

MICHAEL NORDQUIST, PH.D.

EDUCATION

Ph.D.	Political Science: Political Theory and International Relations University of Minnesota-Twin Cities	2010
B.A.	Politics and German Studies (double major) Ithaca College, Ithaca, NY	2002

PROFESSIONAL EXPERIENCE

Executive Director (interim)

July 2015-present

*Center for Community Engaged Learning and Research (CELR Center)
The College of New Jersey (TCNJ), Ewing, NJ*

Leadership and Management

Responsibilities

- Oversee operations and direction of CELR Center's 15 full-time staff members
 - 9 CELR Center staff members (4 college-funded, 5 grant-funded)
 - 2 AmeriCorps management staff members (housed at Bonner Foundation)
 - 4 full-time AmeriCorps and VISTA AmeriCorps staff members
- Provide leadership and direction for Center's three main programs:
 - *Community Engaged Learning*: developing and implementing community-engaged projects into curricular and co-curricular experiences
 - *Bonner Community Scholars*: four-year student and community development program for 100+ students that provides scholarships and training for community service and civic engagement
 - *Community Engaged Research and Initiatives*: college-community collaborations that provide TCNJ faculty, staff, and students opportunities to work on long-term, community-based projects that build on and contribute to academic knowledge
- Develop and administer CELR Center budget of more than \$2.5 million annually
 - \$800k operational funds
 - \$1 million external funds
 - \$700k college scholarship funds
- Develop and implement strategic plans and goals for the CELR Center
- Lead resource development and reporting efforts
- Oversee assessment efforts of CELR Center activities
- Support leadership team to implement strategic goals and to support team as managers of others
- Communicate successes and impact to on- and off-campus stakeholders

Selected Accomplishments

- Strategic Planning: Facilitated a six-month strategic planning process that involved more than 200 stakeholders on and off-campus (students, faculty, staff, community partners, administrators) to produce the Center's first comprehensive five-year plan which includes mission, vision, and values statements
- Learning Outcomes: Developed TCNJ-specific measurable outcomes for the Center's activities and programs, informed by recognized (AAC&U, Civic Minded Graduate, Bonner Foundation) community engagement frameworks

- Resource Development: Maintained and expanded external funding, including a \$100,000, four-year grant from Johnson & Johnson and a renegotiated renewal of \$1.3 million over three years from the New Jersey Office of the Attorney General to support the Trenton Violence Reduction Strategy
- Assessment: Developed an infrastructure for assessing programs and projects for program development and improvement, with TCNJ's Center for Institutional Effectiveness
- Website redevelopment: Initiated and currently oversee ongoing redesign of CELR Center website to provide useful CELR-relevant resources and content for specific on- and off-campus audiences

Campus-wide Community Engaged Learning Development and Integration

Responsibilities

- Collaborate with deans, administrators, faculty members, and staff across units to promote community engaged learning and civic engagement
- Coordinate with CELR faculty liaison and CELR advisory program council on CELR Center activities
- Work with faculty members to promote, support, develop, and strengthen CEL courses through all of TCNJ's schools and programs
- Design, facilitate, and participate in academically grounded initiatives and events on civic engagement and relevant social issues for TCNJ community
- Support staff to implement CEL enhancement and growth across campus

Selected Accomplishments

- CEL Bonner Community Scholar training: Redesigned training and preparation of Bonner Scholars to lead CEL activities, including issue-based training, incorporation of learning outcomes into design and implementation, and enhanced reflection facilitation training
- Collaborations with Student Affairs and other units:
 - LionsGate: Worked with a team of Student Affairs staff members to review and select a campus-wide student organization management system (CollegiateLink/CampusLabs), branded as LionsGate
 - Day of Service: Planned and implemented a day of service on October 17, 2015, for 300+ campus community members in collaboration with the Office of Student Engagement and the Office of the President. The now-annual event is planned for October 22, 2016, with support from Academic Affairs.
 - Co-curricular community engagement: Participated in a cross-unit working group designing and promoting co-curricular transcripts and certificates, including community engaged learning and community service
- Faculty CEL Trainings: Designed and led faculty training and informational sessions for introductory and advanced community engaged learning course design and project implementation
- Faculty Liaison and Advisory Program Council: Worked with administration and faculty members to establish a CELR Center Faculty Liaison and to lay the groundwork for a governance-based advisory program council for the CELR Center, to be established in AY2016-7

Community Partnership and Project Development

Responsibilities

- Identify, recruit, and maintain partnerships that appropriately support CELR and TCNJ mission and strategic goals
- Match CELR and TCNJ strengths and resources with community-identified opportunities
- Develop and support innovative CELR-relevant initiatives and programs in the region
- Maintain relationships with key partners in community (schools, police, city administration, etc.)

Selected Accomplishments

- Programs and Projects Review: Led an evaluation and reassessment of existing partnerships and projects to prioritize and align CELR Center activities with newly developed CELR mission and strategic goals and TCNJ mission and priorities
- Partnership application and review process: Redesigned application and outreach for community partners, and established transparent criteria for evaluating current and potential partnerships
- Maintained successful community-engaged projects and partnerships:
 - Bonner Community Partners: Bonner Community Scholars work with 12-16 "deep partners" annually where they provide direct service and capacity building efforts

- Trenton Prevention Policy Board: CELR Center staff facilitate this grassroots, community-driven board whose mission is to make and implement policy, program, and practice recommendations to promote positive youth development and prevent juvenile delinquency in the City of Trenton
- Trenton Violence Reduction Strategy: In coordination with the Trenton Police Department, CELR Center staff manage and support this three-year, \$1.3 million NJ Attorney General-funded program that supports individuals with criminal histories and trajectories through social services and other support to increase the probability that they are able to find non-criminal pathways
- TrentonWorks: Oversaw operations and programming of an experimental gallery and meeting space in downtown Trenton

Civic Engagement Initiatives

Responsibilities

- Promote civic engagement among students, faculty, and staff
- Develop and implement effective civic engagement strategies for TCNJ campus community
- Advise and direct Bonner Community Scholars staff to train Bonner Community Scholars as civic engagement leaders on- and off-campus

Selected Accomplishments

- TCNJ Votes!: Through a partnership with students, Residential Education staff, and Student Engagement staff, designed a comprehensive voter registration and political engagement campaign to be implemented AY2016-2017, for which we were awarded a campus mini-grant of \$3,000 and \$2,250 from Academic Affairs
- Democracy Matters Presentation: Developed a civic engagement presentation for all first-year students to communicate the importance of civic and political engagement, particularly for young adults
- Political Engagement Collaborative: Co-lead (with Student Affairs Engagement office) a campus-wide initiative to encourage more political engagement among the campus community
- Voter Registration: In 2015, initiated a voter registration effort during a mandatory orientation meeting for all 1500 TCNJ first-year students that resulted in 500+ new voter registrations

Civic and Community Engagement National Networks and Recognition

Responsibilities

- Represent and promote the CELR Center and TCNJ in networks working in the areas of civic engagement, service learning, and campus-community partnerships
- Serve as the TCNJ liaison with the Bonner Foundation
- Serve as TCNJ liaison to regional and national Campus Compact chapters
- Communicate and document campus-wide service efforts

Selected Accomplishments

- Meeting participation: Regularly participate in and present at Bonner Foundation and Campus Compact meetings and events
- National Recognition: Developing documentation infrastructure to more effectively apply for President's Honor Roll, Carnegie Classification

Community Engaged Learning Coordinator, Environment Division

June 2013-June 2015

Bonner Institute for Civic and Community Engagement

The College of New Jersey, Ewing, NJ

Responsibilities

- Develop and implement environment-related community engaged learning projects with community partners and faculty for first-year seminars and co-curricular community service requirement
- Manage and maintain TCNJ's campus garden, and develop and implement academic and service activities at garden site
- Manage and maintain existing partnerships related to environmental issues and food security, and seek out potential partnerships
- Coordinate activities of 20-student TCNJ Bonner Community Scholar Environment Division working on environment-related issues with campus and community partners

- Design and implement educational trainings for TCNJ Bonner Environment Division
- Facilitate and promote campus-wide environmental practices and policies
- Participate on relevant campus-wide committees and bodies

Selected Accomplishments

- CEL Days: Annually designed and supported 12-15 8-hour community engaged learning days for more than 250 students
- First-year curricular CEL experiences: Annually designed and supported 6-10 course-based community engaged learning experiences as part of first-year seminar program
- Partnerships: maintained existing partner relationships and developed two new partnerships with local organizations
- Academic development of team: Planned and facilitated biweekly meetings for Bonner Community Scholars around scholarly themes and readings
- Campus Garden: Managed first year of relocated campus garden, producing nearly 1000lb of organic produce for local food bank and involving 100+ campus community members in garden maintenance

Affiliate Faculty

2016-present

Adjunct Faculty

2012-present

Department of Political Science

The College of New Jersey, Ewing, NJ

- Regularly teach courses in political theory, environmental politics, and the First-year Seminar Program
- Participate in and contribute to intellectual life of department and school
- Serve on honors thesis committees, informally advise students

Assistant Professor

2010-2012

Visiting Assistant Professor

2009-2010

Chair (sabbatical leave replacement)

Fall 2011

Department of History and Political Science

Albertus Magnus College, New Haven, CT

- Developed, designed, and implemented Aquinas Scholar Program curriculum, a program that allows independently motivated students to design and complete group or individual semester-long research projects in a research seminar setting
- Facilitated place-based educational opportunities, including tours and activities that connected Albertus students to New Haven and the region, a year-long Aquinas Scholar focus on New Haven-based research projects, and curricularly integrated examination of the environmental history of New Haven and the region
- Revised Political Science curriculum and degree requirements for first time in 15 years based on disciplinary standards and peer institution norms, eliminating outdated courses and adding student-relevant courses
- Facilitated monthly meeting with faculty teaching in first-year *Invitation to Insight* common course to share pedagogical strategies and discuss books on topics related to course themes
- Served on departmental and college-wide committees
- Taught a 4-4 load with 8 preparations annually across multiple disciplines (Political Science, Philosophy, History, Humanities)

RELEVANT PUBLICATIONS, PRESENTATIONS, AND PUBLIC EVENTS

Publications

- Chung, He Len, Michael Nordquist, Diane Bates, and Patrick Donohue. "Partnerships in civic engagement: Cultivating transformational campus-community relationships built to last." *Social Behavior Research and Practice – Open Journal*, 1:1 (2016), 22-33. doi: 10.17140/SBR-POJ-1-105
- Review of: Edward W. Soja, *Seeking Spatial Justice*, (University of Minnesota Press, 2010) in *Contemporary Political Theory*, 12:1 (February 2013), e16-e18.
- Betsalel, Kenneth, Ashley Biser, Michael Nordquist, and David Selby. "2012 APSA Teaching and Learning Conference: Teaching Political Theory and Theories Track Summary." *PS: Political Science and Politics*, 45:3 (July 2012), 538-539.

Public Events

- Moderator, “Food Security in New Jersey” Panel, Community Learning Day, TCNJ, September 7, 2016
- “Higher Education Resources for Sustainable Jersey Regional Hubs,” Regional Hubs panel, New Jersey Sustainability Summit, Ewing, NJ, June 15, 2016
- “Community Visioning as Planning: Pushing, Pulling, and Progress,” Planning for Sustainable Communities panel, New Jersey Sustainability Summit, Ewing, NJ, June 15, 2016
- Participant, “Hurricane Sandy: 3 Years Later Roundtable,” TCNJ, October 29, 2015
- Discussant, “Chasing Ice” film screening, TCNJ, March 11, 2015
- Convener and moderator, “Stronger than the Storm? Politics, Planning, and Progress a year after Sandy” forum, TCNJ, October 30, 2013

Presentations

- “Exploring the Richness and Realities of Trenton: Possibilities for Community Engaged Learning & Research at TCNJ,” First Year Faculty First Fridays session, TCNJ, October 7, 2016.
- “Good Food Revolution,” Summer Reading Program Facilitator Training, TCNJ, August 29, 2016
- “Community Engaged Learning at TCNJ,” First Year Faculty Orientation, TCNJ, August 23, 2016
- “First Year as Center Director,” New Directors Meeting, Bonner Foundation, August 2, 2016
- “Developing a Strategic Plan: Process, Problems, Progress,” Bonner Foundation Summer Learning Institute, Maryville College, Maryville, TN, June 8, 2016
- “The Nature of College” Summer Reading Program Facilitator Training, TCNJ, August 28, 2015
- “From Doing Good to Doing Politics: Connecting Community Service to Political Engagement,” American Political Science Association Teaching and Learning Conference, Washington, DC, January 16-18, 2015
- “Developing and Improving Community Engaged Learning (CEL) Experiences in FSPs and Beyond,” TCNJ Teaching and Pedagogy Workshop, May 12, 2014
- “The Practice of Political Thinking: Teaching Introductory Politics Courses through a Theoretical Lens,” with Ashley Biser (Ohio Wesleyan University), American Political Science Association Teaching and Learning Conference, Washington, DC, February 17-19, 2012

PROFESSIONAL ENGAGEMENT AND SERVICE

Community Engaged Learning, Service-Learning, and Civic Engagement

- Bonner Foundation Summer Learning Institute, Maryville, TN, June 7-10, 2016
- IUPUI/Indiana Campus Compact Service Learning Research Academy, Indianapolis, IN, May 11-13, 2016
- Discussant, Civic Engagement track, American Political Science Association Teaching and Learning Conference, Portland, OR, February 12-14, 2016
- Bonner Foundation Directors’ Conference, Buckeystown, MD, November 1-5, 2015
- Bonner Foundation Signature Work Conference, Meadville, PA, September 21-23, 2015
- Bonner Foundation New Directors’ Meeting, Princeton, NJ, July 26-29, 2015
- Bonner Foundation Summer Learning Institute, Davidson, NC, June 10-13, 2015
- Discussant, Civic Engagement track, American Political Science Association Teaching and Learning Conference, Washington, DC, January 16-18, 2015
- Bonner Foundation High Impact Conference, Loudonville, NY, July 9-12, 2013

The College of New Jersey

- President’s Climate Commitment Committee. Work with administration, staff, faculty, and students to improve TCNJ’s sustainability efforts. 2013-present.
- Cultural and Intellectual Climate Program Council. Support and advise campus-wide committee on community engagement-related event planning and promotion. Occasional.
- Fulbright candidate review panel. Occasional.
- First Seminar Coordinating Committee. Work with faculty to improve the academic and co-curricular experience for First Year students at TCNJ. 2013-2015.

Political Science

- Reviewed Manuscripts for *Theory & Event, Environmental Politics*
- Participant, “Narratives of Contingency in the Worlds of Higher Education,” Roundtable, International Studies Association Annual Conference, February 21, 2015

- Discussant, “The Rise of Unnatural Men: Histories and Practices of Dehumanization in Political Thought,” Environmental Political Theory Panel, WPSA Annual Meeting, April 15-17, 2014
- Chair and Discussant, “Questioning Who, What and How of Environmental Politics,” Environmental Political Theory Panel, WPSA Annual Meeting, March 28-30, 2013
- Co-section chair (with Andrew Valls, Oregon State University), Environmental Political Theory section, WPSA Annual Meeting, 2013
- Discussant, “Ecophilosophy and Machines,” Environmental Political Theory Panel, WPSA Annual Meeting, April 1-3, 2010
- Co-Coordinator, Environmental Political Theory Workshop (with Teena Gabrielson, University of Wyoming) at WPSA Annual Meeting, March 19, 2008
- Chair, “Greening Theorists,” Environmental Political Theory Panel, WPSA Annual Meeting, March 19-22, 2008

Albertus Magnus College

- Writing Program Committee. Developed Student Learning Outcomes and corresponding rubrics for Writing Intensive courses. 2011-2012.
- Academic Policy Committee. Considered and debated changes to the college’s curricular requirements and offerings. 2011-2012.

Department of Political Science, University of Minnesota-Twin Cities

- Search Committee, Political Theory. Graduate Student member and candidate coordinator. Arranged logistics for Assistant- and Associate-level candidates’ visits and provided graduate student input on the search committee and faculty meetings. Fall 2007.
- Co-Coordinator, Minnesota Political Theory Colloquium (with Çigdem Çidam [2005-6], Ilya Winham [2006-7], Joshua Anderson [2007-8]), Fall 2005-Spring 2008
- Co-Coordinator, Prospective Graduate Student Visits (with Dana Adams), Spring 2007
- Graduate Student Life Committee, Fall 2003-Spring 2007
- Graduate Student Representative, Graduate Work Committee, Fall 2003-Spring 2006

Pedagogy

- Coordinator, ePortfolio Teaching Circle. Coordinated weekly meetings and workshops for faculty on integrating ePortfolio into course design and programs. Albertus Magnus College, Spring 2012
- Grant, \$2000. ePortfolio course development grant to incorporate ePortfolio software (Mahara) into two courses. Albertus Magnus College, Fall 2011
- Participant, Learning in Action: Innovative Pedagogy & Course Redesign XI Conference, Fairfield University, Fairfield, CT, June 1-3, 2011
- Participant, Preparing Future Faculty Program. Completed the University of Minnesota’s two-semester teaching preparation sequence for graduate students. Topics covered included active learning strategies, course syllabi and lecture design, assessment techniques, and contemporary issues in higher education. Spring 2007, Spring 2008.

LANGUAGE AND TECHNOLOGY SKILLS

Language

- German: excellent
- French: good
- Spanish: basic

Technology

- Regularly use Course Management Software (currently Canvas; have used seven others)
- Regularly use CampusLabs Student Engagement software platform (LionsGate)
- Proficient in Mac and Windows operating systems, Microsoft Office suite, Adobe Acrobat, email clients, social media/Web 2.0 applications

REFERENCES

See attached