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**Higher Education:**

<b>Post-Doctorate</b>	University of Pennsylvania, Philadelphia, PA Department of Anatomy, School of Medicine	1976-1978
<b>Ph. D.</b>	University of Pennsylvania, Philadelphia, PA Biological Psychology	1972-1976
<b>B.S.</b>	Ursinus College, Collegeville, PA Biology	1968-1972

**Executive and Administrative Positions:**

<b>Provost and Senior Vice President</b> University at Albany, SUNY, Albany, NY	09/2017-01/2019 02/2015-09/2016
<b>Interim President</b> University at Albany, SUNY, Albany, NY	09/2016-09/2017
<b>Vice President for Academic Innovation and Experiential Education</b> Queens College, CUNY, Flushing, NY	2013-2015
<b>Provost and Vice President for Academic Affairs</b> Queens College, CUNY, Flushing, NY	2009-2013
<b>Dean, College of Arts and Science</b> Northeastern University, Boston, MA	1998-2008
<b>Chair, Department of Psychology</b> Northeastern University, Boston, MA	1995-1998
<b>Associate Dean for Undergraduate Affairs, College of Arts and Sciences</b> Northeastern University, Boston, MA	1993-1995

**Faculty Positions:**

<b>Full Professor of Behavioral Neuroscience</b> Department of Psychology at University at Albany, SUNY, Albany, NY	2015-present
Queens College, CUNY, Flushing, NY	2009-2015
Northeastern University, Boston, MA	1992-2009

**Associate Professor, Department of Psychology** 1986-1992  
Northeastern University, Boston, MA

**Research Affiliate, Biochemistry** 1984-1992  
Harvard Medical School, McLean Hospital, Belmont, MA

**Assistant & Associate Professor (untenured), Department of Psychology** 1978-1986  
Harvard University, Cambridge, MA

**Lecturer, Department of Psychology** 1977-1978  
University of Pennsylvania, Philadelphia, PA

**Boards of Trustees and Appointments:**

iQ4 company 2019-present  
Tech Valley High School 2018-2019  
Capital Region Economic Development Council (Co-chair) 2016-2017  
Capitalize Albany 2016-2017  
TeachNY (SUNY) 2016-2017  
Albany Poverty Initiative 2017-2018  
Rockefeller Institute of Government 2015-2018  
World Association of Cooperative Education (WACE), Board and Executive Committee 2015-present  
Co-Founder and Co-Director, WACE Planning Institute 2006-present  
Chief Technical Reviewer for \$100 million neuroscience research foundation 1993-present  
Member, Board of Trustees for the Massachusetts School of Professional Psychology 2000-2009

**Selected Recent Invited Addresses:**

Unconscious Brain, Decision-Making, & High Impact Practice, Stoney Brook U., NY 2018  
Unconscious Brain, Decision-Making, & Learning, University at Albany SUNY, Albany, NY 2016  
Teaching Leadership through Experiential Education, Smith College, Northampton, NY 2015  
Experiential Education and the Brain, Hofstra University, Garden City, NY 2015  
Experiential Education: Co-op and the Brain, Drexel University, Philadelphia, PA 2012  
Education That Works, FH Joanneum University of Applied Sciences, Gratz, Austria 2012  
Experiential Education and the Brain, Nyenrode University, Amsterdam, the Netherlands 2011

**Professional Societies:**

American Association for the Advancement of Science (ACE), recipient of ACE fellows  
American Association of Colleges and Universities (AAC&U)  
American Association of Public Land Grant Universities (APLU)  
Society for Neuroscience  
Faculty for Undergraduate Neuroscience  
Boston Area Neuroscience Group  
Eastern Psychological Association  
New York Academy of Sciences

## Experience:

**Return to Provost and Senior Vice President for Academic Affairs**  
University at Albany, SUNY, Albany, NY

09/2017-

The provost and senior vice president oversees all of the University's academic operations and manages a budget of over \$100 million in recurring expenditures. The office supervises enrollment, new program development, tenure and promotion, course deployment, all faculty hiring, and programs that emerge from student and faculty activity such as diversity and public engagement. As provost, I implemented business intelligence in data-driven faculty line allocation and re-allocation that continues under the direction of the current interim provost.

Accomplishments since return (see below for prior):

- **Completed the University Strategic Plan.** Concluded the development of the strategic plan which in the Spring of 2018 was launched at the new President's inauguration. My co-lead and I immediately determined the first phase of implementation in the early fall of 2018 for the first year of the 5-year plan. In addition to the action plans, a metric committee was established to develop a score card on progress. Each of the schools and colleges developed their own unit plans in concert with the university plan.
- **Completed hiring of School and College Deans.** Hired the School of Business Dean, which launched a new phase of entrepreneurship for the school as a whole, the School of Education Dean to foster another entrepreneurial operation, and promoted two other deans in the Rockefeller College and School of Social Welfare. After the replacement of nine out of ten dean positions the Council of Deans is complete and is a dynamic team.
- **Established Departmental Profiles.** These profiles help drive data-based decisions, making in faculty line allocations to accompany issues of strategic mission in helping the university meet its overall budget.
- **Oversaw increases in reputation.** Achieved an 11% increase in admission pool resulting in an increase of 200 students on a nearly 18,000 student base while maintaining academic quality and diversity. Additional successes include being cited by Education Trust as having a top 10 nationally Latino/a graduation rate, improving in *US News* ranking from 151 to 140, improving in *Washington Monthly* ranking to 43 nationally, and being seen as a leading research-1 public university that has a highly diverse undergraduate population.
- **Other accomplishments are below during prior occupancy of this office.**

**Interim President**  
University at Albany, SUNY, Albany, NY

09/2016-09/2017

**About the University at Albany, SUNY:** UAlbany is one of four university centers in the 64-campus SUNY system. It serves approximately 12,500 undergraduates and 4,300 graduate students taught by more than 740 full-time professorial and instructional faculty in ten colleges and schools with over 120 majors and 125 graduate programs. It generates \$130 million in annual research expenditures, carries the research-1 designation, and is the largest public university in the capital region. Its students are highly diverse, consisting of almost 40% African-American and Latino/a, and more than 30% first-generation college students. Student-athletes compete at the NCAA Division 1 level. Recently, UAlbany launched a new College of Engineering and Applied Sciences and a new College of Emergency Preparedness, Homeland Security, and Cybersecurity. To support faculty hiring in these new colleges, the University has set a goal of growing to 20,000 students and installed business intelligence tracking. The University has entered into a formal affiliation with the Albany Law School and is rededicated to strengthening its health sciences campus, improving its business school, and strengthening the other colleges. It also aims to encourage a culture of excellence, improve research expenditures, increase internationalization, strengthen its public engagement, increase faculty diversity, and enhance the

undergraduate student experience through high impact practices to increase freshman retention and on-time graduation rates and to promote success after graduation in employment and further schooling.

Accomplishments:

- **Overseeing the daily management of the University**, from large-scale planned strategic objectives to small-scale crises, through a team of vice presidents and other direct reports. The goal is to create and sustain the momentum needed for institutional transformation in a large public university.
- **Undertaking the largest academic expansion at UAlbany in the last 50 years** including the creation of the College of Engineering and Applied Sciences and the College of Emergency Preparedness, Homeland Security, and Cybersecurity. Hired two Deans and more than 20 faculty and staff in these two colleges within the first two years with funding from the increase in student body size due to larger incoming classes and a 3% increase in freshman to sophomore retention.
- **Working closely with the University's development team** to make strides in a comprehensive campaign that is in the quiet phase and is hitting its milestones. The University experienced a record year of gift procurement securing \$22 million, with the largest gift of \$4 million to support the Engineering College operation.
- **Partnering with the University's government relations office to promote more productive State and City interactions.** Secured \$10 million in State capital support to fund the first phase of a \$60 million renovation plan for the Old Albany High School set to house the new College of Engineering and Applied Sciences. Interacted with the Governor's Office, State Legislators, the State Department of Homeland Security and other agencies on major projects including the near completion of the largest network of state weather stations (126) in the nation and achieving important progress on the launching of construction of a new building to house the Homeland Security College and atmospheric sciences researchers.
- **Launching an innovative design-thinking, interactive strategic planning operation** featuring a brain-storming "Concert of Ideas" with more than 300 faculty and staff. This strategic planning process generated a near complete expedition-based plan with three emerging elements: managing our enrollments in expansion, increasing research as an R1 institution, and creating a culture of campus excellence. To drive strategic planning, we hosted a series of conversations, including one on the role of arts and humanities at a public research university, which has led to a pending proposal for a Renaissance Center to the Carnegie Corporation of America to increase innovation.
- **Increasing applied learning impact on students' undergraduate experience** by leading several teams to relevant conferences, establishing the Applied Learning Institute on campus to highlight internships, and working with the vice president of student affairs and vice provost for undergraduate education on several initiatives including the development of an alumni-based internship promotion program and a strong undergraduate research program with faculty.
- **Expanding UAlbany's international presence** by working with the vice provost to secure student and faculty exchanges, e.g. taking in 100 senior engineering students from Chongqing University of Posts and Telecommunication in China, and recently exchanging graduate students and faculty with Universidad de las Ciencias Informáticas in Cuba.
- **Supporting a major branding campaign** that has now concluded its research phase with important insights into how prospective students and current university members view UAlbany. Phase two has begun the creative process of designing the unified brand campaign itself.
- **Growing the applicant pool and continuing to enhance students' experiences** with digital badges and other high impact practices to improve retention and success after graduation.
- **Intensifying efforts to strengthen diversity** by supporting the ongoing President's Council on Diversity and partnering with the office of diversity and inclusion to develop a faculty hiring plan, formulate campus climate committees, and organize a series of campus critical conversations on sensitive campus issues with a highly diverse student body.
- **Hiring the interim provost and a new presidential chief of staff** not only to insure a smooth transition this year, but also to further stimulate university growth in the coming years.

## Prior Administrative Experience:

Provost and Senior Vice President for Academic Affairs  
University at Albany, SUNY, Albany, NY

02/2015-09/2016

### Accomplishments:

- **Established the ground work for two new Colleges:** College of Engineering and Applied Sciences (CEAS) out of the former Computing and Information School; College of Emergency Preparedness, Homeland Security, and Cybersecurity (CEHC) *de novo*. This work in CEAS included creating the Computer Engineering Department and hiring 14 faculty, as well as seeing the proposals themselves through the University, SUNY, and New York State Education processes to get approval to offer undergraduate degrees for the 2016-17 academic year. Further development of CEAS graduate and undergraduate programs is on-going with an expected incoming class size of 80 students. This year CEAS is seeking approval of a second program in environmental engineering. A new dean for CEHC was hired from the federal department of homeland security and 5 faculty members were hired. Currently CEHC has more than 200 majors and 300 minors. Plans were drafted to fit both of these operations into current University space while new facilities are anticipated or designed for future use.
- **Hired nine senior leaders - six of the ten current deans, two new vice provosts, an assistant vice president/vice provost for enrollment management:** Implemented a major renewal of senior leaders, including the hiring of new deans in CEAS, CEHC (interim and subsequently permanent), Criminal Justice, Libraries, Social Welfare, and newly created Honors College dean. The vice provosts were in the areas of internationalization and public engagement. In addition, dean searches currently are underway for the School of Public Health and the School of Business. The newly hired vice provost for enrollment management, who shares oversight of the Strategic Enrollment Management Council, is working on new enrollment strategies including anti-melt programs among admitted students and recruitment of applicants who can succeed at UAlbany. The honors dean is an upgrade from the honors director position and is charged with establishing the new college and enhancing retention in the honors program.
- **Supported enrollment growth:** established a Strategic Enrollment Management Council to refocus the current strategic targeting of admissions efforts, better message integration with the University office for communications, deepen alignment with area community colleges, and continue development of new attractive academic programs, e.g. digital forensics in the business college. The goal is to increase enrollment to 20,000 students and use the income from the tuition of the new students to support expansion plans.
- **Enhanced the student experience/retention:** Worked closely with the vice president of student affairs to develop a program of enhanced first semester freshman attention in small classes and big data analytics to increase freshman to sophomore conversion from 80.7% to a goal of nearly 90%, for which a \$1.5 million SUNY Performance Improvement Proposal grant was awarded. Phase two will be to enhance the sophomore experience around the program of applied learning to drive a rise in graduation rates and improved student success after graduation. Both of these operations will generate additional revenue, enhance the University's reputation, as well as support SUNY's completion agenda.
- **Managed the affiliation with Albany Law School:** Oversaw the coordination with Albany Law School (ALS) to develop programs of joint research and curriculum enhancement. Continued to explore models of deeper affiliation.
- **Spearheaded two blue ribbon commissions:** Successfully secured two years of increases for graduate student stipends and adjunct salaries based on the recommendations of the Commission on Graduate Education Stipends and the Commission on Contingency Faculty Workforce.
- **Developed applied learning initiative at UAlbany:** Created a new assistant vice provost position with two staff to liaise with our many operations and manage a productive interaction with SUNY's central operations. Multiple operations include staff expansion in the Office for Career Services to better support internships, enhancing undergraduate research with a new part-time associate dean,

expanding programs of faculty involvement and mentoring, strengthening study abroad, and increasing community service as a function of the expanded public engagement effort.

- **Increased public engagement:** Created a new vice provost position to bolster community engagement. Supported the expansion of staff, moved their offices to the downtown campus to better integrate with the community, promoted better integration with Albany Promise, the public school system, and a variety of community operations, and provided infrastructure support including air-conditioning Milne 200 to serve as an on-campus summer meeting place for public engagement activities.
- **Deepened the focus on faculty diversity:** Developed programs with the Office for Diversity and Inclusion to move faculty search committees into more active recruitment of diverse candidate pools through direct work with the President's Council on Diversity, re-purposing the work of an assistant vice provost, encouraging the hiring of diverse faculty individually and in clusters with incentives. Efforts also included developing retention programs and enhancing graduate recruitment through the establishment of a new faculty fellows program in the provost's office.
- **Strengthened the honors program:** Hired a new dean for the Fall of 2016 to build toward the creation of an honors college. The plan is to strengthen programs of research and service to address a fundamental drop-out issue in the junior and senior years and then better use the honors students to seed academic and community service student operations, improve recruiting, and enhance the professional success of our students.
- **Organized academic decisions around data and operational excellence:** Reorganized the provost's office around a new chief of staff function to strengthen the use of data in every academic allocation decision with the deans. Strengthened institutional research to enhance its business intelligence function and developed models of how funding drives college and university accreditation and rankings. Delegated office work-flow to the new chief of staff to insure staff functioned efficiently.
- **Co-chaired strategic planning committee:** Used the divergence-convergence model of strategic planning to continue to explore the now past president's accepted "four stakes" as a model for our future work over the next few years.
- **Oversaw the repurposing of the health sciences campus:** Assisted in the re-naming and re-dedication of the East Campus. Enhanced programs from work with the Department of Health scientists in the School of Public Health to update the undergraduate premedical programs campus-wide.

**Vice President of Academic Innovation and Experiential Learning**  
Queens College, CUNY, Flushing, NY

2013-2015

**About Queens:** Queens College of the City University of New York is a large public urban institution situated in the highly diverse Borough of Queens with students from over 160 countries. The College's service mission was recognized in 2011 by Education Trust, which named it as one of only five institutions in America that is both affordable, having a tuition then of \$5000 or less and a graduation rate of 50% or more. In 2012, it was named the "best bang for the buck" among all public universities in America by *The Washington Monthly*.

The vice president for academic innovation and experiential education was a new initiative created for the purpose of designing applied learning programs to complement the students' classical classroom-based education. The operation involved integrating internships, service-learning, undergraduate research, study abroad, and other programs into a cohesive unit that would leverage interactions with alumni and friends, corporations and service organizations, and major initiatives from the new CUNY Service Corps in order to enhance undergraduate education, and ultimately the post-graduation success of its students.

**Provost and Vice President of Academic Affairs**  
Queens College, CUNY, Flushing, NY

2009-2013

The provost's responsibilities included managing the academic operations of more than 600 full-time and 800 part-time faculty members with a budget of over \$88 million and a senior staff of eleven, including deans. The College delivered about 6,000 courses to about 15,000 undergraduates and 5,000 graduate students. The faculty authored over 300 scholarly books, peer-reviewed articles, and other works annually, and generated \$24 million in new grants in the 2012-2013 academic year.

I used a data-driven, team-building, and student/faculty-centered approach to pursue clear goals within the College's strategic plan. I focused primarily on three areas - promoting faculty scholarship and teaching, enhancing student learning in and out of the classroom, and leveraging our diversity for our student's success.

#### Accomplishments:

- **Improved student retention:** Increased freshman/sophomore retention rate over 3 years to 87.8% from a previous ten-year average of 83.7%. Increased overall retention to graduation rate by 1.5% to 53% in 2011-12. Co-led a Foundations of Excellence effort (John Gardner Institute) to improve the first-year experience for freshman and transfer students. Implemented this plan as part of a larger goal to reach a 60% graduation rate within 3-5 years.
- **Instituted experiential education programs:** Hired a senior special assistant to form and operate a Council of Experiential Education. Led that council to the WACE Global Institute on Experiential Education to develop and implement a detailed plan for enhancing all forms of experiential education and integrating them with the academic curriculum (e.g. undergraduate research/mentoring, service opportunities and service-learning courses, internship and field-work experiences, abroad experiences). Implemented a growing winter term field experience and won for Queens a CUNY Service Corps grant to provide up to 200 undergraduates a paid internship to perform service.
- **Increased external funding:** Grew new awards by \$10 million a year in 3 years to \$24 million through selective hiring and increased support for searches and start-up funding. As a result, an unprecedented eight faculty members won National Science Foundation Career Awards.
- **Implemented pre-professional programs:** Employed experiential learning, initiated alumni job-shadowing in the Department of Accounting, pre-med, and pre-law programs, etc. to increase student job/school placement in these programs.
- **Initiated academic program development:** Began new degree programs in Risk Management, Arabic studies, Photonics Professional Science Master's program, and a number of BS-MS integrated programs in social sciences. Used ongoing external evaluation to strengthen existing programs.
- **Supported e-learning:** Hired new vice provost to continue the development of hybrid courses beginning with the training of 50 faculty members in hybrid course methods under the Center for Teaching and Learning. Continued to expand the program with web enhanced courses and e-portfolios to foster student engagement. Added retention responsibilities to this position to drive retention success while leveraging e-learning as a key component of retention efforts.
- **Optimized class size:** Decreased freshman writing class size to 20 students to improve quality. Simultaneously worked to maintain budget efficiency by balancing small classes with occasional large classes where appropriate. Mandated the deans to continually identify and eliminate inefficient classes.
- **Intensified student academic support:** Oversaw advising, writing/math tutoring, and mentoring programs of student support. Held monthly "Pizza with the Provost" sessions in the residence hall to engage with students directly, gather feedback, and convey administrative interest.
- **Achieved Middle States and NCATE accreditation for the entire college and the education division.** Led from the Provost's Office the Middle States periodic review re-accreditation efforts with a team that resulted in a letter of commendation.
- **Engaged in research tracking:** Developed a database that tracked and displayed 5 years of faculty scholarship and allowed articulation with the CUNY data reporting central system.
- **Promoted interdisciplinary research:** Encouraged the Division of Math and Natural Sciences to develop an interdisciplinary research and hiring plan. Expanded this interdisciplinary approach to other divisions (e.g. business accreditation in the Division of Social Science, visiting scholars program in the Copland School of Music, etc.).

- **Supported diversity in faculty hiring:** Established in 2011-12 a target of opportunity faculty hiring program to significantly increase the diversity of faculty on campus in areas where deficiencies exist. This initiative resulted in eight new faculty hires out of a total of 30 for fall 2012.
- **Created an adjunct task force:** Improved the quality of life for adjunct teachers on campus by reducing their isolation from the College and each other. Implemented many of their recommendations including improved office and common space, computer access, listing on departmental web sites, better new-faculty orientation, support for e-teaching. Two positive articles resulted in the local CUNY union paper (*The Clarion*) and in *The Chronicle of Higher Education*.
- **Drove data use:** Developed the academic data book on key performance indicators as part of an overall process to improve clarity of mission and efficiency of base-budgeting while increasing responsible management at the departmental and dean levels. The data book was publically available within the institution and evolved into a web-based dashboard on academic operations.
- **Brought entrepreneurship to the public model:** Developed new revenue generating programs with the Department of Professional Studies through expansion in teaching operations abroad. Worked with a third-party vendor to attract foreign students to learn English in a global pathways program, developed the Professional Science Master's degree program in Physics, and built collaboration between Professional Studies and academic departments. Explored a collaborative purchase of an fMRI machine with local hospitals.
- **Implemented CUNY system transferability project:** Carried out a system-wide course transfer program called "Pathways" that synchronized core-curriculum between community and 4-year colleges within CUNY and insured that the first few courses within the major successfully and easily transferred with students.
- **Served CUNY central system:** Participated in CUNY senior management of all 23 colleges/schools and the system through the provost's council. Selected by CUNY to join *ad hoc* committees on student quality testing and on achieving diversity in faculty hiring. Interfaced with community leaders, e.g. borough president, to promote Queens College's agenda. Formed a Language Teaching Institute with Hunter College and the Graduate Center. Explored with the vice chancellor for research restructuring the PhD programs in the sciences. Served on various central committees from Compliance to the CUNY Service Corps to various committees of the CUNY Academic (Provost's) Council.

**Dean of the College of Arts and Sciences**  
Northeastern University, Boston, MA

1998-2008

**About Northeastern University:** At the time, Northeastern University was a large urban private university of 20,000 students located in Boston. The University experienced a phenomenal rise in US News & World Report rankings, going from 165 in 1998 to 80 in 2010 (currently 39). In November 2011, the *Chronicle of Higher Education* noted that Northeastern University was among the fastest rising institutions in US history. During the largest period of the University's rise, I was dean of the College of Arts and Sciences.

As dean, I managed the largest college at Northeastern University, generating \$202 million in revenue per year on a \$70 million operating budget with more than 560 FTE faculty (300+ tenure/tenure-track) and 120 staff serving about 6,700 undergraduates and 400 graduates. The dean's office exceeded 30 people with a senior staff of eight (four associate deans) and managed the council of department chairs, the college council, and the council of center directors, the center for interdisciplinary studies and the center for experiential education and academic advising. In my ten years as dean, I created an engaged, team-based, entrepreneurial organization to deliver academic innovation and excellence across all areas of the college.

Accomplishments:

- **Spearheaded key elements of the strategic plan that led to the dramatic surge in the University's ranking in US News & World Report.** Married academic excellence to substantial and authentic experiential programs that led to an increase from 5,500 to almost 17,500 freshman



applications. Oversaw several cross-college initiatives to support the emerging fields of biotechnology, health sciences, digital arts, urban policy, and public affairs with the input of local industry leaders. As a result, the size of the undergraduate population grew (from 3,994 to 6700) while the academic profile increased (SAT scores rose 250 points).

- **Developed a national leadership position in arts and sciences experiential education:** Created a signature program of cooperative education which grew across all departments in student participation to 2000 students working for six-month full-time terms.
- **Generated significant revenue:** Due to the enrollment growth, the revenue of the college increased over ten years from \$70 million to more than \$200 million and exceeded University revenue targets every year for a cumulative total of \$110 million in supplemental income to the university over that period.
- **Increased college fundraising:** Built a new college-based development team by hiring five new staff, including an associate dean for development. Efforts started with a variety of high impact projects in biotechnology, a new School for Social Science, and an emerging effort in Creative Industry. Team successfully doubled fund-raising every year for three years to reach five million dollars in the third year.
- **Improved budget efficiency:** The College met all University targets for efficiency, including improvement in student/faculty FTE ratios, freshman to sophomore retention rates, average section size, etc. The college increased its financial contribution margin from 56% to a high of 65%.
- **Oversaw tenure and promotion process:** Intensified adherence to tougher promotion criteria which insured a strengthened faculty.
- **Increased student diversity:** Established the Linking Education and Diversity (LEAD) mentors for recruitment of prospective students from the Boston public high schools (BPHS) and the mentoring of those enrolled which evolved into a significant university-based scholarship program (20 full BPHS scholarships a year).
- **Co-formed education school:** Co-formed the School of Education which was cited as a novel model by the Education Select Committee of the British Parliament. Subsequently testified before British Parliament.
- **Completed architecture program accreditation:** Oversaw the successful split of the Department of Art and Architecture into two separate departments, the Department of Architecture, and the Department of Visual Arts; supervised the successful national accreditation of the Department of Architecture with the establishment of significant physical studio space leading to a 12<sup>th</sup> in the nation ranking in 2007.
- **Supported the creation of research centers:** Helped establish the Center for Drug Discovery, the New England Institute for Tissue Inflammation, the Antimicrobial Center, and an animal fMRI Brain Imaging Center for drug discovery.

**Chairperson of the Department of Psychology**  
Northeastern University, Boston, MA

1995 -1998

As chairperson of the Department of Psychology I managed a department of 25 faculty, 35 graduate students (Ph.D. program only) and 600 undergraduates spanning the range of social, personality, clinical psychology, cognitive/vision, and behavioral neuroscience areas.

Accomplishments:

- **Developed key advising systems and data analysis** display of records that doubled the size of the undergraduate population.
- **Invented laboratory course innovations** that led to a growth of independent study courses from less than ten to more than 100 a year for the department (about four per faculty member). These improvements markedly increased success in undergraduates getting into graduate school.
- **Successfully renewed the department's NIMH training grant** with an emphasis on the generation of successful minority PhDs. This grant supported the stipends of eight graduate students full time.

- **Oversaw the building of curriculum each term**, hiring of new faculty, admission of graduate students, budgets, main office operations, and all aspects of a department of active researchers in one of the University's largest majors.

**Associate Dean for Undergraduate Affairs, College of Arts and Sciences**  
Northeastern University, Boston, MA

1993-1995

Accomplishments:

- **Represented the dean in the University's first strategic planning effort.** A particular focus was placed on learning from experience in a cooperative education environment.
- **Oversaw the development of new high-quality interdisciplinary programs**, e.g. Neuroscience and International Affairs which served to attract new students to the college.
- **Developed a spreadsheet for management of the large and growing part-time teaching budget** that saved funding, improved communication between the dean's office and the departments, and served as a model for other forms of data-driven interaction.

**Professional Service as a Faculty Member Prior to Entering Administration:**

**Northeastern University:**

Psychobiology Search Committee Chair	1998
Psychology Department Committee on World Wide Web applications to Introductory Psychology Teaching with Houghton Mifflin Co. and Universal Learning Technology Co.	1997-99
NEASC Re-Accreditation Steering Committee: Co-Chair of Committee on Student Centerness	1997-98
Co-Chair of <i>Ad Hoc</i> University Committee on Research Enhancement	1997-98
Matthews Distinguished Professor Selection Committee	1996-97
College Advisory Tenure and Promotion Committee	1995-98
<i>Ad Hoc</i> Research Centers Committee	1995-97
Research and Development Fund Selection Committee	1995-96
Research Council	1995-97
<i>Ad Hoc</i> Search Committee for Director of Residence Life	1994
The Robinson Group: Member of Student Intake and Curriculum Committees	1994-95
Experiential Education Task Force	1994-95
Excellence in Teaching Task Force	1994-95
Dual Major Task Force	1994-95
Center for Interdisciplinary Studies [Founding member, 1st director]	1994-95
<i>Ad Hoc</i> Behavioral Neuroscience Major Development Committee	1994-95
<i>Ad Hoc</i> College Task Force on the Development of a multimedia studio in the Arts	1994-97
University Undergraduate Curriculum Committee	1993-95
Summer Orientation Planning Committee	1993-95
Management of \$2 million part-time budget for College of Arts and Sciences	1993-95
Administrative Coordinating Committee for Living /Learning Center	1993-95
Enrollment Management Committee for the University	1993-94
Psychology Cooperative Education Coordinator	1992
Dean of Cooperative Education Search Committee	1992
Strategic Planning for the College of Arts and Sciences	1992-93
Strategic Planning Committee for the University	1992-93
NUNET Implementation Committee	1992-93

Ad Hoc Committee on Undergraduate Retention in College	1991
Strategic Planning Committee for College	1991-92,1993
Ad Hoc Committee on methods to improve Co-op/College integration	1990
Sabbaticals and Scholarships Committee (1991-92 as Chair)	1990-92
Cognitive Psychology Assistant Professor Search Committee	1990-91
Psychobiology Assistant Professor Search Committee	1989-90
Economics Department Chair Search Committee	1989-90
Acting Department Chair [during 3 Asst. Prof. Searches]	1989-90
Head Advisors Committee of College (1993-95 as Chair)	1987-95
Department Undergraduate Coordinator/Head advisor	1987-92
Institutional Animal Care and Use committee (1989-92 as Chair)	1987-92
Department Undergraduate Curriculum Committee (1987-92 as Chair)	1986-92
Co-Organizer of Boson Area Neuroscience Group [BANG]	1991,94,95,98
Treasurer of BANG Steering Committee	1992-98
NIH Study Section reviewer	1986-87
<b>Harvard University:</b>	
Committee on Interdisciplinary Study; responsible for undergraduate biopsychology program	1983-86
Undergraduate Curriculum Committee	1982-86
Social Assistant Professor Search Committee	1981-82
Colloquium Committee (1981-82 as Chair)	1980-82
Psychobiology Assistant Professor Search Committee	1979-80

### **Faculty Research Interests:**

**Neuroscience of reward and motivation in the mammalian limbic forebrain with a focus on cocaine addiction.** Behavioral studies consisted of psychophysical measurements of electrical brain stimulation reward effect, intravenous cocaine self-administration and reinstatement, intracranial drug self-administration, place preference, and locomotion. Neuroanatomical studies were on the nucleus accumbens – ventral tegmental area dopamine system and related systems with particular focus on the sub-areas of the shell region of the accumbens. The laboratory had a long-standing mission of supporting undergraduate research and subsequent student career development.

### **Major Teaching and Research Awards as a Faculty Member:**

Phi Beta Kappa Outstanding Harvard University Teacher of the Year	1985
NIDA - Phase-1 STTR collaborator, w. Zebra Pharm., Trzcinska – PI	2000-2001
Nat. Inst. of Neurological Disorders & Stroke collaborator, B.Waszczak - PI	1996-1999
National Institute on Drug Abuse – PI	1992-1994
Whitehall Foundation – PI	1987-1992
Consultant NIH Grant #NS20571 McLean Hospital	1984-1990
Nat. Inst. of Neurological Disorders & Stroke co-PI, w. D.Corbett	1982-1985
Sloan Fellowship	1980-1982

Received additional small grants from industry (SKB Company, CIBA Company, Zebra Pharmaceuticals, and Novartis Incorporated), and Universities (Harvard University: Milton, Biomedical, and Clark funds; Northeastern University: Biomedical Fund Awards, RSDF). Since 1995, maintained ongoing laboratory support from an anonymous neuroscience foundation for work as chief technical reviewer.

## **Academic Publications:**

### **Books:**

1. Stellar, J.R. and E. Stellar. *The Neurobiology of Motivation and Reward*, New York: Springer Verlag, 1985
2. Church R., M. Commons, A. Wagner, and J.R. Stellar (Eds.), *Quantitative Analysis of Behavior: Biological Determinants of Behavior Vol 7*, Hillsdale, NY: Erlbaum, 1988.
3. Winn, P. (co-editors include Stellar, J.R.) *Dictionary of Biological Psychology*, Routledge, 2001.
4. Stellar, J.R. *Education that Works: The Neuroscience of Building a more Effective Higher Education*, IdeaPress, 2017.

### **Book Chapters:**

5. Stellar, J.R., M. Waraczynski, and K. Wong. The reward summation function in hypothalamic self-stimulation. R. Church, M. Commons, J. Stellar, and R Church Eds.) *Quantitative Analysis of Behavior: Biological Determinants of Behavior Vol. 7*, Hillsdale, NJ: Erlbaum, 1988, pp. 31-58.
6. J.R. Stellar and M. Rice. Pharmacological basis of intracranial self-stimulation reward. J.M. Liebman and S.J. Cooper Eds.) *Neuropharmacological Basis of Reward*, New York: Oxford Press, 1989, pp. 14-65.
7. J.R. Stellar. The neural basis of rewarding hypothalamic stimulation. In A. Epstein and A. Morrison Eds.) *Progress in Physiological Psychology and Psychobiology Vol. 14*), New York: Academic Press, 1990, pp.235-294.
8. J.R Stellar and M. Baer, Academic Governance: The Art of Working with People. Ed J. Martin and J Samules *First Among Equals*, Johns Hopkins Press, 2015, pp. 119-133.
9. V. Rabinowitz and J.R. Stellar, We Never Thought this Way 10 Years Ago. Ed J. Martin and J Samules *Consolidating Colleges and Merging Universities: New Strategies for Higher Education Leaders*, Johns Hopkins Press, 2017, pp. 119-133.

### **Peer Reviewed Journal Publications:**

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11. Gallistel, C.R., J.R. Stellar, and E. Bubis. Parametric analysis of brain stimulation reward in the rat: I. The transient process and the memory-containing process. *Journal of Comparative and Physiological Psychology*, 87: 848-859, 1974.
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131. Stellar, J.R., F. Brooks, and L.E. Mills. Approach and withdrawal analysis of the effects of lateral hypothalamic lesions. 1978.
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133. Stellar, J.R. Hypothalamic stimulation suppresses jump and startle responses in rats. 1979.
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142. Discussant in Eastern Psychological Association Symposium on "What energizes and directs motivated behaviors? Roles of the hypothalamus and mesolimbic dopamine system. 1995.

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144. Janas, J. and J.R. Stellar. Effects of transections of the medial forebrain bundle on self-stimulation reward. 1984.
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149. Raelin, J.A., Glick, McLaughlin, K.E., L.J. Porter, R.P. Stellar, J.R. Reflection-in-Action on Co-op: The Next Learning Breakthrough. *Journal of Cooperative Education and Internships*, 42, 9-15, 2007.
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151. Amanda Marsden, A., Porter, R. and Stellar, J.R. Learning Outside the Traditional Classroom: Educating the Whole Student (paper posted on my own blog site 2/17/09, [www.otherlobe.com](http://www.otherlobe.com) and listed here for [completeness](#)).
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