Workshop ON BARRIERS AND OPPORTUNITIES IN COMPLETING 2- AND 4-YEAR STEM DEGREES
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Speaker Bios

Rafael Alvarez, originally from San Diego, Rafael is the oldest of four siblings and the first in his family to attend college. He graduated from Harvey Mudd College with a Bachelors degree in Engineering, and he earned a Masters degree in Electrical Engineering from the University of Southern California. He is currently a doctoral student in community college leadership at San Diego State University.
Professionally, Rafael has had success in industry and in education. Upon graduation from Harvey Mudd College, he worked as a Systems Engineer for the TRW Space Communication Systems Group in Redondo Beach. He later applied his industry experience as a faculty member at San Diego City College. In 2000, he was the founding Director of the City College Math, Engineering, Science Achievement (MESA) Program, and he has developed the program into an exemplary academic support program for students in math-based majors, with the majority of students being first generation, underrepresented minority students. At City College, Rafael has also served as a Title V Program Activity Manager and Co PI of the STEP Partnership of San Diego, funded through the National Science Foundation STEP Program. Rafael is a recipient of a 2012 John & Suanne Roueche Excellence Award from the League for Innovation in the Community College.

Steve Barkanic, BHEF's senior vice president and chief program officer, joined the organization in 2011. In this role, Barkanic provides overall leadership for BHEF's National Higher Education and Workforce Initiative aimed at bridging industry and higher education to increase the persistence and diversity of students who go on to earn degrees or credentials in key emerging fields, and align undergraduate education with workforce needs. He also provides leadership in BHEF's work in Deeper Learning, or 21st century workforce skills and competencies that focuses on the business need for such skills as critical thinking, creative problem solving, and teamwork in the workforce of the future, and advocating for the importance of those skills on a national level.
Prior to joining BHEF, Barkanic was senior program officer at the Bill & Melinda Gates Foundation, where his work encompassed an array of policy and programmatic areas focused on improving student readiness and success in college. He is former director of undergraduate science education and grants management at the Howard Hughes Medical Institute, where he led the design and implementation of grants programs in STEM higher education, particularly in the biological sciences. A major focus of these programs, which included the HHMI Professors, the Exceptional Research Opportunities Program, and multi-faceted awards to research universities, colleges, and minority-serving institutions, was to help bring the creativity and rigor of research into undergraduate teaching and support hands-on laboratory research experiences for students. He was program officer and director of grants management at the Charles A. Dana Foundation, which included managing a national grants program in support of liberal arts education, and served as a consultant to the Ford Foundation and other organizations, and as a teacher at the Istanbul International Community School in Turkey.
Barkanic has served as chair of Grantmakers for Education, a national philanthropic affinity group; was a member of the CBE-Life Sciences Education editorial board, and was a member of the Maryland Governor's STEM Task Force. He holds degrees from the University of Maryland, College Park and Stanford University.

Elizabeth Bejar serves Florida International University as its Vice Provost for Academic Affairs. In this role, Elizabeth supports the Provost in setting overall academic priorities, overseeing university-wide

implementation of student-centered initiatives, and maintaining academic policies, including those affecting faculty and instructor appointments and development. She provides direct institutional leadership and guidance over all program and discipline-specific program accreditation, institutional academic program approval and reviews and educational affiliations. In addition, the vice provost serves as the institutional SACS liaison overseeing all matters concerning Southern Association of Colleges and Schools (SACS) accreditation. Elizabeth has over twenty years of experience in education. She began her career in the K-12 education sector, serving the children of Miami-Dade and Monroe Counties. Her interest in college-fit and K-20 models initially spearheaded by The Education Trust developed her research interest in higher education. Elizabeth received her Ph.D. from Boston College in Higher Education Administration.

Cher Carrera received her Bachelor's degree in Applied Mathematics from CSUFullerton, a Master's degree in Education from Claremont graduate School, a Master's degree in Mathematics from CSUFullerton, and an Ed.D. in Education from Argosy University, Orange County. Dr. Carrera has a strong background in higher education, with specific training and expertise in STEM. As the Interim Dean for the Division of Science, Math, and Health Sciences at Santa Ana College, she provides leadership, planning and coordination for all programs in the Division. Dr. Carrera has worked extensively with underrepresented minority students, teaching at the high school, community college and four-year university level, and is keenly aware of the barriers to higher education that these students frequently encounter. She is committed to advance underrepresented minority students in the educational arena. Dr. Carrera served on the Internal Advisory Committee for the NSF STEP Talent Expansion in Science and Technology: an Urban Partnership (TEST:UP). The goal of this program was to produce more science, technology, engineering and math transfers to four-year institutions. Currently she is the co-PI for Bridge to Engineering; a grant supported activity that readies students for transfer and careers in engineering. The highlight of this program is recruiting students with an interest in engineering who have just completed beginning algebra and, using an integrated approach, elevate their math skills to "calculus ready" in just one year.

Kevin Eagan is an Assistant Professor in Residence in the department of education and the Assistant Director for Research for the Higher Education Research Institute (HERI) at UCLA. As Assistant Director for Research at HERI, Dr. Eagan works with the Director to develop the national instruments used to survey college students and postsecondary faculty and implements the research agenda for the Institute. Dr. Eagan's research interests include issues related to undergraduate science, technology, engineering, and mathematics (STEM) education, contingent faculty, student retention, institutional contexts and structures of opportunity, survey validity and reliability, and advanced quantitative methods. He currently serves as Principal Investigator with Dr. Sylvia Hurtado on an NIH- and NSF-funded project that examines students' pathways through STEM postsecondary education and into the labor force. He obtained his Ph.D. in Higher Education and Organizational Change from UCLA, his M.S. in Higher Education Administration from North Carolina State University, and his B.S. in Mathematics from Greensboro College.

Mica Estrada received her Ph.D. (1997) in Social Psychology from Harvard University. Her area of expertise is social influence, including the study of identity, forgiveness, intergroup relations, and integrative education. Currently she is Research Faculty at California State University, San Marcos. Working with Dr. Wesley Schultz (PI), Dr. Estrada (co-PI) is conducting a National Institutes of Health longitudinal, theory-driven evaluation of minority science training programs. Her recent publication from this study assessed how a student's orientation towards the scientific community predicts their perseverance in and commitment to that social community. In addition, she is currently co-PI on a

National Science Foundation Climate Change Education Partnership grant that provides educational tools and learning opportunities to San Diego regional leaders and residents regarding the changing climate. She also remains active in her local community promoting the Quince Project for Latina teens. A common characteristic of Dr. Estrada's work is designing and empirically testing interventions that can change individual behavior, social norms, and community consciousness.

Mark Filowitz received his Bachelor's degree from New York University, and two Master's degrees and a Ph.D. degree in Physical Chemistry from Columbia University. He was with the Exxon Research and Engineering Company as Senior Staff Scientist for ten years, including two years in the United Kingdom. Dr. Filowitz joined Wynn Oil Company in Azusa, California in 1987 as Director of R&D. He subsequently held the positions of VP of R&D, VP of Operations, VP/General Manager for the USA, and was President and CEO from 1992 to 1999. Dr. Filowitz joined the California State University Fullerton (CSUF) Department of Chemistry and Biochemistry faculty in 2000 where he earned a reputation as an outstanding instructor and also served as department Co-Chair from 2004 to 2008. Dr. Filowitz was appointed as Associate Dean for the College of Natural Sciences and Mathematics in August 2008. Dr. Filowitz served as the co-Director of the NSF Research Experiences for Undergraduates program at CSUF with Dr. Maria Linder from 2003 to 2009. He was the Principal Investigator for a $2.5 million 5-year NSF STEP program (TEST:UP-Talent Expansion in Science and Technology: an Urban Partnership) that ended in June of 2013. TEST:UP partnered CSUF with Santa Ana College and Mt. San Antonio College, and successfully developed a replicable model for success of STEM students who transfer from community colleges to a four year institution. This effort was the foundation for a currently on-going Department of Education $6 million 5-year (STEM)2 grant for which Dr. Filowitz is on the management team. The DOE (STEM)2 grant partners CSUF with Citrus College, Cypress College, and Santiago Canyon College.

Noah Finkelstein is a professor of physics at the University of Colorado, Boulder. He is a physics education researcher who studies the role of context in student learning, and conditions that support or inhibit student learning in physics. Noah conducts research is in physics education, and particularly the role of context in student learning. He is one of the directors of the Physics Education Research group at Colorado, as well as director of Colorado's Integrating STEM Education program, which supports a variety of programs in STEM Education research and reform at Colorado. Noah studies conditions that support students' interests and abilities in physics, with research projects that range from the specific (how do students use representations or analogies in learning physics?), to the course-scale (the role of computer simulations in learning, or implementation of Tutorials), to the departmental / institutional scale (what models of educational reform are sustainable and scalable? How can universities effectively partner with communities in Informal Science Education.). His theoretical work seeks to build models of learning that emphasize the critical and inextricable role of context in student learning of physics.

Benjamin Flores joined the University of Texas at El Paso (UTEP) in 1990 after earning his Ph.D. in Electrical Engineering from Arizona State University. He is Professor of Electrical and Computer Engineering and has held several administrative positions including Associate Dean for Graduate Studies for the College of Engineering, Chair of the Electrical and Computer Engineering Department, and Interim Chair of the Computer Science Department. Dr. Flores is an expert in retention strategies for undergraduate and graduate students in the STEM disciplines. He has been the Principal Investigator on multiple National Science Foundation grants and cooperative agreements. Currently he is Director of the University of Texas System Louis Stokes Alliance for Minority Participation and Director of the STEM Talent Expansion Program. He has conducted multiple presentations and seminars in the US, Mexico and South America highlighting the effectiveness and impact of strategies for access to higher education. Dr. Flores is a member of the American Society for Engineering Education, the American Society for the

Advancement of Science, and the International Society of Optical Engineering. HE was recently nominated to the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentorship (2008). His honors include the Examples of Excellence in Education Award (2006), the ABET President's Diversity Award (2006), and the THECB Star Award (2005). He also received the IEEE Millennium Medal for outstanding contributions in engineering education, membership to the Electrical Engineering Honor Society (Eta Kappa Nu) and membership to the Engineering Honor Society (Tau Beta Pi). Dr. Flores is counselor of the UTEP Chapter of the Electrical Engineering Honor Society.

Kim Godsoe has worked in higher education for over twenty years. She began her career in academic advising and academic support services for students who were first-generation, low-income, and/or adult learners. At Brandeis, she serves as the Assistant Provost for Academic Affairs. Her portfolio includes: Re-accreditation, Global Initiatives, Class-Based Academic Advising, Disabilities Services, Pre-Health Advising, Fellowships Advising, the Transitional Year Program, TRiO Student Support Services, Study Abroad, International Students and Scholars, and Brandeis Undergraduate Group Study. In addition, she has served on committees including the University Advisory Council, the Integrated Budget and Planning Committee, the Undergraduate Curriculum Committee, the Committee for Academic Standing, the Committee in Support of Teaching, and the Assessment of Student Learning Committee. Kim has presented on the topic of assessment at national conferences for the Council for Opportunity in Education and NACADA. Kim is completing her doctoral degree at the Heller School for Social Policy and Management at Brandeis University. Her doctoral research is on Retention in STEM: Understanding the Effectiveness of Science Posse.

Ryan Kelsey is a Program Officer for Education at the Trust, where he focuses on national work in improving educational practices, with a special emphasis on higher education, STEM learning, and effective uses of technology. Prior to coming to the Trust, Ryan spent thirteen years at the Columbia University Center for New Media Teaching and Learning, most recently as the Director of Projects. At Columbia, Ryan led a team of educational technologists and design specialists partnering with faculty on innovative educational projects in the full range of academic disciplines, including simulations, case studies, health interventions, and global learning initiatives with funding from multiple public and private sources. He has also served as an Adjunct Assistant Professor and Instructor at Teachers College and New York University, offering courses in the design and analysis of effective solutions for improving higher education classroom practice using purposeful technology. Ryan earned his Ed.D. and M.A. in Communication and Education from Teachers College and his B.S. in biology from Santa Clara University. He also devotes time to environmental issues by serving on the board of the Black Rock Forest Consortium. He lives in Manhattan with his wife and two children.

Randall Kimmens has 27 years of higher education administration and teaching experience primarily in the community college administration. Randy has a B.S. degree in Sociology from Illinois State University, a MA degree in Education Psychology from Western State College and is presently working towards a Doctorate in Educational Leadership- Community College Administration at Northern Arizona University. He has experience as a faculty member, Department Chair, Dean of Students, Dean of Instruction and for the past ten years as Dean of Instruction Business/Technology at Glendale Community College. Currently, and for the past two and a half years he has worked as Associate Vice Chancellor of Workforce Development for Maricopa County Community College District. He is a board member of the Maricopa County Workforce Board, the Arizona Career/Technical Education Association Board, Arizona Occupational Administrators Council, Arizona Department of Education Career/Technical Education Board, Arizona Economic Development Assn, Arizona Sci Tech Festival Planning Committee and the East Valley Partnership Aerospace and Defense and a variety of other boards. Randall is involved

in a number of workforce committees related to various economic and workforce development associations, chambers of commerce and municipalities. He has presented workforce development papers and occupational education seminars at national conferences and has won awards for his work in local workforce development initiatives.

Kevin Kinser is Chair of the Department of Educational Administration and Policy Studies and Senior Researcher at the Institute for Global Education Policy Studies at the University at Albany, State University of New York. He is also a fellow at SUNY Rockefeller Institute for Government and a Senior Fellow for Internationalization at NAFSA: Association of International Educators. He received two master's degrees and a doctorate from Columbia University's Teachers College and has taught in the higher education programs at Teachers College and Louisiana State University. As a researcher, Kinser studies non-traditional and alternative higher education, particularly the public policies and organizational structures related to private for-profit institutions, online, and international cross-border higher education. He is regularly sought out by national and international media outlets for commentary on for-profit and international higher education. Kinser is the author of more than 40 articles, chapters, and scholarly reports, and regularly presents papers at conferences in the United States and abroad. His most recent books are The Global Growth of Private Higher Education (Wiley, 2010) and Multinational Colleges and Universities: Leading, Governing, and Managing International Branch Campuses (Jossey-Bass, 2011).

John Matsui grew up in a low-income household in the flats of west Berkeley, CA. Like himself, all of his friends came from families in which no one had gone to college. And, the expectation was that neither would they. The phrase “professional is personal” – where our personal backgrounds and experiences drive what we do as professionals – explains how he has chosen to use his passion for science. As Assistant Dean of Biology and Director and co-Founder of the Biology Scholars Program (BSP), Dr. Matsui’s commitment is to make biology at U.C. Berkeley accessible to all students who have an interest. Through his BSP, MARC, and IMSD programs his goal is to "level the playing field" for individuals who, like himself, do not fit the historical profile of success and to help them become leaders in their future science-related careers. For more than 20 years, he has learned from over 2600 program participants how Berkeley can better train and support its undergraduate and graduate students in biology.

Emily Miller joined the Association of American Universities (AAU) in 2012 as the project manager for AAU’s Undergraduate STEM Education Initiative. Previously she worked with the Association for Community College Trustees (ACCT) as a research and curriculum specialist. During her graduate studies, Miller worked on grant projects focused on international partnerships for higher education development as well as a series of programs aimed at addressing the opportunities, changes, and challenges occurring in faculty careers and the academic workplace. In addition, she collaborated with the Association of Governing Boards of Universities and Colleges (AGB) with their board education and consulting services as well as on research examining faculty engagement in institutional governance. Miller was an assistant director of career services at Tufts University and worked in alumni relations at Harvard Business School. Prior to working in higher education, she worked in government contracts litigation with Wiley, Rein & Fielding, LLP. Miller earned her PhD in Higher, Adult, and Lifelong Education from Michigan State University; MA in Education Policy and Management from Harvard Graduate School of Education; and BA, cum laude and with honors, in Political Science from Gettysburg College.
Miller has published on the topics of post-secondary institutional leadership, specifically as it relates to governance and administration; organizational change in universities and colleges; and higher education

policy. She is also a professional lecturer of higher education at The George Washington University and is an active member of the Association for the Study of Higher Education.

Marco Molinaro, Ph.D., is the Assistant Vice Provost for Undergraduate Education and Director of the iAMSTEM Education Hub at UCD. Dr. Molinaro has been a project director of numerous nationally funded STEM educational and training programs for grades 6-16 and has developed and taught multiple undergraduate courses. He has over 18 years of educational experience creating and leading applications of technology for instruction, scientific visualization and simulation, curriculum, and science exhibits for students from elementary school through graduate school and for the general public. The educational technology products he has developed are still in use many years later as part of nationwide curricular projects such as FOSS (upper elementary and middle school science), Chemlinks (undergraduate chemistry instruction) and Nanozone.org (public exhibit on nanotechnology). Most recently Molinaro is leading a UC Davis university wide STEM education effort working across all STEM disciplines to improve undergraduate STEM student success - the iAMSTEM Hub. As part of the effort, the Hub is bringing together the campus educational STEM community and relevant resources, working with faculty across STEM departments to evolve the undergraduate STEM curriculum, and developing new academic analytics tools and approaches to help guide instructional change and maximize student success. His projects have been funded though the NSF, NIH and various private foundations such as Gates and Intel.

Ken O'Donnell works in Academic Affairs at the Office of the Chancellor of the California State University. The CSU is the world's largest public system of four-year universities, enrolling over 400,000 students on 23 campuses around the state. Situated between the open-enrollment community colleges and the selective UC system of research universities, the CSU is the state's engine of economic growth and upward mobility, making high-quality education affordable and accessible. Many of its students are underrepresented minorities, economically disadvantaged, or the first in their families to attend college. 60% of each graduating class transfers in from somewhere else. In this context Ken works on statewide curriculum, with a focus on student engagement and success and the state's shared coursework in general education. All students take GE, regardless of their major or college of origin. This learning often comes early in their path to degree, and sets the pace for the rest of their time in college. In 2008 he was named by the Executive Vice Chancellor as state liaison to the AAC&U's national project Give Students a Compass, which seeks to infuse high-impact educational practice into the lower-division college curriculum. In 2010 he was appointed to the NASH/EdTrust campaign Access to Success, a national effort to raise graduation rates and reduce achievement gaps. In 2011 his portfolio was expanded to include implementation of a new law streamlining transfer in popular majors. In 2012 Ken was asked to create a new department in the Office of the Chancellor, leading system office work around Student Engagement and Academic Initiatives & Partnerships. His day to day work is with faculty and administrators throughout the California State University, with a professional interest in ePortfolios, learning outcomes assessment, and engaging, student-focused pedagogy and curriculum. He has addressed numerous conferences and workshops around the country on general education, and the role of public state systems in educational reform. For ten years before coming to the CSU Ken was a member of the screenwriting faculty and an assistant dean at the film school at Chapman University. He and his wife Cyndi live in Southern California.

Mary Beth Oyer is the Corporate Director of Engineering Collaboration and Operations for Lockheed Martin Corporation in Bethesda, Maryland. In this position, Ms. Oyer is responsible for leading the development, implementation, and execution of the Lockheed Martin Engineering collaboration infrastructure to facilitate communication and information sharing across the 60,000 engineers and

technologists throughout the Corporation's business areas. She directs Lockheed Martin Engineering's outreach strategy, investment and execution to industry associations, academic institutions, and standards bodies. This includes cultivating the next generation of technical workforce talent through Science, Technology, Engineering, and Mathematics (STEM) education initiatives for the Corporate Engineering & Technology organization, and providing development resources for the technical workforce that support professional development and encourage career advancement and exploration. Prior to joining Corporate Engineering, she was the lead for the Mission Systems and Sensors (MS2) software enterprise improvement activities, where she led development of the MS2 Lead SW Engineer and SW Architect Development programs. During a 26-year career with General Electric, Martin Marietta, and Lockheed Martin, Ms. Oyer has held numerous positions of increasing responsibility beginning with her career as a software engineer, spanning engineering development, project leadership, and functional management. Ms. Oyer holds a Bachelor of Science degree in Computer and Systems Engineering from Rensselaer Polytechnic Institute.

Dale Ramezani is currently a consultant with Corporate Education Strategies (CES). CES was established in 2012 to support transformation of the current educational system to prepare all students to compete in a global environment. Dale is also supporting Corporate & University Relations Group (CURG). CURG is dedicated to supporting higher education institutions in the development of robust Corporate Partnership programs with the objective of developing mutually beneficial relationships between academic institutions, industry and government labs. Dale was the Director of Higher Education & STEM for The Boeing Company. In this capacity she led the globally integrated approach to identifying and leveraging educational institutions for recruitment, continuing education, and research, while also promoting science, technology, engineering, and math (STEM) to help develop the workforce of the future. Dale was previously Director of Workforce Intelligence, responsible for Boeing's workforce planning and processes, tools, and analytics to optimize business decisions by generating insights of workforce implications to business plans. Dale started in the Douglas Aircraft Company Career Advancement Program. She held various Engineering and Information Technology management positions and was responsible for the Baldrige-based Internal Assessment activity for Douglas for several years. She previously led Command Media and Vision Support Plan activities for Integrated Defense Systems (IDS) including the Command Media Streamlining project. Prior to this, Dale was Director of Engineering Resources for IDS, where her responsibilities included coordinating Engineering skills management including skills identification, acquisition, development, retention, and deployment as well as administration of the Technical Excellence selection program for the SW region. As Director of Engineering Processes, Dale also provided oversight to Engineering functional Process Action Teams to ensure progress in identifying and implementing common processes and systems for Boeing's Space and Communications Business. Dale holds a BS in Mechanical Engineering from the University of Washington and graduate courses in Business Management from California State University – Long Beach.

Kacy Redd is the Director of Science and Mathematics Education Policy at the Association of Public and Land-grant Universities (APLU). She manages the Science and Mathematics Teacher Imperative (SMTI), a commitment by 132 public research universities to improve science and mathematics teacher preparation, and co-managed a four year NSF project to determine if a national association can promote institutional change to strengthen science teacher preparation at 25 universities (NSF #0831950). She serves as staff lead for APLU's Research Intensive Committee, a committee of 15 presidents of public research very high institutions. Before joining APLU, she served as a science and technology policy fellow at the National Academy of Sciences on the Board of Higher Education and Workforce. Redd received her PhD in neuroscience from Columbia University, where she was funded by a HHMI Predoctoral Fellowship.

Mercedes Talley is a native of Los Angeles. She graduated from Stanford University, receiving a BS in general engineering (1974) and an MS in environmental engineering (1975), and was elected to Tau Beta Pi. After being commissioned into the U.S. Public Health Service, Ms. Talley designed water and sewer systems for Native American villages in Alaska. She then returned to Southern California and worked as a trouble-shooting engineer at the main wastewater treatment plant for Los Angeles County. She earned a second master's degree at UCLA in kinesiology (1985), with a focus on the biochemistry and biomechanics of musculoskeletal tissues. This was followed by a teaching career in secondary science at the Marlborough School and Rolling Hills Preparatory School, both in the Los Angeles area. Between these teaching appointments, Ms. Talley produced multimedia programs to support public participation in environmental planning and served as a planning commissioner for the Town of Mammoth Lakes in the eastern Sierra Nevada. She joined the program staff of the W. M. Keck Foundation in May 1997, and is currently Program Director for the Science and Engineering Program as well as for the Undergraduate Education Program. She has worked with hundreds of colleges and universities in the USA to support the development of innovative funding opportunities. Ms. Talley has been the staff liaison with the National Academies since 2001 in helping to coordinate a 15-year, $40-million project, the National Academies Keck Futures Initiative aimed at fostering interdisciplinary research. Grants under her supervision number over 100 each in the two programs and totaling over $150 million in grant funding.

Omar Torres became the Division Dean of Mathematics, Sciences, and Engineering in 2010 at College of the Canyons, one of the Nation's fastest-growing and leading California Community Colleges with oversight at the main Valencia campus and Canyon Country center. During this time, Mr. Torres has procured and continues to oversee several multi-million dollar grants, including support from the Department of Education, Department of Commerce, and National Science Foundation. He also provides leadership for the college's Mathematics, Engineering, Science Achievement (MESA) Center and Upward Bound Program. Most recently, the college collaborated with the California Community College Success Network as well as Carnegie Mellon University to premiere with one of the first courses in California entitled Intermediate Algebra for Statistics, which replaces elementary and intermediate algebra as prerequisites for statistics, has been shown to dramatically accelerate the pathway for students to achieve completion of transfer level math at rates almost four times higher than the traditional algebra sequence, and is now accepted statewide by both the University of California and California State University. Prior to his appointment at College of the Canyons, Mr. Torres was at Moorpark College for six years as a full-time faculty member, where he also served as department chair for the Chemistry, Earth, and Environmental Sciences department and was instrumental in creating the Ventura County Community College District's first-ever photovoltaic technology program. He began his career at Los Angeles City College as an adjunct instructor in chemistry. Before entering the field of higher education, Mr. Torres also worked in Research and Development at The Dow Chemical Company in Freeport, TX. Mr. Torres received his bachelor's degree in chemistry from Texas A&M University and earned a master's degree in chemistry from the University of California, Los Angeles. An accomplished and published co-author for two best-selling textbooks on General, Organic, and Biochemistry as well as introductory physical science, he also holds a credential in online teaching, where he continues to teach chemistry to undergraduate allied health students while serving as an administrator.