Ronald L. Baker
Summary of Professional Experience and Expertise

(A complete Curriculum Vitae is available upon request)
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Overview

Ron's professional interests are focused exclusively on higher education. He began his career as a full-time community college instructor where he developed a passion for the community college mission. Recognized for his innovative curricula and engaging teaching style, he was asked by regional universities to design and teach courses at the baccalaureate and graduate levels. Ron's extensive administrative experience reflects successively higher levels of leadership at the institutional, state, and regional levels. Until his retirement in 2011, he was the Executive Vice President for the Northwest Commission on Colleges and Universities, a regional accrediting agency. Prior to joining the Commission, he was the founding Vice President for Student Learning and Chief Academic Officer at Cascadia Community College, a new institution co-located with the University of Washington Bothell, where he lead the development of its evidence-driven, outcomes-based curriculum. He also served as the statewide Director of Distance Education for the Oregon Community Colleges. At the institutional level he was a Division Chair, Department Head, Director of Academic Technology, Director of Computing Services, and Director of Instructional Computing. Ron has worked with a variety of institutions in developing and implementing applied baccalaureate degrees. He also assisted a number of community colleges in moving to the baccalaureate level while maintaining the mission and culture of a community college.

Speaking and Consulting Experience

Ron has given presentations, facilitated workshops, and provided consulting for dozens of community and technical colleges across the nation. He also worked in a variety of capacities with national projects sponsored by the League for Innovation in the Community College: Facilitator for the 21st Century Learning Outcomes Project; Consultant for the Learning College Project; Evaluator for Basic Education Online Project; and Advisory Committee Member for the Nature of Innovation in the Community College Project.

Speaking/Workshop/Consulting Topics (partial list)

➤ Moving to the Baccalaureate Level: Intended and Unintended Consequences. Planning for the addition of baccalaureate programs to the community college curriculum includes thoughtful consideration of the intended results those programs are designed to achieve. Often overlooked are the unintended consequences that may accompany the introduction of baccalaureate programs in community college environments. Ron highlights a number of these factors and offers suggestions to ensure that desired institutional culture, climate, principles, and practice are maintained during a transition to the baccalaureate level.

➤ The *Baccalaureateness* of a Bachelor's Degree: Adaptable Expressions of Abiding Principles. What is a bachelor's degree? While it's relatively easy to characterize a bachelor's degree as a set of course and program requirements, articulating the outcomes those requirements are intended to achieve is often more difficult. Ron suggests seven fundamental principles of the bachelor's degree to provoke thought and frame practice for the development and delivery of community college baccalaureate degrees.

- Connecting the Dots: Aligning Purpose, Planning, and Practice. Expanding the community college catalog to include baccalaureate programs is a significant undertaking. Success in expanding the scope of the institution services and programs requires a holistic view of the institution—specifically its purpose, its plans to fulfill that purpose, and its practices in carrying out those plans. Ron offers considerations to guide institutions in creating a clear, informed, and thoughtful alignment of institutional purpose, planning, and practice to ensure an effective fit of baccalaureate programs within the community college culture and mission.

- Institutional Effectiveness and Student Learning Outcomes: Covertly Inferred or Overtly Stated. How do we know that institutions fulfill their missions? What are students supposed to achieve in the classes, programs, and degrees offered by our institutions? Are mission fulfillment and student learning outcomes communicated as implicit hopes or explicit expectations? Having a clear understanding of expectations is the metaphorical Rosetta Stone of higher education, yet it's easier to talk more about intentions and processes, than outcomes and achievements. Ron offers a framework for effective practice built on clearly articulated expectations that lead to meaningful planning, practice, and assessment of results.

- Accountability and Accreditation: Meeting External and Internal Expectations. External stakeholders are increasingly demanding evidence that their trust and investment in institutions of higher education are warranted. But accountability is more than meeting the expectations of those outside the academic community. It also means demonstrating to internal constituencies that institutions—and those within them—meet their own expectations of themselves. Simultaneously addressing external and internal expectations, especially when appear to be in conflict, is no easy task. Ron provides a framework for practice in providing evidence of effectiveness to external and internal constituencies.

Summary of (Full-Time) Professional Experience

Executive Vice President, Northwest Commission on Colleges and Universities	2000-2011
Vice President for Student Learning/CAO, Cascadia Community College	1998-2000
Statewide Director of Distance Education, Oregon Community Colleges	1996-1998
Director for Academic Technology, Highline Community College	1992-1996
Computer Information Systems Department Head, Green River Community College	1991-1992
Director of Computing Services, University of Washington Law School & Law Library	1987-1991
Director of Instructional Computing, Wenatchee Valley College	1982-1987
Mathematics and Natural Sciences Division Chair, Wenatchee Valley College	1978-1982
Mathematics and Computer Science Instructor, Wenatchee Valley College	1974-1978
Computer Science & Mathematics Instructor, Southwestern Oklahoma State College	1972-1974

Education

Doctor of Education (Community College Leadership), Oregon State University	1998
Master of Arts (Computer Education), Eastern Washington University	1986
Master of Arts (Mathematics), New Mexico State University	1972
Bachelor of Arts (Mathematics), Washington State University	1970