

The Leadership Collaborative 2010 Retreat  
Biographies for Panelists and A·P·L·U Staff/Consultants

**Dr. Michael Allen** is the Principal of Allen Education, LLC, a Washington, D.C. consulting firm that specializes in education policy and research. Formerly, he was a senior program officer at the National Research Council, where he directed a congressionally mandated study on teacher preparation, and a senior policy analyst and program director at the Denver-based Education Commission of the States specializing in policy issues related to teacher preparation and development, teacher quality, and hard-to-staff schools. A one-time professor of philosophy and ethicist, Dr. Allen has authored numerous publications in those fields and in education policy, including extensive reviews of the research on teacher preparation and on teacher recruitment and retention. He has a doctorate and master's degree in philosophy from Boston University and a master of education degree in research methods from Charles Sturt University in Australia.

**Dr. Ann E. Austin** is a Professor at Michigan State University, who held the inaugural Dr. Mildred B. Erickson Distinguished Chair of Higher, Adult, and Lifelong Education (HALE) from 2005 to 2008. She also serves as the Director of the Global Institute for Higher Education at Michigan State University. Dr. Austin holds a PhD (Higher Education) and Master's degree (American Culture) from The University of Michigan, a Master's degree (Higher Education) from Syracuse University, and a Bachelor's degree (History) from Bates College. Professor Austin's research interests concern faculty careers, roles, and professional development, the academic workplace, organizational change and transformation in higher education, reform in graduate education, and the improvement of teaching and learning processes in higher education. Currently, she is Co-Principal Investigator of the Center for the Integration of Research, Teaching, and Learning (CIRTL), a National Science Foundation Center focused on improving postsecondary teaching and learning and doctoral education in science, technology, engineering, and mathematics. Her recent books are: *Rethinking Faculty Work: Higher Education's Strategic Imperative* (co-authored with J. M. Gappa and A. G. Trice, 2007); *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present* (co-authored with M. D. Sorcinelli, P. Eddy, and A. Beach, 2005); *Paths to the Professoriate: Strategies for Enriching the Preparing on Future Faculty* (co-edited with D. H. Wulff, 2004); and *Higher Education in the Developing World: Changing Contexts and Institutional Resources* (co-edited with D.W. Chapman, 2002). Dr. Austin was the 2000-2001 President of the Association for the Study of Higher Education (ASHE).

**Dr. Ellen-Earle Chaffee** is Senior Fellow for the Association of Governing Boards of Colleges and Universities (AGB), and director of its Lumina Foundation funded project on Governance for Student Success. She was president of Valley City State University from 1993 to 2008. From 1993 until 2002, she was also president of Mayville State University. Her leadership developed a culture of innovation, change, and accountability. Recently, she has been President in Residence at Harvard University and chair of the Board of Trustees for MeritCare Health System. Dr. Chaffee has held leadership positions in executive, academic, student affairs, research, and equal opportunity areas in research universities, comprehensive universities, and a state system. She has been president of two national professional associations and member of the national accrediting board for pharmacy education, received numerous awards, and written five books and dozens of articles on strategic management, governance, quality, innovation, and leadership. She has served on and consulted with numerous governing boards as well as national organizations in higher education research, health care, allied health, and foundations. She earned a PhD in higher education administration and policy analysis at Stanford University.

**Dr. Rita Cheng** has served as Provost at the University of Wisconsin-Milwaukee since April 2005. As the campus chief academic and operating officer, Dr. Cheng oversees the development and implementation of academic policy, fosters new academic programs, monitors programmatic effectiveness, identifies and establishes academic priorities in collaboration with faculty, university leadership, and statewide higher education administration. Dr. Cheng is responsible for prioritizing resource needs, securing resources for campus programs, and allocating money and space to campus units. As the senior vice chancellor she acts in the Chancellor's stead in his absence. Units reporting to the Provost include 14 schools and colleges, university libraries, campus technology center, enrollment management offices, and such specialized units as the center for international education, honors college, undergraduate research, Latino center, multicultural student center, human resources, employee professional development, and the affirmative action office. Dr. Cheng is a Professor of Accounting in the Sheldon B. Lubar School of Business. Her internationally recognized research and leadership in the academic accounting field have directly influenced today's national standards. Her PhD is from the Fox School of Business and Management at Temple University. Effective June 1, 2010, Dr. Cheng will assume the role of Chancellor at Southern Illinois University Carbondale.

**Dr. Charles R. Coble** is the SMTI Co-Director, the co-founder and partner with The Third Mile Group, was the vice president for policy studies and programs at the Education Commission of the States, professor emeritus of science education, and dean for 13 years of the nationally award-winning School of Education at East Carolina University in Greenville North Carolina. He served for six years as the vice president of university-school programs for the 16-campus University of North Carolina (UNC). In that capacity, Dr. Coble led the development of the University School Teacher Education Partnerships in all UNC teacher preparation institutions. Over his career, Dr. Coble has directed over \$12 million in grants and contracts and is the author or co-author of 10 books and over 80 published articles. He is a member of Sigma Xi Honorary Scientific Society, and he holds a bachelor's degree in botany, a master's degree in science education, and a doctorate in curriculum and instruction, all from UNC Chapel Hill. He has maintained, since 1964, a current North Carolina secondary science teaching license.

**Dr. Lizanne DeStefano** is the Fox Family Professor of Education and the Director of the Illinois STEM Education Initiative (I-STEM) at the University of Illinois at Urbana-Champaign. Dr. DeStefano's research interests include the evaluation and sustainability of innovative programs, multisite initiatives, and programs serving special populations such as students with disabilities or those at risk for academic failure. Her work has been funded by numerous agencies and foundations, including the U.S. Department of Education, the National Science Foundation, the National Academy of Education, the Joyce Foundation, the Lilly Foundation, Chicago Community Trust and Illinois State Board of Education. She received her doctorate in educational psychology from the University of Pittsburgh. She is a former special education teacher and trained and practiced as a clinical and school psychologist.

**Dr. Noah Finkelstein** received a bachelor's degree in mathematics from Yale University and his PhD for work in applied physics from Princeton University. He is currently an Associate Professor of Physics at the University of Colorado at Boulder. His research is in physics education, and particularly the role of context in student learning. Dr. Finkelstein is one of the directors of the Physics Education Research group at Colorado, one of the largest research groups in physics education. He also directs Colorado's Integrating STEM Education program, which supports the myriad of programs in STEM Education at Colorado. He is PI or Co-PI for many nationally funded grants to create and study conditions that support students' interest and ability in physics. These research projects range from the specific (how do students use representations or analogies in learning physics?), to the course-scale (the role of computer simulations in learning, or implementation of Tutorials), to the departmental / institutional scale (what models of educational

reform are sustainable and scalable? How can universities effectively partner with communities in Informal Science Education). Finkelstein serves on five national boards in physics education, including: the Physics Education Research Leadership Organizing Council and the Committee on Education of the American Physical Society, which engages traditional physicists in education. In 2007 he won the campus-wide teaching award, and in 2009 he won the campus diversity and excellence award. More on Dr. Finkelstein at: <http://spot.colorado.edu/~finkelsn>. More on the Physics Education Research group at Colorado: <http://per.colorado.edu/>. More on Integrating STEM Education at Colorado: <http://www.colorado.edu/istem>

**Dr. Kevin Foster** is an educational anthropologist and graduate faculty member at The University of Texas at Austin. He is currently on leave to serve as an American Academy for the Advancement of Science (AAAS) Executive Branch Policy Fellow assigned to the National Science Foundation. Dr. Foster is the founding director of ICUSP (the Institute for Community, University and School Partnerships), which works with students, conducts research, and leads teacher and administrator professional development in central Texas schools. Dr. Foster's passion is to bring research, teaching and service together for the purpose of improving academic outcomes for African American, Latina/o and other students. He has authored dozens of publications, including academic articles and national columns. In 2005, he co-founded COBRA, the Community of Brothers in Revolutionary Alliance, an academic and leadership development group for high school boys. Under his stewardship ICUSP also sponsors VOICES, a similar group for high school girls, among other programs. In 2006, Dr. Foster was named The LBJ Presidential Library faculty volunteer of the year. In 2009, Dr. Foster received the Akins award from Austin Independent School District, which recognizes "an individual who has exemplified strong character, excellent leadership and outstanding service while exhibiting respect for all people." Dr. Foster received his PhD and MA from the University of Texas at Austin and his BA from the College of William and Mary in Virginia.

**Jennifer Frank** is the P-20 Partnership Project Evaluator in the Office of Academic Affairs at the University System of Maryland, where she coordinates research and evaluation efforts across several large-scale partnership projects funded by the National Science Foundation and U.S. Department of Education. She also currently serves as the project manager for Maryland's statewide "Making Opportunity Affordable" grant from the Lumina Foundation. Prior to coming to USM, she served as the director of Institutional Research at Loyola College in Maryland, executive assistant to the dean of the Graduate School at University of Maryland University College, and assistant to the provost at Washington College in Chestertown, Maryland. She holds a BA from the University of Richmond, an MA from the University of Maryland, College Park, and is currently a doctoral candidate in higher education policy at the University of Maryland, College Park.

**Howard J. Gobstein** is the SMTI Co-Director and the Executive Officer and Vice President for Research, Innovation, and STEM Education at A·P·L·U, where he is responsible for developing research and university policy efforts, in partnerships with senior university research and economic development officers. His past positions include associate vice president for governmental affairs and director of federal relations at Michigan State University, senior policy analyst in the Office of Science and Technology in the Executive Office of the President, and vice president and senior program officer at the Association of American Universities (AAU). Gobstein spent the first 11 years of his career designing and leading evaluations of government science programs and policies with the U.S. Government Accountability Office. He holds a master's degree in science, technology and public policy from George Washington University and a bachelor's in interdisciplinary engineering from Purdue University. He was awarded Fellow status at the American Association for the Advancement of Science (AAAS).

**Dr. Theodore (Ted) Hodapp** is the Director of Education and Diversity for the American Physical Society (APS) in College Park, Maryland. The American Physical Society is the largest professional society representing physicists in the United States, publishing the most significant international journals in physics, and facilitating programs to represent physicists and their interests. The APS Department of Education and Diversity ([www.aps.org/programs](http://www.aps.org/programs)) runs programs that advocate issues relevant to minorities and women, and in areas of education and careers. Dr. Hodapp is also Principal Investigator of a large NSF and APS-funded national effort, the Physics Teacher Education Coalition ([www.PhysTEC.org](http://www.PhysTEC.org)), which seeks to improve the quality and quantity of physics and physical science K-12 teachers. Before coming to the APS, Dr. Hodapp served as Program Director in the National Science Foundation's Division of Undergraduate Education, working with programs in curriculum development and implementation, teacher preparation, scholarships, and the National Science Digital Library (he is currently co-PI on the ComPADRE digital library project, [www.compadre.org](http://www.compadre.org), that is collecting physics education materials throughout the country). Prior to coming to the NSF, Dr. Hodapp was professor and chair of the Hamline University Physics Department in St. Paul, Minnesota. He recently served as chair of the Physics and Astronomy Division of the Council on Undergraduate Research ([www.cur.org](http://www.cur.org)). His research interests include laser cooling, optical modeling, and physics education research.

**Dr. Shirley Strum Kenny** is the former President of the State University of New York at Stony Brook and currently is an A·P·L·U Senior Fellow. Dr. Kenny became President of Stony Brook University in 1994 and was the first woman to be named to the Stony Brook presidency. While at Stony Brook she developed Brookhaven Science Associates to manage Brookhaven National Laboratory. She oversaw a major campus building and beautification program; significant growth in research funding and development; Stony Brook's election to the Association of American Universities; entrance into Division I athletics; the creation of Stony Brook Manhattan; the MBA program and the Center for Wine, Food and Culture. Enrollments increased by 5,000 and SAT scores by more than 100 points. One of Dr. Kenny's major concerns is the improvement of undergraduate education. In order to achieve this goal she established the Boyer Commission on Educating Undergraduates in the Research University to create a new model of undergraduate education for major research universities. Funded by the Carnegie Foundation for the Advancement of Teaching, the Commission in 1998 published *Reinventing Undergraduate Education: A Blueprint for American Research Universities*. Dr. Kenny received a bachelor of journalism and a BA in English from the University of Texas; MA from the University of Minnesota; PhD from the University of Chicago; and honorary doctorates from the University of Rochester, Chonnam National University and Dongguk University in Korea.

**Dr. Valerie Otero** is an associate professor of science education at the University of Colorado, Boulder and is involved in several university-wide projects. She is the director of the Colorado Learning Assistant Program, the Noyce Fellowship program, and the Streamline to Mastery program and is co-director of the CU-Teach initiative and the iSTEM initiative. Her research spans from studies on teacher knowledge to studies of how students learn various concepts in physics and the nature of science. Dr. Otero has published broadly from Science magazine to Science and Children magazine. She is co-author of the popular Physics and Everyday Thinking curriculum and co-author of the Physical Science and Everyday Thinking curriculum. She is principal investigator on over \$6 million in grants to improve mathematic and science education, and she and her colleagues have brought in an excess of an additional \$7 million to fund efforts in discipline-based education research and science teacher preparation. Dr. Otero received her PhD in Physics Education from the University of California, San Diego & San Diego State Universities, her MS in Geophysics from the University of California, San Diego, and a BS in Physics from the University of New Mexico.

**Dr. Risa Palm** has been Senior Vice President for Academic Affairs and Provost at Georgia State University in Atlanta since September 2009. Prior to this, she was the Vice Chancellor for Academic Affairs and Provost at the State University of New York (SUNY) system, and has held administrative positions at Louisiana State University as provost, the University of North Carolina at Chapel Hill as Dean of the College of Arts and Sciences, the University of Oregon as Dean of the College of Arts and Sciences, and the University of Colorado at Boulder as Dean of the Graduate School and Associate Vice Chancellor for Research. She is a professor of geography with a specialization in natural hazards and urban geography. Her PhD is from the University of Minnesota.

**Dr. Jennifer B. Presley** is the Director of Science and Mathematics Education Policy at the Association for Public and Land-grant Universities, building on almost 30 years experience in education policy research and higher education management. Most recently, she was the founding director of the Illinois Education Research Council, an organization established to address P-20 state policy issues, and was a research professor at Southern Illinois University. Prior to joining the IERC, Dr. Presley was associate provost for planning and senior research scholar at the University of Maryland, College Park and a consultant/evaluator in Washington, D.C. She has also led offices of policy research with the Connecticut Board of Governors for Higher Education, the University of Wisconsin System, and the University of Massachusetts at Boston. Prior to graduate school she was management services officer of the Biochemistry & Biophysics Department at the University of California, San Francisco. Dr. Presley has more than 30 articles and reports on topics ranging from pre-school teacher supply to graduate education. She currently serves on the University of California's Science & Mathematics Initiative Program Review Committee and the Research Review Board of the Business-Higher Education Forum's U.S. STEM Education Model. She earned her bachelor's degree in political science from San Francisco State University and her doctorate in higher education administration and policy analysis from Stanford University. She grew up in London, England and came to the U.S. in 1967.

**Dr. Kacy Redd** joined the A·P·L·U/SMTI staff after completing a doctorate in neuroscience from Columbia University. During her graduate studies, she was funded by a Howard Hughes Predoctoral Fellowship. In addition to research, she has always had an interest in education policy which led to a science and technology policy fellowship at the National Academy of Sciences on the Board of Higher Education and Workforce. At the National Academies, she worked on the Assessment of Research Doctorate Programs Report. Dr. Redd completed her bachelor's degree in biology and psychology from the University of Southern Mississippi.

**Dr. Nancy S. Shapiro** is the Associate Vice Chancellor for Academic Affairs at the University System of Maryland and directs the University System of Maryland P-20 Partnership for Teaching and Learning. She is the principal investigator on major federal grants totaling over \$30 million dollars from the National Science Foundation (MSP) and the U.S. Department of Education (TQE). Dr. Shapiro leads the University System of Maryland's STEM Initiative focused on increasing the number of STEM teachers produced by the public higher education institutions in Maryland. Her publications include three co-authored books, numerous articles and reviews on a variety of undergraduate education topics, and an edited collection of essays on K-16 statewide initiatives in Metropolitan Universities. Dr. Shapiro graduated Phi Beta Kappa from Brandeis University, earned her master's degree at the University of Delaware, and her doctorate in curriculum and instruction from the University of Maryland.

**Dr. Keith Sheppard** is Director of Science Education at Stony Brook University and an Associate Professor in the Department of Biochemistry. Prior to arriving at Stony Brook in 2007, Dr. Sheppard was the Program Coordinator for Science Education at Teachers College, Columbia University with direct responsibility for Science Teacher Preparation programs. He is a certified physics and chemistry teacher and taught high school science for more than 20 years in the USA, Africa and Europe. Dr. Sheppard's research activities include studying the historical development of science curricula, investigating teachers' conceptual understanding of science and the learning of science in informal educational settings. Recent articles can be found in the *Journal of Chemical Education*, *American Journal of Physics* and *CBE-Life Sciences Education*. Dr. Sheppard holds a BS in Chemistry and Materials Science from Liverpool University UK and holds a doctoral degree in Science Education from Teachers College, Columbia University.

**Joyce Williams** brings nearly 20 years of professional planning and logistical experience as a program assistant at A·P·L·U, where she provides staff planning and logistic support services for the Science and Mathematics Teacher Imperative. In addition to her role for SMTI, she provides support for the Council on Academic Affairs and the Council on Research Policy and Graduate Education.

**Dr. Donna L. Wiseman** assumed the duties of Dean of the College of Education at the University of Maryland, College Park in May 2008. She served as interim dean of the college during the 2007-08 academic year. Prior to that, she held the position of Associate Dean for Academic Programs responsible for student services and advising, international activities, outreach, teacher education and accreditation. Dr. Wiseman is also a professor in the Department of Curriculum and Instruction. Before joining the University of Maryland in 2001, she held various leadership positions at Northern Illinois University and Texas A&M University. At Maryland she served as a member of the University Committee on Diversity and was the College of Education's equity officer. She is the immediate past chair of the President's Commission on Women's Issues, and served on the Vice President's Advisory Council for Curriculum and Courses and the University International Advisory Committee. A former public school teacher, Wiseman's professional and scholarly interests include literacy development and instruction, school-university partnerships, teacher professional development, diversity in today's classrooms, and equitable access to education. Her recent scholarly efforts have focused on professional development for teachers who teach in diverse classrooms and connecting teacher education initiatives to public school student achievement. Dr. Wiseman received her bachelor's degree in elementary education from Oklahoma State University, her master's degree in reading from Arkansas State University, and her doctorate in reading from the University of Missouri-Columbia.

**Dr. John Yopp** is Associate Provost for Educational Partnerships and Executive Director of the Partnership Institute for Mathematics and Science Education Reform at the University of Kentucky. He was Vice President for Graduate and Professional education at the Educational Testing Services at Princeton from 1997-2004 where he was responsible for the upgrading of the GRE and TOEFL exams and the build out of computerized testing worldwide. In addition to his position at ETS, he served as Senior Scholar in Residence at the Council of Graduate Schools and Senior Visiting Scholar at the Paul Simon Public Policy Institute. He was a professor of plant physiology at Southern Illinois University where he also served as Associate Vice Chancellor for Academic Affairs and Research and Dean of the Graduate School. He has had a long association with numerous state, national and international educational associations including A·P·L·U where he served on the International Commission and as Chair and long term member of the Council on Research Policy and Graduate Education (CRPGE). His current interest is in partnerships between STEM faculty from institutions of higher education and K-12 schools. Dr. Yopp earned his bachelor's degree in biology at Georgetown University and his doctorate in biology at the University of Louisville.