

# Kristine E. Barnett, Ed.D



kristine.e.barnett@gmail.com



860-881-9256



[linkedin.com/in/kristine-barnett-6862728](https://www.linkedin.com/in/kristine-barnett-6862728)

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## GRANT WRITING/WRITING

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### Easterseals Capital Region & Eastern CT, Windsor, CT

*June 2021 - Present - Grant Writer*

Research funding opportunities, including federal and state organizations, private foundations, and more  
Develop data base to track possible funding opportunities and current grants

Write grant proposals. In last 4 months, Easterseals has learned that it has received \$60,000 in grant funding.

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## HIGHER EDUCATION LEADERSHIP: ADMINISTRATIVE AND FACULTY EXPERIENCE

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### The Registry/Bristol Community College, Fall River, Massachusetts

*Bristol Community College is one of 15 public community colleges with four campuses in Southeastern, Massachusetts. BCC serves approximately 6500 students and offers more than 150 programs and certificates in practical, employment-oriented areas such as allied health, education, technology, and psychology.*

*April 2021 - Present Academic Affairs Consultant*

Provide direct support, recommendations, and project management for Academic Affairs and Chief Academic Officer. Projects include researching and writing protocols for academic policies and procedures, reviewing and updating documents and protocols related to the Massachusetts Department of Higher Education and specialized accreditors, and developing an on-boarding process and mentoring program for new Deans.

### Bay Path University, Longmeadow, Massachusetts

*Bay Path University is a private institution that offers innovative online and in-person degree programs and certificates for approximately 3,100 students at the graduate and undergraduate level, with an undergraduate college for women only. Bay Path's programs are rooted in the liberal arts and include those that prepare students for careers in the sciences, human and health sciences, education, psychology, and liberal studies.*

*March, 2021 - Present: Adjunct Instructor and Dissertation Chair*

**Higher Education Leadership and Organizational Studies (HELOS) Program**

- Teach HLO751: Research Methods & Design I, a course that focuses on foundational skillsets and theory behind quantitative, qualitative, and action research methods. Students complete a draft of dissertation chapters 1-2.

- Teach HLO752: Research Methods & Design II, which explores topics of qualitative and action research in greater depth. Students design applicable survey processes and complete a draft of dissertation chapter 3.
- Lead small group in planning for, conducting research, writing, and defending action research dissertations.
- Contribute to HELOS program design to structure capstone courses.

**July 2020 – Feb, 2021: Vice Provost for Academic Affairs**

**Title IX Coordinator**

**Associate Professor of Higher Education**

**Administrative:**

Focused on key aspects of Academic Affairs especially proactive strategies and reactive responses regarding educational compliance. Collaborated with new Chief Academic Officer to support day-to-day operations in Academic Affairs and special projects. Was responsible for oversight of institutional assessment processes/practices, educational compliance, and accreditation. Served as primary author and liaison for accrediting bodies for graduate and undergraduate programs. Contributed to strategic planning, in Academic Affairs and at the Executive Staff level for an organization in transition. Served on President's Covid Taskforce, with specific emphasis on testing protocols. Served as Title IX Coordinator.

**Key Accomplishments:**

- Researched best practices in Covid response; Designed, implemented, and oversaw testing site that conducted more than 400 tests per week.
- Served as project coordinator and primary author for New England Commission on Higher Education (NECHE) 5<sup>th</sup> Year Interim Report, directing the work of an oversight committee comprised of Executive Staff.
- Completed all Substantive Change requests, including for proposed doctoral program that would be the University's 5<sup>th</sup> doctoral program.
- Designed and launched academic program review for 33 graduate programs. Included market analysis, financial review, and other aspects.
- Per new Title IX regulations, updated University's Sexual Misconduct policy. Provided training for new students, RAs, and faculty.
- Per NC-SARA guidelines for professional licensure, updated public disclosure information to ensure compliance.

**May 2018 – July 2020: Vice Provost for Academic Affairs**

**Dean of Liberal Studies**

**Title IX Coordinator**

**Associate Professor of Higher Education**

**Administrative:**

Responsible for overseeing the following areas: Academic Affairs, the School of Liberal Studies, student life (including residence life, health services, mental health counseling, and retention/persistence), academic advising, study abroad, performing arts, the Honors program, the online Master's of Fine Arts degree in Creative Non-Fiction, and the office of the registrar.

Provided strategic insight and support to the Office of the Provost/Academic Affairs, including institutional assessment and accreditation efforts, curricular change proposals, and directed studies. Served as Title IX Coordinator for the University, including designing and delivering training and responding to complaints regarding civil rights and sexual misconduct. Served as tri-chair for the Community Council on Diversity & Inclusion and served on IRB Faculty Standing Committee. Participated in Board of Trustees meetings 3x annually: Student Life Committee, Academic Committee, Audit Committee.

## **Key Accomplishments:**

- Served as primary author for accreditation documents (i.e., expedited evaluation requests and substantive change requests) for regional accrediting body (NECHE) and specialized accreditors. Since 2018, led successful new program approval processes through state and regional accreditors for 5 new graduate/doctoral programs, including Substantive Change Requests for 4 doctoral programs.
- Completed institution's initial application for NC-SARA in 2018 and subsequently maintained annual compliance for distance education programs and professional licensure.
- Led and tracked ongoing accreditation efforts with a variety of specialized accreditors (ex: ACOTE, ACCG, DESE, ABA), including coordinating site visits to review doctoral program implementation.
- Led reorganization and digitization of program and accreditation archives in Academic Affairs, including a comprehensive database to track historical origins of each academic program, its current accreditation status, and future requirements.
- Member of the design team for a successful \$2.5 million Title III Strengthening Institutions grant proposal awarded in October, 2019. Served as key lead in support of Provost (grant Project Coordinator) for Title III grant for first 9 months of grant implementation.
- Directed the development and ongoing implementation of a strategic plan for student life to further professionalize the division, enhanced overall student engagement through evidence-based best practices, and fostered stronger student leadership opportunities. Plan included enhanced compliance, enriched inclusive programming in support of developed outcomes, and assessment of programming. Over the course of several years, teamed with consultants who specialize in student life to review and publish new student guidebook, re-vamped residence life model, student code of conduct model, and provided professional development to student life team.
- Oversaw grant application and successful implementation process for CIC-NetVUE grant (\$45,000) through the Women as Empowered Learners and Leaders (WELL) program.
- Contributed to inclusion efforts as active participant in the Community Council on Diversity & Inclusion and sub-committee on inclusion through campus arts & aesthetics (ongoing).
- Supported the launch of the literary magazine, "Multiplicity," in early 2020 as an outlet for the Master's in Fine Arts in Creative Non-Fiction Writing program. Also oversaw development and approval of a new certificate in narrative medicine as part of the MFA (late 2020). Oversaw Immersive Travel Experience in Dingle Ireland, developing the budget and contributing to curricular offerings.
- Oversaw annual faculty contracts, evaluation and promotion processes for faculty in the School of Liberal Studies. Completed annual evaluations for 2 Assistant Deans, 3 faculty chairs, and various administrative staff.
- On-boarded new Assistant Dean of Assessment and Educational Outcomes who, under my direction, strengthened institutional assessment and reinvigorated flagging efforts to roll out the undergraduate eportfolio program. Provided oversight for selection and training of faculty to develop rubrics to score eportfolios, to provide appropriate student feedback, and track achievement of institutional learning outcomes. In collaboration with Assistant Dean, designed faculty development efforts, including the University's first "Un-conference" in fall, 2018.
- In 2019-2020, adeptly handled 10 Sexual Misconduct/Title IX reports/issues.
- Contributed to development of bi-weekly agendas, materials and minutes for Provost's Cabinet (Provost's senior academic leadership team).

**2015 – May 2018: Assistant Provost**

**Division of Student Engagement & Liberal Studies**

**Dean of Liberal Studies**

**Associate Professor of Higher Education**

**Administrative:**

Developed a new, innovative model for a Division that aimed to blend student life and academic affairs and remove traditional silos. Was responsible for oversight of student life, including Assistant Dean of Students, residence life, health services, mental health counseling, the Sullivan Career and Life Planning Center, Office of Multi-cultural Affairs, athletics division, and special/summer programs as well as the School of Liberal Studies, including 3 program chairs and 8 full-time faculty/staff. Provided supervision of the Executive Director of Multi-cultural Affairs/International Students.

**Key Accomplishments:**

- Led and implemented first strategic plan for Division of Student Engagement and Liberal Studies to integrate the student affairs and academic affairs areas. This necessitated designing a new staffing model and resource allocation plan. Led faculty and staff in collaborative efforts to develop division mission and vision, and expand outcomes and plans for new student orientation, a robust first-year experience, overall student engagement, the general education curriculum, and ongoing advising services.
- Collaborated to design proposal for CIC-NetVUE grant (awarded \$40,000) to create professional development opportunities for faculty to discuss the value of vocational exploration. Worked with Director of WELL and Community Life to develop 6 professional development workshops centered on vocational exploration.
- Provided oversight for athletics division, comprised of 7 NCAA Division III varsity sports and diverse recreational opportunities. Identified and oversaw consultant to review athletic recruiting process and make recommendations on the future of athletics at the university.
- Led redesign of dormant BA in Communications program. Oversaw development of updated Communications curriculum to include experiential learning. Successfully presented program proposal at school, Provost Cabinet, faculty assembly, and Board of Trustee levels. Recruited, hired, and oriented new Chair of Communications.
- Oversaw daily operations in all areas and maintained budgets and resources for all aspects of the Division (total budget \$980k+).
- Increased participation in travel experiences, including study abroad through the Washington Semester, CIS Abroad, CIEE. Oversaw budget and resource allocation for One America experience, an interdisciplinary, combined course/travel experience within the US.
- Taught both online and on-ground courses 1-2 times per year (i.e., first-year experience course or integrative senior capstone centered around leadership).
- Advocated for more full-time faculty with diverse backgrounds for the School of Liberal Studies and successfully hired 2 full-time professors of writing/rhetoric. Developed positions for and led hiring committee for a full-time Director of Performing Arts and Director of Musical Activities.
- Tri-chair of President's Taskforce on Diversity and Inclusion; Chair Diversity & Inclusion Council. The Council developed a strategic plan for diversity and inclusion programming as well as professional development in intercultural communication.
- Chaired the Faculty Standing Committee for the Core Curriculum. The committee was comprised of 12 full-time faculty from the undergraduate and graduate programs, including the American Women's College (fully online undergraduate degree completion program).
- Chaired subcommittee for Standard 4 (Academics) for NEASC 10-year re-accreditation report and visit in 2016. Led efforts with more than 14 full-time faculty to identify and gather relevant data points, develop an outline and draft for the narrative for the institutional response to the standard.

**2013- 2015: Associate Dean, College of Arts & Sciences,  
Director of WELL and Campus Theme Program  
Associate Professor of Higher Education**

**Administrative:**

*Kristine Barnett*

Maintained primary responsibility for the Women as Empowered Learners and Leaders Program (WELL), including curricular oversight, budgeting and resource management, faculty recruitment, training, and evaluation, and program assessment. Conducted special research projects. Served on Faculty Standing Committee for the Core Curriculum.

**Key Accomplishments:**

- Oversaw implementation of the Davis Education Foundation grant of more than \$250,000 for WELL program and Jenzabar grants for student-led service learning projects.
- Recruited and provided professional development for 12+ full-time faculty from different disciplines to teach WEL100 (first year experience), WEL310 (strategies for personal and career success), and WEL400 (integrative senior capstone); Developed and deployed annual WELL program assessment plan, including indirect and direct measures of student learning; compiled and distributed annual report as part of institutional assessment cycle; addressed faculty and student issues related to the WELL program.
- Developed mini-grant program for student-led service learning projects, including convening and training grant oversight committee, establishing online grant application process, reviewing grant proposals and assessing projects. In first year, nearly 10 service learning projects were launched through the grant program, including re-building a thrift shop at a local homeless shelter, establishing a library corner, food pantry, and mentoring program in local elementary schools.
- Collaborated with Chief Learning Officer of the American Women's College to design a minor in Professional Writing, which was approved as part of Liberal Studies program.
- Coordinated University Theme efforts that included more than 10 annual unique events/programs; developed and reported assessment process for University Theme program.
- Coordinated study abroad program and established baseline data for student participation in experiential learning/travel; Strengthened partnerships with organizations that specialize in student travel opportunities, e.g., Accademia di Firenze in Italy, Ewha Women's University in South Korea.
- Led development of strategic plan for academic advising program that included defining developmental advising model; Supervised Coordinator of Advising & Retention. Participated in rolling out and using the Jenzabar Early Alert tool to support retention efforts.
- Successfully advanced all efforts (see below) related to the Title III Strengthening Institutions grant.
- Led development of first strategic plan for writing program, which included the development of designated Writing Intensive courses that were approved through Provost's Cabinet. Led approval of specific writing requirements as graduation requirement for undergraduate students; Supervised Coordinator of Writing Program.
- Redeveloped enrollment marketing materials for the College of Arts & Sciences to underscore the value of a degree in liberal studies.

**2011-2013: Assistant Dean, College of Arts & Sciences,  
Director of WELL and Campus Theme Program  
Associate Professor of Higher Education**

**Administrative:**

Supported Founding Dean of the College of Arts and Sciences in developing processes for the newly established College of Arts & Sciences.

**Key Accomplishments:**

- Contributed to Title III efforts by serving on Title III Steering Committee, chairing the WELL/Leadership Committee, and chairing the Career Integration Committee.
- Served as chief architect of the Women as Empowered Learners and Leaders (WELL) program. This included redesigning the first year experience course, intentionally embedding career preparation and academic support in various areas of the program curriculum, and leading efforts to add 4

credits to the general education core, necessitating faculty approval. Intentionally introduced high impact educational practices into the WELL curriculum, fleshed out a new advising model to add a WELL advisor in the first year experience, and developed master syllabi for three new courses, including a senior capstone course that includes partnership with a community program.

- Developed implementation plan for and led successful, multi-year roll-out of WELL program, including staggered curricular changes, professional development for WELL instructors and advisors, assessment and data collection, evaluation efforts, catalog updates, enrollment marketing materials, and more.
- Created University Theme program to center academic opportunities and special programming around a central theme or issue. Created brand and marketing materials for program, organized first annual Thumbprint Lecture, which involves inviting a reputable speaker/author to campus as part of efforts to energize undergraduate learning community.
- Extended efficacy of first year read program by leading committee to select text that fits with new first year experience course and university theme. Developed corresponding writing prompts to deepen demonstration of student learning related to first year read learning outcomes.
- Participated in AAC&U institute on the general education curriculum. Together with leadership team, developed Phase I of significant alterations of gen ed core. Served as point person for gen ed core assessment data collection and analysis.

**2010-2011: Assistant Dean of the Graduate School,  
Director of Master's Programs in Non-Profit  
Management, Strategic Fundraising and Philanthropy,  
and Higher Education Administration  
Associate Professor of Higher Education**

**Administrative:**

Provided oversight for 3 online graduate programs (MS Non-Profit Management, MS Higher Education Administration, MS Strategic Fundraising) and 2 hybrid programs (MS Communications & Information Management, MS in Business Administration). Supervised 5 full-time grad faculty/chair and adjunct faculty. Recruited and trained new adjunct faculty, issued contracts, and led assessment efforts.

**Key Accomplishments:**

- Advised more than 50 online students in Master in Higher Education Administration program.
- Strengthened eportfolio tool as part of senior capstone course in the Master's in Higher Education Administration program.
- Taught 2+ courses annually in the online Master's in Higher Education Administration program.
- Aligned program assessment efforts for online and hybrid graduate programs with new institutional assessment process; provided professional development opportunities to enable graduate faculty to effectively engage in assessment loop for quality improvement.

**University of Saint Joseph, West Hartford, Connecticut**

**2006 – 2010: *Writing Portfolio Coordinator, Professional Writing Tutor*  
Center for Academic Excellence**

*Located in West Hartford, Connecticut, Saint Joseph College (now the University of Saint Joseph) is a private, Roman Catholic University that serves approximately 2,400 students in undergraduate and graduate programs. USJ is known for strong programs in Pharmacy, nursing, and social work.*

- Coordinated all aspects of campus-wide writing portfolio program for undergraduate students, including soliciting artifacts and evaluating approximately 500 portfolios each year.

- Tracked, analyzed, and disseminated data pertaining to portfolio program. Reported completion data in annual report that included recommendations for curricular enhancements to support student writing.
- Counseled and advised students regarding portfolio submissions and progress through program.
- Recruited and trained faculty to assess portfolios, arrange and monitor all assessment activities.
- Managed program budget and resources.
- Served as professional writing tutor for undergraduate and graduate students in person and online.
- Designed course and taught 1-2 sections of ENGL104 (Freshman Composition) each fall.
- Served as embedded Writing Associate in various classes (French literature, Psychology, human development).
- Developed/taught professional communications course for graduate students in Latino Community Practice certificate program.

**Bay Path College, Longmeadow, Massachusetts**

**March 2009-September 2010:**

**Faculty Practitioner (Online)  
Master's in Higher Education Program**

- Designed course in "The Contemporary College Student" and "Women in Higher Education."
- Created all course materials and sustained master course shells.
- Managed weekly online discussions.
- Designed and implemented a variety of assessment materials.
- Advised students in higher education capstone.

**Johnson & Wales University, Providence, Rhode Island**

**Winter 2001-2006**

**Adjunct English/Communications Instructor/ Tutor  
Alan Shawn Feinstein Graduate School**

- Developed Effective Communications course for MBA students. This course was geared primarily for international students and focused on developing writing skills in a US business context.
- Taught "Effective Communications" and "Strategic Communications" courses.
- Tutored students in the Professional Communications Center (re: writing and speaking).
- Managed daily aspects of Professional Communications Center, including appointments, reminders, and follow-up communications with students.
- Developed programs, workshops, and strategic plan for Professional Communications Center.

**Fall 2001 - 2006**

**Adjunct English Instructor  
John Hazen White School of Arts & Sciences**

- Taught composition, advanced composition, literary genres and communication skills/service learning courses to undergraduate students.
- Assessed, diagnosed, and led students through the writing process to complete writing portfolios.

***Additional Adjunct Instruction:  
English/Composition Instructor.***

1998 - 1999

1997

1996 - 1997

**Manchester Community-Technical College**

**Eastern Connecticut State University**

**The University of New Haven**

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## EDUCATION

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### **Ed.D, Educational Leadership in Higher Education**

Johnson & Wales University, Providence, Rhode Island

Dissertation: *Leading College Writing Centers into the Future: Strategies for Survival and Sustainability*

### **MA, English**

Central Connecticut State University, New Britain, Connecticut

### **BA, English, Secondary Education**

Russell Sage College, Troy, New York

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## PROFESSIONAL PRESENTATIONS/LECTURES

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- February, 2021 & August, 2021, January 2022: Moderator for Academic Impressions 3-day online workshop for “Navigating Your Career Growth: Bootcamp for Advanced Women Leaders”
- October, 2019: “Educator Adrift: A New Perspective on Higher Education” Richard Briotta Talk, Bay Path University
- October, 2019 – Massachusetts Department of Higher Education: Led Visiting Team for small private college seeking to begin its first graduate program
- September, 2017: Women’s College Coalition – “New Ways of Teaching and Learning: Models of Innovation”
- June, 2017: The Society for Psychology Study of Social Issues - “Teaching Social Issues through Service Learning and Engagement” (Co-presented)
- July 2014: Noel-Ruffalo Levitz – “Attracting, Empowering and Retaining Learners and Leaders: The WELL Program at Bay Path University”
- July 2013: Society for College and University Planning – “A Team Approach to Program Development for Student Success” (Co-presented)
- November 2008: Quinnipiac Writing Across a Critical Thinking Continuum – “Critical Thinking By Design: Crafting a Writing Associates Program to Improve Assessment” (Panel presentation)
- November 2008: New England Faculty Development Consortium – “Crafting Research Assignments to Maximize Critical Thinking Across the Disciplines” (Co-presented)
- October 2008: International Writing Centers Association – “Leading College Writing Centers into the Future”
- April 2006: Cassola Conference on Teaching Communication – “Communication2 + Service Learning = A Winning Combination”
- April 2004: Cassola Conference on Teaching Communication – “Civility Across Cultures: Communicating Effectively in the Multicultural Classroom”



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## PUBLICATIONS

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- “Putting Students on their Best Path: An Integrative Approach to Developmental Advising” *Synergy: A NASPA Newsletter*, [https://www.naspa.org/images/uploads/kcs/Synergy\\_Article-October\\_2017.pdf](https://www.naspa.org/images/uploads/kcs/Synergy_Article-October_2017.pdf) (Fall, 2017)
- “Bay Path University: Educating Students for Life and Career” (M. Morriss-Olson and K. Barnett) Chapter in *Learning Everywhere on Campus: Teaching Strategies for Student Affairs Professionals* (2017)
- *Unlocking the Doors to College and Career Success* (Arthur G. Sharp and Kristine E. Barnett)
- “Assessment Narrative – Saint Joseph College” (Judy Arzt and Kristine Barnett) – Section of NCTE/WPA White Paper on Writing Assessment in Colleges and Universities  
Internet link: <http://www.wpacouncil.org/assessment-models>
- “Online Tutoring: A Symbiotic Relationship with WAC Initiatives” (Judy Arzt, Kristine Barnett, Jessyka Scopetta) *Across the Disciplines*, January 2009 edition

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## VOLUNTEER/NON-PROFIT BOARD EXPERIENCE

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**President, Executive Board** **July, 2021 – June 2022**  
United States Coast Guard Academy Parents Association

*The United States Coast Guard Academy Parents Association is an independent 501C(3) organization whose mission is to support the US Coast Guard Academy and its Corps of Cadets. With more than 1000 active, current members and 2500+ emeritus members, the USCGA Parents Association seeks to expand public understanding and appreciation of the Academy, encourage recruitment of highly qualified cadets, and raise significant funds to enrich the educational and leadership preparation opportunities for all cadets. The USCGA Parents Association Executive Council sponsors and organizes high-profile events in conjunction with US Coast Guard Academy senior leadership, such as Day One events and Parents Weekend.*

**President** **July 2021 – July 2022**

- Lead all primary activities, including overseeing compliance to ensure sustained 501c3 status, serving as primary liaison with Academy leadership, and developing multi-year strategic plan.

**Vice President** **July, 2020 – July 2021**

- Was creative force behind the USCGA’s first-ever Virtual Parents Weekend, which included a mix of Zoom, video, and live-streamed events to connect parents and families to the Academy and their cadets.

**Vice President for Advancement** **June 30, 2019 – July 2020**

- Designed and led “Finish2019Strong” campaign to raise \$100,000 in 10 weeks as part of goal to raise \$400,00 in 4 years for Cadet Strength & Conditioning Center. Surpassed 2019 goal by \$26,000.

**Class Representative** **September 2018 – June 2019**

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## COURSES DEVELOPED/TAUGHT

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<i>"HELOS Program Dissertation Capstone"</i>	Doctoral, online
<i>"Higher Education Leadership: Research Methods &amp; Design II"</i>	Doctoral, online
<i>"Higher Education Leadership: Research Methods &amp; Design"</i>	Doctoral, online
<i>"Strategies for Personal and Career Success"</i>	Undergraduate, hybrid; online
<i>"Advanced Leadership Seminar: The Science of Happiness"</i>	Undergrad capstone, fully online
<i>"Advanced Leadership Seminar: Learn, Connect, Practice"</i>	Undergrad capstone; in-person
<i>"Women as Empowered Learners and Leaders"</i>	Undergrad, in-person
<i>"Women in Higher Education"</i>	Graduate, fully online for Masters in Higher Ed.
<i>"Introduction to Higher Education"</i>	Graduate, fully online for Masters in Higher Ed.
<i>"The Contemporary College Student"</i>	Graduate, fully online for Masters in Higher Ed.
<i>"The Higher Education Curriculum"</i>	Graduate, fully online for Masters in Higher Ed.
<i>"Freshman Composition"</i>	Undergrad, in-person
<i>"Professional Communications"</i>	Grad, Latino Community Practice Certificate
<i>"Effective Communications"</i>	Graduate, in-person for MBA students
<i>"Strategic Communications"</i>	Graduate, in-person for MBA students
<i>"Composition"</i>	Undergraduate, in-person
<i>"Advanced Composition"</i>	Undergraduate, in-person
<i>"Communications Skills"</i>	Undergraduate, in-person
<i>"Service Learning"</i>	Undergraduate, in-person
<i>"Literary Genres"</i>	Undergraduate, in-person