



Dr. Bruce Vandal is former Director of the Postsecondary and Workforce Development Institute at the Education Commission of the States (ECS). At ECS, he led "Getting Past Go," a three-year Lumina Foundation for Education project to more effectively leverage investments in remedial and developmental education to increase college attainment.

Bruce also served as co-director of the Tennessee Developmental Studies Redesign Initiative, a partnership with the Tennessee Board of Regents (TBR) to reform developmental education courses at TBR institutions funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education. Bruce also directed projects on aligning education and workforce development policy, teacher preparation and college access. He earned his Ph.D in Education Policy and Administration from the University of Minnesota.



As the Associate Vice Chancellor of Strategy, **Scott Martyn** leads City Colleges of Chicago's Center for Operational Excellence, which exists as a vital, driving partner in achieving the critical strategic objectives of the district through strategic planning, idea generation, analysis, design and implementation of strategic improvement initiatives. The center consists of a staff of Executive Directors and Project Team Leaders plus a revolving team of faculty, staff and students from the district's seven colleges. Mr. Martyn joined CCC in 2009 and since 2010, the center, under his direction, has guided City Colleges of Chicago's Reinvention initiative, leading to accomplishments that have included:

- Establishment of Student Wellness Centers at all seven city colleges,
- Reducing the student to advisor ratio from 920:1 down to 450:1,
- Doubling graduation rates, and
- Doubling the number of students completing credentials annually.

Prior to joining City Colleges, Mr. Martyn's career included corporate and consulting leadership positions in strategic planning and project management. In addition to higher education, industries in which he has led strategy and innovation initiatives include banking and finance, retail, professional services, healthcare, and manufacturing. He holds Bachelors and Masters degrees in business from Michigan State University and Baldwin Wallace University, respectively and has held the Project Management Institute's Project Management Professional certification since 1998.



Peter Adams, Professor Emeritus at Community College of Baltimore County, has become the nation's preeminent authority on the application of the co-requisite model of academic support in the instruction of college-level English. The Accelerated Learning Project (ALP), which he founded, concurrently enrolls students in college-level English and a developmental English course during the same semester. Developmental education students participate in a traditional gateway English course, alongside students placed directly into the course and then participate in an aligned developmental section with the same instructor to strengthen the basic skills they need to succeed in the gateway course. The model, which is available to the vast majority of students placed into developmental English at his campus, has seen dramatic increases in the completion of gateway English courses among developmental students. Significantly, these increases have occurred in half the time of traditional remediation. ALP has become a national model and is now implemented at over 190 campuses across the country.