



## **MEMORANDUM**

**June 23, 2021**

**TO: Members of the Board of Trustees**

**FROM: Dr. Jim Malatras, Chancellor**

**SUBJECT: Appointment of Peter Grant Jordon, Ed.D., as President of Dutchess Community College**

### **Action Requested**

The proposed resolution approves the appointment of Peter Grant Jordon, Ed.D., as president of Dutchess Community College.

### **Resolution**

I recommend that the Board of Trustees adopt the following resolution:

**Resolved** that the appointment of Peter Grant Jordon, Ed.D., as president of Dutchess Community College by the Dutchess Community College Board of Trustees, effective on August 2, 2021, at a salary of \$205,000, be, and hereby is, approved

### **Background**

Dr. Jordan's impressive career in higher education spans three decades. He is passionate about the mission of community colleges, and is committed to access, diversity, academic quality, planning, innovation, and student success in higher education. He has significant experience leading change, while building community and capacity within complex college and university environments.

Dr. Jordan assumed the presidency of Tarrant County College – South Campus in Texas in January 2012. In this capacity, he led a campus with over 500 faculty and staff, annual enrollment of 17,000 students, annual operational budgets of nearly \$30 million, and a physical plant that includes 21 buildings on a 159-acre campus. At Tarrant County College, he led a college-wide inquiry into the childcare needs of student-parents, which culminated in the acquisition of a \$1.5 million USDOE Child Care Access Means Parents in Schools Program (CCAMPIS) grant to provide vouchers that help subsidize childcare for student-

parents. Additionally, during his time at the college there was a 12% growth in campus enrollment between the Fall 2016 and Fall 2018 semesters.

Prior to joining Tarrant, Dr. Jordan held positions of vice president for institutional effectiveness and vice president of enrollment management & student development at LaGuardia Community College. At LaGuardia, he collaborated on a \$3 million Gates Foundation-sponsored Global Skills for the College Completion (GSCC) Initiative, during which time he analyzed ePortfolios of 23 developmental education faculty members in mathematics and English disciplines across 16 U.S. public community colleges. Additionally, he has served as Interim vice chancellor for student affairs at CUNY; vice president of enrollment and student affairs at Vaughn College (College of Aeronautics); dean of student enrollment, New York Institute of Technology; dean of university admissions, Polytechnic Institute of New York University; assistant and associate dean of university admissions at Adelphi University; assistant dean of university admissions at Eugene Lang College/New School for Social Research; and assistant and associate director of admissions at Adelphi University.

Dr. Jordan holds an Ed.D. in Higher Education Management from the University of Pennsylvania; a M.S. in Operations Management from Tandon School of Engineering/New York University (formerly Polytechnic University), and a B.A. in English and History from Colby College.



# Dr. Peter Grant Jordan



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## Education

Ed.D.	<b>University of Pennsylvania, Philadelphia, Pennsylvania</b> Higher Education Management	(2008)
Post-graduate Studies	<b>St. John's University, Jamaica, New York</b> Instructional Leadership & Learning Styles, 16 credits	(2006)
M.S.	<b>NYU Tandon School of Engineering, Brooklyn, New York</b> (Formerly Polytechnic University) Operations Management	(1995)
B.A.	<b>Colby College, Waterville, Maine</b> English & History	(1980)

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## Additional Education and Short Courses

L. F.W.	<b>Leadership Fort Worth Institute</b>	(2014)
T.C.C.D.	<b>Lean Fundamentals</b>	(2013)
A.A.S.C.U.	<b>Millennium Leadership Institute</b>	(2011)
M. I. T.	<b>Understanding &amp; Solving Complex Business Problems</b>	(2006)
Harvard Law School	<b>Program on Negotiation for Senior Executives</b>	(2004)
Cornell University	<b>Change Management</b>	(2004)
M. I. T. /SoL	<b>Foundations of Leadership</b>	(2003)
NCTLA & ACT	<b>The Assessment Institute</b>	(2002)

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## Relevant Professional Experiences

(1990 - PRESENT)

### **Tarrant County College - South Campus**

*President*

(2012 - 2020)

TCC South Campus is one of six campuses within a large urban public comprehensive community college system, which serves more than 100,000 degree- and non-degree seeking students. The 159-acre campus houses 21 buildings, including academic, administrative and recreational facilities, with a \$27.6 million annual operations budget. An 80,000 square foot Center of Excellence for Energy Technology and a 28,000 square foot Early College High School are among the most recent construction projects completed over the last eight years. The campus serves almost 14,491 degree-seeking students and 3,336 non-degree students (2019-20) through 28 degree programs, 46 certificates, and 25 continuing education certificates. The campus employs 135 full-time faculty, 240 adjuncts, and 177 full- and part-time administrative staff.

- Served as college-wide Champion for the development, implementation and assessment of the College's Integrated Student Success Model (ISSM) principle, one of TCC's 3 Goals and 8 Principles (3G8P).

- Served as a member of the Chancellor’s executive leadership team (Cabinet), which makes decisions and recommendations to the Chancellor on system-wide academic and administrative policies, operating systems, as well as operational and capital budgets and projects.
- Collaborated with Cabinet colleagues to ensure effective execution of the College’s strategic plan called the 3 Goals and 8 Principles (3G8P).
- Presided over all instructional, academic, student support, and administrative operations of the campus.
- Promoted collaborative governance and decision-making through faculty, staff and student leadership groups.
- Represented the College in the community with the purpose of strengthening “town/gown” relations; developing business/industry partnerships to facilitate academic excellence, fuel economic development and support the College’s resource development efforts; expanding P-16 articulations to foster seamless pathways to baccalaureate degrees; and marketing academic programs and campus activities.
- Ensured campus compliance with institutional, accrediting agencies, state, and federal accountability standards.
- Monitored and advocated for the overall maintenance of campus facilities to ensure an optimal environment for teaching, learning and student engagement.

**Primary Accomplishments:**

*Academic Excellence & Institutional Effectiveness*

- Realigned the campus’ four academic divisions and Continuing Education offerings to foster greater interdisciplinary collaboration and instruction, development of meta-majors and academic pathways, and stackable credentials to support skills development and acceleration of time to degree.
- Sunset three under-performing academic programs between 2013 and 2015, including Accounting, Office Technologies, and Voice-over Acting.
- Contributed to earning Achieving the Dream “Leader College” status and successful SACSCOC re-accreditation.
- Earned initial accreditation or re-certification for the following academic programs: Construction Management (ACCE), Automotive Technology (NATEF), Automotive Technician (T-TEN), and Heating, Air Conditioning & Refrigeration (LG).
- Implemented high impact and deep learning practices including undergraduate research, active learning, smart and flexible classroom designs, and support for faculty development.
- Introduced or expanded 12 new career and technical education certificate and degree programs since 2012, including: Construction, Commercial HVAC, Industrial Maintenance, Electrical Line Technician, Gaming & Simulation, and Computer Numeric Controls/Advanced Manufacturing.
- Achieved and maintained Phi Theta Kappa “5-Star” status since 2014 and a Jack Kent Cook Scholarship winner (2014)

*Resource Development & Partnerships*

- Led college-wide inquiry into the childcare needs of student-parents, which culminated in the acquisition of a \$1.5 million USDOE CCAMPIS grant to provide vouchers that help subsidize childcare for student-parents.
- Opened 50,000 square foot Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited off-campus academic center, offering undergraduate, continuing education, and dual credit courses, as well as community events in partnership with a local Independent School District (ISD), a \$1 per year lease agreement and a \$121,000 operating budget.
- Expanded Dual Credit enrollments to area Independent School Districts by 35%, including applied science offerings such as Automotive, HVAC, Gaming & Simulation, and Teaching.
- Participated in the development, planning, programming and construction for the new 80,000 square foot Center of Excellence for Energy Technology.
- Strengthened the financial position of the College by restructuring vacant faculty and staff positions to hire faculty for new academic programs.
- Presided over a 12% growth in campus enrollment between Fall 2016 and Fall 2018.
- Oversaw development, programming and planning for 28,000 square foot campus-based Early College High School as well as three High School-based Early College High Schools with a combined total ECHS and Dual Credit enrollment 3-year growth of 13% (Fall 2019).
- Generated \$1.2 million in monetary gifts and in-kind donations of equipment since 2015, including Gulf States Toyota, Volkswagen Group of America, Oncor, and LG.
- Generated \$391,000 to support TCCD Foundation scholarships and The United Way through the Employee Annual Giving Campaign and achieved a 60% employee participation rate since 2013.
- Adopted an afterschool STEM program, which serves 15 middle schools, 3 Independent School Districts and 300 sixth, seventh and eighth grade students annually, including weekend and summer offerings (TexPREP).

### *Strategic Planning & Governance*

- Collaborated on the total renovation of two academic, two administrative buildings, as well as the refurbishment of 11 others, including: a Family Empowerment Center, based on the “SingleStop” model, in partnership with 24 community organizations and agencies; and a Center for Veterans’ Success & Student Accessibility Resources.
- Strengthened shared governance and collaborative decision-making through the introduction of 8 campus councils as well as faculty, staff and student forums (S4, Forum Magnum, and ‘Pizza with the Prez’).
- Participated in the development of the College’s 10-year Institutional (academic and facilities) Master Plan, including introduction of the ‘Innovation Forum’ concept.
- Co-chaired college-wide Strategic Enrollment Management and Guided Pathways planning efforts since 2016.
- Restructured President’s Cabinet to include Faculty Association & Senate leadership as well as Early College High School principals.

### **LaGuardia Community College**

#### *Vice President for Institutional Effectiveness*

(2011 – 2012)

A large urban public comprehensive community college, LaGuardia is one of seven community colleges within the City University of New York (CUNY) system. It enrolls 17,000 (13,000 FTE) degree-seeking students and over 50,000 non-degree students and offers 50 associate degree and four certificate programs.

- Provided oversight of activities that strengthen collaboration and connect campus-wide initiatives to further the strategic goals articulated by the CUNY and LaGuardia Community College.
- Served the President in analyzing and interpreting data, and shaping strategies, from analysis of ongoing pedagogical and curricular initiatives, student learning outcomes, enrollment, and other metrics.
- Evaluated the College’s progress regarding strategic planning and Middle States accreditation and made recommendations to the President.

#### **Primary Accomplishments:**

- Collaborated on \$3 million Gates Foundation sponsored Global Skills for College Completion (GSCC) Initiative—analyzed ePortfolios of 23 developmental education faculty members, in Mathematics and English disciplines, across 16 U.S. public community colleges. Identified and catalogued recurrent pedagogical themes, lesson topics, and learning outcomes employed by faculty to build a national benchmarking database for pedagogy in developmental education.

#### *Vice President of Enrollment Management & Student Development*

(2002 – 2009)

- Provided leadership for the division of Student Affairs, which included: academic support, enrollment, retention, and student development programs and services.
- Supervised an annual budget of \$15 million, 125 professional staff, and managed the operations two 501(c)(3) corporations—childcare and a student association—with annual budgets and investments of nearly \$5 million.

#### **Primary Accomplishments:**

- Overhauled enrollment management and services, including functions, processes, systems, and staffing.
- Supervised a 35% enrollment growth over seven years, including 5% increase in first-year retention.
- Improved the enrollment experience for students and staff.
- Introduced an enrollment services center based on a “one-stop” model as well as a holistic model and a vision for student affairs practice that focused on student engagement, learning and development, retention, and a culture of evidence across student affairs.
- Launched a Black Male Initiative, including an early alert academic intervention program.
- Advocated for resources and implemented a developmental academic advisement initiative, which served over 6,000 first-year students each year, and a peer tutoring program that served in excess of 1,000 students annually.
- Supervised implementation of on-line advising, web attendance and grading systems.

### **The City University of New York (CUNY)**

#### *Interim Vice Chancellor for Student Affairs*

(2009 – 2011)

One of two public university systems serving the State of New York, CUNY operates 23 colleges and professional schools and serves 263,000 matriculated and over 250,000 non-matriculated students across New York City’s five boroughs/counties.

- Served as a senior officer within the University’s Division of Academic Affairs, which sets academic and education policy system wide.
- Provided leadership and advocated for policy and resources on behalf of a council of 23 chief student affairs officers and over 1,000 faculty and administrators.
- Collaborated on the preparation of state and city budget requests, allocated and managed campus and central administration student affairs budgets and special program funding in excess of \$30 million.

- Collaborated on policy and program initiatives with university governance bodies, including Board of Trustees, city and state legislative committees, the University Faculty Senate, the CUNY Council of Presidents, and the University Student Senate operation—46 student senators and annual operating budgets of \$350,000.

**Primary Accomplishments:**

- Supervised grant-writing and philanthropic activities that yielded \$3.9 million to underwrite key student services, leadership and service-learning opportunities at CUNY campuses.
- Introduced a four-tier conceptual framework for approaching student affairs work across the University.
- Initiated development of university-wide financial literacy and multi-faith campus ministry programs.
- Oversaw the implementation of SingleStop on five community college campuses.
- Evaluated and streamlined functional areas and positions within the central office of student affairs.
- Introduced a culture of evidence to support decision-making and improve outcomes.
- Contributed to enhancing academic quality with special attention to creating a general education framework, identifying student learning/development competencies; and setting enrollment and tuition policy.

**Vaughn College (College of Aeronautics)**

*Vice President of Enrollment and Student Affairs*

*(1999 – 2002)*

Currently Vaughn College of Aeronautics and Technology—a small, independent four-year (primarily associate’s) college that enrolled approximately 1,200 students on two campuses. The College offered bachelor’s, and associate degrees in engineering, technology, management, and aviation as well as certificates air traffic control, aviation maintenance, and aircraft dispatch.

- Chief enrollment and student affairs officer responsible for leading a team of 25 professional and clerical staff, and administration of a \$2.1 million operational and scholarship budget.
- Supervised enrollment and student affairs operations that included: admissions and financial aid, registrar and student accounts; student life, international students advising, career development, evening/weekend student programs and services, and student activities and leadership.
- Set enrollment goals and developed, implemented and evaluated policies, processes and strategies aimed at achieving goals.

**Primary Accomplishments:**

- Built an enrollment and student affairs organization and team
- Improved student enrollment by 8% over a two-year period.
- Reorganized major institutional publications including the catalog and student handbook.
- Re-engineered enrollment processes from prospecting to advising,
- Instituted a comprehensive orientation program for first-year students.
- Collaborated on feasibility study and launch of a satellite campus.
- Collaborated on writing a winning proposal to launch the Bronx Aerospace Academy (9-12 Grades)

**New York Institute of Technology**

*Dean of Student Enrollment*

*(1996 – 1999)*

A large independent four-year university with two suburban and one urban campus, and over 10,000 students in programs leading to the associate’s, bachelor’s, master’s and doctorate degrees. Areas of study included: liberal arts and sciences, engineering and technology, allied health and nursing, architecture, management, computer science and osteopathic medicine.

- Provided leadership for college operations that included admissions, student financial aid and scholarships, registration and records, continuing education, and international student advising for three campuses.
- Supervised a team of 80 professional and clerical staff and managed operational and scholarship budgets in excess of \$10 million.

**Primary Accomplishments:**

- Reversed enrollment declines by increasing full-time undergraduate enrollment and part-time graduate enrollment by an average of 5% annually.
- Implemented a new 7-module integrated student information system
- Developed and implemented of a financial aid leveraging strategy to increase net revenue and maximize enrollment.
- Created of an integrated student enrollment organization.
- Collaborated with Publications and Advertising, to enhance branding, including design and implementation of marketing campaign strategies and improvement of processes to increase market share.
- Developed academic offerings, a strategic enrollment plan, and processes for recruiting and enrolling students in continuing education and distance learning programs.

## **Polytechnic University**

*Dean of University Admissions*

(1989 – 1996)

Currently Polytechnic Institute of New York University, Poly is the nation's second oldest engineering research university. A private institution with selective admission standards, one urban and two suburban campuses, a student enrollment of 5,000, and program offerings predominantly in STEM disciplines and management that lead to bachelor's, master's and doctoral degrees.

- Provided leadership for all phases of graduate and undergraduate recruitment, admissions operations, and scholarship awards for three campuses.
- Coordinated and rendered admission and financial aid decisions for an annual applicant pool of over 3,000 students.
- Supervised a staff of 25, including unionized clerical staff, and managed operational and scholarship budgets in excess of \$5 million.

### **Primary Accomplishments:**

- Streamlined a computerized information system.
- Re-aligned jobs, workflows and processes as part of a move toward a "Total Quality" environment.
- Increased freshman enrollment by 30% over the last two year while improving quality.
- Expanded two business-industry collaborative programs (the Youth in Engineering and Science Center and the Architecture, Construction and Engineering Mentoring Program) to provide college preparation, mentoring, tutorial and scholarship opportunities for nearly 200 inner-city youth annually.
- Collaborated with the Vice President for Development to raise \$100,000 annually to support outreach initiatives.

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## **Professional History**

### **Tarrant County College South Campus | Fort Worth, TX 76119**

*President*

2012 - 2020

### **LaGuardia Community College/CUNY | Long Island City, NY 11101**

*Vice President for Institutional Effectiveness*

2011 2012

### **The City University of New York (CUNY) | New York, NY 10017**

*Interim Vice Chancellor for Student Affairs*

2009 - 2011

### **LaGuardia Community College/CUNY | Long Island City, NY 11101**

*Vice President /Enrollment Management & Student Development*

2004 - 2009

*Acting Vice President of Enroll. Mgmt. & Student Development*

2003 - 2004

*Associate Dean of Enroll. Mgmt. & Student Development*

2002 - 2003

### **Polytechnic University | Brooklyn, NY 11201**

*Enrollment Management Consultant*

2002 – 2002

### **College of Aeronautics, Flushing | NY 11369**

*Vice President of Enrollment and Student Affairs*

1999 - 2002

### **New York Institute of Technology | Old Westbury, NY 11568**

*Dean of Student Enrollment*

1996 - 1999

### **Polytechnic University | Brooklyn, NY 11201**

*Dean of University Admissions*

1993 - 1996

*Director of Admissions*

1989 - 1993

### **Adelphi University | Garden City, NY 11530**

*Associate Dean of University Admissions*

1988 - 1989

*Assistant Dean of University Admissions*

1986 - 1988

### **Eugene Lang College/New School for Social Research | New York, NY 10011**

*Acting Director of Admissions*

1986 - 1986

*Associate Director of Admissions*

1983 - 1986

### **Adelphi University | Garden City, NY 11530**

*Assistant Director of Admissions*

1981 - 1983

### **Colby College | Waterville, ME 04901**

*Director of Intercultural Activities*

1980 - 1981

*Student Services Intern*

1979 – 1980

## Publications and Papers

- Jordan, P.G. & Rideaux, L. J. (2018). Community College: A winning strategy for African American Male College Students. In T.N. Ingram & J. Coaxum, III (Eds.), *Engaging African American Males in Community College*, (pp. 39 – 66). Charlotte, NC: Information Age Publishing, Inc.
- Jordan, P. G. (2008). *African American male students' success in an urban community college: A case study*. Doctoral Dissertation, University of Pennsylvania. Philadelphia, PA. UMI Dissertation Abstracts #3311541.
- Jordan, P. G. & Mellow, G. O. (2008). Strategic enrollment management policy. In R.T. Flynn & G.E. de los Santos (Eds.), *Student services dialogues: Community college case studies to consider*, (pp. 34-37). Phoenix, AZ: League for Innovation in the Community College.
- "Improving Success for African American Male Students in Community College": A paper delivered to LaGuardia faculty and staff in conjunction with LaGuardia Community College's Center for Teaching and Learning (May 2008).

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## Selected Presentations and Speeches

- "Improving Access and Success for First-Generation College Students:" A Panel discussion at the Annual Higher Education Leadership Conference, University of Pennsylvania, Philadelphia, PA (2020)
- "The Future of Higher Education: A Conversation with College Leaders." A panel discussion at the Graduate School of Education, University of Pennsylvania, Philadelphia, PA (2018)
- "Student Success and Completion: Embracing a Culture of Change": A presentation at the Southern Association of Schools Commission on Colleges (SACSCOC) Annual Conference, Nashville, TN (2014)
- "Student Success Scholastic Summit (S4): Creating a Culture of Evidence Among Faculty, Staff & Students:" A presentation at the 2014 DREAM (Achieving the Dream) Conference, Orlando, FL (2014)
- "Developing and Effective Campus & Community Engagement Model:" A presentation delivered at the Texas Alliance of Black School Educators 29th. Annual Conference, Dallas, TX (2014).
- "Community College as a Winning Strategy in Improving the Educational Pipeline for Black Male Students": A presentation at the NASPA Conference on College Men, University of Pennsylvania (2009).
- "K-16: Improving the Education Pipeline for Black Male Students": A presentation at the Annual AABHE Conference in Atlanta, Georgia (2009).
- "Becoming a Senior Student Affairs Officer: Stories of Challenge, Inspiration and Courage": A professional development forum for student affairs practitioners from diverse backgrounds sponsored by the CUNY Student Affairs Leadership Institute (2008).
- "Exploring Transfer": A Model for Two- and Four-Year College Partnerships": A presentation at the New York State Association for College Admission Counseling (NYSACAC) Conference, New York, New York (2005 and 2008).
- "Undocumented Students": Counseling in a New Environment": A presentation at the New York State Association for College Admission Counseling (NYSACAC) Conference, New York, New York (2005).

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## Policy Presentations and Testimony

- *From Access to Success: Closing the Gap for Low Income and Underrepresented Groups*, testimony given before the New York State Assembly's Committee on Higher Education (2010).
- *The Impact of Proposed Cuts for Childcare in the Governor's Proposed Budget*, testimony given to the New York City Council's Committee on Higher Education (2010).
- *The Effects of CUNY's Institution of Wait Lists on Student Access*, testimony given to the New York City Council's Committee on Higher Education (2010).
- *CUNY's Preparedness for the H1N1 Pandemic*, testimony presented before the New York State Senate's Committee on Higher Education (2009).
- *Veteran's Benefits and Services: Challenges Facing CUNY Student-veterans*, testimony presented at a joint hearing of the New York City Council's Committees of Veterans Affairs and Higher Education (2009).

## Teaching Experience

- Transition to College (STSC 0100), Tarrant County College (2013 – 2015).
  - Dissertation/Thesis Advisee, T. Lynn Yearwood, Ed.D. Higher Education Leadership, West Virginia University, (2009-11).
  - Enrollment and Retention—an introductory graduate course in higher education management, taught online, New England College (2010 –11).
  - College 101: A New Students Seminar, College of Aeronautics (2000 - 01).
  - Case Studies in College Admission, NYSACAC Summer Institute (1990 – 96).
  - Language Arts—reading and writing for 8th Graders, Waterville Junior High School (1979-80).
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## Research Interests

- Culturally Responsive Pedagogy (2013)
  - Pedagogical Practices in Developmental Education (2011).
  - Peer Relations and Social Networks among Low-Income and First-Generation College Students (2011).
  - State Higher Education Systems & Governing Boards (2011).
  - Enrollment Management & Retention in Higher Education (2010).
  - Successful African American Male College Students (2007 - 08).
  - The Bologna Process (2007).
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## Leadership Awards, Distinctions, And Appointments

- The Strategic Programming Partner Award, The Fort Worth Chapter of The Links, Inc. (2020).
- Elected to the Board of Directors for the United Way of Tarrant County (2019 – 2020)
- Phi Theta Kappa Honors Society's Shirley B. Gordon Award of Distinction (2017)
- Elected to the Board of Directors of the South East Fort Worth, Inc., Secretary (2015 – 2020)
- Elected to the Board of Directors for the Summer Creek Ranch Homeowners Association (Fort Worth, TX, (2015 – 2017)
- L. Clifford Davis Legal Association's Community Service Award, 2015
- Elected to the Board of Trustees for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (2014 – 2019)
- Paul Harris Fellow, Rotary Foundation International (2013)
- Elected to Board of Directors, Fort Worth East Rotary Club, (2013 – 2020)
- Education Leader Award, the Friends of Barbados D.L.P., Inc., presented by Prime Minister of Barbados, Freundel Stuart (2012).
- The Education Leadership Award presented by the Medgar Evers College Community Council (2011).
- Resolution of Appreciation from the CUNY Board of Trustees (2011).
- Appointed by CUNY's Chancellor to serve as CUNY's Haitian and Chilean Relief Campaign Coordinator (2010).
- Appointed by New York City Council's Speaker to serve as co-facilitator of the New York City-wide Higher Education Taskforce on Bullying (2010).
- New York Blood Center, Education Chair (2009 – 2011).
- CUNY Student Affairs Award for Distinguished Service and Exemplary Leadership (2007).
- Journal of Student Affairs Research & Practice (JSARP) Editorial Board (2008 – 2011).
- Elected Honorary Member of Phi Theta Kappa International Honors Society (2005).
- LaGuardia Community College Foundation, Board of Directors (2004 – 2009).
- LaGuardia Strategic Enrollment Management Taskforce, co-chair (2003 – 2004).
- Early Childhood Learning Center Corporation, Vice Chair (2002 – 2009).
- LaGuardia College Association, Inc., Board Chair (2002 – 2009).
- LaGuardia Auxiliary Enterprises Corporation, Corporation Secretary, (2002 – 2009).
- NYSACAC Distinguished Service Award for Exceptional Service to the College Admission Profession (1999).

- Elected as an Overseer on Board of Trustees of Colby College, Waterville, ME (1998-2006).
  - National Association for College Admission Counseling, Delegate & Member (1986-1999).
  - New York State Association of College Admission Counseling, President (1994-1997).
  - NYSACAC Summer Institute for Professional Development, Co-Director & Faculty (1990-1996).
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## Selected Professional Affiliations & Memberships

- American Association of Community Colleges (2006 – 2020).
  - Burleson Chamber of Commerce, Burleson, TX (2014 – 2020)
  - Crowley Chamber of Commerce, Crowley, TX (2014 – 2020).
  - CUNY Council of Chief Student Affairs Officers (2002 - 2011).
  - CUNY Council of Chief Academic Affairs Officers (2009 – 2011).
  - CUNY Council of Chief Administrative Officers (2009- 2011).
  - CUNY Enrollment Management Council (2006 – 2011).
  - CUNY Emergency Management & Business Continuity Council (2009 -2011).
  - CUNY New Community College Planning Committee (2009-2011).
  - Fort Worth Chamber of Commerce, Fort Worth, TX (2013 – 2020).
  - National Association of Student Personnel Administrators (NASPA), (2006 – 2012).
  - Texas Association of Black Professionals in Higher Education (TABPHE), (2012 – 2020)
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## International Experiences

- Travel related to education and academic research—focused on the Bologna Process and the Roma experience in European higher education. Cities included: Budapest, Hungary; and Vienna, Austria.
- Travel related to international recruitment and education exchange included: Barbados, Hong Kong, Indonesia, Jamaica, Japan, Malaysia, South Korea, Thailand, Taiwan, and Trinidad & Tobago.
- Personal travel included: Amsterdam and The Hague, Netherlands; Bruges and Brussels, Belgium; Barbados; Bahamas; Prague, Czech Republic, Berlin, Germany; Montreal and Toronto, Canada; Paris, France; St. Kitts, St. Lucia, St. Maarten, Tijuana, Mexico, Warsaw and Krakow, Poland.

# THOUGHT LEADERSHIP: Teaching for Economic and Social Justice

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## Commitment

I believe each student brings a unique set of talents, challenges and circumstances to the classroom experience. As a teacher, my role is to motivate and help each student build confidence in their ability to learn. At the community college level, many students come to campus with diminished confidence about their abilities. It is not uncommon to hear: "I was never good at...," "I've been out of school too long...," "I'm too old to learn ...," "I wasn't born in this country...," or "My first language is not English." It is also not uncommon for my community college students to have a parochial view of their education. At the outset, their education is often a means to an end...to obtain specific job skills, meet course requirements for transfer, or earn credentials for a specific career. The concept of a general education is often a foreign and, in their view, unnecessary idea.

In my view, the value-added of teaching is not only to help my students master foundational concepts or apply theory to practice. It is to help them actively engage with course material, expand their horizons, and build confidence as learners. As a matter of social responsibility, I owe my students an education that helps them live, work, and lead in a global context. Our society needs citizens and a workforce that can solve problems/conflicts, effectively serve customers, and design or move products for clients whose native language, beliefs, values, and expectations are different.

## Learning Objectives

I have taught middle school students, undergraduate, graduate, and professional students. My passion is teaching young adults and professionals. Whether I am teaching language arts, a freshman seminar, or a graduate course in management, I set high standards for my students and expect their full commitment (presence, preparation, and participation) in every class. The general learning objectives I have for my students in any course include:

- developing self-efficacy (confidence in their abilities and ideas);
- learning how to solve problems;
- becoming skillful at finding and using information (research/academic integrity);
- thinking deeply and critically about what they see, hear and read;
- communicating clearly and with power in their writing and speech; and
- demonstrating cultural and emotional competence.

## Teaching Practice

I have experienced, firsthand, how participation in faculty development programs promote a culture of evidence and effective use of technology, fuel innovation in teaching, and produce solutions to vexing resource and pedagogical problems like limitations of space and time, and improving pass rates in developmental education and gateway courses. I study and practice effective pedagogical approaches to improve learning outcomes for my students, including: culturally responsive teaching, experiential learning, and learning communities.

As a teacher, I have found that context is as important as content. Using culturally responsive teaching methods, I invite students to draw on their different perspectives and experiences (cultural context) to create "sense-making" for themselves. This also enriches the quality of the learning experience for others, including myself. The result is that students explore differences in ways that stimulate inquiry and deepen interest and learning. They also make important distinctions, challenge their own fears, mitigate stereotypes, and make connections. In the process, minds are changed and appreciation for the diverse global environment in which we live, work and play is advanced.

I recognize that individuals learn differently. Therefore, I structure my courses around some lecture (to introduce concepts and provide context, including explanation of learning objective and providing direction), independent work (reflection), and small group activities (peer engagement). Small group exercises and assignments also serve to help students learn the value and challenges of working in teams. Through required class participation and presentations, my students develop self-efficacy and commitment to my courses. I strive to be a present and authentic observer and coach to my students—one who is cognizant of the whole person.

## Assessment

I use a set of rubrics to measure what and how my students are learning and to evaluate the effectiveness of my teaching. In my graduate course, I evaluate each student against rubrics that consider the frequency and quality of class participation as well as performance on assignments. My assignments range from field inquiries and interviews to short reflective papers (3-5 pages), grant proposals (5-10 pages) and research papers (15-20 pages).

To evaluate my own teaching effectiveness, I rely on at least four data sets:

1. Reflective essay assignments where I ask my students to discuss what they learned and the challenges they faced in completing an assignment (e.g. a small group assignment);
2. Course evaluations completed by students;
3. Pass rates in the course; and
4. Persistence (e.g., in my freshman seminar I measure the percentage of students who persist to the next semester against the general freshman population).