TeachNY Advisory Council
MEMBERSHIP BIOGRAPHIES

- Dr. Nancy L. Zimpher, Chair, Chancellor, State University of New York

In June 2009 Nancy L. Zimpher became the 12th Chancellor of the State University of New York. With nearly 463,000 students and 64 colleges and universities, SUNY is the nation’s largest comprehensive system of higher education.

Through her strategic plan for the university, *The Power of SUNY*, Chancellor Zimpher leads a diverse set of successful initiatives in several key areas, including research and innovation, energy, health care, global affairs, and the education pipeline. She has been a vocal advocate for groundbreaking legislative reforms that ensure SUNY can provide broad access to high-quality higher education in an environment of declining state support, while maximizing the system’s impact as an engine of economic revitalization in every region of the state. Under Chancellor Zimpher, SUNY is undertaking many innovative, system-enhancing initiatives—including shared services, dramatic expansion of online learning opportunities and cooperative education, and new partnerships with K-12 professionals—always with the goal of serving New York’s students and communities and preparing them to succeed in the 21st century.

Chancellor Zimpher is active in numerous state and national education organizations, and is a recognized leader in the areas of teacher preparation, urban education, and university-community engagement. She currently serves as chair of the Board of Governors of the New York Academy of Sciences and the National Association of System Heads. From 2012-2013 she was chair of CEOs for Cities, and from 2005 to 2011 she led the national Coalition of Urban Serving Universities. As co-founder of StriveTogether, Dr. Zimpher has been instrumental in creating a national network of innovative systemic partnerships that holistically address challenges across the education pipeline.

Prior to coming to SUNY, Dr. Zimpher served as president of the University of Cincinnati, chancellor of the University of Wisconsin-Milwaukee, and executive dean of the Professional Colleges and dean of the College of Education at The Ohio State University. She has authored or co-authored numerous books, monographs, and academic journal articles on teacher education, urban education, academic leadership, and school/university partnerships. Chancellor Zimpher holds a bachelor’s degree in English Education and Speech, a master’s degree in English Literature, and a Ph.D. in Teacher Education and Higher Education Administration, all from The Ohio State University.

- Dr. Thomas Bailey, Director, National Center for Analysis of Postsecondary Education and Employment, Columbia University

Thomas Bailey is the George and Abby O’Neill Professor of Economics and Education in the Department of Education Policy and Social Analysis (EPSA) at Teachers College, Columbia University. He is an economist, with specialties in education, labor economics, and econometrics. He is also Director of the Community College Research Center (CCRC) and of the national Center for Analysis of Postsecondary Education and Employment (CAPSEE), established in 2011 and funded by a grant from the Institute for Education Sciences. From 2006 to 2012, Dr. Bailey directed another IES-funded center, the National Center for Postsecondary Research (NCPR). With support from the Alfred P. Sloan Foundation, Dr.
Bailey established the Community College Research Center (CCRC) at Teachers College in 1996 and since 1992 has been Director of the Institute on Education and the Economy (IEE) at Teachers College.

Dr. Bailey and the CCRC won the Terry O’Banion Prize for Teaching and Learning at the annual conference for the League for Innovation in the Community College in 2013 and he was inducted as an AERA Fellow in the same year. He has been a member of the National Academy of Education since 2012. In June 2010, U.S. Secretary of Education Arne Duncan appointed him chair of the Committee on Measures of Student Success, which developed recommendations for community colleges to comply with completion rate disclosure requirements under the Higher Education Opportunity Act. Bailey has also served as a consultant to many public agencies and foundations as well as several state and local economic development and educational agencies.

Professor Bailey’s papers have appeared in a wide variety of education, policy-oriented and academic journals, and he has authored or co-authored several books on the employment and training of immigrants and the extent and effects of on-the-job training. Along with Shanna Smith Jaggars and Davis Jenkins, Bailey is working on a book about improving student outcomes in community colleges which will be published by Harvard University Press in 2014. Other books include Defending the Community College Equity Agenda (Johns Hopkins University Press, 2006), co-edited with Vanessa Morest, Working Knowledge: Work-Based Learning and Education Reform (Routledge, 2004), co-authored with Katherine Hughes and David Moore; Manufacturing Advantage (Cornell University Press, 2000), written with Eileen Appelbaum, Peter Berg, and Arne Kalleberg; and The Double Helix of Education and the Economy (IEE, 1992), co-authored with Sue Berryman. Dr. Bailey holds a Ph.D. in labor economics from MIT.

- **Dr. Barnett Berry, Founder and CEO, Center for Teaching Quality**

  Barnett Berry is CEO and founding partner at the Center for Teaching Quality (CTQ), a national nonprofit organization based in Carrboro, North Carolina, launched in 1999 to advance a 21st-century teaching profession. CTQ connects, readies, and mobilizes teachers virtually and face-to-face so they can lead pedagogical and policy reforms for the benefit of all students.

  Over his 30-year career, Barnett has served as a classroom teacher, think tank analyst, state education agency executive, and university professor. He has published more than 100 peer-reviewed journal articles, essays, and book chapters on wide range of teaching policy topics. His first book, Teaching 2030 (Teachers College Press, 2011) outlines a bold vision for the profession, while his second, Teacherpreneurs (Jossey-Bass, 2013) portrays how teachers can learn to lead in bold ways for significant impact—without leaving the classroom.

  Barnett frequently serves in an advisory capacity to education associations, nonprofits, and school reform organizations committed to teaching quality, equity, and social justice in America’s schools. Follow @BarnettCTQ and @teachingquality, and check out Barnett’s blog on advancing the teaching profession.
• Dr. Mary Brabeck, Professor of Applied Psychology, New York University, Steinhardt School of Culture, Education, and Human Development

Mary M. Brabeck, PhD, served as Gale and Ira Drukier Dean of the Steinhardt School of Culture, Education, and Human Development from 2003 to 2014. She currently is a professor of Developmental Psychology in the Department of Applied Psychology and Dean Emerita of the NYU Steinhardt School. She is chair of the Board of Directors of the Council of Educator Preparation (CAEP).

A leader in the field of applied psychology, Dr. Brabeck is currently the Editor-Elect of the American Psychological Association’s (APA) journal, Psychology of Women Quarterly. She has served on APA Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP), the APA Board of Directors Standing Hearing Panel of the Ethics Committee, and the APA Education Directorate. Before joining NYU she was a professor of counseling and developmental psychology at Boston College and served as dean of the College's Lynch School of Education from 1996–2003.

Dr. Brabeck has served on boards and councils for organizations that include the National Society for the Study of Education, the Holmes Partnership, and the Carnegie Corporation's Teachers for a New Era Research Review Committee. From 2004–2005, she was chair of the American Association of Colleges of Teacher Education and from 2005–2007 was an elected member of the Board of Directors of the APA Education Directorate. Dr. Brabeck is a fellow of the American Educational Research Association and a fellow of APA, Divisions 7 (Developmental), 17 (Counseling Psychology), 35 (Psychology of Women), and 52 (International Psychology).

Dr. Brabeck's research interests include intellectual and ethical development, evidence based teacher education, values and conceptions of the moral self, human rights education, professional and feminist ethics, and interprofessional collaboration through schools. She has published more than 100 journal articles and book chapters, and her most recent edited works are Practicing Feminist Ethics in Psychology (APA Press) and Meeting at the Hyphen: Schools-Universities-Professions in Collaboration for Student Achievement and Well Being, 102nd Yearbook of the National Society for Study in Education (University of Chicago Press).

• Dr. Elizabeth L. Bringsjord, TeachNY Principal Investigator, Vice Provost and Vice Chancellor, SUNY System Administration

Dr. Elizabeth L. Bringsjord is Vice Provost and Vice Chancellor of the State University of New York. She most recently completed a year-long term as Interim Provost and Executive Vice Chancellor of the SUNY System. She previously served as Vice Chancellor for Academic Programs and Assessment and Vice Provost. In that capacity, she led the office responsible for system-wide academic planning and policy development, academic program review and assessment, campus liaison activities, and regional accreditation support to individual campuses.

Dr. Bringsjord plays an active role in transformational work now underway across SUNY’s 64 campuses in the areas of Academic Excellence, Innovative Instruction, Strategic Enrollment Planning, Student Mobility and Success, Diversity, Equity and Inclusion, and Teacher Education.

Having held a series of progressively senior roles in her 15 years at SUNY system, Dr. Bringsjord has participated in or led numerous initiatives to enhance academic quality, expand access and ensure accountability. Noteworthy among her contributions is a restructuring of the process by which SUNY approves new academic programs to ensure alignment with national exemplars, best practices for student completion and success, and the evolving needs of the state workforce; the drafting of a wide range of academic policy guidance for campus leaders to ensure understanding of and alignment with
Board of Trustee priorities; and leadership in the preparation of the University’s three most recent Master Plans and the New York State Commission on Higher Education’s final report and recommendations. A strong proponent of shared governance, Dr. Bringsjord has served on the Executive Committee of the University Faculty Senate.

In recognition of her outstanding dedication and service, Dr. Bringsjord was the recipient of the Chancellor’s Award for Excellence in Professional Service in 2008. Elizabeth Bringsjord holds a Ph.D. and M.S. in Educational Psychology and Statistics from the University at Albany, a Master’s in Nursing from the University of Pennsylvania, and a B.S. in Nursing from Boston University.

- **Dr. Alexander N. Cartwright, Provost and Executive Vice Chancellor, SUNY System Administration**

Dr. Alexander N. Cartwright was appointed Provost and Executive Vice Chancellor by the SUNY Trustees as of September 15, 2014. He is the chief academic officer of the SUNY system, supporting the Chancellor and Board of Trustees in carrying out their oversight responsibilities of the 64-campus system.

An internationally recognized researcher and scholar in the area of optical sensors, Dr. Cartwright most recently served as Vice President for Research and Economic Development at the University at Buffalo, the State University of New York (SUNY Buffalo) and the Acting Executive Director of the New York State Center of Excellence in Bioinformatics and Life Sciences. In these roles, he was responsible for campus/industry relations, research funding and compliance, research communications and research support for SUNY Buffalo and the Center of Excellence in Bioinformatics and Life Sciences.

Dr. Cartwright previously served as the Chair of both the Electrical Engineering and Biomedical Engineering Departments at SUNY Buffalo. Before beginning these concurrent chairmanships, Dr. Cartwright led the institution’s efforts to synergize research across disciplines as the Vice Provost for Strategic Initiatives. In this position he oversaw infrastructure and scholarship in eight areas of strategic strength that spanned departments from Visual Studies to Medicine. He has served as a professor in Electrical Engineering and Biomedical Engineering and an adjunct full professor in Physics at SUNY Buffalo. His excellence in teaching earned him the SUNY Chancellor’s award for Excellence in Teaching in 2002. Dr. Cartwright retains his rank as full professor.

Dr. Cartwright’s research is generally in the area of optical materials and sensors. Currently, he is engaged in engineering optical “metamaterials,” artificial materials that provide optical properties not readily available in nature. His technology for fabricating a rainbow-colored polymer using a one-step, low-cost holographic lithography method was one of just five inventions worldwide to be named to the Society of Manufacturing Engineers (SME)’s 2013 list of Innovations that Could Change the Way You Manufacture. Dr. Cartwright holds six patents and his work has been licensed by three startup companies.

A Fellow of SPIE - The International Society for Optical Engineering, Dr. Cartwright is a senior member of the Institute of Electrical and Electronics Engineers (IEEE); a member of the American Association for the Advancement of Science (AAAS) the American Society for Engineering Education (ASEE), Eta Kappa Nu, and the Materials Research Society (MRS). He has also served as reviewer for the AAAS, for federal funding agencies, and as a technical reviewer for well over a dozen scholarly journals. Dr. Cartwright holds a Ph.D. in Electrical and Computer Engineering from the University of Iowa.
• Mr. Kevin Casey, Executive Director, School Administrators Association of NYS

Kevin Casey currently serves as executive director of the School Administrators Association of New York State (SAANYS), a position he has held since September 2006.

As executive director, Casey leads the largest association for school administrators in New York. He oversees all association services and operations, which include legal and labor relations services, professional development opportunities, communications and legislative and regulatory advocacy. He also acts as the primary liaison between SAANYS and other educational advocacy groups at both the state and national levels.

SAANYS represents approximately 7,000 school administrators, including principals, assistant principals, supervisors, and coordinators, among other titles. As a professional association, SAANYS provides direction, service, and support to its membership in its efforts to improve the quality of education and leadership in New York State schools. SAANYS is affiliated with the New York State Educational Conference Board, the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).

Casey is a graduate of the State University of New York at Brockport and the George Mason University School of Law in Virginia.

• Dr. Susan Deer, Vice President for Academic Affairs, Rockland County Community College & President, SUNY System Chief Academic Officers Association

Susan Deer, PhD, Provost and Vice President of Academic Affairs and Student Services, joined the administration of Rockland Community College in 2008 as Dean of Instruction. She was appointed Vice President of Academic Affairs in 2010, and has held her current position since 2013.

Dr. Deer is responsible for providing overall leadership to the Academic Affairs and Student Services divisions, implementation and management of educational policy, curriculum development, academic scheduling and programming, academic program review, and accreditation matters.

From 1983-2008, she worked for SUNY Orange County Community College as a full Professor in the Department in Human Movement, an Associate Vice President for the Health Professions, Athletic Director and Union President of the Staff and Chair Association.

Deer holds a PhD in Education from Capella University, Minneapolis, MN; a Master of Science degree in Biophysical Focus of Human Movement, with a concentration in Exercise Physiology and Kinesiology, from East Stroudsburg University, PA; a Bachelor of Science in Liberal Arts from SUNY Brockport and an Associate in Art from SUNY Orange.

• Dr. Benjamin Dotger, Associate Professor, School of Education, Syracuse University

Dr. Benjamin Dotger is an Associate Professor of Teaching and Leadership in the Syracuse University School of Education. His scholarship focuses on the design, implementation, and examination of clinical simulations and their impact on teacher and school leader preparation.

Syracuse University's campus sits adjacent to the campus of SUNY Upstate Medical University. Like all other U.S. medical schools, SUNY Upstate challenges its future medical professionals with a long series of clinical simulations. In each simulation, a future doctor interacts with a standardized patient – a healthy individual who is carefully trained to present the same medical symptoms, verbalizations, and evidence in a consistent, standard manner. This training approach provides future physicians with opportunities to practice their professional skills within simulated clinical settings (Barrows, 1993).
In 2007, Dr. Dotger began a unique partnership with SUNY Upstate by retraining standardized patients, asking them to serve instead as standardized parents, students, and paraprofessionals. In clinical simulations with future teachers and school leaders, these standardized individuals present a wide variety of challenges and issues that teachers and leaders will encounter in schools. Each clinical simulation occurs in live, person-to-person fashion; there is no computer screen or avatar. There are no time-outs or do-overs. These are not wink-and-nod role-plays, where the outcome is predictable. In a clinical simulation, the standardized individual is asking real questions, expressing genuine concerns, and expecting professional responses from the school professional in training.

Dr. Dotger and colleagues are also developing new simulations for specific content areas. These simulations will help shed light on what our future teachers are prepared to do. For example, how do future music teachers engage with the (standardized) student who is struggling with a piece of music? How do future mathematics teachers guide a student in solving for ‘x’ in an algebraic equation? How do future physical education teachers discuss with a (standardized) parent a plan to support her daughter with cerebral palsy? How do future school counselors listen to and support a (standardized) student who is being bullied while at the same time struggling with his sexual orientation?

- Johanna Duncan-Poitier, Senior Vice Chancellor for Community Colleges and the Education Pipeline, SUNY System Administration

Johanna Duncan-Poitier is the Senior Vice Chancellor for Community Colleges and the Education Pipeline for the State University of New York (SUNY). She provides system oversight and coordination for SUNY’s 30 community colleges that educate a quarter of a million students with an annual operating budget of $1.8 billion. In her dual role, she also provides leadership to strengthen STEM education, teacher preparation and connections between SUNY’s 64 campuses and New York State’s (NYS) Pre K–12 schools and business leaders to improve college readiness, completion rates and prepare a highly-qualified workforce. At SUNY, she led the launch and development of a statewide collaborative of cradle-to-career partnerships, the Smart Scholars Early College High Schools, the SUNY Empire State STEM Learning Network, and the development of a multi-million dollar consortium of 30 community colleges dedicated to high-demand careers. Ms. Duncan-Poitier also serves as one of six New York State Commissioners for the Education Commission of the States (ECS).

Ms. Duncan-Poitier formerly served as the Senior Deputy Commissioner of Education P-16 for the New York State Education Department; responsible for regulatory oversight of the 700 school districts, all NYS public and private colleges and universities and the preparation and licensure of 750,000 licensed professionals in 47 health, business and design professions. In addition, she previously provided campus-based leadership for the City University of New York (CUNY) at Queens College, York College and Bronx Community College.

Johanna Duncan-Poitier earned a Baccalaureate degree from Queens College and a Master’s degree from Bernard M. Baruch College, both from the City University of New York. She received two honorary degrees including a Doctor of Laws from Saint Joseph’s College and a Doctor of Humane Letters from D’Youville College. She has been recognized with numerous honors and awards, including: the Governor’s Outstanding Leadership Award; the President’s National Award for Excellence in Administering Science, Mathematics, and Engineering Programs; the New York State Association for Women in Administration – Pathfinder’s Award; and the Faculty Council of Community Colleges Distinguished Award.
Dr. Ann Edwards, Director of Advancing Quality Teaching for Community College Pathways, Carnegie Foundation for the Advancement of Teaching

Ann R. Edwards is the director of Advancing Quality Teaching (AQT) in the Community Colleges Pathways initiative. The aim of AQT is to provide Pathways instructors with the knowledge, skills, and habits necessary to experience efficacy in initial use of the curricula and develop increasing expertise over time.

She comes to Carnegie from the University of Maryland, College Park, where she was an assistant professor of mathematics education focusing on mathematics teacher learning and professional development. She also brings a deep commitment to addressing issues of equity that shape mathematics teaching and learning at all levels.

Dr. Edwards has taught secondary and collegiate mathematics and worked with mathematics teachers K-16. She has a B.A. in applied mathematics from Harvard University and an M.A. and a Ph.D. from the University of California, Berkeley in education in mathematics, science and technology.

Ms. Randy Ehrenberg, Retired Superintendent, North Colonie Central School District

Ms. Randy Ehrenberg became the Superintendent of the North Colonie Central School District in July 2001. North Colonie is a high performing suburban school district in the Albany, NY area with an enrollment of 5,650 students and a budget of over $90 million. The district consistently ranks among the top districts in the Capital region in terms of academic performance and has the lowest expenditure per student of any of the suburban school districts in the area.

During her nine years as superintendent, she succeeded in improving the district’s bond rating and led the successful annexation of the Maplewood School District in 2007-2008. On the academic front, she introduced and successfully managed initiatives to “globalize” the curriculum, a K-12 literacy initiative, a program for teachers on differentiating instruction, an elementary foreign language and a high school science research program, and new secondary school programs for “at risk” students.

Prior to her appointment, Ehrenberg served as Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction, Acting Assistant Superintendent for Pupil Personnel Services, elementary and high school principal and middle school vice principal in the Ithaca NY City School District. She taught grades 3 through 8 in Ithaca, Amherst (Massachusetts) and Evanston (Illinois) in both urban and rural settings. She served as chair of the New York State Association for Women in Educational Leadership, received its Pathfinder Award in 2007, and was selected as New York’s Outstanding Educator by the School Administrators’ Association of New York in 1993. She served as a regional representative to the New York State Council of School Superintendents (NYSCOSS) House of Delegates and was the chair of the NYSCOSS Pathways to Leadership Committee and served on the NYSCOSS Curriculum and Professional Development Committees. She was a member of the Capital Region BOCES Superintendent’s cabinet and served as one of thirteen superintendents in the state who were members of the NYS Commissioner of Education’s Commissioner’s Advisory Committee. In January 2010, she was awarded the Distinguished Service Award from NYSCOSS.
• **Ms. Charissa Fernandez, Executive Director, Teach For America - New York**

Ms. Fernandez currently serves as Executive Director of Teach for America - New York. She transitioned to Teach for America during the summer of 2013 after eight years as the chief operating officer at The After-School Corporation.

Prior to that role, Ms. Fernandez served as director of the New York City Department of Education’s Office of Strategic Partnerships, ran a dropout prevention program in Washington Heights, and taught English at Riverdale Country School.

Ms. Fernandez has served on the boards of Trust for Public Lands (NY), Harlem RBI, and Bronx Children’s Museum. She holds a B.A. in sociology and a master’s degree in education from Harvard University.

• **Dr. Tina Good, President, Faculty Council of Community Colleges & Member of the SUNY Board of Trustees**

Dr. Tina Good was elected President of the Faculty Council of Community Colleges in April 2008 and took office on July 1, 2009. She has also served as its Secretary, Treasurer and Vice President. She was the co-chair for the SUNY General Education Assessment Review (GEAR) Group and the SUNY Joint Committee for Transfer and Articulation and currently serves as the Chair of the SUNY Steering Committee on Student Mobility.

Dr. Good served as the President of the Ammerman Campus Faculty Senate at Suffolk County Community College for five years and has chaired the College's Curriculum Committee for ten years. She is a Professor of English and the Faculty Coordinator for Assessment at Suffolk County Community College.

She is also co-editor of In Our Own Voice, Graduate Students Teach Writing. She recently co-authored the article, “A Cautionary Tale About System-wide Assessment in the State University of New York: Why and How Faculty Voices Can and Must Unite,” which appears in Literary Study, Measurement, and the Sublime: Disciplinary Assessment.

Dr. Good began her college education at Fresno City College and received her B.A. and M.A. in English from California State University, Fresno. She received her Ph.D. in English from State University of New York at Stony Brook.

• **Dr. A. Lin Goodwin, Vice Dean and Professor of Education, Teachers College, Columbia University**

A. Lin Goodwin is the Evenden Foundation Professor of Education, and Vice Dean at Teachers College, Columbia University (TCCU), New York. She is currently also Vice President of the American Educational Research Association (AERA)—Division K: Teaching and Teacher Education, and is co-director (and architect) of a joint MA in Educational Leadership and Change between TCCU and the National Institute of Education in Singapore. Her research and writing focus on the connections between teachers’ and teacher educators’ identities and their development; between multicultural understandings and curriculum enactments; on the particular issues facing Asian and Asian American teachers and students in U.S. schools; and on international analyses/comparisons of teacher education practice and policy.

Her publications have appeared in key education journals such as the *Journal of Teacher Education, Review of Research in Education, Urban Education, Teaching Education,* and *Education and Urban Society*; she is the editor of several books. Her most recent publications include: Perspectives on high-performing education systems in Finland, Hong Kong, China, South Korea, and Singapore: What lessons for the U.S.? In, *Educational Policy Innovations: Levelling Up and Sustaining Educational Achievement,* (S. K. Lee, W. O. Lee, and E. L. Low, Eds.), and “What should teacher educators know and be able to do?
Perspectives from practicing teacher educators (with Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M. Y., Reed, R., Taveras, L.), *Journal of Teacher Education*.

Dr. Goodwin has served as a consultant to a wide variety of organizations including school districts, philanthropic foundations, higher education institutions, and professional educational organizations around issues of teacher education, diversity, educational equity, and assessment. Her work in teacher education and curriculum development has taken her to many different countries such as Brasil, Jordan, Mongolia, Latvia, Singapore, China, France, Bermuda, among others, where she has collaborated with educators to bring about school, teaching, and curriculum reform.

- **Dr. David Hill, TeachNY Project Director, Dean of Education Emeritus, State University of New York College at Plattsburgh**

Dr. Hill served as the Dean of Education, Health and Human Services at SUNY Plattsburgh from 2004-2010 where he worked in partnership with faculty to transform the education program, earn accreditation from the Teacher Education Accreditation Council for a full five years. Key components of the redesigned program included incorporation of best practices in education, early field placements, and inquiry-based assessment.

Dr. Hill served as Professor of Education and then Dean of the Plattsburgh Branch Campus until 2012, when he retired. He continues to serve on the Council for the Accreditation of Educator Preparation as a formative reviewer, lead auditor, and accreditation panel discussant.

Prior to coming to SUNY Plattsburgh, Dr. Hill served as Dean of the Professional and Graduate Studies division at Keene State College in New Hampshire. He was a member of the education faculty at Keene and The Ohio State University in Columbus, Ohio.

Dr. Hill has served as an editor of several professional journals, has worked with area superintendents on the Grow Our Administrators Locally program, and is a member of the Association for Curriculum Development and Supervision and the Council for Learning Disabilities, among other groups. Dr. Hill holds both a master’s and a doctorate in special education from Temple University in Pennsylvania and a bachelor’s degree in psychology from Allegheny College, also in Pennsylvania.

- **Dr. Ken Howey, TeachNY Core Working Group Advisory, Research professor at the State University of New York at Albany and a senior fellow at the Nelson A. Rockefeller Institute of Government**

Kenneth R. Howey is currently a Research Professor at the State University of New York at Albany and a Senior Fellow at the Nelson A. Rockefeller Institute of Government. He was most recently a Research Professor in the College of Education, Criminal Justice, and Human Services at the University of Cincinnati. He was previously on the faculties of education at the University of Wisconsin-Madison, the University of Wisconsin - Milwaukee, the University of Minnesota, and The Ohio State University. He is a former teacher, principal, and laboratory school director.

Dr. Howey has for over four decades been engaged in research and development efforts concerned with improving the preparation of teachers and especially teachers for urban contexts. He has also devoted considerable time over his career to reform efforts in elementary and secondary schools and to leadership development. As a result of these efforts his work has been published in many scholarly journals. He is the author or editor of several books concerned with the education of teachers and educational reform in both the P-12 and postsecondary sectors, and he has presented papers in a wide variety of forums nationally and internationally.
Dr. Howey served as the principal investigator for the federal government’s Contextual Teaching and Learning project and as a senior scholar in the National Partnership for Education and Accountability in Teaching. He was the team leader for the longest running study of teacher education in the United States, the eight-year Research About Teacher Education [RATE] study. For 10 years he served as director of the Urban Network to Improve Teacher Education [UNITE], a consortium of over 30 P-12 schools and colleges of education working in partnership with major school districts to improve the recruitment and preparation of teachers for urban contexts. He is currently working with presidents of urban universities to examine how resources within these universities might be better mobilized to assist with reforms in urban elementary and secondary schools.

Dr. Howey has received the Association of Teacher Educators Award for excellence in research into teacher education. In 1999, the American Association of Colleges for Teacher Education [AECT] awarded him their highest honor for outstanding contributions to teacher education over a career and in 2008 he was similarly honored by the Association of Teacher Educators.

Robert L. Hughes, Esq., President, New Visions for Public Schools

Robert L. Hughes was appointed president of New Visions in September 2000. Under his leadership, New Visions has created 99 district and 4 charter public schools in New York City, provided mentoring services to hundreds of new principals, developed school-based certification programs for teachers and principals, and created an inquiry process now in use in 1,500 New York City public schools. New Visions currently is a partnership support organization providing direct support to 73 schools serving almost 40,000 students.

Hughes, an attorney, has worked on public education issues for his entire career. He served as co-counsel in the Campaign for Fiscal Equity v. The State of New York, challenging the constitutionality of New York’s education finance system. Plaintiffs prevailed and secured a $5 billion remedial decree for operating aid and a $13.5 billion decree for capital construction for the New York City public school system.

Hughes received his undergraduate degree from Dartmouth College and his law degree from Stanford Law School where he was a Skadden Fellow. He clerked for the Hon. Shirley Abrahamson, (now chief) justice of the Wisconsin Supreme Court. He has authored articles on public education for The New York Times, the Association of the Bar of the City of New York, the Yale Law & Policy Review, and the Connecticut Law Review. He served as chair of the Committee on Education and the Law at the Association of the Bar of New York and chair of the board for Advocates for Children of New York, where he was previously deputy director. He serves on the Fund For Teachers Board of Directors.

Dr. Savi Iyer, Dean of Curriculum and Academic Services, SUNY Genesseo

Dr. Savi Iyer is currently the Dean of Curriculum and Academic Services at SUNY Geneseo after serving on the faculty of the Department of Physics and Astronomy for almost fifteen years. Dr. Iyer earned her undergraduate degree and a Master’s degree in India, M.S. in physics from Iowa State University, and Ph.D. in Theoretical Physics from the University of Pittsburgh. Her research is in the area of general relativity and the application of geometrical methods to describe gravitation. Dr. Iyer has taught a variety of undergraduate physics courses and has actively involved undergraduate students in her research.

In 2009, Dr. Iyer was selected for a two-year Associate Dean position at Geneseo that began her role in administration. During these two years, Dr. Iyer’s effective leadership helped streamline all support
services relating to Geneseo’s academic curriculum and policies. As Dean of Curriculum and Academic Services, Dr. Iyer overseas all areas of a rigorous curriculum, including periodic review of academic programs, new programs, program changes, academic policies, academic advisement, academic standards, disability services, incoming student orientation, and course registration.

Dean Iyer is involved in a number of ongoing initiatives at the College: articulation of baccalaureate learning outcomes that would include high-impact practices like undergraduate research and community engagement; redesign of the General Education curriculum, transition of some programs from a pattern based on three- to four-credit courses, adoption of a new degree audit system, and the transition to mostly paperless processing and communication.

• **Dr. Robert Jones, President, University at Albany, State University of New York**

Robert J. Jones became the 19th president of the University at Albany in January 2013. He came to UAlbany following 34 years at the University of Minnesota, where he began as a faculty member in agronomy and plant genetics and later assumed a number of key leadership positions. From 2004 to 2012, he served as senior vice president for academic administration with responsibility for better integrating how the five University of Minnesota campuses worked together. At Minnesota, he also played a critical role in advancing university-community engagement.

As he has charted a course for the University at Albany, Jones has made greater community engagement a key campus priority, and he is deeply involved in building partnerships that strengthen communities.

Jones serves as Regional Council Co-Chair for the Capital Region Economic Development Council. Other boards on which he serves include the Center for Economic Growth, Saratoga Performing Arts Center, Capitalize Albany and Albany Promise. At the national level, he serves on the boards of the Bush Foundation, the Coalition of Urban Serving Universities and the Scholars at Risk Network.

A native of Dawson, Georgia, Jones earned a bachelor’s degree in agronomy from Fort Valley State College, a master of science degree in crop physiology from the University of Georgia, and a doctorate in crop physiology from the University of Missouri, Columbia. He has trained many students who have gone on to successful careers. He is a fellow of both the American Society of Agronomy and the Crop Science Society of America.

• **Dr. John B. King, Jr., Commissioner, New York State Education Department**

Commissioner John B. King, Jr. was appointed Commissioner of Education and President of the University of the State of New York (USNY) in May 2011. USNY comprises more than 7,000 public and independent elementary and secondary schools; 270 public, independent and proprietary colleges and universities; 7,000 libraries; 900 museums; 25 public broadcasting facilities; 3,000 historical repositories; 436 proprietary schools; 52 professions encompassing more than 850,000 licensees plus 240,000 certified educators; and services for children and adults with disabilities.

Commissioner King has worked with the Board of Regents to pursue an ambitious education reform agenda. In the past three years, New York has become a national leader in implementing Common Core standards. The state's educator engagement site, called EngageNY.org, has had over 74 million page views by educators throughout the state and country who want to learn more about Common Core implementation and access the state's Common Core curriculum modules and videos. Through Race to the Top funding, network teams were launched in every region of the state and in every large district to provide training and embedded support to educators around implementation of the Common Core and
the resources on EngageNY.org. In 2013, New York became one of the first states in the country to administer exams that measure whether students are meeting Common Core standards.

Before becoming Commissioner, Commissioner King served as Senior Deputy Commissioner for P-12 Education at NYSED. In that role, Commissioner King coordinated the development of New York State's successful Race to the Top application, which earned the second highest point total of the winning states in Round 2 and secured $696.6 million to support the P-12 education reform agenda of the Board of Regents. Commissioner King brings to his role extensive experience leading urban public schools that are closing the achievement gap and preparing students to enter, succeed in, and graduate from college. Prior to his appointment as Senior Deputy Commissioner, Commissioner King served as a Managing Director with Uncommon Schools, a non-profit charter management organization that operates some of the highest performing urban public schools in New York, New Jersey, and Massachusetts.

Commissioner King earned a B.A. in Government from Harvard University, an M.A. in the Teaching of Social Studies from Teachers College, Columbia University, a J.D. from Yale Law School, and an Ed.D. in Educational Administrative Practice from Teachers College, Columbia University. Commissioner King was a 1995 Truman Scholar and received the James Madison Memorial Fellowship for secondary level teaching of American history, American government, and social studies. In February 2011, Commissioner King was appointed by U.S. Secretary Arne Duncan to serve on the U.S. Department of Education's Equity and Excellence Commission. In addition, Commissioner King has served on the board of New Leaders for New Schools and is a 2008 Aspen Institute-New Schools Entrepreneurial Leaders for Public Education Fellow.

• **Dr. Peter Knuepfer, President, University Faculty Senate & Member, SUNY Board of Trustees**

Dr. Peter L.K. Knuepfer is Associate Professor of Geological Sciences and Environmental Studies at Binghamton University, President of the University Faculty Senate of the SUNY system, and a member of the SUNY Board of Trustees. Professor Knuepfer received his B.S. and M.S. degrees in geology from Stanford University and his Ph.D. in geosciences from the University of Arizona. A member of Binghamton’s faculty since 1986, he specializes in the study of processes operating at the Earth’s surface, particularly rivers and flood hazards. He has taught undergraduate courses in environmental studies and both undergraduate and graduate courses in geology, as well as courses in the Binghamton Scholars program and freshmen seminars. He was one of the first faculty to engage in Binghamton’s Languages Across the Curriculum program, and he has continued to be involved in the steering committee for that program and Binghamton’s global studies minor. He has worked with faculty and students in Binghamton’s Graduate School of Education as well as BU undergraduates on several programs to facilitate science education within schools and in after-school programs.

Professor Knuepfer has served Binghamton, SUNY, and the public in many ways during his time at Binghamton. He served as director of the Environmental Studies Program at BU for more than a decade, has chaired several committees on campus, been a member of a number of senior administrative search committees, and a member of SUNY-wide committees on system-wide assessment as well as University Faculty Senate committees on undergraduate education, graduate education and research, and academic integrity. He has also presented several talks to groups in the Binghamton area on flood hazards and assessment, and is a member of the advisory board to the Union-Endicott Educational Foundation, which supports innovative projects by teachers in the UE school district.
Dr. Knuepfer’s research has ranged from the study of earthquake hazards (including part of a team that assessed earthquake potential for the proposed Yucca Mountain nuclear waste repository), to analysis of mountain growth in Taiwan and New Zealand, to the glacial history of New York, to the assessment of past and potential future flooding in the Susquehanna River basin. He has authored or co-authored more than 40 scientific papers and 100 professional presentations, as well as co-edited three books. His current research focuses on the magnitude and frequency of pre-historic flooding of the Susquehanna River as well as changes in the frequency of large flooding throughout the Northeast US in recent decades. He has received many Federal grants in support of his research.

- **Dr. Frederick E. Kowal, President, United University Professions (UUP)**

  Frederick E. Kowal is president of United University Professions, the nation’s largest public higher education union. UUP represents more than 35,000 academic and professional faculty on the State University of New York’s 29 state-operated campuses. Kowal, who lives in Warnerville, NY, has been a UUP activist for 20 years. He served as UUP Chapter President at SUNY Cobleskill from 1993 to 2003 and from 2011 until his election as statewide president in 2013. Kowal has taught political science and Native American studies at Cobleskill since 1985.

  In July 2014, Kowal was elected as a vice president for the American Federation of Teachers; he was appointed as a vice president in October 2013. Also in July, Kowal was appointed as chair of AFT’s Higher Education Program and Policy Council. Kowal was appointed to the board of the National Center for the Study of Collective Bargaining in Higher Education and the Professions in October 2013. Kowal’s statewide UUP experience includes service as the union’s elected Membership Development Officer from 1999 to 2002; and as an Executive Board member from 1995 to 2002, and from 2012 to the present. He has also been active in UUP’s legislative advocacy efforts, pressing for UUP’s legislative and political action priorities.

  Kowal served on the UUP Negotiations Team that bargained with New York State for the 1999-2003 contract, and has held leadership roles in several statewide committees including: Chapter President Release Time (Chair); Technology Sector (Co-Chair); Elections and Credentials; and the Constitutional Task Force. As SUNY Cobleskill chapter president, Kowal faced and fought the threat of the campus’s closure during the mid-1990s. He worked with the chapter’s Executive Board to persuade state lawmakers to keep the college open. Kowal led successful efforts to prevent job losses after dozens of faculty members received notice that their positions were being “retrenched. He inspired new members at Cobleskill to become chapter activists and directed the revamping of the chapter’s system of representation across the campus.

  Kowal grew up in the mill town of Chicopee, MA, the son of working class, union-represented parents. He earned a Bachelor of Arts in economics from Western New England University, a master’s in economics at American University and a doctorate in political science from UAlbany.

- **Mr. Timothy G. Kremer, Executive Director, New York State School Boards Association**

  Tim Kremer has been the executive director of the New York State School Boards Association (NYSSBA) since 1998. Before joining the NYSSBA, Mr. Kremer was employed by the Ohio School Boards Association for nearly 20 years.

  As NYSSBA’s chief executive officer, Mr. Kremer leads the Association’s staff of 56 professionals in fulfilling its mission of providing advocacy, information, leadership development programs and customized consulting services for the state’s nearly 700 school boards. He is a frequent spokesman for
NYSSBA to the membership, media, legislative bodies and other related organizations. He is a sought-after presenter at various professional workshops and seminars.

Mr. Kremer’s areas of expertise include association leadership, legislative advocacy, school board governance, executive recruitment and development, organizational change and public relations. Mr. Kremer has co-authored three handbooks: one on the school board presidency, a second on the school board/superintendent relationship and a third regarding school district management team operations. He also is a regular contributor to many professional publications, including NYSSBA’s own award winning newspaper, On Board.

Mr. Kremer has a master’s degree in public administration from Ohio State University, where he specialized in human resource administration and labor relations. He also earned a bachelor’s degree from Kent State University, majoring in political science.

- Dr. Mark Lacelle-Peterson, Vice President for Policy and Programs, American Association of Colleges for Teacher Education (AACTE)

Mark LaCelle-Peterson joined AACTE as Vice President for Policy and Programs in 2014 with responsibility for government relations, research, and member engagement and support programs. He has served as a faculty member and administrator in educator preparation programs, and as a leader in programmatic accreditation. Prior to joining AACTE, LaCelle-Peterson served as Senior Vice President of the Council for the Accreditation of Educator Preparation (CAEP) where he worked closely with state policy-makers and institutions of higher education to develop effective collaboration in accreditation processes. He served as President of the Teacher Education Accreditation Council (TEAC), a national programmatic accreditor, and was a member of the Joint TEAC/NCATE team that designed the Council for the Accreditation of Educator Preparation (CAEP).

Dr. LaCelle-Peterson has held faculty and administrative posts at public and private institutions of higher education in New York State, beginning his faculty career at SUNY Geneseo. He has taught the history and philosophy of education, research methods, curriculum theory, and social, cultural, and linguistic foundations of education as well as courses in humanities and early medieval literature (Anglo Saxon and Old Norse). He co-founded and directed a center for partnerships with urban schools, and developed a transition-to-teaching (transitional B) program to provide highly qualified teachers for high-needs urban schools. He has written on equity in assessment for English Language Learners, democratic teacher education, faculty development in higher education, and curriculum history. He is a frequent speaker on topics of accreditation and data quality in higher education.

He earned a BA in Scandinavian Studies and English, and an MA in International Development Education from the University of Minnesota, and EdM and EdD degrees from the Harvard University Graduate School of Education.
• Dr. Jason Lane, TeachNY Co-Principal Investigator, Vice Provost & Senior Assoc. Vice Chancellor, State University of New York

Dr. Lane oversees the office responsible for the review of all academic programs across the system’s 64 campuses and the development and implementation of key academic initiatives and policies that support the system’s strategic plan, *The Power of SUNY*. He also provides leadership for SUNY’s efforts to attract and retain exceptional researchers through the Empire Innovation Program, as well as coordinates the annual *SUNY Critical Issues in Higher Education* conference and book series, which promotes academic inquiry into the most pressing issues facing public colleges and universities.

Previously, Dr. Lane served as a SUNY Provost Fellow and continues to serve as the Deputy Director for Research at the Nelson A. Rockefeller Institute of Government, the public policy think tank of The State University of New York. He is also an associate professor of educational policy (on leave), senior researcher at the Institute for Global Education Policy Studies, and co-director of the Cross-Border Education Research Team (C-BERT) at the University at Albany (SUNY).

Dr. Lane holds a Ph.D. in higher education policy and administration, an M.A. in political science from The Pennsylvania State University, and a B.S. in political science and business administration from Southeast Missouri State University.

• Dr. Arthur Levine, President, Woodrow Wilson National Fellowship Foundation

Arthur Levine is the sixth president of the Woodrow Wilson Foundation. Before his appointment at Woodrow Wilson, he was president and professor of education at Teachers College, Columbia University. He also previously served as chair of the higher education program, chair of the Institute for Educational Management, and senior lecturer at the Harvard Graduate School of Education.

Dr. Levine is the author of dozens of articles and reviews, including a series of reports for the *Education Schools Project* on the preparation of school leaders, teachers, and education researchers. Dr. Levine’s numerous commentaries appear in such publications as *The New York Times; The Los Angeles Times; The Wall Street Journal; The Washington Post; Education Week*; and *The Chronicle of Higher Education*.

His most recent book is *Generation on a Tightrope: A Portrait of Today’s College Student* (with Diane Dean, 2012). Among his other volumes are *Unequal Fortunes: Snapshots from the South Bronx; When Hope and Fear Collide: A Portrait of Today’s College Student* (with Jeanette S. Cureton); *Beating the Odds: How the Poor Get to College* (with Jana Nidiffer); *Higher Learning in America; Shaping Higher Education’s Future; When Dreams and Heroes Died: A Portrait of Today’s College Students; Handbook on Undergraduate Curriculum; Quest for Common Learning* (with Ernest Boyer); *Opportunity in Adversity* (with Janice Green); and *Why Innovation Fails*.

Dr. Levine has received numerous honors, including Carnegie, Guggenheim, and Rockefeller Fellowships as well as the American Council on Education’s Book of the Year award (for *Reform of Undergraduate Education*), the Educational Press Association’s Annual Award for Writing (three times), and 25 honorary degrees. He is a member of the American Academy of Arts and Sciences and currently sits on the board of the Educational Testing Service and Say Yes to Education. Dr. Levine was also previously President of Bradford College (1982-1989) and Senior Fellow at the Carnegie Foundation and Carnegie Council for Policy Studies in Higher Education (1975-1982). He received his bachelor’s degree from Brandeis University and his Ph.D. from the State University of New York at Buffalo.
Mr. Dan Liebert, Principal and Chief Academic Officer, Tech Valley High School

Dan Liebert is a Senior Associate at the Great Schools Partnership, a nonprofit school-support organization working to redesign public education and improve learning for all students. Previously, he was the founding Principal & Chief Academic Officer at Tech Valley High School, a regional public high school located on the Albany campus of the SUNY Polytechnic Institute. TVHS is a demonstration site for the national New Tech Network of schools.

Dan has nearly 30 years experience in public education as a teacher, principal, and staff developer. Dan’s teaching experience was in private and public high schools in Washington, D.C. and Albany, where he was instrumental in developing small learning communities and professional collaborative cultures for teachers and principals. His interests and experience in education also include collaboration with business and community resources in schools, integrated STEM curriculum, global competency, and cross-disciplinary literacy strategies.

Dan’s own education includes a B.A. in history from Wichita State University, an M.A. in philosophy from Georgetown University, an M.Ed. from the University of Maryland, and a Certificate of Advanced Study in Educational Administration from the College of St. Rose.

Ms. Karen Magee, President, New York State United Teachers (NYSUT)

Karen E. Magee was the longtime president of the Harrison Association of Teachers, who spent nearly 30 years as an elementary education teacher before her election as NYSUT's first woman president in April 2014.

Ms. Magee has a strong background as a statewide activist, serving as a member of NYSUT Board of Directors, an elected trustee to the New York State Teachers' Retirement System and a member of numerous NYSUT committees. She is also a graduate of the NYSUT Leadership Institute and a delegate to the American Federation of Teachers convention.

Ms. Magee has served for more than a decade as an officer of the Westchester/Putnam Central Labor Body (WPCLB), AFL-CIO, and is the proud recipient and first female to receive the WPCLB Labor Award. Magee has demonstrated an ability to build and work with coalitions outside of her union work. She was a member of the United Way of Westchester/Putnam Board of Directors and worked with Putnam Community Action, helping teens, immigrants, veterans and hunger advocates through WPCLB community outreach programs. As a longtime board member of the Statewide Schools Cooperative Health Plan, she continually fights to protect the medical benefits of thousands of NYSUT members.

The NYSUT president has earned degrees from Westchester Community College (associate degree in recreational leadership) Mercy College (bachelor's degree in behavioral science) and Manhattanville College (master's degree in art in teaching).
• Dr. Monica Martinez, Education Strategist, Martinez Education Consulting

Dr. Monica Martinez is an education strategist and consultant, author, presenter, and appointee to the White House Commission on Educational Excellence for Hispanics. Her career encompasses major programmatic, management and executive leadership roles, including hands-on experience running and supporting major foundation initiatives, and is marked by her expertise in secondary reform and college success.

As an education strategist, Dr. Martinez serves in an advisory capacity to leaders’ of multiple organizations, including nonprofits, state systems, and foundations to assist in creating, revising, or implementing their education strategies and initiatives. Some of her clients have included The Carnegie Corporation, The Community College of Philadelphia, The Harold K.L. Castle Foundation, the National Commission on Teaching and America's Future, and the William and Flora Hewlett Foundation.

Prior to becoming an independent consultant, Dr. Martinez served as the CEO and President of the New Tech Network and the Vice President for Education Strategy at KnowledgeWorks. In Washington, DC, she was a senior associate at the Institute for Educational Leadership where she founded the Washington, D.C.-based National High School Alliance while developing and managing three other projects. Her book, Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century (thenewpress.com/authors/monica-r-martinez), shows how we can transform public schools for the 21st century.

Dr. Martinez was a columnist for Phi Delta Kappan and still publishes in the magazine and has been a contributing author to other books and independent reports. She is an international and national speaker on the topics of deeper learning, education innovation and reform, college readiness, and the future of learning. She serves on the Board of Trustees for AdvancED, an international accrediting agency, and 10,000 Degrees. She earned her PhD in Sociology of Education and Higher Education Administration from the Steinhardt School of Education at New York University and her B.A. from Baylor University.

• Ms. Ellen Moir, Founder and Chief Executive Officer of the New Teacher Center

Ellen Moir is Founder and Chief Executive Officer of the New Teacher Center (NTC), a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. She is recognized as a passionate advocate for our nation’s newest teachers and for the students they teach.

Ellen founded NTC in 1998 to scale high quality teacher induction services to a national audience. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, and research. Today NTC has a staff of over 150 who work closely with educators and policymakers across the country. NTC seeks to work in high-poverty schools in underserved communities to ensure that the nation’s low-income, minority, and English language learners, those students most often taught by inexperienced teachers, have the opportunity to receive an excellent education.

Ellen is widely recognized for her work in beginning teacher development and school reform. She has extensive experience in public education, having previously served as Director of Teacher Education at the University of California at Santa Cruz and worked as a bilingual teacher. Ellen became a Pahara-Aspen Education Fellow in 2013, an Ashoka Fellow in 2011, and is a recipient of the 2011 Skoll Award for Social Entrepreneurship. Other major awards include the 2014 Laureate for the Brock International Prize in Education, 2013 NewSchools Venture Fund Organization of the Year Award, 2010 Civic Ventures
Purpose Prize Fellow, 2008 National Staff Development Council Contribution to the Field award; the 2008 Full Circle Fund Impact Award; the Harold W. McGraw, Jr. 2005 Prize in Education; and the 2003 California Council on Teacher Education Distinguished Teacher Educator Award. Ellen has also co-authored many publications, including *Keys to the Classroom and Keys to the Secondary Classroom*, *New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness*, and *Blended Coaching: Skills and Strategies to Support Principal Development*.

- **Ms. Lori Mould, President, SUNY Student Assembly & Member, SUNY Board of Trustees**

  Lori is a non-traditional student who is currently working on her Master’s of Arts in Adult Learning in Higher Education Administration/Student Affairs from SUNY Empire State College (ESC). She received a BA in Photojournalism/Documentary Production from SUNY ESC in June 2014. While attending SUNY ESC, Lori has held the positions on the Student Affairs Committee (SAC) as the Genesee Valley Center Rep, Co-Chair of SAC for the entire college, the Student Activity Fee Committee, a voting member of the ESC Senate, and an ex-officio board member of the Alumni Student Federation Board of Governors.

  She has been involved with SUNY SA as a non-voting and voting delegate, University College Representative, and the Acting Vice-President. She is currently serving as the President and is excited to be advocating for the SUNY students over the next academic school year. She serves as a Trustee for both the SUNY Board of Trustees and also on the NYS Higher Education Services Corporation (HESC).

  Lori is a graduate from Genesee Community College (GCC) with dual degrees in Communication and Media Arts and Fine Arts. While at GCC, she held numerous positions in Phi Theta Kappa (PTK) and the SGA. She served as the Alpha Iota Upsilon Public Relations Officer, Vice-President, President, and was part of the 2009-2010 PTK New York Regional Officer Team as the Historian. She served at GCC’s SGA as the Campus Relations Officer, Public Relations, and Student Trustee.

- **Dr. Ken O’Brien, TeachNY Meeting Moderator, Provost Fellow, Office of the Provost and Executive Vice Chancellor, and Professor of History, SUNY Brockport**

  Dr. Kenneth Paul O’Brien (PhD in American history from Northwestern University) is the Immediate Past President of the University Faculty Senate. He came to SUNY College at Brockport in 1970, and has served as history department Chair, Director of the College Honors Program and Director of Transfer Articulation. In 1985-87, he was a member of the Motion Picture Association of America’s Ratings Board and has served on the New York State Historical Records Advisory Board for more than a decade.

  The recipient of an NEH College Teachers in Residence Fellowship and both the SUNY Chancellor’s Award for Excellence in Teaching (1981) and Excellence in Faculty Service (2005), his major publications include *The Home-Front War*, co-edited with Lynn Hudson Parsons, SUNY at 60, co-edited with W. Bruce Leslie and John Clark, “The United States and War in the Twentieth Century,” in *The Cambridge Companion to Modern American Culture*, and “Education Markets in English and American Universities,” co-author John Halsey, in Sarah Pickard, ed. *Higher Education in the UK and the US*. 
• **Dr. Phillip Ortiz, Assistant Provost for Undergraduate and STEM Education, Office of the Provost**

Dr. Phillip Ortiz joined the Office of the Provost as ‘Assistant Provost for Undergraduate and STEM Education’ in the fall of 2015. Immediately prior, Dr. Ortiz had served as Provost’s Fellow during which he began his responsibilities as liaison to nine SUNY comprehensive colleges and a number of STEM-related programs. Dr. Ortiz is a double SUNY graduate -- Binghamton (BS in Biology, BA in Philosophy) and Stony Brook (PhD in Physiology and Biophysics) -- and had been faculty for twelve years at SUNY Empire State College, where he was Area Coordinator for STEM, chair of the college Senate, served on the SUNY-wide University Senate as a campus Senator and chair of the Committee for Diversity and Cultural Competence, and was a recipient of a $3M grant from the National Science Foundation in which he developed a program to train SUNY ‘scientists in training’ as mentors for underserved youth. And prior to that, he was the Trustees’ Distinguished Scholar and Assistant Professor of Biology at Skidmore College for eight years.

He has been received the ‘Distinguished Mentor Award’ from the Society for the Advancement of Chicanos and Native Americans in Science, chaired numerous symposia and conferences for the American Society for Biochemistry and Molecular Biology and the Annual Biomedical Research Conference for Minority Students, and was a founding co-chair of the SUNY-STEM Conference. He is a tireless champion of all-things-STEM, and is currently working on a number of projects to enhance SUNY’s leadership in this area.

• **Dr. Angela Pagano, Associate Professor, Biological Sciences and Co-coordinator, Adolescence Education: Science**

Angela M. Pagano is an Associate Professor of Biological Sciences and co-coordinator of adolescence education programs in the sciences at the State University of New York at Cortland. SUNY Cortland graduates the largest number of teacher certification candidates in New York State and consistently ranks among the top fifteen institutions in the country in this respect. Dr. Pagano serves as lead PI on one of only two undergraduate level Clinically Rich Program grants awarded by the New York State Education Department and is a foundational member of SUNY Cortland’s Center for Innovation in Education leadership team. Through collaborative efforts with Stony Brook University’s Alan Alda Center for Communicating Science, Cornell University, NASA’s Aerospace Education Services Project (AESP), the Science Teachers Association of New York State (STANYS), and others, she has continuously worked to provide opportunities for pre-service and in-service teachers to develop the skills and scientific understandings necessary to be an effective, 21st century educator.

Dr. Pagano serves as the College Subject Area Representative for the STANYS Southern Section and sits on the advisory board of the central New York region’s NYS Master Teacher Program. In addition to her work in the field of education, Dr. Pagano maintains an active teaching and research role in the biological sciences.

Prior to coming to SUNY Cortland, Dr. Pagano taught biology, anthropology and environmental science at Chenango Forks High School in Binghamton, NY and developed and provided informal science education at an environmentally focused museum in the Bronx, NY. Dr. Pagano holds a bachelor’s degree in Biology from the College of New Rochelle, a Ph.D. in Biological Sciences from Binghamton University, and NYS teaching certification in biology and general science grades 7-12.
• Dr. Wendy Paterson, Dean of Education, SUNY Buffalo State College

Paterson spent 21 years at SUNY Buffalo State as a developmental and educational technology specialist, faculty member, and chair before accepting the deanship at St. John Fisher in 2009. She returned to Buffalo State in 2012 and serves as Dean of Education. She is a two-time graduate of Buffalo State with bachelor (1975) and master (1976) of science degrees in education.

Paterson began her teaching career in 1976 as a reading specialist in Kenmore-Tonawanda Public Schools, but moved to higher education in 1983 as the coordinator of developmental skills and services to students with disabilities at Trocaire College. In 1988, she joined Buffalo State on a multimillion dollar “Strengthening Institutions” federal Title III grant to promote student retention. Her activities in this capacity led her to develop early programs in computer-assisted instruction for student support and to institute innovative programming for faculty development in teaching excellence.

After earning her Ph.D. in elementary education from the University at Buffalo (UB) in 1997, she became an assistant professor in Buffalo State’s elementary education and reading department, was promoted to associate professor in 2001, and to full professor in 2009. Paterson was chair of the elementary education and reading department for two consecutive terms. During the process of her Ph.D. studies, she began the research on what would become an internationally acclaimed book on single-parent mothers titled Unbroken Homes: Single Parent Mothers Tell Their Stories (2003), selected for the Innovations in Feminist Research series by Haworth Press. Her second book, The Forgotten Parent: Divorced Dads on Parenting Through and Beyond Divorce released in 2010 by the Cambridge Scholars Press focuses on the inequities of divorce and custody from the father’s perspective, complementing her first book where those same inequities are examined from the feminist lens.

Paterson is an internationally-recognized scholar with an eclectic list of publications that include an award-winning article on instructional technology and early literacy published in Reading Research Quarterly, a comprehensive review of reading research presented at the 2006 Oxford Roundtable on Reading in Oxford University’s Forum on Public Policy Online, and a critical analysis of the negative effects of historical promotion and tenure practices on female faculty in the International Journal of Diversity in Organizations, Communities and Nations. In 1997, SUNY honored Paterson with the Chancellor’s Award for Excellence in Service. She was also named UB’s 2005 Distinguished Alumna of the Graduate School of Education.

• Dr. Robert J. Reidy, Jr., Executive Director, The NYS Council of School Superintendents

Dr. Robert Reidy, Jr., is the Executive Director of the New York State Council of School Superintendents, a statewide professional association for chief school officers. THE COUNCIL develops excellence in educational leadership, advocates for high quality services to children and promotes the importance of leadership in improving public education.

Prior to his work at THE COUNCIL, Dr. Reidy served as a Chief School Administrator for 32 years in Pennsylvania, New Hampshire and New York State. His service in New York included assignments in the Capital, Southern Tier and Lower Hudson regions. Dr. Reidy received his Ph. D. from the University of Connecticut, his M. A. from Central Michigan University and his Bachelor’s degree from Worcester State College. He is a former adjunct professor at the College of Saint Rose and Fordham University. He is also a former Charles Stewart Mott Foundation fellow.

He and his wife, Michelle, have two children – Christopher and Danielle. Chris and his wife, Molly, have a three year old daughter.
• **Dr. Michael S. Rosenberg, Dean of Education, SUNY College at New Paltz**

Michael S. Rosenberg is Dean of the School of Education and Professor of Special Education at the State University of New York (SUNY) at New Paltz. He is also Professor Emeritus at Johns Hopkins University where prior to his 2012 appointment at SUNY, Dr. Rosenberg was a Professor and department chair in the Department of Special Education and Associate Dean for Research in the School of Education. Preceding his 26 years at Johns Hopkins, Dr. Rosenberg was an Assistant Professor for 4 years at Ball State University in Muncie, Indiana and, for an all too brief semester, a visiting scholar at Westminster College in Oxford, England. Dr. Rosenberg completed his doctoral work at Penn State University, and was a 2008 Fulbright Fellow at Saint Patrick’s College in Dublin, Ireland. His research efforts are a direct result of his practical experiences as a teacher: Dr. Rosenberg taught secondary students with learning and behavior disorders for a Board of Cooperative Educational Services in New York.

Dr. Rosenberg was the co-editor of *Teacher Education and Special Education*, the journal of the Teacher Education Division of the Council for Exceptional Children. The co-author of five textbooks, he has been a recipient of numerous competitive federal and state grants. He has also authored or co-authored over 60 articles and chapters, presented at numerous national conferences, and served as a field editor for a number of special education journals.

Dr. Rosenberg remains active in lines of research related to teacher and education leadership preparation policy and practice, as well as culturally responsive behavior management. Under the auspices of the Center on Personnel Studies in Special Education (COPSSE), a joint effort by Hopkins, Vanderbilt University, and the University of Florida, he coordinated the certification and licensure research team. Dr. Rosenberg has completed a term as President of the Higher Education Consortium for Special Education and has served as Research Committee Chair, Publications Chair, and Secretary for the Council for Learning Disabilities. He was the first President of the Maryland Council for Learning Disabilities and completed a term as PTA President for Rodgers Forge Elementary School, where his son attended school. He has advised over 35 doctoral graduates and was a recipient of the 2007 TED/Merrill Teacher of Excellence Award.

• **Mr. Ellis Rubinstein, President and CEO, New York Academy of Sciences**

Ellis Rubinstein is an innovator and change agent. Leading the 197-year-old New York Academy of Sciences since November 2002, Rubinstein increased membership to 22,000 scientists in 100 countries and established an extraordinary network of Nobel Laureates, leading academicians, CEOs and heads of corporate research, and government and UN leaders.

This Academy expert network has served the President of Russia, the Prime Minister of Malaysia, the Mayors of Mexico City and Barcelona, leaders of UN agencies, and ministers the world over. And it has enabled Rubinstein to develop groundbreaking international public-private partnerships in obesity and diabetes, Alzheimer’s disease, and science education. Its formation is an unprecedented social network enabling a devoted cadre of the world’s most promising young scientists and engineers to inspire and mentor a global network of gifted as well as under-served children in science, technology, engineering and math.

Over 3 decades prior to the Academy, Rubinstein worked as a journalist and editor. His efforts garnered 3 National Magazine Awards, the Pulitzer Prizes of the American periodicals industry. As a Senior Editor at *Newsweek*, he produced the landmark cover story on the origins of modern humans, the first public airing of this research and one of the magazine’s highest-selling issues on the newsstand. As Editor for a decade of the world’s largest circulation scientific journal, *Science*, he created the largest global network of science journalists, pioneered in web publishing, and organized perhaps the earliest national
site license with the government of China. In fact, he was the first western journalist to interview Chinese President Jiang Zemin and later became the first science journalist to interview President Bill Clinton.

- **Dr. Josephine Salvador, Director, New York State Master Teacher Program**

Dr. Josephine Salvador brings to the Master Teacher Program extensive experience in leadership and supervisory positions within and across schools. As Director of the New York State Master Teacher Program, she oversees the program, including recruitment, admissions and professional development for Master Teachers for 10 sites around NYS. Her main work is to forward the strategic development of the program and enhance external relations and partnerships.

Before joining SUNY, Dr. Salvador was the Director of the School and Society Initiative at The Calhoun School in New York City Create. In that position, she led and supported teachers’ thematic curriculum programming, managed the budget for in-school and community outreach events, and networked with national and international educators. Prior to joining the Master Teacher Program she served as chairperson of the Professional Development Committee for NYS Association of Independent Schools.

Dr. Salvador earned her BA from George Washington University, MS from the University of MD in College Park and Ed.D. in Educational Leadership from the University of Pennsylvania, where she completed her dissertation on the effects of peer observation on a professional learning community.

- **Dr. Ken Wagner, Senior Deputy Commissioner, New York State Education Department**

Ken Wagner has served in diverse roles within public education in New York State, including school psychologist, principal, central office administrator, and school board trustee. Ken joined the Department in 2009 and currently serves as Senior Deputy Commissioner. He is tasked with overseeing the Department’s P-12 and higher education policy and operations. Ken holds a Ph.D. in school/clinical psychology from Hofstra University.

- **Mr. Phil Weinberg, Deputy Chancellor for Teaching and Learning, New York City Department of Education**

Phil Weinberg is the Deputy Chancellor for Teaching and Learning at the New York City Department of Education (NYCDOE). In this role, Weinberg leads the work to strengthen instruction and enhance student learning in the City’s 1,700 schools. This includes the NYCDOE’s work to improve professional learning for teachers so they can support all students in mastering the skills outlined in the Common Core Learning Standards.

Additionally, Weinberg oversees efforts to ensure strong educator and school quality, and foster collaboration between schools across the City. Prior to his appointment in January 2014, he was an educator for 28 years, 26 of which were at the High School of Telecommunication Arts and Technology (HSTAT) in Brooklyn, where he served as an English teacher, assistant principal, and most recently, as the school’s principal for 13 years.

During his tenure as principal, Mr. Weinberg created an academically-rigorous learning environment for students by encouraging teachers to continuously collaborate as they strengthened their instruction guided by the Common Core. Under his leadership, HSTAT’s four-year graduation rate rose from sixty-one percent in 2005 to eighty-six percent in 2012, and its college readiness rate as defined by the City University of New York’s (CUNY) score requirements on New York State Regents exams rose to fifty-two percent (compared to the citywide average of twenty-eight percent).
In 2012, Weinberg received the Sloan Public Service Award from the Fund for the City of New York, an award given to six civil servants each year whose outstanding work to serve the City goes above and beyond the call of duty.

- **Dr. Julia Wrigley, Interim Executive Vice Chancellor and University Provost, City University of New York**

  Julia Wrigley is Interim Executive Vice Chancellor and University Provost at The City University of New York (CUNY). Her service in that role began in January 2014.

  Dr. Wrigley became Associate University Provost at the CUNY Central Office in 2009. From 2005-2008, she served as Acting Associate Provost at the CUNY Graduate Center, where she has been a faculty member since 1991.

  Dr. Wrigley received an undergraduate degree in sociology from the University of Michigan and her master's and doctoral degrees in sociology from the University of Wisconsin-Madison. Prior to joining CUNY, she taught at UCLA. Her work focuses on social class and inequality. She is the author of Class Politics and Public Schools, on conflicts over the control and funding of Chicago's schools, and Other People's Children, on relations between middle-class parents and their children's caregivers.

**Member Delegates**

- **Mr. Peter Applebee, Manager of Higher Education, Education Finance and Federal Programs, New York State United Teachers (NYSUT)**

  Mr. Peter Applebee is the Manager of Higher Education, Education Finance and Federal Programs at New York State United Teachers. Mr. Applebee spent twenty years as a staff member in the New York State Senate serving in a variety of capacities including the Committee Director of the Senate Education Committee and the Deputy Director of the Senate Finance Committee.

  Immediately preceding his position with NYSUT Peter served as the Assistant Chief Budget Examiner in the Education Unit of the New York State Division of the Budget where he oversaw the development of the Executive Budget and the implementation of the enacted State Budget.

  Mr. Applebee has a Master of Arts from Rockefeller College at the University at Albany in public policy and a Bachelor of Arts from LeMoyne College in economics.

- **Vanda Belusic-Vollor, Senior Executive Director of the Office of Postsecondary Readiness (OPSR), New York City Department of Education**

  Ms. Belusic-Vollor is the Senior Executive Director of the Office of Postsecondary Readiness (OPSR), which leads efforts that ensure all New York City students graduate high school prepared for postsecondary success.

  These efforts include the Expanded Success Initiative, an educational component of the Office of the Mayor’s Young Men’s Initiative and a pioneering effort to close the achievement gap by significantly increasing the percentage of Black and Latino young men who complete high school prepared to succeed in college and careers.
Ms. Belusic-Vollor also leads OPSR’s work to drive rigorous Career and Technical Education school and program pathways aligned to current labor market demands. Previously and since October 2009, she served as Executive Director of the Office of Multiple Pathways to Graduation (OMPG), where she supported the expansion of school and program models to meet the needs of differentiated segments of the over-age, under-credited population.

Prior to joining OMPG, Ms. Belusic-Vollor served as the principal of South Brooklyn Community High School, a successful New York City transfer school, which served as the model for transfer schools opened under the leadership of New York City Schools’ Chancellor, Joel Klein. She is a nationally-acknowledged leader in the fields of the education of over-aged and under-credited youth, the integration of instruction and youth development, and collaborative leadership. Ms. Belusic-Vollor holds a Master’s degree in Educational Leadership and Supervision as well as a Master’s degree in Modern British Literature, both from Brooklyn College.

- **Ms. Bonnie Beukema, Senior Managing Director, Strategic Initiatives, Teach for America - New York City**

  Ms. Beukema currently serves as the Sr. Managing Director of Strategic Initiatives at Teach for America - New York. In this role, she oversees external relations and government affairs.

  Prior to joining TFA, she served as the Special Assistant to the Director at the Washington Department of Early Learning, where she led implementation of Washington State’s Race to the Top – Early Learning Challenge initiative.

  Ms. Beukema holds a B.A. in political science from University of London and a M.S. in comparative politics from London School of Economics and Political Science.

- **Ms. Thandi Center, Director, Program Engagement NYC, New Teacher Center**

  Thandi Center oversees all programming, partnerships, and business operations in NYC. The New Teacher Center is a national organization that has partnered with districts over the past 20 years to train and develop instructional mentors and school leaders to accelerate new teacher effectiveness and retention. Over the past four years, Center has grown the NYC office from a small program serving 15 schools to a robust model serving 86 schools. In 2015-2016, NTC will serve approximately 120 schools, developing instructional mentors and school leaders and partnering with local superintendents, primarily through a central NYCDOE contract focused on District 9 and 12 in the South Bronx.

  Thandi has almost 20 years experience in education, and previously served as NYC Program Director for Institute for Student Achievement, and as Senior Program Officer for Teacher Preparation, Induction, and Support at New Visions for Public Schools. Thandi has also consulted for CUNY’s At Home in College initiative, SUNY’s Charter Schools Institute, New Leaders for New Schools’ EPIC project, and created and published peace and human rights-oriented curricula for Amnesty International and PBS.

- **Ms. Tirzah Enumah, Vice President of Growth Implementation, New Teacher Center**

  Tirzah Enumah has worked to realize New Teacher Center’s mission of improving student learning by accelerating the effectiveness of new teachers and school leaders since 2010.

  Tirzah currently serves as the Vice President of Growth Implementation, overseeing spending and implementation of NTC’s five-year strategic growth plan. Until 2014, Tirzah also served as NTC’s Chief of
Staff. As Chief of Staff, Tirzah supported the CEO and the organization in a number of areas, including development, strategic planning, human capital development, and internal and external communications. Prior to joining NTC, Tirzah spent a short time in the District of Columbia Public Schools’ Teacher Human Capital Strategy Team, where she worked on the implementation of the then-new teacher assessment system.

Earlier in her career, Tirzah taught, managed programs, and recruited and managed teachers at a start-up organization that provides academic and college readiness support to underserved students in Washington, D.C.

Tirzah holds an MBA from the Stanford Graduate School of Business, an M.A. in Education Policy, Organization, and Leadership Studies from the Stanford Graduate School of Education, and a B.A. in English from Yale University. In addition to being committed to closing the opportunity gap in education, Tirzah is passionate about food, community health and nutrition, and issues of gender equality.

- Dr. Ken Lindblom, Associate Dean for Academic Programs, School of Professional Development, Associate Professor of English and Director of English Teacher Education, Stony Brook University

Ken Lindblom is a member of the United University Professions Task Force on Teacher Education and has recently been elected to serve on the UUP Executive Committee from June 2015-May 2017. Ken is also Associate Dean for Academic Programs in the School of Professional Development and Associate Professor of English at Stony Brook University. He teaches English methods courses, graduate composition-rhetoric courses, and adolescent literature, and he has directed the English Teacher Education Program at Stony Brook since 2003. He was Associate Professor of English at Illinois State University (1997-2003). Before taking university positions, Dr. Lindblom was Director of the Mid-State Teacher Center and, before that an English teacher at Columbia High School in East Greenbush, NY (outside Albany). He holds New York State Permanent Teacher Certification in English, grades 7-12; a Ph.D. in English (Composition & Cultural Rhetoric) from Syracuse University; an MA in English from SUNY Albany; and, a BA in Writing & Literature from Southampton College (LIU). He has won eight awards for his teaching, and he was named a 2012 Educator of Excellence by the New York State English Council.

From 2008-2013, Ken Lindblom was editor of English Journal, the oldest and most widely-read, peer-reviewed national journal devoted to teaching English grades 6-12. Lindblom has authored or co-authored over a dozen essays on theory, history, and practice of the teaching of writing and English for peer-reviewed journals, including Teaching/Writing: The Journal of Writing Teacher Education, English Journal, Rhetoric Review, The English Record, Journal of Advanced Composition, and Journal of Pragmatics, and several essay collections. In 2011, he co-authored the book, Grammar Rants, with Patricia A. Dunn. He has presented dozens of papers at national conferences, including the annual conventions of the National Council of Teachers of English and the Conference on College Composition and Communication.

- Dr. Dwight Manning, Senior Lecturer and Coordinator in the Office of Teacher Education & School-Based Support Service at Teachers College, Columbia University

Dr. Dwight Manning is Senior Lecturer and Coordinator in the Office of Teacher Education & School-Based Support Service at Teachers College, Columbia University. Previously he was Program
Coordinator of an academic program in the Department of Arts and Humanities at Teachers College and a tenured Associate Professor in the Franklin College of Arts and Sciences at the University of Georgia.

- **Dr. Gayle Simidian, Research Analyst, New York State School Boards Association**

Gayle Simidian is a research analyst for the New York State School Boards Association. Gayle works regularly with staff to conduct, analyze and disseminate research relevant to school board members. She contributes to On Board, NYSSBA’s bi-weekly newspaper, in both editing and writing capacities and currently directs NYSSBA’s Student Achievement Institute, a professional development institute for New York school board members.

Gayle has a B.A. in Psychology from Wellesley College, a M.A. in Child Development from Tufts University, an Ed.M. and an Ed.D. in Human Development and Psychology from Harvard University, Graduate School of Education.