

**BOARD OF TRUSTEES  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

**BOARD ACTION**

**APPOINTMENT OF PRESIDENT OF SAINT PAUL COLLEGE**

**BACKGROUND**

Chancellor McCormick initiated the search for a new president of Saint Paul College upon the announcement of the retirement of the current president, Donovan Schwichtenberg.

**Executive Search Consultant**

After issuance of an RFP for executive search consultants, Angela Provard of the Pauly Group was retained to assist with the recruitment and selection for this position. This selection was based on the consultant's experience in higher education and a focus on their ability to recruit diverse candidates.

**Search Advisory Committee**

Chancellor McCormick appointed a Search Advisory Committee consisting of the following members:

Chair: Cecilia Cervantes, President, Hennepin Technical College

Members: Lisa Schmitz, Faculty  
Tim Strand, Faculty  
Warren Sheaffer, Faculty  
Jan Carlson, Staff  
Katie Yep, Staff  
Roxanne Anderson, Staff  
Tom Matos, Staff  
Mona Hannon, Student  
Robert Samon, Student  
Phyllis Novitskie, Community  
Readus Fletcher, Community

In addition to the search chair, the following individuals served on the search committee in an ex-officio capacity:

Office of the Chancellor Liaisons: Linda Skallman, Associate Vice Chancellor for Human Resources; Janet Korpi, Director, Talent Acquisition  
Campus Liaison: Rachelle Schmidt, Chief Human Resources Officer

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5 Process: Preliminary steps began in January 2011, with the appointment of the committee and initial  
6 advertising of the vacancy announcement. Consultant Provart assisted in the drafting of a profile for  
7 the position, focusing on the specific needs of Saint Paul College.  
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9 Thereafter, the position was advertised nationally in a variety of higher education and diversity  
10 publications. At the same time, Consultant Provart initiated a recruitment campaign.  
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12 Beginning in February 2011, the Central Screening Committee reviewed 44 potential candidates from  
13 which 14 were forwarded to the campus. After review, the field of candidates was narrowed to 11  
14 individuals for initial screening interviews which were conducted. Interview questions focused on  
15 experience and qualifications relevant to the position.  
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17 The committee then narrowed the pool to five candidates who were invited to the campus for  
18 interviews. Thereafter, the committee forwarded three names to Chancellor McCormick for further  
19 consideration. Vice Chancellor Lamb and Chancellor McCormick requested additional names and the  
20 committee then forwarded all five names for interviews.  
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### 22 **Chancellor's Review Process**

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24 Chancellor McCormick enlisted an additional consultant to help predict talent and success among the  
25 semifinalists. Assessment Associates International, a consulting organization, tested and interviewed  
26 the semifinalists in a structured interview format to look at predictors of success for specific leadership  
27 competencies identified for Minnesota State Colleges and Universities.  
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29 Thereafter, Chancellor McCormick initiated a rigorous interview process of all semifinalists, including  
30 interviews with the following:  
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- 32 • Board of Trustees Representatives (Clarence Hightower, Alfredo Oliveira, Louise Sundin)
- 33 • Chancellor and Vice Chancellor for Human Resources, as well as the Chancellor-Designate
- 34 • Chancellor's Cabinet Members

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36 Information from each element of the interview process was collected and summarized. This  
37 information was reviewed to develop a recommendation of the finalist to be made to the full Board for  
38 approval. At this time, Chancellor McCormick is recommending Dr. Rassoul Dastmozd as president of  
39 Saint Paul College.  
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41 Dr. Dastmozd is vice president of instruction at Clark College in Washington. Previously, he served as  
42 dean of the applied technologies division at Eastern Iowa Community College District, department  
43 chair of expanded programs and a full-time faculty member at Indian Hills Community College in  
44 Iowa, and proto-type lab coordinator and test engineer at Schott Corporation.  
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46 He holds a bachelor's degree of engineering technology from Southwest Minnesota State University, a  
47 master's degree in education administration from Drake University in Iowa, and a Ph.D. in education  
48 and human resources and community college leadership from Colorado State University.  
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**RECOMMENDED COMMITTEE ACTION**

The Human Resources Committee recommends that the Board of Trustees adopts the following motion.

**RECOMMENDED MOTION**

The Board of Trustees, upon the recommendation of Chancellor McCormick, appoints Rassoul Dastmozd as president of Saint Paul College, effective on July 1, 2011, subject to the completion of an employment agreement. The Board authorizes the Chancellor, in consultation with the Chair of the Board and Chair of the Human Resources Committee, to negotiate and execute an employment agreement in accordance with the terms and conditions of the Personnel Plan for Minnesota State Colleges and Universities Administrators.

<i>Date of Presentation to the Board:</i>	<i>April 20, 2011</i>
<i>Date of Board Action:</i>	<i>April 20, 2011</i>
<i>Date of Approval:</i>	<i>April 20, 2011</i>

## **RASSOUL DASTMOZD**

### **PERSONAL PROFILE**

An energetic, dedicated, and outcome oriented person whose efforts in being a successful educator have been recognized and rewarded by the college community at Clark College. An effective organizer who can plan and execute strategic and operational plans; a knowledgeable individual who possesses fiscal and asset management skills. A servant leader who is supportive of a teaching/learning college and who advocates for the integration of technology and best practices in teaching and learning. A passionate advocate who is committed to the mission of the comprehensive community college and students' success. A tireless leader who promotes faculty empowerment in decision making and governance of the College and demonstrates empathy for students. A true champion of the College who fosters a positive work environment, promotes ambassadorship of the College in the community, and is willing to accept challenging duties.

### **OBJECTIVE**

To be selected as the next Chief Executive Officer, President of Saint Paul College where I can utilize my leadership and managerial skills that I developed from previous and current executive level management/leadership positions to better serve the needs of students.

### **EDUCATION**

- Doctor of Philosophy, Education & Human Resources--Community College Leadership  
Colorado State University, Fort Collins, Colorado, August 2007
- Masters of Science, Educational Administration  
Drake University, Des Moines, Iowa, May 1994.
- Bachelor of Engineering Technology Degree  
Southwest State University, Marshall, Minnesota, May 1983

### **WORK EXPERIENCE**

**8/2006-Present Vice President of Instruction (VPI) – Clark College Vancouver, Washington.**

**Duties--** As the Vice President of Instruction (VPI) of Clark College since 2006, my responsibilities include the planning, coordinating, the evaluation of instructional systems and processes, budgets, and facility resources for the entire institution. Areas governed by Instruction is comprised of five academic divisions, the Library Services and eLearning, Workforce Education and Economic Development, Adult/Basic Education/ESL and Adult Literacy, and the Teaching/Learning Center at the main campus, as well as three College satellite centers. The annual budget for Instruction is \$39.8 Million. Five academic Deans, one Associate Dean, two Directors, two Associate Directors, one Budget Analyst, and one Executive Assistant report to the VPI at Clark. The VPI's position is the second in command position in the President's absence.

### Educational Philosophy

In my opinion, the primary purpose of education is to promote and advance democratic values of equity in any society. As a result, educational institutions have been designed to maintain democratic values by providing educational training without restriction to all who have a desire to learn. From this vantage point, the Community College can be promoted as the democratic college. The "open door" policy has been lauded as the conduit through which Community Colleges provide access to educational opportunities for anyone regardless of academic history, race, ethnicity, class, age and gender in the areas of liberal arts, vocational/career and technical education, and continuing education programs.

My personal journey in community college started as a first generation student over three decades ago. For the past twenty five years, I have been associated with three community college districts in many roles: a faculty, a department chair, an academic dean, and a Vice President of Instruction. I believe community colleges are the most dynamic, affordable, and accessible vehicles in responding to the needs of a changing population. This reflects my personal belief and philosophy. I am convinced that the community college mission is based on responsiveness, equitable quality programming initiatives, and access. My work experience at three community college districts has enabled me to create opportunities that improve the quality of life, economic condition, and public welfare of our populace. Community Colleges are the hidden treasures in our higher education system.

In my role as the VPI, I continue with my commitment to lifelong learning for our students, staff, faculty, and Deans and Directors. Through my leadership and advocacy, I have supported our staff, faculty, and academic leadership involvement in professional development activities, presentations, innovative teaching/learning theories/techniques, and the integration of technology in classroom teaching/learning processes. For nearly three decades, I worked tirelessly to promote a vision of student-centered education and administration and empathy for all students as they engage in their academic journey. My advocacy continues to contribute to increasing student success. Retaining students and a commitment to teaching/learning excellence have been major priorities and a cooperative initiative in my employment experiences in three community college districts. One of these was a rural community college, one was an urban multi-campus district, and one is a high growth urban college with multiple satellite sites. I have demonstrated a commitment to enhancing the quality of students' experiences and strengthened delivery of services to our students as a full-time faculty, a department chair, an academic dean, and a Vice President of Instruction. I will be a champion of the College mission, vision, goals, and values at Saint Paul College.

At Saint Paul College, I will be committed to learner success by encouraging a collective vision and providing leadership for the administrative team who supervises the various units of the college or campuses. I will be devoted to promoting meaningful professional development activities for everyone employed at Saint Paul College. I will also work with the administrative team that leads and directs various processes of the College or campuses to promote the collaboration between internal and external constituencies and develop sustainable partnerships. I will do my best to help this team to lead and execute strategic and operational planning, policy development, academic excellence, and consensus decision making. I will work to explore ways to secure new resources, investigate new program(s) development, and champion the Learning College mission, values, vision, and goals.

**2006-Present—PanIIT U.S.A Steering Committee Member (volunteer)**

"IITians for ITIs" is a PanIIT India nation building program launched to improve and drive sustainable excellence in India's Vocational and Technical training. The program consists of many simultaneous projects at different Industrial Training Institutes (ITIs) around India. The PanIIT Organization is uniquely placed to make the program a success. PanIIT leverages IIT brand to work with government agencies to clear roadblocks and solicit support from government and industry. The Program is predicated on the active involvement of local IIT alumni, who will work at the local level, mentoring an Institute's principal, its instructors, students and also liaise with the local industry. Other IITians will support the local IIT Alumni by taking up program administration, governance and monitoring, as well as by financially contributing for instructor training, equipment and student scholarships. My role as a steering committee member is to provide the community college vision for this project.

(<http://paniit.team-for-iti.org/welcome.html>.)

**COLLABORATIVE RELATIONSHIPS WITH EXTERNAL CONSTITUENCIES**

In my current role as the VPI, I have used effective communication and interpersonal skills to develop collaborative working relationships with the external constituencies of the College such as:

- Southwest Washington Workforce Development Council (WDC) serving the entire Southwest Washington region.
- Vancouver Public Schools (VPS), serving 26,000 students.
- Evergreen Public Schools (EGPS), serving 27,000 students.
- Clark County Skill Center, a regional technical high school, serving 1,500 students.
- Engaged in policy and advocacy level conversations between the Clark College Trustees and the Board of Directors from high schools within the Clark College Service District to promote access and transition of students from partnering schools to Clark College.
- Community and Technical Colleges, both in the southwest region of Washington and the Portland metro area in Oregon.
- Local and regional businesses and industries.
- The SBCTC-System's Office.
- Enhancing partnerships with the Clark College Foundation.

**Outcome:** My efforts in building collaborative relationships with the various external constituencies of the College promoted a better working relationship and garnered solid and sustainable partnerships. Collectively, my tenure at Clark has given me various opportunities to take risks, be creative and collaborative, and act as a full partner in creating various opportunities for our students so they can achieve their academic goals once they choose Clark as their institution of choice.

**ACCOMPLISHMENTS AT CLARK AS THE VPI**

- As the VPI, I work with our Deans and Directors to develop an Instructional Plan (IP) for Clark College. Annually, the IP examines where and how we intend to increase enrollment, what specific offerings can be suitably expanded or developed to achieve that growth, and what processes, resources or interventions may be needed to continuously improve the range of learning opportunities that will prepare students for today's employment and transfer

opportunities. The IP consists of four parts that (a) define enrollment targets for expansion; (b) ensure that our offerings are effectively meeting the needs of our students and other stakeholders; (c) provide a systematic approach to new program development; and (d) outline realistic timeframes for these activities. For Instruction, the major focus of IP is to promote the use of CQI tools and evidenced based decision making among the academic leadership team. Moreover, the IP draws on the strength and talents of various units within the College by enhancing communication among these units.

- I work closely with our academic leadership team to establish and implement systems that standardize various processes and practices throughout the areas governed by Instruction. One such example is my collaborative effort with the Planning and Effectiveness Unit at the College to develop the Strategic Grant Development (SGD) rubric and processes. The SGD evaluates various grants and promotes grant development to secure resources to fund initiatives that are aligned with the strategic direction of the College and/ or the operational plans of each unit.
- I also promote our academic leadership team's involvement in partnering with other internal stakeholders, such as the Student Affairs, Communication and Marketing, Information Technology (IT), and Facility Services to develop a variety of plans. These include: the Advising Plan, Retention Plan, Enrollment Management Plan, Communication and Marketing Plan, IT Plan, and the Facilities Master Plan, just to name a few.
- I have championed faculty development in two ways. First, in 2006, the College formed a Teaching and Learning Center (TLC) to provide resources for all faculty to increase communication about teaching and learning strategies and to improve access to professional development opportunities. Second, through a variety of funding resources, faculty are supported in their professional development activities that support the strategic plan of the College. Professional assignments, scholarship, research, and artistic creation are among these activities.
- During the past four years, by working with the TLC, we have been able to initiate and move forward with the Learning College paradigm dialogue at Clark. The TLC engaged our college community and our Board of Trustees (BOT) in a variety of conversation cafes related to the Learning College. The Learning College paradigm also continues to change the culture of our institution. This culture change requires us to reflect on our decision making processes as we implement various initiatives related to students success. TLC also offers the Faculty Lecture Series, which promotes faculty scholarship at Clark. It is notable to mention that the NWCCU visited Clark College in 2008 when the College was undergoing the accreditation site visit. Upon completing this visit, the NWCCU provided the college with five commendations, two of which were recognizing the mission critical role that the TLC and the Library continues to play at Clark.
- At Clark, I work with the academic leadership team to continue promoting academic excellence and student success by actively engaging and empowering faculty and staff members to serve on key college committees such as the: (a) Instructional Planning Team; (b) Curriculum Committee; (c) Outcome Assessment; (d) Retention Committee; (e) Information Technology Council; (f) Professional Placement and Advancement Committee; (g) the eLearning Committee; and (h) Facilities Master Planning Committee.
- By working with our academic leadership team, I was able to develop an online Instructional Leadership Resources Guide (IRG) for our Department Heads (DH), Division Chairs (DC), and Lead Faculty (LF). The IRG serves as an integrated repository of useful information that is related to DH, DC, and LF job functions and responsibilities. The following information is included in the IRG: (a) Academic Early Warning (AEW); (b) Inventory Control; (c) Budgets/Funding Sources; (d) Processing Student Grade Appeals; (e) Calendars; (f) Program Assessment Activities; (g) Dedicated Fees; (h) Satisfactory/Unsatisfactory Grade Options; (i)

Definitions of FTES, FTEF, and S/F ratio; (j) Scheduling Requirements; (k) Enrollment Verification; (l) Software Orders; and (m) incomplete grades.

- I advocated for and was able to form an Adjunct Faculty Affairs Committee that gathers information about the issues and concerns of adjunct faculty. This committee makes recommendations related to the improvements of adjunct faculty working conditions to the VPI. Some recommendations from this Committee resulted in establishing multi-quarter contracts for the adjunct faculty, increasing the number of health benefits made available to adjunct faculty members, currently at 2,200 months; and the conversion of more than 40 faculty position from Part time to Full-Time Temporary status.
- During times of fiscal challenges, I have been the proponent of celebrating and recognizing Faculty Excellence in Teaching/Learning and scholarship by advocating for resources for the exceptional faculty awards to both Full-Time and Part Time Faculty members, mini-sabbaticals, and sabbatical enhancements. My commitment to teaching and learning excellence has resulted in the hiring of 17 new Tenure-Track positions and granting the majority of sabbatical activities during my tenure at Clark.
- I continue to promote and support the integration of technologies and innovative pedagogies that enhance the learning environment by advocating for and transforming more than 105 classrooms into smart technology classrooms since 2006.
- The eLearning enrollment growth at the College has been unprecedented since 2006. For instance, the eLearning enrollment grew from 3% (150 FTEs) in 2006 to 10% (1,100 FTEs) in 2009. I empowered a team of faculty, staff, and administrators to develop a plan for migrating from the Blackboard™ to Moodle-Joule™ Learning Management System (LMS). Today, LMS is mission critical at Clark. Not only do 2,900 students pursue the eLearning courses each academic term, but also approximately 9,000 students (including faculty and staff) use the LMS as a means to integrate technology in their teaching/learning processes.
- By empowering a group of faculty, staff, and academic leaders, the College was able to develop “the best practices processes” workgroup. The recommendations of this group managed to minimize the burden of textbook cost increases which our students have to shoulder at Clark. This workgroup adapted the Open Course Resources and Best Practices method. The selection of new LMS and Open Course Resource Best Practices immensely reduced the increasing cost of courseware and textbooks for our students at Clark.
- I also worked with the College’s stakeholders to successfully merge the eLearning with the Library Services at Clark.
- I empowered the College’s stakeholders and our external constituencies of the College to develop a Town Plaza Center work plan which promotes student’s transition from this satellite site to the main campus of Clark College.
- I was able to secure resources necessary to implement a “Healthy Penguin Nation,” at Clark. The Healthy Penguin Nation initiative promotes wellness and healthy life style habits at the College.

**Outcome:** As the VPI at Clark, I have encountered rewarding experiences for the past four years. I firmly believe that I have made significant contributions to Clark which created a variety of opportunities for our college community, and our students, and our constituencies outside the College.



### **SERVING ON VARIOUS COUNCILS AND BOARDS AS THE VPI**

#### **Inside Clark**

- The Executive Cabinet
- Instructional Council
- Clark College Council (CCC)
- Clark College Foundation Fund Allocations Committee
- Clark (II)
- Curriculum Committee
- eLearning Committee
- Instructional Planning Team (IPT)
- Outcome Assessment Committee
- Professional Placement and Advancement Committee (PPAC)
- Teaching and Learning Center Steering Committee

#### **Outside Clark**

- Columbia Springs Environmental Education Center (CSEEC) Board
- Skills2Compete
- Technology Transformation Taskforce (TTT)
- Open Course Library Project
- Joint Access Oversight Group (JAOG)
- Facilities of the Future Group
- Transfer Policy Group

**Outcome:** Taken together, my membership on several councils, committees, and boards inside and outside of the College affords me the opportunity to stay informed and current with the events, trends, and initiatives which will influence Clark College.

### **PROMOTING BEST PRACTICES**

- 4/2005-11/2010—AACC MENTORLINK Project
- 6/2006-9/2009— National Visiting Team NSF Regional Cyber Security Grant Mt. SAC College

### **EXPERIENCE AS AN ACADEMIC DEAN**

1999-2006      Dean, Applied Technologies Division - Eastern Iowa Community College District (EICCD - Scott Community College), Davenport and Bettendorf, Iowa.

**Duties--**Planned, coordinated, and evaluated instructional systems and processes, budgets, and facility resources. This included the coordination of planning, staffing, scheduling, and delivery of all credit Vocational/Technical Programs and select non-credit technical programs in 11 distinct departments; responsibilities also encompassed, the investigation, development, and implementation of new vocational/career and technical programs. Other duties included: (a) the evaluation of all full-time Applied Technology faculty and staff; (b) budget management; (c) faculty/staff development; (d) state and federal compliance; (e) district instructional initiatives; (f) facility requirements; (g) Local Education Agency (LEA) cooperative partnerships and programming; (h) area business and industry partnerships; and (i) and maintaining working relationships with the merged community school districts. EICCD is a comprehensive multi-campus community college district, which is comprised of Clinton, Muscatine, and Scott Community Colleges, the Urban Center, District Office, and seven attendance centers. Concurrent duties and assignments also included:

- 9/2004-2006 NSF Grant Co-Principal Investigator (CO-PI)
- 8/2004-8/2005 Kahl Education Center (KEC) Oversight
- 9/2002-2006 SCC Curriculum Committee Chair
- 8/2001-2004 NSF Grant Principal Investigator (PI)
- 8/2001-2003 Director of Operation, John T. Blong Technology Center (BTC)
- 5/2001-2003 SCC Retention Committee Co-Chair/Chair

#### ACCOMPLISHMENTS AS AN ACADEMIC DEAN

- As an Academic Dean, I developed several new vocational, technical/career education programs:

Biotechnology/Bioscience	Hospitality Management
Dental Hygiene	Paralegal Assistant
Heavy Duty Equipment Repair/Operation	Surgical Technology

- I also developed and implemented four new individualized, competency-based training programs at Scott Community College: (a) Cancer Management Information Technology; (b) Construction Management; (c) Electromechanical Systems; (d) and Health Information Technology (HIT). At EICC, I initiated the online delivery of Information Technology, Health, Safety, and Environmental Technology (HSET) and HIT programs. I also facilitated division-wide strategic planning and initiated department/program specific goals, and reorganized the entire division to promote human resources potential and enhance teaching/learning.
- Academic Quality Improvement Project (AQIP)
- International Education
- SCC and Career Assistance (CAC) Students' Bridge Initiative

- High School Dual Credit and Career Academies - Facilitated the development and implementation of six high school dual credit programs, serving approximately 230-270 students/year.

Career Academies

\* Allied Health

Focus - Provided Jr. and Sr. high school students with a variety of training opportunities in Allied Health career clusters (classroom/clinical experience exploration).

\* Impact/Outcome

Second year of operation 36 students.

\* Business Technologies

Focus - Provided Sr. high school students the opportunity to enroll in college Financial and Managerial Accounting courses in their high school.

\* Impact/Outcome

First year of operation 27 students/semester.

\* Carpentry (Student Built Home)

Focus - Provided Jr. and Sr. high school students from seven area high schools with hands-on opportunities in construction planning/ management, and building residential housing.

\* Impact/Outcome

To date, 8 houses have been constructed; approximately 120 students participated in this project. SCC Foundation has approximately received \$30K in scholarship funds from Student Built Home Board of Directors.

\* Culinary Arts Youth Apprenticeship

Focus - Provided Jr. and Sr. high school students with an opportunity to learn and gain hands-on experience with emphasis in fine cuisine, and hospitality management.

\* Impact/Outcome

To date, approximately 80 students from as many as nine area high schools have participated in this program.

\* Manufacturing Technologies (Metals)

Focus - Provided Jr. and Sr. high school students with an opportunity to learn and gain hands-on experience in the following programs: Drafting, CAD, Machining, and Welding.

\* Impact/Outcome

To date, approximately 250 students have participated in this program.

\* Transportation Technologies

Focus - Provided Jr. and Sr. high school students with an opportunity to gain exposure to a variety of Transportation Technologies clusters (i.e. Automotive Technology, Automotive Collision, and Diesel Technology). Job shadow activities also enhance students' hands-on experiences.

\* Impact/Outcome

To date, approximately 64 students have participated in this project.

- Researched, developed, and implemented seven new individualized, competency-based training programs consisting of 70 courses at Indian Hills Community College: (a) Bioprocess Technology; (b) Construction Management; (c) Commercial Refrigeration & Residential Heating/Cooling; (d) Industrial Maintenance; (e) Microcomputer Specialist; (f) Plastics

Manufacturing; and (g) Welding Occupations programs. A number of these programs are currently offered in the afternoon and evenings in the facilitated, competency-based instructional delivery format with flexible schedule of attendance.

- Worked with a team of Academic Deans and the SCC Registrar to enhance the Assessment of Prior Learning (APL) document at SCC. Approximately 60 non-traditional students have taken advantage of the APL process, working toward a Technical Studies degree or earned this degree and transitioned to workforce.
- Obtained a grant from Iowa Department of Education to promote strategies, to recruit, enroll, retain, and graduate students from a diverse racial and ethnic background in professional and career technical education programs. Several activities encompassing the various framework of this grant will attract potential students to target programs; support and retain a diverse student body and improve graduation rates in professional and career technical education program clusters.
- Facilitated division-wide team activities and developed a meaningful exit competency assessment instruments for all vocational/career and technical education programs in the Applied Technologies Division.

#### EXPERIENCE AS A DEPARTMENT CHAIR

- 1991- 1999 Department Chair Expanded Programs - Indian Hills Community College, Ottumwa, Iowa.
- 1993-1999 Coordinator - St. Ambrose University MBA Program (Ottumwa Center), Davenport, Iowa.
- 1992-1995 Title (III) Grant Activity Director

#### FULL-TIME TEACHING EXPERTISE

- 1985-1991 Advanced Technology Instructor (Staff 1) – Indian Hills Community College. Ottumwa, Iowa. Teaching expertise included the teaching of courses in the Electronics and Computer Occupation Core Diploma program, Electronics/ Telecommunications, Robotics and Automation, Computer Systems and Networks, and Laser/Electro-Optics AAS programs.

#### College Teaching:

Basic Electricity	Lab Techniques	Imaging Techniques
Microcomputer Applications	Technical Mathematics	Digital Fundamentals
Instrument & Measurement	Analog Circuits	Drafting
Telecomm. Fundamentals	Light Sources & Wave Optics	Microprocessors
Optoelectronics/Fiber Optics	Field Service Techniques	UTC Physics
Systems Power & Environment	Introduction to Lasers	Microelectronics
Laser Projects	Laser/Electro-Optics Devices	Laser Electronics
Fabrication & Testing	Linear Integrated Circuits	Fiber Optics
Laser Applications	Communication Receivers	Power Systems

Industrial Teaching:

Cargill, 1991-1992	Developed and taught industrial and electrical courses to
John Deere Works, 1990-1992	instrumentation, electrical technicians, and maintenance
Roquette, 1988-1989	personnel.

- Served as Subject Matter Expert under Cooperative Demonstration (II) Grant in 1991-1992. This individualized, competency-based degree-granting project was developed to provide skill enhancement opportunities for non-traditional and underserved students in the areas of high technology training.

**ACCOMPLISHMENTS AS A FULL TIME FACULTY**

- Developed a college-wide model for the Assessment of Prior Learning (APL) at IHCC.
- Initiated Industrial Credit Training Contracts, generating in the excess of \$50K revenues/year and 700-Semester Hours. Established and implemented on-site technical credit-granting training for area industries. This "Pay-for-Knowledge Instructional Model" is designed to assist the employees of various area industries to enroll and complete credit-granting technical programs. Upon the completion of their training, the employees would earn technical degrees.
- Assisted in the development of IHCC Part-Time Faculty Handbook.
- Coordinated the efforts to complete syllabi for all courses offered in the Electronic-Based Advanced Technology disciplines per NCA Committee request. Served on two NCA self-study committees addressing classroom assessment issues and cultural events; also served on the NCA Team to visit and evaluate Ottumwa High School in 1995.
- Developed facilitated, competency-based modules for 48 second-year courses offered in the Electronic-Based Advanced Technology disciplines under cooperative demonstration (II) grant.
- IHCC (Publication) competency-based instructional modules in the following area(s):
 

Basic Electricity (I)	College Survival Skills
Microprocessors (I) & (II)	Microelectronics
- Initiated and implemented articulation agreements between Scott Community College and (in- out-of state) four year colleges and universities (i.e. Black Hawk College, Mineral Area College, Columbia Southern University, North Carolina A&M, St. Ambrose University, University of Northern Iowa, and Ft. Hays State University) as well as secondary institutions. Moreover, worked closely with the SCC Registrar to develop a master file of all EICCD articulation agreements with all merged area IX secondary institutions.
- Initiated and implemented articulation agreements between Indian Hills Community College and Iowa's four year colleges and universities as well as secondary institutions.
- Served as a member of Quality Council in implementing a Total Quality Management Model at the Advanced Technology Center (ATC). Conducted TQM training for all ATC staff and faculty. The ATC TQM initiative primarily focused on staff empowerment, student retention with quality, scheduling, and inventory of equipment in the ATC.

- Attended the Community College Leadership Initiative Consortium (CLIC) workshop. This workshop was sponsored by Iowa State University. The following issues related to leadership in community colleges were emphasized:
  - \*Multi-campus environment
  - \*External funding; grants, contracts and partnerships and external relationships
  - \*Alternate governance models and Carver model of boardmanship
  - \*Case studies regarding personnel and legal issues
  - \*Organizational culture; impact on the change process
  - \*Expectations for community college leader/administrator from a president's perspective
  - \*Team approaches; effective use of teams, faculty empowerment, and CQI model
  - \*Change processes and need for change
  - \*Visioning for future and technology
  - \*Leadership as an interactive/democratic process and inclusion

1983-1985 Prototype Lab Coordinator and Test Engineer – Schott Corporation, Minnetota, MN. Implemented design modifications, tested and prepared quality assurance reports related to prototype power system components and products in compliance with the customer specifications before the manufacturing of the products.

**AWARDS and HONORS**

- The Chair Academy 2005 International Exemplary Leadership award recipient for advancing academic and administrative leadership.
- Indian Hills Community College Faculty senate award of recognition and appreciation.  
Society of Manufacturing Engineers President's Award  
(SME Chapter 238)

**COMMUNICATION SKILLS**

Using interpersonal and problem solving skills, through cooperation with faculty, staff, and colleagues, self-motivation and enthusiasm, and managing time/resources by determining priorities, I have been able to achieve effective results in assigned duties and projects.

**DIVISION CHAIR AND DEAN COMMUNITY RELATIONS, AFFILIATIONS, COMMITTEES, and COUNCILS**

- \* Iowa Association for Career and Technical Education (IACTE)
- \* Iowa Community College Deans and Directors
- \* Project Lead The Way Iowa Leadership Team
- \* Society of Manufacturing Engineer (SME) senior member (past)
- \* National Council of Instructional Administrators
- \* School-To-Work – Bettendorf Community School District (CSD) Bettendorf, Iowa
- \* School-To-Work – Pleasant Valley Comm. School District Bettendorf, Iowa
- \* School-To-Work – North Scott Community School District Eldridge, Iowa
- \* School-To-Work – Davenport Community School District Davenport, Iowa
- \* Comprehensive School Improvement Team Pleasant Valley CSD Bettendorf, Iowa  
Davenport CSD Davenport, Iowa  
Bettendorf CSD Bettendorf, Iowa
- \* Board of Director – Quad Cities Board of Realtors (Student Built Home Project) Davenport, Iowa
- \* Instructional Council - EICCD Davenport, Iowa

- \* EICCD Graduation Rate Committee – EICCD Davenport, Iowa
- \* Academic Quality Improvement Team (AQIP) – SCC/EICCD Bettendorf, Iowa
- \* President's Cabinet – SCC Bettendorf, Iowa
- \* Bettendorf Chamber of Commerce Education Committee Bettendorf, Iowa
- \* Quad Cities Health Initiative Davenport, Iowa
- \* Davenport One Business Minority Council Davenport, Iowa
- \* President Mallard Court Condominium Association Bettendorf, Iowa

**PERSONAL**

Enjoy reading, working outdoors, golfing, jogging, playing racquetball, collecting antiques, yoga, and cooking.

**INDUSTRY AND EDUCATION INTERACTION**

**Seminars and Conferences:**

- \*AACC
  - Tampa, Florida
  - Seattle, Washington
- \*Iowa Laser Facility
  - Iowa City, Iowa
- \*IEEE FALLCON
  - Cedar Rapids, Iowa
- \*American College Board
  - Chicago, Illinois
- \*America Workforce 2000
  - Kansas City, Missouri
- \*Tech Prep Conference
  - Des Moines, Iowa
- \*Economic Forecast Forums
  - Vancouver, Washington
- \*NSF/AACC Mentor Link
  - Washington, District of Columbia
- \*Annual NSF ATE Conference
  - Washington, District of Columbia
- \*NSF Workshop
  - Vancouver, Washington
- \*Noel/Levitz Retention Seminar
  - Iowa City, Iowa
- \*National Technology Transfer Initiative
  - Kansas City, Missouri
- \*NSF National Visiting Team
  - Los Angeles, California
- \*Fulbright Scholarship Training Seminar
  - Portland, Oregon
- \*Society of Broadcast Engineers Seminar
  - Kansas City, Missouri
- \*Iowa Communication Technologies Workshop

- Ottumwa, Iowa
- \*Tektronics Storage Instrumentation Seminar  
Cedar Rapids, Iowa
- \*Data TECH Telecommunication Workshop  
Chicago, Illinois
- \*The Heart of Leadership: Building Community  
Fort Lauderdale, Florida
- \*Iowa Vocational Administrators Workshop (IVA)  
Cedar Rapids and Des Moines, Iowa
- \*Instructional Performance Expert System Workshop  
Ottumwa, Iowa
- \*Data Telecommunication and Connectivity Seminar  
Ottumwa, Iowa
- \*Team-Based Quality Management, Langhorne Associates  
Iowa City, Iowa
- \*Laser Systems Design Workshop, University of Wisconsin  
Madison, Wisconsin
- \*Interactive Television Workshop (Long Distance Delivery-ICN)  
Ottumwa and Cedar Falls, Iowa
- \*Columbia River Economic Development and Workforce Forums  
Vancouver, Washington
- \*National Research Center for Career and Technical Education (CTE)  
Denver, Colorado
- \* Higher Learning Commission, Academic Quality Improvement Project (AQIP)  
Chicago, Illinois
- \*Iowa Demonstration Lab (Institute for Research/Development and Technology)  
Ames, Iowa
- \*Society of Applied Learning and Technology-Interactive Multimedia Conference  
Orlando, Florida
- \*Delivering Training to Business/Industry Sponsored by the Southern Company and ITC  
Birmingham, Alabama
- \*New Design for Vocational/Career Technical Education Workshop Sponsored by  
NOCTI  
Denver, Colorado
- \*Community College Leadership Initiative Consortium (CLIC) Sponsored by ISU  
Ames, Iowa
- \*Iowa Summit on Mathematics, Science and Technology Education: Promoting  
Economic Development  
Des Moines, Iowa
- \*Center for Occupational Research and Development (CORD)/Laser Electro-Optics  
Workshop  
Los Angeles, California
- \*National Science Foundation Workshop (development of instructional materials, faculty  
and teacher enhancement, and other services for technician education program)  
Kansas City, Missouri
- \*NWCCU Accreditation Seminar  
Seattle, Washington