

AMY PATRAKA GINSBERG

William Paterson University
1600 Valley Road, Suite 4112
Wayne, NJ 07631

Phone: 973-720-2594
Ginsberga3@wpunj.edu

EDUCATION

Teachers College, Columbia University

PhD, Counseling Psychology, 1998
MEd, Psychological Counseling, 1993
MA, Developmental Psychology, 1992

Tufts University

BA, Psychology, magna cum laude, 1991

CURRENT APPOINTMENT

Dean, College of Education, William Paterson University, June 2018-present

PREVIOUS ACADEMIC POSITIONS

Long Island University, Brooklyn Campus (LIU/Brooklyn), 1997-2018

Dean, School of Education, 2016-2018

Acting Dean, 2015-2016

Associate Dean, 2010-2015

Chair, Department of Counseling and School Psychology, 2005-2010

Associate Professor, 2002-2010 (tenured)

School Psychology Area Coordinator, 2002-2005

Counseling Area Coordinator, 1998-2005

Assistant Professor, 1997-2002

Clinical Supervisor, Counseling and Personal Development Center, Pace University, 1999-2002

Curricular Guidance Counselor, School of Liberal Arts and Sciences, Baruch College, City University of New York, 1994-1996

Adjunct Instructor, Experimental Psychology, Hunter College, City University of New York, 1994-1995

Counselor and Adjunct Instructor, LaGuardia Community College, City University of New York, 1993

SUMMARY OF HIGHER EDUCATION EXPERIENCE

ADMINISTRATION

- Build and diversify undergraduate and graduate student enrollment through program development and modification, including online, off-campus, and non-traditional formats; expansion of dual enrollment initiatives with area high schools; and articulation agreements with community colleges coupled with individualized transfer student advisement.
- Improve retention and graduation rates through the implementation of multi-tiered supports.
- Enhance stewardship of bounded financial and human resources through oversight of budgeting, course scheduling, and staffing.
- Increase external funding from grants, foundation support, and philanthropic giving.
- Engage in effective continuous program improvement processes, including successful professional accreditation of College of Education programs (CAEP and CACREP).
- Establish and maintain partnerships with schools, districts, and state departments of education.
- Procure talent and support personal and professional growth of faculty and staff to enhance their contribution to the University mission and vision.

TEACHING

- Developed and taught graduate counseling and school psychology courses across the curriculum, including but not limited to Professional Issues and Ethics, Counseling Process and Applications, and Mental Health Counseling Internship.
- Designed and taught training workshops on Child Abuse Prevention and Intervention for Mandatory Reporters and School Violence Prevention and Intervention.
- Experienced with in-person, blended/hybrid, and fully online instruction.
- Taught online faculty development courses in blended and online course instruction.

SERVICE

Community

- *Accreditation Proposal Reviewer*, Association for Advancing Quality in Educator Preparation, 2021.
- *Conference Proposal Reviewer*, American Association of Colleges of Teacher Education (AACTE), 2020-2021.
- *Guest Blogger*, Building and Sustaining Recruitment Pathways for Black and Latino Male Teachers. ED Prep Matters: AACTE Blog, <https://edprepmatters.net/2021/04/building-and-sustaining-recruitment-pathways-for-black-and-latino-male-teachers/>, April 19, 2021.
- *Member*, Education Deans for Equity and Justice (EDJE), 2018-present.
- *Member*, New Jersey Association of Colleges of Teacher Education (NJACTE), 2018-present.

- *Host*, NJACTE Convening, Diversifying the Teacher Workforce: Growing and Sustaining Culturally Responsive Educators, November 1, 2019.
- *Participant*, Passaic County Association of School Administrators Monthly Roundtable, 2018-present.
- *University Representative*, New Jersey Education Association (NJEA) Convention, 2019.
- *Judge*, Virtual Enterprise Local Business Plan Competition, Brooklyn, NY, December 22, 2015.
- *Track Chair*, Faculty Development and Student Services Track. Eleventh Annual Sloan Consortium Blended Learning Conference and Workshop, Denver, CO, July 8-9, 2014.
- *Guest Blogger*, WCET Learn, Faculty Development Practices for Blended Learning: A Survey of Practices (with Liz Ciabocchi), <http://wcetblog.wordpress.com/2012/12/05/facultydevelopment-blendedlearning/>, December 5, 2012.
- *Invited Presenter*, Teaching with Technology Institutes, Long Island University, 2009-14.
- *Invited Guest Lecturer*, Child Abuse and Violence Prevention & Intervention Workshops, Hunter College, 2003-06.
- *Invited Guest Lecturer*, Psychology and Stuttering, Columbia University, Kean College, Queens College, 1999-2001.
- *Invited Guest Lecturer*, Helping students who stutter: The role of the school psychologist, New York City Board of Education PIT program, 2000.
- *Invited Guest Lecturer*, Implementation of a School Violence Prevention Initiative: Report on a Work in Progress. Phi Delta Kappa chapter of Long Island University, 2001.
- *Invited Guest Lecturer*: Where to Go After the Psychology Internship and How to Get There, Counseling and Personal Development Center, Pace University, 1998.
- *Participant*, The School Counselor: Legal and Ethical Summit: Sponsored by the American School Counselor Association and Huntington Learning Center, Edison, NJ, March 2001.
- *Participant*, Professional Working Conference: Advancing Together - Centralizing Feminism and Multiculturalism in Counseling Psychology, Michigan, October 1998.

William Paterson University

- Co-Chair, Standard VI Working Group, and Member, Steering Committee, Middle States Commission on Higher Education (MSCHE) Self-Study 2020-2021
- Member, Search Committee, College of Arts and Communication Dean, 2020
- Member, President's Extended Cabinet, 2018-present
- Member, Deans' Council, 2018-present
- Member, Faculty Senate Assessment Council, 2018-present
- Chair, College of Education (COE) All Unit, 2018-present
- Chair, COE College Council, 2018-present
- Member, COE Community Relations Council, 2018-present
- Member, COE Professional Development Schools Network Advisory Council, 2018-present
- Member, COE Teacher Education Advisory Council, 2018-present

- Member, COE Early Childhood Education Professional Development Schools Advisory Council, 2018-present

Long Island University

- Joint Task Force on Online Learning, subcommittees on faculty development and assessment
- Outcomes Assessment Committee
- Web Learning Project, Assessment Committee
- Middle States Chapter 4 Working Group and Chapter 1 Subcommittee on Educational Offerings
- Blended Learning Initiative
- Vice President of Instructional Technology Search Committee
- Instructional Technology Specialist Search Committee
- School of Education Dean's Search Committees
- Faculty Review Committee
- Co-chair, Middle States Accreditation Self-Study Committee on the Faculty
- Community Trauma Response Team
- Honors Program Board
- Gender Studies Board
- Faculty Development Release Time Committee
- Liberal Arts & Sciences/Education Task Force
- Dean of School of Nursing Search Committee
- Executive Committee (chair/member)
- Committee on Scholastic Standing and Student Appeals (chair/member)
- Diversity Series Committee
- Curriculum Committee
- Bylaws Committee
- Curriculum Committee
- Personnel Committee

GRANT FUNDING

Project Director, *Enhancing Early Childhood Education through Paraprofessional Support in Urban Professional Development Schools*. The Henry and Marilyn Taub Foundation. 2020-2022. \$120,000.

Project Director, *Career and Technical Education Teacher Pathway Initiative Year 2*. 2021. New Jersey Department of Education. \$249,999.

Project Director, *Career and Technical Education Teacher Pathway Initiative Year 1*. 2019-2020. New Jersey Department of Education. \$199,278.

Developer and Project Director (Identified), *Brooklyn Early College High School*. New York State Department of Education. 2018-2022. \$259,720.

Project Director, *Bilingual/English as a New Language Professional Development Center for Early Childhood Special Education Providers in New York City*. New York State Department of Education. 2016-2021. \$500,000.

Project Co-Director, *Behavioral Health Workforce Education and Training Grant to Increase Mental Health Workforce Serving At-risk Children, Adolescents, and Transitional-Age Youth*. United States Health Resources and Services Administration. 2016-2017. \$300,000.

Project Director, *Youth Violence Prevention Collaborative Programming in Downtown Brooklyn*. United States Substance Abuse and Mental Health Services Administration. 2001-2003. \$300,000.

Project Director, *Youth and Community Development Initiative*. Tiger Woods Foundation. 2003, \$10,000.

Coordinator, *Counseling Services at the Learning Center for Educators and Families*. Paul Newman/Newman's Own Foundation. 2001. \$5,000.

PUBLICATIONS (peer-reviewed)

Ciabocchi, E., Ginsberg, A. P., & Picciano, A. (2016). A study of faculty governance leaders' perceptions of online and blended learning. *Online Learning* 20 (3), 52-73.

Williams, W., Ginsberg, A. P., & Mandryk, B. (2016). Socio-cultural contexts and stressors. In S. Maltzman (Ed.), *Oxford handbook of treatment processes and outcomes in counseling psychology*. NY: Oxford University Press.

Ginsberg, A., & Ciabocchi, L. (2014). Growing your own blended faculty: A review of current faculty development practices in traditional, not-for-profit higher education institutions. In A. Picciano, C. Dziuban, C. Graham (Eds.), *Blended learning research perspectives (2nd ed.)*. NY: Routledge, Taylor, and Francis.

Calderon, O., Ginsberg, A., & Ciabocchi, L. (2012). Multidimensional assessment of blended learning: Maximizing program effectiveness based on faculty and student feedback. *Journal of Asynchronous Learning Networks*, 16 (3), 23-37.

Schaefer, K. D., & Ginsberg, A. P. (2003). The effectiveness of the *Warning Signs* program in educating youth about violence prevention: A study with urban high school students. *Professional School Counseling*, 7 (1), 1-8.

Ginsberg, A. P. (2002). Working with students who stutter. *Kappa Delta Pi Record*, 38 (3), 138-140.

Ginsberg, A. P. (2000). Shame, self-consciousness, and locus of control in people who stutter. *Journal of Genetic Psychology*, 161 (4), 389-399.

Ginsberg, A. P., & Wexler, K. B. (2000). Understanding stuttering and counseling clients who stutter. *Journal of Mental Health Counseling*, 22 (3), 228-239.

PRESENTATIONS (peer-reviewed)

Ciabocchi, L., Ginsberg, A., & Picciano, A. (2015). Faculty governance leaders' perceptions of online and blended learning: A preliminary analysis. Presentation at the 21st annual Online Learning Consortium International Conference, Orlando, FL, October 14-16.

Ciabocchi, L., Calderon, O., & Ginsberg, A. (2013). Bigger bang for the buck: Connecting blended learning outcomes to institutional effectiveness. Presentation at the 10th annual Sloan Consortium Blended Learning Conference, Milwaukee, WI, July 8-9.

Ciabocchi, L., & Ginsberg, A. (2013). Blended learning faculty development practices and models in traditional higher education institutions. Featured presentation at the 10th annual Sloan Consortium Blended Learning Conference, Milwaukee, WI, July 8-9.

Ciabocchi, L., & Ginsberg, A. (2012). Growing your own blended and online faculty: A review of faculty development practices in traditional institutions. Presentation at the 18th annual Sloan Consortium International Conference on Online Learning, Lake Buena Vista, FL, October 10-12.

Ginsberg, A., Gaimaro, A., & Sutaria, N. (2012). It's not just talk: A road map for assessing student learning through discussion boards. Presentation at the 9th annual Sloan Consortium Blended Learning Conference and Workshop, Milwaukee, WI, April 23-24.

Calderon, O., Ginsberg, A., & Ciabocchi, L. (2011). Maximizing blended program effectiveness through faculty and student feedback. Presentation at the 17th Annual Sloan Consortium International Conference on Online Learning, Lake Buena Vista, FL, November 9-11.

Ginsberg, A. P., Sutaria, N., Wang, I., Flower, S., & Kapp, M. (2011). Crossing organizational boundaries one year later: A project model for blended program development. Presentation at the 8th annual Sloan Consortium Blended Learning Conference and Workshop, Oak Brook Hills, IL, March 28-29.

Ciabocchi, L., Ginsberg, A. P., Marksbury, N., Sutaria, N., & Wang, I. (2010). Crossing organizational boundaries: A project model for blended program development. Presentation at

the 7th annual Sloan Consortium Blended Learning Conference and Workshop, Oak Brook, IL, April 19-20.

Ginsberg, A. P. (2010). Talking on-line: Evaluating the value of web-based discussions in mental health counseling practicum and internship courses. Presentation at the 2010 New York Mental Health Counseling Association Convention, Albany, April 17-18.

Ginsberg, A. P. & Abdill, A. (2008). Mixed method program evaluation: Strategies, successes, and struggles. Presentation at the annual convention of the American Psychological Association, Boston, August 16.

Ginsberg, A. P., Maxwell, K. S., & Short, E. (2007). Performance Assessment in Counselor Education: Aligning Course Requirements with CACREP 2008 Evidence-Based Standards. Presentation at the annual convention of the Association for Counselor Education and Supervision, Columbus, OH, October 10-14.

Ginsberg, A. P., & Saud, K. (2003). Challenges and opportunities in collaborative youth development programming. Presentation at the annual convention of the New York Counseling Association, Hauppauge, NY, October 26-28.

Ginsberg, A. P. (2002). Violence prevention in an urban high school: What do students know and what programs work? Presentation at the annual convention of the New York City Counseling Association, New York, April 12.

Ginsberg, A. P., & Schaefer, K. D. (2001). An empirical assessment of the Warning Signs program. Presentation at the annual convention of the American Psychological Association, San Francisco, August 23-28.

Ginsberg, A. P., & Schaefer, K. D. (2001). An integrated model of school violence prevention: Use and evaluation of the Warning Signs program. Presentation at the annual convention of the New York Counseling Association, Glens Falls, NY, November 1-2.

Ginsberg, A. P. (2000). Future school professionals' perceptions of stuttering and students who stutter. Presentation at the annual convention of the American Psychological Association, Washington, DC, August 4-8.

Ancis, J., & Patraha [now Ginsberg], A. (1998). Counseling Psychology, Section on Women: Mentoring women in academia. Roundtable discussion at the annual convention of the American Psychological Association, San Francisco, August.

CREDENTIALS / PROFESSIONAL DEVELOPMENT

Psychologist, New York State, license #013828.

Higher Education Resource Services (HERS) Leadership Institute, Certification of Completion, July 2021.

Equity Institute, University of Southern California Race and Equity Center, Certificate of Completion, Spring 2021.

APA Ethics Code: With the 2016 Amendments to Standard 3.04, Certificate of Continuing Education Credit, February 2021.

Sloan Consortium Blended Teaching Program, Certificate of Completion, December 2009.
Child Abuse and Maltreatment Identification, Reporting, and Intervention for Mandated Professionals, Certificate of Completion, February 1998.

Law for Social Workers, Counselors, and Other Helping Professionals in New York, Certificate of Completion, June 1999.