CURRICULUM VITAE

January, 2023

LYNN D. GRINNELL, Ph.D.

EDUCATION

CEUs to maintain LEED AP O+M since 2016.

Additional coursework: Sustainability Management: University of South Florida, MAN6930 Designing Sustainable Enterprises, Summer 2008; ECO 6936 Economics of Sustainable Enterprises, Fall 2008; GEB6930 Societal Law and Issues in Sustainability, Spring 2009

Additional coursework: Critical Thinking: Sonoma University, CT700 Critical Thinking for Instructors, Fall 2007.

Doctorate: University of South Florida, Ph.D., Curriculum and Instruction with Emphasis in Interdisciplinary Studies, (Specialization: Instructional Design, Cognate: Educational Psychology), 2003

Master's degree: University of Laverne, M.S., Organizational Business Management, 1984

Bachelor's degree: Southern Methodist University B.A., (Major: Spanish, Minor: History), 1973

PROFESSIONAL EXPERIENCE

2020-Present	LEED Faculty, USGBC
2017-Present	Chief of Publishing, American Sustainability, LLC
2008-Present	Full Professor, College of Business, St. Petersburg College
2008	Director, Quality Enhancement Plan, St. Petersburg College
2006-2007	Acting SACS Accreditation Liaison, St. Petersburg College
2004-2006	Acting Director, Staff and Program Development and SACS Accreditation Liaison, St. Petersburg College
2004	OPS Director of Institutional Plans and Programs, St. Petersburg College
2000-2007	Adjunct Faculty, St. Leo University
2000-2004	Adjunct Faculty, Hillsborough Community College
1997-2003	Graduate Assistant, University of South Florida
1996-1997, 2003-2004	Substitute Teacher, Hillsborough County School District
1994-1997	Realtor, The Prudential Florida Realty
1973-1994	Officer, United States Air Force. Retired as Lieutenant Colonel.

PUBLISHED TRADE BOOKS

Grinnell, L. (2019). *How to Start a Green Team: Six Weeks to Positive Change.* Tampa, FL: American Sustainability.

Grinnell, L. (2019). *Green Team Projects: Balancing People, Planet, and Profit*. Tampa, FL: American Sustainability.

Grinnell, L. (2020). *Green Team Essentials: Vol 1 and 2*. Tampa, FL: American Sustainability.

SCHOLARLY PUBLICATIONS

Publications

Olson, J., Appunn, F., McAllister, C., Walters, K., & Grinnell, L. (2014). Webcams and virtual teams: An impact model. Team Performance Management, 20 (3/4).

Olson, J., Grinnell, L., McAllister, C., Appunn, F., & Walters, K. (in press). Towards a theoretical model of the impacts of incorporating webcams in virtual teams. *Review of Business Information Systems.* . Retrieved from http://journals.cluteonline.com/index.php/RBIS

Olson, J., Walters, K., Appunn, F., Grinnell, L., & McAllister, C. (in press). The value of webcams for virtual teams. *International Journal of Management & Information Systems.* Retrieved from http://journals.cluteonline.com/index.php/IJMIS

Grinnell, L., Appunn, F., Mack, L., and Sauers, A. (2012). Virtual teams in higher education: The light and dark side. *Journal of College Teaching and Learning*, 9(1), 65–78.

Kuttler, C., Furlong, T., Olliver, J., Grinnell, L., Fratus, E., Picard, A., Weideman, C., O'Daniels, T. and Henning, A. (2007) Creating a tipping point: Accelerated collaboration and communication. *Southern Association of Community, Junior, and Technical Colleges (SACJTC) Journal.* Spring 2008.

Wallace, T., Grinnell, L., Carey, L. and Carey, J. (2006). Maximizing Learning from Rehearsal Activity in Web-Based Distance Learning. *Journal of Interactive Learning Research*, v17 n3, p319-327.

Grinnell, L. (2003). *A Qualitative Exploration Of Reflective Thinking In Experiential Learning Debriefings*. Dissertation. Tampa, Fl.: University of South Florida.

Florida Center for Instructional Technology (1999). *FCAT 4th Grade Reading: A staff development tool*. Tampa, FL: University of South Florida. Available on the web at *http://fcit.usf.edu/fcat/default.htm* and as a CD-ROM.

Technical Reports

Kromrey, J. D., Ferron, J., Parshall, C. G., Hogarty, K. Y., Borman, K., Katzenmyer, W., Lee, R., Dawkins, G., Grinnell, L., Hess, M. R., Lang, T., Motika, R., Niles, J., Rendina-Gobioff, G., Romano, J., Sentovich, C., & Watson, F. (2002). *Analyzing student achievement in statewide, urban, and rural systemic initiatives* (NSF Grant # REC-9988080). Tampa, Fl.: University of South Florida.

Conference Presentations

Grinnell, L & Coyle, D. (2021). Introduction to LEED for Metal Construction. Presentation for METALCON 2021, Tampa, FL.

Grinnell, L. & Barri, K (2021). Increasing Resilience in Marginalized Communities. Presentation for USGBC Florida LIVE conference, Virtual.

Olson, J., Walters, K., Appunn, F., Grinnell, L., & McAllister, C. (2012). *Disparity Of Individual Attitudes Regarding The Value Of Webcams For Virtual Teams*. Paper presented at the International Academic Conference, Orlando, FL. Retrieved from
http://conferences.cluteonline.com/public/conferences/2/schedConfs/7/program-en_US.pdf

Olson, J., Grinnell, L., McAllister, C., Appunn, F., & Walters, K. (2012). *Webcams in virtual teams: Perceptions of impact on interactions and effectiveness*. Paper presented at the International Academic Conference, Orlando, FL. Retrieved from
http://conferences.cluteonline.com/public/conferences/2/schedConfs/7/program-en_US.pdf

Grinnell, L. (2011). *Sustainability and social justice*. Presentation at 36th Annual Beyond Sustainability Conference, Plant City, FL, Nov 3-4, 2011.

Grinnell, L., Bennett, T., Stallard, C., Neary, L., Deaton, D. (2011). *Inclination to ride*. Presentation at 2011 Sustainable You Conference, Tallahassee, FL, Oct. 24-25, 2011.

Grinnell, L., Appunn, F., Mack, L., and Sauers, A. (2010). *Team resilience: in class and online*. Conference Proceedings from the Academy of Business Disciplines Conference, Ft. Myers, FL, Nov 10-13, 2010.

Grinnell, L., Appunn, F., Mack, L., and Sauers, A. (2010). *The light and dark side of online teams*. Conference Proceedings from the College Teaching and Learning Conference, Orlando, FL, Jan 4-6, 2010.

Grinnell, L. and Mack, L. (2009). *Convincing the unconvinced*. Presentation at Campus and Community Sustainability Conference and Sustainable Florida Conference, Tampa, FL, Oct 8-9, 2009.

Grinnell, L. and Appunn, F. (2009). *Using branching simulations to enhance students' critical thinking*. Presentation at the SPC Spring Critical Thinking Institute, Mar, 2009.

Lofstock, S. and Grinnell, L. (2008). *Fun with Dick and Jane and Fibonacci: Critical thinking in developmental math through reflective journals and problem-based learning*. Presentation at Florida Developmental Education Association Conference, Oct. 16, 2008.

Goyal, S., Grinnell, L., and Huen-Brown, W. (2008). *Creating a sustainability management program at St. Petersburg College*. Panel presentation at Campus and Community Sustainability Conference and Sustainable Florida Conference, Orlando, F:, Oct 23, 2008.

Olliver, J., Picard, A., Grinnell, L., Lancaster, G., Weideman, C. (2008). *Twelve days of QEP*. Presentation at Southeastern Association for Community College Research (SACCR) Conference, Aug 3-6, 2008.

Boyle, D., Walsh, M., and Grinnell, L. (2008). *New Faculty Development*. IE Best Practices Award (2nd place) for IE Commission of FACC, presented July 18, 2008.

Grinnell, L. and Romano, J. (2005). *Alignment – Are you measuring your mission? The interaction of mission, course objectives, assessments, reports, and student achievement*. Paper presented at the annual meeting of the Southern Association of Colleges and Schools, December 4-7, 2005.

Grinnell, L. (2005*). How important are debriefings after active learning?* Paper presented at National Institute for Staff and Organizational Development (NISOD), May 29-31, 2005.

Romano, J., Kromrey, J. D., Parshall, C. G., Ferron, J., Hogarty, K. Y., Grinnell, L, Hess, M. R., Sentovich, C., Watson, F., Dawkins, G., & Niles, J. (2002, July). *Alignment, Trends and Effects: The Quality of Representation and Communication of Student Outcomes in Systemic Reform.* Paper presented at the annual meeting of CREATE, Boise, ID, July 25-27, 2002.

Kromrey, J. D., Ferron, J., Parshall, C. G., Hogarty, K. Y., Grinnell, L, Hess, M. R., Lee, R., Romano, J., Sentovich, C., Watson, F., Dawkins, G., & Niles, J. (2002, April). *Evidence of Attainment: A Comparison of Methods for Representing and Communicating Student Outcomes in Systemic Reform.* Paper presented at the annual meeting of AERA, New Orleans, April 1-5, 2002.

Ferron, J., Parshall, C. G., Hogarty, K. Y., Kromrey, J. D., Grinnell, L, Hess, M. R., Lee, R., Romano, J., Sentovich, C., Watson, F., Dawkins, G., & Niles, J. (2002, February). *Evidence of Achievement in Systemic Reform: Methodological Alternatives for Analyzing Student Outcomes.* Paper presented at the annual meeting of EERA, Sarasota, FL, February 28 to March 2, 2002.

Ferron, J., Parshall, C. G., Hogarty, K. Y., Kromrey, J. D., Grinnell, L, Hess, M. R., Lee, R., Motika, R., Romano, J., Sentovich, C., Watson, F., & Dawkins, G. (2001, November). Representing *and communicating student outcomes in systemic reform.* Paper presented at the annual meeting of FERA, Marco Island, November 7-9, 2001.

Kromrey, J. D., Ferron, J., Parshall, C. G., Hogarty, K. Y., Grinnell, L, Hess, M. R., Lee, R., Rendina-Gobioff, G., Romano, J., & Sentovich, C. (2001, July). *The contours of evidence: Alternative representations of student outcomes in systemic reform.* Paper presented at the annual meeting of CREATE, Wilmington, NC, July 19-12, 2001.

Carey, L., White, J., & Grinnell, L., (1999). *Using a modified Board of Regents course evaluation form for distance and web-enhanced courses.* Paper presented at annual conference of Florida Educational Research Association, 1999.

Carey, L., White, J., & Grinnell, L., (1999). *Modifying end-of-course student ratings for distance and web-enhanced courses: Will students discriminate between content, delivery, and infrastructure support?* Paper presented at at annual conference of Florida Educational Research Association, 1999.

Grinnell, L. (1993). *Air Campaign Assessment.* Paper presented at Air Force National Quality Symposium, 1993.

TRADE PUBLICATIONS

Grinnell, L. (2019). Green Projects: Balancing People, Planet, and Profit. Tampa: American Sustainability.

Grinnell, L. (2019). How to Start a Green Team: Six Weeks to Positive Change. Tampa: American Sustainability.

FUNDED RESEARCH

Position: Graduate Research Assistant

Title: Grant # REC-9988080: Analyzing student achievement in statewide, urban, and rural systemic initiatives

Agency: National Science Foundation

Abstract: The purposes of this study were to (1) examine methods currently used for reporting the implementation and effectiveness of the NSF Systemic Initiatives (SIs) at selected sites throughout the United States, (2) evaluate alternative methods of data analysis and presentation, and (3) recommend standards for data reporting that will increase the extent to which defensible inferences about the impact of reforms can be made.

Position: Graduate Research Assistant

Title: Staff Development Tools for FCAT preparation.

Agency: University of South Florida and the Technology Literacy Challenge Fund for 1999-2000, under Grant No. #520-12101-OCT22.

Abstract: The purposes of this project were to help teachers prepare students for the fourth grade reading Florida Comprehensive Assessment Test. Sections included teaching strategies, rubric scoring, practice tests, and references.

UNPUBLISHED RESEARCH

Grinnell, L. (TBD). *Consequential validity: New methods for gathering evidence.* In draft for submission to Educational Measurement: Issues and Practices.

Grinnell, L. (TBD). *Do College Students Behave Like Consumers in the Classroom?* In draft for submission to Management Education.

Carey, L., White, J., & Grinnell, L. (TBD). *Modifying End-of-course Student Ratings for Distance and Web-enhanced Courses: Will Students Discriminate Between Content, Delivery, and Infrastructure Support?* In draft.

Qualitative research study on development of first grade reading skills. Results provided to the participating teacher.

Analyzed impact of geographic location in Hillsborough County on achievement gap in 4th grade reading comprehension. Results provided to members of the Hillsborough County School Board during the World Class Schools seminar.

UNIVERSITY TEACHING EXPERIENCE

Sustainability in the Natural Environment. Provides an overview of principles of sustainability regarding the natural environment. Topics covered include business effects and mitigation of air, land, and water pollution, soil erosion and resource extraction, climate change, and threats to biodiversity.

Sustainable Enterprise Planning. Introduces students to LEED and other standards, assessment tools, design and construction considerations, and operating planning requirements for sustainable enterprises. Students will learn about the ecological and economic benefits of sustainability/green practices. Additionally, they will learn how product, process, and service decisions affect sustainable enterprise concepts.

Sustainable Business Strategies. Provides an overview of concepts, tools, and techniques to build and operate a sustainable organization. Covers the role of leadership in sustainability, organizational design issues, capital investment, costing, and risk management systems, incentives and rewards, measurement of social, environmental, and economic impacts, green marketing concepts, and internal and external reporting.

Sustainable Budget Management and Triple Bottom Line Analysis. Develops students' knowledge and skills in environmental budget analysis, triple bottom line evaluation and reporting, and the economics of sustainability. Includes auditing sustainability of facilities, processes, equipment/fixtures, and products, as well as cost-benefit analysis, piloting projects, and decision tools.

Capstone for Sustainability Management Program. Provides the student the opportunity to develop a plan to solve a real-world problem dealing with sustainability management issues of today. The student will coordinate with stakeholders, conduct a sustainability audit, identify and evaluate best practices based on costs and benefits, and develop an implementation plan for recommended solutions.

Energy and Environmental Techniques. Introduces students to how organizations can deal with societal challenges associated with energy and the environment. Includes options and cost requirements of energy, as well as the effects of energy use on the environment. Highlights applications and opportunities for managers to link operating decisions to environmentally and energy focused practices.

Strategic Management (capstone). Formulation and implementation of strategies for top-level managers. An integrating course that applies all functional business areas in dealing with organizational challenges. Decision-making crucial to strategy formulation and implementation is applied in a global setting.

Corporate Social Responsibility. Course identifies responsibilities businesses may be morally obligated to address, in contrast to the responsibilities businesses may be willing to address. Explores and evaluates multiple points of view on controversial issues, and examines the impact of government, advocacy groups, and media pressure on corporate actions. Students learn to develop advocacy messages to persuade businesses to make socially responsible decisions.

Organizational Behavior. Course deals with the study of human behavior in organizations. Reviews newer concepts of behavior theory and classical organizational theory with emphasis on methods of bringing change to organizations. Topics include individual differences, motivation, group dynamics, team development, communication skills, leadership, effect of organizational structure on behavior, culture, personnel evaluation, organizational change, and stress management. Instructional strategies emphasize theory balanced with experiential learning applications.

Organizational Theory. Course considered macro aspects of organizations, such as organizational structures and its determinants, organizational effectiveness, and structural design options. Topics included organizational goals, environment, technology, growth, culture, change, and decision-making. Instructional strategies emphasized theory balanced with experiential learning applications.

Total Quality Management. Course explored a holistic method for improving quality, productivity, and competitive position in any type of organization. Compared total quality management (TQM)

fundamentals with traditional management precepts and techniques. Topics included strategic planning, customer and supplier focus, team development, process analysis, continuous improvement techniques, and change implementation. Instructional strategies emphasized skill development and practical application using experiential learning activities.

Introduction to Education. Required of all undergraduate education majors; an examination of the field and foundations of education. Connects research to effective teaching practices. Students were required to demonstrate an understanding of the role of the teacher and the role of the school, improve analytical writing skills through writing assignments and field journals, identify and defend solutions to problems in educational leadership, and develop and defend positions on current educational issues related to the philosophy, history and politics of education, particularly in the United States. Course required field experience with written debriefings.

Educational Technology. Required of all undergraduate education majors; integrated instructional design and the use of microcomputer technology and telecommunications. Instructional design topics included standards, objectives, learner analysis, content analysis, assessment, instructional strategies, instructional design, and instructional development. Upon completion of the course, students demonstrated the ability to develop instruction using word processing, presentation, and web-development software, evaluate assessments and develop rubrics using spreadsheet software, telecommunicate using e-mail and threaded discussion software, critically evaluate educational software, and conceptualize the uses of computers in the classroom.

Intermediate College Prep Reading Comprehension. Second in a series of courses designed to develop reading skills necessary for college level studies. Topics include vocabulary skills and reading comprehension. Three levels of comprehension – literal, inferential, and applied – were stressed in order to develop critical thinking skills. Instructional strategies emphasized instructional systems design approach.

College Orientation. A one-credit hour course (five three-hour sessions) designed to introduce the student to the college environment and enhance the ability of each student to achieve academic success. The course included college protocol, study skills, time management, and test taking. Instructional strategies emphasized direct instruction with practice and feedback.

OTHER TEACHING EXPERIENCE

Master Quality Instructor. Certified by the Air Force to teach other instructors in Total Quality Management. Taught strategic planning, communications and total quality analysis skills to senior leaders and front-line workers.

Chief, Combat Training Division for the Region Operations Control Center covering the Southeastern United States, supervising nine instructors and responsible for the initial and continuing instruction of 200 personnel, one-third of which were newly assigned every year. Courses included radar surveillance, air traffic identification, manual data entry, and fighter controller training. Supervised conversion of courses to use Instructional Systems Design approach.

Workshop Instructor. Designed, developed, and taught *Process Improvement*, *Effective Meetings*, *Your Perception is Your Reality, Customer Delight,* and *Creating Time/Reducing Stress* to Career Staff, Administrative, and Professional personnel.

Statistics Tutor. Two years' experience tutoring Statistics I and II, one year's experience advising on dissertation design.

Substitute teacher. Designed experiential learning activities for advanced and mainstream classes during one-month assignment teaching 8th Grade Language Arts. Implemented mastery approach to assessing foreign language acquisition during two-month assignment teaching Middle School Spanish. Implemented Instructional Systems Design individualized instructional modules during three-month

assignment teaching High School American History. Also substituted in all schools in the district, all K-12 grades.

Academic instructor for fighter controller course. Topics included region geography, computer displays, fighter control, specialized radio transmission language, and computerized calculation of intercept geometry.

INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT PROJECTS

MAN 3784 – Sustainability in the Natural Environment. Developed online and blended course for upper division sustainability management course.

MAN 3786 – Sustainable Enterprise Planning. Developed online and blended course for upper division sustainability management course.

MAN 4781 – Sustainable Business Strategies. Developed online and hybrid course for upper division sustainability management course.

MAN 4783 – Sustainable Budget Management. Developed online and hybrid course for upper division sustainability management course.

MAN 4902 – Capstone for Sustainability Management Program. Developed senior capstone course for real-world sustainability improvement project.

Critical Thinking online "courselets." Ten online training modules for faculty professional development in support of SPC's Quality Enhancement Plan.

SACS Certified training. Online course on accreditation and SPC's Quality Enhancement Plan.

Excellence in Adjunct Instruction. Online course on instructional strategies, assessment, and technology for new instructional personnel.

MAN4061 – Corporate Social Responsibility. Developed online and blended course for upper division management course.

MAN4720 – Strategic Management. Developed online and blended class activities using experiential learning theory.

MAN3240 – Organizational Behavior. Developed online and blended class activities using experiential learning theory.

MGT398 - Organizational Theory. Developed experiential learning activity-based curriculum.

MGT410 - Continuous Quality Management. Developed experiential learning activity-based curriculum.

EDF 4430 - Measurement and assessment methods for K-16 teachers. Instructional designer for web-based version of course. Subject matter expert was Dr. Lou M. Carey, co-author of *Systematic Design of Instruction* (2002).

EDF2040 – Educational Technology. Developed instructional technology tutorials and experiential activities.

From Spy to Wizard: A Game of Reading Comprehension. 3rd Grade Reading Comprehension exercises.

FCAT 4th Grade Reading: A staff development tool. Participated on development team in USF Instructional Technology creating 4th Grade Reading Comprehension strategies for FCAT preparation.

Designing Interior Spaces. Developed programmed text for the USF School of Architecture using ISD approach.

Facades. Instructional designer for development team creating Web-based instructional program.

Air Weapons Controller Training, 20th Air Division. Managed development of initial fighter controller curriculum using ISD approach that cut training time 55 days and increased capability and confidence of new controllers.

Your Perception is Your Reality; Creating Time/Reducing Stress; Customer Delight; Process Improvement; Effective Meetings. Workshops for faculty and staff.

MANAGEMENT EXPERIENCE

2014-2020	Deacon, Grace Episcopal Church. Responsible for outreach activities by the congregation. Managed First Fruits Committee responsible for distributing $372,000 in grants.
2009-2020	Lead Faculty, Sustainability Management Program. Responsible for managing academic aspects of baccalaureate program for St. Petersburg College.
2008	Director, Quality Enhancement Plan at St. Petersburg College. Responsible for implementing all aspects of the college's Quality Enhancement Plan, including training and supporting faculty champions and Academic Roundtables, scheduling and coordinating four Critical Thinking Institutes in the first year, developing college-wide student activities promoting critical thinking, developing the Critical Thinking website and other technology supporting the QEP, and developing or acquiring critical thinking assessments.
2004-2007	Member, QEP Executive Committee at St. Petersburg College. Chief editor of the Quality Enhancement Plan, blending contributions and edits of the seven-member editing team. Primary point of contact for the on-site team. Assisted in all aspects of developing in the Quality Enhancement Plan and planning the on-site visit, including working on the Quality Enhancement Committee, the QEP Awareness Committee, the on-site Visit Planning Committee, the Professional Development Committee, the Literature Review Committee and the planning committee for the Professional Development Day eliciting faculty input for the QEP. Facilitated at several Collaborative Labs for broad-based involvement in identifying the focus of the QEP. Gave presentations on the accreditation process and development of the QEP at all campuses. Developed training for all employees at the college and awareness materials, including website and computer content, printed materials, and online training.
2004-2007	Acting SACS Accreditation Liaison at St. Petersburg College. Prepared the College for the SACS accreditation process. Edited all sections and wrote the majority of the Compliance Document for the college's re-affirmation process. Wrote the Focused Report answering the two sections from the off-site team report requiring further information. Developed the content for the website, collected, and organized evidence for all compliance sections. Primary point of contact for the off-site and on-site teams. Assisted faculty teams with improving general education assessments. Drafted and coordinated the 2006-2007 General Education Manual, researching general education approaches at benchmark institutions such as Harvard and incorporating best practices brought back from SACS conferences. Presented at the 2005 Annual SACS Conference on the topic of *Alignment – Are you measuring your mission? The interaction of mission, course objectives, assessments, reports, and student achievement.*
2004-06	Acting Director for Staff and Program Development, managing, coordinating, and delivering internal faculty and administrator professional development, including development of on-line training for adjuncts and full-time faculty, staff and leadership

workshops, and conference presentations. Supervised the organization, development, and implementation of Academic Leadership/Management training, continuing Program Director professional development, Faculty Professional Development Days, Faculty Orientation, staff technology training, and faculty groups attending NISOD. Supervised the development of a tracking system for professional development. Developed a closer relationship with Corporate Training that allowed for more training to be available to staff and more classes filled for Corporate Training. Reorganized and updated the 2005-2006 Faculty Manual for ease of use. Developed first comprehensive initial and continuation professional development catalog for employees at SPC.

2004-2004   OPS Director of Institutional Plans and Programs (part-time, temporary position). Filled position of Director for three months for College employee out on medical leave. Coordinated collegewide surveys including the Enrolled Student Survey and Community College Survey of Student Engagement (CCSSE). Collected, published, and analyzed over 130 unit plans for alignment with the College's Strategic Directions and Institutional Objectives. Coordinated with Program Directors completing general education program assessments. Coordinated with faculty on revising the Student Survey of Instruction (SSI). Developed a continuity folder covering all the duties of the planning position.

1992-94   Total Quality Management advisor for Headquarters 1st Air Force, Tyndall AFB, FL, coordinating strategic planning and quality improvements in the Headquarter's first Baldridge unit self-assessment. Master Quality Instructor certification.

1991-92   Lead Air Defense Director for the NORAD Operational Evaluation for the Continental United States Region Operations Control Center (ROCC). Received an Excellent rating for the evaluation. Coordinated initial reporting for Hurricane Andrew.

1987-88   Operations Officer, supervising all aspects of operations, training, and evaluation for 88 personnel at radar site in Iceland during largest equipment upgrade in 35 years. Project completed on time and on budget. Responsible for ensuring every Soviet bomber transitioning from the USSR to Cuba had fighter or AWACS escort – 100% mission accomplished.

1984-86/88-91   NORAD and NATO Headquarters staff officer, coordinating major command and control system upgrades among headquarters divisions and multiple sites, including the new Sector Operational Control Centers in North America, East and West Coast Over-the-Horizon Radars, and Minimally Attended Radars on the Dew Line, and editing operational manuals for air defense procedures. Operations research analyst for battle staff exercises. Delivered white paper to national Air Force quality symposium on techniques for analyzing success of combat operations.

1981-84   Alaskan Air Command Headquarters staff officer and evaluator during major upgrade of Alaskan Air Defense system. Urged a shift in implementation schedule that saved the Air Force $20 million and moved the schedule ahead 7 months rather than delay 11 months. Despite receiving personnel without prerequisite experience, helped the control center receive the first Excellent evaluation after implementation. Also ran the Battle Staff Support Center during exercises, the organization responsible for managing emergency response procedures for Alaskan Air Command.

1979-81   Chief, Combat Training Division during transition of surveillance and controller training programs to programs based on Instructional Systems Design approach. Reduced average training time for controllers from 180 days to 115, with an increase in knowledge and skills, by reorganizing training and eliminating expensive precursor training on separate system.   Team leader for NORAD evaluation that changed the rating system for

all NORAD evaluations, previously pass/fail, to acknowledge the excellence of the performance of the team. Master of Air Defense rating, one of 100 controllers and pilots over the 25 years of the program.

LEADERSHIP IN VOLUNTEER ORGANIZATIONS

2014-2020   Deacon, Episcopal Church

2007-08   President, Rotary Club of New Tampa.

2007-08   Senior Warden, Vestry of Grace Episcopal Church, responsible for managing $1,000,000 in assets, including a pre-school, with a budget of $500,000/year.

1996-07   Additional positions in Rotary Club of New Tampa: Community Service Director, Secretary, Interact (High School Service Club) liaison, Vice President, and President-elect.

1996-00   President, New Tampa Community Council, a civic organization in the fastest growing area in Tampa Bay. Also held various other positions.

1994-96   President, Pebble Creek Homeowners Association, a community of over 2,000 homes.