



## 2009 AAC&U Institute on General Education and Assessment Faculty Biographies

**J. Herman Blake** is the inaugural Humanities Scholar in Residence at the Medical University of South Carolina. Dr. Blake received his BA from New York University and his MA and PhD from the University of California at Berkeley. All degrees are in Sociology. Dr. Blake is an experienced academic administrator, having served as founding Provost of Oakes College at the University of California, Santa Cruz, and President of Tougaloo College in Mississippi. He was also the Eugene M. Lang Visiting Professor for Social Change at Swarthmore College; Vice Chancellor for Undergraduate Education at Indiana University Purdue University Indianapolis; and Director of African American Studies at Iowa State University. He retired from Iowa State University as Professor of Sociology-Emeritus and served most recently as Scholar in Residence and founding Director of the Sea Islands Institute at the University of South Carolina, Beaufort.

Throughout his career Dr. Blake has focused his attention on academic achievement of students from under-represented minority backgrounds in higher education. To that end he has used many approaches – being best known for his pioneering work in service learning and community engagement and development. Blake's research focuses on minority students in higher education; urban militants in the African American community; and social change and community development in rural and urban African American communities. His publications include over fifty full-length contributions and a book, the autobiography of Huey P. Newton, *Revolutionary Suicide*. Among his many honors, he was selected as the Iowa Professor of the Year by the Carnegie Foundation for the Advancement of Education and the Council for the Advancement and Support of Education. He has served as a Fellow at several foundations and served on numerous national task forces, advisory committees and boards. In 1978 the American Council on Education named him one of the top 100 emerging leaders in higher education. He has been awarded six honorary degrees and two presidential medals.

**Helen L. Chen** is research scientist at Stanford University's Stanford Center for Innovations in Learning (SCIL). She earned her undergraduate degree from UCLA and her PhD in Communication with a minor in Psychology from Stanford University in 1998. Helen was the project director of the Learning Careers program, a five-year effort funded by The William and Flora Hewlett Foundation exploring ways to support student integration of the formal and informal learning experiences that are part of being an undergraduate at a research university. Through collaborations with national and international portfolio researchers, she co-led the development of Folio Thinking, a reflective practice that situates and guides the effective use of learning portfolios. Helen is a founding member and co-facilitator of the Electronic Portfolio Action and Communication, Inc. (EPAC), a community of practice focusing on pedagogical and technological issues related to e-portfolios broadly defined. She also co-represents Stanford's participation in the National Coalition for Electronic Portfolio Research and is a contributing blogger to the Apple Digital Campus Exchange. Helen's current research interests focus on the application of Folio Thinking pedagogy and practices in engineering education and the evaluation of e-portfolios and other social software tools (wikis, weblogs, etc.) to facilitate teaching, learning, and assessment for students, faculty, departments, and institutions. She is also interested in working with teams who may be evaluating their own "readiness" for such technologies and who would like to learn more about the affordances of these kinds of tools and their implications for the design and evaluation of innovative learning spaces to support formal and informal learning.

**Alma R. Clayton-Pedersen** has been Vice President for Education and Institutional Renewal at the Association of American Colleges and Universities 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.

**Scott E. Evenbeck** is Professor of Psychology and Dean of University College at Indiana University-Purdue University at Indianapolis (IUPUI). He joined the faculty at IUPUI in psychology in 1972, after completing his Ph.D. degree in psychology at the University of North Carolina at Chapel Hill. Evenbeck has been involved for many years in the design and assessment of general education, including the development, ongoing implementation, and assessment of IUPUI's outcomes for student learning. He has also played a major role in various P-16 initiatives to support student academic achievement and in retention initiatives for Indiana higher education. He has given over 100 presentations on serving entering students and many articles and chapters on enhancing student academic achievement and persistence. He represented IUPUI in the Association of American Colleges and Universities (AAC&U) Greater Expectations project and has served as a Task Force Advisor in the Foundations of Excellence in the First College Year. Evenbeck also serves as a resource faculty member at the Summer Quality Academy and as a consultant to several campuses in the BEAMS project. He served on the Advisory Board for the National Resource Center for the First-Year Experience and Students in Transition. Evenbeck serves on the faculty for the Summer Institute on Learning Communities with the Washington Center for Improving the Quality of Undergraduate Education and on accreditation teams for three regional associations.

**Bret Eynon** is Assistant Dean for Academic Affairs and the Executive Director of the Hesburgh Award-winning Center for Teaching and Learning at CUNY's LaGuardia Community College, guiding programs on topics from inquiry learning to ePortfolio. With CUNY's American Social History Project (ASHP) from 1983-2000, Eynon created acclaimed books, video documentaries, and CDs, including *Freedom's Unfinished Revolution: An Inquiry Into the Civil War and Reconstruction*, and *Intentional Media: The Crossroads Conversations on Learning and Technology in Culture and History Classrooms*. Dr. Eynon has been most widely recognized for his work in professional development, teaching with technology, and educational change. In the early 1990s he created ASHP's New Media Classroom network, a 7-year national program helping history and cultural studies faculty use digital resources to support active learning. He served for 3 years as chief trainer for the Library of Congress's American Memory program. And from 2000 to 2005 he and Georgetown University Prof. Randy Bass co-directed the national Visible Knowledge Project, a faculty network of 20 universities engaged in scholarship of teaching projects linked to the use of new media.

Having joined LaGuardia Community College in 2000, Eynon is pleased to work with faculty teaching a student body that is 2/3 immigrant and 70 percent female, coming from 160 different nations around the globe. He is the founder of the LaGuardia Center for Teaching and Learning, which offers faculty programs designed to advance innovative teaching and enrich student learning. In 2006-7 the Center had 13 year-long seminars, engaging more than 150 faculty on issues ranging from interdisciplinary literacy to global diversity. The Center links technology, pedagogy and assessment in LaGuardia's ePortfolio initiative, one of the largest ePortfolio projects in higher education nationwide. The Center's work was highlighted in the 2006 MetLife Foundation Community College Excellence Award and the 2007 Bellwether Award from the Community College Futures Association.

**Ann S. Ferren** is currently serving as Provost at the American University in Bulgaria. She has over 20 years of experience as an academic administrator in a variety of roles including Director of General Education, Dean of Faculty, and Interim Provost at American University, Washington D.C. and Vice President for Academic Affairs at Radford University. She has served on the Board, been a Senior Fellow, and participated in many institutes with the Association of American Colleges and Universities. She received her A.B. in Economics from Radcliffe College, M.A.T. from Harvard Graduate School of Education, and the Ed.D. from Boston University. Her publications focus on improving teaching and learning, strengthening undergraduate curricula, strategically realigning resources, and developing collaborative academic leadership. She has offered workshops and presentations on general education at national meetings focusing on the politics of reform, the process of revising general education programs, alternative models for general education programs, and the challenge of change when there are financial constraints. As a consultant to campuses both in the US and abroad, her particular interest is the way in which curricular reform serves as a stimulus for faculty and institutional development. Her work on academic quality, efficiency, and reallocation of resources to support curricular change is particularly relevant in the new economic environment.

**Paul L. Gaston**, after 14 years of service as a provost, is now enjoying a new role as Trustees Professor of English Literature and Higher Education Administration at Kent State University. In each of his academic administrative positions (Kent State, Northern Kentucky University, the University of Tennessee at Chattanooga, Southern Illinois University at Edwardsville) he has taught a wide range of courses, from "song" to Shakespeare to State and Federal Policy. He earned the Ph.D. and M.A. in English from the University of Virginia, where he was a Woodrow Wilson Fellow and a DuPont Fellow. He has led teams from two universities (UTC and NKU) to the Institute on General Education and sponsored a third (Kent State).

## AAC&U Institute on General Education and Assessment – Faculty Biographies

He has published on general education and assessment and has served as a consultant on general education to such universities as Central Missouri, East Tennessee State, Keuka College, Southern Illinois University Edwardsville, University of Nebraska at Kearney, Eastern Washington University, Bradley University, Hampton University, and the University of Wisconsin Eau Claire. He is particularly interested in curricular design, in logistical strategies for ensuring favorable institutional consideration of general education proposals, and in the application of continuous improvement processes to general education. He is the author of books on Joseph Conrad and American poet W. D. Snodgrass and of articles on many subjects. For instance, during 2007-09, he has published articles on George Herbert and the British hymn tradition, on computers and futures trading, on the Italian novel, *Il Gattopardo*, and on the Bologna Process. His most recent publication (February 2009), with Jerry Gaff, is *Revising General Education—And Avoiding the Potholes*. His book on the Bologna Process (European higher education reform) will be published this fall.

**Lee Knepfelkamp** earned her undergraduate degree from Macalester College and her masters and doctoral degrees in Counseling Psychology from the University of Minnesota. She has been Department Chair of the Counseling and Personnel Services Program at the University of Maryland, Dean of the School of Education at American University, Academic Dean of Macalester College, Chair of the Higher Education Program at Teachers College, and is currently Professor of Psychology and Education in the Program of Social/Organizational Psychology at Teacher College/Columbia University.

Lee is an expert on student intellectual, ethical, and identity development and has written widely in those areas. She is also a frequent consultant with colleges and universities who are working on curricular transformation and greater collaboration between student and academic affairs. She is a frequent contributor to *Diversity Digest*. She also teaches intercultural communication, leadership for campus change, and truth and reconciliation courses for the Summer Institute for Intercultural Communication.

**Devorah Lieberman** is Provost and Vice President for Academic Affairs at Wagner College. She assumed this position in January 2004, having been the Vice Provost and Special Assistant to the President at Portland State University in Portland, Oregon. Devorah received her Ph.D. in Intercultural Communication (1984) from the University of Florida and concurrently received her certification in Gerontology. As Provost and Vice President for Academic Affairs at Wagner College, Devorah oversees all academic, curricular, and student related elements of the College. She sees her primary role as furthering the academic excellence that exists at Wagner. Students graduating from Wagner College should have deeply engaged in learning a discipline that provides them with the skills, knowledge, and resources to continue with any of the following: graduate programs, academic professional programs, or successful workplace employment. Coupled with this strong academic base, every student graduating from Wagner should have deepened their commitment to contributing to their local, national and international communities around them in ways that enhance others' lives. While at Wagner, she envisions every student having had opportunities through their classes and their co-curricular activities to contribute to the College, to the local community, to the greater metropolitan community, and to the international community.

As an academic administrator, Devorah sees herself as both an academician and an administrator. As an academic and a scholar she continues to publish in the higher education literature and to present in higher education venues. Her Publications have included edited books, chapters, journals and articles addressing institutional change, international studies, intercultural communications as well as faculty development. Her most recent publications have focused on: academic institutions as learning

organizations, issues of diversity in higher education, and creating community based learning opportunities locally, nationally and internationally. Her academic grounding in intercultural communication keeps her deeply connected to diversity issues and internationalization on her campus and throughout higher education. Her work with civic education is closely tied to her commitment to educating the whole student while connecting theory to practice. She believes that this connection furthers deep understanding of what it means to apply a discipline to the greater community while continuing these efforts later in life through a profession.

**Peggy L. 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.

**Laura I. Rendón** is Professor and Chair of the Department of Educational Leadership and Policy Studies at Iowa State University, College of Human Sciences. Dr. Rendón was previously the Veffie Milstead Jones Endowed Chair in the College of Education at California State University-Long Beach. Her current research focuses on access, retention and graduation of low-income, first-generation students and the transformation of teaching and learning addressing intellectual, social, emotional and spiritual student development. She earned a Ph.D. in higher education administration from the University of Michigan,

Ann Arbor. She also earned a M.A. in counseling and guidance and psychology from Texas A&M University-Kingsville (1975). She is co-editor of *Transforming the First Year of College for Students of Color*, *Educating a New Majority*, and *Racial and Ethnic Diversity in Higher Education* ASHE Reader. She is currently working on another book, *Sentipensante (Sensing/Thinking) Pedagogy*. Her scholarly work on access and achievement has been featured in the *Chronicle of Higher Education* and the PBS documentary, *The College Track*. She serves on the editorial boards of *The Review of Higher Education*, *Educational Researcher*, *Journal of Women and Minorities in Science and Engineering*, *Journal of Latinos and Education*, and *Journal of Chicana/Latina Studies*. Dr. Rendon also serves on the local Advisory Board of the *National Women's Studies Association Journal*, and the Advisory Board of *On Campus with Women*. She was also appointed to the Advisory Board of the *Handbook of Latinos and Education*.

Dr. Rendón is on the Board of Directors for the National Council for Community and Education Partnerships. She also serves on the Board of Trustees for Naropa University and the National Advisory Board of the National Initiative of Women in Higher Education. She is past president of the Association for the Study of Higher Education, the nation's premier scholarly organization focusing on higher education research. She has been a fellow of the Fetzer Institute, and she has directed research projects funded by the Ford Foundation and the Office of Educational Research and Improvement, U.S. Department of 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** 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.

**Barbara Wright** is an Associate Director at the Senior Commission of the Western Association of Schools and Colleges, where she coordinates assessment programming and the annual conference, in addition to managing accreditation reviews. She served for over 25 years as a faculty member in German at the University of Connecticut before retiring in 2001. Although her graduate training was in German language and literature, her interests expanded over the years to include language acquisition, women's studies, curricular reform, general education, and assessment. She remains committed to meaningful inclusion of foreign languages in general education. From 1988 to 1990 Barbara directed a FIPSE-funded project to assess a new general education curriculum at UConn, and from 1990 to 1992 she served as director of the American Association for Higher Education's Assessment Forum. From 1995 to 2001 she was a member of the New England Association of Schools and Colleges' Commission on Institutions of Higher Education, and she has participated in team visits for several regional accreditors. She is a sought-after consultant who brings a faculty perspective to questions of quality and accountability.

Barbara Wright would be pleased to consult with campus teams on all aspects of assessment, from basic principles and key questions through choice of methods, evidence gathering, interpretation, and use of results for program improvement. She is especially interested in qualitative approaches to the assessment of general education's more challenging goals. She is also familiar with the expectations of regional accreditors regarding assessment of student learning as an aspect of institutional effectiveness. Most recently, she has followed debates on national standards for college-level learning and the role of institutions and accrediting agencies in ensuring that students meet those standards. She has worked with a wide range of institutional types, from small liberal arts colleges, comprehensives and private universities to two-year institutions. She received her BA from Trinity College (DC), her MA from Middlebury College, and her PhD from UC Berkeley – all in German.