



transformative
change

TM

Learning Lab Convening

February 3-4, 2013

Hilton Hotel
Anaheim, California



Dear Colleagues:

We welcome everyone to the Community College Transformative Change Initiative Learning Lab Convening. This meeting brings together education leaders, policy makers, employers, community partners, and other stakeholders who are associated with the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. Our overarching goal over the next two days is to learn, think, and plan together to scale innovations important to our nation's economic and social well-being. We thank our sponsors, the Bill & Melinda Gates Foundation, Lumina Foundation for Education, and Joyce Foundation, for their generous support and our support partner, Achieving the Dream. We also express our gratitude to the U.S. Department of Labor and U.S. Department of Education for their foresight and leadership in creating the TAACCCT program, which provides unprecedented support for and confidence in community colleges throughout the nation.

It is a very exciting and challenging time to be a leader of educational change. New technology, forward-thinking policy, and new partnerships hold the promise of improved pathways, programs of study, and outcomes for students, but the ways to accomplish such major systemic changes are not always clear. Through the Transformative Change Learning Lab, participants will engage in an active, participatory learning experience that facilitates the ways TAACCCT-related innovations can be scaled across consortia, to regions and states, and to industry sectors. As participants reflect on their experience after this meeting, we hope they will see numerous benefits, from professional networking to learning new ways to facilitate transformative change.

Most of all, we want to thank everyone for sharing their knowledge and experience with colleagues from across the country and committing to be a leader of transformative change. We are confident that this convening will be a success because you are participating in it!

All the best,

A handwritten signature in black ink that reads 'Debra Bragg'.

Debra Bragg
Professor and Director
Office of Community College Research and Leadership
(OCCRL), University of Illinois at Urbana-Champaign

A handwritten signature in black ink that reads 'Mindy Feldbaum'.

Mindy Feldbaum
CEO, The Collaboratory

AGENDA — Sunday, February 3, 2013

Please see map on page 23 for room locations

7:00 am **BREAKFAST**

8:00 am **WELCOME AND INTRODUCTIONS**

**California Pavilion
Ballroom B**

Debra Bragg – Director – Office of Community College Research and Leadership (OCCRL), University of Illinois at Urbana-Champaign
Mindy Feldbaum – CEO – The Collaboratory

8:30 am **KEYNOTE**

**California Pavilion
Ballroom B**

BRINGING ABOUT TRANSFORMATIVE CHANGE

John Kotter – Chief Innovation Officer – Kotter International

REFLECTIVE QUESTIONS

1. What is your college's experience with scaling change?
2. Thinking about Dr. Kotter's presentation, what knowledge, skills and experience do you bring to scaling change?

10:00 am **BREAK**

10:15 am **PLENARY**

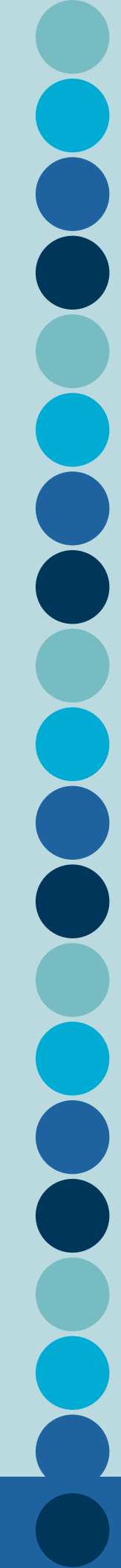
**California Pavilion
Ballroom B**

*The Community College Transformative Change Initiative—What Is the Vision?
What are the Expected Results?*

Debra Bragg – OCCRL, University of Illinois at Urbana-Champaign
Mindy Feldbaum – The Collaboratory

REFLECTIVE QUESTIONS

1. What innovations associated with your consortium's TAACCCT grant can and should be scaled?
2. What and who will be impacted when the innovations associated with your TAACCCT grant are scaled?



10:45 am
California Pavilion
Ballroom B

ROUND 1 CONSORTIUM ROUNDTABLE PRESENTATIONS

Moderator: Mindy Feldbaum – The Collaboratory

Noon

LUNCH

12:30 pm
California Pavilion
Ballroom B

PANEL

Scaling High-Impact Innovations

Panel Moderator: Parminder Jassal – ACT Foundation

Panelists:

- ♦ Suzanne Walsh – Bill & Melinda Gates Foundation
- ♦ Holly Zarville – Lumina Foundation for Education
- ♦ Whitney Smith – Joyce Foundation
- ♦ Dean Florez – Twenty Million Minds Foundation

1:30 pm

CONCURRENT BREAKOUT SESSIONS

LAYING THE GROUNDWORK FOR SCALING CHANGE

You have the choice of attending one of the following six sessions.

Why and How Partnerships Matter

Presenter: Audrey Theis – Manufacturing Institute

This session will focus on the critical importance of building and maintaining partnerships in support of implementation and scaling change. It will begin with a brief overview of research on inter-organizational behavior – why organizations move successfully past communication to coordination and collaboration – or not. The national implementation of the NAM-Endorsed Skills Certification System will be explored as a case study. Session participants will discuss the importance of a systems approach to building partnerships and what it takes to be a good partner with employers, the workforce system, economic development, education providers and community-based organizations.

How Mental Models Affect Transformative Change

Presenters: Debra Bragg – OCCRL, University of Illinois at Urbana-Champaign
Donna Dare – St. Louis Community College

Mental models influence how we think about the organizations we work in and the programs and services that we deliver to our students. Mental models also affect the ways in which we envision scaling innovations associated with the TAACCCT grants. This interactive session engages participants in understanding the notion of mental models and considers the ways in which they can influence transformative change. Participants will examine commonly held mental models and consider ways in which gaining a better understanding of these models may facilitate transformative change.

The Anatomy of Culture Change: The Innovation Diffusion Game

Presenters: Mindy Feldbaum – The Collaboratory
Marcy Drummond – Los Angeles Trade-Technical College

Participate in the Innovation Diffusion Game, which demonstrates the basic principles in cultural change and innovation diffusion theory. Come role play, with courage and creativity, different actors that help facilitate or impede positive cultural change and innovation such as the change agent, innovator, reactionary, iconoclast, curmudgeon and spiritual recluse.

Advancing Equity and Outcomes Agendas

Presenters: Eboni Zamani-Gallaher – Eastern Michigan University
Carol Lincoln – Achieving the Dream

Conventional methods of addressing student access to higher education require revisiting to increase educational opportunity for the masses. While community colleges offer the promise of an open door, moving beyond mere access to achieving greater equity is necessary for improving student outcomes. This session underscores the importance of educational equity and the critical role of community colleges in advancing an equity agenda in higher education. In addition, the concept of structural inequity and the reasons for serving students equitably rather than equally will be explored.

Scaling Non-Credit to Credit Programs

Presenter: Michelle Van Noy – Rutgers University

In this session, research findings will be shared from a national study of community college non-credit workforce education. The discussion will cover the issues colleges face when connecting non-credit to credit programs, including students' goals and needs, institutional climate, and state policy context and the potential solutions to these challenges.

Pathways to Results for Programs of Study

Presenters: Catherine Kirby – OCCRL, University of Illinois at Urbana-Champaign
Joy Mordica – OCCRL, University of Illinois at Urbana-Champaign

Pathways to Results (PTR) is an outcomes focused, equity-guided process to improve programs and policies that support student transition to and through postsecondary education. This session will explore how Illinois has developed and used PTR to address equity gaps between diverse learner groups and continuously improve processes, pathways and programs of study critical to student success. The Pathways Resource Center is part of a statewide network of resources that supports the implementation of STEM education programs of study that are working in concert with leading businesses and industries across the state to improve the college and career readiness of all students.

REFLECTIVE QUESTION

What groundwork needs to be laid to engage in scaling change?



2:30 pm

TRANSFORMATIVE CHANGE PLANNING TEAM MEETING

Round 1 Consortium Leaders and Team

- ♦ C6 – Luzelma Canales, Facilitator
- ♦ CASE – John Nixon, Facilitator
- ♦ COETC – Erica Kalata, Facilitator
- ♦ H2P – Jeff Flesher, Facilitator
- ♦ MACCWDTA – Jan Lyddon, Facilitator
- ♦ MoHealthWINs – Tim Harmon, Facilitator
- ♦ PACE – Eboni Zamani-Gallaher, Facilitator
- ♦ STEM – Bruce McComb, Facilitator

California Pavilion
Ballroom B

Round 2 Consortium Leaders

Facilitators: Debra Bragg and Mindy Feldbaum

3:30 pm

BREAK AND NETWORKING OPPORTUNITY

4:00 pm

CONCURRENT BREAKOUT SESSIONS

STRATEGIES TO SCALE CHANGE

You have the choice of attending one of the following six sessions.

Using Technology to Scale Transformative Change

Presenters: William Cope – University of Illinois at Urbana-Champaign
Norman Bier – Carnegie Mellon’s Open Learning Initiative (OLI)
Sam Catherine Johnston – Center for Applied Special Technology (CAST)

This session will feature two initiatives – Scholar and OPEN. Scholar, a web working and assessment environment, was created with the support of grants from the Institute of Educational Sciences, US Department of Education. Open Professionals Education Network (OPEN) is funded by a grant from the Bill & Melinda Gates Foundation. Participants will explore the potential of emerging digital learning environments to support deeply embedded and rich learner feedback and assessment systems, as well as learn about the OPEN work currently underway with Round 1 grantees and the opportunities for Round 2 grantees.

The Catalyst Project

Presenter: Rachel Singer – Achieving the Dream

The Catalyst Fund is a competitive grants program, administered by Achieving the Dream and funded by the Bill & Melinda Gates Foundation, that provides four colleges in the Network funds to expand and scale proven interventions to reach a significantly large population of their students. Come learn about this important scaling project and how this investment will spur the expansion of innovations nationwide.

Transformative Leadership

Presenter: Pam Eddy – William and Mary University

This session focuses on the importance of transformative leadership that facilitates organizational commitment to scaling social innovations such as those associated with TAACCCT. Dr. Eddy will share her deep knowledge of how community colleges partner with stakeholders to create productive relationships that bring out meaningful change. Participants will discuss the conditions that are necessary to scale equitable change and consider leadership approaches that facilitate transformative change.

Creating a Culture of Innovation

Presenter: Marcy Drummond – Los Angeles Trade-Technical College

Strategically creating key levers that foster a culture of innovation is crucial for postsecondary excellence and student success. These key levers have been cultivated at Los Angeles Trade-Technical College to bring about transformational change through the development of a competency model framework. Participants will engage in identifying and discussing the key levers that exist at their institutions and how they can/are being employed to create a culture of innovation.

Scaling State Policy Change

Presenter: Evelyn Ganzglass – Center for Law and Social Policy

This session will focus on the conceptual model of state and local/regional career pathways systems being used by the Alliance for Quality Career Pathways, a two-year state-driven, CLASP-led effort to identify criteria for high-quality career pathway systems and a set of shared performance metrics for measuring and managing their success. Participants will have an opportunity to discuss the structural elements and guiding principles under-girding state career pathway systems as well as the relationship between state and local career pathway systems and programs.

Lessons Learned about TAACCCT Evaluation

Presenters: Ann Person – Mathematica

Donna Tonini – OCCRL, University of Illinois at Urbana-Champaign

In this session, the two presenters will offer insights regarding their experiences providing technical assistance to TAACCCT grantees and conducting TAACCCT evaluations at community colleges across the nation. Delving into the project management fundamentals key to the implementation and outcomes evaluation, the presenters will cover the principles and processes necessary for site-visit set-up and pre-assessment, lessons learned from actual experiences on-site, and consistent and high-quality measurement. They will also address feedback from the colleges concerning their expectations and recommendations for ongoing improvement.

REFLECTIVE QUESTION

What strategy are you excited to learn more about?

DINNER ON YOUR OWN – OPTIONAL TEAM MEETING

AGENDA — Monday, February 4, 2013

7:00 am

BREAKFAST (Presidents and Employers – invitation only)

Moderator: Carole Goldsmith – West Hills College, Coalinga

7:00 am
California Pavilion

Ballroom B

TECHNOLOGY APPLICATIONS FOR PERSONALIZED LEARNING AND SUPPORT

Presenters: Greg Ratliff and Rahim Rajan – Bill & Melinda Gates Foundation

Moderator: Mindy Feldbaum – The Collaboratory

8:00 am

TRANSFORMATIVE CHANGE PLANNING TEAM MEETING

Round 1 Consortium Leaders and Team

- ♦ C6 – Luzelma Canales, Facilitator
- ♦ CASE – John Nixon, Facilitator
- ♦ COETC – Erica Kalata, Facilitator
- ♦ H2P – Jeff Flesher, Facilitator
- ♦ MACCWDTA – Jan Lyddon, Facilitator
- ♦ MoHealthWINS – Tim Harmon, Facilitator
- ♦ PACE – Eboni Zamani-Gallaher, Facilitator
- ♦ STEM – Bruce McComb, Facilitator

California Pavilion

Ballroom B

Round 2 Consortium Leaders

Facilitators: Debra Bragg and Mindy Feldbaum

9:00 am

California Pavilion

Ballroom B

PLENARY

How to Use Cases to Implement Change

Presenter: Jim Honan – Senior Lecturer at the Harvard Graduate School of Education

Moderator: Carol Lincoln – Achieving the Dream

REFLECTIVE QUESTION

How can your consortium use a case study to advance the scaling project?

10:30 am

BREAK

10:45 am

TRANSFORMATIVE LEARNING COMMUNITIES

Tools to Scale Change

Participants choose a practitioner group that they would like to affiliate with to learn about scaling change now and in the future.

- ♦ **Transformative Leadership**
Discussion Leader: Rod Nunn
- ♦ **Partnership Engagement**
Discussion Leader: Clay Goodman
- ♦ **Coalition Building**
Discussion Leader: Lindsey Gainer
- ♦ **Communications and Networking Strategies**
Discussion Leader: Rebecca Lake
- ♦ **Scaling Pathways and Programs of Study**
Discussion Leader: Sondra Flemming
- ♦ **System-wide Policy Change**
Discussion Leader: Ed Franklin
- ♦ **Using Technology to Enhance Performance**
Discussion Leader: Jennifer Freeman
- ♦ **Using Data to Support Continuous Improvement**
Discussion Leader: John Cosgrove

11:30 am

LUNCH

12:15 pm

California Pavilion
Ballroom B

KEYNOTE

THE POWER OF STORYTELLING TO SCALE CHANGE

Joye Hardiman – Founding Member, Washington Center for Improving the Quality of Higher Education

Moderator: Rachel Singer – Achieving the Dream

REFLECTIVE QUESTION

In what ways can your consortium use reflection and storytelling to scale change?



1:00 pm

TRANSFORMATIVE CHANGE PLANNING TEAM MEETING

Round 1 Consortium Leaders and Team

- ♦ C6 – Luzelma Canales, Facilitator
- ♦ CASE – John Nixon, Facilitator
- ♦ COETC – Erica Kalata, Facilitator
- ♦ H2P – Jeff Flesher, Facilitator
- ♦ MACCWDTA – Jan Lyddon, Facilitator
- ♦ MoHealthWINS – Tim Harmon, Facilitator
- ♦ PACE – Eboni Zamani-Gallaher, Facilitator
- ♦ STEM – Bruce McComb, Facilitator

California Pavilion
Ballroom B

Round 2 Consortium Leaders

Facilitators: Debra Bragg and Mindy Feldbaum

2:15 pm

California Pavilion
Ballroom B

ROUND 1 CONSORTIUM TEAM PRESENTATIONS

Moderator: Allison Witt – OCCRL, University of Illinois at Urbana-Champaign

3:15 pm

California Pavilion
Ballroom B

CLOSING

Mindy Feldbaum – The Collaboratory

Debra Bragg – OCCRL, University of Illinois at Urbana-Champaign

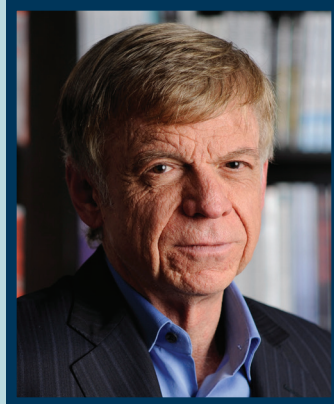
3:30 pm

ADJOURN

REFLECTIVE QUESTIONS

1. What will you do with what you have learned?
2. How will you measure the impact of your scaled innovation?

KEYNOTE SPEAKER BIOGRAPHY



John P. Kotter is internationally known and widely regarded as the foremost speaker on the topics of Leadership and Change. He is the premier voice on how the best organizations actually achieve successful transformations. The Konosuke Matsushita Professor of Leadership, Emeritus at the Harvard Business School and a graduate of MIT and Harvard, Kotter's vast experience and knowledge on successful change and leadership have been proven time and again. Most recently Kotter was involved in the creation and co-founding of Kotter International, a leadership organization that helps Global 5000 company leaders develop the practical skills and implementation methodologies required to lead change in a complex, large-scale business environment.

Kotter has authored 18 books, twelve of them bestsellers. His works have been printed in over 150 foreign language editions. His latest book, *Buy-In*, focuses on the problems associated with getting others engaged and committed to good ideas and provides solutions for dealing with attacks on your good ideas. His books are in the top 1% of sales on Amazon.com.

John Kotter's articles in *The Harvard Business Review* have sold more reprints than any of the hundreds of distinguished authors who have written for that publication during the same time period. Kotter has been on the Harvard Business School faculty since 1972. In 1980, at the age of 33, he was given tenure and a full professorship, making him one of the youngest people in the history of the University to be so honored.

Professor Kotter is the 2009 recipient of the Lifetime Achievement Award by ASTD (American Society for Training and Development). This award was presented in recognition of his body of work and the significant impact he has had on learning and performance in organizations.

What People Are Saying About Dr. Kotter:

"Your talk was instrumental in helping me raise the leadership bar."

"You clearly sneaked under the defenses of even the most skeptical of our people and established memorable reference points which will be cited repeatedly in the future. More importantly, you delivered reinforcement, hope and direction for their pursued leadership development aspirations."

"This was a quite uplifting and inspirational experience for me - delivered by one of the finest teachers I have ever seen. I will not forget this one."

KEYNOTE SPEAKER BIOGRAPHY



W. Joye Hardiman is a lifelong learner, an inspirational educator, a global researcher and gifted storyteller. Dr. Hardiman has over 35 years of experience as an engaged practitioner of Learning Community Excellence and Educational Reform. She has been an active participant in Student Success initiatives locally, regionally, nationally and internationally.

Dr. Hardiman was the Executive Director of The Evergreen State College's Tacoma Campus from 1991 to 2007. During her tenure, the campus had a retention and graduation rate of more than 89%.

She was a charter member of the Washington Center for Improvement in the Quality of Higher Education and has been a resource faculty at their National Summer Institute on Learning Communities since the Institute's conception. She was a plenary speaker at the Achieving the Dream: Community Colleges Count 2010 Strategy Institute and at the 2012 National Learning Community Conference. She currently designs keynotes, workshops and institutes for community colleges, community college districts and state, regional and national consortiums.

Dr. Hardiman has served as a core facilitator for the Washington State Community College Minority Student Success Project, the Washington Center / Ford Foundation Cultural Pluralism Summer Institutes, and the FIPSE National Learning Community Dissemination Institute. She was a PEW Foundation Learning Community Fellow and co-authored an article – "Connecting with Local Communities" which appears in a monograph entitled *Learning Communities and Student Affairs: Partnering for Powerful Learning*.

A portion of her thinking about how best to integrate the areas of diversity, equity and academic excellence are found in a chapter she co-authored, called "Approaching Diversity through Learning Communities," which appears in the book, *Sustaining and Improving Learning Communities*. Dr. Hardiman also served as mentor and coach in the publication of Washington Center's monograph, *Diversity, Educational Equity and Learning Communities*.

After attending the Undergraduate Writer's Workshop at the University of Iowa, Dr. Hardiman earned a B.A. in Literature at the State University of New York, Buffalo, 1968, and a Ph.D. in Applied Literary Studies and Urban Education at the Union Institute, 1986. She is an alumna of Harvard University's Management Development Program.

Dr. Hardiman is the International 2nd Vice President of the Association for the Study of Classical African Civilizations (ASCAC), a Fulbright Scholar and has done extensive research on African and African Diaspora History and Culture, Black Women Studies and Comparative Worldviews in Egypt, Ethiopia, Kenya, Uganda, Mali, The Gambia, Ghana, Senegal, Ivory Coast, South Africa, India, the Yucatan, Trinidad, Brazil, Panama and Cuba. Her work is documented in published monographs, anthologies and multi-media formats.

ROUND 1 TAACCCT GRANTEE PARTICIPANTS

C6 – California

Jill Board – President – Cerro Coso College – Jboard@cerrocoso.edu
 Ben Duran – CEO – Great Valley Center – durangroup4@yahoo.com
 Randy Emery – Faculty – College of the Sequoias – randye@cos.edu
 Carole Goldsmith – Vice Chancellor – West Hills Community College District – carolegoldsmith@whccd.edu
 Robert Pimental – Director – Fresno Regional Workforce Investment Board – rpimental@workforce-connection.com
 Louann Waldner – Dean – College of the Sequoias – louannw@cos.edu

CASE – Oregon

Cynthia Andrews – Statewide Director – Oregon CASE TAACCCT grant – cyndia@clackamas.edu
 Karen Helland-Domine – Dean of Extended Learning, Community & Workforce Development – Southwest Oregon Community College – khelland@socc.edu
 Donna Lewelling – Education and Workforce Coordinator – Oregon Department of Community Colleges – donna.j.lewelling@state.or.us
 Elizabeth Lundy – Vice President, Student and Academic Affairs – Clackamas Community College – Elizabethl@clackamas.edu
 Kim Parker – Director – Workforce Investment Council, Clackamas County – Kim.parker@wicco.org
 Joanne Truesdell – College President – Clackamas Community College – joannet@clackamas.edu
 Celia Walker – Project Coordinator, Workforce Development – Lane Community College – walkerc@lanec.edu

COETC – Colorado

Tony Anderson – Business Development Representative – Fort Morgan Workforce Center – tony.anderson@state.co.us
 Debra “Bitsy” Cohn – Statewide Developmental Education Coordinator – bitsy.cohn@cccs.edu
 Andy Dorsey – President – Front Range Community College – Andy.Dorsey@frontrange.edu
 Jason Hazlett – Faculty – Northeastern Junior College – Jason.hazlett@njc.edu
 Heather McKay – Director – Innovative Training and Workforce Development Programs, Center for Women and Work – Rutgers, The State University of New Jersey – hmckay@work.rutgers.edu
 Casey Sacks – Project Manager – Colorado Community College System – Casey.Sacks@cccs.edu

H2P – National Consortium

Charles A (Tony) Bohn – Vice President – Norton Healthcare – Tony.Bohn@nortonhealthcare.org
 Sondra Flemming – Vice President, Health & Economic Development – El Centro College – sflemming@dcccd.edu
 Marianne Krismer – H2P Consortium National Director – Cincinnati State Technical & Community College – marianne.krismer@cincinnatiastate.edu
 O’Dell Owens – President – Cincinnati State Technical & Community College – odell.owens@cincinnatiastate.edu
 Stefanie Schroeder – Director of Strategic Initiatives – Pine Technical College – SchroederS@pinetech.edu
 Michael Veh – Workforce Development Manager – Lucas County Workforce Development Agency – mveh@co.lucas.oh.us

MACCWDTA – Massachusetts

Dale Allen – MCCWDTA Project Director and Vice President for Community Engagement – Quinsigamond Community College – dallen@qcc.mass.edu
 Mary Beth Campbell – Director of Education and Workforce Development, Executive Offices of Education – Labor and Workforce Development – marybeth.campbell@state.ma.us
 Carole Cowan – President – Middlesex Community College – COWANC@middlesex.mass.edu
 Jennifer Freeman – Project Manager – Quinsigamond Community College – freemanje@mcceo.mass.edu
 Jennifer James – Undersecretary – Executive Office of Labor and Workforce Development – jennifer.james@state.ma.us
 Rebekah Lashman – Senior Vice President – Commonwealth Corporation – rlashman@commcorp.org
 William Messner – President – Holyoke Community College – wmessner@hcc.edu
 Mary Jane (MJ) Ryan – Workforce Development Manager – Partners HealthCare – mjryan@partners.org
 Gina Spaziani – Budget Director – Middlesex Community College – SPAZIANIG@middlesex.mass.edu

MoHealthWINs – Missouri

Dawn Busick – Project Director – Missouri Community College Association – dawn.busick@mccatoday.org
 Cheryl Carpenter-Davis – Dean of Instruction – Metropolitan Community College, Blue River – cheryl.carpenter@mccck.edu
 John Cosgrove – Round 1 Grant Lead Researcher – Cosgrove & Associates – jcosgrove@stlcc.edu
 Dianne Lee – Academic Lead, MoHealthWINs – St. Louis Community College – dlee@stlcc.edu
 Clyde McQueen – President & CEO – Full Employment Council – cmcqueen@feckc.org
 Elaine Mondschein – Director, Workforce Development and Grant Lead – Metropolitan Community College – elaine.mondschein@mccck.edu
 Ana Valdez – Director of Operations, Corporate Academy, Truman Medical Centers – Ana.Valdez@tmcmcd.org

ROUND 1 TAACCCT GRANTEE PARTICIPANTS

PACE – Arkansas

Edward Franklin – Executive Director – Arkansas Association of Two-Year Colleges – efranklin@aatyc.org
Barbara Jones – President – South Arkansas Community College – brjones@southark.edu
Mike Leach – Director – Center for Student Success – Arkansas Association of Two-Year Colleges – mleach@aatyc.org
Steven Murray – President – Phillips Community College – murray@pccua.edu
Cheryl Ray – Network Administrator – Murray Oil – Cheryl_Ray@murphyoilcorp.com
Christopher Spence – Principal – New Growth Group – cspence@newgrowthplanners.com
Chris Thomason – Chancellor – University of Arkansas Community College at Hope – chris.thomason@uacch.edu
Cindy Varner – Assistant Director, Employment Assistance – State of Arkansas Department of Workforce Services – cindy.varner@arkansas.gov

STEM – National Consortium

Linda Austin – Dean of Career Education – Florida State College at Jacksonville – laustin@fscj.edu
Helen Dewey – Evaluator – Hezel and Associates – helen@hezel.com
Heather Henry – Director of Special Initiatives – Anne Arundel Workforce Development Corporation – hhenry@aawdc.org
Susan Gallagher – Project Director, National STEM Consortium – Anne Arundel Community College – sgallagher5@aacc.edu
Jerry Geisler – Director, Information Systems Security Operations – Walmart, Information Systems Division – jerry.geisler@walmart.com
Kelly Koermer – NSC Principle Investigator – Anne Arundel Community College – kkoermer@aacc.edu
Dawn Lindsay – President – Anne Arundel Community College – dslindsay@aacc.edu
Janet Paulovich – Director – English Lang Learning and Adult Education – Anne Arundel Community College – jmpaulovich@aacc.edu
Jean Runyon – Dean – Virtual Campus – Anne Arundel Community College – jmrunyon@aacc.edu

ROUND 2 TAACCCT GRANTEE PARTICIPANTS

ACT – On Retail Management Careers

Lindsey Gainer – Professor – Tyler Junior College – lgai@tjc.edu
Debbie Welch – Department Chair – Business Management and Administration – Tyler Junior College – dwel@tjc.edu

AF-TEN

Michael Eiland – Project Director – George Wallace Community College – meiland@wallace.edu

ASC-GIEC

Clay Goodman – Vice President, Occupational Education – Estrella Mountain Community College – clay.goodman@estrellamountian.edu

ATC x3

Daniel Smith – Vice President for Institutional Effectiveness – Athens Technical College – dsmith@athenstech.edu

CHEO

Patty Erjavec – President – Pueblo Community College – Patty.Erjavec@puebloc.edu

Consortium for Bioscience Credentials

Mike Massoglia – Grant Coordinator – Forsyth Technical Community College – mmassoglia@forsythtech.edu
Rebecca Keith – Director, Finance Grants – Forsyth Technical Community College – rkeith@forsythtech.edu

Credentials to Careers

Milan Hayward – Special Assistant for Career & Technical Education – Northern Virginia Community College – mhayward@nvcc.edu

Design it-Build it-Ship it

Randy Tillery – Dean – Workforce and Economic Development – Los Medanos – rtillery@4cd.edu

ROUND 2 TAACCCT GRANTEE PARTICIPANTS

Earn and Learn Advanced Manufacturing

Rebecca Lake – Manager – William Rainey Harper Community College – rlake@harpercollege.edu

Florida TRADE

Jacqueline Skryd – Director of Grants Development – St. Petersburg College – skryd.jackie@spcollege.edu

Gulf Coast IT Consortium

Lisa Wheeler – Director of Institution Research and Grants – Bossier Parish Community College – lwheeler@bpcc.edu

Health-e Workforce

Patricia Dombrowski – Executive Director, Health-e Workforce Consortium – Bellevue College – patricia.dombrowski@bellevuecollege.edu

HL-SCI

Pamela Edington – Provost and Dean of Academic Affairs – Norwalk Community College – pedington@norwalk.edu

I-AM

Kim Didier – Executive Director – Des Moines Area Community College – kmdidier@dmacc.edu

Stephanie Ferraro – Project Manager – Des Moines Area Community College – sferraro@dmacc.edu

IMPACT

Dan Davidchik – Project Manager – Central Community College – ddavidchik@cccneb.edu

Marni Nelson-Snyder – Grants Manager – Central Community College – msnyder@cccneb.edu

Making the Future: Wisconsin Strategy

Anne Kamps – Dean, Learning Solutions – Northeast Wisconsin Technical College – anne.kamps@nwtc.edu

MoManufacturingWINS

Rod Nunn – Vice Chancellor for Economic Development & Workforce Solutions – St. Louis Community College – rodnunn@stlcc.edu

M-SAMC

Gary Saganski – Director of Corporate Training – Henry Ford Community College – saganski@hfcc.edu

RAMR

Marlene Mixa – Director of Strategic Grant Initiatives – Central Lakes Community College – mixam@pinetech.edu

Rural Hawaii Workforce Development Program

Clyde Sakamoto – Chancellor – University of Hawaii Maui College – clydes@hawaii.edu

RX TN

Denette Flynn – Assistant Director – Roane State Community College – flynnd@roanestate.edu

Jack Parker – Director – Roane State Community College – parkerja4@roanestate.edu

SC Accelerate

Carey Castle – Associate Vice President for Education – Greenville Technical College – carey.castle@gvltec.edu

ShaleNET-US

Larry Michael – Assistant Vice President for Workforce Development/Special Projects – Pennsylvania College of Technology –

lmichael@pct.edu

Sinclair – IT Consortium

Nancy Thibeault – Dean – Distance Learning & Instructional Support – Sinclair Community College – nancy.thibeault@sinclair.edu

TEAM Educational Pathways Project

Patricia Williams – Director of Grants – Monroe Community College – pwilliams@monroecc.edu

TREND Consortium

Emily McKay – Project Director – Bismarck State College – emily.mckay@bismarckstate.edu

Wichita – National Aviation Consortium (NAC)

Denise Pfeifer – Project Manager – Wichita Area Technical College – dpfeifer@watc.edu

SPEAKER BIOGRAPHIES

Norman Bier is the Associate Director of the Open Learning Initiative (OLI) at Carnegie Mellon University. OLI is dedicated to the development of freely available “stand-alone” college-level online courses and web-based learning environments. Prior to joining OLI, he was Director of Training and Development at iCarnegie Inc., a CMU subsidiary chartered to deliver software development education through international partnering institutions. Using technology and faculty support, iCarnegie reaches thousands of students who would not have had access to a CMU-level education. His principal responsibilities at iCarnegie included course, curricula and program development; faculty support and training; and business development. Before his work at iCarnegie, he taught computer science courses as an adjunct faculty member at the Community College of Allegheny County, philosophy courses as an instructor at Carnegie Mellon University and served as a founding member of the Robert E. Cook Honors College at Indiana University of Pennsylvania.

Debra D. Bragg is a Professor of Higher Education in the Department of Educational Policy, Organization and Leadership at the University of Illinois and Director of the Office of Community College Research and Leadership. Her research focuses on P-20 education policy, with a special interest in the transition of youth and adults to college and careers. She has led research funded by federal, state, and foundation sponsors, including examining the participation of underserved students in college transition and career pathway programs. Recent studies funded by the Lumina Foundation, the Bill & Melinda Gates Foundation and the National Science Foundation (NSF) include examining transfer and credentialing of students who begin their academic pathways at the community college. Policies promoting programs of study leading to associate and baccalaureate degrees, including applied and community college baccalaureates, are a special area of focus and expertise. Dr. Bragg holds a Ph.D. and master's degree from The Ohio State University, and a bachelor's degree from the University of Illinois at Urbana-Champaign. She is the recipient of the career teaching and distinguished research awards from the College of Education at the University of Illinois, and the senior scholar award from the Council for the Study of Community Colleges.

Luzelma G. Canales is the Executive Director for Resource Development & Administration at Lone Star College System. Dr. Canales oversees the system efforts in identifying, developing, and administering funds from external agencies. Prior to joining LSCS, Dr. Canales oversaw grant development and compliance, accountability and management services, continuing education, corporate training, workforce development, and community engagement at South Texas College for over fifteen years. She works with Achieving the Dream Inc. and UT-Austin in assisting community colleges in building a culture of evidence and assessment. Dr. Canales serves on the McAllen ISD's Superintendent's Parent Advisory and Technology Leadership Cadre, was a founding board member for the Advocacy Alliance Center of Texas, and was also the founding President of the McAllen High School AVID Academic Booster Club. Dr. Canales holds a Bachelor of Business Administration from Pan American University, an MBA from the University of Texas – Pan American, and a Ph.D. in Human Resource Development from Texas A&M University – College Station.

William Cope is a Research Professor in the Department of Educational Policy, Organization and Leadership at the University of Illinois. He is also Director of Common Ground Publishing, developing internet publishing software, Scholar, for schools and scholarly publications, located in the Research Park at the University of Illinois. Recent books include *The Future of the Academic Journal*, (with Angus Phillips, eds) Chandos, Oxford, 2009 and *Towards a Semantic Web: Connecting Knowledge in Academic Research*, (with Kalantzis and Magee), Woodhead, Cambridge, 2010. With Mary Kalantzis, he is co-author or editor of: *Multiliteracies: Literacy Learning and the Design of Social Futures*, Routledge, 2000; *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008/2nd edition 2012; *Ubiquitous Learning*, University of Illinois Press, 2009; and *Literacies*, Cambridge University Press, 2012. <http://wwcope.com>

Donna Dare was appointed Vice Chancellor for Academic and Student Affairs at St. Louis Community College in May 2009. Dr. Dare serves as the college's Chief Academic and Student Services Officer and is responsible for the overall planning, development, coordination, evaluation and continuous improvement of the college's academic and student services functions and programs. She provides districtwide oversight of the college's curriculum- and student-related policies, processes, systems and records. She also oversees articulation of courses and programs, assessment of student learning outcomes, and institutional and instructional resources. Dare joined the college in June 2005 as the district's Director of Career and Technical Education. She served three years as Dean of Communications, Education, Humanities and Fine Arts at Richland Community College. She also taught at Richland, Southern Illinois University-Carbondale and Millikin University. Dare earned her Ph.D. in education from the University of Illinois at Urbana-Champaign. Her bachelor's and master's degrees in English are from SIU-Carbondale.

Marcy Drummond currently serves as Vice President for Institutional Effectiveness and Innovation at Los Angeles Trade-Technical College (LATTC) where she also held positions of Vice Presidents of Academic Affairs and Workforce and Economic Development. For more than 25 years Marcy has held administrative and executive positions where she was responsible for organizing and leading institutional effectiveness and innovation initiatives at postsecondary institutions. Her recent work in green programs of study and career pathway development has received national recognition and has resulted in many featured articles and case studies, appointments to several national advisory boards and communities of practice, and being awarded the Green Achievement Award for Workforce Development by an Individual by Green Technology Magazine and the Energy Star Award by the President's Roundtable.

SPEAKER BIOGRAPHIES

Pamela Eddy is an Associate Professor in Educational Policy, Planning, and Leadership at the College of William and Mary. Her research interests include community college leadership and development, organizational change and educational partnerships, gender roles in higher education, and faculty development. She serves on the editorial boards for *Community College Review*, *Community College Journal of Research and Practice*, *Community College Enterprise*, and *Innovative Higher Education*. Eddy was the President of the Council for the Study of Community Colleges 2011-2012 and currently serves as past-president of the council. She received the 2006 emerging scholar award by the Council for the Study of Community Colleges, the 2007 Central Michigan University Provost Award for Research and Creative Endeavors, the 2008 Central Michigan University Teaching Excellence Award Winner, the 2011 Pulmeri Award for Faculty Excellence at the College of William and Mary, and was a Fulbright Scholar in Dublin, Ireland. She and her husband have three quasi adult children.

Mindy Feldbaum, CEO of The Collaboratory, LLC, brings more than 22 years of experience and expertise in education and workforce development policies, strategies, and initiatives. Ms. Feldbaum's work includes managing multiple projects focused on the TAACCCT grants, serving as the Principal Investigator for a National Science Foundation study examining the employment outcomes of community college graduates, and directing green workforce development projects for the U.S. Departments of Justice and Education and the American Association of Community Colleges. Prior to The Collaboratory, Ms. Feldbaum served as the Program Director at the U.S. Department of Labor's (DOL), Employment and Training Administration for four major discretionary grants. In this role, Ms. Feldbaum was involved in developing the investment strategy, creating and managing solicitations for grant applications, assisting with award process, providing guidance on programmatic, policy, and grants management issues, implementing technical assistance plans, establishing knowledge and performance management systems, and program evaluation. Ms. Feldbaum also served as the Director of the Employment and Training Council, advocating on behalf of big city mayors on a variety of workforce initiatives. In 2011, Feldbaum was awarded the Australian Executive Endeavour Award. Ms. Feldbaum started her career working at Oakland Community College in Michigan. She holds a Masters in Public Policy/Public Administration from The George Washington University and a B.A. in Psychology from the University of Maryland.

Jeff Flesher has over 20 years of university teaching experience and has held academic appointments at the University of Illinois, Southern Illinois University, and Iowa State University. His teaching has included courses in Strategic Planning, Technology Transfer, and Organization Development. Dr. Flesher is also a consultant with the Office of Community College Research and Leadership at the University of Illinois. His corporate leadership roles include Vice President of Global Talent Management at Biomet, Inc., Director of Global Talent Management at Underwriters Laboratories, and Director of Training and Organization Development Abbott Laboratories. He has developed strategies for effective quality system improvements, global leadership and executive programs, product transfers, and led large scale change management efforts and organizational development initiatives.

Dean Florez, retired CA Senator and Senate Majority Leader, serves as President and CEO of The 20 Million Minds Foundation in Sacramento, CA after nearly 20 years of legislative policy making in the higher education field. At 20 Million Minds Dean spearheads the non-profit's efforts to combat higher education access and affordability issues. At the forefront of the agenda are initiatives dedicated to bringing high quality open textbooks to faculty and students across postsecondary institutions. Dean is a past investment banker, having received his MBA from Harvard in 1993 and a Bachelor of Arts degree in Political Science from UCLA, where he also served as Student Body President.

Evelyn Ganzglass is Director of Workforce Development at the Center for Law and Social Policy. CLASP is a national nonprofit that develops and advocates for policies at the federal, state and local levels to improve the lives of low-income people. Since coming to CLASP in 2005, she has coordinated CLASP's national and state advocacy and technical assistance efforts related to postsecondary and adult education, workforce development, welfare and work supports policy, and job quality. Prior to joining CLASP, she led Employment and Social Services Policy Studies for the National Governors Association's Center for Best Practices and directed a global initiative for helping developing and transition countries increase the relevance and responsiveness of their education and training systems to changing economic needs.

Tim Harmon is President of Workforce Enterprise Services, Inc. a management consulting firm specializing in the postsecondary education and workforce development market. He holds a MA in Public Administration from the University of Illinois-Springfield. Tim has extensive project management experience, and has worked with numerous community colleges and local workforce boards to implement process changes and improve performance results. He has worked with the Office of Community College Research and Leadership at the University of Illinois, Urbana-Champaign to help develop the Pathways to Results model, and to evaluate the implementation of bridge programming in Illinois. He has worked with The Collaboratory to research labor market results for Advanced Technological Education colleges using Unemployment Insurance wage data. Tim is currently working with both OCCRL and The Collaboratory on evaluation of two TAACCCT consortia. He is also working with the Center for Law and Social Policy on development of a shared accountability framework under the Alliance for Quality Career Pathways.

SPEAKER BIOGRAPHIES

James P. Honan is Senior Lecturer at the Harvard Graduate School of Education. Honan's teaching and research interests include financial management of nonprofit organizations, organizational performance measurement and management, and higher-education administration. At Harvard, he is Educational Co-chair of the Institute for Educational Management (IEM) and is a faculty member in a number of Executive Education programs for educational leaders and nonprofit administrators. Honan has served as a consultant on strategic planning, resource allocation, and performance measurement and management to numerous colleges, universities, schools, and nonprofit organizations, both nationally and internationally. Previously, he served as Institutional Research Coordinator in the Office of Budgets at Harvard and as a Project Analyst in the Harvard University Financial Aid Office. He has also been a Research Assistant at the Educational Resources Information Center (ERIC) Clearinghouse on Higher Education in Washington, DC, and has served as Executive Assistant to the president of Lesley University in Cambridge, Massachusetts.

Parminder Jassal recently joined ACT, Inc. to launch the ACT Foundation. As founding executive director, Dr. Jassal is building her team in anticipation of a Fall 2013 launch. Dr. Jassal previously served as a program officer supporting postsecondary success for low income young adults at the Bill & Melinda Gates Foundation. Most recently, she envisioned a college operating model titled "Pathways to Credentials and Careers" and led the "Learn and Earn" movement among employers and education providers. Throughout her career, Dr. Jassal has leveraged the social enterprise model to create transformative change through business creation and expansion, and by "internetworking" isolated operations. Fluent in Hindi, Punjabi and English, Parminder completed high school in India, and is a product of public US higher education. She earned an associate's degree from Southwestern Community College in Iowa, a bachelor's degree in Market Research and Information Technology from the University of Northern Iowa, a master's degree in Market Research and Higher Education from the University of Alaska Anchorage, and a doctorate in Higher Education Leadership from the University of Louisville.

Sam Catherine Johnston. Dr. Johnston brings expertise in peer-based learning models, distance and blended education, and program evaluation to her role as Research Scientist at the Center for Applied Special Technology (CAST). Her primary research focus has been the use of technology-mediated peer-based learning to transfer knowledge amongst human services providers. Before joining CAST, Dr. Johnston was a Senior Associate and Distance Educator at the Center for Social Innovation (c4si), leading the company's online learning strategy. In this role, she served as lead curriculum developer for a randomized controlled trial to compare the effectiveness of online peer-based learning. Dr. Johnston also served as project director for the development of a blended learning curriculum for criminal justice and behavioral health professionals, along with developing and pilot-testing an online simulation game designed to assist clinicians.

Erica D. Kalata is a consultant in the Human Resource Development field with over fifteen years of experience. Erica is an adjunct faculty member at Northwestern University and at the University of Illinois at Urbana-Champaign. She was previously a manager with Deloitte Consulting in their Human Capital group specializing in Organizational Effectiveness and Change Management. She has extensive experience in evaluation, strategic planning, performance improvement, team building, and instructional design, having worked with industry clients including energy, manufacturing, high tech, retail, insurance, and public sector. Erica received a Ph.D. from the University of Illinois at Urbana-Champaign in Human Resource Development. She also earned her B.S. in Industrial Organizational Psychology and her M.Ed. in Human Resource Development from the University of Illinois at Urbana-Champaign. Erica's research earned her recognition from the American Society for Training and Development and the Academy of Human Resource Development.

Catherine Kirby is a Resource Information Specialist at the Office of Community College Research and Leadership (OCCRL) where she provides leadership in evaluation, research, and development projects related to the Department of Labor's TAACCCT grants and Pathways to Results. Ms. Kirby formerly served as the Project Manager for Illinois' Shifting Gears initiative. Ms. Kirby's work history includes teaching at a community college in a health careers program and later, in a bachelor's degree completion program at a state university. She is an experienced educational consultant and trainer in leadership, career development and career pathways. She holds an Ed.M. degree and has completed advanced coursework from the University of Illinois at Urbana-Champaign with an emphasis on higher education and community college leadership.

Carol Lincoln is Senior Vice President for Achieving the Dream, Inc. Lincoln brings to this role more than 35 years of experience working on issues of educational access, workforce development, and rural community development. Additionally, Lincoln served as the National Director of Achieving the Dream throughout the demonstration phase. In her current role, Lincoln influences all aspects of the organization and is primarily responsible for fundraising and development to ensure Achieving the Dream, Inc. continues to lead the nation's most comprehensive non-governmental reform movement for community college student success in higher education history. In this role, Lincoln serves as a member of: The Carnegie Foundation for the Advancement of Teaching's Statistics Pathway Steering Committee; and the American Student Achievement Institute Board of Directors. Immediately before joining Achieving the Dream, Inc., Lincoln was Senior Program Director at MDC, an organization for which she worked for more than 30 years.

SPEAKER BIOGRAPHIES

Jan W. Lyddon's experience encompasses more than 20 years leading college or university institutional research, planning and institutional effectiveness offices, and 15 years of leadership in state-level education research coordination and analysis. She has served as well as a consultant to several colleges and universities for strategic planning and for improvement of institutional research capabilities. Dr. Lyddon is a Data Coach for 10 colleges with Achieving the Dream, including several that are Leader Colleges and two that have won the Leah Myer Austin Award. She is also affiliated with the College Brain Trust. Dr. Lyddon has done numerous presentations and workshops on balanced scorecards and strategy execution in higher education and is primary co-author of two chapters on these topics in *The Handbook of Institutional Research*, published by Jossey-Bass. Dr. Lyddon holds a B.S. from Iowa State University; an M. A. from Michigan State University; an M.P.A. from Western Michigan University; and a Ph.D. from the University of Michigan.

Bruce McComb. As a Data Coach for Achieving the Dream, Bruce works with 10 colleges in seven states. He also conducts workshops and consults on strategic focus, strategy execution, and the development and use of balanced scorecards and dashboards. He has been an adjunct faculty member and tutor in math and taught marketing research. His other work with colleges has included development of evaluation capability within the institution, serving as an external evaluator and developing and facilitating a strategic planning process as well as conducting a technical program review, instructional effectiveness improvement, and conversion of transcripts to digital records projects. Bruce has co-authored articles on balanced scorecards and strategic planning tools. During the past 20 years, Bruce has been involved in training, continuous improvement and organizational effectiveness. Prior to this, he held senior management positions in state government. He has a BS and MS from Michigan State University in Electrical Engineering specializing in the analysis and improvement of organizations and socio-economic systems through the application of systems engineering principles. Bruce was certified as a Quality Engineer by the American Society for Quality and has completed Six Sigma Black Belt Training.

Joy Mordica serves as a Research Specialist for the Pathways Resource Center at the University of Illinois' Office of Community College Research & Leadership (OCCRL) in the College of Education. Dr. Mordica has practical experience in education policy, education research methodology, and assessment. She has worked at the North Carolina Department of Instruction and at the Georgia Department of Education. Dr. Mordica also served as an analyst for the National Assessment of Educational Progress (NAEP) High School Transcript Study. Her research interests involve education equity, the instructional environment, and the influence of policy on academic progress. Dr. Mordica completed her undergraduate work at Vanderbilt University. She received a Master of Science in educational research and a doctorate in education policy studies from Georgia State University.

John S. Nixon. As an Achieving the Dream Coach, Nixon consults with multiple colleges in California. Dr. Nixon was the eighth President/CEO of Mt. San Antonio College, after beginning there in 2004 as Vice President of Instruction. A 36-year veteran in education, Dr. Nixon previously served as Interim President, Vice President of Academic Affairs, and Associate Dean of Humanities and Assistant Dean of Continuing Education at Santa Anna College. Dr. Nixon has served on the board of directors for the Orange County Community Health Care Clinics, the Orange County Chapter of the American Red Cross, and the Orange County Marine Institute. In addition, he has held statewide leadership roles, including co-chair of the System Advisory Committee on Curriculum, the statewide Basic Skills Advisory Committee, as President of the California Community College Chief Instructional Officers Association, as a Board member for the Chief Executive Officers for the California Community Colleges, and as a Commissioner with the Accrediting Commission for Community Colleges (ACCJC-WASC). Dr. Nixon holds bachelor's and master's degrees in English from U.C. Irvine and a doctorate in English from the University of Southern California.

Ann Person is a Senior Researcher at Mathematica Policy Research. She is an expert in postsecondary education, occupational training, and the school-to-work transition. In the past year, she has worked to provide evaluation technical assistance to Round 1 TAACCCT grantees. Prior to rejoining Mathematica in 2012, Dr. Person served as Senior Program Officer for Research and Data on the Bill & Melinda Gates Foundation's Postsecondary Success strategy, where she worked closely with researchers to develop studies that would inform strategic development. Having served in a variety of roles in higher education, Dr. Person has a deep understanding of postsecondary institutions, their faculty and staff, and their students. She has worked as an instructor and administrator at the University of Wyoming and as an adjunct professor at Georgetown University. Dr. Person also served for six years as a researcher and project coordinator for a multi-method study of occupational programs serving low-income and at-risk students in community colleges and their for-profit counterparts.

Rahim Rajan is a Program Officer in Next Generation Models and Postsecondary Success at the Bill & Melinda Gates Foundation. In this capacity, Rahim focuses on the development and adoption of high quality emerging instructional technologies such as interactive courseware and other digital tools that advance learning and mastery. Prior to joining the foundation, Rahim helped develop a number of not-for-profit startups working at the intersection of network technologies, scholarly communications, and the global academy: JSTOR, Aluka, and ITHAKA (which acquired Aluka in 2008). At these organizations, Rahim led international business development and content and partner development with a diverse range of individuals, publishers, museums, and other content partners. Rahim has a BA from the University of Chicago and Master degrees from the Institute of Ismaili Studies and the University of Cambridge.

SPEAKER BIOGRAPHIES

Greg Ratliff joined the Bill & Melinda Gates Foundation in 2007 and is responsible for developing strategies to increase the engagement of low income young adults in postsecondary education. Current activities focus on restructuring financial aid and building better support systems for student college success. Greg is also on the internal PRI committee that reviews potential investments and a member of the Ambassador program to help the foundation enhance staff diversity. Prior to joining the foundation, Greg ran a consulting practice focused on strategic planning and development of scalable business models that blend financial and social returns. The findings from his research were published by the Federal Reserve Bank of Chicago in *Profitwise* (December 2004). Prior to his consultancy, Greg spent ten years at the John D. and Catherine T. MacArthur Foundation directing a \$15 million grant program and a \$190 million portfolio. Greg received a BA from UCLA and an MBA from Northeastern University, where he combined graduate work in Urban Studies at MIT.

Deborah Richie serves as a member of the Community College Transformative Change project team at OCCRL, which is funded by the Bill & Melinda Gates Foundation and Lumina Foundation. Dr. Richie has 25 years of experience as an administrator at the University of Illinois at Urbana-Champaign, including 10+ years as a Dean at the Graduate College, directing graduate fellowship grants and programs. She is an adjunct Assistant Professor in the Department of Education, Policy, Organization and Leadership. Dr. Richie earned her Ed.D. in Higher Education at the University of Illinois, a MA in Health Education from New York University and a BS in Education from Indiana University.

Rachel Singer is the Vice President for Community College Relations and Applied Research at Achieving the Dream, Inc., responsible for working with college presidents and CEOs to promote the adoption of evidence-based reforms to improve effectiveness, particularly in the area of developmental education. She also plays a vital role in the strategic design and direction of Achieving the Dream's knowledge development work, incorporating research into policies and practices. In consultation with investors and staff, she is responsible for designing and overseeing a re-granting program to underwrite college-to-college peer coaching to ensure the creation, implementation, and scaling of successful innovations throughout the national Achieving the Dream Network. Prior to joining Achieving the Dream, Singer was the Director of Academic Affairs at Kingsborough Community College where she served for over 25 years. Singer holds an Associate of Applied Science degree in Mental Health from Kingsborough Community College, a Bachelor of Social Work from Adelphi University, and a Master of Social Work from Adelphi University. Additionally, Singer is a clinical licensed social worker in the state of New York.

Whitney Smith joined the Joyce Foundation in November 2005 as the Manager of the Employment Program. The Employment Program is focused on improving the labor market outcomes of low-income, underprepared adults in the Great Lakes region. She is leading a \$20 million state policy reform initiative to increase the number of adults in the region who attain postsecondary credentials valued in the labor market. Ms. Smith has broad experience on welfare, workforce, and adult education policy, most recently as Associate Director of the Chicago Jobs Council. She is currently serving as co-chair of National Workforce Matters Funder's Network, co-chair of the Chicagoland Workforce Funders Network, and is an advisory member of the Chicago Federal Reserve Bank's Agriculture, Small Business, and Labor Council. In her free time, Ms. Smith serves as the President of the Board of Directors for the Oak Park Regional Housing Center and is the busy mom to six year old twins. She holds a bachelor's degree from Bowdoin College and a master's degree from the School of Social Service Administration at the University of Chicago.

Audrey S. Theis has over 30 years of experience in public and private education and training program design, implementation and evaluation. With experience as a classroom teacher, adult education administrator, state agency director, federal government consultant and small business owner, she possesses a unique combination of theoretical background, research expertise and practical experience. For the past fifteen years, Dr. Theis has served as President of Key Links, a private consulting firm in Portland, Oregon, which specializes in strengthening public-private partnerships among business, labor, government, and education for the purpose of building new systems of education and workforce development to address the challenges of the 21st century workplace. Services include strategic planning, project management, technical assistance, curriculum development and program evaluation. For the past four years she has served as lead consultant in support of the implementation of the NAM-endorsed Skill Certification System, with a focus on facilitating the development of manufacturing-related career pathways across high schools, community colleges and universities.

Donna C. Tonini is a Research Specialist at OCCRL, working on the TAACCCT Evaluation projects. Dr. Tonini received her Ed.D. in International Educational Development with a specialization in Finance & Planning from Teachers College, Columbia University in 2010. Her research evaluated how current educational policy in Tanzania addressed access to quality schooling, and impacted the local constituents. She also holds an M.B.A. in International Business from Bentley University, and has worked for USAID on development projects in Africa and the Caribbean. She also has multiple years of risk analysis and training experience that spans several industries.

SPEAKER BIOGRAPHIES

Michelle Van Noy is a Research Project Manager at the Heldrich Center for Workforce Development where she conducts research on community colleges and workforce development. Her current research includes a study of how community colleges serve adults, dislocated workers, and students with disabilities; an analysis of the effects of co-locating One-Stop Centers on community college campuses; and an evaluation of a community college's efforts to transform its workforce education programs as part of a TAACCCT grant. Prior to joining the Heldrich Center, she worked at the Community College Research Center at Teachers College, Columbia University where she conducted studies of contextualized basic skills education, employer perceptions of the associate degree for information technology technician jobs, and community college noncredit workforce education. She also previously worked at Mathematica Policy Research, Inc., on national evaluations of the School-to-Work, Unemployment Insurance, Welfare-to-Work, and Trade Adjustment Assistance programs, and a study of information technology certification programs in high schools and community colleges. Dr. Van Noy holds a Ph.D. in Sociology and Education from Columbia University.

Suzanne Walsh is a senior program officer at the Bill & Melinda Gates Foundation where she leads the Foundation's institutional redesign strategies. Before joining Gates, Suzanne worked at two other foundations: The Lumina Foundation for Education in Indianapolis where she managed the Making Opportunity Affordable initiative, which was aimed at increasing college productivity by bringing about fundamental change in the way higher education does business; and, The Heinz Endowments in Pittsburgh where her diverse portfolio included community colleges, universities, workforce development, tech commercialization and transfer, city/county consolidation, immigration and regional economic development. She got her start in community college work as the Coordinator of Special Projects at Cuyahoga Community College. Suzanne has her juris doctorate and masters in social work from Case Western Reserve University, a bachelor's of science from Cornell University, and an associate's degree in applied science from Hudson Valley Community College. She is a member of the Grantmakers for Effective Organizations board and on the advisory boards for Roadtrip Nation, as well as education start-ups Uncollege and Sokanu. She is also a proud judge for Dance Your Ph.D.

Allison Witt is a Research Specialist at OCCRL, working on the Transformative Change initiative funded by the Bill & Melinda Gates Foundation, Lumina Foundation, and the Joyce Foundation. Dr. Witt is also working on the Illinois Collaborative for Education Policy Research, a group aimed at linking state agency leaders, researchers and other stakeholders in research to improve P-20 education. She is a former Assistant Director of Academic Affairs at the Illinois Board of Higher Education where she contributed to Illinois state policy related to higher education completion initiatives, including dual credit programs and developmental education reform. Her research focuses upon the intersection of local, national, and international education policies by exploring issues of cooperation, agency, and access within the higher education sector. Allison earned a Ph.D. in Education Policy Studies from the University of Illinois at Urbana-Champaign. She also earned an MA and BA in English Literature from Eastern Illinois University.

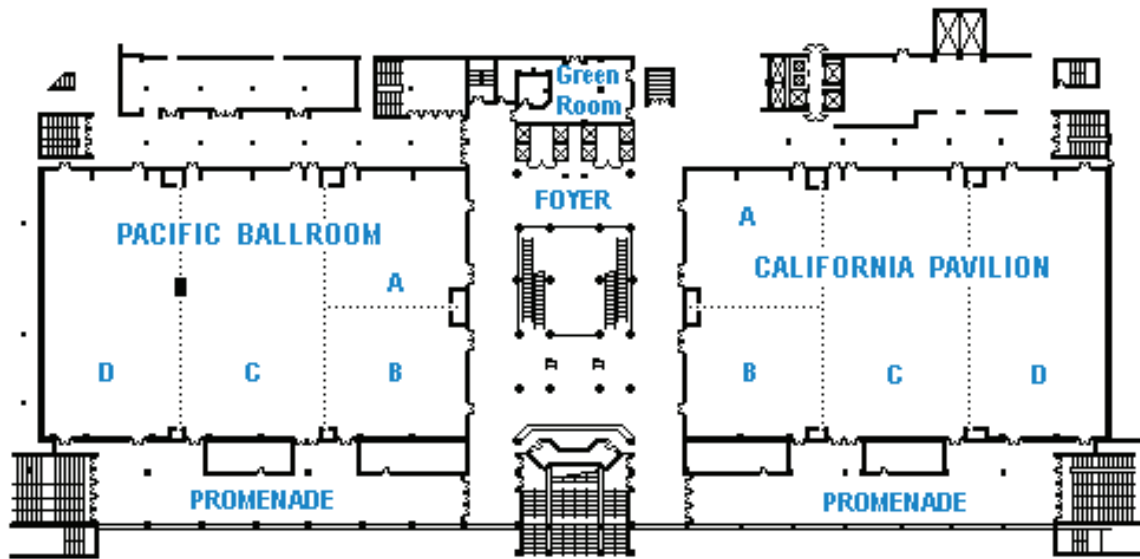
Eboni M. Zamani-Gallaher is Professor of Educational Leadership and Coordinator of the Community College Leadership Program in the Department of Leadership and Counseling at Eastern Michigan University, with previous appointments at West Virginia University, ACT, and Mathematica. She earned a Ph.D. in Higher Education Administration, and her teaching, research, and consulting activities largely include transition of marginalized collegians, transfer between two- and four-year institutions, and access and equity in higher education. Her research has been published in various journals and scholarly texts, including *Equity and Excellence in Education*, *Higher Education Policy*, and *New Directions for Community College*. Currently, she is co-editing the fourth edition of the *ASHE Reader on Community Colleges* (Pearson Publishing) and *Community College Student Development: Contemporary Strategies for Bridging Theory, Research, and Practice* (ACPA Books and Media). Dr. Zamani-Gallaher received the Association for the Study of Higher Education's Council on Ethnic Participation Mildred B. Garcia Senior Scholar Award in 2009 and is currently President-elect for the Council for the Study of Community Colleges.

Holly Zanville is a Strategy Director at Lumina Foundation where she leads the development of plans and strategies to help create new systems of quality credentials and credits defined by learning and competencies rather than time, clear and transparent pathways to students, high-quality learning, and alignment with workforce needs and trends. Her portfolio also includes a focus on improving outcomes of developmental education, increasing degree completion for returning adults with prior college/no credential, and statewide approaches to reverse-transfer degrees through the national Credit When It's Due initiative. Zanville's work experience spans the educational pipeline with prior service in K-12, community colleges, universities, and higher education governance systems. Most recently, Zanville served as Coordinator of Oregon's Joint Boards K-20 Redesign Initiative; Senior Academic Officer, Washington Higher Education Coordinating Board; and Associate Vice Chancellor for Academic Affairs, Oregon University System. Zanville received her Ph.D. in Educational Administration from the University of Minnesota; MA in English from the University of Wisconsin-Madison, and BA in English and Biology from Lindenwood University.

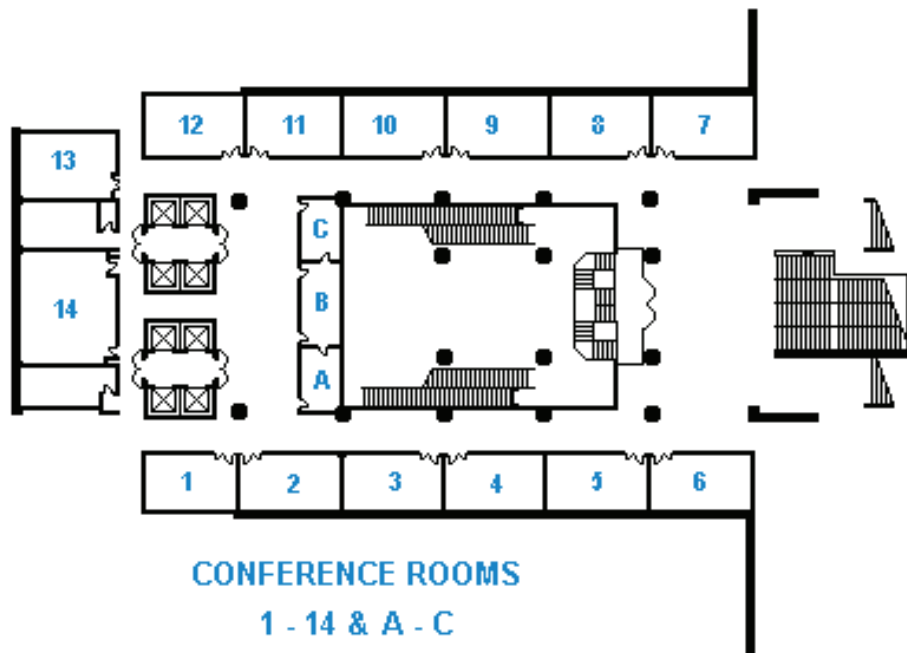
SELECT REFERENCES ON TRANSFORMATIVE CHANGE


- Apte, J. (April 2009). Facilitating transformative learning: A framework for practice. *Australian Journal of Adult Learning* 49(1), 169-189. Retrieved from <http://www.eric.ed.gov/PDFS/EJ864437.pdf>
- Bragg, D. D., Dresser, L., & Smith, W. (2012). Leveraging workforce development and postsecondary education for low-skilled, low-income workers: Lessons from the Shifting Gears Initiative. *New Directions for Community Colleges*, 157, 53-66. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/cc.20006/abstract>
- Bragg, D. D., & Durham, B. (2012). Perspectives on access and equity in the era of (community) college completion. *Community College Review*, 40(2), 106-125. Retrieved from <http://crw.sagepub.com/content/40/2/106.abstract>
- Christensen, C. M., Johnson, C. W., & Horn, M. B. (2011). *Disrupting class, expanded edition: How disruptive innovation will change the way the world learns* (2nd ed.). Columbus, OH: McGraw-Hill.
- Coburn, C. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher*, 32(6), 3-23. Retrieved from <http://gse.berkeley.edu/faculty/CECoburnscale.pdf>
- Dyer, J., Gregers, H., Christensen, C. M., & Foster, F. (2011). *The innovator's DNA: Mastering the five skills of disruptive innovators*. Boston, MA: Harvard Business School Publishing.
- Eddy, P. L. (2010). Leaders as linchpins for framing meaning. *Community College Review*, 37(4), 313-332. doi: 10.1177/0091552110362744
- Feldbaum, M., & Harmon, T. (2012). *Using unemployment insurance wage data to improve program employment outcomes: A technical assistance guide for community and technical colleges*. Silver Spring, MD: The Collaboratory and FHI360.
- Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: John Wiley & Sons, Inc.
- Kasper, G. & Clohesy, S. (2008, August). *Intentional innovation: How getting more systematic about innovation could improve philanthropy and increase social impact*. Battle Creek, MI: W. K. Kellogg Foundation.
- Kezar, A. (February 2011). What is the best way to achieve broader reach of improved practices in higher education? *Innovative Higher Education*, 36 (11), 235-249. Retrieved from <http://link.springer.com/article/10.1007%2Fs10755-011-9174-z?LI=true#page-1>
- Kotter, J. P. (2008). *A sense of urgency*. Harvard Business School: Boston, MA.
- Kotter, J. P. (1996). *Leading change*. Harvard Business School: Boston, MA.
- Lincoln, C., Goldberger, S., Kazis, R., & Rothkopf, A. J. (2009). Lincoln, C., Goldberger, S., Kazis, R., & Rothkopf, A. J. (2009). Courageous conversations: Achieving the Dream and the importance of student success. *Change*, 41(1), 24-41. doi: 10.3200/CHNG.41.1.24-41
- Mulgan, G. (Spring 2006). *The Process of Social Innovation*. *Innovations: Technology, Governance, Globalization*, 1(2), 145-162. Retrieved from <http://www.mitpressjournals.org/doi/abs/10.1162/itgg.2006.1.2.145>
- Murray, R., Caulier-Grice, J., & Mulligan, G. (March 2010). *The open book of social innovation*. Center for American Progress. Retrieved from <http://youngfoundation.org/publications/the-open-book-of-social-innovation/>
- Parcell, A. (2012). *More to most: Scaling up effective community college practices*. Achieving the Dream. Retrieved from <http://www.achievingthedream.org/sites/default/files/resources/M2M.pdf>
- Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Education Administration Quarterly*, 46(4), 558-589. Retrieved from <http://eaq.sagepub.com/content/46/4/558.full.pdf+html>
- Van Noy, M., & Jacobs, J. (2009). The outlook for noncredit workforce education. *New Directions for Community Colleges*, 146, 87-94. Retrieved from <http://web.ebscohost.com/ehost/detail?vid=14&sid=eeba54b3-12de-4acf-85eb-0d3ddfea36eb%40sessionmgr110&hid=118&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#db=eft&AN=508076076>
- Zamani-Gallaher, E. M. (2007). The confluence of race, gender, and class among community college students: Assessing attitudes toward affirmative action in college admissions. *Equity & Excellence in Education*, 40(3), 241-251. doi: 10.1080/10665680701434569

HILTON ANAHEIM - SECOND FLOOR



HILTON ANAHEIM - THIRD FLOOR





Office of Community College
Research and Leadership
University of Illinois
51 Gerty Drive, 129 CRC
Champaign, IL 61820
occr@illinois.edu
<http://occr.illinois.edu>



COLLEGE OF EDUCATION AT ILLINOIS