

VICTORIA LYNN WALLACE, EdD

FACULTY DEVELOPMENT ▪ PROJECT MANAGEMENT ▪ CURRICULUM & INSTRUCTIONAL DESIGN

SUMMARY OF QUALIFICATIONS

- EdD Curriculum, Teaching, Learning & Leadership and MEd Instructional Design with over 20 years of professional experience in the financial, academic, and consulting fields. Over 12 years in higher education.
- Excellent interpersonal and organizational skills – manage and collaborate with globally dispersed teams up to ten professionals.
- Unique faculty development experience - provide instructional support to healthcare professionals new to teaching to create course materials and enhance facilitation and classroom management skills. Work with faculty integrating research-based principles, best practices, and the latest technologies into course curriculum to enhance the student experience and improve learning outcomes. Consult on and support various teaching modalities (online, hybrid, on-ground) and strategies (active learning, large classes, case-based teaching, team-based learning). Evaluate teaching effectiveness and assess student learning and performance.
- Solid curriculum design experience – assist healthcare programs including physical therapy, physician assistant, nursing, occupational therapy, communication sciences and disorders, and genetic counseling with various curriculum level projects including mapping curriculum to institutional-level competencies.
- Co-Principal Investigator & Director of Module Design/Development on three-year Learning Assessment Research Consortium (LARC) grant.
- Strong project management skills - manage several significant development projects: develop and maintain project plans, manage resource hours, prepare budgets, client management.
- Client service oriented - work with variety of audiences including: system engineers, information technology clients, technical support personnel, customer service representatives, financial industry specialists, banking representatives, executives, research administrators, department deans and chairs, faculty, staff, and students.
- Extensive instructional design expertise - founded on 20+ years of experience and deep knowledge of pedagogical learning theories and instructional strategies. Manage, assess, design, and develop course materials for fully online, blended, instructor-led, and self-study. Define competency models, assess current skills, identify gaps, and provide recommendations. Plan curriculum to support achievement of goals, objectives, and outcomes.

PROFESSIONAL EXPERIENCE

Northeastern University – Boston, MA

Director of Curriculum Design and Assessment for Bouvé College of Health Sciences

April 2019 – Current

- Oversee every aspect in the development and modification of curriculum offered to undergraduate and graduate students in Bouvé College of Health Sciences.
- Implement effective curriculum plans critical to the delivery of high-quality education across three schools with 40+ programs.
- Work with faculty to ensure that learning competencies (knowledge, skills and dispositions) are effectively delivered through curricular and extracurricular didactic and experiential activities.
- Collaborate with faculty and staff in the academic units across Bouvé College to develop and advance innovation in the curriculum
- Work with faculty in the development, implementation and evaluation of academic program's assessments in accordance with discipline- and university-specific accreditation standards.
- Utilize best practices and data to inform the development and revision of the curriculum in partnership with faculty.
- Manage the accreditation standards within discipline-specific accrediting bodies if appropriate, as well as other accrediting bodies such as the New England Commission of Higher Education (NECHE).

MGH Institute of Health Professions – Charlestown, MA

Sr. Instructional Designer and Teaching Consultant/Instructional Designer

December 2012 – April 2019

- Provide instructional design and faculty support services for faculty who seek to increase student engagement, improve student outcomes, integrate technology into their teaching, or transition on-ground courses to online.

- Participate on institutional and program-level initiatives related to NECHE and accrediting agency re-accreditations, and curriculum re-designs.
- Manage and direct all MGH Institute of Health Professions programs' curriculum mapping to the institutional core competencies.
- Provide consultation, project-based assistance, workshops, training, and online resources so faculty can learn how to leverage various instructional strategies, tools, and technologies to enhance student learning.
- Assess needs, design, and facilitate workshops and presentations related to research-based design theories and principles for faculty, staff, and librarians.
- Establish, implement, and consult on course design process. Maintain and provide support for online course template.
- Design and maintain Teaching Resources web content, including scripting and producing just-in-time faculty screencasts.
- Initiate, facilitate, and participate in faculty learning community meetings, reading groups, faculty exchange groups.
- Committee/sub-committee memberships include: Committee for Teaching Excellence, Scholarship of Teaching and Learning, Faculty Development Days, Faculty Compass Website, 'Changing Course' Faculty Fellowships Proposal Review Committee, Syllabus Design Committee, Staff Council (Chair & Chair Elect), Faculty Development Curriculum Team, Partners in Excellence Selection Committee, Staff Development Day.

Northeastern University – Boston, MA

Senior Instructional Designer/Web-based Curriculum Designer

February 2009 – November 2012

- Provide educational and technological consulting to faculty to support teaching and learning and meet faculty, department, and university goals.
- Consult with undergraduate faculty to design interactive and instructionally sound online courses that meet faculty requirements and course goals.
- Consult with faculty on instructional technologies and how, if appropriate, technology can be integrated into the classroom to meet course goals, engage learners, etc.
- Research emerging instructional technologies and how they apply to teaching and learning in higher education.
- Consult and collaborate with academic partners, faculty, professional staff, and vendors to assess needs and identify goals to ensure the successful design and implementation of teaching strategies and educational technology solutions.
- Support faculty in the design and development of appropriate teaching and learning strategies and applications utilizing instructional technologies, including web-based applications, mobile technologies, and digital media.
- Analyze faculty needs, apply learning theories and strategies, and work with appropriate resources to design and develop traditional and digital course materials as needed.
- Organize and manage sponsored seminars, teaching with technology programs and university-wide events.
- Create and present materials for national organizational presentations, the monthly newsletter, annual report, websites, and various university-wide speaking events.

TMA World - London, UK

Independent Consultant (Senior Instructional Designer) – Virtual

December 2008 – December 2011

- Consult with international training consultant companies with globally dispersed team members to design and develop professional skills courses and supplemental materials including F2F, Virtual, eLearning, and blended solutions. Training facilitated globally to multi-national teams and individuals.

Harvard University - Cambridge, MA

Independent Consultant (Senior Instructional Designer)

September 2005 – November 2008

- Assess, design, and develop system-to-system lab training and communication materials for government-mandated Grants.gov system enhancements, proprietary training and communications, and the New Employee Orientation Program and Roadmaps.
- Provide Grants.gov project management; work with individuals and team leaders to create project plan, monitor project schedules and staff effort, review work in progress, and ensure quality work on time.
- Assist in design and creation of internal website and Office for Sponsored Program's external website.
- Repurpose MIT's research administration on-line training course 'StarWeb' re-designing and developing eight interactive, online training modules using Captivate.
- Create and update standardized internal business process documentation, design and develop online OSP Policy Handbook.

Brown Brothers Harriman - Boston, MA***Business Product Training Manager****April 2001 – November 2003*

- Conduct 360-degree performance reviews.
- Prioritize and assign training requests based on resource availability and client needs and guide staff through needs assessment process.
- Build and maintain internal client and external vendor relationships.
- Lead project plan reviews and set standards for deliverables.
- Provide feedback and coaching in design and development as well as audience assessment. Assist managers in the development, implementation, and maintenance of training plans and programs.
- Consult all levels of management, using performance-consulting model to identify training needs and identify solutions.
- Conduct in-depth needs assessment and design and develop training solutions.
- Evaluate impact of training interventions and make recommendations to clients. Identify and evaluate new training programs developed by other vendors.
- Manage the development and production of training materials and project manage major training program initiatives.
- Coach and attend feedback sessions for dry runs/ pilots and new programs and provide feedback to peers in instructional design theory and methodology.
- Establish course development methodology and develop tools to support initiative.

Instruction Set - Natick, MA***Instructional Designer/Instructional Design Manager****January 1998 – April 2001*

- Oversee development and implementation of training strategies and related courseware used for educating staff and clients on various IT applications.
- Build and maintain strong relationships with internal and external clients.
- Prioritize course development requests based on feedback from Sales Department and industry needs.
- Mentor and provide feedback to instructional designers, course developers, and team leaders. Establish and monitor departmental quality standards, guidelines, and procedures.
- Monitor project schedules, review work in progress, and ensure timely quality work.
- Provide project management. Participate in sales calls with clients, determine appropriate delivery mechanisms for training and write proposals based on client needs.
- Conduct needs assessments, develop performance objectives, create design documents, develop course materials, job aids, test/certification items, and attend pilot deliveries to evaluate effectiveness of materials.
- Work closely with Subject Matter Experts to ensure technically accurate content. Ensure customer satisfaction and quality deliverables that are instructionally sound.
- Update existing course materials. Maintain course development methodology and standards.
- Coordinate team efforts, as required, to ensure projects are conducted in accordance with proposal requirements and design documents. Interface with clients during sales calls, kick-off meetings, assessment phases, and course evaluations.
- Advise management of course design status and issues on a regular basis. Anticipate scope of work discrepancies and initiate plans for alternative actions with project managers.

GRANTS RECEIVED

- Co-Principal Investigator & Director of Module Design/Development (2014-2017), “Learning Assessment Research Consortium,” \$227,200 over three years, The Davis Educational Foundation.

TEACHING EXPERIENCE

University of Massachusetts - Boston, MA***Adjunct Faculty****May 2009 – December 2012*

- Facilitate 'Introduction to Instructional Design' (INSDSG601) online course for the Instructional Design Graduate Program on an as-needed basis. The course provides an introduction to the cognitive and experiential content of the program, emphasizing

the components of the instructional design model. Various instruction design models are analyzed and students complete, as a final project, a learning module micro-design.

PUBLICATIONS

Book Chapters

- **Wallace V. L.** & Walker L. (2018). Active learning strategies: Team-based learning. In G. Kayingo & V. McCoy (Eds.), *The Health Professions Educator: A Practical Guide for New and Established Faculty*. New York, NY. Springer Publishing.
- Linder, K. E. & **Wallace V.** (2017). Mobile Devices, Apps, and Social Media. In K. Linder (Ed.), *The blended course design workbook: A practical guide*. Sterling, VA. Stylus.
- Linder, K. E. & **Wallace V.** (2017). Creating Social Presence in Your Blended Course. In K. Linder (Ed.), *The blended course design workbook: A practical guide*. Sterling, VA. Stylus.

SELECTED PRESENTATIONS

- “Hits and Misses in Online and Hybrid Faculty Development Workshops”, *NERCOMP Annual Conference* Providence, RI, March 2018
- “Online Modules for Building Sustainable Learning Assessment” *New England Educational Assessment Network (NEEAN)*, Worcester, MA, November 2017
- “Cross-Institutional Collaborations Matter When Needs Are High - Resources Are Low” Round Table *Professional Organizational Development (POD) Network*. Montréal, Quebec, October 2017
- “Assessment Modules: Previewing a New Online Professional Development Resource” Invited Keynote Speaker at *Massachusetts Department of Higher Education, 6th Annual AMCOA Conference*, Westborough, MA, April 2017
- “Learning Assessment Modules for Everyone! An Interactive Professional Development Resource” Workshop *Professional Organizational Development (POD) Network*. Louisville, KY, November 2016
- “Collaboratively Designed Learning Assessment Modules: An Interactive Professional Development Resource Available to Any Institution” *New England Educational Assessment Network (NEEAN)*, Worcester, MA, November 2016
- “Learning Assessment Modules for Everyone! An Interactive Professional Development Resource” Workshop *Assessment Institute*, Indianapolis, IN, October 2016
- “Assessment Modules LARC Grant Project” *New England Educational Assessment Network (NEEAN)*, Worcester, MA, April 2016
- “Best workshop showcase: Speed-dating for busy faculty developers” Workshop *Professional Organizational Development (POD) Network*. San Francisco, CA, November 2015
- “Increasing Faculty Course Design Efficiency with an Online Framework” Workshop *Teaching Professor Conference*. Boston, MA, May 2014
- “Enhancing the Student Learning Experience with an Online Course Framework” Workshop *NERCOMP*. Norwood, MA, October 2013
- “Getting Beyond Wow: Building an Faculty iPad Community” Workshop *New Media Consortium (NMC) Summer Conference*. Boston, MA, June 2012
- “Fostering Digitally Literate Faculty at Northeastern University's Educational Technology Center” *New Media Consortium (NMC) Summer Conference*. Boston, MA, June 2012
- “Not a Disruption, but a Disruptive Device - Mobile Technologies in the Classroom - Northeastern University’s Mobile Digital Curriculum Assignment Initiative” *NERCOMP (Northeast Regional Computing Program)*. Southbridge, MA, January 2012
- “M-Learning on Speed Dial: How to Develop a Nimble Academic Mobile Learning Strategy for Your Campus” Workshop *Campus Technology*. Boston, MA, June 2011
- “Digital Media Assignment Initiative at Northeastern University” *Campus Technology*. Boston, MA, June 2011

FACILITATED WORKSHOPS

- Designing Inclusive Course Experiences • Active Learning I & II • Planning and Designing Assessments • Writing Effective Multiple Choice Questions • Virtual Classroom Best Practices • Beyond Narrated PowerPoint • Collecting and Evaluating Student Assignments • Defining Goals and Learning Objectives • Facilitating Online Discussions • Designing Effective Presentations • Rubrics • 3 Day Course Design Institute • Assessment Institute • Engaging Online Learners • Building Online Communities • Promoting Critical Thinking • Transparent Assignments

EDUCATION

Northeastern University - Boston, MA

- Doctor of Education, Curriculum, Teaching, Learning, and Leadership
December 2017

University of Massachusetts - Boston, MA

- Master of Education, Instructional Design
December 1997

University of Central Florida - Orlando, FL

- Bachelor of Arts, Psychology
August 1993

AWARDS

- Nominated “MGH Institute Employee of the Year”, May 2018
- Partners in Excellence Award (Category: Teamwork), MGH Institute Staff Development Day Taskforce, February 2016
- Partners in Excellence Award (Category: Leadership and Innovation), Prerequisites for Healthcare Professionals, February 2013

CURRENT PROFESSIONAL MEMBER AFFILIATIONS

- Professional and Organizational Development Network (POD)
- New England Educational Assessment Network (NEEAN)
- Northeast Regional Computing Program (NERCOMP)
- Educause