

Cindy A. Lenhart

4726 SW Birdsong Drive

Corvallis, OR 97333

Phone: 541-379-4488

Email: calenhart@hotmail.com

SYNOPSIS

A college educator with a passion for student success and student equity — A higher education researcher with experience in quantitative and qualitative analysis and scholarship — A higher education executive with experience that ranges from strategic and operational responsibilities at a national organization that advocates for student access and completion to leadership responsibilities for the part-time and full-time faculty at a community college; from accelerating developmental education to developing new pathways; and from performing program reviews to managing professional development — A former faculty member with experience in designing and delivering online, face-to-face, and hybrid curricula; in teaching transfer and developmental education; in assessing student learning outcomes; and in taking a leadership role in making the department and the college student-ready — A confident leader, a proven scholar, and an effective facilitator with a record of success

EDUCATION

Doctor of Philosophy in Education (Ph.D. Candidate)

Oregon State University

- Field of Study: Collegiate Science/Mathematics Education
- Emphasis: STEM Faculty Teaching Practices in Higher Education
- Dissertation Defense December 2020

Master of Science in Education

Eastern Oregon University

- Field of Study: Instructional Effectiveness for Reading and Writing Programs
- Thesis: *The Effects of Prose Models on Writing Instruction with Eleventh-Grade Students*. August 1988: pp. 1-77.

Bachelor of Science

Eastern Oregon University

- Field of Study: Secondary Education
- Major: English and Language Arts; Minor: Basic Mathematics
- Special Honors: Summa Cum Laude
- Oregon Teaching License, 1984

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS

2017 – present

Ph.D. Candidate

Graduate Research Assistant

Provost's Distinguished Graduate Fellow (2017-2018)

Oregon State University

Corvallis, OR

The College of Education employs Graduate Research Assistants to perform research activities. My essential functions include:

- Performing research and scholarly activities in support of four grants
- Collecting and analyzing quantitative and qualitative data, including the use of quantitative software SPSS and qualitative software Dedoose
- Submitting proposals to national conferences, including, for example, the American Education Research Association and the National Association for Research in Science Teaching
- Presenting proposals and papers at national conferences
- Publishing findings in peer-reviewed journals
- Analyzing and compiling quantitative and qualitative findings for National Science Foundation and other research sponsors
- Developing survey and interview protocols and instruments

2017 – 2018 (concurrent with my first year as a Ph.D. student at Oregon State University)

Senior Fellow

Achieving the Dream, Inc.

Silver Spring, MD

Achieving the Dream (ATD) is a nonprofit organization that leads a national education reform network of more than 200 community colleges and other organizations dedicated to student success and completion. ATD is focused primarily on helping low-income students and students of color complete their education and obtain market-valued credentials. My essential functions included:

- Leading and coordinating all efforts of a \$12.6 million Working Students Success Network (WSSN) grant that supported 19 community colleges in four states as they created pathways and provided integrated services to prepare low-income students for jobs with family-sustaining wages
- Leading and supervising two direct reports and over 50 contractors and support staff
- Coordinating and presenting at local, state, and national meetings and conferences (see Professional Presentations)

Some of my accomplishments—and those of my team—included:

- Completing the \$12.6 million WSSN grant on time and within budget, which not only had enabled the 19 participating colleges to integrate key student services and valuable new insights into their individualized “whole-college” efforts to improve student outcomes but also had advanced ATD’s own knowledge and skills for helping other community colleges to design more effective structures for improving student success
- Securing an additional \$200,000 from WSSN sponsors to integrate the results of the WSSN initiative with other major ATD reform initiatives designed to improve student outcomes—and to write, publish, and distribute to the higher education community two publications: *Integrated Student Support Services in Action: A guide to Implementing the Working Students Success Network Approach* and *Addressing Food Insecurity on Campus: Establishing Food Pantries at Community Colleges and Connecting Students to Wider Services* (see Publications)

2014 – 2016

Vice President for Community College Relations

Achieving the Dream, Inc.

Silver Spring, MD

I was recruited by Achieving the Dream (ATD), which is a nonprofit organization that leads a national education reform network of more than 200 community colleges and other organizations dedicated to student success and completion. ATD is focused primarily on helping low-income students and students of color complete their education and obtain market-valued credentials. My essential functions included:

- Leading and supervising six direct reports
- Participating in the development of a strategic plan, and providing the executive leadership to accomplish the strategic goals and objectives of the organization
- Providing executive leadership to ensure programmatic excellence and a consistent quality of administration, financial management, and communication
- Expanding revenue-generating and fundraising activities to support existing programs, to grow new ones, and to sustain ATD
- Overseeing key activities that add value to ATD's network, including, for example, the application and evaluation processes for selecting Leader Colleges, the annual winner of the prestigious Leah Meyer Austin Award, and the recipient of the OneMain Financial Community College Financial Empowerment Award
- Coordinating the annual DREAM™ Conference and other national and regional learning events
- Developing processes, procedures, systems, and tools to support the facilitation, collection, and sharing of knowledge generated by grant-funded initiatives, research partners, and the ATD network
- Providing executive leadership for the development of value-added relationships with community colleges to facilitate recruiting new members to the ATD network—and retaining existing ones

Some of my accomplishments—and those of my team—included:

- Participating as a member of a new senior management team to develop an innovative enterprise strategy for moving ATD out of its first decade as a fully funded not-for-profit organization and into its second decade as a self-sustaining nonprofit organization with three strategic goals: to provide thought leadership in the field of education reform, to build the capacity for community colleges to effect reform, and to establish new partnerships to facilitate reform efforts
- Collaborating with ATD's senior vice president, a new vice president for workforce programs, and a new vice president for development to identify prospective funders for and to successfully propose more than \$15 million in teaching and learning and workforce development grants during the first two quarters after implementing the new enterprise strategy—a batting average of 1.000
- Training ATD staff to be effective project managers, and revising hiring practices to recruit candidates that are both proven subject matter experts and proven project managers
- Turning around a \$12.6-million grant that was underperforming and over budget when I arrived at ATD

2013 – 2014

Associate Vice President for Instruction

Cowley County Community College

Arkansas City, KS

I was recruited by Cowley County Community College, which served about 4,500 resident, commuter, and online students (about 2,500 FTE) at two principal locations just to the south of Wichita, Kansas—in rural Arkansas City and suburban Mulvane. The college had an operating budget of about \$35 million. I supervised eight direct reports and 55 full-time (and more than 150 part-time) faculty members. My principal responsibilities included:

- Providing the executive leadership and oversight for all instructional programs and personnel, including the academic programs for college transfer, career/technical, ABE/GED, and developmental education as well as the supporting programs for workforce training; professional, faculty, and peer tutoring; library services; and community enrichment
- Hiring, developing, and evaluating faculty and staff
- Developing and managing an annual operating budget of nearly \$16 million
- Serving as a member of the president’s cabinet, with programmatic responsibilities for academic planning, institutional (strategic) planning, student success, and administrative procedures
- Leading curriculum development, program implementation, and performance assessments pursuant to the goals and objectives of the academic and strategic plans
- Ensuring that the college was focused on providing quality instruction through curriculum innovation, classroom engagement, technology utilization, outcomes assessment, program reviews, and the professional development of administrators, faculty, and staff
- Facilitating conflict resolution between students and faculty members, with final authority for settling grade appeals, student complaints, and faculty concerns

Some of my accomplishments—and those of my team—included:

- Leading the college into the Achieving the Dream family of community colleges; setting institutional performance objectives and a completion agenda modeled on Achieving the Dream principles and best practices; and beginning a culture of equity
- Empowering the college to align with best practices for student success, including the development of an integrated new-student orientation and first-year experience, a no-late-add policy, a pedagogically redesigned and accelerated developmental English and mathematics curriculum, a streamlined advising and degree-planning process, and an institution-wide process for the review of academic programs and the assessment of student learning outcomes—a good start to a true completion agenda
- Establishing and chairing a college coordinating council, which was the senior governing committee for the college
- Overseeing the development of a first-ever library of administrative procedures for instruction, which incorporated best practices with respect to hiring processes, job descriptions, program reviews, faculty evaluations, registration and enrollment, student code of conduct, course scheduling, and learning outcomes assessment
- Participating as a member of a joint marketing, recruiting, admissions, and retention team to turn around declining enrollment

- Participating in the development of requirements to replace a DOS-based administrative information system (circa 1991) with a modern enterprise resource planning system that could meet the integrated, data-driven financial, business, and student needs of all divisions and departments of the college
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1991 – 2013

Faculty Member and Department Chair

Blue Mountain Community College

Pendleton, OR

Blue Mountain Community College served about 11,000 commuter and online students (about 3,000 FTE) at five locations, which collectively traced a 150-mile arc across five counties and 18,000 square miles of mountains and valleys in rural northeastern Oregon. The college had a total budget of about \$50 million (including capital construction) and an operating budget of about \$16 million. As a full-time faculty member and department chair, my responsibilities for teaching and administration encompassed:

- Teaching transfer-level courses in critical thinking and reading, college textbook reading, instructional strategies, learning and development, practicum experience, college success and survival, and developmental education courses in reading, composition, and mathematics
- Administering the Education, Early Childhood Education, and Criminal Justice Department with duties in developing term-to-term and yearlong class schedules, evaluating part-time faculty, and designing and implementing new programs, degrees, and curricula in response to community needs
- Chairing the college coordinating council, co-chairing the accreditation steering committee, and serving on the curriculum, diversity, student success, and faculty bargaining committees
- Coordinating the curriculum for the Undergraduate Elementary School Teacher Education Program, a joint program with Eastern Oregon University that led to initial teacher licensure for elementary grades; functional responsibilities included the admission of students to the program

Some of my accomplishments at Blue Mountain Community College included:

- Championing and leading the development and implementation of a student success program based upon demonstrated best practices, e.g., instituting multiple measures for student placement, providing mandatory orientation and advising, stopping late registration, adhering to course prerequisites, establishing an early alert system, and providing tutoring
- Championing the establishment of a college diversity coordinator and a standing diversity committee—and serving as the first co-chair of the committee—which was chartered to advocate for equity in the vision, mission, and strategic plan of the college
- Leading the movement towards an institution-wide, outcomes-based curriculum model that used the analysis of student learning outcomes as a basis for improving instruction and revising curriculum
- Creating an orientation course for new part-time and full-time faculty members, which

included establishing a professional teaching and learning community and incorporating Quality Matters™ principles and best practices for student engagement

1984 – 1987

Middle School and High School Teacher

Echo School District

Echo, OR

Served in a small rural high school as a mathematics and English teacher with coaching assignments.

PUBLICATIONS (* indicates peer-reviewed selection process)

- * Bouwma-Gearhart, J. L., Lenhart, C., Carter, R., Mundorff, K., Cho, H., & Knoch, J. (Manuscript submitted for publication, 2020). *Inclusively Recognizing Faculty Innovation and Entrepreneurship Impact Within Promotion and Tenure Considerations*.
- * Lenhart, C., Bouwma-Gearhart, J., Keszler, D., Giordan, J., Carter, R., & Dolgos, M. (Manuscript submitted for publication, 2020). *STEM Graduate Students' Development at the Intersection of Research, Leadership, and Innovation*.
- * Nadelson, L. S., Villanueva, I., Bouwma-Gearhart, J., Soto, E., Lenhart, C., Youmans, K., & Choi, Y. (January 2020). *Student Perceptions of and Learning in Makerspaces Embedded in Their Undergraduate Engineering Preparation Programs*. In the Conference of the American Society of Engineering Education.
- * Lenhart, C., Bouwma-Gearhart, J., Villanueva, I., Youmans, K., & Nadelson, L. S. (2020). *Engineering Faculty Members' Perceptions of University Makerspaces: Potential Affordances for Curriculum, Instructional Practices, and Student Learning*. In the International Journal of Engineering Education, 36(4), 1196-1207.
- * Nadelson, L., Villanueva, I., Bouwma-Gearhart, J., Youmans, K., Lanci, S., & Lenhart, C. (January 2019). *Knowledge in the Making: What Engineering Students Are Learning in the Makerspaces*. In the Zone 1 Conference of the American Society for Engineering Education.
- Lenhart, C., Thornton, L., Schoonmaker, S., DeJear, M., & Petty, J. (2018). *Integrated Student Support Services in Action: A Guidebook to Implementing the Working Students Success Network Approach*. Silver Spring, MD: Achieving the Dream, Inc.
- Lenhart, C., & Petty, J. (2017). *Addressing Food Insecurity on Campus: Establishing Food Pantries at Community Colleges and Connecting Students to Wider Services*. Silver Spring, MD: Achieving the Dream, Inc.

SCHOLARLY PRESENTATIONS

Lenhart, C., Bouwma-Gearhart, J., Giordan, J., & Carter, R. (March 2020). *STEM Graduate Students' Development at the Intersection of Research, Leadership, and Innovation*. Online presentation at National Association for Research in Science Teaching Conference.

Nadelson, L.S., Bouwma-Gearhart, J., Villanueva, I., Soto, E., Youmans, K., Lenhart, C., & Ha Choi, Y. (October 2019). *The Making of Engineers: How Makerspaces Are Perceived and Used for Learning in Engineering Preparation Programs*. Poster presentation at the National Science Foundation Engineering Education and Centers (NSF EEC) Grantees Conference, Arlington, VA.

Lenhart, C., & Bouwma-Gearhart, J. (April 2019). *STEM Faculty Perceptions of Successful Students: Uncovering the Invisible Barriers*. Roundtable presentation at American Educational Research Association Annual Meeting, Toronto, Canada.

Lenhart, C., & Bouwma-Gearhart, J. (April 2019). *STEM Faculty Motivations for Using Learning Data: Implications for Accountability for Student Learning*. Breakout presentation at National Association for Research in Science Teaching Annual Meeting, Baltimore, MD.

Lenhart, C., & Bouwma-Gearhart, J. (April 2019). *University Makerspaces and Faculty Practices: Potential Affordances for Diverse Students' STEM Role Identity Development*. Breakout presentation at National Association for Research in Science Teaching Annual Meeting, Baltimore, MD.

Aster, E., Bouwma-Gearhart, J., Lenhart, C., & Ramos, S.K. (April 2019). *Ontological Framework for Exploring Postsecondary STEM Education: Comprehensive Change Initiatives*. Poster presentation at National Association for Research in Science Teaching Annual Meeting, Baltimore, MD.

PROFESSIONAL PRESENTATIONS

Lenhart, C., Petty, J., & Schoonmaker, S. (April 2018). *Connecting Basic Needs Supports to Guided Pathways for Student Success*. Presentation at Basic Needs Summit, Foundation for California Community Colleges Conference, Sacramento, CA.

Lenhart, C., & Thornton, L. (February 2018) *Integrated Student Support Redesign*. Presentation at DREAM2018™, Achieving the Dream Annual Conference, San Francisco, CA.

Lenhart, C. (June 2017). *Changing Institutional Culture to Support Financial Health: A Student Success Strategy*. Presentation at League for Innovation in Community Colleges Learning Summit, Phoenix, AR.

Lenhart, C. (January 2016). *Improving Faculty Development through Intentional Collaboration*. Moderator for session at AAC&U Conference, Washington, D.C.

Lenhart, C. (September 2015). *Accelerating Institutional Change to Improve Student Success: The Achieving the Dream Network*. Presentation at annual meeting of Rural Community College Alliance, Reno, NV.

Lenhart, C. (July 2015). *Community College Faculty Engagement and Professional Development*. Presentation at Gordon Uno Research Institute Conference, Bates College, Lewiston, ME.

Lenhart, C. (November 2013). *Student Learning Outcomes, Faculty Engagement, Achieving the Dream, and the First-Year Experience*. Presentation at Cowley County Community College Invited Seminar, Arkansas City, KS.

Lenhart, C. (October 2013). *The Case for Accelerating Developmental Math*. Presentation at Oregon Community College Association Meeting, Portland, OR.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA) is a national research society that strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.

National Association for Research in Science Teaching (NARST) is a worldwide organization of professionals committed to the improvement of science teaching and learning through research.

Association for the Study of Higher Education (ASHE) is a national organization dedicated to higher education as a field of study.

GRANTS

Annie E. Casey Foundation (2017). Writer and Project Lead. Preparation of Working Student Success Network Guidebook and Integration with Achieving the Dream's Student Services Model, Achieving the Dream, Inc. Total award: \$200,000.

The Leona M. and Harry B. Helmsley Charitable Trust and Ascendium Education Group, Inc. (2016). Writer and Project Lead. Engaging Adjunct Faculty in the Student Success Movement, Achieving the Dream, Inc. Total award: \$2.5 million.

Annie E. Casey Foundation, W.K. Kellogg Foundation, Kresge Foundation, Lumina Foundation, and MetLife Foundation (2014). Project Lead. Implementing the Working Student Success Network at Nineteen Community Colleges, Achieving the Dream, Inc. Total award: \$12.6 million.

Meyer Memorial Trust (1990). Writer and Project Coordinator. Repair of Swimming Pool and Park, Helix Park & Recreation District. Total award: \$3,500.

AWARDS

Provost's Distinguished Graduate Fellowship, Oregon State University (2017-2018).

Quality Matters™ Completion Certificate for RD120 Critical Reading & Thinking (2008).

"Making a Difference Award," Blue Mountain Community College (2007).

"TRiO/SSS Great Faculty Award," Blue Mountain Community College (2007, 2008, 2009, 2010, 2011, 2012, 2013).