

Jaclyn K. Rivard
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Curriculum Vitae

Doctor of Philosophy University of Minnesota, Minneapolis, Minnesota
Organizational Leadership, Policy, and Development
Higher Education

Dissertation: *Examining the impact of institutional, and faculty emphasis on civic engagement on students' actual civic engagement and civic outcomes*

Master of Arts Western Michigan University, Kalamazoo, Michigan
Educational Leadership, Research and Technology
Higher Education and Student Affairs

Bachelor of Science University of Wisconsin-Superior, Superior, Wisconsin
Political Science, minor: Women's Studies

Faculty Appointments

Assistant Professor. Department of Higher Education Leadership, National College of Education,
National Louis University 2019-Present

Honors, Awards, & Recognition

Scholarship of Teaching and Learning Fellowship, National Louis University, 2021-2022
Lumen Circles Fellow: Evidence-based teaching, Lumen Learning, Spring 2021

Grants – PI and Co-PI

Rivard, J.K. (2021) Evaluation Subcontract with University of Hawaii. National Science Foundation Improving Undergraduate STEM Education (IUSE): *Broadening Engagement in Mathematics Participation and Readiness Education*. **\$26,500 funded for period 10/1/2021- 03/31/2024.**

Wise, S., Ngai, C., **Rivard, J., &** Corbo, J. (2021) National Science Foundation Improving Undergraduate STEM Education (IUSE): *Collaborative Research: Building community and facilitation capacity to empower departmental change efforts* **\$608,876 of collaborative budget totaling \$2,991,918**

Rivard, J.K. (2021) Evaluation Subcontract with Rutgers University, National Science Foundation Improving Undergraduate STEM Education (IUSE): *Coordinating a Teaching Excellence Network to Engage STEM Faculty in Teaching Reform*. **\$156,000 funded for period 1/1/2021 - 09/30/2025.**

Rivard, J.K. & McCarty, R. (Submitted August 2020) Institute of Education Sciences: *Using Formative Assessment Tools to Support Multilingual Undergraduates' Growth in Academic Writing*. **\$1,494,309.**

Rivard J.K. & Henderson, C.R. (2020) Institutional Seed Grant at National Louis University: *Equity, Inclusion and Access in Higher Education Learning Spaces*. **\$5,000 funded for period 8/1/2020 – 6/30/2022**

Rivard, J.K. (submitted October 2019) Evaluation subcontract with San Diego State University and Southwestern College, National Science Foundation Improving Undergraduate STEM Education (IUSE): Hispanic-serving Institutions *Mathematics Persistence through Inquiry and Equity: Redeveloping Gateway Mathematics in a Two-year HSI to Promote Success in STEM* **\$107,148 funded for period 6/1/2020 – 5/31/2025**

Rivard, J.K. (2019) Evaluation Subcontract with University of Colorado-Boulder, National Science Foundation Improving Undergraduate STEM Education (IUSE): *Departmental Action Teams: Sustaining Improvements in Undergraduate STEM education through faculty engagement* **\$23,494 funded for period 9/1/2019 – 8/31/2020**

Books

Beach, A.L., Sorcinelli, M. D., Austin, A.E. & Rivard, J. K. (2016). *Faculty development in the Age of Evidence: Current Practices, Future Imperatives*. Sterling, VA: Stylus Publishing.

Publications

Wise, S. B., Ngai, C., Corbo, J. C., Gammon, M. A., **Rivard, J.K.**, & Smith, C.E. (2021) Toward Institutionalizing Successful Innovations in the Academy. *To Improve the Academy*. **In Press**.

Beach, A., Sorcinelli, M.D., Austin, A., & **Rivard, J.** (2016) *Faculty Development in the Age of Evidence: Current Practices, Future Imperatives*. Sterling, VA: Stylus.

Rivard, J., Lewin, G., LaValle, A., & Hoffman, G.D. (2016). New expectations, new technologies: Alternative learning models for Minnesota. Minnesota Office of Higher Education. <https://www.ohe.state.mn.us/pdf/NewExpectationsNewTechnologies.pdf>

Rivard, J., Atchison, M., Dow, K., & Lott, E. (2013) Citizenship and collaboration at Sunnyvale University, *The Journal of Technology in Student Affairs*. http://studentaffairs.com/ejournal/Spring_2013

Presentations

Rivard, J.K. (2021) Impact of Institution and Faculty on Students' Civic Engagement/Outcomes. Presented at the ITLC Lilly Online Conference.

Rivard, J. K., & Cox, S. J. (2020) High Impact Practices: Raising Consciousness for Participation and Impact. Presented at the Lilly Conference, Bethesda, MD.

Rivard, J. K., Cox, S. J., Willson-Conrad, A., & Beach, A.B. (2019). Transforming the educational experience with high impact practices. Presented at the Accelerating Systemic Change Network's Transforming Institutions Conference, Pittsburgh, PA.

- Fitzpatrick, D., Du, Y., Collier, D., Willson-Conrad, A., **Rivard, J. K.**, Shi, R. & Parnther, C. (2019). Experimental Evidence on First-Year Experience, Mentoring, and Divergent Levels of Need Among Pell-Eligible Students. Society for Research on Educational Effectiveness, Washington D.C
- Rivard, J. K.**, Cox, S.J., & Beach, A.L. (2018) How High is the Impact? Engaging student voices in the conversation of High Impact Practices (HIPs) in Higher Education. Paper presented at the Association for the Study of Higher Education (ASHE) Conference, Tampa, FL.
- Beach, A.L., Henderson, C.H., Slakey, L., Borrego, M., Elrod, S., Berzina-Pitcher, I., & **Rivard, J.K.** (2017) Accelerating Systemic Change Network: A Resource for Change Agents. Presented at the Science and Mathematics Teaching Imperative Meeting, New Orleans, LA.
- Gonyo, C. P., **Rivard, J. K.**, Collier, D. A., Beach, A. L., & Henderson, C. (2017). Organizational perceptions of student success: An approach for gauging investment in campus change. Presented at the Great Lakes Student Success Conference, Detroit, MI.
- Beach, A.L., Sorcinelli, M.D., Austin, A.E., & **Rivard, J.K.** (2017). Faculty Development in the Age of Evidence: Advancing Faculty Preparation for and Engagement in Learning. American Association of Colleges and Universities (AAC&U) Annual Conference, San Francisco.
- Williams, C.T., **Rivard, J. K.**, & Beach, A.L. (2016). How deep is your network? A social network analysis of faculty development collaborations. Presented at the POD Network Conference, Louisville, KY.
- Sorcinelli, M.D., Austin, A.E., Beach, A.L. & **Rivard, J.K.** (2015). Fostering 21st Century Faculty Learning Through Dynamic Centers for Faculty Professional Development. POD-sponsored session at the American Association of Colleges and Universities annual conference, Washington DC.
- Rivard, J.K.**, Beach, A., Sorcinelli, M.D., and Austin, A.(2014). Exploring the Gendered Nature of Faculty Development. Presented at the American Educational Research Association Conference, Philadelphia, PA.
- Beach, A., **Rivard, J.K.**, Sorcinelli, M.D., & Austin, A.(2014). Faculty development support of assessment: A national perspective. Presented at the American Educational Research Association Conference, Philadelphia, PA.
- Beach, A., Sorcinelli, M.D., Austin, A., and **Rivard, J.** (2013). Charting changes in the field: Comparing two POD surveys a decade apart. Presented at the POD Network Conference, Pittsburgh, PA.
- Rivard, J.** and Beard, E. (2013). "Advising commons: A place for advisors to connect." Presented at the Great Lakes Region NACADA Conference, Kalamazoo, MI
- Hunter D., **Rivard J.**, Matson, E., and Bergeron, C. (2007). "Relevance of Women's and gender studies" Presented at Feminist Majority Foundation Conference, Duluth, MN.

Doctoral Dissertations Chaired

Holmes, R. (2021) Intrusive Academic Advising for Student-athletes at a Division III University.

Consulting

External Evaluator, Southwestern College and San Diego State University (June 2020 – May 2025) Evaluation subcontract, National Science Foundation Improving Undergraduate STEM Education (IUSE): Hispanic-serving Institutions *Mathematics Persistence through Inquiry and Equity: Redeveloping Gateway Mathematics in a Two-year HSI to Promote Success in STEM*. This collaborative research and development project will 1) study a two-year institution's response to a state-mandated change in gateway STEM mathematics courses, 2) use cycles of design research to build the capacity of mathematics instructors in the two-year institution in order to foster student success and persistence, including transfer to a four-year STEM degree, and 3) investigate the effects of the capacity-building effort.

Online Teaching Consultant, National Louis University. (2019-2021). Provide teaching consultations for faculty transitioning to or already teaching online. Develop resources and materials for faculty use when transitioning online.

External Evaluator, University of Colorado Boulder and Colorado State University (2016-2020). Served as external evaluator for a National Science Foundation IUSE funded project focused on Departmental Action Teams (DATs), a type of Professional Learning Community focused on making change. This was a four-year, two-institution project to continue the creation and assessment of DATs at CU while expanding the DAT model to Colorado State University (CSU). Department Action Teams support faculty members, students, and staff within a department to identify and address an educational issue of broad-scale importance (e.g., lack of coherence across courses in a sequence, the underrepresentation of particular populations among department majors, graduating students consistently ranking their department low on exit surveys).

External Evaluator, University of California-San Diego (2016-2018). Served as evaluator for National Science Foundation funded project, “*Collaborative Research: A New Computer Science Faculty Teaching Workshop*.” This three-year project supported creation and delivery of a new faculty teaching workshop for new computer science faculty. The workshop focused on active learning strategies. Note that my involvement here was in partnership with primary evaluator Dr. Andrea Beach.

External Consulting

External Evaluator, University of Hawaii-West Oahu (September 2021-March 2024). Evaluation subcontract, National Science Foundation Improving Undergraduate STEM Education (IUSE): *Broadening Engagement in Mathematics Participation and Readiness Education (BE-PREP)*. This project provides academic support for students in/to the pre-service mathematics teacher preparation program at UHWO to determine the effectiveness of evidence-based practices in STEM teaching and learning for undergraduates through use of a tiered mentoring approach in the pre-service math teacher preparation program employed through a multilayered structured program in which the lower-division math students are mentored by Peer Academic Leaders (PALs) who, in turn, will be mentored by professionals (math faculty via PAL program and in-service teachers via Math Teacher's Circle at Hawaii (MaTCH) sessions). BE-PREP project objectives are as follows: 1)

Establish a supportive and engaging learning community for undergraduate students; 2) Affirm the value of work with teacher candidates by recruiting BE-PREP PALs into mentee and mentor.

External Evaluator, Rutgers University (January 2021-September 2025). Evaluation subcontract, National Science Foundation Improving Undergraduate STEM Education (IUSE) Education and Human Resources: *Coordinating a Teaching Excellence Network to Engage STEM Faculty in Teaching Reform*. This project aims to serve the national interest by supporting STEM faculty members implementation of evidence-based teaching practices. This project will create a Teaching Excellence Network to provide professional development activities that approach the challenge of institutional change through multiple facets of faculty support. Project activities include (1) formally coordinating existing institutional resources for teaching through the Teaching Excellence Network, (2) designing and implementing resources to decrease faculty barriers to course transformation, and (3) engaging institutional leadership in promoting and valuing teaching reform.

Book, Journal, and Conference Proposal Review

Manuscript Reviewer, *Inquiry in Education*, 2021-Present

Proposal Reviewer, Accelerating Systemic Change Network—Transforming Institutions Conference 2019, 2021

Proposal Reviewer, Association for the Study of Higher Education (ASHE) 2016, 2017, 2018, 2019, 2020, 2021

Proposal Reviewer, American Education Research Association (AERA) 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2021

Proposal Reviewer, Professional and Organizational Development (POD) Network in Higher education 2012, 2013.

Proposal Reviewer, International Consortium for Educational Development 2017

Teaching

HED 600: US Higher Education, Spring 2020

HED 620: Leadership and Governance in Higher Education, Summer 2020, Summer 2021

HED 630: Academic Affairs: Faculty, Curriculum, and Assessment, Winter 2020 (2 sections), Fall 2020, Winter 2021, Winter 2022 (2 sections)

HED 632: Student Development Theory, Spring 2020, Spring 2021

HED 650: Contextual Study (formerly Institutional Study), Summer 2020, Winter 2021, Summer 2021, Winter 2022

HED 681: Doctoral Colloquium in Higher Education I, Spring 2020, Fall 2020, Spring 2021, Spring 2022

HED 689: Directed Study: Summer 2021, Winter 2022, Spring 2022

HED 690: Internship: Fall 2020, Fall 2021

RES 600: Introduction to Doctoral Studies and Research, Spring 2020, Fall 2020, Winter 2021, Spring 2021, Fall 2021

RES 652: Quantitative Research Methods, Fall 2019 (2 sections), Spring 2020, Fall 2020, Spring 2021, Fall 2022

RES 654: Qualitative Research Methods, Winter 2020

Course Design

RES 652: Quantitative Research Methods, Summer 2019
 HED 650: Contextual Study (formerly Institutional Study), Winter 2021
 RES 600: Introduction to Doctoral Studies and Research, Winter 2021
 HED 630: Academic Affairs, Spring 2021
 HED 634: (formerly Quality Assurance in Higher Education), *In process*

Service

National and Regional

2019-Present Transforming Institutions Conference Planning Committee 2019 & 2021 Conferences

2019-Present Accelerating Systemic Change Network Working Group Founder/Member: Equity and Inclusion in Learning Spaces

2019-2020 Accelerating Systemic Change Network Assessment Subcommittee Member

2018-2019 Worked as part of a collaborative national level team to plan a 2-day symposium at Howard Hughes Medical Institute (HHMI) (held January 2019) that brought together scholars, architects, and other stakeholders to discuss research around the planning, use, and assessment of learning spaces in higher education.

2009-2011 Member of National Committee on Engaging Girls in STEM
 Girl Scouts of the USA

2008-2011 Member of Take Action Committee (Civic Engagement)
 Girl Scouts of the USA

University-level

2021-Present At-large college representative to Faculty Senate Faculty Development Committee

2021-Present Mentor Postdoctoral Fellow through CLAVE (Comunidades Latinas Académicas con Visión de Éxito) program

2021 Present workshop for CLAVE (Comunidades Latinas Académicas con Visión de Éxito) doctoral fellows titled “Academic Branding: Managing your Online Presence”

2019-Present Served on committee supporting a doctoral fellowship funded by a Promoting Post-Baccalaureate Opportunities for Hispanic Americans Federal Grant. The committee designed application materials, evaluates applications, and makes awards. The CLAVE (Comunidades Latinas Académicas con Visión de Éxito) aspires to increase enrollment of Latinx students in Masters and Doctoral programs, develop and support a network of promising diverse doctoral scholars through the CLAVE Fellowship Program, and increase graduate students professional networks, writing

capacity, and financial and professional knowledge base through establishment of CLAVE Graduate Student Institute.

- 2019-Present Served as an online teaching consultant by providing teaching consultations for faculty transitioning to or already teaching online, and developing resources and materials for faculty to use when transitioning online.
- 2018 Built a collaboration between the Graduate College, the Office of Faculty Development and my office, and organized a workshop for Postdoctoral Associates titled, “Academic Branding: Managing your Online Presence.”
- 2012 Presenter: Cool Tools Session, “Using Prezi in the Classroom”
Western Michigan University

College and Department-level

- 2019- Present Annually offer workshop for doctoral students “Academic Branding: Managing your Online Presence”
- 2019-2020 Developed an online support space for Higher Education Leadership doctoral students titled, “HED Leadership Student Union.” This space, based in D2L, provides resources and opportunities for students to investigate courses, connect with students and faculty, view or submit to the department calendar, participate in common read discussions, and more.
- 2019 Developed an Academic Writing Institute for Doctoral Students. *Delivery has been delayed due to the pandemic.*
- 2018-2019 Research Meeting and Presentation Coordinator
Center for Research on Instructional Change in Postsecondary Education
- 2013-2014 Social Media Officer & Secretary
Organizational Leadership Student Association, University of Minnesota
- 2013 Graduate Admissions Process Review Committee Member
Western Michigan University

Professional Memberships

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| Association for the Study of Higher Education (ASHE) | 2016-Present |
| Accelerating Systemic Change Network (ASCN) | 2016-Present |
| Professional and Organizational Development (POD) Network | 2015-Present |
| American Educational Research Association (AERA) | 2013-Present |
| National Association of Student Personnel Administrators (NASPA) | 2020-2021 |
| American College Personnel Association (ACPA) | 2011-2015 |
| National Academic Advising Association (NACADA) | 2011-2015 |
| Michigan College Personnel Association | 2011-2013 |
| American Camp Association | 2004-2011 |