to Brown in 2004. After serving for one year as chair of Brown's music department, she was named Dean of the College in 2006. Her research in musicology deals largely with French cultural and political history of the 19th and 20th centuries, with an emphasis on music and language. Bergeron is the author of *Decadent Enchantments* (California 1998), a book about the Benedictine revival of Gregorian chant in turn-of-the-century France, which won the Deems-Taylor Award from ASCAP in 1999. She is also editor of *Disciplining Music* (Chicago 1992), and *Music, Rhythm, Language* (California 2004), the latter a special issue of the journal *Representations*. Her newest book, *Voice Lessons* (Oxford 2010) is a cultural study of French language politics, modern French poetry, linguistic science, and the emergence of the song form known as *la mélodie française*.

As Dean of College at Brown, Katherine has worked strategically to enhance the value of Brown's uniquely open curriculum for the 21st century. In 2007 she convened a University task force to review the curriculum, which was then approaching its 40th year. The outcome of that review, published in the 2008 report *The Curriculum at Forty: A Plan for Strengthening the College Experience at Brown*, led to the development of new undergraduate advising programs, new goals for liberal learning, and new standards for Brown's undergraduate concentrations. She has overseen the creation of a new drop-in advising center on campus, along with a center for undergraduate teaching and learning in the sciences. Most recently, she has been working collaboratively with colleagues across campus to reorganize student support services and to build stronger alliances between the Office of the Dean of the College and the Division of Campus Life.

J. Elizabeth Clark is a Professor of English at LaGuardia Community College City University of New York where she teaches composition, creative writing, and the capstone course in the Liberal Arts. Her scholarly interests include ePortfolio, digital rhetoric, 20th century American poetry, and the poetry of HIV/AIDS. She has been part of the dynamic LaGuardia ePortfolio team since 2002. She is active on the college's assessment committee, the college's technology committee, the learning communities program, and the writing program, serving as its co-director from 2004*2010. She works closely with the Center for Teaching and Learning at LaGuardia, leading year-long professional development seminars, most recently on effective capstone courses. Her critical and creative work has appeared in journals such as: *Peer Review*, *Computers & Composition*, *Women's Studies Quarterly*, *The Minnesota Review*, *The Comstock Review*, and *A&U: America's AIDS Magazine*. She serves on the executive board of the Council on Basic Writing, the review board for the *International Journal of ePortfolio*, and is on the editorial boards of *College Composition and Communication*, *Radical Teacher*, and *Basic Writing*

eJournal.

L. Dee Fink is a nationally-recognized expert on college teaching and faculty development, and currently works as a national consultant in higher education. He founded the Instructional Development Program at the University of Oklahoma in 1979 and served as its director until he retired from there in 2005. Fink has also served as president of the Professional and Organizational Development [POD] Network in Higher Education, the largest national organization for faculty development in the United States. He received his Ph.D. from the University of Chicago in 1976, and then accepted an academic appointment in the departments of Geography and Higher Education at Oklahoma. Fink is author of *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2003) and co-editor of *Team-Based Learning: A Transformative Use of Small Groups in College Teaching* (2004).

Ashley Finley is the Director of Assessment and Research at the Association of American Colleges and Universities (AAC&U). She is also the national evaluator for the Bringing Theory to Practice (BTtoP) Project, where she consults with campus teams on the implementation of initiatives that focus on the intersection and promotion of students' engaged learning, civic development, and student mental health and well-being.

She is currently working closely with 6 colleges and universities that serve as BTtoP demonstration and intensive sites, and an additional 55 institutions that compose BTtoP's Leadership Coalition – a coalition specifically aimed at fostering sustainable institutional change and transformation around the goals of a liberal arts education.

Ashley's national work, at both the campus and national levels, has focused on developing best practices regarding program implementation, instrumentation, and mixed methods assessment. Before joining AAC&U, she was an assistant professor of sociology at Dickinson College. Her teaching and research have focused broadly on issues of social inequality, specifically with regard to gender in social institutions, and the use of quantitative methods. She has also taught courses that have incorporated high-impact learning practices, such as learning communities and service-learning.

She received a B.A. degree from the University of Nebraska-Lincoln and an M.A. and Ph.D, both in sociology, from the University of Iowa.

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.

Patricia Iannuzzi is dean of Libraries at the University of Nevada, Las Vegas where she also chairs the General Education Task Force. Iannuzzi has been on the faculty of the AAC&U Greater Expectations Institute for the past six years, conducting workshops on the integration of essential learning outcomes into curriculum, and offering plenary sessions on assessing student learning. An information literacy expert, Iannuzzi chaired the multi-association task force sponsored by the Association of College and Research Libraries (ACRL) that wrote the Information Literacy Competency Standards for Higher Education. She served on the American Library Association (ALA) President's Special Committee on Information Literacy Community Partnerships and on the ALA Task Force for 21st Century Literacies. She was a member of the Public Policy Roundtable of the Pacific Bell/UCLA Initiative for 21st Century Literacies and served as a consultant to the Andrew W. Mellon Foundation for its information literacy projects. While at UC Berkeley, Iannuzzi led two Mellon-funded grant projects on restructuring large enrollment courses to focus on research-based learning. She currently chairs a national task force to develop standards for libraries in higher education. Iannuzzi is the author of several books and articles, including *Teaching Information Literacy Skills*. Iannuzzi received an undergraduate degree from Yale University and an M.S. in Information Science from Simmons College. Iannuzzi worked in libraries at the University of California, Berkeley; Florida International University, Tufts University, and Yale University. She speaks and consults worldwide on the topics of information literacy; research-based learning; faculty development; campus collaboration, organization culture shift; and the educational role of libraries.

Marilyn Kurata is the Director of Core Curriculum Enhancement at the University of Alabama at Birmingham (UAB). Having chaired the university-wide committee that developed her institution's Quality Enhancement Plan to strengthen undergraduate education, she oversees integration and assessment of writing, quantitative literacy, and ethics and civic responsibility across the curriculum and in newly developed First Year Experience courses through recently required capstone courses. She was honored as a 2011 Outstanding First Year Student Advocate by the National Center for the First Year Experience and Students in Transition. A former chair of the Department of English and Interim Associate Provost for Undergraduate Programs, she now presents regularly on implementing innovative pedagogy, gaining faculty buy-in for curriculum reform and the reaccreditation process, and assessing core competencies in higher education. She has been the principal investigator on two Difficult Dialogue grants from the Ford Foundation and a Core Commitments grant from the AAC&U, as well as the recipient of grants from NEH, AHF, and UAB. Kurata holds M.A. and Ph.D. degrees in English from the University of Wisconsin-Madison, as well as a B.S. in Mathematics from Carnegie-Mellon University. During her recently concluded fifteen years of service on the Alabama Humanities Foundation Board of Directors, she oversaw the development of the School and University Partnership in Educational

Renewal Program, a series of residential and non-residential multi-week humanities-themed programs taught by university professors for high school teachers.

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). 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.

Nancy O'Neill is Director of Integrative Programs and the LEAP Campus Action Network and Assistant Director for the Core Commitments initiative at AAC&U. In the latter role, she has helped to lead a national re-engagement with education for personal and social responsibility at the college level, consulting with campuses, evaluating programs, and organizing workshops and symposia.

Prior to this, she served as the principal editor for a series of publications on diversity and institutional change developed through the Campus Diversity Initiative Evaluation Project and Making Excellence Inclusive initiative. She has also worked on the Association's efforts directed at under-served student success and served as a faculty member at the Greater Expectations and Engaging Departments Institutes.

O'Neill holds an M.A. in American Studies and an M.Ed. in Higher Education-Student Affairs from the University of Maryland and earned an individualized bachelor's degree in Journalism and Social Criticism from the University at Buffalo.

Her interests include academic affairs-student affairs partnerships, diversity and campus climate, student intellectual development, and institutional change centered on liberal education.

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 is president of the Association of American Colleges and Universities. Under her leadership, AAC&U launched *Liberal Education and America's Promise* (LEAP), a 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. She also is one of the four leaders invited to draft the proposed Lumina Degree Qualifications Profile (DQP) which many campuses will test in the context of quality improvement, curricular and assessment efforts.

While a vice president at AAC&U in the 1990's, Dr. Schneider headed a major initiative at AAC&U on higher education and U.S. pluralism, *American Commitments: Diversity, Democracy and Liberal Learning*. Dr. Schneider has published extensively on all the major areas of her educational work and has taught at the University of Chicago, DePaul University, Chicago State University and Boston University. She has consulted with hundreds of institutions engaged in curricular change.

Dr. Schneider is a graduate of Mount Holyoke College with a bachelor's degree in history (Magna Cum Laude, Phi Beta Kappa). She studied at the University of London's Institute for Historical Research and earned the Ph.D. in history from Harvard University. She also has received eight honorary degrees.

Hazel Symonette is Program Development & Assessment Specialist at the University of Wisconsin-Madison Division of Student Life, Multicultural Student Center. Her work centers on using assessment as a participant-centered self-diagnostic resource for continuous improvement, developmental innovation, and strategic image management. She moves this agenda forward through a variety of capacity-building strategies using multi-level assessment/evaluation processes to advance a diversity-grounded personal transformation, organizational development and social justice change agenda. That work undergirds her long-standing involvement in creating and sustaining authentically inclusive and vibrantly responsive teaching, learning, living, and working environments that are conducive to success for all. Her work draws on social justice and systemic change research to create meaningful and life-changing interactions among students, faculty, staff and administrators.

Symonette has been instrumental in developing four of UW-Madison's five year-long campus workforce learning communities for faculty, staff and administrators. She is the founder and former director of the **Excellence through Diversity Institute** (2002-2009)—a year-long intensive train-the-trainers/facilitators campus workforce learning community and organizational change support network organized around culturally-responsive, multi-level assessment and evaluation. In 2010, she launched a new community of practice with a similar orientation but now including students partnered with faculty, staff and administrators. The **Student Success Institute** focused on capacity-building for enacting student success-related projects across campus.

Until 1998, Hazel served 7 years as the University of Wisconsin System Administration policy & planning specialist responsible for capacity-building assessment, technical assistance and training supporting implementation of the statewide diversity strategic plan for public higher education (27 institutions). This involved designing and implementing viable management information, evaluation and reporting systems. From November 2005 to June 2007, she returned part time to the UW System Administration

as a member of the leadership team spearheading the **Equity Scorecard Pilot Initiative** with 6 UW institutions and their “campus evidence teams” statewide.

Dr. Symonette is very active within the professional evaluation community. She served three years as Co-Chair of the American Evaluation Association (AEA)'s **Building Diversity Initiative** and as co-chair of the **Multi-Ethnic Issues in Evaluation** Topical Interest Group. She completed a three-year elected term on the national Board of Directors of the American Evaluation Association in 2004 and started a three-year appointment in 2008 as AEA’s representative to the **Joint Committee on Standards for Educational Evaluation** and on the **AEA Ethics Committee**.

Vasti Torres is a Professor of Educational Leadership and Policy Studies and Director of the Center for Postsecondary Research at Indiana University. Vasti teaches courses in student development theory, administration, and research in higher education. Prior to joining the faculty, she had 15 years of experience in administrative positions most recently serving as Associate Vice Provost and Dean for Enrollment and Student Services at Portland State University in Oregon. She has been the Principle Investigator for several grants including a multi-year grant investigating the choice to stay in college for Latino students as well as a grant to investigate the experiences of working students within an urban area. Her areas of expertise include the diversity issues, identity development of diverse populations, the out-of-class experience, and development of college students. She is active in several student affairs and higher education associations. Her honors include being the first Latina president of a national student affairs association – ACPA, Senior Scholar, Contribution to Literature Award from NASPA, and Program Associate for the National Center for Policy in Higher Education.