

**Personal Mission** *It is my desire to empower students with the knowledge, skills, and confidence to be successful in their chosen educational goals by leading, nurturing and developing successful student programs.*

**Current Experience** **The Art Institute of Portland, 2005 - 2015**

Program Coordinator, Humanities & Arts from September 2012- 2015  
Full-time, lead faculty from March 2007 - September 2012  
Adjunct faculty from Sept. 2005 - March 2007

**Program Coordinator responsibilities**

- Scheduling of humanities and art courses (60-90 courses per term)
- Recruit, manage, and mentor qualified faculty (40+ faculty) while promoting a culture of student-centered learning and excellence in teaching
- Manage the tutoring center manager, art models, and student workers
- Assure program courses support student success and exit competencies of design students
- Manage Compass testing and remedial programs
- Conduct student learning outcomes assessment
- Work with faculty to develop and implement program improvements

**Achievements**

**Retention**

- Increased first to second term retention by 7-8% with the development and launch of HUM101 Design Foundations course, a first-year seminar.
- Increased attendance and student connections of learning community cohort as a result of a First-year Interest Group (FIG) trial.

**Veteran student services**

- Increased awareness of needs of military veteran students through a series of panel discussions. As a result, a new course was developed that promotes awareness of veteran's issues, HUM393 Veterans in Popular Culture. In addition, veteran students were hired to support veteran student outreach.

**Additional college service contributions**

**Student Success and Retention Committee, April 2010 - January 2015**

- Chair of committee, September 2012 - January 2015
- Lead an interdepartmental team of staff that evaluates, makes recommendations and creates actionable plans for retention efforts.

- Chair of Retention Research Taskforce from April 2010 - September 2012
- Coordinated research projects to inform retention initiatives.

**Faculty development committee, June 2010 - January 2015**

- Developed, facilitated, and/or coordinated regular workshops on pedagogical practices for first-year student success.
- Co-taught new faculty orientation training sessions.

**Technology advising committee member, 2007 - 2010**

- Evaluated and assisted in recommendations for campus technology

**Reading, writing, and speech across the curriculum taskforce, 2008**

- Collaborated with taskforce members to collectively investigate curriculum needs, develop best practices, and train faculty.

**Management Experience** **State of Washington, DSHS, AC/AC Manager, 1987 - 1993**  
Held positions of increasing responsibility including interim shift charge, shift charge, unit supervisor, and finally manager of three homes.  
Supervised up to 20+ staff who provided 24 hour care and training for developmentally disabled individuals.  
Managed and audited client budgets and grants  
Organized and monitored habilitation training programs for clients.  
Led regional Diversity Awareness training, and Diversity Liaison to the regional manager.

**Additional Experience** **Marketing, Graphic Design, Journalism, Management**  
Maximum Impact Communications, Owner/Entrepreneur, 2005 - 2007  
Contracted to provide marketing communications and design services for small businesses  
Norris & Stevens Inc. Marketing Coordinator, 2004 - 2005  
Coordinated all marketing communications efforts including internal and external documents that represented the organization.  
Mittleman JCC, Graphic Designer/Marketing Manager, 2002 - 2004  
Created all designs for the promotion of programs, **managed marketing budget, negotiated advertising contracts.**  
U.S. Navy, Journalist, 1993 - 1999  
Print journalism, broadcast journalism and public affairs activities in Diego Garcia and Okinawa Japan.

**Education** **Argosy University, Ed.D. Instructional Leadership, 2014**  
**Dissertation topic:** *The Lived Experiences of Nontraditional, First-generation Students Who Pursue a Visual Art Major: A Phenomenological Inquiry*

**University of Phoenix, MBA, 2005**

**The Art Institute of Portland, BS Graphic Design, 2002**

**Courses taught**

**Courses developed and taught**

HUM101 Design Foundations  
BA330 Presentation Graphics  
DMG377 Foundation Portfolio  
DMG427 Senior Portfolio  
BA233 Communication Design  
DMG101 Intro to Design Mgmt.  
ICOR493 Peer Leadership

**Courses taught**

BA121 Introduction to Business  
BA226 Business Law  
BA227 Business Communications  
BA241 Principles of Marketing  
BA261 Ethical Issues in Business  
BA347 Market Research  
GD431 Student Studio  
GD121 Intro to Computer Graphics  
GD101 Principles of Graphic Design  
GD377 Foundation Portfolio  
GD427 Portfolio Presentation

## Leadership Philosophy

I believe that each faculty and staff member that I work with brings a unique set of experiences and knowledge which contributes to the team. It is my desire to provide faculty with the resources and strategies to successfully help students succeed. To accomplish this goal I aspire to the following qualities of a leader:

### **Genuine**

An effective leader must be genuine. This includes a self-awareness of personal strengths, weaknesses and values. In addition, he or she must hold true to those values.

### **Observant – communicative**

Good leaders observe, listen and communicate. Communication fosters a trust relationship through which goals, expectations, and feedback are more likely to be well received.

### **Supportive**

A supportive leader fosters an environment that provides fairness, recognition of efforts, and appropriate resources so that followers may grow and flourish.

### **Inspiring**

Great leaders inspire others by demonstrating their own enthusiasm as well as the solicitation and promotion of the ideas of others.

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## Teaching Philosophy

I believe all students entering my classroom are individuals with unique learning styles, motivations and expectations. It is my desire to empower them with the knowledge, skills, and confidence to be successful in their chosen career paths. For this reason, I aspire to achieve the following qualities of an effective teacher:

### **Flexible**

An effective teacher must be flexible enough to assess a learning situation and change course to meet the needs of the student. Additionally, a teacher must also understand that not all students learn in the same way at the same time. A flexible teacher listens, observes, assesses student needs and adapts.

### **Approachable**

Students are often hesitant to approach a teacher for the extra guidance that helps them succeed. It is not enough to simply be available. Extra encouragement, multiple modes of accessibility and creating a safe environment to ask questions is valuable to student success.

### **Trustworthy**

Some of the greatest learning opportunities occur when a student makes a mistake. Creating a safe environment to practice new knowledge is essential for effective teaching. This requires a relationship of trust between the student and the teacher.

### **Accountable**

I believe that students are in college with an internal desire to learn and improve life opportunities. It is my responsibility to provide challenging projects that will help them meet those goals. I am accountable for the growth and success of my students.