

L. JACQUELINE GILLARD

INDEPENDENT CONSULTANT

- Experienced - Trustworthy - Professional -

Devoted educational leadership professional with forty years of professional development and educational leadership training, thirty four years of organizational management, sixteen years of teaching English, Literature, and Writing at a college or university setting throughout the United States, including public relations and employment training skills. Committed and proven ability for offering individualized and team support for employees, mid to upper management personnel divisions, and business owners. Enthusiastic humanitarian, who promotes education resources and training in private and federal cooperate and nonprofit sectors. Hard working and motivated educator with strong communications and interpersonal skills to cultivate and nurture working relationships within the school community and workforce development.

Areas of expertise include:

- ♦ Assessment & Evaluation
- ♦ Employment Training & Recruitment
- ♦ Grant Writing & Research
- ♦ Business Plans & Events Planning
- ♦ Zen Buddha Health & Wellness for Employees
- ♦ Public Relations & Marketing

EDUCATION & CREDENTIALS

Master of Arts in English

University of Illinois, Chicago, Illinois 1996
(GPA – 3.07/4.0)

Bachelor of Arts in Arts & Humanities

Columbia College Chicago, Chicago, Illinois 1991
(GPA – 2.89/4.0)

Certificate of Advanced Graduate Studies

Educational Leadership I, II, and School Law Courses 2003
Bridgewater State University, Bridgewater, Massachusetts
(GPA – 3.9/4.0)

WORK EXPERIENCES

Founder, President, & CEO 1997 to the present
Founded in 1997, THE GILLARD INSTITUTE, INC. is based on core principles set by four generations of relatives in community and educational leadership service in Mississippi. Programs include conferences, forums, lectures, seminars, and workshops in arts, education, mental health reform in higher education and civil and human rights activism, worldwide. Other services include administrative support, employment and training, and research for individuals and families, and corporations and other nonprofit sectors. Services are extended to the Region IV location, which includes AL, GA, MS, NC, SC, and TN. Funding resources include public grants, private donations, and contracts. This is a 501 (c) (3) charitable organization.

<u>Adjunct Faculty English</u> Harold Washington College, Chicago, Illinois	Fall 2007
<u>Adjunct Faculty English</u> Bristol Community College, Fall River, Massachusetts	Fall/SP 2003-2005
<u>Adjunct Faculty English</u> Roxbury Community College, Roxbury, Massachusetts	Spring 2005
<u>W. E. B. Du Bois Lecturer in Humanities</u> Northeastern University, Boston, Massachusetts	Fall 2004

Articles appear in N'DIGO, Jam Sessions, Chicago SUN TIMES, and Chicago Defender newspapers. Poetry appears in Mississippi Poetry Review, Northeast Mississippi Junior College Poetry Review, Columbia College Poetry Review, and NOMMO – Remembering Ourselves Whole, Literary X-press, and ESSENCE magazine. Ms. Gillard (pronounced Jillar) is an adult with a cognitive learning disability under ADA, and she is also a Zen Buddhist. Hobbies include meditation and exercise, and being with her life partner and universal family.

L. JACQUELINE GILLARD

OBJECTIVE: To teach, research, promote, and serve children and families in arts, education, mental health reform and civil and human rights in America and abroad.

SUMMARY OF QUALIFICATIONS

40 yrs. of experience in professional development & educational leadership;
34 yrs. experience in organizational management and public affairs;
16 yrs. experience in teaching English Composition on college & university campus; and
Clear & concise written and verbal communications skills.

WORK EXPERIENCE & SKILLS

Professional Development

- In-service training for teachers in a museum partnership program;
- Facilitate in-service models in schools & teach writing via satellite in Egypt, Africa;
- Provide strategic planning for students & adults at statewide youth meetings;
- Train & implement the Institute's program design for staff & teachers.

Educational Leadership

- Promote interactive teamwork between teachers, students, parents & community;
- Maintain collaborative relationships between educators, students, parents & public;
- Assess recruiting & retention applications for Institute's program design & development;
- Create innovative pedagogy & analogues to enhance student & adult learning & success.

Organizational Management

- Direct, manage & operate a nonprofit charitable education corporation;
- Develop an annual partnership schedule, execute & control budgets, conduct interviews;
- Supervise & hire staff members & volunteers for events & programs;
- Coordinate, plan & market school community events & programs.

Public Affairs

- Serve as a liaison between educators, students, parents and community;
- Draft & review correspondence for events & programs, & develop proposals for partnerships;
- Guide & facilitate decision making & implementation of policy & projects;
- Commitment to a comprehensive vision & ability to work independently or as a team player.

WORK HISTORY

The Gillard Institute, Inc.	Founder, President & CEO	1997 to present
Harold Washington College	Adjunct Faculty English	Fall 2007
Northeastern University	W. E. B. DuBois Lecturer	2004 to 2005
Bristol Community College	Adjunct Faculty English	2003 to 2005

GRANTS

National Endowment for the Arts (NEH)		
University of Kansas & The Gillard Institute, Inc.	Amount: \$224,000	2002
Illinois Arts Council (IAC), Arts in Education	Amount: \$1,500	2000
Cochran & Montgomery Law Offices	Amount: \$1,500	2000
Illinois Arts Council (IAC), Arts in Education/Ethnic	Amount: \$1,500	1999
Burrell Advertising	Amount: \$ 500	1999
African Festival for the Arts	Amount: \$5,000	1999

EDUCATION

Student FA 03 Bridgewater State University C. A. G. S. (G.P.A. 3.9/4.0)

Student FA 02 Southern New England School of Law
 Graduate 1996 University of Illinois at Chicago
 Graduate 1991 Columbia College Chicago
 Student FA 87 University of Mississippi
 Student FA 85 Northeast Mississippi Jr. College

Jurisprudence Studies
 MA English (3.07/4.0)
 BA Arts & Humanities (2.89/4.0)
 English Major/Music Minor
 Music Major/English Minor

TEACHING/READING SKILLS PROFILE

The Gillard Institute, Inc., Chicago, IL & Houston, MS Research & Professional Development	Director	1997 - present
Harold Washington College, Chicago, IL Developmental Writing, Composition I/II	Composition Instructor	2007
Northeastern University, Boston, MA W. E. B. DuBois Program in Humanities	Writing Lecturer	2004 - 2005
Chicago Area Project, Chicago, IL Youth Services Division	Statewide Coordinator	2002 - 2003
Prologue, Inc., Chicago, IL Alternative High School & GED Program	Adult Learning Specialist English Teacher	1996 - 1999
Robert Morris College, Orland Park, IL Teach English/Research Writing	Composition II Instructor	1998
DePaul University, Chicago, IL Teach Developmental Reading	Reading Instructor	1996 - 1997
School of the Art Institute, Chicago, IL Visiting Professor/Writing Instructor	Narrative Essay Lecturer	1994 - 1995
City Colleges of Chicago, Chicago, IL Teach ESL, Reading, & Writing	Writing Facilitator Literacy Advisor	1992 - 1994
Chicago State University, Chicago, IL Teach Developmental Writing	Writing Instructor	1991

TUTORIAL SKILLS PROFILE

The Gillard Institute, Inc., Chicago, IL Supervise Writing Events/Tutors	Program Director	1997/present
Chicago Historical Society, Chicago, IL Chicago History Explorers Program	Program Coordinator	1994 - 1995
Wendell Phillips High School, Chicago, IL Tutor Students in Reading & Writing	Tutor/Mentor	1991 - 1992

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ADMINISTRATION/PROGRAM DIRECTOR PROFILE

The Gillard Institute, Inc., Chicago, IL & Houston, MS	Director	1997 - present
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Children & Family Public Programs in Arts,
Education, Mental Health Reform, & Activism

University of Kansas, Lawrence, KS Organizer 2002
International Langston Hughes Symposium Feature Poet

African Festival of the Arts, Chicago, IL Director 1994 - 1996
African International House, Organize Grants Writer
Youth & Family Programs and Serve on
Committees

University of Illinois at Chicago, Chicago, IL Events 1993 - 1994
Plan, design, & execute student activities & Coordinator
Mentor students

Columbia College Chicago, Chicago, IL Program Coordinator 1990 - 1991
Plan, market, & execute Afro-American History
Events

American Theatre Critics Society, Chicago, ILPR Coordinator 1990 - 1991
Public Relations Intern, plan & market
Statewide & National Conference

University of Mississippi, Oxford, MS Program Coordinator 1987 - 1989
Resident Advisor, Mentor for Student Life
Plan & execute programs; Assistant to Statewide
& National Afro-American Novel Project

Northeast Mississippi Junior College,
Booneville, MS Organizer 1985 - 1987
President & Representative of Afro American
Cultural Society, Orientation Counselor,
Student Leader

National Council of Negro Women,
Okolona, MS Organizer 1987 - 1989
Second Vice President, State Conference Delegate,
State Conference Coordinator, Youth Education
Advocate

United Front Organization, Houston, MS Organizer/Poet 1980 - 1981
A Civil and Human Rights Advocate for Justice
& Change for Citizens in Houston, MS

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PAST AFFILIATIONS & MEMBERSHIPS

Past Member, Association for Supervision & Curriculum Development, National Chapter (Alexandria, VA)

Past Member, Illinois Association for Supervision & Curriculum Development, Illinois State University (Normal, IL)

Facilitator, Organizer, & Poet, 2002 International Langston Hughes Symposium, University of Kansas (Lawrence, KS) for Dr. Maryemma Graham

Past Program Coordinator, Researcher, Grants Writer for the African Festival of the Arts, African International House (Chicago, IL)

Past Member, OBAC (Organization of Black American Culture), a creative writer's group (Chicago, IL)

Past Public Relations Intern, American Theatre Critics Society (Chicago, IL)

Past Project Coordinator, Facilitator & Tutor, Wendell Phillips High School (Chicago, IL)

Past Proofreader, Parenting African-American Children in the Suburbs, Teaching Afrocentric Values by Dr. Harriet W. Richard (Chicago, IL)

Past Assistant Researcher, KUUMBA Theater Company for actress Val Gray Ward (Chicago, IL)

Past Member, Facilitator, & Program Coordinator, African American Alliance at Columbia College at Chicago for African American History Month (Chicago, IL)

Past Proofreader, This Is My Century by the late Dr. Margaret Walker Alexander (Oxford, MS)

Past Resident Advisor, Programmer & Mentor for On-campus Residence Life Department at the University of Mississippi (Oxford, MS)

Past Researcher & Conference Coordinator for the Afro-American Novel Project at the University of Mississippi for Dr. Maryemma Graham (Oxford, MS)

Past Conference Coordinator & Office Assistant for the Afro-American Department at the University of Mississippi for Dr. Ronald W. Bailey (Oxford, MS)

Past Instrumentalist, Drill Team Captain, Academic Scholarship Recipient & Music Major at Northeast Mississippi Junior College (Booneville, MS)

Past Orientation Counselor at Northeast Mississippi Junior College (Booneville, MS)

Past President, Program Coordinator for the Afro-American Cultural Society at Northeast Mississippi Junior College (Booneville, MS)

Past Second Vice President, Statewide Facilitator and Convention Coordinator for the National Council of Negro Women, Okolona Section for the late Dr. Jesse Mosley (Okolona, MS & Jackson, MS)

Past Participant, Organizer, & Poet for the UNITED FRONT for Justice & Change for Citizens in Houston, Mississippi (Houston, MS)

REFERENCES AVAILABLE UPON REQUEST
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HWC Adjunct Instructor Evaluation Form

Instructor's Name: Liza Gillard		Class Name: English 101			
Evaluator's Name: J. Rivera-van Schagen		Date: 5 November 2007			
TEACHING SKILLS					
Presentation Opening	Performs with great skill	Does most of the time	Opportunity for growth	Insufficient Info to Comment	
Gains student attention in a professional manner.	X				
Introduces key points and objectives of day's class.	X				
Test, course outline presented in a professional manner.					X
Method of Evaluation Grading clearly presented.					X
Presentation of Core Content					
Demonstrates knowledge of subject matter.	X				
Uses appropriate examples and experiences.	X				
Makes self available to students outside of class.					X
Closure					
Paraphrases key points and ties to learning objectives.	X				
Provides students with an assignment/challenge. What are they to do with the information just imparted?	X				
Method of instruction encourages active thinking and learning.	X				
VERBAL COMMUNICATION SKILLS					
Verbal					
Varies tone and tempo of voice to maintain interest and provide emphasis.	X				
Varies volume of voice for attention and can be heard throughout the room.	X				
Verbal Interaction					
The instructor repeats/restates material in different format as necessary.	X				
Senses interest/understanding of a group and adjusts pacing.	X				
Allows appropriate time to cover outline material.	X				
Responds to students' questions and uses the question as a teaching technique.	X				
LEARNING ENVIRONMENT MANAGEMENT					
Technique					
Handles problem students (talkers, resisters, interrupters) appropriately.	X				
Utilizes technological and/or audio-visual resources.					X
Provides easy to see aids that have positive impact on learning.	X				
Exhibits ability to determine whether or not students understand.					X
Small Groups					
Helps groups organize themselves.	X				
Clarifies directions.	X				
Checks on progress.	X				
Announces time intervals.					X
Uses groups to advance course objectives.	X				

General comments/Additional Observations:

When I arrived at 8:15am, Ms. Gillard was discussing the possibility for students to earn extra credit by participating in any of the events planned for "Native American Heritage Month." The class moved to discuss current events with several students sharing their findings which ranged from sports to Oprah Winfrey's school for girls in South Africa. This "ice breaker" is also a great opportunity for critical thinking. There were only seven students present and three more came in by the time I left one hour later. Ms. Gillard stood in front of the lectern moving to the board to demonstrate specific practices and jot down important information.

The class then moved on to strategies and modes of writing. Ms. Gillard used the BASE schema for helping the students develop their ideas into well organized essays: brainstorming, analyzing, synthesizing, and executing. The mnemonic device seemed to work well with the students who eagerly participated during this part of the class.

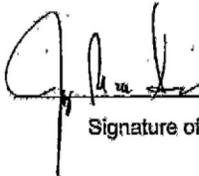
Ms. Gillard used the second half of the class for presentations. Two students were scheduled to share their reading and evaluation of works that included the poem "Sadie and Maude" by Gwendolyn Brooks. Ms. Gillard gently reminded the student who was not prepared to discuss his assignment about the importance of being prepared for class. The student who presented her findings did a wonderful job clearly demonstrating an advanced understanding of Brooks' poem. The other students eagerly contributed their own perspectives on the poem. The last part of the class, Ms. Gillard used for group works; the students worked on developing a "reading" of visual literature.

Strengths/Weaknesses of Presentation:

Good overall performance. The discussion of current events at the beginning of the class involves the students early keeping them interested in sharing their views in a critical manner. This practice will help them prepare for English 102.

Suggestions for Improvement:

No suggestions at this time besides making sure to take attendance. Perhaps she had done so before I came in at 8:15.



Signature of Evaluator

11/10/07

Date