

The Annual College Ready New England Conference

Getting to the Core: New Standards for Readiness and Success

Monday, Dec. 7, 2009
Crowne Plaza Hotel, Worcester, Mass.

Speaker and Panelist Biographies

J. Duke Albanese

J. Duke Albanese was senior policy advisor for the Great Maine Schools Project from 2003 to 2007 and is now co-executive director of the Great Schools Partnership Inc. His career in education has spanned 38 years, including service as Maine's commissioner of education from 1996 to 2003 and a long tenure as the superintendent of schools for the Messalonskee School District in the Belgrade Lakes Region of Maine. Albanese is a nationally sought-after advisor and speaker on educational issues and policies and a founding director of the Sports Done Right initiative at the University of Maine. Originally from East Providence, R.I., he attended public schools before earning a bachelor's degree from Bowdoin College and a master's degree in education in guidance and counseling and a certificate of advanced study in educational administration from UMaine.



Thomas Bailey

Thomas Bailey is the George and Abby O'Neill Professor of Economics and Education at Teachers College, Columbia University. In 1996, Bailey established the Community College Research Center at Teachers College, which conducts qualitative and quantitative research based on fieldwork at community colleges and analysis of national- and state-level datasets. The research focuses particularly on access and student success at community colleges, with a particular focus on the experiences low-income and minority students. In July 2006, Bailey became director of the National Center for Postsecondary Research, funded by a five-year grant from the Institute of Education Sciences of the U.S. Department of Education. Bailey has also been the director of the Institute on Education and the Economy at Teachers College since 1992. Bailey authored or co-authored several books on the employment and training of immigrants and the extent and effects of on-the-job training. His most recent book, *Defending the Community College Equity Agenda*, was co-edited with Vanessa Smith Morest and published in 2006 by Johns Hopkins University Press. Bailey is an economist with a doctorate from MIT.



Virginia M. Barry

Virginia M. Barry became New Hampshire's commissioner of education on June 1, 2009. Barry had been a provost and vice president for academic affairs at Plymouth State University. She has been a professor of education with a specialty in child development and coordinator of teacher education programs. Barry's career included four years as a primary school teacher in the William Floyd School District, a graduate teaching fellow at Queens College City University of New York, a teaching fellow at Florida State University, and an elementary school principal in Mastic Beach, N.Y. She received a bachelor's degree in early childhood/elementary education from Florida State University, a master's in child development from Queens College and SUNY Stony Brook and a doctorate in child development/early childhood education from Florida State. Her education also includes postdoctoral studies, certifications, management and leadership studies at Harvard University, College of William and Mary and New York University.



Joan Becker

Joan Becker is vice provost for academic support services at the University of Massachusetts Boston. In this role, she provides leadership and administrative oversight for undergraduate studies, the university advising center, academic support programs, the office of career services and internships, the Ross Center for Disability Services, and pre-collegiate and educational support programs. As part of her responsibilities, Becker oversees 11 primarily grant-funded programs that generate \$3.9 million annually and serve more than 1,700 Boston Public Schools students and 850 UMass Boston undergraduates. She also oversees the university's partnership with the Dorchester Education Complex and chairs its steering committee. As the coordinator of the University's \$2 million Title III grant, awarded to the university over five years, Becker works with UMass Boston faculty and local community colleges to improve curricular alignment and course/program equivalency. She has also launched technology-based initiatives aimed at increasing enrollment at UMass Boston through improved recruitment, retention, and graduation of transfer students. Becker has been involved for more than 25 years in state, regional and national professional associations focused on advancing educational opportunities for low-income and minority youth.

**Pamela Boisvert**

Pamela Boisvert is vice president for higher education access services at the Colleges of Worcester Consortium Inc., in Worcester, Mass., where she oversees all access services for the organization. This includes the statewide "Educational Opportunity Centers for Massachusetts" grant, which operates in six high-need cities and annually serves more than 6,000 low-income adults, and an Educational Talent Search grant and GEAR UP grant, both of which operate in three cities and serve thousands of high-risk but high-potential youth each year. Boisvert has been associated with the COWC and its access services since 1980, and has been a project director since 1990. She is a former board member of the Washington-based Council for Opportunity in Education and is currently chairs the council's national subcommittee on financial aid. She is also a founding member and former president of the Massachusetts Educational Opportunity Association and a past-president of the New England Educational Opportunity Association. She is a member of the advisory boards for the Massachusetts Department of Higher Education's Office of Student Financial Assistance, College Success Initiative and the Latino Education Institute, and board member of Girls' Inc. and the Greater Worcester Community Foundation.

**Selma Botman**

Selma Botman became president of the University of Southern Maine in 2008, where she initiated a strategic planning process that resulted in the university's new plan, "Preparing USM for the Future 2009-2014." The plan envisions the transformation of USM into a model 21st-century public comprehensive university rooted in service to the aspirations of central and southern Maine and dedicated to student success. Botman serves on the board of the Portland Museum of Art and has visited 11 Maine high schools, talking to students about the value of a baccalaureate degree. Prior to joining USM, Botman served as executive vice chancellor and university provost for the City University of New York, the nation's largest urban public university. Under her leadership, CUNY's academic reputation flourished and the university became a national model of excellence in contemporary urban public education. Prior to joining CUNY, Botman was special assistant to the chancellor of the University of Massachusetts Lowell. She was also vice president for academic affairs at the statewide University of Massachusetts system for six years. She strengthened technology and engineering education throughout Massachusetts by bringing together K-12 teachers, university faculty and retired engineers to design new programs that were introduced to secondary schools. Botman holds a bachelor's degree in psychology from Brandeis University, a bachelor's in Middle Eastern studies from Oxford University, and a master's in Middle Eastern studies and a doctorate in history and Middle Eastern studies from Harvard University.

**Donald Carcieri**

Donald Carcieri was elected governor of Rhode Island in November 2002. After teaching high school, he turned to business and built a career at Old Stone Bank. In his 10 years with the bank, Carcieri rose to the position of executive vice president. In 1981, he moved his family to Kingston, Jamaica, where he headed the Catholic Relief Service's West Indies operation. He brought his



family back to Rhode Island in 1983 when he joined Cookson America, where he eventually worked his way up to the position of CEO and joint managing director of Cookson Group Worldwide. Carcieri is a director of the Providence Center—Rhode Island's largest community mental health center—and a member of Catholic Relief Services Leadership Council. He formerly chaired the Rhode Island Math/Science Education Coalition. He and his wife Sue cofounded the Academy Children's Science Center in East Greenwich, R.I. Carcieri went through the East Greenwich, R.I., public school system before attending Brown University and graduating with a degree in international relations.

Mitchell D. Chester

Mitchell D. Chester began serving as Massachusetts commissioner of elementary and secondary education in May 2008. As commissioner, he is responsible for the public education of more than one millions students at the commonwealth's nearly 1,900 schools. Chester began his career as an elementary school teacher in Connecticut, then became a middle school assistant principal and a district curriculum coordinator. He then moved to the Connecticut State Department of Education, where, as chief of the bureau of curriculum and instructional programs, he oversaw subject area programs, educational technology, comprehensive health education and federal entitlement programs, and helped to develop standards and performance assessments for both new and veteran teachers and administrators. In 1997, Chester was named executive director for accountability and assessment for the School District of Philadelphia, where he headed the offices of Assessment, Research and Evaluation, Student and School Progress, and Pupil Information Services. In 2001, he became senior associate superintendent for policy and accountability for the Ohio Department of Education, where he oversaw standards, assessments, accountability, policy development and strategic planning. In addition, he was responsible for the state's implementation of the federal No Child Left Behind Act. Chester has presented nationally on accountability, assessment and teacher induction and retention. He has served as a consultant to states and school districts regarding curriculum and instruction, teacher evaluation, student achievement, and assessment and accountability. He holds a doctorate in Administration, Planning, and Social Policy from Harvard University, as well as advanced degrees from the University of Connecticut and the University of Hartford.



Matthew M. Chingos

Matthew M. Chingos is a researcher on the economics of education and recent co-author (with William G. Bowen and Michael S. McPherson) of *Crossing the Finish Line: Completing College at America's Public Universities* (Princeton University Press, 2009). Chingos conducts empirical research on elementary and secondary education as a research fellow at the Program on Education Policy and Governance at Harvard and on higher education as a research associate and project manager at the Andrew W. Mellon Foundation in New York. Chingos graduated from Harvard College with a bachelor's degree in government and economics in 2005 and is currently a doctoral student of government at Harvard.



Michael Collins

Michael Collins is a program director on Jobs for the Future's High School Through College team. Collins develops and advocates for state policies through two national initiatives: Achieving the Dream and the Early College High School Initiative. A policy researcher, analyst, writer and strategy consultant, Collins helps states develop and implement public policies designed to increase the number of low-income and minority students who successfully transition from high school into college, persist and earn credentials and degrees. Collins regularly convenes education thought leaders and collaborates with public policy decision-makers, state and national intermediary organizations, philanthropic organizations, academic researchers and nationally recognized experts to develop policies that support innovative blends of high school and college, and to design and execute policy/action agendas for dramatically improving the rates at which students reach their individual education goals, and at which states reach their education attainment and workforce goals. Before joining JFF, he served as assistant commissioner for participation and success at the Texas Higher Education Coordinating Board, where he worked with K-12, higher education, the business community, the Texas Legislature and community-based organizations to increase college access and success.



Rev. Mark T. Cregan

Rev. Mark T. Cregan, C.S.C. is president of Stonehill College. Since being appointed the college's ninth president in 2000, Cregan has enhanced Stonehill's academic profile, modernized governance, strengthened the college's many ties to the community and added new facilities such as the W.B. Mason Stadium and the Thomas and Mary Shield's Science Center. Active in all areas of Stonehill life, Father Cregan teaches courses in the areas of nonprofit management, constitutional and immigration law. Prior to his appointment, he was pastor of the Sacred Heart Parish, a large inner-city parish in the Bronx, N.Y. In addition, he maintained a general practice law office, serving low-income clients. He also provided leadership to the Archdiocese of New York's community development efforts, which produced more than \$100 million in affordable subsidized housing. Cregan received a bachelor's degree from Stonehill in 1978, a master's of divinity from the University of St. Michael's College, Toronto School of Theology in 1984, and a juris doctor degree from Brooklyn Law School in 1990.



Richard M. Freeland

Richard M. Freeland was appointed commissioner of higher education for Massachusetts in 2009. Working with the Massachusetts Board of Higher Education, he is responsible for providing overall direction to public higher education in Massachusetts and helping shape state-level policies that maximize the benefits of higher education to the commonwealth and its citizens. Previously, Freeland was president of Northeastern University for 10 years, from August 1996 to August 2006. Under his leadership, Northeastern pursued excellence in practice-oriented education by enhancing its flagship program of cooperative education and strengthening links between co-op and classroom. A major achievement of Freeland's presidency was the transformation of Northeastern into a nationally selective, residential university with a high-achieving student body, increased enrollments from beyond Massachusetts and New England, improved graduation rates and enhanced academic stature. Freeland has spent his entire academic career in urban higher education. As assistant to the president of the University of Massachusetts in 1970, he focused on the development of a new campus in Boston. For the next 22 years, he was associated with UMass Boston, serving as assistant to the chancellor, director of educational planning, founding dean of the college of professional studies and dean of the college of arts and sciences. Between 1992 and 1996, he was vice chancellor for academic affairs at the City University of New York. An American historian, Freeland is the author of two books: 1992's *Academia's Golden Age*, a post-World War II history of universities in Massachusetts and 1972's *The Truman Doctrine and the Origins of McCarthyism*. Freeland holds a bachelor's degree from Amherst College and a doctorate from the University of Pennsylvania. He is married to Elsa M. Nunez, president of Eastern Connecticut State University.



Susan A. Gendron

Susan A. Gendron has been Maine's commissioner of education since 2003. Her career in education spans 35 years, serving as kindergarten teacher, primary school principal, high school principal, assistant superintendent and superintendent of schools in Windham, Maine. She has encouraged the expansion of public preschool programs in Maine and focused on working with school systems to move to a learner-centered system of standards-based education. She has worked with stakeholder groups to develop recommendations for a 21st-century diploma. And as an early advocate of graduating all students ready for college, career and citizenship, she led Maine to become the first state to use the SAT test as the state's 11th grade assessment, part of her efforts to create a culture of higher aspirations and encourage post-secondary education for all students. She also has worked to implement the reorganization of Maine's school systems into fewer units, the largest education restructuring in the state in 50 years. During her tenure, Maine joined with three other states to administer a common assessment for reading and mathematics. She expanded Maine's laptop program, which has provided notebook computers to all Maine middle school students since 2002, making Maine the first and only state with a statewide 1:1 computing program, making laptops a possibility for every student in grades 7 to 12. The high school expansion, announced in June 2009, marks the world's largest educational technology program of its kind. Gendron is president of the Council of Chief State School Officers. She graduated from the University of Southern Maine in 1973.



Helen Giles-Gee

Helen Giles-Gee became president of Keene State College in 2005. With more than three decades of experience as a professor and administrator at public institutions of higher education, Giles-Gee served most recently as provost of Rowan University in New Jersey. She was responsible for the academic



affairs division at Rowan, including the graduate school and the colleges of business, communication, education, engineering, fine and performing arts, and liberal arts and sciences. Prior to her arrival at Rowan, Giles-Gee served as dean of the School of Professional Studies at the State University of New York at Cortland, as associate vice chancellor for faculty affairs and director of articulation at the University System of Maryland, as executive assistant to the president and professor of biology at Towson University, and as a tenured associate professor and chair of biology at Cheyney University of Pennsylvania. She has been widely published on issues facing higher education including urban revitalization, faculty workload, student retention, transfer articulation, standards, program review, K-16 and entrepreneurship. Giles-Gee holds a bachelor's degree in psychobiology, a master's in science education and a doctorate with distinction in measurement techniques of experimental research from the University of Pennsylvania. She also holds a master's degree in zoology from Rutgers University.

Deborah A. Gist

Deborah A. Gist began as commissioner of elementary and secondary education in Rhode Island on July 1, 2009. Previously, she served as the first superintendent of education in the District of Columbia, where she was responsible for transitioning all state-level education functions to the newly formed office of the state superintendent of education and for putting into effect the accountability systems of the federal No Child Left Behind Act. Before taking on the role as state superintendent, Gist served for three years as the state education officer in the District. She began her career as a teacher in the Fort Worth, Texas, elementary schools, where she focused on literacy education and applied learning. She later taught in Tampa, Florida, where she founded and directed a center on environmental education and later conceived, designed and initiated "Hillsborough Reads," which served families in 108 elementary schools in Hillsborough County. Gist was also a senior policy analyst at the U.S. Department of Education where she advised the secretary and deputy secretary on top issues, analyzed proposed policy initiatives and conducted research and feasibility studies. Gist also served as the marketing and development director of Discovery Creek Children's Museum, in D.C., and later worked as the D.C.'s executive director of the office volunteerism and service programs. Gist holds a bachelor's degree in early-childhood education from the University of Oklahoma, a master's degree in elementary education, with an emphasis in curriculum, from the University of South Florida and a master's degree in public administration from the Harvard University Kennedy School of Government.



Dorsey L. Kendrick

Dorsey L. Kendrick was appointed president of Gateway Community College in New Haven, Conn., in 1999. Under Kendrick's leadership, the college has experienced a 90% increase in enrollment through enhanced program offerings and community partnerships formed in response to community workforce needs in the areas of nursing, allied health, education, business, corporate and continuing education. Prior to her presidency at Gateway, Kendrick was the first African-American woman to hold the position of associate dean and dean of the school of business at Milwaukee Area Technical College, where she went on to serve as executive vice president, the highest-ranking African-American woman in the Wisconsin system of higher education. Kendrick serves on several boards including the Greater New Haven Chamber of Commerce, the NewAlliance Foundation, The Institute for Community College Development at Cornell University, The Neighborhood Music School, The New Haven Festival of Arts and Ideas, the Executive Advisory Board of the *Journal of Applied Research in the Community College*, the American Association of Retired Persons Executive Committee, and the American Association of Community Colleges Commission on Global Education. Kendrick was one of three African-American students to forge integration at Union University, where she earned a bachelor's degree in business administration. She holds a master's degree in business management from Cardinal Stritch University and a doctorate in higher education administration from Walden University. She is also a graduate of the Institute of Education Management at Harvard University.



Jacqueline E. King

Jacqueline E. King is assistant vice president for policy analysis at the American Council on Education, the umbrella association for American higher education, representing 1,800 two- and four-year colleges, universities and national and regional education organizations. King established the ACE Center for Policy Analysis that conducts research and convenes researchers and policymakers to study issues of interest to ACE members and the higher education community. Prior to founding the center in 2000, she served for four years as director of federal policy analysis in the ACE division of government and public affairs. Before joining ACE, she was associate director for policy analysis



at the College Board. King is the author or co-author of numerous reports, articles, and book chapters on student financing of higher education, access and persistence in postsecondary education, student demographic trends, and trends in the leadership of higher education, including *The American College President*, *On the Pathway to the Presidency*, the ACE status reports on the Pell Grant and federal education loan programs, *Gender Equity in Higher Education: Are Male Students at a Disadvantage?* and *Crucial Choices: How Students' Financial Decisions Affect their Academic Success*. She is editor of *Financing a College Education: How It Works, How It's Changing*, and co-editor of *Changing Student Attendance Patterns: Implications for Policy and Practice*. King holds a doctorate in higher education from the University of Maryland, College Park.

Rae Ann Knopf

Rae Ann Knopf is deputy commissioner for the Vermont Department of Education, where she leads statewide efforts to strengthen Vermont's educational system and create opportunities for each child in Vermont to be prepared for the 21st century. She has worked as a school administrator, clinical director, chief executive officer and organizational development consultant focused on working with private and public education and interagency leaders to establish environments that foster intellectual and personal growth and achievement. Having led multiple start-up and school-improvement efforts, Knopf most recently founded an academically rigorous residential secondary school in Manchester, Vt., for girls facing significant personal and emotional challenge. Broadening her work from the school to the state and national level, she collaborates regularly on initiatives tied to implementing, sustaining, and scaling up evidence-based practices in the public education system. Knopf has worked nationally over more than two decades to establish learning communities where young people can thrive and realize their true potential. Knopf holds a master's degree from the University of Pennsylvania School of Social Policy and Practice.

Dane Linn

Dane Linn is director of the Education Division at the National Governors Association Center for Best Practices, where he oversees education-related policy research, analysis and resource development. Linn provides consultation and tailored analysis to the nation's governors on a host of education issues, including: No Child Left Behind, early childhood, elementary and secondary, and postsecondary education. Under Linn's leadership, NGA continues to help governors develop policies that increase the number of students who graduate from high school ready for postsecondary education and the workplace. Linn has authored numerous reports on issues, ranging from school finance and teacher quality to school redesign and pay for performance. He recently spearheaded NGA's national initiative "Redesigning the American High School," launched by former Gov. Mark Warner of Virginia during his tenure as NGA Chair. Currently, Linn leads the Common Core Standards Initiative, a state-led process for developing national standards in English language and mathematics. Prior to his work at NGA, Linn worked at the West Virginia Department of Education, where he was responsible for ensuring the implementation of the Individuals with Disabilities Education Act. Before that, he served as legislative liaison to the state's House of Delegates. His professional experience in education began as an elementary school teacher and principal. A graduate of Cabrini College, Linn received a master's degree from Marshall University Graduate College and is currently a Ph.D. candidate at Virginia Polytechnic Institute and State University.



Julia McNamara

Julia M. McNamara has been president of Connecticut's Albertus Magnus College since 1982, where she holds a concurrent appointment as professor of French. From 1992 to 1998, McNamara was chair of the Yale-New Haven Hospital board of trustees and currently serves as vice chair. She also chairs the Yale-New Haven Health Services Corp. She is a member of the board of directors of NewAlliance Bank (formerly New Haven Savings Bank), serving as lead director since 2004. McNamara has received numerous community awards including the Women in Leadership Distinguished Service Award from the New Haven YWCA, the Girl Scouts of America Shining Star Award, the Women in Business Lifetime Achievement Award from *New Haven Business Times* and the Academy of our Lady of Mercy, and the Wilbur L. Cross Medal of the Yale University Graduate School. She is the first woman to serve on the Committee of the Proprietors of the Common and Undivided Lands, which has overseen the use of New Haven's Green since the city's founding in 1638. McNamara holds a doctorate in French language and literature from Yale University.



Mark K. McQuillan

Mark K. McQuillan was appointed Connecticut's commissioner of education on April 2007. McQuillan has served in a number of administrative capacities including secondary curriculum coordinator, assistant superintendent, superintendent, and deputy commissioner of education and chief operating officer of the Massachusetts Department of Education from 2002 to 2004. From 2004 until his appointment as Connecticut commissioner, McQuillan was executive director/president of EDCO, the Education Collaborative of Greater Boston. The author of several publications, McQuillan has written extensively about curriculum and staff development, leadership training and strategic planning. He is co-editor of *Thought and Language/ Language and Reading*, published by the *Harvard Educational Review*; a major contributor to Massachusetts curriculum frameworks for English language arts and English language learning; and editor and producer of *No Child Left Behind, A Toolkit for Massachusetts*, a DVD and CD information kit explaining the broad provisions of the 2001 reauthorization of the Elementary and Secondary Education Act. While serving as deputy commissioner of education, McQuillan wrote the state Department of Education's multiyear strategic plan, *SP2005*, and successfully implemented a major administrative reorganization of the agency and its various divisions. McQuillan began his career as a teacher in the Newton (Mass.) Public Schools, where he taught English at the F.A. Day Middle School. He holds advanced degrees from Harvard 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 College. 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.

**Gene Wilhoit**

Gene Wilhoit is executive director of the Council of Chief State School Officers. He has spent his entire professional career serving education at the local, state and national levels. Wilhoit began as a social studies teacher in Ohio and Indiana. He served as a program director in the Indiana Department of Education, an administrator in Kanawha County, W.Va., and a special assistant at the U.S. Department of Education before assuming the position of executive director of the National Association of State Boards of Education, a position he held from 1986 to 1993. From 1994 to 2006, Wilhoit led two state education agencies, first as director of the Arkansas Department of Education and later as commissioner of the Kentucky Department of Education. As a state education leader, he shepherded finance reform, led equity initiatives, designed and implemented assessment and accountability systems, advanced nationally recognized preschool and technology programs and reorganized state agencies to focus on service and support. Wilhoit holds degrees from Georgetown College and Indiana University.

