

Dr. Sherri Nicole Braxton Castanzo
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SUMMARY

A proven **innovator** and **leader of academic transformation** in higher education. Insights from prior experience as a tenured faculty, support staff, senior academic and senior technology administrator provide background to effectively engage and support innovation across the entire academy with higher education's future trajectory in mind.

Keen ability to **engage and collaborate** with a variety of stakeholders and to work in and lead teams in **cross-institution initiatives** as well as both the **interpersonal** and political skills necessary to **build relationships and solve problems** internally, nationally, and internationally across several domains.

Extensive experience with diverse organizations and constituents, from the corporate sector to all corners of the academy, and an established reputation of being **knowledgeable** while **producing results** that support the mission, goals, and **strategic** vision of those entities.

EDUCATION

Doctor of Science, Computer Science with Minors in Educational Leadership and Management Science, The George Washington University, Washington, DC, 2000
Master of Science, Computer Science with Mathematics Minor, North Carolina State University, Raleigh, NC, 1994
Bachelor of Science, Mathematics with Computer Science Minor, Wake Forest University, Winston-Salem, NC, 1992

Dissertation (2000) - *“Empirical Comparison of Technical and Non-Technical Distance Education Courses to Derive a Refined Transactional Distance Theory as the Framework for a Utilization-Focused Evaluation Tool”*

CERTIFICATIONS

- Belbin Team Role Accreditation, 2024
- Canvas Certified Educator (Higher Ed) program, 2021-2022
- Online Learning Consortium (OLC) Leadership in Online Learning Mastery Series, 2018
- EDUCAUSE Learning Technology Leadership Institute, 2016
- Applying the Quality Matters Rubric, 2015 (Rubric update, 2018)
- Quality Matters Coordinator, 2015
- Quality Matters Course Review Manager, 2015

ADDITIONAL CREDENTIALS

- AAC&U Institute on AI, Pedagogy, and the Curriculum Team Lead, Bowdoin College (2024-2025)
- MOR Leadership Program 2021
- EDUCAUSE Learning Technology Leadership Program Faculty, 2018-2020
- EDUCAUSE Learning Technology Leadership Program Co-Director, 2019-2020
- Completed EDUCAUSE Learning Initiative Focus Session on Micro-credentials and Digital Badging in Higher Education 2017
- Completed EDUCAUSE Learning Spaces Webinar/Course 2016
- Completed EDUCAUSE Badging Webinar/Course 2014

HIGHER EDUCATION-RELATED LEADERSHIP ROLES AND ACTIVITIES

- NERCOMP AI Leadership Academy and Applied Studio Facilitator (2025-2026)
- The Groningen Declaration Network (GDN) Individual Contributor (2025)
- Digital Education Council (DEC) Digital & Future Skills Thematic Working Group Member (2025)
- Digital Education Council (DEC) Teaching with AI Thematic Working Group Member (2025)
- AAC&U Curriculum-to-Career Communities of Practice Mentor (2025)
- Information Technology Senior Management Forum Member (2025)
- AACRAO Technical Advisory Council (2024-present)
- AAC&U Curriculum-to-Career Institute Mentor (2023)
- Bowdoin College Women in Technology – founding co-coordinator (2023)
- 1EdTech Trusted Microcredential Coalition
- 1EdTech Higher Education Executive Council
- UMBC Microcredential Peer Review Project Chair (2023-2024)
- APLU Iterating and Scaling Cohort Coach (2023)
- Consortium of Liberal Arts Colleges (CLAC) Engagement Committee
- NERCOMP Board of Directors
- NERCOMP Digital Credentials Subcommittee Co-Chair
- NERCOMP CLASS Developer and Facilitator, “Developing a Credentials Program”
- 1EdTech Digital Credentials Innovation Leadership Network Co-Chair (2022-2025)
- 1EdTech Credential Futures Coalition
- Arizona State University Trusted Learning Network Governing Body
- EDUCAUSE Nominations and Leadership Development Committee Member (2020-2024)
- EDUCAUSE Instructional Technology Constituent Group, Co-Leader
- EDUCAUSE Learning Technology Leadership Institute Faculty (2018 - 2021), Co-Director (2018-2019), Director (2019-2020)
- EDUCAUSE Proposal Reviewer (2017-2019)
- 1EdTech/IMS Global Consortium Technical Advisory Board
- 1EdTech/IMS Global Open Badges 3.0 Working Group Co-Leader
- 1EdTech/IMS Global Comprehensive Learner Record Working Group
- 1EdTech/IMS Global Academic and Technology Officers Innovative Leadership Network
- USM Academic Transformation Advisory Council (ATAC) and Accessibility Working Group

RELEVANT ACADEMIC EXPERIENCE

BOWDOIN COLLEGE, Deputy CIO for Digital Innovation (January 2025 to Present)

Reporting to the Senior Vice President and Chief Information Officer (CIO), Dr. Braxton Castanzo serves as a critical leader, acting as the deputy to the CIO, a trusted second-in-command with the authority to act on behalf of the CIO, to ensure continuity and execution of responsibilities. This role bridges high-level strategy with operational execution, driving digital transformation by overseeing AI strategy, digital innovation, and community engagement, while ensuring alignment across the IT organization.

She fosters relationships with faculty, staff, students, and leadership to ensure technology initiatives meet institutional needs. Focused on strategic planning and innovation, Dr. Braxton Castanzo enhances innovative technologies, elevates the digital experience, and champions programs like Women in Technology, fostering an inclusive and forward-thinking technological environment that aligns with Bowdoin's mission and vision.

In her role, she is also active in the Northeast Regional Computing Program (NERCOMP) and EDUCAUSE, and the Consortium of Liberal Arts Colleges (CLAC), all of which focus on effective practices in technology for higher education. Dr. Braxton Castanzo is also one of the inaugural mentors of the Next Leaders Fellowship, an initiative providing a framework to identify, develop, and advocate for talented Black, Indigenous, people of color (BIPOC) information and technology professionals in higher education. She is also one of the inaugural coordinators of Women in Technology at Bowdoin.

Dr. Braxton Castanzo also currently serves as a consultant for the University System of Maryland under the direction of the Kirwan Center for Academic Innovation. In that role, she supports strategic programs in the areas of digital credentials and online learning. She is also a member of the Governing Body for the Arizona State University Trusted Learner Network, co-chair of the 1EdTech Digital Credentials Innovation Leadership Network (ILN), past co-chair of the 1EdTech Open Badges 3.0 working group and a member of the 1EdTech Digital Credentials working group which all have an interest in expanding access to education beyond traditional college degrees by way of alternative credentials.

Senior Director for Digital Innovation (January 2021 to January 2025)

Dr. Sherri Braxton Castanzo served as the inaugural Senior Director for Digital Innovation at Bowdoin College. She not only partnered with stakeholders throughout the college while leading efforts to identify, prioritize, and pursue other opportunities for digital innovation, but she also led efforts to partner and collaborate with peers and other institutions on these digital learning initiatives.

NATIONAL UNIVERSITY/NORTH CENTRAL UNIVERSITY, Part-time Associate Professor (August 2018 to Present)

Dr. Braxton Castanzo currently acts as a Subject Matter Expert for doctoral dissertation committees for the Leadership, Management and Human Resources Doctoral Program. She has previously taught multiple courses in support of the doctoral program including qualitative research design and methodology.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY, Senior Director of Instructional Technology (May 2014 to January 2021)

Dr. Braxton Castanzo is responsible for leading DoIT's strategy for end-user support of instructional technologies at UMBC (www.umbc.edu/doit/itnm). This includes online hybrid and some face-to-face

technologies. She reports to and works closely with the Assistant Vice President for instructional Technology and New Media who is responsible for assuring strategic effectiveness, collaborating on budget management and oversight. She supports full-time faculty and works closely with the Faculty Development Center on referrals, joint workshops and technical support of the Hrabowski Teaching Innovation Fund. Dr. Braxton Castanzo also leads a team consisting of IT support specialists, student workers, and contingent employees, using tools like Basecamp to manage multiple ongoing projects. Beyond assuring quality of support, she collaborates with the Faculty Development Center (FDC) and Division of Professional Studies (DPS) to support hybrid/blended learning. She also works collegially with the New Media Studio, Technology Support Center (TSC), AV Services, and the Provost's Classroom Committee. Dr. Braxton Castanzo helps support effective integration of pedagogy and technology. Through workshops, brown bags, newsletters, FAQs, learning analytics and other initiatives, she helps identify, support, promote, and assess effective instructional technology practices and practitioners. She regularly interfaces and negotiates with vendors to identify academic technology products for adoption within the university. She conducts pilot testing, analysis, and market comparisons on all products during this process.

Dr. Braxton Castanzo also participates in several state- and national-level organizations. She serves as a university representative for the Academic Transformation Advisory Council (ATAC) established under the University System of Maryland (USM) Center for Academic Innovation and as a workgroup chair for the IMS Global Consortium digital badging initiatives. She is also a co-leader of the EDUCAUSE Instructional Technology Community Group. Dr. Braxton Castanzo served as a task force lead for the IMS Global Consortium Open Badge Extensions for Education (OBEE) initiative and co-led the team that identified new extensions to be incorporated into the Open Badges 2.0 Specification. She continues to serve as a member of IMS Global Digital Credentialing, Open Badges and Comprehensive Learner Record working groups.

Key Accomplishments:

- Expanded UMBC's Alternate Delivery Program (ADP) from one to 3 tracks to more specifically address the needs of faculty preparing to teach in hybrid or fully online modalities; all three tracks active as of Spring 2016; implemented processes that reflect nationally recognized standards and best practices (e.g., Quality Matters) in preparation for the institution's further adoption of online learning. Since its inception, over 80 faculty have participated in the ADP program.
- Leveraging the ADP framework, spearheaded and managed the Division of Professional Studies hybrid/online initiative that has resulted in the redesign of more than 30 courses since Fall 2019.
- Led UMBC's faculty preparation in response to COVID-19 via the [Planning Instructional Variety for Online Teaching \(PIVOT\) program](#) that to date has trained 650 university faculty, with 144 individuals completing entire 5-webinar Live track, and another 283 completing faculty completing the more extensive, 2 week cohort-based PIVOT Plus programming. Program was awarded OLC's 2021 Effective Practice Award.
- Provided open access to the [PIVOT Solo](#) track training to other institutions to assist in their preparation of faculty for remote instruction.
- Developed and implemented outreach strategies to include departmental meeting visits in coordination with OSWP, participation in Provost's Symposium (e.g., Speed Geeking, Hybrid session, etc.), and the first TechFest at UMBC
- Implemented the institution's accessibility solution for captioning and transcription of course materials
- Led the IT Accessibility working group that drafted the first IT Accessibility Strategic Plan for the institution
- Co-founded and led the OER Strategic Roadmap Working Group and Task Force to expand the use of OERs in with a focus on student access, equity, and success

- Participated in the UMBC Center for the Advancement of Learning and Teaching (CALT) task force to assist with the implementation of the new teaching and learning office at the institution
- Led all alternative credentialing initiatives from the outset at UMBC; developed workflow, badge issuing approach, and support model for badging initiatives and spearhead expansion of badging programs, both UMBC-specific and University System of Maryland's Badging Essential Skills for Transitions (B.E.S.T)-related. As a result, since beginning the badging initiatives, over 7,500 badges have been issued by the institution.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS, Collegiate Associate Adjunct Professor

Now serving as an adjunct faculty member (June 2008 to present), Dr. Braxton Castanzo served as a full time Collegiate Associate Professor at UMUC from June 2003 – June 2008. In her current role, she served as a lead faculty for the **Common Exam Initiative** which required the review of course level objectives, mapping them to the appropriate level of Bloom's Taxonomy, and developing both assessments to measure the achievement of those objectives and test items to be used by faculty providing instruction in those courses when creating their final course examinations.

She also serves as a subject matter expert for the graduate-level cybersecurity program; courses where expertise was applied include the following:

- Cyberspace and Cybersecurity Foundations
- Prevention of Cyber Attack Methodologies
- Advanced Cyber Exploitation and Mitigation Methodologies
- Capstone in Cybersecurity

As a full-time faculty member, she provided face-to-face and online instruction (using the Webtycho LMS) in the Computer Information Technology Program (CITE) in the following disciplines: Computer Studies (CMST), Computer and Information Science (CMIS) and Information Systems Management (IFSM). In this role, she taught 12 courses annually and mentored co-op students regularly.

She also participated in the revision of several Computer Studies courses, assisted in the implementation of the **Common Syllabus Initiative** as mentioned above, and participated in the analysis and selection of new textbooks. She was actively involved in the **Cross-Curricular Initiative**, acting as a technology consultant to other disciplines in the university and ensuring that those non-technical disciplines effectively implemented technology-enabled instructional activities. She served on university committees including the Faculty Evaluation Committee and the Provost Search Committee.

She regularly attended conferences representing the university; these conferences included the Maryland Distance Learning Association, Maryland Association of Higher Education, the Sloan-C, and the E-LEARN Conference sponsored by the Association for the Advancement of Computing in Education. She also maintained memberships in IEEE Computing Society, Association for the Advancement of Computing in Education (AACE), International Society for Technology in Education (ISTE) and Maryland Association for Higher Education (MAHE).

Information Systems courses taught include the following:

- Introduction to Computer-Based Systems
- Information Systems in Organizations
- Human Factors in Information Systems
- Software and Hardware Concepts
- Disaster Recovery Planning

- Systems Analysis and Design

Computer Studies courses taught include the following:

- Applications Software
- Integrative Video Game Design and Technology
- Advanced Application Software
- Computer Applications in Management
- Internet and Web Design
- Advanced Internet and Web Design
- Web Site Management
- Web Design with XML

Computer and Information Science courses taught include the following:

- Introduction to Problem Solving and Algorithm Design

BOWIE STATE UNIVERSITY, Special Assistant to the Provost and Director of Course Redesign (October 2011 to May 2014)

As the Special Assistant to the Provost and Vice President of Academic Affairs, Dr. Braxton Castanzo provided leadership and oversight over the academic computing staff supporting faculty in course redesign, effective use of educational technologies to improve learning outcomes, the design, development and implementation of online courses, and other related activities. She provided recommendations to the Provost related to information technology issue that impacted students, faculty, and staff. She directed an audit of the current online and hybrid course offerings and oversaw the quality assurance review process that has been initiated in academic computing. She oversaw the implementation of the newly ratified BSU Online policy as well as the learning management system migration activities. She performed other duties as assigned. She managed and led all Academic Transformation initiatives at the university, and acted as the primary interface to the University System of Maryland for these activities. Dr. Braxton Castanzo has served on the Strategic Planning Committee as a sub-committee chairperson. She regularly interfaced with faculty, staff, and administration and collaborates regularly with university leadership, vendors, and other academic and university partners.

Director of Course Redesign and Assessment (October 2010 to September 2011)

Dr. Braxton Castanzo provided leadership and guidance to the university community in its pursuit to undertake course redesign efforts consistent with the University System of Maryland course redesign initiative. She provided oversight of the academic computing staff tasked with supporting faculty in the use and application of educational technologies effectively within their courses. She also participated in the Middle States review process and the Achievement Gap committee. She presented the concepts behind course redesign as a presenter at the BSU LOTTO workshop for faculty interested in developing and teaching online courses.

Assistant Professor

Dr. Braxton Castanzo served as an Assistant Professor (tenured in 2003) in the Computer Science Department from 1998-2003 where she provided classroom instruction, mentored and advised students, and performed simulation and multimedia research in collaboration with the University of Maryland at College Park. She also served as the Computer Technology Program Coordinator within the Computer Science

Department and the Multimedia Lab Director. Dr. Braxton Castanzo provided instruction in the following areas: C++, Java, Data Structures, Unix, Web Design and Development (HTML/JavaScript), Internet Technology, and Computing Tools and Environments.

Dr. Braxton Castanzo served as the Computer Technology Program Coordinator within the Computer Science Department. She managed the Adjunct Faculty, led the implementation of the 4 Computer Technology Tracks (Networking, Database, Multimedia, and Internet), and directed curriculum coordination and future program development.

Courses taught included the following:

- Computer Literacy
- Computer Science I
- Computer Science II
- Discrete Structures
- Computing Tools & Environments
- Unix Operating System
- Internet Programming I
- Introduction to Unix Scripting
- Internet Programming II
- Internet Technology
- Internet Applications

JOHNS HOPKINS UNIVERSITY From April 2009 to January 2010, Dr. Braxton Castanzo served as **Director of Distance Education**. In that role, she directed the Johns Hopkins University Engineering for Professionals (JHU-EP) Online Distance Learning Development Center. She led the organization through its first **Quality Matters** course evaluations and certifications and managed the migration of the online program from the WebCT learning management system (LMS) to Sakai. She also supported and coordinated the development of new online degree and certificate programs in cooperation with the Associate Dean of JHU-EP, the Senior Director, and the Program Chairs; partnered with other divisions within the university as well as other institutions and external vendors to leverage technological and educational resources that improve support services and benefit both faculty and students; promoted and supported quality delivery of distance and blended learning courses and online student services; assisted faculty and program chairs in the review and improvement of distance learning courses and programs; recommended best practices that ensure instructional effectiveness and student satisfaction; assisted faculty and administration in planning, scheduling, and coordinating distance and blended learning course development and delivery; identified and implemented best practice distance learning technologies; developed and offered training programs and online resources to faculty and staff in the areas of: distance learning best practices; learning technologies; online instructional design, online pedagogy/andragogy and multimedia instruction; promoted and supported collaborative content development and publication of high-quality educational resources; ensured that online courses, degree programs, and the operation of distance learning delivery systems were in compliance with college, state and federal codes, guidelines and policies; and prepared distance learning reports as requested by the administration, accrediting agencies, or other organizations.

Adjunct Faculty

Dr. Braxton Castanzo served as an Adjunct Faculty member from May 2003 to May 2010 and provided both face-to-face and online (using the Blackboard LMS) undergraduate instruction for the School of Professional Studies in Business and Education in the Computer Information Systems and graduate instruction for the Whiting School of Engineering with courses supplemented with an online presence (in the Sakai LMS).

Courses taught included the following:

- Introduction to C++ Programming I
- Java Programming
- Systems Architecture
- Discrete Mathematics

CAPELLA UNIVERSITY, Part-time Faculty

Dr. Braxton Castanzo currently serves as a dissertation mentor, committee member, and written examination reviewer for the graduate program within the School of Business and Technology (SoBT). She has also served as a subject matter expert to develop special topics courses; those responsibilities include creating both terminal and enabling objectives, developing course content, and designing the assessment tools and associated rubrics. Dr. Sherri Braxton has also served as a faculty member for IT-related courses. She has been in this role since January 2008.

SoBT courses taught include the following:

- Web Development and Networks
- Current Trends In Information Technology (Web 2.0)
- System Development Theory
- Introduction to Enterprise Application Architecture

RELEVANT PROFESSIONAL EXPERIENCE

CUBIC APPLICATIONS, INC. (CAI), Ft. Meade, MD and Kingstowne, VA, Program Manager, Chief Engineer, Training and Education Technical Expert 1997 to September 2015

Dr. Braxton Castanzo worked for CAI for over 15 years in both full time and part time roles.

During that period, her roles/responsibilities included the following:

- Managed & developed business for all programs in the Intelligence Community and federal government for the Information Operations Division.
- Managed contracts providing software and systems engineering support; virtual world, simulation, and interactive learning environment design and implementation; technical documentation and help desk support; and hybrid, computer- and web-based training and traditional, platform instruction design & development for operational, fielded hardware & software information technology (IT) systems.
- Provided subject matter expertise in the areas of strategic planning, gap analysis and evaluation, system and software design/development, training, education, curriculum development, assessment & proposal support to other areas of the company.
- Conducted needs assessments, performing research to determine training requirements, & recommending appropriate training solutions.
- Participated in full software engineering lifecycle, including operations analysis, design, implementation & evaluation of fielded, operational IT systems.
- Participated in development & review of OPLANS, CONPLANS & risk management.
- Led training design and development efforts for technical (hard skills) & non-technical (soft skills) subject matter; training audiences included, project managers, system operators, system maintainers, and system administrators
- Applied industry standards and best practices (e.g., Section 508, SCORM) to implemented solutions
- Designed and implemented certification programs using both traditional, hands-on assessment and simulation-enhanced strategies
- Led efforts to develop course materials & implement training delivery methods created in support of deployed information technology systems.
- Served as Program Manager for Office of Personnel Management Training & Management Assistance contract.

- Developed and implemented training plans and the associated managed the associated design and development processes and budgets
- Coordinated and led training analysis, design, development, implementation, test, and evaluation efforts for multiple federal agencies including the FBI, DTRA, DHS/CBP, Civilian Personnel Management Service, Defense Commissary Agency, FAA, USAF, & National Interagency Fire Center Training Group. Many of these projects required prototyping as part of the development lifecycle.

PUBLICATIONS AND ACKNOWLEDGEMENTS

1. Castanzo, S. N. & Sullivan, C. (2026). The Evolution of Digital Credentialing: A Technical and Practical Perspective. In M. Cruz, R. Queirós, & D. Mascarenhas (Eds.), *Developing Teaching Competencies for Pedagogical and Curricular Innovation* (pp. 277-314). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-3566-7.ch008>
2. Braxton, Sherri N. (2025, October). Building Trust and Rigor in Microcredentials: Synthesizing Standards, Taxonomy, and Frameworks. EDUCAUSE Review, <https://er.educause.edu/articles/2025/10/building-trust-and-rigor-in-microcredentials-synthesizing-standards-taxonomy-and-frameworks>
3. Braxton Castanzo, Sherri. (2024, November). Quality and Trust: Not a New Consideration in Microcredentials. The EvoLLLution, <https://evollution.com/quality-and-trust-not-a-new-consideration-in-microcredentials>
4. Braxton, S. (2024). microcredentialing and other alternative online education systems. In S. Wa-Mbaleka, K. Thompson, L. Casimiro (Eds.) Microcredentialing and other alternative online education systems (Vol. 0, pp. -). Sage Publications Ltd, <https://doi.org/10.4135/9781529673029.n29>
5. Braxton, Sherri. (2023, February). Lessons Learned: Implementing Digital Badging Strategies. The EvoLLLution, <https://evollution.com/programming/credentials/lessons-learned-implementing-digital-badging-strategies/>
6. Braxton, S.N. (2023), "Competency frameworks, alternative credentials and the evolving relationship of higher education and employers in recognizing skills and achievements", *International Journal of Information and Learning Technology*, Vol. 40 No. 5, pp. 373-387. <https://doi.org/10.1108/IJILT-10-2022-0206>
7. Braxton, Sherri N. (2022, September). Creating a Digital Badge Taxonomy to Foster Shared Meaning. EDUCAUSE Review, <https://er.educause.edu/articles/2022/9/creating-a-digital-badge-taxonomy-to-foster-shared-meaning>.
8. Braxton, Sherri. (2022, June). Back to Basics: Defining a Digital Badge Taxonomy Using Cognitive Learning and Competency Frameworks. The EvoLLLution, <https://evollution.com/programming/credentials/back-to-basics-defining-a-digital-badge-taxonomy-using-cognitive-learning-and-competency-frameworks/>.
9. Braxton, Sherri Nicole; Carbonaro, Suzanne; Jankowski, Natasha. Comprehensive Learner Record as a Vehicle for Assessment and Learning Transparency in a Skills Economy (Chapter 11). Handbook of Research on Credential Innovations for Inclusive Pathways to Professions (2022); <https://www.igi-global.com/book/handbook-research-credential-innovations-inclusive/244251>
10. Braxton, Sherri Nicole; Sullivan, Collin; Wyatt, Laura; Monroe, Jalisa. Capturing Student Achievement and Learning Pathways at the University of Maryland, Baltimore County: Digital Badging and the Comprehensive Learner Record (Chapter 20). Handbook of Research on Credential Innovations for Inclusive Pathways to Professions (2022); <https://www.igi-global.com/book/handbook-research-credential-innovations-inclusive/244251>
11. Durham, Erin; Braxton, Sherri. Advancing an Open Educational Resource Initiative through Collaborative Leadership; The International Journal of Open Educational

Resources (2020); <https://www.ijoer.org/wp-content/uploads/2020/01/014-Advancing-an-Open-Educational-Resource-Initiative-through-Collaborative-Leadership-DONE.pdf>

12. Contributor on EDUCAUSE Learning Initiative, “[7 Things You Should Know About Digital Badges](#)” (July, 2019)
13. Harrison, J. M., & Braxton, S. N. (2018, September). *Technology solutions to support assessment. (Occasional Paper 35)*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Publication Acknowledgement:

1. Introduction to Research: A Scalable, Online Badge Implemented in Conjunction with a Classroom-Based Undergraduate Research Experience (CURE) that Promotes Students Matriculation into Mentored Undergraduate Research:
<https://www.understandinginterventionsjournal.org/article/12483-introduction-to-research-a-scalable-online-badge-implemented-in-conjunction-with-a-classroom-based-undergraduate-research-experience-cure-that-promotes-students-matriculation-into-mentored-undergraduate-research>

NATIONAL AND INTERNATIONAL PRESENTATIONS, WEBINARS, WORKSHOPS AND COVENINGS

1. Magic with a Mission: Cultivating Ethical AI Use for the Common Good (November 2025) Online Learning Consortium (OLC) Accelerate Annual Conference
2. From Concept to Castle: Creating a Solid Framework for Digital Badging Success (November 2025) Online Learning Consortium (OLC) Accelerate Annual Conference
3. Building Belonging and Cultivating Culture: Strategies and Steps for Teams Anywhere and Everywhere (October 2025) EDUCAUSE Annual Conference
4. Building Belonging and Cultivating Culture: Strategies and Steps for Teams Anywhere and Everywhere (April 2025), NERCOMP Annual Conference
5. TrustEd Microcredentials: A Magical Journey to Digital Excellence (November 2024), Online Learning Consortium (OLC) Accelerate Annual Conference
6. What Works and What Doesn’t: Getting Real About Effective Implementation of LERs and CLRs (November 2024) AAC&U Webinar
7. Cultivating Inclusive Leadership: Strategies for Inclusive Excellence in Higher Education (October 2024) EDUCAUSE Annual Conference
8. Skills, Microcredentials, and the Future of Work - An Ecosystem POV (August 2024), Badge Summit Conference
9. Advancing Together: A Guide on Engaging in the 1EdTech Community (June 2024), 1EdTech Learning Impact Conference
10. Learner-Centric Advantages of a Connected Digital Ecosystem in Higher Ed (June 2024), 1EdTech Learning Impact Conference
11. CIO or No? Not All IT Leadership Roads Lead to the CIO (June 2024), EDUCAUSE Webinar
12. How to Speak the Same Language: Getting Faculty and Instructional Designers on the Same Team (May 2024), Labster Webinar
13. How Do You NERCOMP? (March 2024), NERCOMP Annual Conference
14. A Badge-Based Approach for Student Acquisition of Digital Agility Skills (March 2024), 1EdTech Digital Credentials Summit Conference
15. Trust in the Digital Credential Age: Governance, Technology and Agency for Institutions and Learners with the TLN (November 2023), AACRAO & UPCEA Convergence Conference

16. Scaling Digital Credentialing: Insights from a Peer Review Process (November 2023), AACRAO & UPCEA Convergence Conference
17. Navigating Internal Buy-in and Staying Aligned with Emerging Initiatives (October 2023), OLC Accelerate Conference
18. Empower Your Learners to Share Their Skills with Microcredentials (October 2023), EDUCAUSE Annual Conference
19. Instructional Design Perspectives on Digital Badges (August 2023), Badge Summit Conference
20. Empowering Learners: Unleash the Power of Open Badges for Learner Agency (August 2023), 1EdTech Webinar
21. An Instructional Design Perspective on Digital Badging (July 2023), 1EdTech Learning Impact Conference
22. How Higher Ed Uses Microcredentials (July 2023), EDUCAUSE ELI Conference
23. Digital Excellence Commitment Initiative to Support Equity, Innovation, and Student Success (March 2023), NERCOMP Annual Conference
24. Digital Credentials: Notes and Lessons from the Field (March 2023), NERCOMP Annual Conference
25. Inclusion in Practice: A Conversation with the Next Leaders Fellowship Inaugural Class (a Leadership Ecosystem Webinar), NERCOMP
26. Cutting Through the Chaos (February 2023), 1EdTech Digital Credentials Summit Conference
27. Collaborating to Fill the Skills Gap (January 2023), 1EdTech Digital Credentials Roundtable
28. Effective Practices that Made Courses Feel More Accessible to Students During the Pandemic (November/December 2022) NERCOMP 2-Session Workshop
29. “It’s Kind of Fun to do the Impossible”: Achieving Access and Equity through a Digital Excellence Commitment (November 2022), Online Learning Consortium Accelerate Annual Conference
30. Every Adventure Requires a First Step: Initiating Digital Badging Programs at Two Very Different Higher Ed Institutions (November 2022), Online Learning Consortium Accelerate Annual Conference
31. Scaling Access and Affordability without Sacrificing Quality (November 2022), 1EdTech Digital Curriculum & App Innovation Summit
32. You’ve Got Them, Now Keep Them: Transformational Leadership to Retain High Performers (November 2022), EDUCAUSE Annual Conference
33. CIO or No? Not All IT Leadership Roads Lead to the CIO (October 2022), EDUCAUSE Annual Conference
34. A Dx Pilot for Academic Transformation (October 2022), EDUCAUSE Annual Conference
35. 1EdTech Digital Credentials Roundtable Moderator, “All Digital Badges are Not Created Equal (October 2022)
36. Micro-credentials and Digital Badges in Higher Education (October 2022), Academic Impressions Virtual 2-day Conference
37. Learning is the New Pension (September 2022), Drexel Annual Assessment Conference – Plenary Panel
38. Developing Learning Taxonomies to Foster Common Language Across Your Curricular and Co-Curricular Experiences (September 2022), Drexel Annual Assessment Conference
39. Tracking Education Achievement (August 2022), 1EdTech Digital Curriculum Innovation SIG
40. Recognizing Learner Achievements through Digital Credentials – Key Concepts (August 2022), AAC&U
41. Benefits of Participating in Project Workgroups (August 2022), 1EdTech Annual Meeting
42. Accelerating Talent and Skills Development with Curriculum on the Cloud (August 2022), AWS Imagine
43. Leading Change by Changing your Leadership: Lived Lessons on Resiliency and Empowerment (June 2022), ELI Annual Meeting
44. An Instructional Design Perspective on Digital Badging (June 2022), ELI Annual Meeting

45. Digital Transformation: Managing the People (April 2022), Chronicle of Higher Education Virtual Event/Interview
46. Canvas Certified Educator Panel (April 2022), NERCOMP
47. Effective Practices that Made Courses Feel More Accessible to Students During the Pandemic (March 2022), NERCOMP Annual Conference
48. Digital Badges, the Comprehensive Learner Record, and Verifiable Credentials: Standards to Support Interoperability (November 2021) RTM CIO Roundtable
49. A Collaborative Approach to Preparing Learners with Digital Skills for the 21st Century Workforce (October 2021), IUPUI
50. Developing Opportunities for Competency Embedded Education at your Institution (August 2021), AEFIC Academy Community Event
51. Bowdoin's Mobile Computing Program: How to Launch an iPad Initiative in a Pandemic (June 2021), Consortium of Liberal Arts Colleges (CLAC), virtual conference - vCLAC
52. Strategies for Joining the Digital Credentials Transformation – How the CLR Can Support Continuing Education Initiatives at Your Institution (June 2021), AACRAO Webinar
53. How to Do It: Expanding Assessment Evidence to Support Learner Equity with Digital Credentials (May 2021), ELI Annual Meeting
54. NERCOMP Women's History Month Panel (A Leadership Ecosystem webinar) (March 2021)
55. Lightning Talk Series: A Collaborative Approach to Preparing Learners with Digital Skills for the 21st Century Workforce (March 2021), AEFIC Academy Community Event
56. Connecting Education and Employment: The Learner Perspective, IMS Digital Credentials Summit (March 2021)
57. CLR As a Tool to Increase Equity (March 2021), CLR Showcase Event, IMS
58. IMS CLR Roundtable (November 2020)
59. Shifting the Conversation from Challenges to Solutions: Transform Learner Success with CLR (November 2020), IMS Quarterly Meeting
60. Implementing a Comprehensive Learner Record of Employer-Defined Credentials for Reflection of the Entirety of Student Experience (November 2020), OLC Accelerate
61. Pandemics, Plans and Pivots: Leading Academic Computing in a Post-COVID-19 World, (October 2020), Vita-Learn Virtual Vermont Fest 2020
62. Transformations in Student Success, COVID Edition (October 2020), EDUCAUSE Annual Conference 2020
63. Pursuing DEI for Strategic Advantage (June 2020), NERCOMP Annual Conference Online
64. Disruption as Opportunity: Women Leaders in Educational Technology (April 2020), ELI Annual Meeting
65. Self-Care During Disruption [Video Interview](#) (April 2020), EDUCAUSE Review
66. Synthesizing Outcomes at Scale: Connecting the Dots to Inform Institution-wide Decision Making (April 2020), Association for Assessment of Learning in Higher Education Webinar
67. A Conversation with African-American Information Professionals: Provocative, Authentic, and Inclusive (February 2020) NERCOMP Leadership Webinar Panel
68. Disruption as an Opportunity Panel "Leadership in a Culture of Constant Change." BTAA WIT virtual conference (February 2020)
69. [Comprehensive Learner Record: Exploring A New Transcript for Lifelong Learning](#) (February 2020)
70. Disruption as Opportunity: Women Leaders in Educational Technology Session (November 2019) Nebraska Women in IT Conference in partnership with Educause
71. Mission Not Impossible – Open Educational Resources and Accessibility – Two Roadmaps for Strategic Collaboration to Support the Institutional Mission/Vision (November 2019), OLC Accelerate
72. Implementing a Comprehensive Learner Record to Capture Student Success and Achievements (November 2019), OLC Accelerate
73. The EDUCAUSE Learning Technology Leadership Program: Leadership Development for T&L Professionals (February 2019), ELI Annual Meeting

74. Got Data – Now What?: Synthesizing Outcomes, Measures and Success to Informa Institution-Wide Decision Making (November 2018) OLC Accelerate
75. Defining and Dashboarding Student Success: Jump-Starting Data-Driven Decision-Making (November 2018), EDUCAUSE Annual Conference
76. Identifying Effective Assessment Technologies (January 2018) ELI Annual Meeting
77. Press Start to Play: Faculty and Student Reflections on Gamification (November 2017), OLC Accelerate
78. Lessons Learned from a System-wide Digital Badging Initiative (November 2017), OLC Accelerate
79. Transforming Acknowledgment of Achievements through Badging: A System-Wide Initiative to Validate Students' Career-Ready Skills (February 2017), ELI Annual meeting
80. Meeting Faculty Where They Are: A Three Track Solution to Quality Online and Hybrid Course Design (April 2017), OLC Innovate
81. IMS Global Annual meeting 2017 panelist
82. USM 2017 Assessment Convening co-presenter
83. USM 2016 Gamification Symposium planning committee and co-presenter
84. "Teaching and Learning: 2016 in Retrospect and 2017 in Prospect" (December 2016), ELI Webinar
85. Validating Students' "Career-ready Skills": Lessons Learned (so far!) from a System-wide Digital Badging Initiative (April 2016), OLC Innovate
86. If You Build it, They Will Come: Designing and Implementing an Infrastructure to Support University-Wide Digital Badging Initiatives (November 2016), OLC Accelerate
87. Implementing a Robust Continuum of Faculty Training and Support (November 2015), OLC Accelerate
88. Winning with the LOTTO: The Ticket to Success in Supporting Faculty Online Course Development (January 2012), EDUCAUSE Mid-Atlantic Regional Conference

COMMUNITY SERVICE ACTIVITIES

- Past President, Howard County Autism Society Board of Directors
- General Member, Alpha Kappa Alpha Sorority, Inc.
- Certified Registered Riding Instructor, Therapeutic and Recreational Riding Center, Glenwood, MD