COLLEEN F. PONTO, Ed.D.
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SUMMARY OF EXPERIENCE

- *Core Faculty*. Organization Systems Renewal – Graduate Program in the Design and Leadership of Systemic Organizational Change at Seattle University. Responsibilities include teaching, curriculum design, mentoring, coaching, and recruiting.
- *Founder and President.* Saint Edward Environmental Learning Center, a 501C3 nonprofit organization dedicated to creating a sustainable future through park preservation, community collaboration, and innovative educational experiences.
- *Consultant.* Fifteen years as independent organizational and educational consultant helping private and nonprofit community-based orgazniations with large-scale change initiatives, strategic planning, workshop design and delivery, board retreat design and facilitation, graduate education program administration, large group interventions, and volunteer management.
- *Doctor of Education*. Title of Dissertation: *An Examination of the Conversion of a Large High School to Small Learning Communities and the Implications for High-Achieving Disengaged Students*. Research interests include teaching and learning, authentic pedagogy, and student engagement.
- *Clark Scholar*. Recipient of the 26th Annual David L. Clark National Graduate Student Research Seminar Award in Educational Administration & Policy sponsored by the University Council for Educational Administration (UCEA) and Divisions A and L of the American Educational Research Association (AERA) in April 2005.
- *Community Leader, Organizer, and Volunteer*. Led a large grassroots community project to build a 15,000 square foot playground at Saint Edward State Park in Kenmore, WA. The playground was designed by children and constructed by over 2000 volunteers on April 21 – 27, 2003.
- *Designer and Facilitator.* Founded and facilitated the design of the national award winning Arbor Day Fair at the University of Washington College of Forest Resources in Seattle, WA. Facilitated a collaborative team of faculty, staff, alumni, and students which design and execute the three-day learning event. Over 2100 K-3 children attended the fair each year. Currently designing and leading educational workshops for clients on systems thinking, consulting skills, and meeting design and leadership.
- *Production Manager and Process Engineer.* Managed the daily operation of the largest operating department in a kraft pulp mill. Responsibilities included process optimization, quality improvement, safety, housekeeping, people development, scheduling, inventory control, education, team facilitation, and maintenance coordination.
- *Quality and Education Manager.* Developed and implemented a mill-wide education process for operators and maintenance technicians to enhance their job skills and knowledge to improve pulp production and quality.

EMPLOYMENT HISTORY

2007 – present SEATTLE UNIVERSITY
Core Faculty, Organization Systems Renewal Graduate Program
Graduate program in the design and leadership of systemic organizational change

Courses Taught:
- OSR 501 – Foundations of Organizational Systems, Design, and Renewal
- OSR 502 – Design: Development of the Adult Learner
- OSR 505 – Introduction to Research Literacy and Methods
- OSR 506 – Systems: An Overview of Theory and Perspectives
- OSR 507 – Designing and Leading Participative Meetings
- OSR 515/518 – The Consultative Approach to Change: Consulting Skills and Praxis
- OSR 571-575 – Individual Learning Reflection and Synthesis
- OSR 581 – Curriculum Design and Delivery

EMPLOYMENT HISTORY cont.

Mentored Student-led Design Teams:
- OSR 524 – Leadership Theory and Personal Mastery
- OSR 516 – Leadership: Bringing Leadership to Organizational Change
- OSR 517 – Desgin: Participatory Methods for Designing the Future
- OSR 509 – Organizations: Theory and Culture as a Foundation for Inquiry

Dissertation Committee Member:
Kelly Goodsell, Ed.D. (2009) *Authenticity and Balance in Leadership Among Women Executives*

1995 - present ***Organizational Consultant***, Kenmore, WA
- Consultation in the design and leadership of organinzational change
- Design and facilitation of strategic planning board retreats for nonprofit organizations
- Design and delivery of skill building workshops for clients

Workshops:
- *Real World / Real Time: Identifying Leverage Points for Systemic Change*
  Co-presented in Seattle, WA on May 12, 2010
- *Practice, Practice, Practice: Sharpening Your Systems Thinking Skills*
  Co-presented in Seattle, WA on March 22, 2010
- *Shifting Your Conversations: Increasing Fluency in Systems Thinking*
  Co-presented in Seattle, WA on December 7, 2009
- *New Habits of Mind for New Solutions: Systems Thinking Workshop*
  2010 public workshops: Co-presented on March 26 in Bothell, WA; Co-presented at the Healthy Schools Summit on May 28 in SeaTac, WA.
  2009 public workshops: Co-presented on May 12/13 in Fife, WA and November 21 in Seattle, WA; Co-presented at Healthy Schools Summit on May 29 in SeaTac, WA and at Northwest Evironmental Training Center on November 20 in Seattle, WA
- *Systems Thinking / System Dynamics 101*
  2008 Public workshops: Co-presented on May 5/12/19 in Olympia, WA; May 6/13/20 in Seattle, WA; and November 8 in Kenmore, WA
- *Designing and Leading Participative Meetings*
- *Consulting Skills*

Webinar:
- *New Habits of Mind for New Solutions*. Webinar for Pegasus Communications.
  Co-presented on September 29, 2010

2000 – 2006 SEATTLE UNIVERSITY and ANTIOCH UNIVERSITY, Seattle, WA
Organization Systems Renewal Graduate Program – Community Coordinator

1982 - 1993 WEYERHAEUSER PAPER COMPANY, Everett, WA
Education and Quality Manager (1991 - 1993)
- Developed and implemented a mill-wide in-house education program
- Co-designed a participative, high-performance work system for a de-ink plant start-up
- Implemented a quality assurance system to meet ISO 9002 quality standard

Machine Room Manager (1985 - 1991)
- Supervised daily machine room operation and maintenance
- Managed 40 employees
- Developed and taught courses for operation of all new equipment brought on line
- Designed and facilitated all department crew and safety meetings
- Conducted new employee orientation and performance reviews

EDUCATION AND DEVELOPMENT

2006	Seattle University, Seattle, Washington **Ed.D**. in Educational Leadership Areas of Research: High School Reform, Authentic Pedagogy, and Student Engagement
1995	Antioch University, Seattle, Washington **M.A.** in Whole Systems Design, Organization Systems Renewal Area of Focus: Organizational Change and Leadership
1981	University of Washington, Seattle, Washington **B.S.** in Forest Resources, Pulp and Paper Engineering Major ▪ Awarded Pulp and Paper Foundation Scholarship ▪ Awarded Gymnastics Scholarship ▪ Elected Gymnastics Team Captain (1980 - 1981)
1977 - 1979	University of Michigan, Ann Arbor, Michigan School of Natural Resources ▪ Awarded Gymnastics Scholarship
1995 - 2003	University of Washington College of Forest Resources Alumni Association Board Member ▪ Past-President of the College of Forest Resources Alumni Board ▪ Founder and Chair of the Arbor Day Fair

HONORS

- 2005 David L. Clark National Graduate Research Seminar Scholar
- 2004 Outstanding Woman of Our Community Award - presented by the Shoreline Branch of the American Association of University Women
- 2003 “150 Victories for Humanity” Award – presented by Antioch University
- 2003 Honored Alumnus Award – presented by the University of Washington College of Forest Resources Alumni Association

Response to Questions

1. *What do you think are the five most important subjects for an OSR student to learn?*

I think the five most important subjects for OSR students to learn are: 1) Leadership; 2) Design; 3) Change; 4) Systems Thinking; and 5) Multicultural Perspectives. Because the OSR Program is about helping students to learn how to effectively design and lead organizational change, the subjects of design, leadership, and change are foundational subjects of the OSR Program and thus, are very important for students to master. The subject of systems thinking, and all that it encompasses (living systems, systems dynamics, chaos and complexity theories, etc.), is an important subject for OSR students to learn because it provides students with a more wholistic and organic view of the world and helps students learn the skills to better understand how systems influence one another. The subject of multicultural perspectives is an important subject for OSR students because in order to build bridges and heal the great divides that exist between cultures and ethnic groups in our own communities, organizations, and around the globe, it is critical that we help students and ourselves gain an appreciation, understanding, and respect for others and that we continually work to uncover the assumptions, biases, and prejudices we individually hold.

2. *What five qualities do you believe are the most important for an OSR lecturer to possess?*

Given the many roles an OSR lecturer performs such as team member, mentor, coach, teacher, recruiter, and scholar, I believe it is most important for OSR lecturers to possess the following five qualities. First, I think it is important that OSR lecturers demonstrate a strong ethic of care – care for others and care for the earth. Second, it is important that OSR lecturers possess a strong passion for learning. Third, it is important that OSR lecturers are open and honest as well as strong communicators. Fourth, I believe it is important that OSR lecturers are reliable and always follow-through with assigned tasks in a quality manner. Finally, I believe it is necessary for OSR lecturers to have an appreciative perspective, one that envisions future possibilities from current strengths.

3. *What do you think is most exciting about the possibility of being one of the OSR lecturers?*

What I think is most exciting about the possibility of being one of the OSR lecturers is co-creating a learning community that is engaging and affirming for all – students and faculty – and working with and among students in the learning community to help them reach their learning goals and gain clarity about their life's "Work".

4. What would you find least exciting about being an OSR lecturer?

I would find administrative work such as, tabulating survey results or typing up meeting minutes, to be least exciting about being an OSR lecturer.

5. Looking at the current curriculum, what three topics would you most like to teach?

In looking over the OSR curriculum, the three topics I would most like to teach are ODVR 502 Design – Development of the Adult Learner; ODVR 516 Organizations - Leadership, and ODVR 507 Skills – Designing and Leading Participative Meetings. I would also enjoy teaching ODVR 505 Design - Introduction to Research Literacy and Methods.

6. What would your "whole life" look like if you were an OSR lecturer?

If I were an OSR lecturer, my "whole life" would look like a puzzle with many pieces fitting together beautifully to form a life that had structure, rhythm, challenge, learning, variety, flexibility, spontaneity, joy, and fun. In addition to the OSR lecturer position, my life would include: an educational consulting practice focused on high school reform, authentic pedagogy, and student engagement; leading a community project to create a small public environmental high school named ALEAFA High School for a Sustainable Future; mothering my children and helping them journey through adolescence into adulthood; sharing my home life, vacation time, and parenting responsibilities with my husband of twenty five years; and daily jogs through the woods.