

Nancy S. Niemi

Education

- 2001 Ph.D., **Education – Curriculum and Instruction**, University of Rochester
1987 M.S., **Education**, Elmira College
1984 B.A., **English Literature**, University of Rochester
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Academic Leadership and Experience

2022 -- present **Framingham State University** -- President

2019 -- 22 **University of Maryland Eastern Shore** -- Provost and Vice-President for Academic Affairs

University of Maryland Eastern Shore is a public HBCU 1890 land grant research university (Carnegie II status) in Princess Anne, Maryland; 2,500 full time students; total budget \$123 million; 220 full time faculty; 75 part-time faculty, 500 staff members

Provost and Vice-President for Academic Affairs: Senior cabinet member responsible for academic, administrative, and financial leadership in Academic Affairs, the largest unit of the college. Reports directly to the president. Oversees nineteen departments, five schools, over 400 full-time and part-time faculty and staff members, and the following units: Center for Academic Advising and Access Services; Center for Instructional Technologies and Online Learning; Center for Teaching Excellence; Fine Arts Gallery; Frederick Douglass Library; Graduate Studies; Henson Honors Program; Institutional Research; International Programs and Study Abroad; National Fellowships and Scholarships; Sponsored Research.

Select Achievements (collaborative with leadership team, faculty, staff, and students):

Academic and Student Success and Retention

- Designed and implemented an ongoing campus-wide collaboration focused on student retention, in conjunction with Vice President for Enrollment Management and Student Experience. Resulted in reversing a long-term downward trend in first-year first-time retention; up 2% Fall 2020 & 2021.
- Leading wholesale revision of the Center for Academic and Access Services which includes supplemental instruction and tutoring across Academic Affairs
- Supporting the development of an restructured First-Year Experience program.
- Creation and implementation of a Center for Prestigious Scholarships

Diversity, Equity, Inclusion

- Initiated and supported the creation of UMES' Black Male Teachers' Initiative (2020), Titled "Man the Shore" designed to increase the number of Black Male K-12 teachers on the Eastern Shore of Maryland. 2022—Transition to University Center
- Lead on the *HHMI Driving Change Initiative*, a project with the goal "to drive genuine and lasting culture change on university campuses so undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in

STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM.” Finalist; one of 24 institutions.

Strategic Planning, Assessment, and Curricular Innovations

- New program development: Physician Assistant (2020); Sport Management (2021); Digital Media Studies (2021); Post-Baccalaureate Certificate in Rural Health Disparities (2021)
- Leading the implementation of the college’s five-year strategic plan (2021-26)
- Leading support and leadership to the Curriculum & Catalogue Working Group
- Initiated Foundational Mathematics Reform with co-requisite courses

Finance, Facilities, and Efficiencies

- Leading academic program analysis and alignment process in response to the financial challenges resulting from the pandemic and enrollment declines.
- Collaboratively implemented three strategic unit moves to or within Academic Affairs: The Center for Academic and Access Services moved from Enrollment Management & Student Experience; Institutional Research moved from the Office of the President; The Department of Mathematics moved from the School of Business & Technology (SBT) to the School of Education, Social Sciences, and the Arts (SESA)

Faculty and Staff Development, Support, and Communication

- Created Center for Teaching Excellence (CTE) to increase learning opportunities and Professional development in teaching, learning, and assessment
- Initiated and implemented a new student evaluation of teaching tool (SET)
- Implemented a New Chair onboarding process and development program

Organizational Innovations

- Created new Office of Sponsored Research; hired UMES’ first Director of Research, Coordinator of Grants and Contracts, Grant Accountant, with the goal of increasing UMES’ grant awards by 15% over three years
- Reenvisioned Center for Instructional Technologies and Online Learning (CITOL) to accommodate greater and more effective student learning and teaching
- Created separate departments of Computer Science and Mathematics; moved Mathematics to the School of Education, Social Science, and the Arts to improve the teaching and learning outcomes for Mathematics
- Initiated the reorganization and re-envisioning of the School of Graduate Studies for improved graduate education and to better support the Carnegie II research classification

Advancement and Alumni Engagement

- Collaborating with vice president for Advancement and the Foundation Board to develop high-priority fundraising initiatives for Academic Affairs and revise processes and procedures for chair and dean engagement with donors and fundraising.
- Meet with local and Delmarva-area leaders including education, non-profit, corporate, and small business.

2015 – 19 **Yale University** – Inaugural Director, Faculty Teaching Initiatives; Poorvu Center for Teaching and Learning

Yale University is a private Ivy League research university in New Haven, Connecticut. Founded in 1701 as the Collegiate School, it is the third-oldest institution of higher education in the United States. Yale is organized into fourteen constituent schools: the original undergraduate college, the Yale Graduate School of Arts and Sciences and twelve professional schools; total operating budget \$4.3 billion; 12,060 full-time students; 4869 academic staff.

Director, Faculty Teaching Initiatives in the Poorvu Center for Teaching & Learning: Development, oversight, and execution of direct services and strategic planning in instructional development, assessment, and inclusion for all faculty in Yale College, Yale's Liberal Arts School, the graduate school, and 12 professional schools. Led the creation of university's first programs of faculty development; co-led the university's first New Faculty Teaching Academy.

- Lead Faculty Development Team in creation and maintenance of all programming, including:
 - New Faculty Development Program – University-wide program for liberal arts and research faculty
 - Science Teaching & Learning Series, Arts & Humanities Series
 - Faculty Bulldog Days – open classroom initiative
 - Interdisciplinary shared initiative meetings
 - Scientific Teaching Summer Sessions
 - Course (Re)Design Institute
 - Increased team capacity by 200%
- Shared management of \$7 million budget; participation in \$35 million capital campaign
- Created, developed, and executed comprehensive diversity, equity, and inclusion (DEI) program for faculty
 - Created small grants program focused on DEI work in classrooms
 - Collaborated with Howard Hughes Medical Institute (HHMI) funded *Being Human in STEM* program, funding undergraduate STEM majors to collaborate with faculty on diversity research in their fields
 - Creation of comprehensive diversity & inclusion resource database
 - Created and executed professional school DEI programs – Divinity, Forestry, Management, Music
- Represent Poorvu Center as member of university committees
 - NEASC Accreditation Subcommittee on Standards Six and Eight 2018-19
 - Secretary & Vice President for Student Life: Diversity & Inclusion Advisory Group
 - University Title IX Steering Committee
 - Women Faculty Forum
- Created and implemented communication strategy for increasing faculty exposure to literature on teaching and learning
 - *Considering Teaching and Learning*, a weekly email to faculty opting in, focusing on educational research throughout the disciplines
 - *Teaching Excellence at Yale*, bi-monthly email to all faculty, highlighting excellent teaching practices of Yale faculty
- Developed and implemented collaborative, interdisciplinary partnerships
 - Divinity School: Workshop series on Inclusive Pedagogies, Trigger Warnings, Student Engagement, Discussing Difficult Topics in the Classroom
 - Department of Music – Incorporating diversity in the canon
 - Law School; Divinity School; School of Management; School of Public Health
 - Pre-med faculty roundtable

- All-university clinical faculty forum
 - School of Forestry and Environmental Studies: Development of mid-semester student evaluation process across school
 - School of Nursing: Development of inaugural Faculty Teaching Academy Program
- Present professional workshops to related offices, as requested
 - *Teaching as a Women* (Graduate School Diversity Series)
 - *Teaching and the Academic Interview* (Office of Career Services)

2009 – 15 University of New Haven

Professor and Chairperson, Department of Education

The University of New Haven (UNH) is a private regional university in West Haven, Connecticut, which borders the larger city of New Haven and Long Island Sound. The university includes the College of Arts and Sciences, the Pompea College of Business, the Tagliatela College of Engineering, the Henry C. Lee College of Criminal Justice and Forensic Sciences, and the School of Health Sciences. Total operating budget \$287 million; 6984 full-time students; 522 academic staff.

As Chair ('09 – '15): Elected President of American Association of Colleges for Teacher Education – CT (2013-15); Restructured Initial Certification and Professional Education programs while remaining budget-neutral; Led Department to achieve first-time national accreditation – NCATE (National Council of Accreditation for Teacher Educators); Reshaped a department to create a strong sense of intellectual rigor, community, and pride; increased fulltime faculty by 50 percent; created and launched the *Sixth Year Diploma in Instructional Technologies and Digital Media Literacy* - only degree of its kind in Connecticut; initiated curricular reforms including returning Elementary Social Studies to the Elementary Certification Program and combining it with Elementary Science Strategies for innovative inquiry-based instruction; doubled the footprint of the Education Department offices and classroom spaces, and initiated major part-time faculty reforms; developed program of annual assessment of all part time faculty; developed part-time faculty awards for teaching, and reshaped part time faculty teaching and curricular expectations

- Led over 50 full and part-time faculty members over three campuses in all curricular, personnel, and financial matters
- Managed personnel and operating budget of approximately \$1 million
- Solicited funding for new department initiatives and programs
- Redesigned the University's 4+1 program for Arts & Science Undergraduates who wanted to enter teaching
- Created University-wide course on social stratification in community organizations
- Represented department and university at State Education Department (AACTE President, 2013-15)

As Professor (Full Professor '14 -'15; Associate professor '09 -'14): Created and taught new courses for Education Department and Psychology Department: *Social Stratification in Community Organizations; Instructional Theories and Practices*; Enacted extensive curricular reform; developed productive cross-organizational relationships with internal and external University partners; published multiple articles relating to teacher education, adjunct instructor development, and the relationships between gender equity and higher education; served on multiple College and University committees: University Tenure & Promotion Committee (2015, elected); University Academic Prioritization Task Force (2013-15, invited); University Strategic Planning Committee (2012, invited)

2002 – 09 **Nazareth College**
Associate Professor of Education with Tenure (2008-09);
Assistant Professor of Education (2002-08)

Nazareth College is a private college in Pittsford, New York, founded by the Sisters of St. Joseph. The College includes the College of Arts and Sciences, the School of Education, the School of Health and Human Services, and the School of Business and Leadership, which collectively offer over 60 undergraduate majors, 20 master's degree programs, a Doctorate of Physical Therapy, and three post-baccalaureate certificate programs. Total operating budget: ~90 million; 2800 total students, 176 full-time academic staff

- Chair, School of Education Curriculum Committee, (2007-2009)
- Led School-Community partnership development and site coordination between Nazareth College, Rochester City School District Schools, and Strong National Museum of Play (2006-2009). Taught all education courses at this site and was the primary leader of the program as it was enacted.
- Responsible for leading all curricular revisions to the Teacher Education Program in the School of Education, including a new, required *Multicultural Education* course for all pre-service teachers, and a revised course in Classroom Management
- Developed two new courses: *Gender & Education*, and *Learning Theory and Curriculum for Diverse Learners*
- Taught undergraduate and graduate courses in the School of Education; evaluated and revised curriculum within each course
- Conducted student teacher field supervision each term, and oversaw placements throughout Upstate New York

Selected Publications

Books

Fornaciari, C., Lund Dean, K., and **Niemi, N.S.** (2022). *Teaching Methods in Business: Course Design and Assessment*. Edward Elgar Publishing.

Burke, P.J., Moreau, M. P. and **Niemi, N.S.** (Eds.) (2020). *Bloomsbury Gender and Education: Intersectional and international perspectives*. Book Series under contract with Bloomsbury Academic Publishing. Focus of series: research on gender and education by feminist academics, practitioners, and activists from across the world.

Niemi, N.S. and Weaver-Hightower, M. (Eds.) (2021). *The Wiley Handbook of Gender Equity in Higher Education*. Hoboken, NJ: John Wiley and Sons, Inc.

Niemi, N.S. (2017). *Degrees of Difference: Women, Men, and the Value of Higher Education*. New York: Routledge.

Book Chapters

Niemi, N.S. (2021). "Institutions of Higher Education as Gendered Workplaces." In Niemi, N.S. and Weaver-Hightower, M. (Eds.), *The Wiley Handbook of Gender Equity in Higher Education*. Hoboken, NJ: John Wiley and Sons, Inc., pp. 315-332.

Niemi, N.S. (2016). "It's not appropriate!" The necessary pursuit of including sexual orientation in teacher preparation curriculum. In J. Sokolower (Ed.), *Rethinking Sexism, Gender, and Sexuality*. Madison, WI: Rethinking Schools Press.

Niemi, N.S. (2007). The emperor has no clothes: Exposing the naturalization of *gender in middle school student identities*. In B. Edson & J. Linde (Eds.), *Gender & Communication, Dubuque, Iowa: Kendall-Hunt Publishing*.

Journal Articles

Niemi, N.S. and Bozack, A. R. (2020) (In)Visibility, Value, and the Clinical Educator. *Advancing Supervision in Clinically-Based Teacher Education: A Special Issue of The Journal of Educational Supervision*.

Niemi, N.S. and Schwartz, S.A. (2019, June 12). The gender of innovation: The ascendancy of assessment and technologies in educational development. *New Directions for Teaching & Learning: Special Issue – Educational Development and Identity*, 69-81.

Niemi, N.S. and Smith, J.B. (2017). Otherwise occupied: Investigating the complex relationships between gender and college attendance. *Gender Issues* 34(2), 1-24.

Folan, T.J. and **Niemi, N.S.** (2013). Echoes of a Gay Narrative: Issues of Identity in the Recitatives of Benjamin Britten's *Cantata Academia*. *American Choral Review* 55(2), Summer/Fall.

Bozack, A.R. and **Niemi, N.S.** (2011). Merging part-time and full-time faculty into meaningful academic departments. *International Journal of University Teaching and Faculty Development* 18 (1), 1-13.

Niemi, N. S., Brown, N. & Smith, J. B. (2010). The portrayal of teachers in children's popular fiction. *Journal of Research in Education* 21(2), 58-80.

Niemi, N. S. & Niemi, R. G. (2007). Partisanship, participation, and political trust as taught (or not) in high school history and government classes. *Theory & Research in Social Education*, 35(1), 32-61.

Niemi, N.S. (2005). The emperor has no clothes: Exposing the naturalization of gender in middle school student identities. *Gender and Education*, 17(5), 483-497.

Curriculum

Bozack, A. & **Niemi, N.S.** (2014). #Not a number. A child trafficking and exploitation prevention curriculum. Love 146, New Haven, CT.

Select paper presentations

2018 "Ain't we women too? The invisibility of service workers in research on gender equity in higher education." Research on Women in Education (RWE). San Antonio, TX, October 27, 2018

2016 "In the Middle of Nowhere: (In)Visibility, Value, and the Clinical Educator." American Education Research Association, Washington, D.C., April 8-12.

- 2014 “Mechanisms and messages: Gender and generational transfer of the value of college.” American Educational Research Association, Philadelphia, PA, April 3-6.
- 2013 “Prospective and retrospective perceptions of the role of higher education in equitable life outcomes: How does gender matter?” American Educational Research Association, San Francisco, April 30-May 4.
- 2007 “A madness to my methods (courses): Why a commitment to social activism should be at the core of pre-service teacher education.” New York State Foundations of Education Conference, Buffalo, NY, March 31.
- 2005 “Partisanship, Participation, and Political Trust as Taught (or Not) in High School History and Government Classes.” 3rd General Conference of the European Consortium for Political Research, Budapest, Hungary, September 8-10.

Expert contributor

Macavinta, C. & Pluym, A. V. (Eds.). (2005). *Respect: A girl's guide to getting respect & dealing when your line is crossed*. Minneapolis, MN: Free Spirit Publishing.

Select Grants, Awards, and Fellowships

- 2020 **Howard Hughes Medical Institute (HHMI) , Driving Change Initiative**, Finalist
- 2018 **Erskine Fellowship, University of Canterbury**, Christchurch New Zealand. *Fellowship awarded for excellence in gender studies and leadership.*
- 2014 **University of New Haven Faculty Research Grant**. *\$2000 for the transcription of STEM classroom data*
- 2008 **Finalist, National Science Foundation**, *STEM research grant for the study of women's motivation in STEM majors*
- 2007 *Outstanding Article, Gender & Education Association*, United Kingdom.
- 2006 **Office of Senator Joseph Robach**. *\$10,000 grant for development of Publick Musick's Marketview Heights Music Performance.*
- 2004 **Center for Information and Research on Civic Learning and Engagement (CIRCLE) The Pew Foundation**. *\$38,000 grant for proposal in conjunction with Richard G. Niemi. "The content and focus of high school civics teaching: A proposal for direct observation."*
- 2003 **Lennox Family Foundation**. *\$25,000 grant for recording The Publick Musick*

Professional and Community Leadership and Participation

State Boards of Education and Finance

- 2009-2021** Chairperson of the Visiting Team for University and College Program Approvals, Massachusetts Department of Higher Education
- 2016** Education Finance Mentorship – with Erika Steiner, Chief Financial Officer, Connecticut State Colleges and Universities
- 2013-15** Connecticut State Department of Education - Educator Preparation Advisory Council (EPAC) and Approval Review Committee. Commissioner-appointment.

National Institutional Leadership

- 2021-22** Executive Leadership Academy, American Association of State Colleges and Universities
- 2021** Provost Student Success Initiative – Inaugural Cohort, Invited
- 2012-19** Research on Women in Education, Special Interest Group (SIG)
American Educational Research Association
2017-19 Chair; 2012-17 Board Member
- 2016** Inclusive Teaching in STEM classes -- Presenter, University of Connecticut
National Academy of Science Summer Institute, June 14-20
- 2014** Inclusive Teaching in Biology – Presenter & Researcher, *National Academy of Science Summer Institute* on Higher Education in Biology. *Harvard University*, June 13-18.
- 2006-09** Nazareth College Liaison, American Association of University Women (AAUW)

State Education Leadership

- 2020 --** Co-Chair, Associate of Arts in Teaching Oversight Council.
University System of Maryland
- 2013-15** American Association of Colleges for Teacher Education – CT
President, 2013-15
Vice-president, 2100-13
- 1988-97** Board of Education Member, Horseheads NY (elected),
Vice-president, 1995-97
Chairperson, Outcomes & Assessment Committee, 1988-1997
Legislative Liaison to New York State Department of Education, 1995-1997
Problem-solving/bargaining team with 11 unionized units, 1993-1997

Not-for-Profit Board Leadership

- 2019 –** Board Member, Newtown Neighborhood Association, Salisbury, MD
- 2015-19** Edgerton Park Conservancy, New Haven, CT
Vice-president, 2018-19; Board Member, 2015-2017
- 1997-07** Executive Director, The Publick Musick, Rochester, NY
Founding director, responsible for development of the not-for-profit's organizational operations, publicity, and fund-raising. Raised over \$1 million in two years.

Current Editorial and Review Boards

Journal of Scholarship of Teaching & Learning
International Journal for the Scholarship of Teaching and Learning
Theory and Research in Social Education (TRSE)
Gender & Education

Select Invited Lectures, Panels, Discussions

- 2020** Becoming a Provost Academy Panel – Being a Provost During COVID – Decision-making in the COVID Era, November
- 2019** "Promoting Practices that Advance Gender Equality." Scientific Teaching in Practice Webinar. *The Summer Institutes on Scientific Teaching, in collaboration with the Yale Poorvu Center for Teaching and Learning.* April 26.
- 2019** "Being Female at Yale: Performing Gender as a Staff Member." *Working Women's Network, Yale University.* April 17.
- 2017** "The Open Classroom Initiative: Faculty Visiting Faculty Teaching." POD Network Conference. Montreal, Quebec. October 25-29.
- 2017** Invited speaker for Association of American Universities (AAU) Undergraduate STEM Education Initiative Network Conference, Washington, D.C., October.
- 2016** The Importance of Mentors – Invited Keynote Address to WISAY – *Women in Science at Yale, Yale University, October 27.*
- 2013** "Paradoxes female leaders face." Lecture for the Annual Institutional Representative meeting of Connecticut ACE Women's Network, New Haven, January 18.
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Teaching Accomplishments

- 2015-17** Visiting professor of Education and Sociology, University of New Haven
- *Social Stratification in Community Organizations*
- 2009-15** Professor of Education ('14 – '15); Associate Professor ('09 -'14)
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University of New Haven

- *Social Stratification in Community Organizations* (Developed and taught)
- *Instructional Theories and Practices* (Developed and taught)
- *Sustainability and Ideas of the Future: The Future of the American City*
- *Inclusive Practices in the Construction of Meaning in Mathematics and Science*
- *Strategies of Teaching Elementary Social Studies and Science*
- *Contemporary Issues in Education*

2008 Visiting Instructor, St. John Fisher College

- *Understanding Music*

2002-09 Assistant Professor of Education, Nazareth College

- *Gender & Education* (Developed and taught)
- *Behavior Management in the Inclusive Elementary & Middle School Classroom* (Developed and taught)
- *Learning Theory and Curriculum for Diverse Learners* (Developed and taught)
- *Behavior Management in the Inclusive Elementary & Middle School Classroom*
- *Student teaching supervision, K - 12*
- *Senior Seminar in Inclusive Education*
- *Foundations of Education – History & Philosophy*
- *Freshman Seminar*

1999-01 Instructor of Education, Margaret Warner School of Education, Department of Teaching & Curriculum, University of Rochester

- *Teaching, Curriculum, and Change* (Developed and taught)

1984-87 Teacher, English and Social Studies. Horseheads Central Schools, Horseheads, NY
Permanent NYS certification in 7-12 English.