



NEW ENGLAND BOARD OF HIGHER EDUCATION

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Learner-Centered Institutions: The Future of Higher Education Monday, Oct. 26, 2015 Federal Reserve Bank of Boston

Speaker and Panelist Biographies

Lawrence G. Abele



Lawrence G. Abele is director of the Institute for Academic Leadership and provost emeritus at Florida State University. He was a department chair in biological science for nine years, dean of arts and sciences for three years, and provost for 16 years. Since 1994, he has directed the Institute, providing training for department chairs from throughout the State University System of Florida.

While provost, he focused on improving retention and graduation rates. Examples of low-cost successful actions include offering students an “academic map” for each degree program with term-by-term courses that must be completed to continue to register; having advisors carefully record by time-of-day and day-of-week all interactions with students along with every question asked; building a series of action steps for students that are aligned with the academic calendar; and creating Freshmen Interest Groups. Some examples of higher cost successful actions include re-engineering high-enrollment, low-success courses; adding a “Successful Learning Strategy” course; and adding tutors, advisors and coaches.

He was elected a fellow of the American Association for the Advancement of Science in 1986 and has received the Pacesetter Award, honoring those who have made a significant contribution to student advising.

Thomas Bailey



Thomas Bailey is the George and Abby O'Neill Professor of Economics and Education at Teachers College, Columbia University. He is the director of the Community College Research Center (CCRC) and two National Centers funded by grants from the Institute for Education Sciences (the Center for Analysis of Postsecondary Education and Employment, established in 2011, and the Center for the Analysis of Postsecondary Readiness, established in 2014).

From 2006 to 2012, Bailey directed the National Center for Postsecondary Research, which was also funded by the Institute for Education Sciences. Bailey has been director of the Institute on Education and the Economy at Teachers College since 1992. In 1996, with support from the Alfred P. Sloan Foundation, he established the CCRC. In 2010, U.S. Secretary of Education Arne Duncan appointed Bailey 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 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 wrote *Redesigning America's Community Colleges: A Clearer Path to Student Success*, published by Harvard University Press. 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.

Bailey holds a doctorate from MIT with specialties in education, labor economics, and econometrics. He has been a member of the National Academy of Education since 2012.

Phyllis Blumberg



Phyllis Blumberg is an assistant provost for faculty and leadership development and director of the Teaching and Learning Center and professor of social sciences and education at the University of the Sciences.

She has been teaching first-year college through graduate and medical students. She has been working with instructors in the health sciences and the sciences as a faculty developer for 30 years. She has worked with faculty at five universities in the U.S. and Canada on a one-to-one basis to help them change their teaching so that their students will learn more.

Blumberg is the author of more than 50 articles on active learning, learner-centered teaching, problem-based learning and program evaluation. Her books include a guide on how to implement learner-centered teaching, *Developing Learner-Centered Teaching: A Practical Guide for Faculty* (2009, Jossey-Bass) and a book which describes a new way to self-assess and improve teaching, *Assessing and Improving Your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning* (2014, Jossey-Bass). She is a frequent presenter at POD, The Teaching Professor, Lilly-East and other higher education conferences and has given workshop[s] around the world.

Blumberg holds a doctorate in educational and developmental psychology from the University of Pittsburgh Learning Research and Development Center.

Diane B. Call



Diane B. Call is president of Queensborough Community College. Her career spans four decades at Queensborough and The City University of New York (CUNY), where she has held positions encompassing virtually all major areas of administration and academic.

As provost, Call led the Academic Affairs Division to create a student-centered learning environment in collaboration with the faculty and student affairs colleagues through curriculum and pedagogical innovations, academic enrichment activities such as undergraduate research, as well as instructional support and student service programs. Among her many outstanding achievements are programs for the recruitment and retention of faculty and a faculty development program to engage them in a variety of teaching modalities, high-impact activities, e-learning, academic leadership and pedagogical research in community college teaching. Her partnership with student affairs colleagues led to implementation of the Freshman Academies for all full-time, first-time freshmen, and the establishment of an assessment protocol to measure the success of the initiative on student learning outcomes.

Call was an adjunct professor at Long Island University, C.W. Post, Graduate School of Education; and an adjunct associate professor at Queensborough Community College, Department of English. Her academic credentials, along with her publications and research presentations at academic conferences on at-risk students, gained her the rank of full professor in the Student Personnel Services in 1994, having acquired tenure in 1978. In her years at Queensborough, Call instituted the Instructional Support Services Center and Learning Lab and has led admissions services, as well as skills assessment testing; academic advisement; and the Freshman-Year Program. She consolidated Tutorial Services and the Writing Center, substantially increasing the number of students served.

Call holds a doctorate in education in college and university administration, a master's in community college administration and a second master's in student personnel administration, all earned from Teachers College, Columbia University. Additionally, she holds a Certificate in Curriculum Development from Harvard University's School of Education.

Thomas M. Curley



Thomas M. Curley is emeritus professor of English at Bridgewater State University, where he was named a Presidential Fellow and was honored with the first Lifetime Faculty Research Award.

He is the author of four books, including a biography nominated for a Pulitzer Prize, is the recipient of three National Endowment for the Humanities Fellowships and has an undergraduate scholarship awarded annually in his name.

During his doctoral studies at Harvard University as a Woodrow Wilson Fellow, he focused on the Age of Samuel Johnson, from 1709 to 1784. Johnson's compassionate vision of a dynamic and unsatisfied humanity has over the years attracted multitudes of students for the opportunity of pondering invaluable lessons about life and literature. Curley's research took him around the globe, from Europe and the Middle East through India and China and into the lands of the Pacific. This research led to the discovery of innovative courses aimed at broadening knowledge of the human family under the continuing impact of cultural interaction between East and West.

John Della Volpe



John Della Volpe is one of the world's leading authorities on understanding global sentiment, opinion and influence—especially among millennials and in the age of digital and social media. He was named a “Future Legend of Marketing” by the Ad Club of Boston in 2013 and has advised heads of state, Fortune 100 CEOs, military generals, athletes and entertainers and has turned his recent insights into tools that help companies and organizations use social media analytics to identify and empower their most important stakeholders.

Della Volpe also serves as director of polling at Harvard's Institute of Politics and, with Jonathan Chavez, directs polling for *Politico* and the *Boston Globe*. In 2008, he received an Eisenhower Fellowship for which he traveled extensively throughout China, Hong Kong and Korea, studying millennials and the use of the Internet.

In 2014, he was featured in the ABC News and Yahoo! News series “Power Players,” and has keynoted numerous conferences around the world speaking on the impact that the millennial generation and social media are having on our economy, politics and culture, most recently at the Swiss Media Forum in Lucerne, Switzerland. He is a regular contributor to the political coverage of the *New York Times*, the *Huffington Post*, WBUR's *Cognoscenti* and other online and offline channels.

Charles F. Desmond



Charles Desmond is a senior fellow at the New England Board of Higher Education, where he works to expand education opportunity and address issues related to New England's human capital and economic competitiveness.

In September 2008, Massachusetts Gov. Deval Patrick appointed Desmond to the state Board of Higher Education, which he chaired from December 2008 to April 2015.

A Fulbright Scholar, Desmond served from 2002 to 2009 as executive vice president of the Trefler Foundation, a nonprofit dedicated to improving educational opportunities and success for Boston's urban youth.

Prior to joining Trefler, Desmond worked for 30 years at the University of Massachusetts Boston, with a focus on student affairs and community collaboration. He was associate chancellor for school/community collaboration, vice chancellor for student affairs, dean of the College of Public and Community Services, director of the Department of Pre-Freshman Programs and project director of the College Preparatory Program/Upward Bound, among other positions. He has also served as a guidance counselor at Northeastern University's African/American Institute, and in the Boston Public Schools.

Active in civic and community organizations, Desmond was executive director of the Urban Educators Corps and past president of the Massachusetts Educational Opportunity Association. He is a decorated veteran of the U.S. Army, receiving both Silver and Bronze stars.

Desmond holds a doctorate in instructional leadership from the University of Massachusetts Amherst and a bachelor's in sociology from Northeastern University.

Steven DiSalvo



Steven DiSalvo is president of Saint Anselm College.

DiSalvo has a strong foundation in student affairs, student retention, academic programming and institutional development. He has administrative experience at other Catholic universities and nonprofit organizations, including the Joe Torre Safe at Home Foundation.

DiSalvo holds a doctorate from Fordham University in New York, and serves on Fordham's Center for American Catholic Studies board.

Scott E. Evenbeck



Scott E. Evenbeck is founding president of the New Community College at CUNY.

Evenbeck served as professor of psychology and was the founding dean of University College at Indiana University-Purdue University at Indianapolis (IUPUI)

Evenbeck has many years' experience in the design, implementation, and assessment of programs for students in their first years of university study. He has played a major role in various P-16 initiatives to support student academic achievement and persistence in higher education. He has given more than 100 presentations and written many articles and chapters on enhancing achievement for entering students; as well as serving on the faculty for summer institutes and other professional development programs for faculty, staff and students.

Howard E. Horton



Howard E. Horton is president of New England College of Business (NECB).

Since beginning his tenure in 2006, Horton has guided NECB toward a highly affordable tuition model where undergraduate and graduate degree programs are delivered to employees of several-hundred corporate partners in a 100% online format.

In 2014, NECB was cited as the most affordable private college in New England by the U.S. Department of Education and was also awarded the Gold Medal for Best Practices by the United States Distance Learning Association.

Prior to his tenure at NECB, Horton served as president of Bay State College and, before that, president of New England Institute of Art (known as Massachusetts Communications College during most of his tenure). Before entering higher education, Horton was a practicing attorney with Foley Hoag and also served under former Massachusetts Gov. Michael Dukakis as executive director of the Massachusetts Cable Television Division. He began his professional career as a news producer and editor at WBUR-FM and WGBH-FM.

Horton holds a law degree from Suffolk University, a master's from Boston University and a bachelor's from Antioch College.

Alicia B. Harvey-Smith



Alicia B. Harvey-Smith is president of River Valley Community College (RVCC), one of seven colleges within the Community College System of New Hampshire.

Before being appointed president of RVCC, she was vice president for student affairs at Baltimore City Community College, serving 19,000 students. Prior to that, she was dean of learning and student development and dean of learning support systems for the Community College of Baltimore County (CCBC), the largest provider of higher education and workforce development in the Baltimore metropolitan area and one of the original institutions selected by the League for Innovation in Community Colleges as a Vanguard Learning College.

Harvey-Smith is the originator of the 7th Learning College Principal, which encourages organizations to focus attention on the creation and nurturing of organizational cultures that are open and responsive to change and learning. She is the author of *Eclectic Insights Part I—A Composition of Poetry and Essays on Varying Thoughts and Differing Opinions*; *Partnering for Success: How to Build Strong Internal Collaborations in Higher Education*; and *The Seventh Learning College Principle: A Framework for Transformational Change*, which emerged from her original research dissertation.

She holds a doctorate from the University of Maryland, College Park, a master's from Johns Hopkins University and a bachelor's from Morgan State University.

Scott Jaschik



Scott Jaschik is editor and one of the three founders of *Inside Higher Ed*.

He leads the editorial operations of *Inside Higher Ed*, overseeing news content, opinion pieces, career advice, blogs and other features. Jaschik is a leading voice on higher education issues, quoted regularly in publications nationwide, and publishing articles on colleges in publications such as the *New York Times*, *Boston Globe*, *Washington Post*, *Salon* and elsewhere. He has been a judge or screener for the National Magazine Awards, the Online Journalism Awards, the Folio Editorial Excellence Awards, and the Education Writers Association Awards.

Jaschik served as a mentor in the community college fellowship program of the Hechinger Institute on Education and the Media, of Teachers College, Columbia University. From 1999 to 2003, he was editor of *The Chronicle of Higher Education*.

He is a graduate of Cornell University.

Julie Johnson



Julie Johnson is vice president of strategy for Complete College America.

She previously worked as managing director for Strayer@Work at Strayer Education, which aimed to close skill gaps in industry, and as deputy CEO at the University of the District of Columbia Community College, where she helped establish a new community college.

She contributed to policy research on college access and success for low-income students at the Advisory Committee on Student Financial Assistance, with the U.S. Department of Education. Johnson's research is on the community college student experience in developmental education.

She holds a doctorate in educational policy from The George Washington University, a master's in higher education from Harvard University, and a bachelor's in English from Azusa Pacific University.

Erin Knepler



Erin Knepler is the associate director of higher education and workforce programs at Public Agenda.

She serves as the project manager and oversees knowledge management for the Competency-Based Education Network (C-BEN). In this role, she provides support to institutional teams and leads C-BEN research activities.

Before joining Public Agenda, Knepler was a researcher and P-20 program director at the University System of Maryland for six years. In this role, she worked at an intersection of policy and application, specializing in system and campus-level academic innovation; science, technology, engineering, and mathematics (STEM) migration research; and research on academic/industry partnerships. She also was project manager of the Maryland Productivity Grant from the Lumina Foundation, which explored ways to increase college completion through academic transformations like course redesign. She was also the lead principal investigator on a multi-year, mixed-methods study to understand and transform undergraduate STEM experiences and to strengthen academic/industry engagement in STEM, specifically cybersecurity. Prior to working in Maryland, she was director of grants at Massachusetts Bay Community College and director of academic grants and government policy at Urban College of Boston.

Knepler is a doctoral candidate in higher education policy and administration at the University of Maryland, College Park, where her dissertation focuses on the economic implications of state higher education STEM policies on STEM degree production. She holds a master's degree in higher education policy and administration and a bachelor's degree in English and political science from Marquette University.

Lucie Lapovsky



Lucie Lapovsky is an economist who consults, writes and speaks widely on issues related to higher education finance, strategy, governance and enrollment management. She also specializes in searches for chief financial officers and writes and speaks on issues related to women's leadership. Her clients include public and private colleges and universities throughout the U.S. and organizations around the world. Recent clients include the University of the Sciences, Goucher College, Drew University, Kenyon College, Sarah Lawrence College, Saint Mary's College in Indiana and Portland State University in Oregon. In addition, she is actively engaged in research on tuition-discounting and cost containment in higher education.

Lapovsky served as president of Mercy College, a multicampus institution of 10,000 undergraduate and graduate students with campuses in New York City, Westchester and online from 1999 to 2004. Before joining Mercy, she served as vice president for finance at Goucher College, and worked at the University of Maryland, College Park, the Maryland Higher Education Commission and the Maryland State Department of Budget and Fiscal Planning.

Lapovsky chairs the board of Re:Gender (formerly the National Council for Research on Women) and serves on the boards of the American Public University System, Cedar Crest College, KnowledgeWorks Foundation, New Tech Network and the Tuition Exchange. In addition, she serves on the Committee of Visitors of Goucher College and is a member of the New York Women's Forum.

She is the co-editor of three books: *Strategic Financial Challenges for Higher Education: How to Achieve Quality, Accountability and Innovation*; *Roles and Responsibilities of Chief Financial Officers* both published by Jossey-Bass and *The White House Project Report: Benchmarking Women's Leadership*.

She holds a doctorate in economics from the University of Maryland, College Park, where she also earned a master's degree. She holds a bachelor's degree from Goucher College. She also attended the Institute for Educational Management at Harvard and the Directors' Institute at Duke.

Susan Leigh



With successful careers in professional theater and higher education spanning 35 years, Susan Leigh recently retired as an associate professor and associate vice president for enrollment management and marketing at DePaul University in Chicago to consult full time in higher education.

At DePaul, Leigh made significant contributions to the advancement of student service standards by restructuring and reorganization, retraining staff, while leveraging technologies along with “big data” residing in the student information system to accomplish customer-centric business process. Restructuring first the registrar’s office in 2002 into a paperless service design, then integrating financial aid and student financial accounts. In 2006, she led the creation of DePaul Central, an award-winning one-stop cooperative model with two onsite campus locations.

In response to student demand for channel-focused interactions, Leigh created the DePaul Central Contact Center in 2011 that serves students by phone, email, chat and CRM channels. Deploying a full suite of telephony products in addition to call-recording and screen-capture, she also implemented speech analytics and workforce management, displaying team stats on desktop dashboards for agents as well as managers. Studied by hundreds of visitors, the small contact center’s key to success has relied on dynamic data-driven decisions for efficient staffing and streamlined service delivery.

Drawing on her expertise in the university classroom, Leigh developed ReEnvision Customer Service: Certification Training for Staff Professionals in Higher Education with beginner, advanced and “train the trainer” certification levels.

Donna Linderman



Donna Linderman is the university dean for student success Initiatives in the City University of New York (CUNY) Office of Academic Affairs.

Her portfolio includes Accelerated Study in Associate Programs (ASAP), a nationally recognized program that has realized associate degree graduation rates that are double those of similar students. Linderman also oversees CUNY Start, a pre-matriculation program for associate-degree-seeking students with significant remedial needs and the Graduation Success Initiative (GSI), a college-success program for public-assistance recipients at CUNY community colleges.

She was formerly the university director of the CUNY Middle Grades Initiative/GEAR UP and also served as an assistant professor of theater and education at Brooklyn College. Before entering academia, she worked professionally in the theater as an actor, director and dramaturg.

Linderman is pursuing a doctorate in higher education administration at Northeastern University. She holds a master of fine arts in theater from Brooklyn College and a bachelor of fine arts in drama from the University of Southern California.

Dennis Littky



Dennis Littky is the co-founder and co-director of The Met School, Big Picture Learning and College Unbound.

Littky is nationally known for his extensive work in secondary education in urban, suburban, and rural settings, spanning over 40 years. As an educator, he has a reputation for working up against the edge of convention and out of the box, turning tradition on its head and delivering concrete results.

From 2000 to 2010, the Bill & Melinda Gates Foundation gave Big Picture Learning \$25 million to replicate The Met School nationally and internationally. Currently there is a network of 113 schools, 52 across the country, 40 in Australia and 21 in the Netherlands.

Littky’s focus has been to expand the Big Picture Learning design to include a program, College Unbound, allowing adults to earn a bachelors degree while working full time. He also leads the Rhode Island Partnership Project, which is charged with

identifying the barriers to access and completion of college degrees for adult learners in Rhode Island and has recently started a Gateway Course for those interested in returning to school.

His work as a principal at Thayer Junior/Senior High School in Winchester, N.H. is featured in an NBC movie, “A Town Torn Apart,” based on the book *Doc: The Story of Dennis Littky and His Fight for a Better School*. In 2004, he wrote (along with Samantha Grabelle) *The Big Picture: Education is Everyone’s Business*, which went on to win the Association of Educational Publishers’ top award for nonfiction in 2005. He has been widely recognized as a leader in education and awarded the Harold W. McGraw Jr. Prize in Education. Fast Company ranked Littky #4 among the top 50 Innovators of 2004, and the George Lucas Educational Foundation recently selected Dennis as part of their Daring Dozen. Locally, Littky was awarded the Local Hero Award by Bank of America in 2008 and College Unbound was awarded The Innovative and Creative Program Award by UPCEA, New England. Most recently, Littky was awarded the New England Higher Education Excellence Award in 2011.

Littky holds a double doctorate in psychology and education from the University of Michigan.

Robert Lytle



Robert Lytle is a member of Parthenon’s Education Practice.

For more than 15 years, he has led client engagements on general strategy, performance improvement, and investment due diligence across a broad spectrum of education organizations. His clients include high-growth companies, publicly listed Global 100 companies, nonprofit institutions, financial investors, and international governments.

In addition, Lytle has participated in numerous high-profile corporate turnarounds, mergers, divestitures and privatizations in Europe, North America, Latin America, the Middle East and Asia. He is a frequent speaker at leading global forums on the education sector.

Prior to joining Parthenon, Lytle was with Bain & Company and served as a U.S. Army aviator.

He holds master of business administration from the Tuck School of Business at Dartmouth College and a bachelor’s degree in economics from the University of Pennsylvania’s Wharton School of Business.

Mario Martinez



Mario Martinez is vice chancellor of strategy for the National University System.

Martinez was a professor of higher education for 15 years at the University of Nevada, Las Vegas, and New Mexico State University, where he taught and researched in the areas of strategy, organizational culture and change, innovation and management communications, all within the context of the higher education industry. He has also founded or worked in numerous partnerships at training and seminar delivery companies.

Prior to entering higher education, he was a strategic management analyst at the Governor’s Office of Strategic Planning and Budget in Arizona, and a financial analyst for the Hewlett Packard Corp.

His writing covers innovation, change and policy in higher education. He has worked with and consulted extensively with the Ford, Lumina and the Gates Foundations on national initiatives, as well as with individual institutions, systems and states as a consultant on organizational design issues. His published works include five books on strategy in higher education and policy and performance in American higher education.

Nicholas Massa



Nicholas Massa is a full professor and program coordinator in the Laser Electro-Optics Technology Department at Springfield Technical Community College with over 28 years of experience as an engineering technology educator, educational researcher and engineering consultant.

He has been principal and co-principal investigator on over a dozen NSF grants involving laboratory development, curriculum design, skills standards, teacher and faculty professional development and problem-based learning.

Massa was founding co-director of the NSF-ATE National Center for Telecommunications Technology. In 2010, he was named Educator of the Year by the International Society for Optical Engineering. He is co-principal investigator on the NSF-ATE Advanced Manufacturing Problem Based Learning (AM PBL) project of the New England Board of Higher Education and serves as an external project evaluator for the National Science Foundation.

Massa is also a certified program evaluator for the Accreditation Board for Engineering and Technology and serves on the board of the National Association for Workforce Improvement and the Membership and Education Services Committee of the Optical Society of America.

Massa holds a doctorate in educational leadership/adult learning from the University of Connecticut and bachelor's and master's degrees in electrical engineering from Western New England University.

Beth McGinnis-Cavanaugh



Beth McGinnis-Cavanaugh is a professor of physics and civil engineering technology at Springfield Technical Community College.

She was named Massachusetts Professor of the Year for 2014 by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.

McGinnis-Cavanaugh focuses on developing meaningful educational strategies to recruit and retain a diverse student body in engineering and designs innovative learning environments at all levels of the engineering pipeline. With expertise in the design of learning communities, she leads collaboration with educators as co-PI on an NSF K12 engineering education project.

She holds a master's degree in civil engineering from the University of Massachusetts Amherst.

Mark Rubinstein



Mark Rubinstein is president of Granite State College (GSC), an innovative public institution within the University System of New Hampshire with a mission-drive focus on delivering high quality, affordable and flexible degree programs to adult learners.

For 17 years before he joined GSC, Rubinstein was at the University of New Hampshire where he served in a variety of roles, primarily related to enrollment management and academic support programs, student affairs and institutional advancement.

Prior to that, he served as director of admissions at the University of South Florida and in a series of admissions-related positions at Penn State.

Rubinstein holds a doctorate in education theory and policy from the Pennsylvania State University and bachelor's and master's degrees from the University of Pennsylvania.

Eileen Rudden



Eileen Rudden is co-founder of LearnLaunch, Boston's Edtech Accelerator, Campus and Institute.

Rudden served as chief officer for college and career preparation at Chicago Public Schools, where she led the efforts of America's third largest public school system to ensure that its 400,000 students are college- and career-ready.

Rudden led the Unified Communications Division of Avaya, a Fortune 500 global business communications leader and was senior vice president and general manager of IBM Lotus Software's Lotus Notes and Domino. Under her leadership, more than 50 million began using the software and she was named to serve on IBM's Technical Leadership Council.

She serves on the boards of the Achievement Network, Education Pioneers and the Massachusetts Business Alliance for Education.

Rudden holds a master of business administration from Harvard Business School and a bachelor's from Brown University, where she chairs the Advisory Committee on Computing and Information Technology.

Paul Stonely



Paul Stonely is the CEO of WACE (The World Association for Cooperative & Work-Integrated Education), and has served in this capacity for 21 years.

As CEO, he works with more than 1,100 colleges and universities throughout the world.

He was the provost of Cambridge College from 1985 to 1995 and taught organizational theory and behavior and interpersonal communications. Prior to his appointment at Cambridge, he held the position of director of Executive Management Education in the Graduate College of Business at the University of Denver from 1975 to 1985.

Stonely completed a doctorate in higher education and speech communication at the University of Denver. He holds bachelor's degree from the University of Massachusetts Amherst and a master's in counselor education from the Pennsylvania State University.

Michael K. Thomas



Michael K. Thomas is president and chief executive officer of the New England Board of Higher Education.

Thomas joined NEBHE in 2002 and served as both senior director and senior vice president, directing NEBHE's policy, research and programmatic activities. Thomas has worked in corporate training and human resources and held varied administrative positions in higher education institutions, both public and independent, including as executive assistant to the president at Lesley University.

He has been a faculty member, adjunct professor and lecturer at several universities and served as trustee and vice chair of the board of Worcester State University.

Thomas holds a bachelor's degree in philosophy from Brigham Young University and master's degrees in higher education from Teachers College, Columbia University and Harvard University. He holds an MBA from Boston University and a doctorate in education and social policy from Harvard University.

Carol Vallone



Carol Vallone joined Educate Online in 2012 and is a seasoned technology executive with over 30 years experience in market-leading companies.

Prior to Educate Online, Vallone served as board chair, president, and CEO of Wimba Corp., the global leader in virtual collaboration software for higher education. Vallone led the company until its acquisition in 2010. Vallone also founded WebCT Inc. in 1999, a company that defined and delivered the premier e-learning solution for education.

Vallone currently chairs the Ventures Committee at McLean Hospital, a major teaching facility of Harvard Medical School that is world renowned for its research in neuroscience and psychiatric clinical services. In 2014, she was named to the Board of Trustees of Excelsior College. For over 10 years, she served on the Board of Trustees of the Massachusetts Technology Leadership Council. As Education Foundation Chair, Vallone spearheaded an effort to re-write the Massachusetts Department of Education's Instructional Technology Standards with a focus on integrating technology into the curriculum. She annually recognized k-12 instructors whose teaching practices served as models for engaging technology use in STEM disciplines.

Vallone has testified before the U.S. Congress for the Web-based Education Commission on the Internet, and for the Distance Learning and the Future of the Research University hearing. In 2012, she was asked to provide testimony to the New York Education Reform Commission to make recommendations for improving New York's education system. In 2000, she was named one of the most influential women in science and technology by Women in Technology International (WITI). In 2002, *Mass High Tech* named her to their annual list of "Top Ten People to Watch" and she was honored by the Massachusetts eComm Association when they selected her as one of the year's Mass eComm 10.

Maryellen Weimer



A former professor of teaching and learning at Pennsylvania State University, Maryellen Weimer is editor of the *Teaching Professor*, a monthly newsletter on college teaching, and author of the blog, found at www.facultyfocus.com, which has 125,000 subscribers.

Weimer has edited or authored eight books. Her book, *Learner-Centered Teaching: Five Key Changes to Practice* has sold over 35,000 copies. She also published *Enhancing Scholarly Work on Teaching and Learning* and *Inspired College Teaching: A Career-Long Resource for Professional Growth*.

In 2007, Weimer retired from Penn State as a professor emeritus. For the last 13 years of her career at Penn State she taught communication courses, first-year seminars and other courses to business students at one of Penn State's regional campus colleges. She directed Penn State's Instructional Development Program. In 2005, she won Penn State's Milton S. Eisenhower award for distinguished teaching.

Weimer previously was the associate director of the National Center on Postsecondary Teaching, Learning and Assessment, a five-year, \$5.9 million, U.S. Department of Education research and development center. The center, a consortium of six universities, was part of the Center for the Study of Higher Education at Penn State University, where Weimer was a senior research associate.

Weimer holds a doctorate in speech communication from Penn State

Nancy L. Zimpher



Nancy L. Zimpher is the chancellor of the State University of New York (SUNY).

With nearly 463,000 students and 64 colleges and universities, SUNY is the nation's largest comprehensive system of higher education.

Zimpher leads a diverse set of successful initiatives at SUNY 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 higher education in an environment of declining state support, while maximizing its impact as an engine of economic revitalization across the state.

Under Zimpher's lead, 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 optimally serving New York's students and communities and preparing them to succeed in the 21st century.

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

Prior to joining SUNY, Zimpher was 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 holds a doctorate in teacher education and higher education administration and master's in English literature and a bachelor's in English education and speech, all from Ohio State.