

Rollins College  
Activism 101

**Title**

**Activism 101: Making a difference Locally and Globally**

**Names and contact information of individuals submitting request**

Les Lloyd  
Scott Hewitt  
Michael Gunter

Les Lloyd  
**Chief Information Officer** Rollins College  
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Scott Hewitt  
**Associate Professor of Education** Rollins College  
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Michael M. Gunter  
**Associate Professor of Political Science** Rollins College  
1000 Holt Ave. -2762 Winter Park, Fl. 32789  
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1000 Holt Ave-2767 Winter Park, Fl 32789  
Phone: 407 646-6371 E-mail: [jhughes@rollins.edu](mailto:jhughes@rollins.edu)

**Category of Submission:**

Implementation of an interdisciplinary course/module/teaching and learning opportunity

**Date of submission**

July 1, 2006

X \_\_\_\_\_ Date: \_\_\_\_\_  
**Hoyt Edge Academic Dean signature of Approval**

**Attachments:** A letter of support from Bill Boles Director of Rollins Conference Courses

## **2. Summary**

The purpose of our project is to address the education standards at the secondary level in Ecuador, focusing on english and technology. Ecuadorians value knowledge of english and technology because they are skills that are important in business and technological fields. We have developed a creative way to supplement their education by utilizing the skills of Rollins College students. Rollin's mission statement shows why we are uniquely suited to this task. Rollins College mission statement reads [we] "educates students for responsible citizenship and ethical leadership in local and global communities and empowers graduates to pursue meaningful lives and productive careers." We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

### **Goals and objectives**

1. Provide the Gabriel Arsenio Ullauri school with twelve new computers.
2. Teach students at the Gabriel Arsenio Ullauri school how to use computers proficiently
3. Teach the students basic english and conversational skills.
4. Provide Rollins' students with a better knowledge of Ecuadorian culture
5. Examine tensions between economic development and environmental protection.
6. Examine how student activists from Rollins College, can impact the lives of students in a developing country.
7. Develop a model for interdisciplinary collaboration that will inspire other colleges to create similar collaborations.

## **How we will accomplish the above Goals and Objectives**

1. Coordinate a group of twenty four to twenty eight students led by three faculty members who will instruct secondary school students in Ecuador.
2. Research the most efficient process for delivering new computers to Gabriel Arsenio Ullauri middle school.
3. Rollins students will spend all semester preparing for this project by doing research on Ecuador and preparing lesson plans to use with Ecuadorian school children. The students will have classes on elementary education, conversational Spanish, and the culture/traditions of Ecuador. The classes will be led by Les Lloyd, Scott Hewit, and Michael Gunter.
4. Faculty members leading this trip will also facilitate workshops, team building, and leadership groups with the purpose of preparing Rollins student's for their International Service learning project.
5. Joe Hughes will prepare all twelve laptops and printer with appropriate programs and image. Once in Ecuador Mr. Hughes will organize the installation and maintenance of all twelve computers and printer including an internet connection and computer network. He will make sure the machines run efficiently and leave the school with the tools and knowledge to repair minor problems with the machines.
6. Encourage the continued discussion and planning among Rollins College and other ACS schools to collaborate Activism courses.
7. Create an intercollegiate discussion about Activism among faculty and the student body emphasizing the symbiotic relationship that can be developed between college students in the United States and students in Ecuador.

## **Anticipated Outcomes and Benefits**

1. Teach English and computer skills to middle school students at Gabriel Arsenio Ullauri
2. Create a working networked computer lab and provide internet access for the students at Gabriel Arsenio Ullauri
3. Develop a lasting connection between Rollins and the town of Cuenca. By helping the schools of Cuenca we are making an investment in the future of this historic town and making a name for Rollins in Cuenca. Rollins College students will benefit from this collaboration with Cuenca because in the future students can travel to Cuenca to study, work with Ecuadorian peer students, and do volunteer work.

## **Description of Collaborative Relationships.**

The three faculty participants are joining their knowledge in the disciplines of Information Technology, Education, and Political Science to complete a service learning project with first year students. The students will research the country of Ecuador with perspectives based in the three disciplines. The students will complete workshops instructed by the professors individually and collectively. The semester-long work of the professors and students will culminate in an international service project that focuses on tackling the issue of quality education in a developing country. The students and professors will reflect, after the fact, on their experience and use the knowledge learned to inform the greater Rollins community. Students can take their experience with them and apply it to future studies which will result in students who better understand what it means to be responsible global citizens. The professors involved in the collaboration have started communicating with other ACS schools about the idea of bringing together activism courses from each school to discuss issues surrounding activism and to possibly complete a service learning project together. Students can benefit from the collaboration of knowledge and materials, developing creative ideas for how college students

can become active in the greater global community. Administrators at other ACS schools have expressed interest in starting collaboration with Rollins College in the fall of 2007.

### **3. Project Description**

Ecuador, according to the CIA world fact book, has an unemployment rate of 9.7% compared to 5.1% in the U.S. and an underemployment rate of 47%. The underemployment rate is defined as the employment of workers for fewer hours or in less desirable jobs than they would prefer and are qualified for. Forty one percent of the population lives below the poverty level in Ecuador while forty five percent of children under five are classified as being malnourished. The percent of the population living below the poverty level is compared to twelve percent of the U.S. population living below the poverty level.

The goal of the project is to assist a secondary school in Ecuador with educating their students in computer technology and Basic English. The desired outcome is to leave the Ecuadorian students with proficient skills in computers, basic and conversational English. We would like the students at the Gabriel Arsenio Ullauri school to have positive memories of their experience with Rollins College students.

The interdisciplinary collaboration will fulfill the vision of Les Lloyd the professor of Activism 101: Making a difference locally and globally, which is taught during the fall term. Les Lloyd envisioned his RCC students participating in local and international projects that change their perception of what it means to be activists and responsible global citizens. RCC is the Rollins Conference Course that is defined by the college as “a seminar class in which approximately 16-20 first-year students meet with a faculty member to explore a topic in the professor's area of expertise. The professors are drawn from the full range of academic disciplines encompassing the arts, the sciences, the humanities, and the social sciences.” The conference course, Activism 101: Making a Difference locally and globally focuses on empowering students to become agents for change. The

course helps promote the concept of activism as a part of everyday life by studying those who have made a difference and participating in service learning projects during the semester.

Les set out to educate his students on the importance of being active participants in their community, making an effort to foster change whenever possible. Prof. Lloyd's students spend the fall semester doing local volunteer projects within their community such as Habitat for Humanity, Coalition for the Homeless, the Winter Park day Nursery, etc. His students study different activists and the lives they led for peace, revolution, and human rights. They read books by Saul Alinsky and other activists. They organize events on and off campus to raise money for their international service project, along with Professors Hewitt and Gunter. The students did car washes, cleaned pools, walked dogs, and asked for sponsors in an effort to raise money for supplies for a Mexican school. While his students worked diligently on preparing for the trip Les met with professors in other disciplines to discuss ways to improve the project. They brainstormed, developing the collaboration between Information Technology, Education, and Political Science and came up with a plan to commence the project.

### **Prior activities and research related to proposal**

Professor Lloyd and his graduate assistant, Heather Smith, researched the political and social climate of Ecuador. They met with Professor Hewitt and Professor Gunter to discuss issues of politics and the social climate in Ecuador. They brainstormed ideas for pitfalls and successes of volunteer efforts in third world countries. They implemented a plan of action for how they would accomplish a service learning project that would incorporate the three disciplines of Information Technology, Political Science, and Education. Ms. Smith worked on establishing contacts within Cuenca by e-mailing the local government in Cuenca, hotels, language schools, etc. She also joined South American travel groups and message boards explaining their intentions and what they were trying to accomplish. It was slow going in the beginning but as the project idea gained exposure more and more people started responding and gave Ms. Smith leads in the right directions. She managed to get in contact with

a hotel owner in Cuenca by the name of Mateo Duran. Mr. Duran is a member of the local school board in Cuenca and has contacts within the Cuenca Ministry of Tourism and Education. Mr. Duran was very helpful and put Ms. Smith in touch with schools in Cuenca. After discussing the results of the research with the other professors involved in the collaboration, Professor Lloyd and Ms. Smith planned a trip to Ecuador to finalize the volunteer project.

Professor Lloyd and Ms. Smith traveled to Ecuador at the end of May and visited the school with which the group plans to work. They met with Mr. Duran, a representative from the Ecuadorian Department of Education, and the secondary school's director. Ms. Smith completed a survey to get a feel for the needs of the school. The school identified that they needed lots of help improving their information technology curriculum complete with computer supplies and internet access. The school's director also expressed the importance of having students who were competent in English. He expressed interest in having materials for recreational activities at the school such as a ping pong set. They have a ping pong table but not the other equipment needed to play the game.

A summary report was prepared to detail the results of the trip and to act as a guide to the other professors participating in the collaboration. The trip on a whole was a huge success because it generated excitement among the school administrators, the Ecuadorian Department of Education and our business contacts in Cuenca. The other professors in the collaboration now have plenty of information to work with in planning the rest of the trip. We also purchased many items in Ecuador to sell as part of a fundraiser for the collaboration project. We met with Joe Hughes, Senior I.T. technical Support Specialist at Rollins College and discussed the need to have a technology savvy individual on site in Ecuador to install the computers and network making sure that the administrators of the school are educated enough to maintain the computers. i.e. running virus scans, being able to reinstall the image, etc. The whole collaboration is unfolding smoothly due to good teamwork and extensive research and brainstorming.

## **Projected Timetable**

**December 9-21st**

## **Requested Budget**

The students and Professors in the collaboration do extensive fundraising to cover the costs of supplies, equipment, and travel. Students pay for their own costs to travel to Ecuador. Scholarships are provided by the College for students who demonstrate financial need. The costs we would like covered by the mini grant are to cover the cost of travel and lodging for the project leaders participating in the collaboration. This will help keep student costs down so more students can participate in the experience.

\$1,700 for Les Lloyd

\$1,700 for Scott Hewit

\$1,700 for Michael Gunter

\$1,700 for Joe Hughes

**\$6,800 for the total** cost of all four.

## **Context of the interdisciplinary offering**

The scope of the collaboration directly correlates with the work of the three professors involved:

Prof. Lloyd has spent his time researching different forms of activism and which techniques prove to be the most effective. He has made a commitment to educating the Rollins Community on the benefits of being an activist. He exemplifies global citizenship by showing that activism can take a variety of forms such as writing a letter, building a house, or volunteering in a developing country. Prof. Hewit dedicates his time to studying education and which learning styles work best for particular age groups. He focuses on elementary education so his specialization will be very useful while working at the school and in analyzing the results of the project.

Prof. Gunter has extensive knowledge and experience in the subject of correlating poverty and politics, and their effects on education.

## **Anticipated impact on the discipline, the institution, and the students**

The success of the project will positively impact all aspect of the surrounding environment. It will serve as a model for how disciplines can interact on another level and foster positive change in social and political issues. The interdisciplinary collaboration will reflect well on Rollins College because it

will show the strides the college is willing to make towards giving their students a well rounded education.

Students who participated in previous projects, with Professor Lloyd, have commented that they were left with a memorable experience that they carried into their future studies and used as a basis for decision-making as responsible global citizens.

*“As I look back upon my trip to Ecuador, I realize how important field studies such as these are to the global communities they help as well as the students that take part in them. The experience for me is something that I will never quite replicate given its profound effect on me. I am forever humbled by the relationships I created with my students in Cuenca and the places seen throughout our journey.”*  
-Chaise Barfield

*“Learning is sometimes the result of an experience that is so extraordinary in application that it can never be forgotten; our service trip to Ecuador embodied all of this and more. Though we were only in the country for a short period of time, the many things that we saw, felt, and participated in will remain with us forever.”*  
-Natalia Wagner

*“Why travel to Ecuador?  
We have a responsibility as individuals to contribute our time and resources to help those who are less fortunate than us. It is important that college students learn early on, that it is not enough to just show up, you have to learn and absorb and then give that knowledge back to society in a positive manner.”*  
-Heather A.H. Smith

### **Evidence of institutional support**

The college has shown tremendous support and enthusiasm for the project. The community supports fundraisers and volunteers ideas for how the collaboration can be improved. Not only have other professors volunteered their stories to prepare us for the successes and pitfalls of service projects abroad, they have also volunteered to assist in many useful ways. Rollins College has committed to providing twelve computers and a printer at a discounted price to be given to the Ecuadorian secondary school. The college has also committed to providing financial aid to students who are unable to cover the costs of the trip.

#### **4. Evaluation, Dissemination, and Continued Support**

The success of the project would be evaluated on three levels:

- a. Ecuadorian student success
- b. Rollins' student success
- c. Success of faculty collaboration

The success of Ecuadorian students will be assessed by giving them daily evaluations in the form of tests or projects that will allow the students to demonstrate their understanding of material taught that day. They will also have to complete a PowerPoint presentation at the end of the week that demonstrates their knowledge gained in computers and English. The success of Rollins students will be measured by faculty observations and student completion of an essay concerning the interdisciplinary collaboration. Rollins faculty members will observe for fulfillment of the following criteria:

- have daily lesson plans prepared for class
- make strong, well thought out decisions and act as a team
- demonstrate leadership abilities
- demonstrate a clear organized problem solving strategy.
- make positive choices during off time that will allow students to be at their best during teaching time
- demonstrate an understanding of Ecuadorian culture when dealing with individuals both in and out of school.

#### **Plans for dissemination of results**

Prepare and execute a presentation at the annual Faculty Day of Scholarship  
Prepare a paper to be published in affiliation with the Faculty Day of Scholarship

**Personal/departmental/ institutional plans for continued support of this interdisciplinary offering beyond this proposal.**

We expect the course to continue and expand over time. Les Lloyd will be making arrangements to run the course in Costa Rica in the spring of 2007 with a faculty member from the Environmental Studies department and students from the Education department. We expect to continue team-teaching this first-year course for the foreseeable future involving faculty from other departments.

**5. Literature Cited**

We did not make any specific references to books in the proposal.

**6. C.V. of Faculty Participants**

Please see attached.

**7. Resume of student submitting Proposal**

Not applicable

**8. Disclosure Statement**

Mike Gunter has been awarded a Fulbright to teach in Slovakia in the spring 2007 term.

Les Lloyd will travel to Costa Rica on an ACS grant to help setup a teaching center there for a planned course during spring break 2007.

## MICHAEL M. GUNTER, JR.

Department of Political Science  
Rollins College  
Box 2762 – 1000 Holt Avenue  
Winter Park, FL 32789  
<http://web.rollins.edu/~mgunter/>

Office Phone: (407) 646-2263  
Home Phone: (407) 599-0669  
Fax: (407) 646-2363  
Email: [mgunter@rollins.edu](mailto:mgunter@rollins.edu)

### ACADEMIC EXPERIENCE

**Fulbright Lecturer**, Comenius University, Bratislava, Slovak Republic, 2006-2007

POL 333: [Case Studies in Sustainable Development](#)

POL 354: [International Organization](#)

**Associate Professor**, Rollins College, Winter Park, Florida, Fall 2006 to present

RCC 100: [The Politics of the Environment](#) (first year seminar)

POL 130: [Introduction to International Politics](#)

POL 315: [Fact and Fiction in Film: War on the Silver Screen](#)

POL 351: [International Security](#)

**Assistant Professor**, Rollins College, Winter Park, Florida, Fall 2003 to Summer 2006

**Visiting Assistant Professor**, Rollins College, Winter Park, Florida, Fall 2000 to Spring 2003

POL 305: [International Environmental Affairs](#)

POL 310: [Sustainable Development in the Dominican Republic](#) (interdisciplinary, team taught course)

POL 331: [International Political Economy](#)

**Instructor**, University of Kentucky, Lexington, Kentucky, Jan. 2000 to May 2000

PS 101: Introduction to American Government, Spring 2000

**Instructor**, Transylvania University, Lexington, Kentucky, Sept. 1998 to May 1999

PS 2294: Special Topics in Political Science: Environmental Public Policy, May 1999

PS 1004: Introduction to Politics, Fall 1998

**Instructor**, Eastern Kentucky University, Richmond, Kentucky, Jan. 1999 to May 1999

POL 327: International Law and Organization, Spring 1999

### TEACHING & RESEARCH FIELDS OF INTEREST

International Relations Theory

International Security and Arms Control

NGOs and International Organization

U.S. Foreign Policy

Web Page Design and GIS Training

Field Studies (Dominican Rep./SE Asia/Ecuador)

Sustainable Development

International Environmental Affairs

U.S. Environmental Activism/Politics

War and Conflict in Film

Service Learning

Interdisciplinary Course Linkages

## **EDUCATION**

**Ph.D., Political Science, May 2001**

**Emphasis Areas: Environmental Policy Studies, International Relations, & Comparative Politics**

University of Kentucky

Lexington, Kentucky

**Environmental Systems Graduate Certificate, Aug. 1998**

**M.A., Political Science, Aug. 1998**

University of Kentucky

Lexington, Kentucky

**Sidney Ulmer Fellowship, Summer 1997**

Vermont Law School

Environmental Law Center

South Royalton, Vermont

**ICPSR Fellowship, Summer 1995**

University of Michigan

Ann Arbor, Michigan

**B.A., Political Science, May 1991**

**Honors in the College of Arts and Sciences**

Vanderbilt University

Nashville, Tennessee

## **PUBLICATIONS - BOOKS**

*[Building the Next Ark: How NGOs Work to Protect Biodiversity](#)*, Dartmouth College and [University Press of New England](#), Nov. 2004 (cloth), Sept. 2006 (paper).

### ***Critical Reviews***

Offer[s] a detailed prescription for how [NGOs] can improve their species protection efforts.

*Our Planet, magazine of UNEP, vol.16:2, p.27*

This is an important and much-needed book on a vital subject. Using thorough, hands-on scholarship, Gunter delineates the role of the NGOs as the spearhead of the global conservation movement. He delivers balanced accounts of their strategies, their relationship to governments and the public, their successes and their vulnerabilities.

*E.O Wilson  
Two-time Pulitzer Prize Winner  
Pellegrino University Professor Emeritus  
Harvard University*

## CURRICULUM VITA

**NAME:** John Scott Hewit

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FAX: (407) 646-2545  
[JSHewit@Rollins.edu](mailto:JSHewit@Rollins.edu)

### POST-SECONDARY EDUCATION:

Degree and Institution	Date Awarded	Major	Minors	Dates
Middlebury College		Economics	Educ.	9/71-5/73
SUNY Plattsburgh	B.S. (1975)	Elem. Ed.		9/74-12/75
Indiana Univ. at Fort Wayne	M.S. (1979)	Elem. Ed.	Reading	6/76-8/79
Ball St. Univ.	Ed.D. (1982)	Early Ch. Education	Spec.Ed Reading	9/80-8/82

### ACADEMIC APPOINTMENTS:

Associate Professor of Education, Rollins College (1994-present)  
Director of Teacher Education, Rollins College (2000-present)  
Department Chair, Department of Education, Rollins College (1997-2000)  
Assistant Professor of Education, SUNY Plattsburgh (1988-1994)  
Assistant Professor of Education, Wesleyan College (1983-88)  
Assistant Professor of Education, Utah State University (1982-83)  
Doctoral Fellow, Ball State University, (1980-82)  
Elementary School Teacher, Fort Wayne and LaGrange, IN (1/76-6/80)

### FELLOWSHIPS, GRANTS OR CONTRACTS, INCLUDING POST-DOCTORAL AND OTHER HONORS:

#### Funding Applied For and Received:

Critchfield Research Grant (\$3,500), School Reform in China, Mexico and the US, Rollins College, 2003  
Enhancement of Teaching Grant (\$2,000), Trading Places, Rollins College, 2002  
Critchfield Research Grant (\$1,500), ESOL in Teacher Education, Rollins College, 2001  
Individual Development Grant (\$1,400), Reggio Emilia, Rollins College, 1995  
Critchfield Research Grant (\$1,200), Collaborative Teaching for Inclusive Schools, Rollins College, 1995  
Christian A. Johnson Research Grant (\$1,500), A Cluster of Educational Foundations, Rollins College, 1995

### **Contracts:**

Prentice Hall, Manuscript for college text titled Implementing an Inclusive Curriculum for the Preschool and Primary Grades, November 1996  
Allyn & Bacon, Inc., Manuscript for college text titled Teaching Methods for Today's Schools: Collaboration and Inclusion, January 1993- 1997  
Prentice Hall, Manuscript Reviewer, December 1995 - present  
Allyn & Bacon, Inc., Manuscript Reviewer, November 1990-present  
Delmar Publishing Co., Inc., Manuscript Reviewer, February, 1992-present  
Hebrew Day School, Maitland, FL, Guest Speaker, 1998

### **Other Honors:**

Hugh McKean Award for Outstanding Teaching, Rollins College, 1998-99  
Most Recognized Professor Award, Rollins College, April 2000  
Community Service Award, Down Syndrome Association of Central Florida, July 2000

### **CURRENT MEMBERSHIP IN LEARNED OR PROFESSIONAL SOCIETIES:**

National Association for the Education of Young Children (NAEYC)  
Association for Supervision and Curriculum Development (ASCD)  
National Council for the Social Studies (NCSS)  
Council for Exceptional Children (CEC)  
Phi Delta Kappa  
Kappa Delta Pi  
Omicron Delta Kappa

### **PUBLICATIONS:**

#### **Books:**

Hewit, J.S. (in press). Implementing an Inclusive Curriculum for the Preschool and Primary Grades. Columbus, OH: Prentice Hall.

Hewit, J.S., & Whittier, K.S. (1997). Teaching Methods for Today's Schools: Collaboration and Inclusion. Boston: Allyn & Bacon.

#### **Chapter in Edited Book:**

Hewit, S. (2004). Back to the future. In O'Sullivan, M.J. Fiat lux: Teaching in paradise. Winter Park, FL: Angel Alley Press.

Hewit, S. (1991). Learning and growing through science: A developmental chart. In Kleinsinger, S.B., Science: A practical guide for teaching young children. New York: Scholastic, Inc.

#### **Articles:**

Hewit, J.S., & Fielder, C. (2006, in press). What's right about public schools?; what's right about teacher Preparation? Florida Leadership.

Hewit, J.S. (2001). Play-based curriculum in a standards world. Play, Policy, & Practice Connections, V(3), 3-6.

Hewit, J.S. (2000). Play in inclusive early childhood settings. Play, Policy, & Practice Connections, IV(2), 1-3.

Hewit, J.S., & Whittier, K.S. (1993). Collaborative teacher education: The elementary education/special education connection. Intervention, 29(2), 62-75.

Hewit, S., & Whittier, K. Collaborative teacher preparation: A working model. Manuscript submitted to Exceptional Children, January 1992.

Hewit, S. What developmentally appropriate practice means to school administrators. Manuscript submitted to Principal, January, 1992.

Hewit, S. (1991 - 1993) Children and Families, feature column published biweekly, Plattsburgh Press-Republican.

**Hewit, S. & K. Whittier. (submitted September,1989). Elementary/special education**

## Les Lloyd

3773 Ethan Lane  
Orlando, FL 32814  
407-421-8128

### **Education:**

#### **Rensselaer Polytechnic Institute**

M.B.A., May 1978

B.S. Interdisciplinary Science, December 1977

### **Career History:**

#### **Rollins College (1996 to present)**

Chief Information Officer (Asst. VP, I.T. – 1996-1998, Assoc. VP, I.T.- 1998-2006)

Responsible for all areas of computer, media and network support including the Help Desk, instructional technology, training, hardware support, Banner support, network design and implementation. Supervise a staff of 28 with a budget of approximately \$3.5 million.

#### **Lafayette College (1988 to 1996)**

Director, Computing Services (Director, Academic Computing Services- 1988-1991)

Promoted with responsibility for both Academic and Administrative Computing. Combined staff of 15; budgets exceeding \$2 million.

Implementation of Banner administrative system completed in June 1996.

Work closely with Libraries on technology issues.

#### **Drew University (1985 to 1988)**

Director, Academic Computing Services (promoted from Manager in 1996)

Supervised operations of the Academic Computer Center and coordinated day to day operations including the distribution and support of 400 personal computers each year, faculty, staff and student support. Managed implementation of innovative phone and network system.

Instructor in Computer Science.

#### **Automatic Data Processing (1983 to 1985)**

Senior Programmer/Analyst

Responsible for design, programming and testing of accounts receivable software for minicomputers. Project leader, supervised 5 programmers from design to project completion.

#### **Fortune Personnel (1979 to 1983)**

Manager, Computer Operations

Designed and implemented a personnel search and retrieval system for use by 100 personnel counselors. Supervised computer operations.

#### **Arthur Andersen and Co. (1978-1979)**

Staff Consultant

Programmer/Consultant for Manufacturing and Accounting software

### **Books/Journals:**

**Editor**, *Best Technology Practices in Higher Education*, Information Today, Medford, NJ, 2005, 170 pages

**Editor**, *Campus Wide Information Systems*, quarterly journal, MCB University Press, West Yorkshire, England, January, 1993-2003

**Editor**, *Teaching with Technology*, Information Today, Medford, NJ, 2000, 403 pages

**Editor**, *Technology and Teaching*, Information Today, Medford, NJ, 1997, 366 pages

**Editor**, *Administrative Computing in Higher Education: Issues in Enterprise-Wide Networks and Systems*, Information Today, Medford, NJ, February, 1996, 211 pages

**Editor**, *Campus Wide Information Systems*, quarterly journal, MCB University Press,

West Yorkshire, England, January, 1993-2003

**Editor**, *Campus-Wide Information Systems and Networks*, Meckler Publishing, Westport, CT, May, 1992 350 pages

**Editor**, *Using Computer Networks on Campus, Volume 2*, Meckler Publishing, Westport, CT, December, 1991 150 pages

**Editor**, *Using Computer Networks on Campus, Volume 1*, Meckler Publishing, Westport, CT November, 1991, 137 pages

***Papers/ Professional Accomplishments:***

**Getting More from Banner**, SCT Summit, 2003

**Getting More from Campus Pipeline**, SCT Summit, 2002

**Peer Reviewer**, Gustavus Adolphus College, 1995

**Let's Stop Blaming Anyone**, *Edutech Report*, May, 1993

*Critical Thinking: Focus on Science and Technology*

**The Printing Press and the Computer: Technology and the Historical Imagination**; pp. 235-244

The Institute for Critical Thinking, Montclair, NJ, 1992

**EDUCOM Network Consultant**, Agnes Scott College, February, 1992

**Balancing User Friendliness with Institutional Resources and User Commitment**

*CAUSE/EFFECT*, CAUSE, Volume 14, Number 4, Winter 1991

**Co-editor**, *MeckJournal Electronic Journal*

Meckler Publishing, September, 1991 to 1994

**The Importance of Student Employees in Academic Computing**

ACM SIGUCCS Conference, November, 1991- Seattle, WA

**Co-Editor**, *Academic and Library Computing*

Meckler Publishing, February, 1991 to June, 1992

**Critical Thinking: The Printing Press and the Computer**

Montclair State College, Institute for Critical Thinking, October, 1990

**Grant Evaluator**, Raritan Valley College, Network Planning Grant, September, 1990

**Why Administrative and Academic Computing People Hate Each**

**Other** with Nikhil Sathe, '90, *Edutech Journal*, August, 1990

**The Mexican Academic Network: Forming a BITNET-type network**

**in Mexico**: CONACYT: The National Committee on Science and Technology, July, 1988- Mexico City, Mexico

**Alternatives in Documentation: Support without all the Work**

Academic Microcomputer Conference, April, 1988- Indiana University

**The Inter-Collegiate Documentation Exchange**

ACM SIGUCCS User Services Conference

October, 1987- Kansas City, Missouri

**ACM Peer Review Team Member**, Lafayette College, June, 1987

**Integrating Computers into the Curriculum**

Xian Technical University, June, 1987- Xian, China

**Supporting the Traditional Mainframe User and the Personal Computer User**

ACM SIGUCCS User Services Conference

September, 1986- Montreal, Canada

**Integrating Computers into the Curriculum:**

ASCUE Conference, June, 1986- Myrtle Beach, S.C.

# Joseph Francis Hughes

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<u><b>Expertise</b></u>	
⇒	<i>Windows Xp and 2000</i>
⇒	<i>Microsoft Office Suite 2003, Xp and 2000</i>
⇒	<i>Del Certification for the past 4 Years</i>

## *Professional Qualifications*

### *Professional Profile*

**A+ Certified** Computer Repair Technician  
**Twenty Years** of computer experience  
**Nine Years** of computer hardware and software repair

experience

### *Employment History*

#### **Rollins College, Winter Park, FL**

**Information Technology 1997-Present**  
Senior Technical Support Specialist responsible for over 1700 student, faculty and staff laptops  
Organization, implementation and documentation of dispersing 250 laptops to new students at Freshman Orientation  
Facilitating familiarization courses for graduate and undergraduate students.  
Supporting the Rollins College community through the IT Helpdesk Call center  
Repair and Maintenance of computer hardware for both desktops and laptops  
Training and monitoring of Technical Service student workers  
Transportation and installation of computers  
Tracking and scheduling of laptop repairs

#### **Rollins College, Winter Park, FL**

Art Exhibit transportation and installation  
Updated and maintained records  
Receptionist  
Assisted with special events

#### **Cornell Fine Arts Museum 1994 – 1997**

### *Academic Credentials*

1998 BA Rollins College – Major in History  
Cum Laude  
2004 BA Rollins College Hamilton Holt School – Major in Anthropology  
Magna Cum Laude

### *Activities and Awards*

Service Learning Trips with Rollins College  
Dominican Republic Co –Sponsor 2006  
Dominican Republic 2005, 2004, 2003, 1998  
Mexico Support Staff 2004, 2003  
Phi Alpha Theta – National History Honor Society  
Phi Eta Sigma – National Freshman Honor Society  
Senior History Major  
President List – 6 time