Greetings, and welcome to the Big Ten Academic Alliance 2018-2019 Academic Leadership Program (ALP). Among the many successful programs of the Big Ten Academic Alliance, the ALP stands out because of its focus on enhancing our most precious resource—our faculty and staff. As one of a select few invited to participate in this program, you join an elite group preparing to lead the distinguished universities of the Big Ten.

Since the Big Ten Academic Alliance ALP program began in 1989, over 1,400 faculty leaders have participated in the program with a great many moving on to positions in university administration, and all leaving with a greater understanding of the complex nature of the research university. I hope you find your time with us equally rewarding and enlightening. I look forward to working with you in the coming years and to sharing with you the many benefits and rewards of collaborative activity.

On behalf of the Provosts of our member universities, our headquarters staff, and the ALP Liaisons, I wish you much success in your academic career, and I encourage you to find ways to participate in Big Ten Academic Alliance activities and programs.

Best Wishes,

Keith Marshall, Executive Director
Big Ten Academic Alliance
The Big Ten Academic Alliance is a consortium of the Big Ten universities guided by the Provosts of the member universities. For over a half a century, these world-class research institutions have advanced their academic missions, generated unique opportunities for students and faculty, and served the common good by sharing expertise, leveraging campus resources and collaborating on innovative programs.

Deep levels of collaboration have resulted in multiple high-impact projects, including the following:

- Shared IT and library infrastructure
- Shared procurement
- Coordinated research
- Faculty development
- Shared communities of practice

The key strength of our coalition is that it leverages both investments and ideas. Our joint projects reflect an understanding that there is power in shared purpose and that, through aggregation of our resources, we can achieve far more than any one individual campus could ever hope to do alone. The efficacy of this approach can be seen in a growing array of transformative programs that expand educational opportunities, advance research, enhance efficiency, reduce costs, and amplify our impact in the wider world.

All consortium projects are voluntary. However, member universities share an expectation of cooperation and accountability. They also regard each other as peer institutions. Thus, despite the important distinctions, great similarities at the graduate level and across research enterprises contribute to a collective sense of purpose. The resulting collaborations benefit all of the member universities and serve the cause of American higher education in innumerable ways.

Academic administrators at the Big Ten institutions have dual roles. They must be educational leaders and at the same time act as managers of large complex organizations. They are challenged by tightening budgets, changing student populations, and increasing pressures from external sources. To find creative, workable solutions to the problems that lie ahead, our universities must pay serious attention to leadership development. Even though agencies, consulting firms, and institutions currently offer many professional development programs that serve the overall higher education community, our members wanted to create a program that would be specifically oriented to the challenges of academic administration at major research universities. The Academic Leadership Program (ALP) is one of the longest-serving professional development programs offered by the Big Ten Academic Alliance and all member institutions participate in the program. This intensive professional development experience develops the leadership and managerial skills of faculty who have demonstrated exceptional ability and administrative promise. The primary goal of the program is to help a select group of talented and diverse faculty further develop their ability to be effective academic leaders at all levels of research universities. Since its inception over 1,400 participants have completed the program. Many of whom have gone on to serve with distinction as college presidents, provosts, and deans.
Fellows

Each member institution establishes its own recruitment and selection process for identifying five Fellows to participate in the program each year. Fellows are faculty or select executive-level professional staff that are recognized as emerging academic leaders. The Fellows represent tenured faculty from across divisions and with varying levels and types of administrative and leadership experiences at the level of department or major committee chair, governance role, program director, or assistant or associate dean. Fellows are appointed for terms of one year and are expected to participate fully in the Program by attending the three seminars and engaging in all aspects of the campus activities.

Program Format

The ALP Fellows attend three campus-based seminars, each three days in length, and participate in related activities on their home campuses between seminars. The seminars, which are rotated among the member institutions, follow a format designed to maximize interaction among all the Fellows. Over the course of the three days, a multitude of guest speakers address the group on identified thematic topics through case studies, workshops, and other group exercises, and the participants engage in small group discussions and networking opportunities.

The seminar series for this fellowship year is listed below:

- Seminar I, October 11-13, 2018
  University of Minnesota
- Seminar II, February 7-9, 2019
  Purdue University
- Seminar III, April 11-13, 2019
  University of Illinois

Liaisons

Institutional liaisons for the program have been appointed by each chief academic officer to serve as the central coordinator for the program and serve as the campus contact with the Big Ten Academic Alliance office. Liaisons supervise all aspects of the fellows’ activities at their home institutions. Liaisons are responsible for the recruitment and selection of fellows and are essential in the program planning and implementation of the seminars, as well as the on-campus enrichment programs that support the ALP experience.

Local Programs

Each member institution conducts its own series of on-campus enrichment programs, with ALP liaisons serving as mentors throughout the fellowship year. These experiences may include orientation meetings and/or social events, briefings and/or debriefings before and after each seminar, local seminars focusing on University issues, participation in other faculty development programs available on campus, and individual projects or mentoring relationships with campus administrators.
BIG TEN ACADEMIC ALLIANCE MEMBERS

*University of Illinois at Urbana-Champaign*
Andreas Cangellaris, Vice Chancellor for Academic Affairs and Provost

*Indiana University*
Lauren Robel, Provost and Executive Vice President

*University of Iowa*
Sue Curry, Interim Executive Vice President and Provost

*University of Maryland*
Mary Ann Rankin, Senior Vice President and Provost

*University of Maryland*
Martin A. Philbert, Provost and Executive Vice President for Academic Affairs

*Michigan State University*
June Youatt, Provost and Executive Vice President for Academic Affairs

*University of Minnesota*
Karen Hanson, Executive Vice President for Academic Affairs and Provost

*University of Nebraska-Lincoln*
Donde Plowman, Executive Vice Chancellor and Chief Academic Officer of Academic Affairs

*Northwestern University*
Jonathan Holloway, Provost

*Ohio State University*
Bruce McPherson, Executive Vice President and Provost

*Pennsylvania State University*
Nicholas P. Jones, Executive Vice President and Provost

*Purdue University*
Jay T. Akridge, Provost and Vice President for Academic Affairs and Diversity

*Rutgers University-New Brunswick*
Wanda Blanchett, Interim Provost

*University of Wisconsin-Madison*
Sarah C. Mangelsdorf, Provost and Vice Chancellor for Academic Affairs
Professor Mark Aakhus (PhD, University of Arizona) is Professor of Communication and Associate Dean for Research in the School of Communication and Information at Rutgers University. He investigates the relationship between communication and design, especially the uses of technological and organizational design to augment human interaction and reasoning for decision-making and conflict-management. Using multiple-methods from discourse analysis and computational social science he examines language, argumentation, and social interaction in professional practice, organizational processes, and information infrastructures. His current research focuses on Argument Mining, Human Centered Design for Open Innovation in Health and Wellness, Sustainability Communication in the New Media Ecology, and Digital Institutions in Information Infrastructures. The aim in these streams of research is to improve understanding of the intentional, and emergent, design of institutions for communication and the consequences for the co-creation of health, wellness, and democracy.

Laura Albert, Ph.D., is the Assistant Dean for Graduate Affairs in the College of Engineering and an Associate Professor of Industrial & Systems Engineering at the University of Wisconsin-Madison. Her research interests are in the field of operations research, with a particular focus on discrete optimization with application to homeland security and emergency response problems. Dr. Albert’s research has been supported by NSF, DHS, and the Department of the Army, Sandia National Laboratory, and she has been awarded an NSF CAREER award. She has authored or co-authored more than 50 publications in archival journals and refereed proceedings. Her research has been awarded several honors, including four best paper awards, a National Science Foundation CAREER award, and a Department of the Army Young Investigator Award. Dr. Albert is the INFORMS Vice President for Marketing, Communication, and Outreach. She is the author of the blogs “Punk Rock Operations Research” and “Badger Bracketology.” You can find her on twitter at @lauraalbertphd.
ALP Fellows 2018-2019

Jeremy Allen
Indiana University

Jeremy Allen is the Eugene O’Brien Bicentennial Executive Associate Dean of the Indiana University Jacobs School of Music. An Associate Professor of Jazz Studies, he completed his MM in Jazz Performance at New England Conservatory in 2001 and founded the Jacobs School’s Jazz Double Bass/Bass Guitar studio in 2006.

Mr. Allen has performed in the United States and abroad with many of the finest jazz musicians in the world, and has recorded for Origin Records, Patois Records, Cadence Records, and Artist House Music. He received a Grammy nomination in 2016 for his work on Wayne Wallace and Michael Spiro’s Canto América, and DownBeat magazine describes his playing as “worthy of [legendary bassist] Jaco Pastorius.” Many of his students have gone on to prominent careers in the music industry, and The Jazz Educators Network and the International Association for Jazz Education have recognized his accomplishments as an educator.

At Indiana University, Mr. Allen has served on the Board of Advisors for the Wells Scholars Program and on the Arts and Humanities Council. He has chaired the Performance Coordinating Committee at the Jacobs School, and currently serves as Chair of the Ballet Department.

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Donald Becker
University of Nebraska-Lincoln

Don Becker is a Charles E. Bessey Professor of Biochemistry at the University of Nebraska-Lincoln (UNL). Don’s research program focuses on mechanisms of proline metabolic enzymes and how proline metabolism impacts human health. The overall goal of his work is to understand redox-based mechanisms of regulation in cellular metabolism and signaling. At UNL, Don directs the Nebraska Redox Biology Center, the NSF summer Research Experiences for Undergraduates (REU) program in redox biology, and an NIH funded biomedical graduate training program in molecular mechanisms of disease. Prior to joining the faculty at UNL, Don was an Assistant Professor at the University of Missouri-St. Louis. He received a BA in Chemistry from Bethel College (St. Paul, Minnesota), a PhD degree from the University of Minnesota-Twin Cities, and was an NIH-NRSA postdoctoral scholar at UNL.

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Kenneth Bloom  
University of Nebraska-Lincoln

Ken Bloom is a Professor of Physics and Astronomy at the University of Nebraska-Lincoln and a Visiting Scientist at the Fermi National Accelerator Laboratory. His research is in experimental particle physics, mostly at CERN, the European laboratory that is home to the Large Hadron Collider and the Compact Muon Solenoid (CMS) experiment, a collaboration of nearly 3000 particle physicists from about 200 institutes and more than 40 countries. Bloom is a leader in the development and operation of the computational systems that analyze the many petabytes of data produced by CMS. As the manager of software and computing for the federally-funded U.S. CMS Operations Program, he has responsibility for a $16M annual budget that funds computing centers, software developers and support personnel at 14 institutions.

Bloom holds an AB from the University of Chicago and an MS and PhD from Cornell University. He was a postdoctoral researcher at Johns Hopkins University and the University of Michigan before joining Nebraska in 2004. He has previously held a NSF Early Career Development Award and is a Fellow of the American Physical Society. Bloom is faculty advisor to undergraduate physics majors and has served on and led various college and university committees, including chairing the university Academic Planning Committee in 2017-18.

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James Bradeen  
University of Minnesota

Jim Bradeen is a Professor and Department Head of Plant Pathology at the University of Minnesota. He is also Co-Director of the Stakman-Borlaug Center for Sustainable Plant Health, an interdisciplinary center that solves complex plant health problems at home and around the world. Jim and his research group study how crop plants recognize and defend against pathogens. Jim is especially interested in the potential to use genes from wild plant species to develop disease- and environmental stress-resistant crop plants that need fewer chemical inputs. Jim’s research has been featured in the University of Minnesota’s Driven to Discover campaign. Jim teaches or co-teaches several graduate courses in molecular plant pathology and scientific communication. An avid Twitter user, you can follow him @JimBradeen. Jim is also passionate about issues of diversity and inclusion in higher education and he has been an active advocate at the University of Minnesota and in his professional society.

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Paul Braun
University of Illinois

Prof. Braun is the Director of the Frederick Seitz Materials Research Laboratory and the Ivan Racheff Professor of Materials Science and Engineering. Prof. Braun’s research focuses on the synthesis of materials with carefully crafted 3D nano- and mesoscale architectures with important emergent functionalities; recent priority research areas include materials for energy storage, advanced optics, chemical sensing, and the control of heat. Prof. Braun received his B.S. degree with distinction from Cornell University, and his Ph.D. in Materials Science and Engineering from the University of Illinois. Following a postdoctoral appointment at Bell Labs, Lucent Technologies, he joined the faculty of the University of Illinois in 1999. Prof. Braun has co-authored a book, about 250 peer-reviewed publications, been awarded multiple patents, and has co-founded three companies. He is the recipient of multiple awards, including most recently being named a Fellow of the Materials Research Society.

Sarah Bronson
Pennsylvania State University

Dr. Bronson has mentored over 20 undergraduate interns and 5 doctoral level trainees and has over 21 years of graduate education experience in aspects of teaching, course direction, curriculum and program development, recruitment and leadership and has served on over 50 dissertation committees.

As Director of Research Development she implements the scientific review for over a dozen funding mechanisms. Research Development also provides targeted support to early stage investigators, investigators submitting large institutional or team proposals, and broad support to all investigators. Dr. Bronson also co-directs the nationally-recognized Junior Faculty Development Program at the College of Medicine, a program with a holistic curriculum and mentored project, to enable sustainable career trajectories at an academic health center. In this capacity and in her co-directorship of the Grants Academy at the College of Medicine, she has had a sustained impact on the careers of over 200 faculty members, and many more in less formal contexts.

As Associate Dean for Interdisciplinary Research she serves as an ambassador to other components of the University and in all instances is attentive to the potential for intersection of approaches and thinking that could positively impact human health and healthcare.
Monica Cardella
Purdue University

Monica Cardella is an Associate Professor of Engineering Education and Director of the INSPIRE Research Institute for Pre-College Engineering. Dr. Cardella is also the Director of Pre-College Education for the Engineering Research Center for the Strategic and Innovative Transformation of Alkane Resources (CISTAR). She earned a PhD and a MS in Industrial Engineering at the University of Washington and a BSc in Mathematics from the University of Puget Sound. Prior to joining the Purdue faculty, she was a National Academy of Engineering Postdoctoral Fellow at Stanford University with the Center for Design Research. Her current research focuses on characterizing engineering design practices amongst children, undergraduates and professionals, engineering learning in informal environments, and experiences of underrepresented groups in engineering. Dr. Cardella received the National Science Foundation CAREER award in 2011 and was inducted into Purdue’s Teaching Academy in 2014. Dr. Cardella has co-authored over 150 journal and conference publications, she was a co-editor of the volume Engineering in Pre-College Settings: Research, Policy and Practices published by Purdue University Press in 2014, and was appointed Editor of the Journal of Pre-College Engineering Education Research in 2016.

John Carethers
University of Michigan

John M. Carethers, M.D. is the C. Richard Boland Distinguished University Professor and John G. Searle Professor and Chair of the Department of Internal Medicine at the University of Michigan. Appointed Chair in November 2009, he oversees over 800 faculty in their academic, clinical, and teaching roles as it relates the overall integration with the health system’s missions of clinical excellence, education, and discovery. Dr. Carethers is a trained gastroenterologist and physician-scientist who focuses his research in the area of colon cancer genetics. His interests lie in the linkage of inflammation and dysregulated DNA repair as it relates to inherited and sporadic colorectal cancer, as well as cancer disparities, and his work has been continuously funded by the NIH for over 25 years. He has published over 200 manuscripts and book chapters. He received his B.S. and M.D. degrees from Wayne State University and completed residency in internal medicine at Massachusetts General Hospital and gastroenterology fellowship at the University of Michigan. Prior to his role at the University of Michigan, he was Gastroenterology Division Chief at UC San Diego. He completed roles as Senior Associate Editor for Gastroenterology and as member of the National Commission for Digestive Diseases, after his appointment by Elias Zerhouni, M.D. He is an elected member of the American Society for Clinical Investigation, the Association of American Physicians (serving as President in 2018-2019), the National Academy of Medicine, the American Academy of Arts & Sciences, and the American Association for the Advancement of Science.
Rosario Ceballo
University of Michigan

Rosario (Rosie) Ceballo is a Professor of Psychology and Women’s Studies at the University of Michigan (Ann Arbor, MI) where she serves as an Interim Associate Dean for the Social Science Division of the College of Literature, Science, & the Arts (LSA). Dr. Ceballo received her B.A. in Psychology from Yale University and her Ph.D. in Clinical and Developmental Psychology, as well as a Graduate Certificate in Women’s Studies, from the University of Michigan. Dr. Ceballo completed a three-year term as Chair of the University of Michigan’s Department of Women’s Studies. Utilizing a resilience framework in her research, she investigates factors that help protect youth’s academic and psychological functioning from the contextual risks associated with living in poverty, such as exposure to community violence. In a second line of research, Dr. Ceballo studies the effects of infertility and racial stereotypes about women’s reproduction on racial/ethnic minority women. Drawing on quantitative as well as qualitative methods, she has published extensively across clinical, cultural, developmental, and feminist psychology journals. Dr. Ceballo has received funding from the National Science Foundation (NSF) for her research, has chaired the American Psychological Association’s (APA) Committee on Socioeconomic Status, and currently serves on the editorial board for American Psychologist.

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Kendra Cheruvelil
Michigan State University

Dr. Cheruvelil is the associate dean for research and faculty for MSU’s Lyman Briggs College. Cheruvelil conducts big-data research to understand how global climate change and land use intensification affect lakes across regions and continents. She enjoys bringing together collaborators from across disciplines to answer complex scientific questions and mentoring early-career scientists to advance data-intensive ecology, team science, and open science. Cheruvelil also implements innovative and evidence-based teaching practices, such as team-based research experiences, in her classrooms and studies the effects of these interventions in order to improve student learning and classroom climate.

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Cara Cilano
Michigan State University

Cara Cilano is a literary scholar who works on Pakistani anglophone literatures. She’s the author of several books in this field. Cilano is also a Fulbright Scholar.

Lawrence Clark
University of Maryland

Lawrence M. Clark is an Associate Professor of Mathematics Education at the University of Maryland. He obtained his bachelor’s degree in mathematics from Hampton University, and M.Ed. and Ph.D. degrees from Emory University. Prior to joining the Maryland faculty, Dr. Clark was a postdoctoral research fellow at the Center for Proficiency in Teaching Mathematics at the University of Michigan. Dr. Clark served as the National Director of Mathematics for Project GRAD USA, a national school reform initiative in several urban school districts. Dr. Clark is currently PI of the NSF-funded University of Maryland Noyce Math Scholars Program and co-Pi of the University of Maryland Noyce Science Scholars Program.

Dr. Clark has experience as a mathematics teacher educator in the U.S., Ethiopia, Ecuador, and Kenya. From 1992 – 2000 Dr. Clark taught middle school mathematics in Atlanta, GA. Dr. Clark’s research interests focus primarily on examining and exploring influences on teachers’ mathematics instructional practice in schools with a history of low achievement. These influences include teachers’ mathematical knowledge, teachers’ beliefs, and teachers’ explicit and implicit biases. Dr. Clark has also written book chapters and journal articles focused on the role of African American mathematics in the lives of African American mathematics learners.
Rebecca Cypess
Rutgers University-New Brunswick

Rebecca Cypess is Associate Director of the Department of Music and Associate Professor of Musicology at the Mason Gross School of the Arts, Rutgers University - New Brunswick. She is currently helping to shepherd her department through strategic-planning and reaccreditation processes. She holds a PhD, MPhil, and MA in music history from Yale University, an MMus in Harpsichord Performance from the Royal College of Music (London), an MA in Jewish Studies from Yeshiva University, and a BA in music from Cornell. Her publications include _Curious and Modern Inventions: Instrumental Music as Discovery in Galileo’s Italy_ (2016) and, as co-editor, _Sara Levy’s World: Gender, Judaism, and the Bach Tradition in Enlightenment Berlin_ (2018). A performer on historical keyboard instruments, she has recently released the recording _In Sara Levy’s Salon_ (2017), and she presents lecture-recitals based on her research on historical performance practices. She is currently at work on a book on musical salons in the Enlightenment.

Pero Dagbovie Michigan State University

Dr. Pero G. Dagbovie is a University Distinguished Professor in the Department of History and an Associate Dean in the Graduate School at Michigan State University. He has worked at MSU for more than 15 years. He has written numerous books, articles, and essays. His next book will be published in November 2018 by VERSO Books. He will also be the next Editor of The Journal of African American History which is the oldest and leading journal in the field of African American history.

Active in public history, he served as a scholar consultant for the Charles H. Wright Museum of African American History in Detroit, Michigan and for the U.S. Department of the Interior, the National Park Service. Dr. Dagbovie actively mentors graduate students. He has served as the advisor of more than a dozen graduate students who have earned doctoral degrees and are now working in academia.
Donatella Danielli-Garofalo
Purdue University

Donatella Danielli-Garofalo is a Professor of Mathematics at Purdue University. She received a Laurea cum Laude in Mathematics from the University of Bologna, Italy, in 1989. She completed her doctorate in 1999 at Purdue University under the supervision of Carlos E. Kenig. Prior to joining the Purdue faculty in 2001, she held visiting positions at The Johns Hopkins University and at the Institut Mittag-Leffler in Sweden. She was also a Visiting Fellow at the Isaac Newton Institute in Cambridge, UK, in 2014. Her research is in the areas of Partial Differential Equations, Calculus of Variations and Geometric Measure Theory, with specific emphasis on free boundary problems arising from physics and engineering. She is the creator and organizer of the Symposia on Analysis and PDEs, of the Women in Mathematics Days, and of the Mathematics Graduate Research Days, all at Purdue.

Donatella Danielli was the recipient of an NSF CAREER Award in 2003. At Purdue University, she was the recipient of a Teaching for Tomorrow Award, a Ruth and Joel Spira Graduate Teaching Award, and a Butler Leadership in Action Award. She was awarded a Simons Foundation Fellowship in Mathematics in 2014. In 2017, she became a Fellow of the American Mathematical Society.

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Dionne Danns
Indiana University

Dionne Danns is an associate professor, chair of the Educational Leadership and Policy Studies department, and Associate Vice Provost for Institutional Diversity at Indiana University Bloomington. A graduate of the University of Illinois at Urbana-Champaign, she began her career as an AERA/IES Postdoctoral Fellow at the University of Illinois at Chicago. Danns’ research focuses on the history of American education and she has authored two books. The first, Something Better for Our Children: Black Organizing in Chicago Public Schools, 1963-1971, examines student and teacher activism around school reform. More recently, she completed Desegregating Chicago’s Public Schools: Policy Implementation, Politics, and Protest, 1965-1985, which focuses on the federal government’s use of public policy to eliminate racial segregation and discrimination in public institutions in the United States through the 1964 Civil Rights Act. The book won the American Educational Studies Association’s Critic’s Choice Award in 2015. Danns is also the co-editor of Using Past as Prologue: Contemporary Perspectives on African American Educational History, and co-edited a special issue of the centennial volume of the Journal of African American History. She is currently working on a book tentatively titled, Crossing Segregated Boundaries: Graduate Perspectives on Chicago School Desegregation.
Joel Ebarb
Purdue University

Joel Ebarb is a Professor of Theatre in the Patti and Rusty Rueff School of Visual and Performing Arts, College of Liberal Arts. Research/creative endeavor and teaching subjects are costume design and the social history of clothing. Professor Ebarb is Senior Associate Dean for Undergraduate Education and International Programs in the College of Liberal Arts. Previously, he served as chair of the Department of Theatre from 2011-2015. Professor Ebarb is a popular speaker and presents a series of lectures and workshops on using theatre techniques to improve skills in teaching and interpersonal communication. A member of the Teaching Academy at Purdue, he is an award-winning educator, and was a 2011 recipient of the Charles B. Murphy Award for Outstanding Undergraduate Teaching, the university’s highest undergraduate teaching honor. Joel received a B.A. in English from Northwestern State University of Louisiana and his M.F.A. in Theatre from University of Houston. Joel began his career at Purdue in 1997.

Ece Erdogmus
University of Nebraska-Lincoln

Ece Erdogmus is a Professor of Architectural Engineering (AE) at the University of Nebraska-Lincoln and is an Associate Director of the Durham School of Architectural Engineering and Construction, responsible for the AE program. She has a PhD in AE from the Pennsylvania State University and her research focuses on the assessment and rehabilitation of existing and historical structures. Within that field, she has projects related to materials research (fiber-reinforced cements and mortars), non-destructive testing, and finite/discrete element modeling. She also performs experimental research on sustainable masonry construction solutions, such as compressed and stabilized earth blocks. She has authored over 60 peer-reviewed technical articles. She teaches masonry and timber design and a history of architectural engineering course, with an emphasis on historic masonry construction. She leads two international student programs, one in Italy and one in Turkey. Erdogmus serves on the Masonry Building Code Committee, Technical Activities Committee, and the Existing Masonry committee of the Masonry Society. She is the Chief Editor of the Journal of Architectural Engineering. Erdogmus has received several teaching and service awards UNL. She was also honored as one of the 2018 Rising Stars in Structural Engineering by the Civil and Structural Engineer Magazine.
Lily T. Garcia
University of Iowa

Dr. Garcia is Associate Dean for Education at The University of Iowa College of Dentistry & Dental Clinics and Professor in the Department of Prosthodontics. Dr. Garcia has lectured nationally and internationally, and has published articles, abstracts, edited several dental textbooks, served on editorial boards, and reviews for several journals. Her study interests include clinical studies involving dental implants, removable prosthodontics, and educational work in support of student learning.

She has been a faculty member at the International Dental Academy in Tokyo, Japan, department chair at the University of Colorado Health Sciences Center School of Dentistry (UCHSC), and department chair at the University of Texas Health Science Center San Antonio.

She completed a Fellowship in the Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program and The University of Texas System Leadership Institute. She is Past Chair of the Board of Directors for the American Dental Education Association and previously chaired the national task force which completed the ADEA Guidelines on Academia-Industry Interactions. She serves as a trustee on the ADEA Gies Foundation.

Ashley Green
Michigan State University

Dr. Ashley Green is the assistant dean for administration in International Studies and Programs (ISP) at Michigan State University. In this role, Dr. Green provides leadership in the implementation and administration of international programs and global initiatives that advance and strengthen university wide missions related to research, instructional, outreach and engagement activities. She is also largely responsible for ISP’s administrative functions and overseeing MSU’s international partnership agreement process.

Before coming to ISP, Dr. Green was the director of scholarships for the National and International Fellowships and Scholarships Office within MSU’s Honors College, where she led the daily operations of the office and assisted students in pursing prestigious national and international funding awards. Before joining NIFS, Dr. Green was the program manager for the Hubert H. Humphrey Fellowship program in the Center for Advanced Study of International Development within ISP. Her higher education administration experience also includes student affairs roles at Grand Valley State University, the University of Toledo and the University of California, Berkeley.

Dr. Green earned a bachelor’s degree in psychology from MSU; a master’s degree in higher education student affairs; and a doctorate in educational leadership and administration. Her doctoral research and dissertation focused on the experiences and motivation of successful African American first generation college students.
Paul Gutjahr
Indiana University


Lois Hedman
Northwestern University

Dr. Hedman serves as the President Elect of the Northwestern Faculty Senate. Prior to that she was the Chair of the Faculty Senate Handbook Committee and also served as President of the Medical Faculty Senate. She is a member of Feinberg School of Medicine’s Academy of Medical Educators and Mentoring Task Force. Professionally Dr. Hedman serves on a national task force developing movement system diagnoses for physical therapists. In over 30 years of teaching in the Department of Physical Therapy and Human Movement Sciences, Dr. Hedman has demonstrated a longstanding commitment to students’ development of sound clinical reasoning and decision-making that is rooted in the knowledge of movement control. She published and speaks nationally about the curricular framework that is used in her department’s Doctor of Physical Therapy curriculum as well as in curricula nationwide. Dr. Hedman directs the neuroscience and clinical neurologic courses in her department. Dr. Hedman has been recognized with teaching awards from the Northwestern Feinberg School of Medicine as well as from the American Physical Therapy Association. Her research focuses on balance control in persons post-stroke and understanding how faculty respond to students’ affective behaviors that may impact their clinical reasoning.
Steven Huddart is the Senior Associate Dean for Research and Faculty in the Smeal College of Business at the Penn State. From 2011 to 2018, he served as the Accounting Department Chair. His research examines how decisions are affected by information, incentives, social norms, and behavioral biases. He has examined the relationships between disclosure and insider trading; the financial reporting, taxation, compensation, and valuation aspects of employee stock options; the effects of ownership structure on corporate value; and the determinants of investors’ decisions to trade. He received a BMath from the University of Waterloo in 1985 and a PhD from Yale in 1991. He is Chartered Professional Accountant (Canada).

Norman Jones
Ohio State University

Norman W. Jones is Dean & Director of the Mansfield campus of The Ohio State University.

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Susan Jones University of Minnesota

I am a historian of disease ecology and veterinary medicine, based in a science department (Ecology) and an interdisciplinary program (History of Science) at the University of Minnesota. This is my 20th year of faculty teaching and research.

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ALP Fellows 2018-2019

Benjamin Justice
Rutgers University-New Brunswick

Benjamin Justice is Professor and Chair of the Department of Educational Theory, Policy, and Administration at the Rutgers Graduate School of Education. His scholarship is wide-ranging and interdisciplinary, appearing in journals in education, history, law, social and political science, and philosophy, as well as in mainstream periodicals, public radio, and tv. His 2005 book, The War That Wasn’t: Religious Conflict and Compromise in the Common Schools of New York State, 1865-1900, provides a social history of the micropolitics of religion in public schools in the country’s most religiously diverse state. His 2014 book, Have a Little Faith: Religion, Democracy, and the American Public School (coauthored with Colin MacLeod), looks at tensions between religious diversity and democratic ideals in public schooling from historical and contemporary perspectives.

Dr. Justice is the winner of numerous awards for scholarship, teaching, and service, such as the AESA Critics Choice Book Award, the AERA Outstanding Reviewer Award, the National Academy of Education/Spencer Post-Doctoral Fellowship, the Woodrow Wilson Foundation’s Charlotte Newcombe Dissertation Fellowship, the NY State Archives/NY Department of Education/State University of New York Researcher of the Year, and awards in service, teaching, and research from Rutgers University and the Graduate School of Education.

Namratha Kandula
Northwestern University

Namratha Kandula is Associate Professor of Medicine and Preventive Medicine and a practicing primary care physician at Northwestern University’s Feinberg School of Medicine. Dr. Kandula is also co-Director of the Center for Community Health. Dr. Kandula's career has been dedicated to improving health in communities affected by social inequality. As a primary care resident at Bellevue Hospital in New York City, Dr. Kandula saw that her patients’ health was shaped by socioeconomic and structural factors, and that these factors contributed to population health disparities in the United States. She also learned that solutions could be found when patients, doctors, communities, and health care systems worked collaboratively. Dr. Kandula’s research has made fundamental contributions to how immigration, culture, and socioeconomic contexts shape cardiovascular health disparities and how to incorporate these factors into effective interventions that reduce disparities.
Zuleima Karpyn
Pennsylvania State University

Zuleima Karpyn is Professor and Quentin and Louise Wood Endowed Faculty Fellow in Petroleum and Natural Gas Engineering. Dr. Karpyn specializes on multiphase flow and transport in porous media, and X-ray computed tomography. Areas of application include unconventional resource characterization, reservoir engineering, environmental remediation and carbon sequestration. She holds a B.S. in chemical engineering from Universidad Central de Venezuela, and an M.S. and Ph.D. in petroleum and natural gas engineering from The Pennsylvania State University. Dr. Karpyn is a recipient of the 2008 Faculty Early Career Development (CAREER) Award granted by the National Science Foundation, the 2010 Wilson Award for Excellence in Teaching, she is Foundation CMG co-Chair in Fluid Behavior and Rock Interactions since 2014, 2016-17 Fulbright U.S. Scholar, and 2018-19 Penn State Administrative Fellow. She has also served as Associate Editor of the Society of Petroleum Engineers Journal (2009-2014), Assistant Editor-in-chief of the Journal of Petroleum Science and Engineering (2014-2017), and Associate Editor of Transport in Porous Media (2018-present).

Tracy Kitchel
Ohio State University

Tracy Kitchel is Professor and Chair of the Department of Agricultural Communication, Education, and Leadership at The Ohio State University. He earned his B.S. and M.S. from Ohio State and Ph.D. from the University of Missouri, all in Agricultural Education. Dr. Kitchel has served on the faculty of the University of Missouri and University of Kentucky. While at Missouri, he also served as the Assistant Vice Provost for Graduate and Postdoctoral Affairs. His research focuses on preservice and early career agriculture teachers and more broadly, the career longevity of agriculture teachers. He has taught courses on leadership foundations, teaching methods, social science research, and college teaching. He has won several research awards including the American Association for Agricultural Education (AAAE) North Central Distinguished Researcher, research conference paper awards, and article awards from the Journal of Agricultural Education, Career and Technical Education Research and the NACTA Journal. He has won numerous teaching-related awards such as the USDA Excellence in College and University Teaching award, the North Central AAAE Distinguished Teacher, and the University of Kentucky Provost’s Outstanding Teaching Award. Dr. Kitchel has served as Treasurer for AAAE and as a USDE appointee to the National FFA Organization Board of Directors.
Rebekah Kowal
University of Iowa

Rebekah Kowal is Associate Professor and Chair of the Department of Dance at The University of Iowa. Her research investigates how moving bodies are compelling agents of social, cultural, and political change. A dancer and scholar, Kowal seeks to forge interdisciplinary connections between dance theory and practice. She holds a Ph.D. in American Studies from NYU. Publishing widely in the fields of dance and performance studies, she is author of How to Do Things with Dance: Performing Change in Postwar America (2010) and co-editor of The Oxford Handbook of Dance and Politics (2017). Her forthcoming book, Dancing the World Smaller: Staging the Global in Mid-Century America, will be published by Oxford University Press in 2019. She has won awards for her scholarly research including the Congress on Research in Dance Outstanding Publication Award and a National Endowment for the Humanities Summer Stipend Award. Upon achieving tenure, she received the UI College of Liberal Arts and Sciences Dean’s Scholar Award, recognizing her as the top newly-tenured scholar in the arts and humanities. She has served as Vice President of the Society of Dance History Scholars and acting Vice President of Awards and Prizes for the Dance Studies Association.

Karen Lips
University of Maryland

Dr. Karen Lips is Professor of Biology at the University of Maryland. She has a B.S. in Zoology from the University of South Florida, and a Ph.D. in Biology from the University of Miami. She is a field ecologist who studies how global change affects biodiversity. She is interested in how the loss of biodiversity affects communities and ecosystems, and how human activities contribute to the spread of disease and loss of biodiversity. Dr. Lips was a Jefferson Science Fellow at the Department of State, where she worked in the Bureau of Western Hemisphere Affairs, in the Office of Public Diplomacy and Public Affairs, and where she served as an Embassy Science Fellow in Colombia. Dr. Lips is a Research Associate at the US Museum of Natural History, an AAAS Leshner Leadership Public Engagement Fellow, an AAAS Fellow, an ESA Fellow, and an Aldo Leopold Leadership Fellow. She was awarded the President’s Award of the Chicago Zoological Society, a Bay and Paul Biodiversity Leadership Award, the Sabin Amphibian Conservation Award in 2012, and the inaugural UMD Impact Communicator Award. Dr. Lips is interested in increasing engagement on environmental issues, promoting scientific leadership, and fostering international scientific collaborations.
Wolfgang Losert  
University of Maryland

Dr. Losert is Professor of Physics and Associate Dean for Research and Graduate Education in the College of Computer, Mathematical, and Natural Sciences (CMNS) at the University of Maryland. Before his appointment as Associate Dean in 2014, Dr. Losert chaired the educational affairs committee of the University Senate, and served as Graduate Program Director of the Biophysics Graduate Program. He also led the development of modern introductory physics laboratories for life scientists. Dr. Losert’s research efforts are at the convergence of physics and biology, as leader of a Data Science Core of an NIH BRAIN initiative grant, and of an AFOSR MURI team.

Helen Malone  
Ohio State University

Helen Malone, Professor of Special Education, has taught students of all ages who have significant intellectual and developmental disabilities, and has been involved in special education teacher education both at the pre- and in-service levels. She has been at Ohio State since 2005. Her research focuses on teaching individuals with severe to profound disabilities new skills and the assessment and treatment of their challenging behaviors. Dr. Malone is a Board Certified Behavior Analyst and has worked in public schools, private educational behavioral programs, and homes developing behavioral programs. She also serves as the Associate Chair for the Department of Educational Studies. In this role, she manages the curriculum for the 13 graduate programs and 2 undergraduate programs in the department as well as the courses for over 50 faculty members.
James Masschaele
Rutgers University-New Brunswick

My research field is medieval British history. I started my career at Rutgers in 1991 and have been serving as the Executive Vice-Dean for Academic Affairs since 2012. I grew up in southern Ontario and still have deep ties there. I have two kids, both in college, one at Rutgers and one at the University of Southern California.

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Keith Mayes University of Minnesota

Dr. Keith Mayes is an Associate Professor at the University of Minnesota; former chair of the Department of African American & African Studies; and the Horace T. Morse-Alumni Distinguished Teaching Professor. Dr. Mayes earned his Ph.D. in History from Princeton University. His teaching and research interests include the Civil Rights and Black Power Movements; education policy and history; black holiday traditions; racial equity and critical ethnic studies pedagogy; and the history of African Americans. Dr. Mayes has published one book entitled Kwanzaa: Black Power and the Making of the African American Holiday Tradition. He is currently working on another book entitled, The Unteachables: Civil Rights, Disability Rights and the Origins of Black Special Education.

Dr. Mayes established the Mayes Educational Group, LLC, which provides consultant, professional development, and training services in the areas of racial equity; curriculum development; and social studies. Some of his current and former clients include the Omaha Public Schools, Minneapolis Public Schools; District 279-Osseo Public schools; District 196-Apple Valley, Eagan, Rosemount Public Schools; Independent School District 194 (Lakeville, MN); District 833-South Washington County Schools; and St. Paul Public Schools; National Geographic; the History Channel; the Minnesota Humanities Center; and the Minnesota Department of Education. Dr. Mayes has lectured widely throughout the Twin Cities Metro area in K-12 schools, churches, municipal governments and corporations. He has appeared on various media outlets, such as KMOJ, KARE-11 News, WCCO Channel 4, KSTP, Minnesota Public Radio, Radio Minnesota, KFAI, and National Public Radio.
Kate McDowell
University of Illinois

Kate McDowell is Associate Professor and Interim Associate Dean for Academic Affairs at the School of Information Sciences at the University of Illinois Urbana-Champaign. She has been teaching storytelling since 2007, helping graduate professional students explore how their stories can help them succeed. She is also the storytelling consultant to campus-level Advancement at the University of Illinois. Her workshops for nonprofits bring together the tools of storytelling with many areas, including fundraising, career preparation, business, and public service. Her current research project is on Storytelling at Work, and she is working on a book called Storytelling Thinking for Professionals.

Anne Metzler
Ohio State University

Professor and Section Head of Comparative Ophthalmology at The Ohio State University College of Veterinary Medicine (CVM)
Hometown: Glen Dale, West Virginia.
BS from Wheeling Jesuit College in Wheeling, WV.
DVM at The Ohio State University CVM 1995
Internship at Michigan Veterinary Specialists, Southfield MI 1995-1996
Associate at Gahanna Animal Hospital for 1 year 1996-1997
Residency and MS at The Ohio State University College of Veterinary Medicine 1997-2000.
Joined OSU CVM faculty in 2000.
Promoted to Professor in 2011.
Current professional activities:
Enjoy teaching and residency training.
Clinical research focus: Equine glaucoma treatment and canine cataract surgery.
ABVO Liaison to the Job Task Analysis Committee
Chair of the Veterinary Clinical Sciences Faculty Mentoring Subcommittee
Member of CVM P&amp;T Committee
Treasurer of Omega Tau Sigma (OTS) Grand Council
Chapter Advisor of OTS Gamma chapter advisor.
Personal: Married with a 13 year-old daughter. Enjoy marathon running, cooking, gardening.
Antoinette Miranda
Ohio State University

Antoinette Miranda graduated from the University of Cincinnati in 1986 with a Ph.D. in school psychology. She is currently professor and director of the school psychology program at The Ohio State University and is the first recipient (2014) of the William H. and Laeryjette V. Casto Professorship in Inter-professional Education. Her research is focused on issues of diversity such as: developing effective interventions with at-risk children in urban settings, consultation services in urban settings, and the development of racial identity and its relationship to academic achievement. She has over 45 publications and three books. She received the OSU Alumni Distinguished Teaching Award and the Outstanding Contributions to Training Award given by the Trainers of School Psychologists organization. She is currently in her second year as an elected member of the Ohio State Board of Education.

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Franklin Moon Rutgers
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Dr. Franklin Moon is a Professor of Civil Engineering at Rutgers University. Prior to joining Rutgers in 2016, Dr. Moon served for 12 years as Associate and Assistant Professor at Drexel University. His research focuses primarily on the development and application of structural health monitoring (SHM) and structural identification (St-Id) approaches to diagnose, preserve, and renew civil infrastructure systems. Dr. Moon has received an NSF CAREER Award for his work in multiple-model structural identification, and the ASCE Pankow Innovation Award for his work on the development of a rapid modal testing device. He received his PhD in Civil Engineering from the Georgia Institute of Technology and his M.S. and B.S. degrees in Civil Engineering from the University of Delaware.

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Mary-An Mycek  
University of Michigan

Mary-An Mycek, Ph.D., is the Associate Dean for Graduate Education (ADGE) in the College of Engineering (CoE) and a Professor in the Biomedical Engineering (BME) Department in the College of Engineering and Medical School at the University of Michigan (UM). She received her Ph.D. in Physics from UC Berkeley, where she specialized in condensed matter physics and ultrafast optical spectroscopy, before pursuing postdoctoral training in laser medicine at Massachusetts General Hospital and Harvard Medical School. She was an Assistant Professor of Physics at Dartmouth College, before joining the faculty at UM as an Associate Professor in the BME department, where she has served twice as an Associate Department Chair. Her translational (“bench to bedside”) research program in biomedical photonics involves using light for noninvasive tissue diagnostics. The research strategy she employs includes optical molecular imaging, clinical optical diagnostics, and computational modeling, with diverse applications including early cancer detection, tissue engineering, and regenerative medicine. She is a Fellow of the International Society for Optics and Photonics and the American Institute for Medical and Biological Engineering.

As ADGE, she is responsible for the education and welfare of over 3,600 CoE Master’s and Ph.D. students, providing oversight and support for graduate student recruitment, admissions, retention, completion, and placement for students engaged in over 80 graduate engineering degree programs and pathways. In this role, she is responsible for creating and implementing strategic initiatives and assessment plans for CoE graduate education programming, as well as managing and prioritizing expenditures, and coordinating relationships with multiple on- and off-campus partners in graduate education.

Adam R. Nelson (Ph.D. Brown University) is Professor of Educational Policy Studies (past chair) and History at the University of Wisconsin-Madison. His scholarship focuses chiefly on the history of American education, especially the cultural and intellectual history of education/higher education. His research has included projects on the history of radical and experimental education, the history of federal education policy (including bilingual education, special education for the disabled, and desegregation), and the history of higher education in both the United States and Europe. His publications include Education and Democracy: The Meaning of Alexander Meiklejohn, 1872-1964 (2001); The Elusive Ideal: Equal Educational Opportunity and the Federal Role in Boston’s Public Schools (2005); Education and the Culture of Print in Modern America, co-edited with John L. Rudolph (2010); and The Global University: Past, Present, and Future Perspectives, co-edited with Ian P. Wei (2012). He is currently writing a pair of books titled Capital of Mind: American Colleges and the Making of a Modern Knowledge Economy, 1730-1830, and Empire of Knowledge: Nationalism, Internationalism, and American Science, 1780-1830. His research has been funded by grants from the National Endowment for the Humanities, the National Academy of Education/Spencer Postdoctoral Fellowship Program, the Charles Warren Center for Studies in American History at Harvard, the Advanced Studies Fellowship Program at Brown, and the Vilas Associate and Fall Competition Programs at the University of Wisconsin-Madison. In 2015-16, he served as President of the History of Education Society.
ALP Fellows 2018-2019

Dina Okamoto
Indiana University

Dina Okamoto is Class of 1948 Herman B Wells Professor of Sociology and Director of the Center for Research on Race and Ethnicity in Society (CRRES). Her research examines how group boundaries and identities shift and change, which has broader implications for intergroup conflict and cooperation. Her current projects investigate the social underpinnings of racial formation, the civic and political incorporation of immigrants, and the ways that community organizations deal with increasing ethnic, racial, and language diversity. She is author of Redefining Race: Asian American Panethnicity and Shifting Ethnic Boundaries (Russell Sage Foundation, 2014) and is currently completing a book on how the complexities of diversity in the U.S. shape intergroup perceptions, attitudes, and social relations in the 21st century.

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John Papapolymerou
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John Papapolymerou is an MSU Foundation Professor and Chairperson of the Department of Electrical and Computer engineering. His research focuses on the development of new RF/microwave and mm-wave circuits and antennas for wireless communication and sensing systems, as well as radars. His work has been funded by grants from NSF, NASA, DoD, DoE and various companies that have supported several graduate and undergraduate students and post-doctoral researchers. He is a past recipient of the NSF CAREER award and the ARO Young Investigator Award. He is an IEEE Fellow.

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Eric Perreault
Northwestern University

Eric Perreault is Professor and Chair of Biomedical Engineering at Northwestern University, with joint appointments in the Department of Physical Medicine and Rehabilitation, and at the Shirley Ryan AbilityLab. His research focuses on understanding the neural and biomechanical factors involved in the control of multi-joint movement and posture and how these factors are modified following neuromotor pathologies such as stroke and spinal cord injury. The goal is to provide a scientific basis for understanding normal and pathological motor control that can be used to guide rehabilitative strategies for individuals with motor deficits. Applications include rehabilitation following stroke, musculoskeletal injuries, and user interfaces for neuroprosthetic control. Eric is a fellow of the American Institute for Medical and Biological Engineering, the vice chair for the Council of Chairs in Biomedical Engineering, vice president of the International Society for Electrophysiology and Kinesiology, and director of an NIH-sponsored T32 training program in neuropathophysiology.

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Rogerio Pinto
University of Michigan

Dr. Pinto is a Brazilian-born psychiatric social work researcher with more than a decade of clinical and community practice. He is an expert in Community Based Participatory Research and mixed-method research. His research has been funded primarily by NIMH. In the United States, Brazil and Spain, Dr. Pinto examines how interprofessional collaboration and practitioners’ involvement in research improve delivery of evidence-based services. He also studies factors that influence ethnic and sexual minority women’s involvement in research and health care. His current R01 studies interagency collaboration among some 300 providers from 30 service agencies in New York City. Dr. Pinto is a scientific reviewer for NIH and Brazil’s Ministry of Health and Associate Editor for the Journal of Mixed Method Research. He received the Society for Social Work and Research 2004 Outstanding Dissertation Award and the 2010 Deborah Padgett Early Career Achievement Award. In 2013, he received the Graduate Student Faculty Mentoring Award from Columbia University.

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ALP Fellows 2018-2019

Theresa Reineke
University of Minnesota

Theresa M. Reineke is a Distinguished McKnight University Professor in the Department of Chemistry at The University of Minnesota. She also holds graduate faculty appointments in the Departments of Chemical Engineering/Materials Science and Pharmaceutics. Her educational background includes receiving a B.S. Degree from the University of Wisconsin-Eau Claire, a M.S. Degree from Arizona State University, and a Ph.D. from The University of Michigan. She then received a National Institutes of Health Postdoctoral Fellowship to further her research at the California Institute of Technology prior to beginning her independent faculty career. Currently, her research group is focused on enabling fundamental and applied technology advancements of polymers in the fields of sustainability, drug delivery, and gene and cell therapy. She has received several awards, including the 2009 National Institutes of Health Director’s New Innovator Award, 2012 Outstanding New Investigator Award from the American Society of Gene and Cell Therapy, 2017 Carl S. Marvel Creative Polymer Chemistry Award from the American Chemical Society (ACS) Division of Polymer Chemistry (POLY), and in 2018 was also named a Fellow of the ACS POLY Division. Reineke is also a founding Associate Editor of ACS MacroLetters and currently on the Editorial Advisory Boards Biomacromolecules and Bioconjugate Chemistry.

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Yvette Richardson
Pennsylvania State University

Dr. Yvette Richardson is a Professor of Meteorology at Penn State University and the Associate Dean for Undergraduate Education in the College of Earth and Mineral Sciences. Her research focuses on understanding the formation and evolution of severe storms and tornadoes using numerical modeling and observations. She was a steering committee member for the second Verification of the Origins of Rotation in Tornadoes Experiment (VORTEX2). She served as the chair of the University Corporation for Atmospheric Research (UCAR) President’s Advisory Committee on University Relations, as an editor of the American Meteorological Society (AMS) journal Monthly Weather Review, as an elected AMS Councilor, as the chair of the AMS Committee on Severe Local Storms, and as a member of the writing team for the National Academies Report: Integrating Social and Behavioral Sciences within the Weather Enterprise. She currently serves on the National Center for Atmospheric Research Advisory Panel, on the Advisory Council for the European Severe Storms Laboratory, on the AMS Task Force on Diversity, Equity, and Inclusion, and as the AMS Planning Commissioner. She earned her Masters (1993) and Ph.D. (1999) in Meteorology from the University of Oklahoma and her B.S. in Physics (1990) from the University of Wisconsin-River Falls.
ALP Fellows 2018-2019

Kelly Ritter
University of Illinois

Kelly Ritter is Professor of English and Writing Studies and Associate Dean for Curricula and Academic Policy in the College of Liberal Arts and Sciences at the University of Illinois Urbana-Champaign, where she has also served as Provost Fellow for Undergraduate Education, Director of the Undergraduate Rhetoric Program, and Interim Director of the Center for Writing Studies. She received her BA in English and Communication from the University of Iowa and her MFA in Poetry from the Iowa Writers' Workshop before earning her PhD in English from the University of Illinois at Chicago. Prior to joining the Illinois faculty in 2013, Dr. Ritter was a tenured faculty member and writing program administrator at Southern Connecticut State University and the University of North Carolina-Greensboro. Her scholarship focuses on archival histories of postsecondary writing in the US, including how these reveal institutional and cultural patterns of social stratification in literacy education. She is the author of four monographs, three co-edited collections, and numerous articles and chapters; her latest book is Reframing the Subject: Postwar Instructional Film and Class-Conscious Literacies (Pittsburgh, 2015). From 2012-2017, she was editor of College English, a Tier 1 journal of the National Council of Teachers of English (NCTE).

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Michael Rodriguez
University of Minnesota

Dr. Rodriguez is a Professor of Quantitative Methods in Education in the College of Education & Human Development at the University of Minnesota and received his PhD in Educational Measurement & Quantitative Methods from Michigan State University (1999). He holds the endowed Campbell Leadership Chair in Education and Human Development with a focus on educational equity and is a member of the University’s Academy of Distinguished Teachers. Dr. Rodriguez is the recipient of the 2005 Albert J. Harris Research Award of the International Reading Association for the article: Reading growth in high-poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. His research and publications address item writing and test design, classroom assessment, measurement accessibility, early literacy and reading, and the psychometrics of social and emotional learning. He has two books, Developing and validating test items (2013) and The college instructor’s guide to writing test items: Measuring student learning (2017). He currently chairs the technical advisory committees for the U.S. Department of Defense Military Personnel Testing and the National Board of Professional Teaching Standards. He is a first-generation college graduate.

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Nicholas Rowland
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Nicholas Rowland earned his PhD in Sociology from Indiana University in 2007 and has been a faculty member at Penn State ever since. Currently, he is Chair-Elect of the University Faculty Senate at Penn State, a Faculty Scholar for the Engaged Scholarship Academy, and a Faculty Fellow of the Schreyer Institute for Teaching Excellence.

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Liana Sayer
University of Maryland

Liana C. Sayer is Professor of Sociology, Faculty Affiliate of the Maryland Population Research Center, and Director, Maryland Time Use Laboratory, at the University of Maryland. Sayer’s research examines how women’s and men’s paid work, household and care work, and leisure time vary over time, place, and generation, and how these patterns are linked with changes in family, workplaces, policies, and values. With comparative analyses of time diary data that provide detailed accounts of people’s daily activities and social engagement, Sayer documents how time use is a key pathway of reinforcing and reconfiguring gender, race and SES inequality. Sayer’s work has been published in numerous journals, including Demography, Journal of Marriage and Family, European Sociological Review, Social Forces, and American Journal of Sociology.

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Julia Seng
University of Michigan

Julia S. Seng is the Associate Dean for Strategic Affairs for the School of Nursing, University of Michigan, and a professor of Nursing, Women’s Studies, and Obstetrics and a research professor at the Institute for Research on Women and Gender. She studies the effects of posttraumatic stress disorder on women’s health and childbearing outcomes. Her team has licensed to a non-profit a traumatic stress psychoeducation intervention for childbearing women, the Survivor Moms’ Companion. She is also leading an emerging team science group focusing on nursing interventions to improve the lifespan health outcomes of poly-victimized (‘high-ACE’) youth. Julia is a second career nurse (BSN, George Mason) and a UM alumna from Romance Languages (BA, MA) and Midwifery (MS, PhD). She is a Fellow of the American Academy of Nursing.

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Heather Servaty-Seib
Purdue University

Heather Servaty-Seib is Professor and Associate Head of the Department of Educational Studies and Associate Dean of Student Life in the Purdue Honors College. She received her PhD in Counseling Psychology from the University of North Texas and her undergraduate degree from Concordia College in Moorhead, MN. Her areas of research include adolescent/young adult bereavement and suicide, social support and grief, and the use of loss as a broad model for conceptualizing significant life events. Her work has been funded by the Department of Health and Human Services, the Lumina Foundation, and the John W. Anderson Foundation. Much of her recent scholarship is focused on college student bereavement and her work has been used to support the development of college student grief absence policies at Purdue and institutions across the country. She is a past president of the Association for Death Education and Counseling (ADEC), received the ADEC 2013 Death Educator Award, and serves on four editorial boards in the fields of death, grief, and loss. At Purdue, she received a fellowship to study in a second discipline (i.e., Aviation) and co-led the establishment of the Certificate in Collaborative Leadership and the Equity and Diversity standing committee of the University Senate.

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Janet Silbernagel Balster
University of Wisconsin-Madison

In my new leadership role, I am Design Strategist for Continuing Geospatial Education across campus. As a Professor at UW-Madison, I designed, built, and directed professional graduate programs in conservation science and earth observation technology. My lab designs and evaluates conservation strategies for nature and people using robust geospatial analyses, tools, scenario modeling, and citizen science. I have developed innovative spatial narrative geotools for mapping cultural landscape values, which have been piloted in the Upper Great Lakes region, and soon may be applied in Switzerland. In another project, my lab is modeling hydrology scenarios in Asia to protect waterbirds and local livelihoods. Globally, I am President of the International Association for Landscape Ecology, North American Chapter (https://usiale.org/), and co-editor of the International Springer Landscape Book Series (http://www.springer.com/series/6211).

This integrated expertise and scholarly practice stems from an education in landscape ecology and landscape architecture. I have an established career beginning in site design, forest management, and applied landscape ecology with the US Forest Service, followed by over 20 years of academic teaching and research in GIS, conservation, and ecological design, and 8 eight years of program design and leadership.

Rebecca Slotegraaf
Indiana University

Rebecca J. Slotegraaf is the Conrad Prebys Professor of Marketing and Chairperson of the Doctoral Programs at the Kelley School of Business, Indiana University. This year, Rebecca is also the Chair of the Graduate Faculty Council at Indiana University and the Past-President of the Academic Council for the American Marketing Association. Rebecca’s research focuses broadly on new product introduction and design, brand strength, and marketing assets and capabilities. Her work has appeared in the Journal of Marketing Research, Journal of Marketing, Organization Science, and other top marketing and management journals. Rebecca serves as an Area Editor for the Journal of Marketing and the Journal of Product Innovation Management and serves on the editorial review boards of JMR, JAMS, IJRM, and Journal of International Marketing. She has received several awards, including the Jagdish N. Sheth Award for best paper published in JAMS, the IU Trustees Teaching Award, and a Kelley School of Business Innovative Teaching Award. She teaches new product development at the undergraduate, MBA, and PhD levels.
Gabriel Solis  
University of Illinois

Gabriel Solis is Professor of Music, African American Studies, and Anthropology at the University of Illinois, Urbana-Champaign. He is the author of books on jazz, including Monk’s Music: Thelonious Monk and Jazz History in the Making (University of California Press, 2008) and Thelonious Monk Quartet with John Coltrane at Carnegie Hall (Oxford University Press, 2014), and co-editor with Bruno Nettl of Musical Improvisation: Art, Education, and Society (University of Illinois Press, 2009). His articles on jazz, pop music, the voice, and Indigenous modernity have appeared, among other places, in Ethnomusicology, Musical Quarterly, Popular Music and Society, MusiCultures, and Critical Sociology. He is currently working on a book project titled The Black Pacific, dealing with the history of alliances and affiliations between African Diasporic Musicians and Indigenous musicians in Australia and Melanesia, with the support of a fellowship from the National Endowment for the Humanities, and on a big data study of sociomusical linkages in jazz, with the support of a Transatlantic Partnership Digging into Data grant.

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Amy Struthers  
University of Nebraska-Lincoln

Dr. Amy Struthers is the Interim Dean of the College of Journalism and Mass Communications at the University of Nebraska-Lincoln. Struthers has taught promotional strategy, copywriting and integrated marketing communication campaigns. Struthers’ scholarly work on experiential learning led to development of a unique model for a revenue-generating student-run ad agency within the university.

Struthers’ research agenda includes work in public health messaging, particularly to teen audiences. She partnered with the Nebraska Department of Health and Human Services on a collaborative project funded by the CDC to develop, implement and evaluate a seven-year program in schools across state, targeting issues of teen obesity and wellness.

Struthers has been part of two interdisciplinary teams of researchers working on large health-related grants. The first, a $1.2 million grant from the National Institutes of Health (NIH) Science Education Partnership Award (SEPA) entitled The World of Viruses, was a five-year grant that funded development and testing of innovative materials about viruses for dissemination through non-traditional channels such as graphic novels and tablet apps. A second grant for $1.8 million, titled The Omaha Science Media Project, tested the hypothesis that high school students can learn science better when given the tools and training to produce media about science topics.
Mega Subramaniam
University of Maryland

Mega Subramaniam is an Associate Professor at the College of Information Studies at the University of Maryland. Dr. Subramaniam’s research focuses on enhancing the role of libraries in fostering the mastery of information and new media literacies that are essential to STEM learning among underserved young people. Dr. Subramaniam’s work has been generously funded by various federal and private agencies and is intended to bring research and practice together to enhance the skills of in-service and pre-service librarians.

Susan Swearer
University of Nebraska-Lincoln

Dr. Susan M. Swearer is the Willa Cather Professor of Educational Psychology, Professor of School Psychology, and Director of Faculty Development at the University of Nebraska - Lincoln. She is a licensed psychologist, the co-director of the Bullying Research Network (http://brnet.unl.edu) and directs the Nebraska Bullying Prevention and Intervention Initiative (http://empowerment.unl.edu). Dr. Swearer earned her B.A. in Psychology from Swarthmore College; her M.S. in Special Education from the Pennsylvania State University; and her Ph.D. in School Psychology from the University of Texas at Austin. For the past 20 years, Dr. Swearer has developed and implemented a data-based decision-making model for responding to bullying and has conducted workshops in primary and secondary schools, and in higher education. She is co-author of, Bullying Prevention and Intervention: Realistic Strategies for Schools and co-editor of the books, Handbook of Bullying in Schools: An International Perspective and Bullying in North American Schools, 2nd edition. Dr. Swearer has authored over 100 articles/chapters on bullying, depression, and anxiety. Her research has been featured on CBS Sunday Morning, Anderson Cooper, and the Big Ten Network. She was an invited presenter at the White House Bullying Prevention Conference and chaired the Research Advisory Board for Lady Gaga’s Born This Way Foundation.
ALP Fellows 2018-2019

Geoffrey Thun  
University of Michigan

Geoffrey Thün is Associate Professor of Architecture and Associate Dean for Research and Creative Practice at the Taubman College of Architecture and Urban Planning at the University of Michigan where he teaches design studios, courses in urban systems, site operations and material systems. He is a founding partner in the research-based practice RVTR. He holds an M.UD from the University of Toronto, and a Professional BArch and BES from the University of Waterloo.

Thün’s work ranges in scale from that of the regional territory and the city, to high performance buildings, to full-scale prototype-based work exploring responsive and kinetic envelopes that mediate energy, atmosphere, and social space. These operational scales are tied together through a methodology that entails a complex systems approach. At Michigan, he currently serves on the executive board of mCity and the ESSI. He is also a co-founder of the Urban Collaboratory, a trans-disciplinary consortium working with cities as partners to translate and couple emerging technologies and urban design approaches into innovative solutions for contemporary urban challenges. Thün’s academic research and creative practice has been highly awarded, published and exhibited widely.

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Carlos Torelli  
University of Illinois

I am Professor of Marketing in the Department of Business Administration at the University of Illinois at Urbana-Champaign. My research focuses on cross-cultural consumer psychology. Specifically, I try to identify the key cultural factors that drive consumers’ reactions in a globalized economy. My research specialties include global branding, the social psychology of power, cross-cultural consumer behavior, and persuasion.

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Steve Varga is Professor is Professor of Microbiology and Immunology in the Carver College of Medicine at the University of Iowa. Dr. Varga also serves as Director of the Interdisciplinary Graduate Program in Immunology. Dr. Varga’s research is focused on the role of virus-specific T lymphocytes in contributing to enhanced disease and immunopathology during respiratory viral infections. A major focus of the laboratory is studying pathogenesis and immunity to respiratory syncytial virus (RSV), the leading cause of lower respiratory tract infection in children. Dr. Varga serves on several journal editorial boards including the Journal of Immunology, the Journal of Virology and PLoS ONE and was a co-organizer of the 8th International RSV Symposium held in Santa Fe, NM in 2012. Dr. Varga is a member of the Education Committee for the American Association of Immunologists and serves as the Coordinator for the Grant Review for Immunologists Program (GRIP). Dr. Varga received his PhD in Immunology and Virology from the University of Massachusetts Medical Center in 1999. He served as a post-doc at the University of Virginia from 1999-2003 prior to joining the faculty at the University of Iowa in 2003.

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Gabriele Villarini  
University of Iowa  

Gabriele Villarini is an associate professor in the Department of Civil and Environmental Engineering at the University of Iowa, and the Director of IIHR-Hydroscience & Engineering. He received his M.S. in Civil Engineering in 2003 from the University of Rome “La Sapienza,” his Ph.D. in Civil and Environmental Engineering in 2008 from the University of Iowa, and his Executive MBA from the Tippie College of Business at the University of Iowa in 2018. He was a researcher in the Civil and Environmental Engineering Department at Princeton University from 2008 to 2012. His research interests focus on flood hydrology, extreme events, hydroclimatology, climate predictions and projections. He has received a number of awards, including the “Hydrological Sciences Outstanding Young Scientist Award” by the European Geosciences Union (2013), the National Science Foundation’s CAREER Award (2014), and the James B. Macelwane Medal by the American Geophysical Union (2016). He is a Fellow of the American Geophysical Union (2016). He has published over 160 peer-reviewed papers, including articles in Science, Nature Climate Change and the Proceedings of the National Academy of Sciences. He served as a member of the American Geophysical Union Precipitation Committee and of the U.S.-CLIVAR Working Group on Hurricanes and Climate.

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WENDY WALL is Director of the Alice Kaplan Institute for the Humanities at Northwestern University, where she is also Avalon Professor of the Humanities and A specialist in early modern European literature and culture, she is author of The Imprint of Gender: Authorship and Publication in the English Renaissance (1993); Staging Domesticity: Household Work and English Identity in Early Modern Drama (2002), which was a finalist for the James Russell Lowell prize awarded by the Modern Language Association; Recipes for Thought: Knowledge and Taste in the Early Modern English Kitchen (2015), and numerous articles on theater, poetry, gender, food studies, authorship and media studies. Professor Wall has been the recipient of grants for her research (including fellowships from the National Endowment for the Humanities, the Huntington Library, and The Folger Shakespeare Library) and teaching (including receiving the Weinberg College of Arts and Sciences Distinguished Teaching Award, and being named as the Wender-Lewis Research and Teaching Professor and the Charles Deering McCormick Professor of Teaching Excellence. Professor Wall is avidly involved in public humanities educations, and has worked in conjunction with the Chicago Shakespeare Theater, the Newberry Library, The Prison + Neighborhood Arts Project (teaching at Stateville Correctional Center), the Chicago Humanities Festival, and Chicago Youth Shakespeare. In addition to serving as trustee and president for the Shakespeare Association of America, Professor Wall has chaired the Northwestern English Department and co-edited the national journal, Renaissance Drama (1997-2005).

Born and educated in Germany, I joined the University of Wisconsin-Madison as a professor of English linguistics in 2000. In my research I deal with questions of syntactic variation, language change, genre constitution, grammar use, and norm violation. Coming from a country in which higher education is organized quite differently, I spent quite a bit of time trying to understand the structure of UW-Madison, an institution with a long tradition of decentralization and shared governance. After serving on a number of faculty committees at the departmental and college level, I became a member of the executive committee of the faculty senate, which I eventually chaired, in 2015. This was at a time when, through a budget bill, UW-Madison was required to revise its post-tenure review and layoff policies for tenured faculty members. I have also served on the committee that developed a new, partly activity-based budget model for UW-Madison. Additionally, I am a peer reviewer for the Higher Learning Commission, which oversees the federal accreditation of many higher learning institutions in the Midwest. I hope to learn about ethical leadership and the ways in which universities adhere to and interpret their core mission in an environment that often wants them to be run like businesses.
Deborah Whaley  
University of Iowa

Deborah Elizabeth Whaley is an artist, curator, writer, and Professor of American Studies and African American Studies at the University of Iowa. She received degrees in American Studies from the University of California, Santa Cruz (BA), California State University, Fullerton (MA), and the University of Kansas (PhD). Her research and teaching fields include the institutional history, theories, and methods of American and cultural studies, 19th and 20th century American cultural history, comparative ethnic studies, Black cultural studies, the digital humanities, popular culture, and the visual arts.

Dr. Whaley has published original art, poetry, as well as articles on social movements, popular culture, sequential art, documentary photography, and film. She has been a Resident Visiting Scholar at the Center for Cultural Studies at the University of California, Santa Cruz, and was a recipient of a grant from the Monroe Trotter Institute for Black Culture for her research on responses to 9/11 in Black expressive art and in the public sphere.

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Alan Zillich graduated with a BS and Doctor of Pharmacy (PharmD) from Purdue University and then, he completed four years of post-graduate training. First, at the University of Kentucky, he completed a general practice (PGY1) residency and a specialty residency in ambulatory care (PGY2). Then, he completed a health outcomes research fellowship at the University of Iowa Colleges of Pharmacy and Medicine. Currently, Dr. Zillich holds an academic appointment as the William S. Bucke Professor and Head, Department of Pharmacy Practice at Purdue University College of Pharmacy and a Research Scientist appointment at the Veterans Affairs Health Services Research and Development Center for Health Information and Communication. Dr. Zillich’s research interests involve (1) the roles of professional collaborative relationships between pharmacists and other health care providers; (2) the effectiveness of pharmacy-based services on improved medication prescribing, patient safety, and patient health outcomes, and (3) methods to improve prescribing and utilization of medications through systems redesign and health informatics. He has served on NIH and VA grant review panels and provided leadership on the American College of Clinical Pharmacy Research Institute Board of Trustees. Currently, he is Associate Editor for the Journal of the American College of Clinical Pharmacy. He has published more than 80 peer reviewed publications and been awarded more than 4 million dollars in research grants.

John Zumbrunnen has wide-ranging interests in the history of political thought, democratic theory, and American political thought. Much of Zumbrunnen’s published scholarship (including books on Thucydides and Aristophanes) works at the intersection of Greek political thought and contemporary democratic theory, seeking in particular to recover ancient texts as resources for our thinking about the place and potential of ordinary citizens in mass democracy. He is currently at work on a book-length project on Benjamin Franklin and the politics of humility.

Zumbrunnen also serves as faculty director of Chadbourne Residential College, as a UW Educational Innovation Senior Fellow, as co-chair of the UW Teaching Academy, and as director of the American Democracy Forum, a program that aims to encourage conversations about the founding principles of American political thought and the place of those principles in the ongoing practice of American democracy. He is a past recipient of the UW Chancellor’s Distinguished Teaching Award, the Phi Beta Kappa Excellence in Teaching Award and the Alliant Energy Underkofler Excellence in Teaching Award.
Steve Abel
Purdue University

Steve Abel was named Associate Provost for Engagement, Purdue University in January 2016. Prior to his appointment he served as Associate Vice President for Engagement (2014-2016), Associate Vice Provost for Faculty Affairs, Purdue University (2012-2014) and held various positions within the Purdue University College of Pharmacy including Assistant/Associate Dean for Clinical Programs, Head, Department of Pharmacy Practice and Bucke Professor of Pharmacy Practice (1996-2014). Steve received his B.S. (Pharmacy) and PharmD degrees from Purdue University and completed residency training at Mayo Medical Center. He completed an Academic Leadership Fellowship through the Committee on Institutional Cooperation in 2007-2008 and an inaugural Purdue University Provost fellowship focused on faculty affairs in 2009-2010. Steve’s research focuses on patient safety, interdisciplinary collaboration, and virtual education. Steve developed the only fully immersive USP 797 compliant virtual cleanroom (based on video game technology) marketed through his company, Penguin Innovations. He led the team that implemented international collaboration between the Purdue University College of Pharmacy, Indiana University School of Medicine and Moi University in Eldoret, Kenya. Steve has a history of active service in various pharmaceutical organizations including the Indiana Pharmacists Alliance, American Society of Health-System Pharmacists, American College of Clinical Pharmacy, American Association of Colleges of Pharmacy and International Pharmaceutical Federation (FIP).

Michael Bernard-Donals
University of Wisconsin-Madison

Appointed to vice provost for faculty and staff in 2014, Michael Bernard-Donals is the Nancy Hoefs Professor of English and an affiliate member of the Mosse/Weinstein Center for Jewish Studies. His research areas include the history and theory of rhetoric, the nature of memory and forgetting, and contemporary Jewish studies. His scholarly work and teaching focus on how we remember events like the Holocaust and the effects of those memories on contemporary ethics and politics.

Prior to his work in the Office of the Provost, Professor Bernard-Donals was the chair of the English Department, the director of the Mosse/Weinstein Center for Jewish Studies, the chair of the Arts and Humanities Divisional Executive Committee and chair of the University Committee.
Bill Bernhard  
University of Illinois

As Vice Provost for Academic Affairs, William Bernhard provides leadership in the areas of academic and faculty affairs. His portfolio includes faculty development, the Provost Fellows program, human resources, academic awards, and assessment.

William holds a B.A. in government from Cornell University, and a M.A. and Ph.D in political science from Duke University. His most recent book, Legislative Style (University of Chicago Press, 2018), investigates how members of Congress allocate their time and effort across different activities. His research examines the strategic choices of political actors, including how parties manage candidate nominations, and how the potential for immigration across borders shapes foreign policy choices. His work has been recognized with several best paper awards, including the 2015 Patrick J. Fett Award and the 2014 Jewell-Lowenberg Award.

Dr. Bernhard was the Associate Provost for Faculty Development from January 2015 through May 2017, as well as the Interim Executive Associate Dean for the College of Media from May 2016 through May 2017, when he was appointed Vice Provost for Academic Affairs. Prior to joining the Provost’s Office, he served as the Head of the Department of Political Science (2007-15). In 2014-15, he was an Associate in the Center for Advanced Study.

Kathleen Bieschke  
Pennsylvania State University

Kathleen (Kathy) Bieschke was appointed Vice Provost for Faculty Affairs at the Pennsylvania State University in August of 2017. She earned a B.S. in Psychology and a M.S. in Clinical Psychology from Illinois State University, and a Ph.D. in Counseling Psychology from Michigan State University in 1991. She joined the faculty at Penn State in 1991 and is a Professor of Education. Dr. Bieschke was an administrative fellow for Penn State’s Executive Vice-President and Provost in 2012-2013. She served as Head of Educational Psychology, Counseling, and Special Education from 2013-2016, and as Interim Dean of the Schreyer Honors College in 2016-2017. Dr. Bieschke’s research focuses on the provision of mental health services to members of under-represented populations and she is affiliated with the Center for Collegiate Mental Health, a collaborative practice-research network comprised of more than 400 college counseling centers. She served as a member of the American Psychological Association’s Commission on Accreditation from 2011-2016, and as chair in 2016.
Terry Curry  
Michigan State University

Theodore H. (Terry) Curry is the Associate Provost and Associate Vice President for Academic Human Resources at Michigan State University. Prior to becoming Associate Provost, he served eight years as Director of the graduate School of Labor and Industrial Relations (now the School of Human Resources and Labor Relations) of Michigan State University. He is also a professor of human resources management and holds graduate and undergraduate degrees in business administration with concentration in human resources management from the University of Kansas. He has served as a consultant to a number of companies, and associations on human resources management and training concerns and was appointed a charter member of the Michigan Governor’s Labor Management Advisory Committee. He served as President of the University Council of Industrial Relations and Human Resources Programs. He has written a number of articles for professional publications including the Personnel Administrator, Training and Development Journal, and Effective Practices for Academic Leaders.

Celina Flowers  
Northwestern University

Celina Flowers is the Assistant Provost for Faculty. In this role she oversees the implementation of policies, programs, and infrastructures that are designed to support faculty excellence at Northwestern University. She is also the office liaison for a number of University-wide committees and workgroups, and helps to coordinate institutional responses to address faculty concerns.

Celina completed her undergraduate degree in psychology at the University of Illinois, and her Master of Science in Higher Education Administration and Policy from Northwestern University.
Peter Hollenbeck
Purdue University

Peter Hollenbeck, was named vice provost for faculty affairs (VPFA) on July 1, 2016, after serving as associate vice provost for faculty affairs for two years. In his role as VPFA, Hollenbeck provides strategic direction for a wide array of faculty-focused initiatives including recruitment, retention, resource allocation and faculty development. He also oversees faculty policies, including grievances, conflicts of interest and commitment, and promotion and tenure. Hollenbeck reports directly to the provost and executive vice president for academic affairs and diversity.

Hollenbeck is a professor of biological sciences and former associate head of the department at Purdue. He is a cellular neurobiologist whose laboratory has for many years studied the life cycle of mitochondria in the nervous system. He has been awarded two “Seeds for Success” from Purdue in recognition of attracting large external research awards. He has served on the National Advisory Mental Health Council of the NIH, and as a member and chair of the Scientific Advisory Board of the Tourette Syndrome Association.

Hollenbeck has received the Top Teacher award from the College of Science and the Charles B. Murphy Outstanding Undergraduate Teaching Award, the University’s highest undergraduate teaching honor. He is an inducted member of Purdue’s Teaching Academy and the Book of Great Teachers. He is also the faculty advisor for a Purdue club sport, the Run club, and was named Purdue Club Sports Advisor of the Year in 2010 and 2014.

He earned his bachelor’s degree in biology from Purdue, his PhD from the University of California, Berkeley, and conducted his postdoctoral research as a Jane Coffin Childs Fellow at the Medical Research Council—Cell Biophysics Unit in London, England. Hollenbeck was an assistant and associate professor at Harvard Medical School prior to joining Purdue in 1997 as an associate professor of biological sciences.

Kevin Kregel
University of Iowa

Kevin Kregel is the Associate Provost for Faculty, serving in that role since September 2014. He earned a bachelor’s degree and doctorate (Physiology & Biophysics) from the University of Iowa, and then performed an NIH postdoctoral fellowship at the University of Arizona. He subsequently joined the faculty at the University of Iowa, and currently holds the rank of professor. He was department executive officer in the Department of Health & Human Physiology prior to his appointment as Associate Provost.

His activities at the University of Iowa have included service on numerous collegiate and university committees, along with participation on steering committees for two campus-wide cluster hire initiatives. His extramurally funded research laboratory at the University of Iowa has focused on physiological adjustments to exercise, aging, and environmental challenges. He has also been very active in leadership positions at the national level, including service as the chair of committees addressing science policy issues for the Federation of American Societies of Experimental Biology and the American Physiological Society.
Eliza Pavalko
Indiana University

As the vice provost for faculty and academic affairs, my main goal is to support the academic career of each faculty member on the Bloomington campus—including new faculty just arriving at IU, those facing tenure or promotion, faculty at mid-career seeking new direction, and those imagining retirement after decades of service.

I am the Allen D. and Polly S. Grimshaw Professor of Sociology in the College of Arts and Sciences. As a sociologist, my research interests lie in the areas of the sociology of the life course, aging, health, work, gender, and social change. Prior to my role as VPFAA, I was department chair in sociology, and served as editor for the Journal of Health and Social Behavior.

Rebecca Ropers-Huilman
University of Minnesota

Rebecca Ropers-Huilman began her work as Vice Provost for Faculty and Academic Affairs at the University of Minnesota in January 2016. In this role, she has responsibility for promotion and tenure, the Center for Educational Innovation, faculty and academic leadership development, new faculty orientation, and faculty awards. Additionally, she is collaboratively responsible for promoting an environment in which a diverse faculty are recruited and supported. Ropers-Huilman brings to her role experience as a faculty member focusing on equity and change in higher education and as a leader of the Women’s and Gender Studies Program and Women’s Center at Louisiana State University and the Department of Organizational Leadership, Policy, and Development at the University of Minnesota. Additionally, she served in faculty governance, including as chair of the faculty governance executive body. In 2014, she was Fulbright-Klagenfurt Visiting Professor in Higher Education Research in Vienna, studying gender mainstreaming policy in Austrian universities. She has published four books and more than 50 scholarly works related to equity, diversity, and change in higher education and has advised 46 doctoral students to completion. Ropers-Huilman grounds her scholarship and leadership in an understanding of the social role of higher education in creating inclusive and engaged communities.
Laura Rosenthal
University of Maryland

Laura J. Rosenthal is Director for Faculty Leadership and a Professor in the English Department. Her position in the Office of Faculty Affairs has two major components: development of stronger and more effective faculty development programs, and development and support for academic leaders. She is a liaison to the Big 10 Academic Alliance Academic Leadership Program and Department Executive Officers Seminar. Dr. Rosenthal previously served as the ADVANCE Professor for ARHU.

Her research has been supported by fellowships from the Folger Shakespeare Library, the Newberry Library, and the NEH. She specializes in Restoration and eighteenth-century British Literature, with particular interests in drama, fiction, gender, sexuality, the Enlightenment, property, and empire. She also edits the journal Restoration: Studies in English Literature and Culture, 1660-1700. She is currently completing a project on theater and cosmopolitanism in the Restoration and eighteenth century.

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Brent Ruben
Rutgers University-New Brunswick

Brent Ruben is a Distinguished Professor of Communication, Rutgers University-New Brunswick, and Executive Director of the Rutgers Center for Organizational Leadership. He is Co-Director of the Rutgers Leadership Academy (RLA), and a member of faculties of the Rutgers Graduate School of Education, the Robert Wood Johnson School of Medicine, and the Ph.D. Program in Higher Education. Dr. Ruben is also Rutgers Liaison to the Big 10 Academic Alliance, Leadership Development Programs. His scholarly work focuses on the development and application of communication theory in organizational, intercultural, health, educational, and leadership settings. Brent is author of numerous books including: A Guide for Leaders in Higher Education (with R. De Lisi and R. Gigliotti); Strategic Planning in Higher Education (with S. Tromp); Understanding, Planning and Leading Change; and What Leaders Need to Know and Do. Dr. Ruben was a founder of the Department of Communication, and first director of the School of Communication and Information Ph.D. Program. He has received awards for his scholarly and professional contributions from the National Baldrige Foundation, National Communication Association (NCA), the National Association for College and University Business Officers (NACUBO), the National Consortium for Change and Continuous Innovation in Higher Education (NCCI), and from Rutgers, The Daniel Gorenstein Award.

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Amy Santos
University of Illinois

Rosa Milagros Santos is the Associate Provost for Faculty Development. In this role, she assists with processes and policies related to faculty development and success, including faculty mentoring, support for pre-tenure and mid-career faculty, career paths for specialized faculty, and leadership development. She also oversees the new faculty orientation, mid-career faculty programming, and the dual-career academic couples program.

Catherine Shaw
University of Michigan

Catherine Shaw is associate vice provost for academic and faculty affairs at the University of Michigan, providing research and writing assistance on higher education policy issues and university affairs. She works with Michigan’s vice provosts for academic and faculty affairs providing research and administrative support on concerns such as faculty recruitment and retention, academic leadership development, faculty compensation, and faculty evaluation. Receiving her A.B., M.A., and Ph.D. in political science from the University of Michigan, Catherine worked in Washington, D.C. and Southeast Asia. Returning to the university, she was on the staff of the Rackham School of Graduate Studies and the Gerald. R. Ford School of Public Policy before joining the provost’s office in 2004.
Juli Wade
Michigan State University

Juli Wade is a professor in the departments of Psychology and Integrative Biology, and a member of the interdepartmental graduate program in Neuroscience. She served as chair of the Psychology Department from 2010-17 and as a co-coordinator of the department’s undergraduate honors program from 2006-10. She is a recipient of MSU’s Teacher-Scholar Award (2002) and Distinguished Faculty Award (2013).

Dr. Wade began as an assistant professor at MSU in 1995 following a postdoctoral research position in the Department of Psychology and Brain Research Institute at the University of California at Los Angeles. She received her Ph.D. from the University of Texas at Austin in 1992 and her A.B. from Cornell University in 1987.

Dr. Wade’s scholarship focuses on genetic and hormonal mechanisms regulating structural and functional changes in the brain. The work has taken a comparative perspective, mainly using songbirds and lizards as model systems. It has resulted in more than 110 original research articles and was funded by the National Institute of Mental Health (NIMH) 1996-2018 and the National Science Foundation 1998-2015.

In her role as Associate Provost for Faculty and Academic Staff Development, she coordinates the Academic Advancement Network and serves as head of its Leadership Development node.

Judy Walker
University of Nebraska-Lincoln

Judy Walker is Associate Vice Chancellor for Faculty and Academic Affairs and Aaron Douglas Professor of Mathematics at Nebraska. Her responsibilities include faculty and leadership development, faculty evaluation and recognition, faculty human resource policy and personnel issues, and oversight of academic program reviews. Before moving into this role, she served as Chair of the UNL Department of Mathematics. Among her initiatives as chair was a substantial overhaul of first-year mathematics courses, with an emphasis on conceptual knowledge and active learning. Her research is in the area of algebraic coding theory, which seeks efficient ways of adding redundancy to data so that errors can be detected and corrected. Walker is a co-founder of the Nebraska Conference for Undergraduate Women in Mathematics and led a grant from the NSF INCLUDES program that sought to diversify the pool of mathematics PhDs. She serves as Chair of the Committee of Academic Sponsors for the Mathematical Sciences Research Institute, and is on the Board of Trustees for that organization as well as for the American Mathematical Society. She was named a Fellow of the American Mathematical Society in 2012.
Kay Wolf
Ohio State University

Kay Wolf is the Vice Provost for Academic Policy and Faculty Resources, serving in that role since October 2014. She earned a bachelor’s degree in medical dietetics, masters degree in nutrition and food management, and doctorate in human resource development from Ohio State University. Currently, her portfolio includes overseeing faculty human resources including compensation, hiring, promotion and tenure as well as academic leadership development. Through these roles she acts as the office of academic affairs liaison to various committees. Kay’s scholarship includes food insecurity and dietic education. She has served on multiple professional boards and committees including the Academy of Nutrition Board, Accreditation Council for Education in Nutrition and Dietetics, and the Food Service Management Education Council.

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Charity Farber
Big Ten Academic Alliance

Charity Farber is an Associate Director at the Big Ten Academic Alliance. During her ten years at the Big Ten Academic Alliance, she has managed a wide-range of programs including undergraduate research, study abroad, course sharing, graduate recruitment, and faculty development. In her current role, she leads large-scale, multi-university collaborative professional development initiatives supported by the Big Ten Academic Alliance Provosts, National Science Foundation, National Institutes of Health, and Andrew W. Mellon Foundation.

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