Dr. William (“Bill”) Mullaney  
Vice President of Academic Affairs  
Bergen Community College

Born and raised on Long Island, Dr. William (“Bill”) Mullaney currently serves as the Vice President of Academic Affairs at Bergen Community College, the largest community college in New Jersey. In this role, he oversees over 1,000 faculty members, as well as the award-winning Cerullo Learning Assistance Center, the Judith K. Winn School for Honors, the Center for Innovation in Teaching and Learning, the college’s Phi Theta Kappa chapter and the college’s participation in the Achieving the Dream network.

Now in his fifth year at Bergen, Dr. Mullaney has accomplished a wide-range of transformative initiatives, including the opening of the 63,000 square foot, state-of-the-art Health Professions Integrated Teaching Center. He spearheaded implementation of the college’s learning communities program through participation at the Washington Center’s National Summer Institute on Learning Communities, where he has served as a faculty member. Since his arrival, he has championed a large-scale Scholarship of Teaching and Learning (SOTL) initiative, which included changes to the tenure process, the development of faculty fellowships, the publication of an annual journal and the creation of the SOTL Lab, a dedicated space for faculty to engage in this work.

To build upon the college’s reputation as a strong transfer institution, Dr. Mullaney has sought to expand the college’s career offerings through the creation of programs in paramedic science, fashion design and sports management. Under his direction, the college has also undertaken an $8 million project to relocate the hotel/restaurant management program to its Hackensack location in support of the city’s revitalization efforts. He is particularly proud to have established Bergen’s first Early College programs, which bring high school students onto campus and allow them to earn an associate’s degree while still in high school.

During Dr. Mullaney’s tenure, the college has increased its graduation rate from 15% to 22%, which has helped it to become the #1 college in the state in the awarding of associate degrees and certificates and likely played a role in its distinction as one of the Top 150 community colleges from the Aspen Institute in 2018. At its most recent Middle States accreditation visit in 2016, the college not only received full accreditation but also forty-eight commendations for exemplary practices.

Dr. Mullaney began his community college career as an adjunct instructor in the Maricopa Community College District, which serves over 200,000 students in the Phoenix area. After being hired as a full-time English faculty member at Chandler-Gilbert Community College, he went onto to serve as a divisional chair and the Dean of Arts and Sciences. He then moved to the district office to serve as Special Assistant to the Executive Vice Chancellor of Academic Affairs, where he led a number of district-wide initiatives, including projects on student success and developmental education.
Some of the current regional and state-wide positions that Dr. Mullaney holds include board member on the Urban League of Bergen County and the Bergen Volunteer Center. He also serves as the Vice Chair of the statewide Academic Officers Affinity Group and on the advisory board of the New Jersey Center for Student Success. For five years, he served as a board member on the National Council of Instructional Administrators, an affiliate council of the American Association of Community Colleges.

Dr. Mullaney holds a Ph.D. in English from Tulane University, where his doctoral work examined the evolving notion of masculinity in American literature. He also holds a M.A. in Literature from the University of California, San Diego and a B.A. in English from the University of Virginia. He has published articles on Zora Neale Hurston, John Steinbeck and Harriet Beecher Stowe and presents regularly at national conferences.
February 26, 2018

Presidential Search Committee  
Kingsborough Community College  
2001 Oriental Blvd.  
Brooklyn, NY 11235

Dear Members of the Presidential Search Committee:

It is with great enthusiasm and a measure of gratitude that I am applying for the presidency of Kingsborough Community College. I am enthusiastic about the possibility of becoming your next president because I feel that I have the passion and the experience to lead an institution as strong and complex as KCC. I am also grateful for the opportunity because of the role that your college has played in my life as a community college professional. When I was young faculty member in Arizona, I attended a conference presentation by KCC faculty members on learning communities that significantly altered my career, as I spent the rest of my teaching career immersed in learning communities and have worked to build similar programs at two community colleges. In fact, your faculty and staff have been instrumental in helping us to develop our learning community program at Bergen Community College.

As mentioned above, my community college journey began out west in 1999 when I was hired as an English adjunct at two community colleges in the Phoenix area. These colleges are part of the Maricopa Community College system, one of the largest community college districts in the country. I owe much to the Maricopa system for all of the professional opportunities it afforded me, as I became a full-time faculty member, department chair and dean at Chandler-Gilbert Community College before becoming the assistant to the Executive Vice Chancellor at the District Office. Two of the things I am most grateful to Maricopa for are the commitment to students and the spirit of innovation that it fostered within me, both of which continue to guide me today and seem to be crucial attributes for the next president of Kingsborough Community College.

Because of my great team, we have been able to achieve some major accomplishments during my tenure at Bergen, including the securing of major grants (e.g. Title V, First in the World and HSI-STEM) totaling nearly $10 million; two national awards for the Cerullo Learning Assistance Center, including the National College Learning Center Association’s 2014 Frank L. Christ Outstanding Learning Center Award; Bergen’s first U.S. Professor of the Year, as named by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching; numerous regional and national awards for the Alpha Epsilon Phi chapter of Phi Theta Kappa, the international honor society for two-year schools; and the College’s acceptance into the Achieving the Dream network, where we are hoping to follow in KCC’s steps and become a leader college in the near future.

From a programmatic perspective, I have sought to broaden Bergen’s offerings to better respond to market demands by creating new career programs to complement the college’s already strong transfer options. Since 2013, I have worked closely with the faculty and the deans to create associate of applied science degree programs in Paramedic Science, Fashion Design and Sports Management. Because of my past experience with learning communities, I brought a team of staff and faculty to the National Summer Institute on Learning Communities at Evergreen State College in Olympia, WA in 2014, and the college launched its learning community program the following fall with offerings for general education, ESL and developmental students.
Given KCC’s deep commitment to teaching and learning, I would like to highlight a multi-faceted initiative that I have successfully implemented at Bergen of which I am especially proud. As an intellectual pursuit that invigorates faculty and benefits students, the Scholarship of Teaching and Learning (SOTL) has truly taken hold here. I began by working closely with the Faculty Senate and the Faculty Union to include a classroom-based action research project as a requirement for tenure. To support this change and to encourage other faculty to participate, BCC’s Center for Innovation in Teaching and Learning launched and continues to offer a series of SOTL workshops. Upon hearing about our efforts in this area, an external donor decided to fund two SOTL faculty fellowships. All of this intellectual energy has resulted in the annual publication of *The Bergen Community College Journal of Scholarly Teaching* and the creation of a SOTL Lab as creative space for faculty to engage in this work together.

Using the presidential search profile as a guide, I have organized the remainder of this letter around the topics identified as “Opportunities for Leadership” in hopes of providing some insight into the type of leader I am by offering relevant experience and sharing ideas about these specific issues:

**Building on Achievements and Strengths**

I have had the amazing good fortune to work exclusively at diverse community colleges in Arizona and New Jersey. Both of my colleges have been designated as Hispanic-serving institutions, but the incredible diversity that I have encountered at Bergen has been life-changing. A commitment to diversity has been the common thread throughout my community college career, from my time as a faculty member who taught the college’s first African-American literature class to my spearheading the college’s Peace Pole Project for which I received the Maricopa Community Colleges’ Diversity Advisory Council Award. As dean, I took it upon myself to champion the improvement of our developmental education curriculum when I saw the data that indicated the especially negative impact it was having on students of color. Likewise, I was motivated to expand our learning community program when I saw the positive impact it had on all students, but especially on our Latino population.

When Bergen joined the Achieving the Dream (ATD) network in 2014, I believed that the college’s participation would have a positive impact on a number of important student success metrics, such as persistence, retention and graduation. What I did not quite expect was the cultural change that we are experiencing due, in large part, to ATD’s focus on the issue of equity. By engaging faculty and staff in workshops, reading circles and professional development activities around an issue that they hold most dear (i.e. helping students succeed), the members of the faculty development team and I have been able to educate our peers on the critical importance of understanding equity as fundamental to the mission of the community college. Helping the college to become an equity-minded institution is perhaps the most exciting project I have led since coming to Bergen and seems right in line with KCC’s strategic vision.

Before I began working at Bergen Community College in 2013, the College was publicly embarrassed by a grade changing scandal, had just been placed on warning by the Middle States Commission on Higher Education for sub-standard assessment practices and was maintaining a 15% graduation rate. While certainly not an ideal situation to walk into, I saw it as chance to turn things around and to truly transform the institution. I began by communicating my high standards of academic integrity to the faculty and reforming the processes by which grades are changed. Working in conjunction with the Center for Institutional Effectiveness, I next tackled the assessment issue, and together we overhauled how assessment, including program review, was done on the campus. Our work not only was successful
in moving us off warning, but, at our next Middle States visit, we passed with flying colors, which included 48 commendations for exemplary practices. Our work to improve the graduation rate was and continues to be a much heavier lift, but, as a result of our cross-campus efforts, we have been able to raise our graduation rate from 15% in 2013 to 22% in 2016, an increase that many of feel was the key factor in the College being among the top 150 community colleges nominated for the prestigious 2018 Aspen Prize, an award with which your institution is extremely familiar.

**Setting Strategic Priorities with the Campus and the Community**

An indispensable truth that I learned as a young administrator is that, in an organization as structurally complex as a community college, there is no such thing as over-communication. One of the first things I would do in my presidency at KCC would be ensure that a number of formal communication channels are in place, including written communications and face-to-face meetings. Your College Council seems like a powerful vehicle for such communication, and I would be interested in exploring ways to supplement that effort. Soon after arriving at Bergen I became part of the college’s team negotiating with the union for full-time faculty, a process that took over three years. After the first few months, I realized that there was a deep lack of trust that pre-dated the administration on which I serve. Building a community of trust has become part of my everyday work at the college; it is the core value that lies at the heart of promoting open communication and a shared vision. In this vein, I believe my greatest leadership quality is that I am a good listener.

Underlying the tradition of shared governance in academia is the simple principle that people ought to have a voice in those matters that affect them. This principle applies to all members of the college community, including students, faculty, staff and administration, regardless of employment status or classification. How that voice is heard, however, depends upon many factors. I believe that all members of the college community have a right to receive accurate and timely information about decisions that affect them and to provide input. I have found, time and time again, that even when an unpopular decision is made, it goes down much smoother if people feel that their voices were heard.

While it is not essential that the academic leader of an institution also be a technical whiz (I’m not), it is essential that he or she have a keen grasp of the technological needs of students and faculty and be able to work with the IT department to ensure those needs are met. I believe that it is important to view initiatives, such as Open Educational Resources (OER), as not only technological advances but also critical equity measures that are providing classes to students who might not otherwise have access. In terms of technology, the ongoing challenge of public education seems to be managing the influx of digital natives into our classrooms, yet remembering the digital divide has not abated. Nonetheless, I think one of the major goals for all colleges should be to have a baseline standard for technology in every classroom. Having developed and taught the first online composition class at my college in Arizona in 1999, I have always remained interested in the evolving nature of online learning and believe colleges should train their online faculty members to use the most up-to-date innovations so that their online teaching measures up to, if not surpasses, their face-to-face instruction.

**Navigating Change and Seizing Opportunities for Growth, Service and Excellence**

As the economy improves and the number of students graduating from high school decreases, community colleges across the country have been faced with enrollment declines. Aggressive advertising from proprietary colleges has also had a deleterious effect on enrollment for some community colleges. Community colleges can no longer rely on a *Field of Dreams* philosophy: “If you
build it, they will come.” All of these factors underscore the importance of a dynamic strategic enrollment management (SEM) plan that is closely monitored, constantly updated and requires that Academic Affairs and Student Affairs work closely together.

Upon my arrival, one of the first assignments the Vice President of Student Affairs and I received from the President was to transform the current assortment of enrollment initiatives into a more comprehensive plan. Bringing together a large team from many units of the college, we developed a plan with clear goals, objectives and measures. We also made sure than key elements of the SEM plan were included in the college’s overall strategic plan. Because out-of-the-box thinking was encouraged, one result was the Weekend College, a cohort-based program which enables students to complete an associate of science degree in two years through classes taken exclusively on Saturdays, Sundays and online.

The importance of closely monitoring enrollment has increased during tight economic times, highlighting the need for solid fiscal management. All community college employees have the duty to be responsible stewards of public money and student tuition. In my experience, one of the most valuable services that the president and the chief financial officer can provide is an education about the basic finances to the employees of the college. Such information can prove helpful in many different situations and dispel many myths about how college funds are spent. Moreover, it is essential that employees see a clear correlation between the college’s budget and its strategic plan. For example, faculty and employee development has been a cornerstone of the college’s culture, so it was necessary for me, as the Chief Academic Officer, to reallocate funds in order to maintain support for faculty development in terms of conference registration and travel, workshops and summer institutes. This past fall, my fellow executives and I were faced with an $8 million deficit for the coming year; however, by working together over the course of many hours and days, we were able to close the budget gap while minimizing the negative impact on students.

Expanding External Partnerships and Diversifying Resources

As soon as I got my bearings at Bergen, I knew that a significant amount of my time as the academic vice president needed to be spent building partnerships. During my five years at Bergen, I have developed relationships with the county executive and the Bergen County freeholders (i.e. the elected officials who determine our budget). One of the most fruitful projects with the county executive’s office has been the development of our Prior Learning Assessment (PLA) program, which grew out of a discussion with county officials and offers displaced workers the opportunity to have their professional experience reviewed and count towards an academic degree. I have had the pleasure of hosting a number of elected officials on our campus, such as Holly Schepisi, Valerie Huttle and Gordon Johnson. Assemblyman Johnson was kind enough to invite my president and me to Trenton to be recognized on the State House floor for the dual admissions program we developed with Fairleigh Dickinson University, which provided Bergen students a seamless and affordable path to FDU.

I am also proud of the relationships that I have built with my colleagues and counterparts at the county colleges and four-year universities. I am currently an elected officer for the Academic Affairs Affinity Group of the New Jersey Council of Community Colleges and have recently been appointed to the Advisory Board of the New Jersey Center for Student Success. In addition to the dual admissions program mentioned above, I have created similar agreements with William Paterson, Montclair State University, Ramapo College, St. Peter’s University, and Felician College. To ensure that Bergen is focused on both ends of the student pipeline, we have continued to expand our dual enrollment
offerings with local high schools, and in fall 2015 we opened Applied Technology High School, an early college program located on our Paramus campus that was developed with the Bergen County Technical Schools, followed in 2017 by the Early College Academy, another early college program developed with North Arlington High School at our Meadowlands campus. These programs allow high school students to earn an associate degree by the time they graduate high school.

These positive working relationships with local officials have resulted in positive additions to our budget. I am proud of the community presence that I have been able to establish during my time in Bergen County, attending many community events, serving as a trustee on the boards of the Bergen Volunteer Center and the Urban League of Bergen County and partnering with the BCC Foundation to raise over $500,000 in scholarship money for students. Among the personal relationships that I have developed are those that have helped to secure the funding to support the BCC Center for Peace, Justice and Reconciliation and the college’s Scholarship of Teaching and Learning Faculty Fellowships.

Because of Bergen Community College’s reputation as a strong transfer college, our career programs were historically overshadowed. In 2016 we shined a bright light on them when the College proudly opened the Health Professions Integrated Teaching Center, a three-story, 63,000 square-foot facility. It was extremely gratifying to work closely with a host of internal and external stakeholders to bring this project to fruition. The centerpiece of the center, a state-of-the-art simulation lab, allows students from all ten of Bergen’s health professions programs to work together in a setting that closely resembles the spaces that they will be working in as professionals. Such projects have led Bergen to be looked to as the state’s community college leader in health professions.

In closing, I would like to thank you for taking the time to read this letter and review my resume. I hope that I have successfully conveyed myself as a collaborative and creative leader with an enduring passion for the work that I do. Since starting my professional journey with community colleges, I have continually been astonished by how complicated the lives of our students are. As a teacher and an administrator, I have pledged to do everything that I can to help them to succeed. To be able to continue this vocation as the president of Kingsborough Community College would be an honor.

Sincerely,

William P. Mullaney
WILLIAM P. MULLANEY

EDUCATION

Tulane University, Ph.D., English, 2002

University of California, San Diego, M.A., Literature, 1993

University of Virginia, B.A., English, 1986

WORK EXPERIENCE

Bergen Community College, Paramus NJ
Vice President of Academic Affairs: March 2013 - present
Serves as chief academic officer and reports to the College President. Works closely with the Vice President of Student Affairs, the Vice President for Administrative Services and the Vice President for Institutional Effectiveness to assure the College mission is fulfilled.

Reporting to the Vice President of Academic Affairs are the four Academic Deans, the Dean of Library Services, the Dean of Continuing Education, the Dean of BCC at the Meadowlands, the Dean of the Ciarco Learning Center, the Associate Dean of Curriculum, the Associate Dean of College and High School Partnerships, the Associate Dean of Adjunct Administration, the Managing Director of Learning Assistance Services, the Managing Director of the Center for Innovation in Teaching and Learning, the Director for Achieving the Dream and the Administrative Advisor for Phi Theta Kappa.

Oversees an annual budget of $19 million and a faculty comprised of 275 full-time faculty members and 700-750 adjunct faculty members each semester.

Significant accomplishments include:

- Worked with all stakeholders at the college to increase the graduate rate by 7% over a three-year period, which was a leading factor in the College being named by the Aspen Institute as one of the 150 community colleges eligible for the 2018 Aspen Award.
- Collaborated with area high schools to open the College’s first early college programs, which allow students to earn a college degree or significant college credits while still in high school.
- Served as member of the Middle States Steering Committee, co-leader of a working group and final editor for the self-study report, which resulted in full accreditation and 48 exemplary commendations.
- Worked with the faculty to develop a number of new academic programs, including Paramedic Science, Fashion Design and Sports Management, and currently guiding the development of the Bachelor of Science in Nursing program.
- Lead college’s participation in a number of national programs, including Achieving the Dream and Gateways to Completion.
- Currently serving as college’s Principal Investigator for the Department of Education’s $2.5 million Hispanic-serving Institution Pathway Scholars grant and $1.2 million First in the World grant.
Awarded U.S. Certificate of Authorization (COA) to allow unmanned aerial vehicles (“drones”) to fly above Paramus campus, the first federally designated site in the region.

Opened the new 62,000 sq. ft. Health Professions Integrated Teaching Center with a state-of-the-art simulation center that fosters collaboration among the 10 health professions programs.

Developed the Adjunct Faculty Development Program, which provides certification and compensation for participating adjunct faculty members.

Spearheaded the effort to develop a Learning Communities program by leading the college’s team at the 2014 National Summer Institute for Learning Communities in Olympia, WA.

Implemented a more efficient structure of academic departments, which resulted in annual savings of $130,000 for the college.

Established dual admission agreements with university partners, including William Paterson, Montclair State, Ramapo, St. Peter’s, Fairleigh Dickinson and Felician.

Collaborated with the faculty on the creation of a large-scale Scholarship of Teaching and Learning (SOTL) initiative, which included changes to the tenure process, the creation of faculty fellowships and the publication of *The Bergen Community College Journal of Scholarly Teaching*.

Served as member of the college’s negotiation teams with both the full-time faculty and the adjunct faculty unions, which resulted in collective bargaining agreements in 2015 and 2016, respectively.

**The Maricopa Community Colleges District Office, Tempe AZ**

**Assistant to the Executive Vice Chancellor: August 2011 – March 2013**

Significant accomplishments included:

- Assisting the Executive Vice Chancellor with a number of district-wide projects, including student success, developmental education, sustainability and dual enrollment.
- Serving as the representative from Academic and Student Affairs on a number of key committees, including the Seamless Student Experience Steering Team, the Chancellor’s 21st Century Maricopa Task Force and the Strategic Planning Council.
- Leading the team charged with developing the district’s newest leadership program, which is specifically designed for faculty interested in becoming college administrators.

**Chandler-Gilbert Community College, Maricopa District, Chandler, AZ**

**Dean of Arts and Sciences: July 2008 – July 2011**

Significant accomplishments included:

- Assisting the Vice President of Academic Affairs with recruiting, hiring, orienting, and evaluating new residential faculty, including faculty orientation and training programs (i.e. Network for Excellence), probationary faculty evaluations, Faculty Evaluation Plan (FEP) meetings and reports.
- Providing coordination and support for the Division Chair Council and the college and district Curriculum Committees.
- Providing leadership and oversight for a variety of academic programs and services including Student Learning Outcomes Assessment, Faculty Development, Developmental Education, student success programs (i.e. iStart Smart), Program Review, and Honors Program.
- Providing leadership and oversight for a variety of college initiatives and projects such as civic engagement, service learning, learning communities, global learning and R3 (Reflection, Renewal and Role).

**Chair, Language and Humanities Division: August 2005 – June 2008**

- Oversaw a division of 21 full-time faculty and 65 adjuncts.
- Scheduled classes, hired and evaluated instructors, managed budget.
Expanded the college’s foreign language offerings and founded the Creative Writing Program.
Established a critical partnership with the Intel Corporation to offer ESL classes for their employees on site.
Served as the Chair of the Division Chair Council (2005-2008), which included working closely with the Vice President of Academic Affairs, serving as liaison for the Enrollment Growth Initiative and representing the chair council on the President’s Executive Council.

Residential Faculty, English: August 2000 – July 2008
- Courses Taught: First-Year Writing (ENG101 and ENG102), African-American Literature (ENH114), World Literature (ENH202), Early and Later American Literature (ENH241 and ENH242), Literature and Film (ENH254), Literature and Film in Contemporary U.S. Culture (ENH255), Literature of the Southwest (ENH260).
- Served as the chair of the Learning Communities Committee and on the college’s Service Learning Advisory Board.
- Designed and taught the college’s first online English course (ENG102).

One-Year Only Position, English: August 1999 – May 2000
- Taught nine composition courses in the department’s computer lab.
- Created a humanities course entitled “Vampires, Monsters and Madmen: Gothic Literature and Horror Films.”
- Represented the division on the college’s Instructional Computing Council.

Adjunct Instructor, English: January – May 1999
- Taught two composition classes in a computer classroom.

Glendale Community College, Maricopa District, Glendale AZ,
Adjunct Instructor, English: January – May 1999
- Taught two composition classes in a writing Lab.

LEADERSHIP DEVELOPMENT AND TRAINING
- Gallup Certified Strengths Coach, 2018 - present
- Community College Leadership Doctoral Program, Roueche Graduate Center at National American University, Cohort Coordinator, 2015 – present.
- Bergen Leads, The Volunteer Center of Bergen County, 2014 – 15.
- Leadership Advancement Program, Maricopa Community Colleges District, 2009 – 2010
- Future Leaders Institute, American Association of Community Colleges, Dallas, TX, 2007.

HONORS
- Phi Theta Kappa Distinguished College Administrator Award, 2018
- Phi Theta Kappa Regional Coordinator Award, 2016.
- New Jersey State Legislature Recognition for the Bergen Community College/ Fairleigh Dickinson University Dual Admission Program, 2013.
- Chandler-Gilbert Community College’s Innovation of the Year Award for “Connect to Your Major: A New Model for Faculty Advisement,” 2010.
Mellon Foundation Summer Fellowship, Tulane University, 1996.
Graduate Student Research Internship, University of California, San Diego, 1991-1993.

PROFESSIONAL ACTIVITIES

Publications
- “What We Talk About When We Talk About ‘Faculty Buy-In’” Academic Leader 32.3 (2016)
- “Her Eyes Were Watching Katrina: Unnatural Deaths in a Natural Disaster” in Obsidian III: Literature in the African Diaspora (Fall 2008)
- “Uncle Tom’s Flophouse: John Steinbeck’s Cannery Row as a (Post-Feminist) Sentimental Novel” in The Steinbeck Review (Fall 2007)

Conference Presentations
- “Total SOTL: Immersing Faculty in Classroom Research for Student Success” and “Community Colleges Facing the Future” at the League for Innovation in the Community College’s Innovations Conference, National Harbor, MD (March 2018)
- “The Natural Role of Learning Communities in the Guided Pathways Movement” webinar for the Learning Communities Association (September 2017)
- “Preparing Community College Leaders to Navigate the Winds of Change” at American Association of Community Colleges Annual Convention, New Orleans, LA (April 2017)
- “Getting Credit for Your Honors in Action Project” at the Phi Theta Kappa Honor Society Annual Convention, Nashville, TN (April 2017)
- “The Democratic Classroom: Steps toward the Development of an Equity-minded Faculty” at Achieving the Dream Annual Conference, San Francisco, CA (February 2017)
- “Valuing Our Adjuncts: Bergen Community College’s Adjunct Faculty Development Program,” at the New Jersey Council of Community Colleges Best Practices Conference, Edison, NJ (April 2016)
- “Transforming Tenure: Guiding a More Reflective and Student-Focused Faculty” and “Facing Tomorrow’s Realities Today” at the League for Innovation in the Community College’s Innovations Conference, Chicago, IL (March 2016)
- “Killer Courses Re-conceptualized: Lessons Learned & Potential Actions to Improve High-Risk Courses” at the National Association of Developmental Education Annual Conference, Spartanburg, SC (February 2015)
- “A Focus on Learning to Foster Completion” at the American Association of Community Colleges Annual Convention, San Francisco, CA (April 2013)
- “The Scarlet ‘A’ of Administration: Leadership Panel for Aspiring Faculty Members” at the International Conference on College Teaching and Learning, Ponte Vedra Beach, FL (April 2012)
“Students Say the Darnedest Things: Focus Groups and Student Success” at the League for Innovation in the Community College’s Innovations Conference, Philadelphia, PA (March 2012)

“Student Engagement: From the Starting Gate to the Finish Line” at the League for Innovation in the Community College’s Learning College Summit, Phoenix AZ (June 2011)

“A Natural Fit: Learning Communities and Student Success” at the Maricopa Community Colleges Student Success Conference, Phoenix AZ (October 2010)

“Connect to Your Major: A New Model for Academic Advising” at the Maricopa Community Colleges Student Success Conference (October 2009) and at the District Academic Advisor Conference (February 2010)

“Her Eyes Were Watching Katrina: Unnatural Deaths in a Natural Disaster” at the Zora Neale Hurston Festival of the Arts and Humanities, Eatonville, FL (January 2008)

“Offensive Material Optional: A Narrow Victory for Academic Freedom in Arizona” at the “The Real Test: Liberal Education and Democracy’s Big Questions” (AAC&U Meeting), New Orleans, LA (January 2007)

“Cultivating the Crop: Growing Humanities Programs Through Learning Communities” at the National Association for Humanities Education Conference, San Antonio, TX (March 2003)

“Building Communities of Learners: Envisioning, Creating and Teaching in Learning Communities,” James A. Rhodes State College, Lima, OH (June 17-18, 2002)

"Leaving the Cabin Behind: The Post-Feminist Case for Teaching Harriet Beecher's Stowe's Dred" at the "Pedagogies on the Edge" Conference, Idaho State University, Pocatello, ID (April 1999)

“An Affair of the Nerves: Washington Irving and the Impossibility of the Masculine Imperative” at the Midwestern Modern Language Association, Chicago, IL (November 1997)


Affiliations

- New Jersey Center for Student Success, Advisory Board Member, (2018–present)
- New Jersey Council of Community Colleges, Academic Affairs Affinity Group, Member (2013 – present), Recording Secretary (2016 – 2017), Vice Chair (2017-2018)
- The Washington Center at Evergreen State College, Resource Faculty Member for the National Summer Institute on Learning Communities (2016 – present)
- National Council of Instructional Administrators, an affiliate council of the American Association of Community Colleges, Board Member (2009 – 2014)

COMMUNITY SERVICE

- The Bergen Volunteer Center, Board of Directors (2016 – present)
- Urban League of Bergen County, Board of Directors (2015 – present)
- Fountain Hills Unified School District (AZ), Governing Board Member (2011 – 2013)