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## CAREER OBJECTIVE

To lead and support innovation and scholarship in teaching and learning—drawing on my interdisciplinary integration of philosophy, psychology and education, and my skill in facilitating the sensitive dynamics of individual transformation and culture change.

## ACCOMPLISHMENTS

- led culture change initiatives at 3 institutions; making writing a signature across 7 different schools of The New School, getting faculty to adopt a validated student rating system, and establishing learning outcomes for assessment university-wide
- a successful track record of grant applications: first author on one for \$200K, and played key role on a prior one for \$200K
- facilitated 76 workshops or presentations, 40 of them invited, at conference and institutions including Harvard, Yale, Columbia, and NYU, including 3 sessions drawing over 100 participants each
- facilitated dozens of seminars on topics like critical thinking, conflict, diversity, time management, faculty learning communities, program assessment and peer review of teaching
- authored or co-authored 6 peer reviewed articles, and 6 chapters; and peer mentored colleagues in generating 9 to 36 paper and manuscripts per year
- taught 25 course sections in philosophy, education, psychology and leadership

## EDUCATION

Columbia University, Teachers College, New York, NY

**Visiting Scholar, Dept. of Organization & Leadership** 2004

Post-doctoral: Practicum in Organizational Change & Consultation; Organizational Dynamics & Theory

**Ph.D., Philosophy and Education** 2000

Philosophy & Social Sciences Department; Philosophy and Education major; Cultural Studies concentration.

Dissertation: Fostering consciousness development in the college classroom through student-centered transformative teaching & learning.

(Sponsor: John M. Broughton, Psychology & Education; Chairperson: L. Lee Knefelkamp, Organization & Leadership; Committee: Ruth Vinz, Victoria Marsick, Eugene Galanter)

**M.Phil., Cultural Studies and Education.** 1998

New York University, New York, NY

**M.A., Gallatin School of Individualized Study.** Philosophy, Cultural Studies 1996

Master's thesis: Interconnections of quantum physics chaos theory and deconstruction, and implications for society (Thesis Advisor: Friedrich Ulfers)

**B.A., Gallatin School of Individualized Study.** Art, Art History. *Magna Cum Laude.* 1991

McGill University, Montreal, QC

Honors Art History; Civil Engineering & Architecture (transferred to New York University). 1986-1989

**SELECTED HONORS & AWARDS** (from list of 24)

Dolores Zohrab Liebmann Full Fellowship (one of 14 recipients selected out of 240 applicants; \$30K/year: 1997, 1998, 1999)  
 Pace University Dyson Dean's Faculty Research Grant (1999)  
 Psi Chi National Honor Society in Psychology (1998)  
 Kappa Delta Pi International Honor Society in Education (1997)  
 Armenian Professional Society Scholarship (1995, 1997)  
 Teachers College Scholarship (1996)  
 New York University Gallatin Dean's Scholarship (1995)  
 American Mensa Scholarship (1991)  
 New York University Founders Day Honors Scholar (1991)  
 Gulbenkian Foundation Award (1989)  
 McGill University Faculty Scholar Award (1989)

**EXPERIENCE****Fairfield University, Fairfield, CT**

<u>Associate Director, Center for Academic Excellence</u>	2006 – Present
<u>Assistant Director, Center for Academic Excellence</u>	2005 –2006
<u>Assistant Professor (Member of the General Faculty), Educational Studies &amp; Teacher Preparation</u> Graduate School of Education & Allied Professions	2007 – Present
<u>Adjunct Professor</u> <u>Educational Studies &amp; Teacher Preparation</u>	2005 –2007 2005 – present
<u>Applied Ethics</u>	2011 – present
<u>Department of Philosophy (College of Arts &amp; Science)</u>	2005 –2009

- Led innovation in teaching and learning through leadership initiatives and faculty development for institution with 250 full-time faculty, 5,000 students (ranked #2 in U.S. News Regional University North Rankings)
- Supported faculty implementation of 10 year strategic plan to promote integration across core and majors
- Played key role on writing and stewarding a grant totaling \$254K (to institutionalize integration and peer review of teaching and curriculum, Davis Educational Foundation, 2009-2011), and in supporting another totaling \$200K (to widen the strategic impact of faculty development, Davis Educational Foundation, 2006-2008)
- Led 3 to 10 workshops/year, helped manage 20 to 48 other offerings/year; team enrolled 62% of full-time faculty, enrolling an average of 2.1 times each, for 2010-11
- Provided faculty consultations including about 20 mid-course student focus groups per year and trained three peers in becoming mid-course faculty consultants themselves
- Peer mentored colleagues in generating manuscripts, including 16 peer-reviewed articles published or accepted, another 18 submitted, 13 book chapters published or accepted for publication, 4 peer-reviewed conference submissions published or to be published, another 13 accepted for presentation, another 4 submitted, 1 grant awarded, and another 2 submitted
- Helped pilot a facilitators' faculty & professional learning community (FPLC), facilitated five FPLCs, and produced scholarship and handbook on FPLC facilitation
- Played key role in changing institution-wide student rating system, and aligning it with assessment of learning (for the institution, departments and courses)

- Provided expert guidance on peer review of teaching for both improvement and personnel decisions (annual review, and promotion & tenure)
- Provided consultations on institutional, departmental and general education curriculum planning
- Spearheaded creation of policies protecting confidentiality and trust in faculty development relationships
- Developed database to assess faculty development outcomes, with automated registration, reminders, evaluation, and follow up communication
- Chaired 3 subcommittees of President's Institutional Diversity Council, to strategize and benchmark progress
- Grew, cataloged, circulated & preserved library of 600 books, videos and binders and dozens of handouts
- Innovated an online "schedule conflict detective" to find best faculty times for workshops/meetings, by topic
- Initiated a website to promote offerings and provide teaching tools and other resources
- Helped run regional teaching conference drawing 80-130 faculty/year, and drew nationally recognized presenters such as Dee Fink, Therese Houston, Stephen Brookfield, Ken Bain & Randy Bass

*Instruction:* Taught one to two courses per year (see Courses Taught, below)

### **The New School, New York, NY**

Founding Director, University Writing Center and Lecturer

2001 – 2004

#### *Administration:*

- Reporting directly to the Deputy Provost, provided vision, leadership and management to integrate writing, critical thinking & transformative learning across the university's eight distinct schools including Parsons School of Design, Milano School of Management, Mannes College of Music, Actors Studio, and Eugene Lang College
- Designed and implemented 12 faculty development programs, engaging 370 faculty and administrators directly through workshops, seminars, coaching consultations (including teaching videotapes and observations), and projects teamed with the Center for Education & Technology
- Partnered with departments to develop specialized programs tailored to diverse disciplinary needs
- Informed academic policy to support teaching and learning institution-wide (1,769 full- & part-time faculty)
- Provided Graduate Student Instructor training in pilot program for new university-wide core curriculum
- Created state-of-the-art tutoring/coaching facility that more than tripled usage from 600 to 2,600 visits per year
- Spearheaded design and delivery of 39 student workshops in diverse majors and programs
- Innovated self-entered online appointment scheduling system
- Created website and print resource materials including 50 lesson designs for faculty and handouts for students
- Developed lending collection of 700 books and videos on teaching and learning theory and practice
- Pioneered video training system in tutoring/coaching English as a Second Language writers
- Hired, trained, developed & supervised full-time coordinator & 20 part-time tutors/coaches
- Managed budget & controlled costs, securing 6 data-driven increases from \$25K to \$257K over 3 years

*Instruction:* Taught two courses per year in writing and critical thinking (see Courses Taught below)

### **Pace University, New York, NY**

Acting Director, Straus Thinking & Learning Center

2001

Adjunct Assistant Professor, Psychology

#### *Administration:*

- Oversaw Center operations, services and publications
- Redesigned 2-year Leadership and Critical Thinking Training certificate
- Established new training methods and internship supervision practices for cohort of 10 trainees
- Led and supervised team of 2 part-time assistants

*Instruction:* Redesigned and team taught 2-year Leadership and Critical Thinking Training certificate (in Psychology M.A. program) to include training methods and internship supervision.

Assistant Director

1998 – 2000

*Administration:*

- Designed, marketed and delivered 10 professional development programs internally for 71 faculty and staff, and externally for educators and entrepreneurs at 23 organizations. Managed staff.
- Redesigned a set of 27 critical thinking tools for programs on decision making, conflict management, team building, and leadership—focused on applications to personal, professional & civic life.
- Performed 9 process consultations to train facilitators of educational interventions (on topics including dealing with difficult people, making meetings work, time management, empathic communication).

*Instruction:* Taught two courses per term. Developed leadership training program in diagnosing problems, facilitating and adapting curricula to individual and group needs. Delivered demonstrations, ran role-plays, and facilitated simulations. Conducted and published ongoing research.

Assistant to the Director and Adjunct Lecturer

1996 – 1998

*Administration:*

- Conducted 6 faculty/staff development initiatives with Director (former Chief Psychologist, NYC Schools).
- Planned and designed interventions with Director for 14-week seminar *Concepts That Unite Disciplines*, collaborating with 30 faculty from humanities, social sciences and the professions to apply concepts such as empathy, interdependence and systems thinking to personal, professional and civic life.
- Produced monthly publication *Forum* (circ. 3,000); developed lending collection of 1,000 books & videos.

*Instruction:* Taught one course per term. Helped develop five-course series including *Decision Making*, *Global Systems Thinking*, *Problem Solving & Leadership*, and *Collaboration & Teamwork*.

**Courses Taught and/or Developed**

**Philosophy of Education – Introduction (with service learning requirement)**

*Fairfield University, Education Minor, College of Arts & Sciences, Fall 2011*

Taught undergraduate core elective on the aim of education, making experience educative, the ethics of teaching, and transforming the world. Assessed teaching philosophies for application of principles.

**Environmental Justice (with service learning option)**

*Fairfield University, Program in Applied Ethics, Spring 2011, Spring 2012*

Taught undergraduate core elective on environmental burdens and benefits; assessed critical analysis of opposing arguments and developing personal values regarding consumer choices and civic engagement.

**Questions in Modern & Contemporary Philosophy: From Descartes to Derrida (with service learning option, 2008 & 2009)**

*Fairfield University, College of Arts & Sciences, Spring 2006, Fall 2006, Spring 2007, Spring 2008, Spring 2009*

Taught undergraduate core requirement on fundamental questions of truth, reality and the meaning of life; guided and assessed ability to detect assumptions and integrate diverse points of view (in portfolios).

**Philosophical Foundations of Education**

*Fairfield University, Graduate School of Education & Allied Professions, Fall 2007*

Taught seminar (required for school settings) on the ends of education, critical pedagogy, critical reflection and transformation. Assessed application of principles in teaching philosophies and portfolios.

**Developed: Promoting Critical Thinking and Active Learning: Strategies for the Professional Teacher**

*Fairfield University, Graduate School of Education & Allied Professions, Fall 2005*

Designed & taught graduate seminar involving weekly practicum, micro-lesson demonstrations and video debriefings. Assessed design, teaching and evaluations of lessons, and learning portfolios.

**Lang Writing Fellows Group Internship I and II: Transformative Theory and Practice**

*Eugene Lang College, New School University, Fall 2003, Spring 2004*

Taught upper-division seminar involving weekly practicum debriefs on methods for coaching (tutoring) peers in expository writing, coach role-playing, and research exploring educational theory and practice.

**Literature and Composition II: The Art and Practice of Creative and Critical Thinking**

*Liberal Studies Department, Parsons School of Design, New School University, Spring 2002*

Taught first-year writing course exploring generating questions, testing beliefs and inferences, and making conceptual connections, as applied to art and design, and short novel writing.

**Advanced English as a Second Language**

*Liberal Studies Department, Parsons School of Design, New School University, Fall 2001*

Taught first-year writing course providing training in gaining fluency and improving grammar.

**Developed: Leadership & Critical Thinking I: Foundations**

*Department of Psychology, Pace University, Fall 2000*

Co-designed and co-taught masters-level graduate seminar on principles of leadership and critical thinking for trainers and educators on meaning-making, ways of knowing and consciousness patterns.

**Developed: Leadership & Critical Thinking II - Applications**

*Department of Psychology, Pace University, Spring 2001*

Designed and taught masters-level graduate seminar on developmental principles for complexity of mind. Conducted collaborative research with students on communication, decision making and group facilitation.

**Developed: Leadership & Critical Thinking III - Teaching Methods**

*Department of Psychology, Pace University, Fall 2001*

Designed and taught masters-level graduate seminar on designing experiential learning processes. Supervised eight students in designing, conducting and evaluating seven workshops each, individually and in teams.

**Developed: Leadership & Critical Thinking IV - Internship**

*Department of Psychology, Pace University, Spring 2002*

Designed & taught masters-level graduate internship & seminar. Supervised seven students in delivering series of three workshops each for local clients. Coached videotape evaluations. Two students contracted workshops for a local college, one for an international conference. Training Certificate awarded upon completion.

**General Psychology I**

*Department of Psychology, Pace University, Summer 2001*

Taught undergraduate seminar exploring sensation, perception, learning, memory, cognition, language, and consciousness using experiential exercises in creative and critical thinking.

**Psychological Bases for Critical Thinking**

*Department of Psychology, Pace University, Spring 1998, 1999, 2000*

Taught undergraduate seminar exploring critical thinking as product of perception, evaluation, decision making and agency; treated individual perspectives as a matter of culture and choice.

**Developed: Decision Making: Issues & Implementation**

*Thinking, Problem Solving & Leadership, Pace University, Fall 1997, 1998, 1999, 2000*

Taught undergraduate seminar exploring theory and practice of decision making as a product of perception and evaluation, emphasizing application to personal and professional life.

## Teaching Assistantships (Pace University, 1996 - 1999)

### Concepts That Unite Disciplines; Problem Solving and Leadership; Critical Thinking I, II, III, IV; Decision Making; Psychological Bases of Critical Thinking

Delivered micro-lessons and demonstrations, assessed needs, advised and counseled students.

## PUBLICATIONS & RESEARCH

### Peer-Reviewed

- Ortquist-Ahrens, L. & Torosyan, R. (2009, June). The role of the facilitator in faculty learning communities: Paving the way for growth, productivity, and collegiality. *Learning Communities Journal*, 1 (1), 1-34. <http://goo.gl/kZuaM>
- Torosyan, R. (2008, November). Using found object visuals to crystallize learning. *Transformative Dialogues: Teaching and Learning eJournal*, 2 (2). <http://goo.gl/e9SM2>
- Torosyan, R. (2008). Self-reflections on group dynamics. *Journal of Creativity in Mental Health*, 3 (1), 1-15. <http://goo.gl/WIjdj>
- Torosyan, R. (2007-2008, Winter). Teaching self-authorship and self-regulation: A story of resistance and transformation. *MountainRise: A Journal of Scholarship of Teaching and Learning*, 4 (2), 1-21. <http://goo.gl/HQghW>
- Gardner, E. B., Calderwood, P. E. & Torosyan, R. (2007-08, Winter). Dangerous pedagogy. *Journal of the Assembly for Expanded Perspectives on Learning*, 13, 13-21.
- Torosyan, R. (2004-05, Winter). Listening: Beyond telling to “being” what we want to teach. *Journal of the Assembly for Expanded Perspectives on Learning*, 10, 27-36. <http://goo.gl/dyIBn>

### Book Chapters

- O’Shea, E., Torosyan, R., Robert, T., Haug, I., Bowen, B. (2011). Finding Esprit de “Core”: Integrating Spirituality and Work in a Faculty & Professional Learning Community. Refereed chapter in H. Chang & D. Boyd (Eds.), *Spirituality in Higher Places*. Walnut Creek, CA: Left Coast.
- Torosyan, R. (2010). Teaching integratively: Five dimensions of transformation. Refereed chapter in Esbjörn-Hargens, S., Reams, J. & Gunnlaugson, O. (Eds.). *Integral education: New directions for higher learning*. Albany: State University of New York Press. <http://goo.gl/njf7W>
- Rose, M. & Torosyan, R. (2009, Fall). Integrating big questions with real world applications: Models from art history and philosophy. Refereed chapter in D. Fink & A.K. Fink (Eds.), *Designing courses for significant learning: Voices of experience: New Directions in Teaching & Learning*, 119, 61-70. <http://goo.gl/oy3Qt>
- Torosyan, R. (2009). Things that make you go “what?” Colbert as anti-critical thinker. Refereed chapter in Schiller, A. A. (Ed.), *Stephen Colbert and philosophy: I am philosophy (and so can you!)* (pp. 29-49). Chicago: Open Court Press. <http://goo.gl/PVSxj>
- Burrell, S., Miners, L., Nantz, K. & Torosyan, R. (2009). Getting started with portfolios: A vision for implementing reflection to enhance student learning. In Zubizarreta, J. (Ed.), *The learning portfolio: Reflective practice for improving student learning* (pp. 85-95). 2nd Ed. San Francisco: Jossey-Bass. <http://goo.gl/lz2qO>
- Torosyan, R. (2007). Public discourse and the Stewart model of critical thinking. Refereed chapter in J. Holt (Ed.). *The Daily Show and philosophy: Moment of Zen in the art of fake news* (pp. 107-120). Oxford, UK: Blackwell. <http://goo.gl/n14kX>
- Torosyan, R. (1998). Undecidability in quantum physics, chaos theory and deconstruction: Implications for politics, ethics and society. In S. Kodish & R. Holston (Eds.), *Developing sanity in human affairs*. Westport, CT: Greenwood.

### Other Scholarly Publications

- Torosyan, R. (2011, Oct.). Time management strategies for faculty, administrators. Reprinted in *Faculty Focus*. <http://goo.gl/jqtQh>
- Torosyan, R. (2010, Nov.). Time management reminders to myself. *Academic Leader*: 7-8. <http://goo.gl/6xo0p>
- Torosyan, R. (2010, May). Five habits—easy but often neglected practices that improve outcomes. *The Teaching Professor* 20 (9): 3.
- Torosyan, R. (2009, Dec.). Reminders for improving classroom discussion. Reprinted in *Building student engagement: 15 strategies for the college classroom*. *Faculty Focus* Special Report. <http://goo.gl/PEiuK>
- Torosyan, R. (2006, Nov.). Reminders for improving classroom discussion. *The Teaching Professor* 20 (9): 3.
- Torosyan, R. (2003a). Motivation. In J. W. Collins III & N. P. O'Brien (Eds.). *The Greenwood dictionary of education*. Westport, CT: Greenwood.
- Torosyan, R. (2003b). Development. In J. W. Collins III & N. P. O'Brien (Eds.). *The Greenwood dictionary of education*. Westport, CT: Greenwood.
- Torosyan, R. (2001, Fall). Motivating students: Evoking transformative learning and growth. *ETC*. 58 (3): 311-328.
- Torosyan, R. (2001). A system for everything: Book review of *Brief History of Everything* by K. Wilber. *New Ideas in Psychology*, 19 (3).
- Vartanian, N. & Torosyan, R. (2001). Armenia. In Marlow-Ferguson, R. (Ed.) *World Education Encyclopedia*. 2<sup>nd</sup> Ed. Farmington Hills, MI: Gale Group.
- Torosyan, R. (1999, Spring). Applying learning to life: A theoretical framework in context. *ETC*. 56 (1): 1-22.

### Translational Publications (selected)

- Torosyan, R. (2003c). The 100 questions exercise. In Gelb, M. *Discover your genius: How to think like history's ten most revolutionary minds*. New York: HarperCollins. <http://goo.gl/QnQgf>
- Torosyan, R. (2002). Great questions. In Gross, R. *Socrates' way: Ten keys to using your mind to the utmost*. New York: Tarcher/Penguin-Putnam.
- Torosyan, R. (2000). How can I use technologies without getting overwhelmed? In S. Crawford & M. Zeigler (Eds.). *Connections*. 2<sup>nd</sup> Ed. Boston: Pearson.
- Torosyan, R. (1997, November 29). Congestion Cooperation. (Letter to the editor) *New York Times*: A14.

### Ongoing Research

- Author* of manuscript, Mindfulness, subjective well-being and education: researched practices to promote holistic development (in progress).
- Co-author* of manuscript (with Larry Miners), Course correction: Refining the midcourse focus group (in progress)
- Author* of book manuscript, *Teaching for transformation: Promoting integrative learning and leadership* (in progress)
- Co-author* of book manuscript (with Jackson Kytly), *Life after college: Work, relationships and meaning* (in progress)

**PRESENTATIONS****Invited Presentations at Conferences, Institutions & Organizations** (selected from list of 40)

- (2011). Shared Decision Making and Interprofessional Learning: Designing Faculty Development Outcomes. Center of Excellence in Primary Care training grant seminar, Veterans Administration Connecticut Healthcare System, Yale School of Medicine, University of Connecticut School of Medicine, Fairfield University School of Nursing, West Haven, CT. <http://goo.gl/V1Y44>
- (2011). Two-Part Workshop: I. Developing Student Mastery; II. Evaluating Teaching. New England School of Acupuncture, Newton, MA.
- (2011). Integrating Activities, Assignments & Learning Objectives. University of New Haven, CT.
- (2011). Nine Ways to Use Class Discussion to Promote Transformation. Magna online video seminar. Webcast from Madison, WI to seven institutions nationally. (Featured in Faculty Focus article, twice weekly pub., readership 40,000)
- (2010). Making Reasoning, Analysis (and other Gen. Ed. Proficiencies) Useful. Bronx Community College, NY.
- (2010). Diversity and Inclusion Strategy Session & Workshop. Pepperidge Farm Leadership Team, Norwalk, CT.
- (2010). Building a Collaborative Teaching and Learning Partnership: Using Game Theory and an Iterated Prisoner's Dilemma. Harvard University.
- (2009, 2010). Powerful Faculty & Professional Learning Communities: Process and Product. Davis Educational Foundation FPLC Retreats. Salem State College, MA.
- (2010). Beginning at the End: Aligning Activities, Assessments & Student Learning Outcomes. Faculty Development Day Workshop. New England Institute of Technology, MA.
- (2009). Faculty Learning Communities: Interwoven Content and Powerful Processes. Howard Community College, Columbia, MD.
- (2009). Facilitating Faculty & Professional Learning Communities. 10th annual national Faculty Learning Community Developers' and Facilitators' Summer Institute & Conference, Claremont, CA.
- (2008). Enhancing Integrative Learning: Speed-forming Faculty Learning Communities and Gaining Administrative Support. With Kathy Nantz at 8<sup>th</sup> Annual Colloquium on Teaching & Learning, Rensselaer Polytechnic Institute, NY.
- (2007). From Controversy to Empathic Discourse: Deepening the Dialogue with Students, Faculty and Administrators Alike. Invited presenter at The Teaching Professor Conference, Atlanta, GA.
- (2005). Tying the Threads: Faculty Lessons Learned in Haiku, Metaphor, Visuals and Drama. Technology, Pedagogy, Course Redesign V Conference, Fairfield University.
- (2004). New York University Center for Teaching Excellence, New York, NY. Contracted to coach faculty development especially on energizing large classes of 100 or more students.
- (2004). Brooklyn College, New York, NY. Served as consultant on authority, leadership & participation in an organizational system.
- (2004). Prisoner's dilemma: Dealing with the paradox of competition vs. cooperation. Source of Life Center, New York.
- (2002). Practicing empathy: Communicating effectively about difficult issues. Albert Ellis Institute, New York.
- (2001). Leadership training in 360° communication. New York City Internship Program, Pace University.
- (2001). Epistemes: Patterns of Thinking. Counseling Center, Pace University.
- (2001). The learner's stake in high stakes testing. Albert Ellis Institute, New York.
- (1999, October). Helping people grow through modeling confessional consciousness. Invited panel presentation at the University Seminar on Innovation in Education, at Faculty House, Columbia University.

- (1998). Creating millennium people's assembly networks. Non-Governmental Organizations / Department of Public Information Conference, United Nations, New York.
- (1998). Connecting learning to personal, work and civic life. The Front Lines of Education, Annual Institute of General Semantics Colloquium, Pace University.

**Other National Conference Presentations** (selected from list of 36)

- (2011). Peer Review of Teaching as Reciprocal Reflection. New England Faculty Development Consortium.
- (2011). Integrating the models: Connecting learning styles, developmental models and taxonomies. Professional and Organizational Development Network in Higher Education, Atlanta, GA
- (2010). One Up, One Down: Intergroup Dialogues as Gateways to Change. With Matt Ouellett. Professional and Organizational Development Network in Higher Education Conference, St. Louis, IL.
- (2010). Teaching for Transformation: Five Dimensions for Promoting Critical Thinking. New England Faculty Development Consortium.
- (2010). Teaching for Transformation: Five Dimensions for Promoting Critical Thinking. Teaching Professor Conference, Boston, MA. <http://goo.gl/dF2HA>
- (2008). Facilitating Faculty Conversations. With Leslie Ortquist-Ahrens. Professional and Organizational Development Network in Higher Education Conference, Sparks, NV.
- (2008). Authenticity in Peer Consultation: Our Flawed Humanity. With Kathryn Plank & Stephanie Rohdieck. Professional and Organizational Development Network in Higher Education Conference, Sparks, NV.
- (2007). Nine Activities in 60 Minutes: Promoting Voice, Integration and Reflection. With Larry Miners and Kathy Nantz. At Lilly Conference on College Teaching, Miami University, OH, and New England Faculty Development Consortium, MA.
- (2007). Facilitating Difficult Dialogues – Among Students, Faculty and Administrators Alike. Lilly Conference on College Teaching, Miami University, OH.
- (2006). From Controversy to Empathic Discourse: Deepening the Dialogue with Students, Faculty and Administrators Alike. Lilly Conference on College Teaching, Miami University, OH.
- (2006). Reflecting on Our Best Teaching. Pedagogy, Technology, Course Redesign VI Conference, Fairfield University.
- (2006). Managing Classroom Discussion: Balancing the Voices and Integrating Contributions. The Teaching Professor Conference, Nashville, TN.
- (2005). Beyond Argument and Debate: Practicing Empathy for Diversity of Thought. Professional and Organizational Development Network in Higher Education Conference, Madison, WI.
- (2003). Trust-building communication: A method for creating a transformational environment. 5<sup>th</sup> International Transformative Learning Conference, Teachers College, Columbia University.
- (2003). Transforming classroom discussion through controlled controversy. Conference of the Assembly for Expanded Perspectives in Learning, Ithaca College.
- (2003). Videotaping classroom dynamics as a pathway to reflection. Conference on College Composition and Communication, New York.
- (2002). Teaching empathic communication. Teaching College Writing, Stony Brook University.
- (2001). Prisoner's dilemma: Experiencing a game of relationships (and learning to facilitate it). 16<sup>th</sup> Annual Society for Research in Adult Development Symposium, Pace University, Norwich University.
- (2001). Dialogue on youth motivation: Can violent media be good for kids? Globalizing the streets: Youth, social control and empowerment in the new millennium, John Jay College of Criminal Justice.
- (1999). Miscommunication as a 'cause' of violence. Children/Culture/Violence Conference, Teachers College, Adelphi University, Long Island University and the Glass Institute for Basic Psychoanalytic Research.

- (1998). Collaborative problem solving. *Classroom Management for School Psychologists and Educators*, Pace University.
- (1995). Undecidability in quantum physics, chaos theory & deconstruction: Implications for politics, ethics & society. 11<sup>th</sup> International Interdisciplinary Conference on General Semantics, Hofstra University.

## GRANTS

- (2009-2012) First author with Nantz, K. & Miners, L. Institutionalizing a culture of integration and assessment at Fairfield University. Davis Educational Foundation. \$200K. <http://goo.gl/iQa9D>
- (2006-2008) Key role with Miners, L. & Nantz, K. Sustaining and widening the impact of Fairfield University's Center for Academic Excellence. Davis Educational Foundation. \$200K.

## PROFESSIONAL ACTIVITIES AND ASSOCIATIONS

### Professional Leadership

Creator of group, for Professional and Organizational Development (POD) Network in Higher Education, on the professional networking site [linkedin.com](http://linkedin.com)

*Member* of Professional and Organizational Development (POD) Network in Higher Education

*Advisory Board Member*. The Teaching Professor Conference, Atlanta, GA, 2007.

*Invited Conference Leader*. Conditions for consciousness transformation; one of 16 including Mary Belenky, Stephen Brookfield, and Jack Mezirow. 3<sup>rd</sup> Int'l Transformative Learning Conference, Teachers College, Columbia Univ., 2002.

*Invited Session Chair*. Leadership and administration in college settings, Eleventh Annual Conference on Ethnographic & Qualitative Research in Education, Teachers College, Columbia University, 1999.

### Manuscript Reviewer

*Roots of Wisdom*, Wadsworth, 2009

*Journal of the Assembly for Expanded Perspectives in Learning*, Persuasiveness of Pleasure, 2008; *Mindful Teaching*, 2003

*Journey Through the Landscape of Philosophy*, Longman, 2007

*Journal of Adult Development*, Critical Consciousness, 1999

### Editorial

Technical editor of *Straus Thinking & Learning Center Forum*, 1996 – 2001

Research assistant, *Faster: The Acceleration of Just About Everything* (Vintage, 2000) for James Gleick (author of *Chaos; Genius*), 1998

### University Service

*Member*, Diversity & Social Justice Residential Community Advisory Board, Fairfield University (2007-08, 2008-09)

*Member*, President's Institutional Diversity Council, Fairfield University (2007-08, 2008-09)

*Faculty Mentor*, Cura Personalis first year student mentoring, Fairfield University (2008-09)

*Member ex-officio*, Faculty Development & Evaluation Committee, Fairfield University (2005-06, 2006-07, 2007-08, 2008-09)

*Member*, Search, Educational Technologist, Grad. School of Ed., Fairfield University (2007-08, 2008-09)

*Member ex-officio*, Core Advisory Group, Fairfield University (2005-06, 2006-07, 2007-08)

*Member*, University Living and Learning Committee, Fairfield University (2006-07)

*Member*, College of Arts & Sciences Assessment Steering Committee, Fairfield University (2005-2006, 2006-07)

*Member*, Teaching & Learning Resources Working Committee, New School University (2003-04)

*Member*, Teaching and Learning Committee (General Education), New School University (2002-03)  
*Member*, Liberal Arts Planning Committee, Writing Subcommittee, New School University (2001-03)  
*Faculty Advisor* for the Psychology Club, Pace University (2000-01)  
*Faculty Advisor* for the Leadership Forum, Pace University (2000-01)  
*Member* of Emerging Leaders Committee, Student Life, Pace University (1999)  
*Faculty Consultant* for Model United Nations team, Pace University (1998)

### **Community Service**

Train-the-trainers service learning partner, Healthy Homes, Bridgeport Neighborhood Trust, 2010-11, 2011-12  
Member of the Board, Communications Coordination Committee for the United Nations, 2000 - 2007  
Volunteer, Soup Kitchen -- Food Change New York, New York, NY, 2006 - 2007  
Member of the Board, New York Society for General Semantics, 2001 - 2006  
Consultant on strategy, The Diocese of the Armenian Church of America, New York, NY, 2004 - 2005

### **SELECTED CONTINUING EDUCATION**

*New Faculty Learning Community Developers' Institute* (Milt Cox), Claremont Graduate University, 2006.  
*National Institute of New Faculty Developers* (Nancy Van Note Chism, Dee Fink, Marilla Svinicki), Professional and Organizational Development Network and Indiana University Purdue University Indianapolis, 2005.  
*Developing Critical Thinkers* workshop (Stephen Brookfield), Center for Educational Outreach & Innovation, Teachers College, Columbia University, 2004  
*Organizational Management & Behavior* seminar, Milano The New School for Mgmt. & Public Policy, 2002  
*Training Program in Laboratory Education* 5-day session, NTL Institute for Applied Behavioral Science, 2001  
*Practicum in Conflict Resolution*, International Center for Cooperation & Conflict Resolution, Teachers College, Columbia University, 2001  
*Teaching Certificate in Critical Thinking and Leadership* (two-year series), Straus Thinking & Learning Center, Pace University, 1996 - 1997  
*Group Relations Experience in the Tavistock Tradition* (A. K. Rice Institute conference), Department of Organization and Leadership, Teachers College, Columbia University, 1997

### **SPECIAL SKILLS**

Languages: *French (basic conversational), Armenian (fluent)*  
Computer skills: *Office Suite, Axiom Mentor* (course management, assessment & portfolios), *Blackboard, Digication, Google Docs, N-Vivo* (qualitative data analysis), *Xythos, Dropbox* (filesharing), *Evernote*  
Misc.: amateur classical pianist since 1973; amateur drummer since 1989; amateur triathlete since 1997 (race resumé: 1 ironman, 2 half ironmans, 3 marathons, 7 centuries, 1<sup>st</sup> place in age group Central Park Tri 2006)