

CURRICULUM VITAE

Brian E. Doore

22 Prospect Street
Waterville, ME 04901
Cell: (207) 735-4951
E-Mail: bdoore@gmail.com

EDUCATION

Doctor of Philosophy – Interdisciplinary in Education and Public Administration
University of Maine December, 2010
Dissertation: Preschool Teacher Judgments of Students' Alphabetic Knowledge.

Master of Education – Special Education
University of Maine May, 1996

Bachelor of Arts – History
University of Maine May, 1991

PROFESSIONAL EXPERIENCE

Director for Student Access and Disability Services, Colby College, October 2021 to present. The Director oversees ADA - related accommodations and ensures institutional compliance across a broad range of ADA related issues including physical, academic, and communication-related services. The director serves as a key member of the Dean of Studies team and works closely with advisors, members of the Dean of the College Division, and Academic Affairs to support all members of the institution in improving access for students, staff, and faculty with disabilities. Key accomplishments include the implementation of the Accessible Information Management system (AIM) to support students and faculty in providing appropriate accommodations. Collaborated with faculty and professionals from other campus support centers to deliver faculty and whole-campus professional development sessions as well as a campus wide Disability Awareness Week. Other key accomplishments include the design of an institutional data governance values document that focuses on the importance of the integrity and transparency of data to represent all stakeholders.

Vice President for Academic and Student Affairs, Eastern Maine Community College, January 2020 to October 2021. The VPASA reports directly to the College President, serving as a key member of the Executive Leadership Team. The VPASA provides leadership and administrative direction for Academic Affairs. The VPASA serves as the team leader for instruction and is responsible for on-campus credit instruction at the college. Duties include all matters relating to faculty, curriculum,

and academic policies. The VPASA is responsible for oversight of developing new programs, ability to analyze data to make decisions and implementation of new forms of media for instruction. Areas of supervision include, instructional quality, faculty and faculty development, procedures for all academic affairs functions, and higher education center operations. The VPASA also leads a team of Student Success professionals who organize and deliver services and programs that complement and enhance the mission of EMCC and the Division of Student Success. The VPASA is responsible for developing and overseeing programs that enable students to realize their fullest intellectual and personal potential and for integrating student life experiences with the College's educational mission. By working with and representing the interests of a diverse student body, the VPASA ensures a mutually reinforcing relationship between the academic and non-academic areas of the College. The VPASA plays a central role in defining a strong sense of community that unites students, faculty and staff across campus. The VPASA will be responsible for leadership of the student retention module. The VPASA oversees all student services, including residential life, student activities, disability services, student code of conduct, psychological services, and TRiO Student Support Services.

Chief Student Success Officer & Interim Dean of Students, Eastern Maine Community College, July 2019 to January, 2020. The Dean of Students reported directly to the College President, serving as a key member of the Executive Leadership Team. The Dean of Students provided leadership and administrative direction for Student Life services and programs that complement and enhance the mission of EMCC and the Division of Student Life. As Dean of Students I was responsible for developing and overseeing programs that enabled students to realize their fullest intellectual and personal potential and for integrating student life experiences with the College's educational mission. By working with and representing the interests of a diverse student body, I worked to ensure a mutually reinforcing relationship between the academic and non-academic areas of the College. The Dean plays a central role in defining a strong sense of community that unites students, faculty and staff across campus and I worked to begin to build those bridges. As Dean of Students -- in conjunction with Academic Affairs -- I was responsible for leadership of the student retention module. As Dean of Students I was responsible for directing all student services, including residential life, student activities, disability services, student code of conduct, psychological services, campus reception area, and TRiO Student Support Services (SSS).

Chief Student Success Officer, Unity College, June, 2018 to July 2019. Led student support, life, and retention efforts at Unity College. As the CSSO, I worked with senior leadership to establish the strategic direction of the college with regard to student success and retention and worked with the Chief Marketing Officer (CMO) and Chief Academic Officer (CAO) to align student success, academic, and marketing/recruitment efforts. I worked with the President and senior leadership to continue to transform Unity College from a college with a strong regional presence to a leading national institution of higher education. As CSSO, I provided informed leadership and creative collaboration as Unity College worked to develop a distinctive integrated living and learning educational experience through the educational framework of sustainability science. Within the framework of functional leadership, I supported and was supported by other senior level leaders and worked with all constituencies to realize the Unity College Mission and Strategic Plan.

Director, Office of Assessment, University of Maine, October, 2013 to June, 2018. Primary responsibilities included fostering a culture of assessment at UMaine including the development and direct oversight of more than 80 program assessment plans. Other responsibilities included partnering with Faculty Senators to develop an assessment plan for UMaine's general education outcomes to promote research-based approaches to assessment and ensure compliance with NEASC standards. Duties also included the development and delivery of professional development sessions on assessment, assignment design, scoring calibration and related assessment topics; the administration and reporting of all student evaluations of teaching; and service on a wide range of UMaine and UMS committees including: Assessment Advisory Board (Chair), Provost Committee on Retention and Student Success (Chair), Undergraduate Program Curriculum Committee, University Teaching Council, Institutional Review Board, State Authorization and Reciprocity Agreement Committee, Prior Learning Assessment Committee, and the General Education Block Transfer Committee. Currently serving as the Maine State lead for the Multi-State Collaborative project to advance assessment of student learning.

Key Accomplishments:

- Met with leaders from *all academic units* on campus to discuss current assessment practices, individual needs, and ongoing issues and concerns. The Director conducted over 140 individual sessions with Deans, Associate Deans, Directors, Program Chairs, Program Coordinators, and Faculty from across the UMaine campus.
- Conducted 11 program & course assessment professional development sessions designed to support the development of assessment protocols that will be used by units campus-wide.
- Project lead for multi-campus implementation of the Blue Course Evaluation System. Earned Blue Administrator certification Feb 2017.
- Led assessment planning sessions with the Student Life leadership team.
- Led monthly Assessment Advisory Board meetings to discuss UMaine's progress implementing a system of assessment and seek guidance from members who broadly represent UMaine's academic units.
- Created pilot implementations of LinkedIn in multiple academic units as a means to increase connections with current and future alumni and support the assessment of post-graduation outcomes.
- Panelist and presenter, Provost's Faculty Forums on Essential Learning Competencies. ● Identified and facilitated membership in the Multi-State Collaborative national research consortium on the use of the VALUE rubrics as a viable method of measuring students' attainment of the LEAP essential learning outcomes.
- Collaborated with Program Chairs in Math and Philosophy, as well as faculty from English to lead a campus discussion of the VALUE rubrics, and to expose faculty to the use of those rubrics in scoring student work.
- Designed and delivered a State-wide scoring calibration and professional development session on assessing undergraduate writing using the VALUE rubrics.
- Chaired hiring search for Director of College Success Programs

- Attended meetings and conferences (including Assessment Institute at IU and the NEASC annual meeting) to ensure UMaine's work on outcomes assessment is grounded in best practice.
- Development of the Office of Assessment website, including over 500 resources cataloged for unit and general education assessment.
- Lead author for update report of assessment activities for NEASC.
- Created a reporting database for Student Evaluation of Teaching results
- Created an alternative observation / evaluation model for academic units to use as a framework to observe PATFA members.
- Administered and summarized results for the Aging Research Initiative.
- Administered and summarized results for the UTC PATFA member survey.
- *Identified technological resources to support a fully implemented system of assessment at UMaine (e.g., TaskStream, TK-20)*
- *Collaborated with leadership and faculty at UMPI, UMM, UMA, & MCCS in conjunction with the MSC initiative.*
- *Provided responsive, contextually appropriate support to all UMaine units as they engage in program and general education assessment.*

*Assistant Research Professor, Center for Research and Evaluation (CRE), University of Maine, January 2011 to October, 2013. Principal investigator for various research and evaluation projects including Maine Reading Recovery, Maine Comprehensive Intervention Model, The National Science Foundation, The Maine Department of Education, The Jackson Laboratory, The US Department of Education and Maine School Administrative District #68. For FY 2011, in excess of \$264,000 in total funded projects were *directly* completed as a part of this position serving CRE projects in excess of \$1.5M and externally funded grants totaling in excess of 10.0M. Duties include teaching one measurement course per year, and serving schools through statistical/assessment consultation.*

Research Associate, Center for Research and Evaluation (MEPRI), University of Maine. October 2005 to December 2010. Duties included: Designed, administered and analyzed survey results, designed and implemented evaluation plans for state and federal grants with total secured funding of up to 5.5M. Provided assessment consultation to local schools and private foundations Conducted on site evaluations and observations. Developed and maintained databases to collect research data. Developed and implemented on-line surveys of teachers, principals and faculty members. Advised College faculty members on statistical analysis, survey development, and research methodology.

COURSES TAUGHT

EHD 520: Educational Assessment
 EHD 521: Introduction to Educational Statistics
 EHD 531: Data Analysis for Education Data Specialists I
 EHD 532: Data Analysis for Education Data Specialists II
 HED 523: Introduction to the American Community College
 KPE 372: Statistics and Assessment
 SED 402: Adapting Instruction for Individuals with Disabilities

AWARDS

Davis Educational Foundation (August, 2016 – 2018).

Project Title: Transforming the Undergraduate Learning Environment through the Engaged Black Bear Digital Badging Program.

Role: Senior Personnel. Total Award: \$187,245.

State Higher Education Executive Officers Association (SHEEO; 2014-2018).

Project Title: *Multi-State Collaborative to Advance Outcomes Assessment*.

Role: PI (Maine award). Total Award: \$20,000.

Maine Department of Education (2011-2013).

Project Title: *Longitudinal Data Systems Research Studies*.

Role: Co-Principal Investigator. Total Award: \$450,000.

U.S. Department of Education (2011-2013).

Project Title: CRE-State Personnel Development Grant (CRE-SPDG)

Role: Co-Principal Investigator. Total Award: \$344,000

U.S. Department of Education (2011 – 2013).

Project Title: An Efficacy Study of Online Mathematics Homework Support

Role: Co-Principal Investigator. Total Award: \$594,553

National Science Foundation (2011-2013).

Project Title: NUE: Nano Science and Laboratory Experience (ScALE) at

UMaine Role: Co-Principal Investigator. Total Award: \$199,973

University of Maine System (2011 – 2013).

Project Title: Teaching Through Technology Task Force Evaluation

Role: Co-Principal Investigator. Total Award: \$72,602

OTHER PROFESSIONAL EXPERIENCE

Graduate Faculty: University of Maine, 2001-present. Taught undergraduate and graduate courses in Educational Psychology, Educational Measurement, Statistics, & Disability Studies. Current courses taught include KPE 371 (Statistics and Assessment in KPE), EHD 520 (Educational Assessment), EHD 521 (Introduction to Statistics in Education I), EHD 531 & EHD 532 (Data Analysis for Education Data Specialists I & II respectively), HED 523: Introduction to the American Community College.

Multi-state study of the Comprehensive Intervention Model: In conjunction with faculty from the University of Arkansas Little Rock, University of Northern Iowa, National Louis, University of Kentucky, and Georgia State University, I spearheaded a study of the effectiveness of the Comprehensive Intervention Model in 18 pilot schools across 7 states. Specifically, the study examined the differential slopes of student literacy progress associated with various combinations of early literacy interventions. In addition, this study examined the specific instructional decisions made by teachers in response to

student learning. Data was collected using the CIMME System. Implementation began in January, 2013 and continued for the duration of the 2013 school year. These pilot data were used as evidence of program effectiveness in a multi-site IES grant in the fall of 2013.

Data Analysis Certificate Program: Performed market research, designed curriculum, and coordinated application to institute a new Graduate Certificate for Education Data Specialists at the University of Maine College of Education and Human Development. Certificate course sequence successfully launched in September 2010 with a full cohort of educational leaders from local school districts. New cohorts enrolled for 2011-2012 and 2012-2013.

Reading Recovery & Comprehensive Intervention Model: Coordinated the collection and aggregation of child literacy data from approximately 1,850 students and 200 teachers located in 150 public elementary schools in Maine. Designed and implemented a pilot version of CIMME, an online database to collect weekly literacy intervention data in order to inform instruction and data-based decision-making within schools' RTI framework. Coordinated state-level subject recruitment and research activities for a 2.9M five-year i3 project to increase early literacy achievement for at-risk students.

The Jackson Laboratory: Designed, created, administered, collected, and aggregated online surveys of 7-10 courses (350 participants) per year at The Jackson Laboratory. Designed and implemented a new "value-added" evaluation initiative where evaluations indicate absolute learning as a result of courses through the JAX-Ed Course System.

NSF projects: Evaluated participant perceptions and program effectiveness through quantitative and qualitative methods. Aggregated and summarized trends for program improvement and accountability. Designed research and evaluation plans for multiple pending NSF grant applications. Recent NSF evaluation projects include:

GK-12 Award # 0538457 2006
REU – Sensors NSF Award # 0452021
RET – Sensors NSF Award # 0401439
REU – Biorefinery NSF Award # 0648793
IGERT – SSEI NSF Award # 0504494

Lake Region School District: Aggregated and analyzed longitudinal education data to inform the three-year transformation plan for persistently low-achieving schools funded through targeted NCLB funds.

Early Reading First SPIRALS: Designed and coordinated research and evaluation activities for a 5.1M three-year early literacy intervention. Administered, aggregated, and reported results of 2,400 child assessments and 120 teacher observations. Designed evaluation databases to house assessment and observation data and generate automated teacher and parent reports of student literacy achievement.

Education Specialist: Center for Community Inclusion and Disability Studies, University of Maine. Performed Technical Assistance to schools across Maine, conducted research on inclusive practices, ADA, NCLB, emergent literacy, universal design and technology. Presented research and service delivery findings at national and state-level conferences. Conducted on-site research in a local school focusing on the use of technology as a pathway to literacy for children with cognitive disabilities.

Special Education Teacher 1996-2000. Taught middle school special education students with mild/moderate disabilities in Alaska, Maine & Utah. Specialized in middle school boys at risk. 1997 Teacher of the Year, Sandy Chamber of Commerce, Sandy, Utah.

Resident Director 1994-1996. University of Maine. Served as the resident director for a traditional undergraduate hall of 300+ students and 8 Resident Assistant staff. Responsible for the educational programming, code of conduct, student referrals and RA staff management.

PEER REVIEWED PUBLICATIONS IN CHRONOLOGICAL ORDER

Caron, S.L. & Doore, B.E. (2019). The Sex lives of college students: Three decades of attitudes and behaviors. Paper presented at the 2019 meeting of the Society for the Scientific Study of Sexuality. (SSSS), Denver, CO

Doore, B.E., Dryer, D., & Mitchell, P. (2017). Faculty selection of evidence in student writing. Paper presented at the 2017 meeting of the General Education and Assessment: Design Thinking for Student Learning Conference. (AAC&U), Phoenix, AZ

Graham, C.M., Daniels, H., & Doore, B.E. (2016). Millennial teamwork and technical proficiency's impact on virtual team effectiveness: Implications for business educators and leaders. *International Journal of e-Collaboration*. 12 (3) 34-50.

Dorn, L.J., Doore, B.E., & Soffros, C. (2015). *Comprehensive intervention model: A diagnostic decision-making process for closing the literacy gap*. In Dorn, L.J., Forbes, S., Poparad, M.A., & Schubert, B. (Eds.), *Changing Minds, Changing Schools, Changing Systems: A comprehensive literacy design for school improvement*. Los Angeles: Hameray

Graham, C.M., Daniels, H., & Doore, B.E. (2014). Millennial leadership: The oppositional relationship between leadership type and the quality of database system's development in virtual environments. *International Journal of e-Collaboration*. 11 (3) 29-48.

Doore, B.E., & Fairman, J. (2012). Teaching through technology: Faculty perceptions of online teaching and learning. Paper submitted to the 2013 meeting of the American Educational

Research Association (AERA) San Francisco, CA (copy on file with author)

Fairman, J. & Doore, B.E. (2012). Empowering teachers and school leaders to use data to inform school improvement decisions. Paper submitted to the 2013 meeting of the American Educational Research Association (AERA) San Francisco, CA (copy on file with author)

Cone, J., Rowe, S., Borberg, J., Stancioff, E., Doore, B.E., & Grant, K. (2012). Reframing climate change adaptation engagement methods. *Coastal Management*, 41 (4), 345-360.

Doore, B.E., & Fairman, J. (2012). Teaching through technology: Faculty perceptions of online teaching and learning. Paper submitted to the 2013 meeting of the American Educational Research Association (AERA) San Francisco, CA (copy on file with author)

Fairman, J. & Doore, B.E. (2012). Empowering teachers and school leaders to use data to inform school improvement decisions. Paper submitted to the 2013 meeting of the American Educational Research Association (AERA) San Francisco, CA (copy on file with author)

Graham, C.M., Anchors, W.S., & Doore, B.E. (2012). Student learning preferences and SMS text messaging: A web 2.0 large classroom engagement system. *International Journal of Information and Communication Technology Research*, 2(8), 638-645.

Forstadt, L. & Doore, B.E. (2012). Program planning with problem mapping to better understand need. *Journal of Extension*, 50(1), 1-5.

Fairman, J.E. & Doore, B.E. (April, 2011). School Leaders Using Data: Evaluating the Impact of a School-Based Data Analysis Certificate Program. Paper presented at the 2011 meeting of the New England Educational Research Association (NEERO), New Bedford, MA.

Doore, B.E., Spector, J.E., & Coladarci, T. (May, 2010). Preschool teachers' judgments of students' alphabetic knowledge. Paper presented at the 2010 meeting of the American Educational Research Association (AERA), Denver, CO.

Liu, X., Doore, B.E., & Li, L. (March, 2008). Scaffolding knowledge co-construction in web-based discussions through message labeling. Paper presented at the Society for Information Technology and Teacher Education International Conference (SITE), Las Vegas, NV

Doore, B.E., Arsenault, J., Holden, C., Godsoe, S., & Vetelino, J. (2007). Work in progress – Evaluation of the University of Maine GK-12 program. Paper presented at the 2007 Frontiers in Education Conference, October, Milwaukee, WI

INVITED PRESENTATIONS

Doore, B.E. (2016). *Using the MSC experience to kick-start assessment at UMaine*. July 2016 AACU Webinar

Doore, B.E., Sychterz, J., Tyne, J., Cross, A. Graham, C.M., Lisi, M. (2014). *Moderator: Assessment of online learning*. UMS Faculty Institute. May, 2014.

Doore, B.E., Bigney, T., Elliott, K., Marrs, S., & Torrens, M. (2012). Disruptions as teachable moments: Progress and recommendations from T4 (Keynote panel discussion). Sloan-C Northeast Regional Conference, October, Portland, ME

Doore, B.E. (2012). Using real time progress monitoring to inform data-driven literacy instruction. University of Arkansas at Little Rock Comprehensive Literacy Conference, October, Little Rock, AR

Doore, B.E. (2012). Using real time progress monitoring to inform data-driven literacy instruction. University of Northern Iowa Elementary Literacy Conference, April, Cedar Falls, IA

Doore, B.E., & Fairman, J. (2012). Teaching through technology: Faculty perceptions and experiences at Maine's seven public universities. Keynote presentation. Teaching Through Technology System-wide Summit, April, Orono, ME

Doore, B.E., Pooler, A. & Rosser, M. (2011). Using real time progress monitoring to inform data-driven literacy instruction. Maine Principal Association Annual Meeting, November, Portland, ME

TECHNICAL REPORTS

Doore, B. (2015). *Progress report on assessment activities to the New England Association of Schools and Colleges*. University of Maine. Orono, Maine: August 2015.

Doore, B., Doore, S., & Doherty, D. (2012). *Evaluation report: Teaching through technology: Student perceptions and experiences at Maine's seven public universities: Year 2 report*. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: June, 2013.

- Doore, B., Doore, S., & Doherty, D. (2012). *Student and Faculty Perceptions of the Role of Technology in Higher Education A comparative analysis of faculty and student responses to the Teaching Through Technology Task Force (T4) Perception Survey*. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: June, 2013.
- Doore, B.E. (2013). *Evaluation of the Alaska Administrator Coaching Project*. University of Maine, Orono, ME: June 2013.
- Doore, B.E., Smith, K.G., & Mason, C.A. (2013) *Response to Intervention in Maine Status report of Implementation*. University of Maine, Orono, ME: June 2013.
- Doore, B.E., Jorgensen, B., Doore, S.A., & Mason, C.A. (2013). *Teacher Evaluation and Professional Growth Systems: A National Review of Models, Approaches, and Challenges*. University of Maine, Orono, ME: June 2013.
- Doore, B., Doherty, D. & Hasty, R. (2012). *Course Report: 53rd annual short course on medical and experimental mammalian genetics*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: October, 2012.
- Doherty, D., & Doore, B., (2012). *Evaluation report: 20th Annual short course on experimental models of human cancer: Follow-up survey of August 2011 course participants*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: October, 2012.
- Doherty, D., & Doore, B., (2012). *Evaluation report: Research Experience for Undergraduates: Sensors!* Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: October, 2012.
- Doore, B.E., & Rosser, M.E. (2012). *Evaluation of Reading Recovery in Maine*. University of Maine, Orono, ME: September 2012.
- Doherty, D. & Doore, B. (2012). *Evaluation Report: 52nd Annual short course on medical and experimental mammalian genetics. Follow-up survey of July 2011 participants*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: September, 2012.
- Doherty, D., Doore, B., & Hasty, R. (2012). *Course report: Colony management: Principles and practices*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: August 2012.

Doore, B.E., & Rosser, M.E. (2012). *Evaluation of Literacy Lessons in Maine*. University of Maine, Orono, ME: July, 2012

Doore, B., Fairman, J., & Doherty, D. (2012). *Evaluation report: Teaching through technology: Faculty perceptions and experiences at Maine's seven public universities: Year 1 report*. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: July, 2012.

Doherty, D., & Doore, B. (2012). Evaluation report: *Genomic and proteomic approaches to complex heart, lung, blood and sleep disorders. Follow-up survey of September 2011 course participants*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: April 2012.

Doore, B.E. (2012). *Evaluation of the Alaska Administrator Coaching Project: Five year retrospective*. University of Maine, Orono, ME: April 2012

Doherty, D., & Doore, B. (2012). *Evaluation report: Short course on systems genetics. Follow-up survey of October 2011 course participants*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: April 2012.

Doherty, D., Doore, B., & Hasty, R. (2012). *Course report: Short course on systems genetics*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: January 2012.

Doherty, D. & Doore, B. (2012). *Evaluation report: Comprehensive approaches to the in vivo assessment of cardiovascular disease in mice: Follow-up survey of May 2011 course participants*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: January 2012.

Doherty, D., Doore, B., & Hasty, R. (2011). *Evaluation report: Genomic and proteomic approaches to complex heart, lung, blood, and sleep disorders*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: December 2011.

Doherty, D., Doore, B., & Hasty, R. (2011). *Course report: 20th Annual short course on experimental models of human cancer*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: November 2011.

Doherty, D., & Doore, B. (2011). Evaluation report: *Short course on systems genetics: Follow-up survey of August 2010 course participants*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: October 2011.

Doherty, D., & Doore, B., (2011). *Evaluation report: 19th Annual short course on experimental models of human cancer: Follow-up survey of August 2010 course participants*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: October, 2011.

Doore, B., Doherty, D. & Hasty, R. (2011). *Course Report: 52nd Annual short course on medical and experimental mammalian genetics*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: October, 2011.

Doherty, D. & Doore, B. (2011). *Evaluation Report: 51st Annual short course on medical and experimental mammalian genetics. Follow-up survey of July 2010 participants*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: September, 2011.

Doherty, D. & Doore, B. (2011). *Course Report: Comprehensive approaches to the in vivo assessment of cardiovascular disease in mice*. Prepared for The Jackson Laboratory, Bar Harbor, Maine. Center for Research and Evaluation, College of Education and Human Development, University of Maine. Orono, Maine: August 2011.

Mason, C.A, & Doore, B.E. (2011). *Analysis of state disciplinary action data*. University of Maine, Orono, ME: March 2011.

Doore, B.E., & Mason, C.A. (2011). *Analysis of state Title I data*. University of Maine, Orono, ME: March 2011.

Doore, B.E. (2011). *Evaluation of the Alaska Administrator Coaching Project*. University of Maine, Orono, ME: March 2011

Doore, B.E., Doherty, D., & Hasty, R. (2011). *Evaluation of comprehensive approaches to the in vivo assessment of cardiovascular function in mice*. University of Maine, Orono, ME

Doore, B.E., Doherty, D., & Hasty, R. (2011). *Evaluation of 52nd annual short course on medical and experimental mammalian genetics*. University of Maine, Orono, ME

Doherty, D., Doore, B.E., & Hasty, R. (2011). *Evaluation of 20th annual short course*

on experimental models of human cancer. University of Maine, Orono, ME

Doherty, D., Doore, B.E., & Hasty, R. (2011). *Short course on systems genetics.* University of Maine, Orono, ME

Doherty, D., Doore, B.E., & Hasty, R. (2011). *Genomic and proteomic approaches to complex heart, lung, blood, & sleep disorders.* University of Maine, Orono, ME

Doore, B.E., & Rosser, M.E. (2011). *Evaluation of Reading Recovery in Maine.* University of Maine, Orono, ME

SOFTWARE & ONLINE DATA TOOLS

Doore, B. E. (2016). *University of Maine online course reporting database* [software]. University of Maine, Orono, ME

Cuddy, K., Doore, B.E., Song, Q., & Mason, C.A. (2012). *Comprehensive Intervention Model for Maine (CIMME) Data System* [software]. University of Maine, Orono, ME

Bhuvanagiri, S., Doore, B.E., Doherty, D., Song, Q., & Mason, C.A. (2012). *Jax-Ed Courses and Conferences Data System* [software]. University of Maine, Orono, ME

TESTS AND INSTRUMENTS

Doore, B. E. (2014). *University of Maine PATFA evaluation protocol* [evaluation instrument]. University of Maine, Orono, ME

SYNERGISTIC ACTIVITIES CURRENT AND FORMER

State & Institution Lead: Multi-State Collaborative

Technical Advisory Committee, Maine Comprehensive Assessment System

Work Collaborative Advisory Board, Maine Alternate Assessment System

Maine Educator Effectiveness Panel

COLLABORATORS & OTHER AFFILIATIONS CURRENT AND FORMER

Alaska Administrators Coaching Project

American Association of Colleges and Universities

Association of State Higher Education Executive Officers

Bangor School Department

Brewer School Department

Broadreach Family Services
Lake Region School District
Maine Department of Education
Maine School Administrative District 68
Sacopee Valley School District (MSAD 55)
Stanford Research Institute
Trio Student Success Services Eastern Maine Community College
United Technologies Center
University of Arkansas Center for Literacy
University of Maine College of Engineering
University of Maine Cooperative Extension
University of Northern Iowa Center for Literacy
Veterans Upward Bound
Wayfair
Worcester Polytechnic Institute

ADDITIONAL TRAININGS & CERTIFICATES

National Ski Patroller: 2013-Present NSP#250984

IBM Design Thinking Practitioner Badge awarded April 2020

https://www.youracclaim.com/badges/a22c1cfb-9335-4a5c-93da-c5638475ed24/linked_in_profile

Introduction to SQL: Datacamp badge awarded November, 2019

<https://www.datacamp.com/statement-of-accomplishment/course/ea7c5668b8ff55ec18f5b527c3d8f27a4d9aa8f7?share=true>

Maine Manufacturing Extension Partnership (MEP) Lean Practices and Services Training:
September, 2019

Taskstream / Watermark (Assessment) Campus Administrator Certification: January 2018

Blue (Course evaluations) Database Administrator Certification: February, 2017