

2016 Denver High Impact STEM Conference

Track Leader Bios

Track 1 - Undergraduate Research Through the STEM Curriculum

Cynthia Maguire, cmaguire@twu.edu
Texas Woman's University



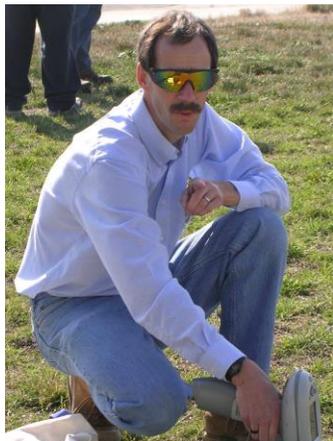
Cynthia Maguire earned her bachelor of science in medical technology from Central State University in 1976. She later earned two M.S. degrees--biology teaching (2001) and chemistry teaching (2004), both from Texas Woman's University. She remained at TWU and is now a Senior Lecturer in the Chemistry and Biochemistry department where she is working on a communication research project that seeks to understand how students learn to communicate disciplinary knowledge to others outside their specialty. Maguire is Co-Director of SCI-Southwest and a SENCER Leadership Fellow. She is also a TWU Senior Experiential Learning Fellow. Her work has been published as a chapter in three American Chemical Society Symposium books about SENCER, and in a journal article in *The International Journal of Sustainability Education*

Dick Sheardy, rsheardy@twu.edu
Texas Woman's University



Richard D. Sheardy was born in Lake Orion, MI and received his BS degree in chemistry education at Michigan State University. After earning his PhD in organic chemistry at University of Florida, he held a Post-Doctoral fellowship in biophysics at University of Rochester. He began his academic career at the Hazleton Campus of Penn State University and then went to Seton Hall University where he initiated his research on DNA conformation and stability. At Seton Hall, Richard mentored sixteen PhD students. In 2006, he moved to Texas Woman's University where he is currently professor and chair of the Department of Chemistry and Biochemistry. He teaches freshman chemistry, organic chemistry, physical chemistry and biochemistry and continues his research focusing on the structure, stability and ligand binding properties of DNA quadruplexes and i-motifs. He is on the Board of Directors for the Calorimetry Conference, is co-director of SCI-Southwest and is a SENCER Leadership Fellow.

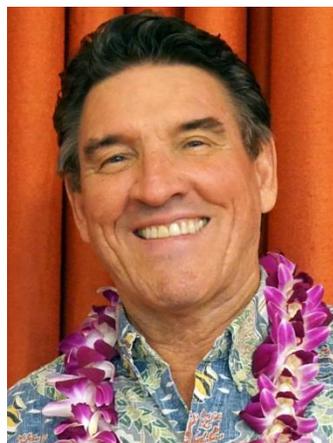
Steve Bachofer, bachofer@stmarys-ca.edu
St. Mary's College of California



Steven Bachofer integrates civic engagement into the Science curriculum at Saint Mary's College of California. He provides research opportunities through mini-research projects in courses and independent studies. In the Environmental Chemistry course, students routinely investigate sites for public entities applying laboratory skills (e.g. XRF soil screening) to address a community issue. Through his SENCER work, he received several grants for instrumentation including the field portable XRF (X-ray Fluorescence) which has facilitated the curriculum based research work. He has published two articles on XRF methodology as a pedagogical tool and two book chapters on successful civic engagement projects. Steve holds a doctorate in Chemistry from Brown University. He pursues laboratory research and pedagogical studies. Steve serves as a SENCER SCI-West co-director and has developed a SENCER model course with Phylis Martinelli. Steve serves as a co-PI on SENCER-ISE grant collaborating with Lindsay Wildlife Experience which has broadened the civic engagement at Saint Mary's College. He actively advocates for building civic engagement throughout the curriculum since he observes it motivates the students and facilitates deeper learning.

Track 2 - Models for Community Engagement focused on STEM

Robert Franco, bfranco@hawaii.edu
Kapi'olani Community College, University of Hawai'i



Robert W. Franco is a Professor of Anthropology, and Director of Institutional Effectiveness at Kapi'olani Community College, University of Hawai'i (UH). He holds a doctoral degree in cultural anthropology from UH Manoa with a focus on cultural and demographic changes for Samoans at home and abroad. He collaboratively developed the College's nationally recognized Service Learning program and serves as a Senior Faculty Fellow for Community Colleges at Campus Compact, Leadership Fellow for NSF's Science Education for New Civic Engagements and Responsibilities (SENCER) program, and as a Board Member for the National Council for Science and the Environment's Community College Alliance for Sustainability Education. He worked collaboratively with six UH campuses to develop the Hawaii Pre-Engineering Education Collaborative (PEEC) proposal and to institutionalize PEEC at Kapi'olani, He is also an NSF LSAMP partner in the Islands of Opportunity Alliance.

Stephanie Schooley, stephanie@ccmountainwest.org
Campus Compact of the Mountain West



Stephanie Schooley became the fifth Executive Director of Campus Compact of the Mountain West in 2010 after serving with the organization since 2001. Over the course of Stephanie's fourteen-year career with Campus Compact, she has developed and implemented national service and community-engagement programming, expanded and deepened regional partnerships, provided leadership in development of the Engaged Campus Initiative, brought national events and trainings to the region, and strengthened partnerships with member campuses through effective programming and presidential engagement. Stephanie continues to build upon the regional infrastructure and successes of her early work to elevate higher education engagement in the Mountain West. Stephanie earned a BA in History from Reed College and an MA in Conflict Resolution from the University of Denver. In addition to her work with Campus Compact, Stephanie has served as a founding board member of the Denver Young Nonprofit Professionals Network, the National Nonprofit Professionals Network, and Hoofs & Paws Therapeutic Riding Center. Prior to her work with Campus Compact, Stephanie served as an AmeriCorps VISTA Member for a K-6 community literacy program and worked as a Reading Specialist for low-performing elementary schools in the Denver Public School District.

Ulla Hasager, ulla@hawaii.edu
University of Hawai'i at Mānoa



Dr. Hasager is an anthropologist, Director of Civic Engagement for the College of Social Sciences and teaches in the Department of Ethnic Studies, where most of her courses are sencerized. As the college leader of civic and community engagement, Dr. Hasager spearheads efforts to expand the level of civic engagement and community, inter-disciplinary, inter-institutional, national and international collaboration. She works with students, faculty, administrators, and community partners and leads several large, long-term service-learning programs such as the Mālama I Nā Ahupua'a cultural-environmental program, the Pālolo Pipeline educational/public housing/immigrant/STEM support program, and the No Mo' Haus' program working with home/houseless in Hawai'i (see: <http://servicelearning.socialsciences.hawaii.edu>). Dr. Hasager is a key leader in SENCER Hawai'i. Her research interests and publications include topics such as civic engagement, public policy, and the politics of teaching in complex multiethnic societies, sustainability, and interdisciplinary curricula around issues such as indigeneity, climate change and food security.

Track 3 - Sustainability: Responsibility and Engagement Across All Disciplines

Lead by:

Amy Shachter, ashachter@scu.edu
Santa Clara University



Amy Shachter is the senior associate provost for research and faculty affairs at Santa Clara University. She received her baccalaureate at Knox College and earned her Ph.D. in inorganic chemistry at the University of Colorado-Boulder. Her work to improve undergraduate science education has been supported by the Howard Hughes Medical Institute, the National Science Foundation, and the Camille and Henry Dreyfus Foundation. She serves as co-PI on the NSF grant funding SENCER, co-director for the SENCER Center for Innovation-West and director for the SCEWestNet initiative. Amy has also been the key national SENCER support in developing the SENCER Hawai'i State Network and the state model for SENCER.

Catherine Kleier, ckleier@regis.edu
Regis University



Dr. Cath Kleier is an associate professor of biology at Regis University in Denver, CO. She completed her Bachelor's degree at the University of Colorado, Boulder and her Master's degree at Oregon State University, in Corvallis, OR, and her Ph.D. at UCLA. Cath participated in her first SENCER meeting in 2012. In 2015, she was named the Colorado Professor of the Year by the Carnegie Foundation. She is currently the Associate Director of the Honors Program and the Chair of the Department of Biology at Regis University.

Track 4 - Strengthening the Liberal Arts: Humanities, Social Sciences and STEM in Partnership



Lead by:

Eliza Reilly, elizareilly@gmail.com
SENCER National Center

Eliza (NCSCE's Deputy Executive Director - Programs): Eliza Jane Reilly has two decades of experience in the design and implementation of programs and materials to advance curriculum, academic leadership and faculty development. She has served as the Executive Director of the American Conference of Academic Deans and as a Director of Programs at the Association of American Colleges and Universities, where she was one of the original staff members for the SENCER initiative. In the last decade she has focused on campus-based faculty development and curricular integration through directorships of the Center for Liberal Arts and Society and the Phillips Museum of Art at Franklin & Marshall College, where she also had a faculty appointment in American Studies. Eliza holds a MA in the History of Art and a PhD in American History from Rutgers University. She has been an ongoing participant in SENCER and the National Center's other programs since 2001 and currently serves as the General Editor of the SENCER Models, the co-Editor of the journal, a consultant to Engaging Mathematics, and an advisory board member of SENCER-ISE.

Stephen Carrol, scarroll@scu.edu
Santa Clara University



Stephen: Stephen Carroll is director of Core Writing and co-director of the Professional Writing Program at Santa Clara University. Stephen works on a team supported by the National Science Foundation to upgrade the platform for the online Student Assessment of Learning Gains (SALG) assessment tool, and continues to develop new features to make the SALG easier to use and more effective for educators. He also contributes his expertise to SENCER's overall assessment and evaluation program by serving on the Assessment Advisory Committee. Stephen Carroll's current projects focus on intersections of pedagogy, technology, assessment, writing, and learning. He has developed and taught a number of experimental, cross-disciplinary pilot courses to explore new ways to enhance student learning. He serves as a science writer for the National Science Foundation, having recently completed two reports on their Undergraduate Research Centers/Collaboratives project. His strong background in information technology stems from many years in the corporate world, where he served as a computer operations manager, help desk manager and technical training

manager. In addition to his work revamping the Student Assessment of their Learning Gains (SALG) instrument and website, Stephen is investigating using course-specific writing practices to enhance learning in the sciences. His recent publications focus on how to use assessment practices to drive innovation in teaching and learning and on leveraging existing technologies to enhance communication and accelerate learning, especially in undergraduate learning communities.