

PAMELA J. GOAD
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EDUCATION

Ph.D. in Music Acoustics (Systematic Musicology)

University of Washington, Seattle, WA, June 1994

Dissertation Title: *Timbral Sharpness and Modulations in Frequency and Amplitude: Implications for the Fusion of Musical Sounds*

Master of Music (Music Theory)

University of Montevallo, Montevallo, AL, May 1983

Thesis Title: *Timbre as a Principal Component of Twentieth-Century Musical Form*

Bachelor of Music Education

Troy University, Troy, AL, August 1978

Applied Field: Conducting Wind Ensembles

CURRENT POSITION

Northwest Commission on Colleges and Universities (NWCCU)

Senior Vice President, October 2009 – present

Originally hired as an Associate Vice President in 2009, promoted to Vice President in 2010, and promoted to Senior Vice President in 2017. Areas of responsibility include:

Substantive Change Policy – a primary area of continuous US Department of Education (USDE) and federal agency oversight; supervision of staff members involved in the process; oversight of the consistency and integrity of decision-making including categorization, review of proposals, analysis, and fees assigned; supervising the collection of monetary fees and invoicing to institutions; communication with institutional representatives on any topic; communication and advising reviewing panels of the institutional proposals; archiving records both electronically and in paper; also revised the policy in 2011 with assistance from Jane Atkinson, Bill Beardsley, Steven Olswang, John Pugh, and Nancy Szofran, and administered another revision of processes in 2017 with the assistance of Valerie Martinez.

Complaints – a primary area of continuous USDE and federal agency oversight; communication with legal counsel to assure legally sound decisions and appropriate response; point of contact for all complaints received and complainants inquiring about processes; prepare and sign response letters; maintenance of tracking systems and archival of records; necessary follow-up with the USDE for complaints against NWCCU;

also revised the policy in 2012 and 2016 with the assistance of Hardy Myers, former Oregon State Attorney General and Commissioner.

National Advisory Committee for Institutional Quality and Integrity (NACIQI) – representing NWCCU during the petition process for recognition by the USDE, and during the follow-up compliance reports generated for previous findings for 34 CFR 602.15(a)(5); 602.16(a)(1)(ix); 602.20(b); 602.23(c); and 602.26(d), as well as support of other regional commissions' recognition appearances; dates of attendance were December 2013, December 2015, August 2016, and February 2017.

Federal Agencies – a point of contact and monitoring responses to federal agencies inquiring about the status of individual institutions or the offerings of a particular institution; responsibility recently delegated to the NWCCU Coordinator of Communication and External Relations; continuation in a mentoring capacity; agencies include the Federal Student Financial Aid Office, Student and Exchange Visitor Information Program, Immigration and Customs Enforcement, Department of Homeland Security, and the USDE Office of Inspector General, to name a few.

Applications for Consideration of Candidacy – mentoring institutional representatives through the application process including documentation, preliminary visits, and Initial Candidacy evaluations; including international institutions, and conversations and meetings with institutional representatives who eventually decided not to pursue accreditation through NWCCU.

Petition for Recognition – assisted with final editing and proofing of NWCCU's petition for recognition and accompanying exhibits in addition to subsequent compliance reports; while response to findings necessitated lengthy discussions by all NWCCU staff, the response to 34 CFR 602.23(c) on complaints was an arduous undertaking in reviewing several years of escalation of a complaint and communicating clearly for the comprehension of NACIQI and the USDE.

Annual Report – responsible for the conversion to electronic data entry in 2010; integration with IPEDS requirements and definitions; facilitation of the launch of the revised 2017 report with several new indirect measures of student achievement and new electronic data entry; collaborated and directed with three other staff members; ongoing monitoring of the effective use of the information collected for various NWCCU needs for patterns and trends, verification of accreditation, responses to federal agencies, and assigning institutional dues.

Commission Meetings – responsible for drafting comprehensive and Year Seven Report notification letters and recommendations; interacting with Commissioners on the details of accountability to share with institutions; proofreading other letters of notification, and any other duties as assigned by the President or Commissioners.

NWCCU Liaison – supportive role to institutional representatives including evaluation Chairs and evaluation committees in the Mid-Cycle Report and the Year Seven Report

evaluations; accompany Chairs to meeting with the institutional Boards to discuss accreditation and institutional progress; assist the Chairs of evaluations in sensitive areas of diplomacy regarding institutional integrity versus compliance with Commission standards; communicate NWCCU expectations as interpreted through the standards of accreditations; ensure logic in evaluation committee's commendations, recommendations, and follow-up actions.

NWCCU Workshop Presentations – NWCCU workshop facilitator and presenter for the Year Seven Report (focus on Standards 3, 4, and 5), the previous Year Three Report, Accreditation Liaison Officer sessions, information on Complaints, sessions on creating Recommendations; also use time at venues to provide personal engagement in problem-solving with institutional representatives on issues arising from non-compliance or reporting difficulties.

Demonstration Project – an active participant in discussions leading to the decision to investigate and to create a structural design for student learning outcomes of General Education as a potential measure of institution-wide value added to the student experience; also labeled as essential learning outcomes, these outcomes comprise communication skills, critical thinking, quantitative analysis, and other mission-driven values applied to an institution's student population; now entering a stage of guiding two evaluators in onsite visits and reporting back to the Commission.

Hiring - Engaged three temporary employment agencies in 2010, 2013, and 2015 (AppleOne, OfficeTeam, and Terra Staffing Group) to secure persons for the front desk administrative assistant position; oversee and manage this position including regular performance evaluations and determining salary adjustments.

Assistant to the President – accompany the President to diplomatic meetings with institutional Presidents and representatives to guide the institutions in directions of success, compliance, mission fulfillment, or, sanctions and deferred accreditation; other meetings include invitations as ambassadors for accreditation such as a luncheon with independent institutions Vice Presidents of Academic Affairs.

RECENT COLLABORATIVE ACTIVITIES AND TASK FORCES

Compliance Monitoring of For-Profit Institutions. *Council of Regional Accrediting Commissions (C-RAC)*, 2016-2017. Member of the Task Force to create guidelines in monitoring the compliance of for-profit institutions for adoption by Regional Commission Presidents.

Adaptation of Substantive Change processes. *Educational Quality through Innovative Partnerships (EQUIP)*, 2017. Efforts to maintain NWCCU compliance with federal expectations in mentoring institutions who have been awarded EQUIP funding; in partnership with NWCCU's Vice President Valerie Martinez.

Facilitator for session on Substantive Changes. *Council of Regional Accrediting Commissions (C-RAC)*, Philadelphia, 2017.

Credit for Prior Learning. *Oregon State's Credit for Prior Learning Advisory Committee*, 2016. Collaboration to create alignment between NWCCU standards and Oregon State policy development; in partnership with NWCCU's Vice President Valerie Martinez.

Dual Credit Teacher Qualifications and Credit for Prior Learning. *Washington State Student Achievement Council*, 2015-2016. Collaboration to create alignment between NWCCU standards and Washington State policy development; in partnership with NWCCU's Vice President Valerie Martinez.

Common Framework for Defining and Approving Competency-Based Education Programs. *Council of Regional Accrediting Commissions (C-RAC)*, 2014-2015. Member of the Task Force to create guidelines for competency-based delivery for adoption by Regional Commission Presidents.

NWCCU representative in meetings to facilitate credit for prior learning, *Council for Adult and Experiential Learning (CAEL)*, 2014-2015.

Planning Committee for Retreat. *Council of Regional Accrediting Commissions (C-RAC)*, Boston, 2013.

Ten-Year Roadmap. *Washington State Student Achievement Council*, 2012. Collaborated as a NWCCU representative for strategic plan aimed at achieving the goal of increasing the state's educational attainment level by identifying key challenges and priorities.

RECENT CONFERENCES

Council of Regional Accrediting Commissions (C-RAC), attendance at four separate retreats occurring in Chicago, August 2010; Boston, August, 2013; San Diego, August, 2015; Philadelphia, August 2017.

A Framework for Accreditation Reform. *Lumina Foundation*, Indianapolis, March, 2017.

Fall Leadership Retreat. *Washington State Council of Presidents*, Seattle, October, 2015.

Chief Academic Officer Training. Invitation to present at the *American Indian Higher Education Consortium (AIHEC)*, Salish Kootenai College, July, 2015.

History of the Northwest Commission on Colleges and Universities and Its Standards from 1917 to Present. Invitation to present at the *American Indian Higher Education Consortium (AIHEC)*, Minneapolis, June, 2012.

Ahead of the Curve. *American Council on Education*, 94th Annual Meeting, Los Angeles, March, 2012.

General Education and Assessment: Maintaining Momentum. *Association of American Colleges and Universities*, Seattle, January, 2010.

PREVIOUS HIGHER EDUCATION EXPERIENCE

The Art Institute of Seattle

Vice President and Dean of Academic Affairs, October 2001 – September 2009

Promoted to Vice President in 2003. Areas of responsibility by position or initiative title were:

Vice President and Dean of Academic Affairs – Operational logistics of overall administration, coordination, and development of instructional policies, program offerings, personnel issues, fiscal management, interdepartmental collaboration and community services including articulation agreements with other colleges and online courses; creation of an Education Services department of academic advisors; managed program outcomes and assessment and institutional relevancy to marketplace needs for the success of graduates; accountable for fiscal management of the Academic Affairs department at a 25 percent expense proportion to approximately \$43 million in revenue for the institution – primary contributing financial revenues were total registered credits, student to instructor ratio, cost per credit, and average registered credits per student; mentoring for management succession; leading the faculty governance committee; oversee 27 program curricula and related certificates for continuing education offerings and study abroad; monitor about 150 faculty (quarterly adjustments), supervise 15 departmental managers plus additional staff positions in Education Services (dedicated advisors), Registration Office, and Administrative Assistants; launched numerous initiatives, processing and fiscal efficiencies, and quality educational improvements.

Acting President – February to April 2006

Sitting President became ill and unavailable to daily operations and communications; actions in an Acting President capacity taken as liaison to accrediting and state regulatory bodies to facilitate communications regarding the purchase of the company by Goldman Sachs; mediated discussions for shared services and facilities between The Art Institute of Seattle and Argosy University; weekly meetings with other Executive Committee members as support and focus; represented the college in all other duties and appearances.

Accreditation Liaison Officer – 2002 to 2009

Liaison with the Northwest Commission on Colleges and Universities, American Culinary Federation, Council for Interior Design Accreditation, and National Kitchen and Bath; initial planning for the National Association of Schools of Art and Design; accountable for all matters of accreditation and compliance including the initial NWCCU accreditation visit and evaluation, a Regular Interim evaluation and visit, and the introduction of a new level of accreditation status with the addition of twelve new bachelor offerings and one new associate offering; introduced online courses; researching and writing reports, and eliminating programs; point of contact for the Washington State Intercollege Relations Committee to create positive relations for articulation agreements

and transfer of credit for general education courses which AiS began offering in 2000 after discontinuing vocationally oriented related instruction curriculum.

Ai System Academic Affairs Review Committee (AARC) – October 2005 to 2009

Leadership group of seven invited Deans for Academic Affairs within The Art Institutes system responsible for review and revision of 83 system academic policies and procedures; also implemented the institutional Success Leadership Plan for all Art Institutes; introduced faculty development and evaluation initiatives; considered issues relevant to Academic Affairs as a representative for all 45 Deans in the Art Institutes' system and their satellite campuses.

Program Outcomes and Assessment Initiative within the Art Institutes – 2005 to 2009

One of five Art Institutes' Academic Affairs departments to pilot the James Nichols' Model of program outcomes and assessment; facilitated faculty training and engagement; refined program outcomes and built rubrics as assessment tools for all programs; an eleven-year initiative including building an electronic database of student portfolios to support student learning outcomes data collection.

Quality Education Initiative – 2002 to 2003

Original member of The Art Institutes' quality and assessment task force working with Education Management administration to determine the priorities for improving program outcomes; this group later evolved into a task force promoting the Nichols' Model of program outcomes and assessment.

Associate Dean of Education for the School of Media Arts, April 2001 – October 2001

Accountable for the scheduling and general guidance of the Audio Production, Video Production and Multimedia & Web Design programs, including curriculum issues and expected outcomes, capital and repair expenditures; problem-solved issues regarding student persistence.

Academic Director of Audio Production, April 2001 – October 2001

Responsible for the management of curriculum and operating maintenance of five recording studios and a process of checking out equipment for use by students and faculty; communicated and met with industry advisors; managed collaboration within the the departments of the School of Media Arts; supported AiS functions requiring audio/visual aids; and developing faculty in cutting edge areas of technology as required by market place needs; promoted to Dean position within six months.

Associate Dean of Education for General Education and Learning Services, 2000-2001

Coordinated efforts between the two separate departments in order to facilitate remedial education for all students in need; spearheaded efforts to create a freshman seminar course based on John Gardner's model aimed at developing the whole student in terms of information literacy, critical thinking, and social development; implementation occurred in Winter Quarter 2001; taught the freshman seminar course; assisted in efforts of student success initiatives including monitoring an all-department institution-wide committee tasked with intervention for at-risk students.

Art Institutes' General Education Task Force, 1998-1999

Participated and contributed to a model for articulation between Art Institutes; primary issues were transferability of courses; designed categorization of courses according to state guidelines; determined appropriate credit amounts for acceptance of Associate degrees throughout the system; created syllabi and objectives for all courses; liaison with the Intercollege Relations Commission and the Art Institutes' Task Force in order to be better informed on decisions regarding Direct Transfer Agreements and new policies of Washington State.

Chair of the Self-Study Committee for NWCCU Accreditation, 1998-1999

Served as the Chair for the initial accreditation process and evaluation of The Art Institute of Seattle as required by NWCCU; responsible for project management in adhering to a strict timeline of tasks with a group of 21 employees; served as a liaison with a contracted accreditation consultant and AiS administration; edited the self-study documentation; consolidated statistical reports; and organized all exhibits; continued in this area as Accreditation Liaison Officer after the college was granted its initial accreditation status.

Academic Director for General Education, 1997-2001

Managed all aspects of general education including scheduling, hiring, budgeting, curriculum development; developed curriculum thoroughly for approaching baccalaureate degrees; researched supporting resources by working closely with the library and Education Services Department for collection development and tutoring; administered placement and proficiency exams; led efforts in collaboration with NWCCU to create competencies for general education curriculum and eliminated vocationally oriented related instruction of embedded competencies in preparation for initial accreditation evaluation with NWCCU.

Full-time instructor, 1996-1997

Within the Audio Production program and the General Education department, developed and taught courses in Acoustics, Introduction to Audio, Business Fundamentals, Computer Applications, and Communications and Critical Thinking.

Part-time instructor, 1988-1989

Within the Music Video Business program, taught Business Mathematics.

Université de Paris 6

Post-Doctoral Position, Paris, France, 1995-1996

Research associate in the Laboratoire d'Acoustique Musicale; involved in acoustical research primarily on the restoration of cathedral organs and tests of harpsichords, including psychological categorization of sounds; designed and developed the laboratory's first automated experimental procedure written in Turbo Pascal code and producing computerized sounds; instructor of musical acoustics; advised and mentored doctoral students in the creation of measurement tools for their research; presented at professional seminars at International Research Center for Acoustics and Music (IRCAM) along with other internationally known researchers, composers, and musicians.

Central Oregon Community College

Chair of the Music Department, 1994-1995

Responsible for the coordination and promotion of curriculum development within the Fine Arts Department, in addition to events, and needs of all performing ensembles including the symphony, choir and chorus, jazz bands and symphonic bands.

Assistant Professor, 1994-1995

Fine Arts Department; taught core courses in music theory, aural training, composition and music history to majors; in addition, set up and created a new computer lab for aural training purposes; participating member of the Peer Review Committee which was responsible for developing a model for improving instruction methodologies through peer reviews by the faculty at large.

Cornish College of the Arts

Instructor, Humanities and Sciences Division, 1988-1991

Humanities and Sciences Division; taught physics of light and color, and physics of sound and space to artists and musicians; the emphasis was to explain and demonstrate phenomena that the students used and experienced in their own work.

University of Washington

Instructor, 1988

Taught a course introducing the scientific method to educators; the class concentrated on competency in critiquing technical reports and experimental design in educational research; the students, who were all teachers, were encouraged to experiment with teaching styles in their own classes.

OTHER PROFESSIONAL EXPERIENCE

Accreditation Site Evaluator, Northwest Commission on Colleges and Universities

Standard 2, Educational Program and Its Effectiveness, April 2007

Invited to participate and contribute to the comprehensive peer-evaluation report delivered to NWCCU for the Oregon College of Art and Craft; consulted with the OCAC Dean in post-visit concerns as a colleague and peer institutional representative.

Argosy University

Member of Education Program Advisory Board, 2003 to 2009

Collaboratively creating a Master of Arts in Education Degree with Teacher Certification in Educational Leadership, and Curriculum and Instruction; this proposed degree functioned to enable graduating students to meet the requirements for teaching in the State of Washington and the opportunity to expand teaching careers.

Central Oregon Symphony

Conductor, 1994-1995

Lead a seventy-piece symphonic orchestra in an annual series of performances of compositions by such composers as Purcell, Vivaldi, Schubert, Dvorak, and Mussorsky in addition to specific holiday arrangements.

Executive Director, 1994-1995

Assisted Board organized to support a Central Oregon Symphony and its chamber groups; oversaw publicity, financials, venues, performance needs; the symphony was partially supported by Central Oregon Community College and collaboration with other performing groups was essential.

University of Washington

Editor of Statistical Reports, 1993-1994

Computer Services Division, Graduate School; maintained computer network records; applied data reduction and statistical analyses; created technical reports for university-wide distribution.

UNIX System Administrator, 1991-1992

Position in the School of Music Computer Center which is geared specifically to applications in computer music composition and music technology; the position required supervision and organization of student projects and tutoring in computer music applications; technical requirements were to implement musical applications on a NeXT cube network, PC and Macintosh machines interfaced with synthesizers, upkeep of hardware and software.

Research Laboratory Assistant, 1986-1990

Systematic Musicology Department of the University of Washington; assisted experimenters and students with implementation of equipment and running human subjects in various musical experiments; responsible for developing, testing, maintaining, and updating various software packages including development of programs for MIDI driven sound generation.

MUZAK

Research Assistant, 1987

Assisted in setting up a database of experimental results dealing with the physical and psychological responses to music.

Seattle Central Community College

Math tutor, 1984-1985

Assisted with individualized instruction ranging from basic math to algebra and trigonometry.

PUBLICATIONS

- Do octave complexes facilitate learning to identify pitch class? 1991. Co-authored with Bernice Laden. *Journal of the Acoustical Society of America*, **90**(#4, Pt. 2), 2351.
- Sharpness Measurements of Musical Instrument Timbres. 1991. *Journal of the Acoustical Society of America*, **89**(#4, Pt. 2), 1988.
- Timbre Discrimination of Musical Instruments in a Concert Hall. 1992. *Music Perception*, **10**(1), 43-62.
- Loudness and Sharpness Measurements Relevant to Musical Instrument Timbres. 1992. *Systematic Musicology Technical Report Series*, Manuscript #19, Spring.
- Sharpness: A Perceptually Based Measure of the Spectral Dimension of Musical Timbre. 1994. *Journal of the Acoustical Society of America*, **95**(No. 5, Pt. 2), 2958.
- The Perceptual Quality of the Cromorne du Positif of Four French Classical Organs. 1996. Co-authored with Michèle Castellengo, Univ. Paris 6, *International Conference on Music Perception and Cognition*, 111-115.

PRESENTATIONS

- Comparisons of Reed Stops of Four French Classical Organs. 4th International Conference on Music Perception and Cognition, Montreal, Canada, August, 1996.
- Qualification perceptive de la 'nasalite' d'un jeu d'orgue. le cromorne, dans quatre instruments francais. Invited Lecturer, Université de Paris 6, Paris, France, June, 1996.
- L'activité des instruments de musique: Quatre orgues classiques. Invited Lecturer, conference of Psychologie de la Musique Française, Tours, France, May, 1996.
- L'acuité and the Perceptual Importance of High Frequencies in Musical Instrument Timbres. Invited Lecturer, Graduate Seminar, IRCAM (International Research Center in Acoustics and Music). Paris, France, October 1995.
- Sharpness: A Perceptually-Based Measure of the Spectral Dimension of Musical Timbre. Invited Lecturer, Acoustical Society of America, Cambridge, Massachusetts, June 1994.
- Musical Instrument Sonorities and Implications for Musical Blend. Invited Lecturer, Laboratoire d'Acoustique Musicale, Université de Paris 6, Paris, France, September 1993.
- The Effects of Deviation and Phase Disparity of Frequency and Amplitude Modulation on Musical Blend. Acoustical Society of America, Ottawa, Canada, May, 1993.

Do Octave Complexes Facilitate Learning to Identify Pitch Class? Acoustical Society of America, Houston, Texas, November 1991.

Sharpness Measurements of Musical Instrument Timbres. Acoustical Society of America, Baltimore, Maryland, May 1991.

On Music Perception. University of British Columbia, Graduate Student Colloquium Series, Vancouver, British Columbia, Canada, September 1990.

The Effects of Musical Context and Temporal Aspects on Timbre Discrimination. University of Washington School of Music Spring Research Festival, Seattle, Washington, May 1989.

Timbre Discrimination of Musical Instruments in a Concert Hall. Acoustical Society of America, Cleveland, Ohio, May 1986.

Perception, Preferences, and Cognitive Structures in Music. Music Educators National Conference, Anaheim, California, April 1986.

ACADEMIC HONORS

Who's Who Among High School Students

Concertmaster, Troy University

Concertmaster, University of Montevallo

Recipient of the Band Scholarship, Troy University

Dean's List, Troy University

Recipient of the Music Theory Scholarship, University of Montevallo

Outstanding Graduate Student Award, University of Montevallo

Outstanding Graduate Student Award in the Department of Music Theory, University of Montevallo

Recipient of the Boeing Scholarship, University of Washington

Recipient of the Neheimer Music Scholarship, University of Washington

Recipient of writing prize for best graduate student publication, University of Washington