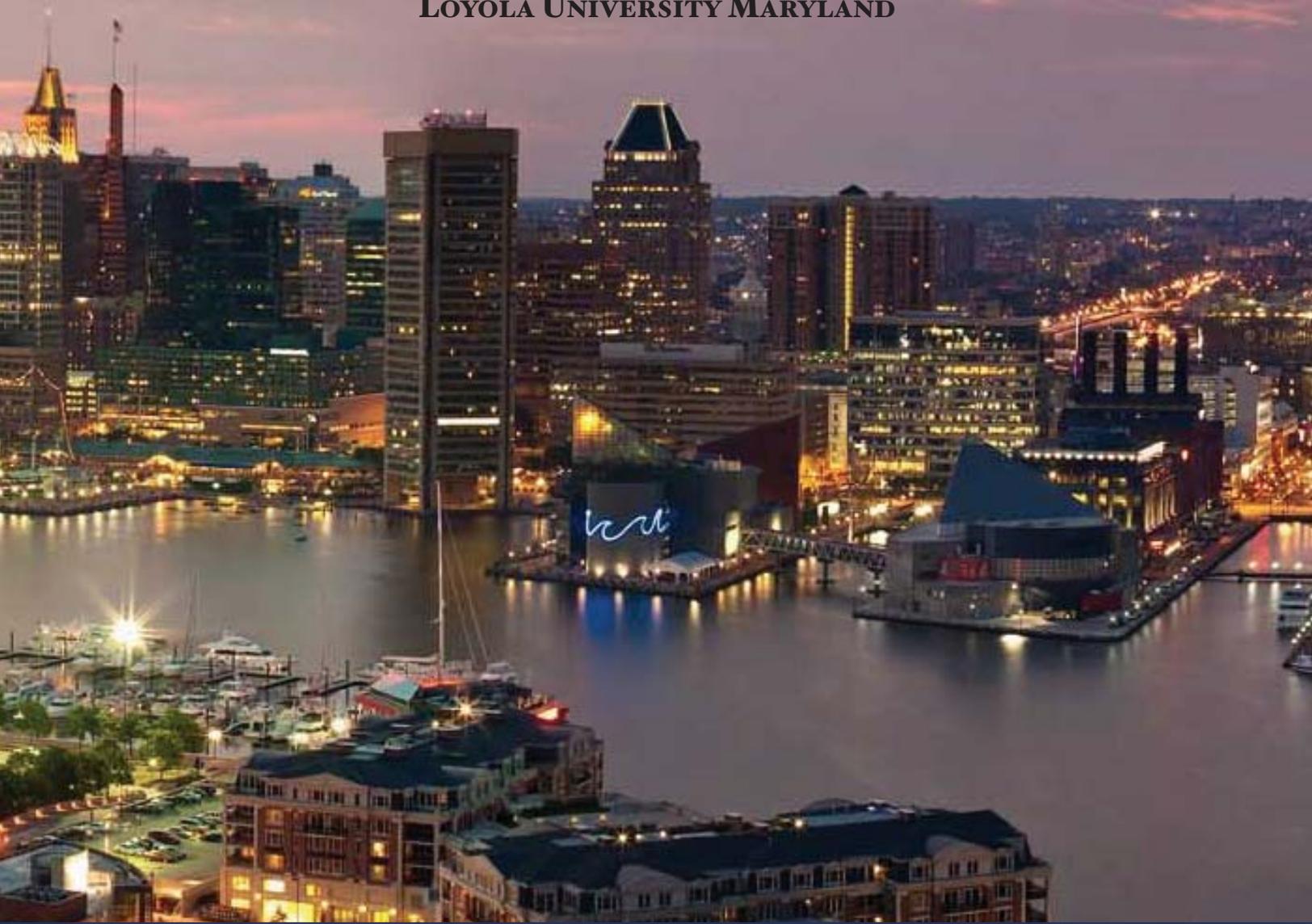




LOYOLA UNIVERSITY MARYLAND



APPLICATION TO SERVE

As The Independent Monitoring Team For
The Baltimore Police Department

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Submitted to:



LOYOLA UNIVERSITY MARYLAND

— 1852 —

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June 5, 2017

Ms. Cheema and Ms. Sher Smyth,

It is with great enthusiasm that I submit an application on behalf of Loyola University Maryland to serve as the independent monitoring team for the Baltimore Police Department (“BPD”). Each team member was selected after careful consideration of the areas for reform and qualifications required in the *Consent Decree* and *Request for Applications*. Our team is comprised of academic experts in organizational psychology (Heather Z. Lyons, PhD and Frank D. Golom, PhD), a professor of Sociology who has experience conducting program evaluations for government agencies including the Howard County Police Department (H. Lovell Smith, PhD), and a psychology professor dedicated to community engagement in our city (Adanna J. Johnson, PhD). We sought to expand our team with partners who possessed expertise in a variety of areas and were deeply dedicated to the police reform effort in Baltimore City. These partners include former federal court judge and civil rights icon, U. W. Clemon. Judge Clemon is currently Of Counsel with Mehri & Skalet, PLLC in Washington, DC. Two associates with Mehri & Skalet, PLLC, Joanna Wasik and Amelia Friedman, will also provide legal support to our team. Our law enforcement experts include sitting Chief of Police in Howell Township, Andrew Kudrick as well as the Executive Director of Public Safety of Princeton University and community policing expert, Mr. Paul Ominsky and Dr. Lewis Schlosser, a police psychologist. As needed, we also have the support of two law enforcement leaders, Bernard P. Fowler and Jason Roebuck, whose bios and CVs are also included in this application. Finally, to support the racial justice elements of this organizational change and reform effort is Dr. Lisa N. Jefferson Williams. Dr. Williams is currently the Director of Equity and Cultural Proficiency for the Baltimore County Public School System. I propose to serve as the lead monitor and primary contact for the *Consent Decree* Parties. I can be reached at:

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We all look forward to the possibility of partnering with the Department of Justice, BPD, Mayor Catherine E. Pugh, and the City Council to help the BPD emerge as a national model of community policing. We are available to answer any questions you might have about our application.

Respectfully submitted,

Heather Z. Lyons, Ph.D.
Department of Psychology, Loyola University Maryland

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I. EXECUTIVE SUMMARY (RFA ¶ 32.)

In the weeks following the arrest and subsequent death of Freddie Gray the nation watched news reports that depicted a sensationalized version of what came to be known as the Baltimore Uprising. Baltimore's citizens, however, were privy to a broader view. For the citizens of Baltimore the Uprising was also a display of Baltimore's resilience and the profound change that was afoot. Baltimore's citizens saw and participated in community empowerment in a variety of forms including vocal and consequential civic engagement, cultural and arts projects, and a reinvigorated and wider interest in police reform. Citizens who had long been involved in civic reform and those newly galvanized, accessed political channels to let elected officials know that this City deserved better. Many of the City's elected officials acknowledged the need for reform, if they had not already been fighting for it themselves. Citizens worked with these officials, the Baltimore Police Department ("BPD"), and the Department of Justice ("DOJ") to share observations and recommendations that became part of the DOJ's *Investigation of the Baltimore City Police Department* ("the *Investigation*") and were also worthy of inclusion in the *Consent Decree*.

Following the *Investigation* published by the DOJ on August 10, 2016, which was later summarized in the *United States v. Baltimore Complaint* filed on January 12, 2017 the BPD and DOJ entered into a *Consent Decree* to address areas for reform identified within the BPD. While not admitting to or necessarily agreeing with the findings resulting from the DOJ's investigation, the BPD acknowledged the potential for the *Consent Decree* to be used to facilitate growth within the Department. The Department of Justice highlighted areas for reform within the BPD, including:

- investigatory stops and detentions consistent with the Fourth and Fourteenth Amendments,
- use of force as consistent with the Fourth Amendment,
- respecting First Amendment protections of expression,
- impartial policing, and
- making reasonable modifications to police practices for individuals with disabilities with respect Title II.¹

Just prior to the January 12, 2017 filing of the *Consent Decree*, the BPD released a report indicating that they had already started the reform process in anticipation of and following the DOJ's investigation results.² This 11-page report detailed reforms in a variety of areas later identified in the *Consent Decree*, including but not limited to community policing; stops, searches and arrests; impartial policing; responding to people in behavioral health crisis; use of force; and transportation of persons in custody. Not long after, then newly elected Baltimore Mayor Catherine E. Pugh released a

¹ <https://www.justice.gov/crt/case-document/file/933296/download>

² https://www.baltimorepolice.org/sites/default/files/General%20Website%20PDFs/Reform_Progress.pdf

budget that would fund BPD reform efforts and secure the financial support needed to fulfill the obligations of the *Consent Decree* monitoring process³. The next step in this reform effort is the selection and appointment of an independent monitor who can (a) provide oversight of, (b) assess compliance with, and (c) provide technical assistance for these reforms.

This is our proposal to serve as the Independent Monitor of the BPD. Our interdisciplinary team, comprised of Baltimore-based experts from Loyola University Maryland (“Loyola”) in partnership with a regionally-located team of experts, meets each of the qualifications stipulated in the *Request for Applications* (“RFA”) issued by the DOJ, the City, and the BPD. Our local team is anchored in a Jesuit institution that has been a part of this city since 1852. A hallmark of the Jesuit tradition is the valuing of justice and equality. Ensuring that the BPD prioritizes “community” in policing would not simply be an exercise in fulfilling the requirements of the *Consent Decree*. Our team regards this endeavor as an opportunity to assist the BPD with aligning its practices with service that respects the human dignity of Baltimore’s citizens. As an institution of higher education we also have the expertise to participate in reform meaningfully.

WHY LOYOLA?

By most accounts, two-thirds of organizational change efforts fail.^{4,5,6} Organizational change is most often taken on in a piecemeal fashion or as small refinements. However, organizations successful in their change efforts distinguish themselves in three ways. They engage in change after (1) collecting data that allow for development of a comprehensive change strategy customized to the organization; (2) fostering leadership and organizational capacity to drive said change; and (3) building consensus and commitment to change efforts from all levels of the organization.

The *RFA* makes clear that the BPD, the DOJ, and the City are interested in more than compliance with a set of requirements. They want to see reform of organizational culture and practices. We assembled a team that can help drive this change. When we gathered our team we focused not only on identification of subject matter experts (“SMEs”) in community policing and police reform, but also organizational psychologists experienced in the change and transformation process.

Specifically, our Loyola University based-team includes:

Dr. Heather Z. Lyons and Dr. Frank D. Golom, two organizational psychologists with experience in organizational change, leadership development, and assessment;

³ <http://www.baltimoresun.com/news/maryland/baltimore-city/politics/bs-md-ci-budget-20170330-story.html>

⁴ Burke, W. W. (2011). *Organization Change: Theory and Practice* (3rd ed.). Thousand Oaks, CA: Sage.

⁵ Burke, W. W. & Biggart, N. W. (1997). Interorganizational relations. In Dr. Druckman, J. E. Singer, & H. Van Cott (Eds.), *Enhancing organizational performance* (pp. 120-149). Washington, DC: National Academy Press.

⁶ How mergers go wrong. (2000, July 22). *Economist*, p. 19.

Dr. H. Lovell Smith, a professor who would lead the charge in our data collection and analysis efforts; and

Dr. Adanna J. Johnson, a faculty member who has acted as a social justice and community advocate in Baltimore City.

This core-team has collaborated with several regional consultant-experts selected to bring the BPD into Full and Effective Compliance under the *Consent Decree*. These team members include:

These team members include:

Judge U. W. Clemon (ret.), former Chief Judge of the United States District Court for the Northern District of Alabama and currently Of Counsel with Mehri & Skalet, PLLC;

Amelia Friedman, Associate Attorney with Mehri & Skalet, PLLC;

Joanna Wasik, Associate Attorney with Mehri & Skalet, PLLC;

Chief Andy Kudrick, Chief of Police of Howell Township, New Jersey, a recognized expert in police use of force;

Paul Ominsky, Executive Director of the Department of Public Safety at Princeton University and published expert in community policing;

Dr. Lewis Schlosser, a police and forensic psychologist, managing partner at the Institute for Forensic Psychology and former in-house Director of Psychological Services for the New York City Correction Department; and

Dr. Lisa Williams, Director of Equity and Cultural Proficiency for the Baltimore County Public School System who brings experience providing racial equity training to law enforcement officers in the Baltimore area.

Additionally, two law enforcement leaders and experts have agreed to consult with the Loyola University Maryland team as needed. They are Bernard P. Fowler, Lieutenant of the Services Division in Howell Township Police Department in Howell, NJ, and Jason Roebuck who is the Director of Public Safety with the City of Long Branch, NJ.

Our team wants to [position the BPD as a national model of community policing borne out of transformative and enduring police reform](#). Informed by best practices in other cities, the BPD can emerge as community caretakers⁷. Our work as the independent

⁷ <http://www.policechiefmagazine.org/community-caretakers-a-case-study-in-changing-the-culture-of-a-campus-police-department/>

monitoring team would be guided by the definition of community policing offered by the DOJ⁸ and adopted by the BPD⁹.

[Community policing is] a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

Community policing consists of the following three components, which also provide a unified framework, touching on areas for reform identified in the *Consent Decree*:

1. Community Partnerships
2. Organizational Transformation
3. Problem Solving

By using community policing as an overarching guide of reform efforts we avoid the risk identified by two members of this team, Paul L. Ominsky and Lewis Z. Schlosser when they stated in the February 2017 issue of *The Police Chief* that:

One major obstacle to effective community policing is that the strategy is often deployed as a program implemented by a small percentage of a department's officer corps, as opposed to having a department-wide mission or philosophy on how officers should interact with members of the community.¹⁰

Indeed, our experience tells us and research suggests that successful reform for the BPD must involve a thorough, strategic and top-down organizational transformation. Additionally, this transformation must place a culture of community policing at the center of the organization's mission through coordinated efforts ranging from new policies, procedures, and organizational structures to boots-on-the-ground policing.

We propose to do more than merely measure the BPD's success or failure in complying with *Consent Decree* requirements. Rather, we will support the BPD in identifying a path toward Full and Effective compliance, coaching relevant stakeholders along that path, and building individual and organizational capacity to prepare the BPD to independently assume the role of community caretakers. The end result will be a better police department, better relationships between the Department and the community it serves, and a safer community for the citizens of Baltimore.

The Loyola University Maryland team's proposal is offered at a cost designed to be fair to the City of Baltimore. Costs will be managed in two ways. Because the core of the

⁸ <https://ric-zai-inc.com/Publications/cops-p157-pub.pdf>

⁹ <https://www.baltimorepolice.org/community-policing>

¹⁰ <http://www.policechiefmagazine.org/community-caretakers-a-case-study-in-changing-the-culture-of-a-campus-police-department/>

team is local, traveling costs will be minimized. Second, many of our experts have offered their services at reduced rates. A summary of costs is offered below and will be further broken down and described in the budget section.

	LABOR SUBTOTALS	TRAVEL AND OTHER DIRECT COSTS	INDIRECT COSTS	TOTALS
YEAR 1	\$1,473,625.00	n/a*	n/a*	\$1,473,625.00
YEAR 2	\$1,474,375.00	n/a*	n/a*	\$1,474,375.00
YEAR 3	\$1,474,375.00	n/a*	n/a*	\$1,474,375.00
YEAR 4	\$1,447,500.00	n/a*	n/a*	\$1,447,500.00
YEAR 5	\$1,447,500.00	n/a*	n/a*	\$1,447,500.00
TOTAL ESTIMATE	\$7,317,375.00	n/a*	n/a*	\$7,317,375.00

* This budget element is incorporated into the hourly rates of the monitoring team.

II. SCOPE OF WORK (RFA ¶ 33.)

The overarching goal of our team is to position the BPD as a national model of community policing borne out of transformative and enduring police reform.

A top-down, organization-wide change and development strategy, tailored to the BPD, will drive sustainable and comprehensive reform.

The success of organizational reform is dependent on the personnel, culture, systems, and resources unique to the BPD as well as the political environment and community within which the Department finds itself. Our monitoring and technical assistance activities will be uniquely fitted to the BPD beginning with the orientation and assessment phases of our engagement.

Change must be mission-driven. Often times, organizational reform falls short of its goals when change is deployed as isolated programs rather than as an organization-wide strategy informed by mission-consistent policies and procedures. Change is not a function of mere force or will. Rather, organizational change can be effective for the BPD when it is both empirically- and strategically-driven and leaders develop the skills to facilitate change. Thus, data-based assessment and change management coaching will facilitate BPD's reforms. Monitoring activities presented here are of two types: activities occurring in a series of steps ("sequential" activities) and ongoing activities.

SEQUENTIAL ACTIVITIES

All sequential activities are conceptualized as stages of engagement that involve stakeholder relationship building and organizational assessment. Specifically, the earliest stages of the project will require building rapport and trust with the *Consent Decree* Parties and other key stakeholders as well as determining foundational levels of BPD leadership competencies and existing organizational readiness for change. That being said, change rarely follows a neat and orderly path.¹¹

STAGE 1: *Consent Decree* Parties and Stakeholder Orientation to Monitoring Team

The monitoring team's introduction to the *Consent Decree* Parties, community stakeholders (e.g., community organizations, community leaders, neighborhood associations, nonprofits), and police stakeholders (e.g., Baltimore FOP, the Vanguard Justice Society, Hispanic Law Enforcement Association) needs to be intentional and trust inspiring. Building trust with the *Consent Decree* Parties, will be facilitated by the selection process over which they will have input and control. However, for those who

¹¹ A need to cycle back to an earlier stage might emerge, unforeseen circumstances might require that we skip to a later stage, and deadlines imposed by the *Consent Decree* might require that stages run simultaneously (e.g., assessment of leaders as discussed below might continue as we create a Monitoring Plan within the 90-day deadline).

do not have the same level of control over the process, trust building will be a lengthier process.

Many community members hold negative perceptions of the BPD that go back generations. This mistrust might translate into a lack of faith in representatives of reform efforts, such as the Monitoring Team. Police stakeholders might also express a wariness of outside monitors given concerns that (a) all officers have been painted with the same broad brush stroke, (b) others lack an understanding of the risk involved in their work, (c) increased oversight will make it more difficult to effectively police, or (d) disclosure of difficulties within the Department might result in reprimand or retribution. Validating the adaptive and protective elements of this wariness on the part of both community and police stakeholders will be an important first step for the Monitoring Team.

For that reason, we will begin our engagement with learning sessions with community and police stakeholders as well as leadership within the BPD, the DOJ representatives, Mayor Catherine E. Pugh, and members of the City Council. We will also review existing minutes and recordings of previous community *Consent Decree* and police reform meetings. During our initial learning activities, we will take the opportunity to become more deeply educated about perceptions of the BPD and the areas for reform identified in the DOJ's investigation of the BPD. We recognize the importance of allowing flexibility in initial learning sessions to fully understand key stakeholders. Building trust in us helps to prepare a foundation for the second stage, assessment, which is most effective when stakeholders and their communities feel comfortable with disclosure. Building relationships with communities within Baltimore will rest on our ability to communicate our commitment to get the job done, our competence and integrity, and our availability through in-person, e-mail, phone and web presence. When we build relationships we move toward community-wide consensus and commitment to police reform. However, that must be earned and will involve a process that unfolds over time. Nevertheless, we believe strongly in a foundation of relationship and rapport building for the success of this engagement, as the quality of the relationship is often a strong predictor of the success of any intervention or change effort.



STAGE 2: Organizational Assessment

Many forms of assessment will be continuous and are described in the Ongoing Activities section below. By contrast, the assessments described in Stages 2 and 3 here, are formative and beyond minimum requirements presented in the *Consent Decree*. Our knowledge of best practices in organizational change suggests that lasting reform comes as the result of a thorough understanding of the organization. Organizational assessment will allow us to determine the BPD's readiness for change, diagnose potential resistance to change, understand the change efforts undertaken to date, identify the resources needed to build organizational capacity for change, and ensure that the organizational development and change plans are informed by a conceptualization unique to the BPD. Because true organizational transformation requires total system change, the assessments and information gathered during this phase cannot be short-changed or short-circuited.

Specific activities in this stage will include:

- Reviewing *Baltimore Police Department Progress and Improvements Implemented Since the Start of the DOJ Investigation* and confirming changes discussed in that document;
- Meeting with the BPD to learn about progress made on the *Consent Decree* requirements since publication of the document entitled *Baltimore Police Department Progress and Improvements Implemented Since the Start of the DOJ Investigation* as well as learn what changes have been sustained;¹²
- Conducting assessments of organizational culture including culture strengths and challenges, factors driving stability vs. change, management practices, and employee engagement and motivation;
- Reviewing BPD's current mission statement, policies, procedures, website and other relevant organizational archival documents with a focus on those areas for reform identified in the *DOJ Investigation* and *Consent Decree* documents¹³; and
- Participating in the day-to-day operations of the BPD by attending roll call, accompanying officers on ride-alongs, and otherwise taking the opportunity to shadow rank and files officers and leadership at many levels, as selected by us rather than the BPD to ensure that observations are truly representative.



STAGE 3: Leadership Assessment

Ultimately, leaders within the BPD will be responsible for moving forward organizational change and resulting police reform. Assessment at this stage will result in feedback about leadership personality, behavioral stress tendencies, and competencies¹⁴. Together with the data gathered in Stage 2 of the engagement, we will have the data needed to provide critical feedback at the aggregate level that the BPD can use to design change efforts as well as individualized feedback to leaders during coaching sessions.

¹² https://www.baltimorepolice.org/sites/default/files/General%20Website%20PDFs/Reform_Progress.pdf

¹³ At this stage review of mission statement, policies, procedures, website and other relevant organizational archival documents will be focused on a review that will inform the Monitoring Plan. During later stages of engagement, a review of policies and procedures will be conducted as specified in the *Consent Decree* with the aim of ensuring that policies and resulting procedures are consistent with the *Consent Decree*, community policing best practices, as well as constitutional and other legal rights.

¹⁴ It is important that leadership assessment results are confidential and available only to the Monitoring Team, coach, and the leader under assessment. These data should only be formative in nature and should not be used for summative purposes (e.g., performance evaluations or promotion decisions).

Specific activities in this stage will include:

- Administering a suite of leadership forecast assessments to senior leaders and district commanders to increase strategic self-awareness of their own positive and negative personality and stress tendencies;
- Gathering behavioral feedback for senior leaders based on supervisor, colleague and direct report ratings of key managerial and leadership competencies; and
- Observing senior leadership in official meetings and in day-to-day management activities to gather and triangulate additional information related to formal and informal organizational roles, group behavior, etc.

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STAGE 4: Action Planning - Development of Yearly Monitoring Plan

Monitoring plans will be empirically-grounded in the results of Stages 2 and 3, informed by community policing and police reform best practices, and guided by *Consent Decree* requirements. The first year's Monitoring Plan will be developed in collaboration with *Consent Decree* Parties within 90 days of selecting the Monitoring Team. Development of a Monitoring Plan serves as an action plan providing each Party with clarity on short- and long-term goals, their responsibility to accomplish particular tasks in pursuit of the goals, and a clear schedule.

In Year One we will work with the *Consent Decree* Parties to ensure that, among other requirements stipulated in the *Consent Decree* (Consent Decree ¶ 461.), we address our intention to:

- Determine what data the BPD has available to evaluate compliance with *Consent Decree* requirements and community policing initiatives;
- Provide direction and support for any necessary database reforms;
- Establish BPD's baseline performance;
- Set short-term goals to be achieved in Year One;
- Set long-term goals, the attainment of which will signal Full and Effective Compliance with the *Consent Decree*;
- Identify deliverables (e.g., Resource Plan, Training Plan, development of or revisions to policies, provision for trainings in areas for reform);
- Establish deadlines for each goal and deliverable;
- Provide a schedule for compliance reviews;
- Provide a schedule for outcome assessments;
- Provide a schedule for release of semi-annual monitoring reports;
- Develop a communication protocol given the collaboration needed between *Consent Decree* Parties and Monitoring Team; and

- Create mechanisms to communicate with the other key stakeholders.

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STAGE 5: Engagement and Implementation

It is in this stage that the BPD works to close the gap between baseline performance and Full and Effective Compliance. Meanwhile, we would provide oversight and support of this work. The activities specific to the intervention stage are dependent upon the assessment stages and Monitoring Plan developed. However, the *Consent Decree* does provide guidance for minimum monitoring activities expected. At the very least main areas of focus will be on policy and training development and revision in the areas for reform identified in the DOJ's *Investigation* and the *Consent Decree*. Recognizing that Full and Effective compliance cannot be reached all at once, the Monitoring Team will work with the Parties and other key stakeholder to establish priorities for each year. These priorities will be set in collaboration with the Parties and will depend on a variety of factors including the availability of data needed to determine baseline performance and track compliance.

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STAGE 6: Sustaining Reform

Throughout the course of our engagement with the BPD, we will empower the BPD to grow increasingly independent in their ability to maintain long-lasting reform. This will occur in three ways. We will:

- A. Utilize BPD data when possible to assess compliance and chart indices of the success of organizational change. In instances when these data are not available we will alert the BPD to the need for additional data and work with them to complete their databases so that they have the data for their future use.
- B. Be transparent and systematic in our data analysis and reporting methods to increase the likelihood of replication.
- C. Rely on the valuable data gathered in Stages 2 and 3 to diagnosis leadership's strengths and "growth edges" as well as organizational strengths and areas of resistance to change. This data can inform our recommendations to the BPD and coaching sessions with the aim of building organizational capacity for continued effective and independent organizational change.

The *Consent Decree* sets a goal that within three years the BPD will assume responsibility for the Outcome Assessments (*Consent Decree* ¶ 457.) and will make available plans to continue to collect this data on their website (*Consent Decree* ¶ 459.). These responsibilities will bolster BPD's ownership of the reform efforts. That being said, because the core of our team is local, we are invested in the success of these change efforts and will be available for continued consultation as needed.

ONGOING ACTIVITIES

Ongoing activities are those interventions that we would be engaged in throughout the length of our engagement. These ongoing activities include:

- Evaluation
- Communication with the Consent Decree Parties and key stakeholders
- Coaching
- Technical assistance

EVALUATION

Evaluation will occur at regular intervals during our engagement and will serve as part of a feedback loop to support the BPD in their movement toward Full and Effective Compliance. Following collection, data will be analyzed and shared with *Consent Decree* Parties. Results also will be submitted to the Court and made public on a Monitoring Team website that we would maintain. Sharing and publication of results will inform the refinement of activities guiding reform. Data collection and analysis methods will not be determined by us in a vacuum. Rather, we will present best practices in social sciences research and evaluation to the *Consent Decree* Parties and gain approval for the methods we ultimately employ. Because of the key role that evaluation plays in progress on *Consent Decree* requirements, transparency is essential. Evaluation requirements of the *Consent Decree* include Outcome Assessments, Compliance Reviews, and a Comprehensive Re-Assessment described below.

COMPLIANCE REVIEWS

Compliance Reviews used “to determine compliance with the Material Requirements of [the *Consent Decree*]” (*Consent Decree* ¶ 454.) will be scheduled at intervals to be determined in collaboration with *Consent Decree* Parties. However, we would need to work with the BPD to determine which data are available to establish baselines that can then be used to compare to target goals in a “gap analysis.” A review of the monitoring reports from other cities, including New Orleans, Cleveland, and Newark, suggests that this is not always a straightforward process. The Cleveland monitor set as monitoring report goals in both Years One¹⁵ and Two¹⁶ the establishment of baseline data. Furthermore, a baseline assessment report¹⁷ from the Cleveland monitor revealed challenges to overcome when attempting to piece together existing datasets. On the other hand, the New Orleans monitor gave themselves two years to conduct their first compliance review but seemed to be able to start conducting audits in their second quarterly report.¹⁸ Although it seems that they might have conducted audits using largely available qualitative data such as reviews of files. Also, recognizing the work that can be involved in locating data for baseline assessments, Newark’s monitor set as a goal in his year one monitoring report determining what data are available to conduct future audits and compliance reviews. In summary, the goal of our team will be to work with

¹⁵ <https://static1.squarespace.com/static/5651f9b5e4b08f0af890bd13/t/5819038003596e3016c24af4/1478034374948/Dkt.+80--Updated+First-Year+Monitoring+Plan--2016-11-01.pdf>

¹⁶ <https://static1.squarespace.com/static/5651f9b5e4b08f0af890bd13/t/58c7f3852994ca3a00846664/1489499013540/Dkt.+120-1--Second-Year+Monitoring+Plan.pdf>

¹⁷ <https://static1.squarespace.com/static/5651f9b5e4b08f0af890bd13/t/576d61d9cd0f686f586ac7fc/1466786265600/Baseline+Assessment+Report.pdf>

¹⁸ http://consentdecree-monitor.com/Media/Default/Documents/Second_Quarterly_Report.pdf

the BPD to determine what data are available to establish baselines and conduct audits. If a complete database is not in existence, we will help the BPD create a comprehensive database that will allow for assessment of compliance. Program evaluation and management of large datasets is a familiar task to this team of professors.

OUTCOME ASSESSMENTS

Outcome Assessments would be conducted by us to determine whether the “BPD’s revised practices and procedures are achieving the purposes of [the *Consent Decree*] and are having an overall beneficial effect on policing in Baltimore” (*Consent Decree* ¶ 456.). Included in Outcome Assessments are Community Surveys (*Consent Decree* ¶ 459, Section a.) and surveys of progress in areas for reform such as, but not limited to, response times for calls of service, whether officers use force lawfully, whether stops and detentions are consistent with individuals’ Constitutional rights, and demographic differences in delivery of police services (*Consent Decree* ¶ 459, Sections b-n.). The Community Survey will be conducted yearly to gauge perceptions of interactions with the BPD as it relates to a variety of experiences relevant to the *Consent Decree*. We would be responsible for developing the Community Survey but will do so in collaboration with the *Consent Decree* Parties and community stakeholders. Hard copy and online versions will be available in both English and Spanish. Monitors in other cities have used a variety of means to collect data, even including door-to-door to surveying. The pros and cons of various available data collection methods will be presented to the Parties before a decision about methodology is made. The survey will remain consistent from year to year to chart progress or changes in community perceptions.

COMPREHENSIVE RE-ASSESSMENT

(*Consent Decree* ¶ 459, Section a.). Two years after the Effective Date, we would complete a Comprehensive Re-Assessment to determine the extent to which the gap between baseline assessments and Full and Effective Compliance has been closed. This Re-Assessment will allow *Consent Decree* Parties to evaluate the effectiveness of change efforts and refine interventions if needed.

COMMUNICATION

In an effort to support the transparency of the organizational change and police reform efforts for the BPD, we would establish regular communication with *Consent Decree* Parties. This will happen through a variety of mechanisms and will be facilitated by the core team’s local presence. If selected, we will ensure that the office provided to the Monitoring Team will be staffed by us, including Loyola faculty team members, a fellow, and our graduate assistants on a rotating basis so that *Consent Decree* Parties, key stakeholders, and other community members will have access to the team during working hours. This presence also allows additional opportunities for us to learn about the culture of the BPD. In addition to the office presence in the BPD Headquarters, we will work with the *Consent Decree* Parties to schedule regular in-person meetings and conference calls. Organizational change and police reform are large undertakings with many parts. Some days will be easier than others. Regular meetings will enable us to more quickly diagnosis any obstacles to organizational change and provide immediate feedback on progress.

Our communication with the *Consent Decree* Parties, key stakeholders, and other members of the Baltimore City community will also include semi-annual publication of Monitoring Reports. In these reports we will document the BPD's progress in satisfying the *Consent Decree* goals of each reporting period and share the collaboratively generated goals of the next reporting period. We will also describe the Monitoring Team's work, including technical assistance provided to the BPD. That being said, conclusions drawn in Monitoring Reports should not be a surprise to *Consent Decree* Parties. Rather the Monitoring Reports should serve to formalize and publicize impressions shared through regular meetings and calls.

We will work to keep lines of communication open beyond the *Consent Decree* Parties. This includes naming a Monitoring Team member, Dr. Adanna J. Johnson, our Community Liaison. Dr. Johnson will hold regular meetings in the community ensuring that she rotates meeting location between the nine districts of the BPD. As a psychologist and skilled group facilitator with strong community ties, Dr. Johnson is the ideal facilitator of community meetings. In these meetings, Dr. Johnson will share information about the *Consent Decree* process and continue to learn about community members' perceptions of and interactions with the BPD. Dr. Johnson will occasionally be accompanied in these meetings by Judge Clemon or one of his Associates.

Another Monitoring Team member, Dr. Lewis Schlosser, will serve as Police Liaison. Dr. Schlosser is a former psychology professor who left a successful career in academia to fulfill his calling to work with law enforcement. Having worked as a police and public safety psychologist since 2006, Dr. Schlosser is well-liked by the rank and file and command alike. He is relatable and empathic, with a down-to-earth style borne out of years of helping law enforcement understand psychological issues. He is skilled at rapport and relationship building, useful when interacting with members of the law enforcement community. Dr. Schlosser works primarily in New Jersey but has committed to a presence in Baltimore at least one day per week (on average) and regular phone contact. He will be responsible for regular meetings with officers and officer organizations. In those meetings he will share information about the *Consent Decree* process including identifying the Monitoring Team as an outlet to share reports of misconduct. These meetings will also serve as a valuable opportunity to learn about officers' perceptions of the changes following the *Consent Decree*, including suggestions for improvement.

As has been successfully used in other cities, we will also establish an online presence through a Monitoring Team website that will be equipped to allow for contact form submissions from the community. This online presence will also include an email address that will be regularly checked by a Loyola faculty team member, fellow, or graduate assistant. We will make our phone number available on our website and when meeting in the community.

COACHING

We are available to provide coaching to leadership within the BPD in support of organizational development. We have SMEs available related to specific areas for reform identified in the *Consent Decree* as well as coaches knowledgeable in facilitating organizational change. In addition to the subject matter expertise that we could share with the BPD, leadership coaches can help command staff develop the process skills

(that is, interpersonal, political, and management skills) essential to supporting change. Research consistently suggests that it is the combination of feedback and coaching that positively impacts performance¹⁹²⁰²¹. However, ultimately, the decision to utilize this coaching or to utilize coaching provided by us would be left up to the *Consent Decree* Parties.

TECHNICAL ASSISTANCE

Given the team's areas of competence we are prepared and eager to provide technical assistance in a variety of areas relevant to the *Consent Decree* including community policing; data collection, management, and analysis; impartial policing; responding to people with behavioral health disabilities; use of force; interactions with youth; first amendment protected activities; handling of reports of sexual assault; recruitment, hiring, and retention; staffing, performance evaluations, and promotions; and officer assistance and support. A few areas are highlighted below. However, Table 1 depicts the distribution of expertise in the team across *Consent Decree* target areas.

DATA MANAGEMENT, COLLECTION AND ANALYSIS

Consent Decree compliance will necessitate a well-developed data collection and management system along with those expert in data analysis to answer the questions posed in the *Consent Decree*. With a university-based team, we possess doctoral-level training and decades of experience in both quantitative and qualitative research methodologies, including program evaluation. Furthermore, we are skilled in designing high-quality databases as well as collecting, analyzing, and presenting data that will allow us to measure and communicate the BPD's level of compliance with the *Consent Decree* Parties to the community and other key stakeholders. Technical assistance in this area would begin with our work with the BPD to identify what data collection and storage systems are currently in use and whether these systems allow for the adequate analysis of data relevant to areas for reform in the BPD.

COMMUNITY POLICING AND ENGAGEMENT

When entering their current leadership positions as Chief of Police of Howell Township and Executive Director of Public Safety, Mr. Ominsky and Chief Kudrick each used their new roles to promote a community caretaking approach to policing. Chief Kudrick adopted the motto "Committed to the Community" which is enacted in his department through a variety of objectives including:

- Treating each and every contact with the citizenry in a professional manner;

¹⁹ Luthans, F. & Peterson, S. J. (2003). 360-degree feedback with systematic coaching: Empirical analysis suggests a winning combination. *Human Resource Management*, 42, 243-256.

²⁰ Seifert, C. F., Yukl, G., & McDonald, R. A. (2003). Effects of multisource feedback and a feedback facilitator on the influence of behavior of managers toward subordinates. *Journal of Applied Psychology*, 88, 561-569.

²¹ Smither, S. W., London, M., Flautt, R., Vargas, Y., & Kucine, I. (2003). Can working with an executive coach improve multisource feedback rating over time? A quasi-experimental field study. *Personnel Psychology*, 56, 23-44.

- Handling each call with the utmost importance; and
- Ensuring a fair and impartial enforcement of the law.

He has fostered several means of soliciting community participation including providing opportunities for online public comment periods on revisions to policies, hosting public events, and an active social media presence. Chief Kudrick also ensures that a community policing approach “counts” for his officers. After becoming chief, he required that his officers document community-related activities as part of their monthly reports.

When Mr. Ominsky assumed his current role of Executive Director of Public Safety at Princeton University he established the department’s community caretaking mission, goals, and objectives, which enabled him to implement a prototype community policing initiative. In February 2017 he shared his experiences in an article published in *The Police Chief Magazine* entitled “Community Caretakers: A Case Study in Changing the Culture of a Campus Police Department,” coauthored with another team member, Dr. Lewis Schlosser. Although policing on a college campus like Princeton University differs from the realities of policing in Baltimore City, this approach to community policing, which Mr. Ominsky calls “community caretaking,” can be customized to the BPD and piloted in our city.

IMPARTIAL POLICING

Many members of the team have experience providing training in cultural competence and bias to a range of audiences. Some members of the Loyola team such as Dr. Heather Z. Lyons, Dr. Adanna J. Johnson, Dr. Lisa N. Jefferson Williams, Dr. Frank D. Golom, and Dr. Lewis Schlosser are published experts in the area of cultural competence and bias. As an example, Dr. Schlosser is the lead author of a well-read 2017 article in *The Police Chief Magazine* entitled “Assessing Bias and Intolerance in Police and Public Safety Personnel.”²² Dr. Schlosser has also been invited to speak with other police psychologists about how to assess for bias when evaluating and selecting police officers and what to do when it is discovered that an officer or candidate expresses bias and intolerance.

RESPONDING TO PEOPLE WITH BEHAVIORAL HEALTH DISABILITIES

Three members of the team, Dr. Adanna J. Johnson, Dr. Heather Z. Lyons, and Dr. Lewis Schlosser are licensed psychologists in clinical practice trained and experienced in responding to people with behavioral health disabilities or in crisis. For Dr. Lewis Schlosser this experience has included partnering with law enforcement to provide crisis and emergency mental health services in Montgomery County, MD as part of the Montgomery County Mobile Crisis Team. Drs. Lyons and Johnson work as psychologists in private practice and have also served as clinical supervisors at a community clinic, the Loyola Clinical Centers. At the Loyola Clinical Centers, Dr. Johnson and Lyons were responsible for

²² <http://www.policechiefmagazine.org/assessing-bias-and-intolerance-in-police-and-public-safety-personnel/?ref=46ae878754989580b783a4418f84a2d6>

covering on call supervision hours and helping student clinicians assess clients in crisis. Additionally, in Howell Township, Chief Kudrick has seen it as his responsibility to attend to the needs of citizens with behavioral health disabilities, including fostering relationships between his officers and substance abuse recovery services so that officers know when a referral needs to be made and to whom.

COORDINATION WITH BALTIMORE CITY SCHOOL POLICE FORCE

Several of our team members have experience coordinating with school police from various perspectives. Dr. Lisa N. Jefferson Williams has worked to coordinate with the Baltimore County Police to provide training for School Resource Officers (“SROs”). Chief Kudrick also works closely with his local Board of Education and local schools, understanding that SROs play an important role in helping children and adolescents form initial impressions of law enforcement.

USE OF FORCE

Chief Andrew Kudrick served as the use of force instructor for both the Howell Police Department and the Monmouth County Police Academy having trained hundreds of officers throughout New Jersey. In his previous role as training unit supervisor he initiated changes to training policies and curriculum to include strategies to reduce the likelihood of use of force and emphasize professionalism and transparency while incorporating the current law enforcement environment and trends into instruction. These changes included rewriting use of force curriculum to include stress inoculation, de-escalation tactics, body camera implementation, and less-lethal options in use of force training. In response to national calls for police reform, when Chief Kudrick was appointed to his current position he was moved to propose and implement revision to policies within his Department, including use of force policies. These policies were tested when on September 5, 2015, a man named Timothy Harden, a 38-year-old, European American man died at a music festival while in the custody of Chief Kudrick’s officers. Chief Kudrick responded with transparency speaking with a variety of media outlets and invited an impartial review of policies, procedures and tactics while “walling off” Howell Township Police from this investigation. An impartial investigator was chosen only after a conflict review. This independent investigator as well as the Monmouth County Prosecutor’s Office, Department of Criminal Justice, and residents of Monmouth County, comprised within a grand jury, determined that the officers followed policy and that the death was ruled an accident as a result of “drug-induced excited delirium.”²³

In addition to Chief Kudrick, three other members of our team have experience training officers related to use of force and de-escalation techniques. This includes Dr. Lewis Schlosser’s membership on the New Jersey Attorney General’s Community-Law Enforcement Affirmative Relations Working Group on Cultural Diversity and De-Escalation Training for Law Enforcement Officers.

²³ <https://patch.com/new-jersey/howell/belmar-mans-death-music-festival-howell-ruled-accident-prosecutor-0>

TECHNOLOGY

The law enforcement members of our team as well as Dr. H. Lovell Smith, our data analysis and program evaluation expert, all possess vast experience in this area for reform. With regard to body worn cameras (“BWCs”) specifically, Dr. H. Lovell Smith has been working with the Howard County, MD Police Department to assess the impact of BWCs on policing during stops, searches, seizures, arrests, civilian responses and reports of use of force. Chief Andrew Kudrick’s Department has used BWCs since 2015. He created a training curriculum on BWCs and has experience implementing a State Attorney General issued policy on BWCs designed to reflect best practices in BWC use.

RECRUITMENT, HIRING AND RETENTION

Ultimately, the team recognizes that “the people make the place.” Through recruitment, selection, training including field training, and even attrition, the culture of a department is formed and reinforced. For that reason, careful evaluation and revision of policies and procedures related to the recruitment, hiring, and training processes is of specific importance. Among other points of inquiry we would examine, is the BPD missing out on qualified candidates who would perform well on the force despite assessment performance that disqualifies them? The interdisciplinary expertise of our team equips us to analyze current selection practices to provide feedback on which assessments, if any, leave the BPD vulnerable to adverse impact violations and propose alternative selection methods consistent with civil service selection precedent, Maryland State Police Training Commission guidelines, and the best practices in employment selection. Dr. Schlosser has been engaged in pre-employment psychological evaluations of law enforcement personnel for over 10 years, working with over 400 law enforcement agencies in his practice; in addition, Chief Kudrick and Mr. Ominsky have both hired countless numbers of officers during their careers. Ultimately, the goal is to increase the number of qualified and diverse officers who are prepared to assume the role of community caretaker.

OFFICER ASSISTANCE AND SUPPORT

Several barriers exist to the meaningful engagement of officers in successful wellness programs including (but not limited to) the stigma associated with mental health services and police union objections to what have been called “early warning systems” or “early intervention systems” as punishing officers for “crimes they had not yet committed” or an “invasion of privacy.”²⁴ However, police departments across the country are addressing some of these objections including the use of pilot programs that first work to identify predictors of problem behavior (past research suggests this might include past citizen complaints, personal stressors such as divorce, responding to particularly stressful calls such as suicides or domestic violence during a shift, failure to appear in court, and failure to meet weapons qualifications requirements). These predictors are then tied, not to punishments for officers, but to uniformly assigned assistance until a true relation between predictors and problem behaviors can be validated. Furthermore, the use of peer support programs that are confidential and separate from officer evaluations such as performance evaluations and fitness-for-duty

²⁴ <http://fivethirtyeight.com/features/we-now-have-algorithms-to-predict-police-misconduct/>

PROCESS		CONTENT																		
TEAM MEMBER	Supporting Organizational Change	Project Management Experience	Program Evaluation	Licensed to Appear Before & Submit Documents to the Court	Community Policing & Engagement	Stops, Searches, Arrests, and Voluntary Interaction	Impartial Policing	Responding to People with Behavioral Health Disabilities or in Crisis	Use of Force	Interactions with Youth	Transportation of Persons in Custody	First Amendment Protected Activities	Handling of Reports of Sexual Assault	Technology	Supervision	Misconduct Investigations and Discipline	Coordination with Baltimore City School Police Force	Recruitment, Hiring and Retention	Staffing, Performance Evaluations, and Promotions	Officer Assistance and Support
Dr. Heather Z. Lyons	✓	✓	✓				✓	✓							✓			✓	✓	✓
Dr. Frank Golom	✓	✓	✓				✓								✓			✓		
Dr. Adanna J. Johnson		✓			✓		✓	✓		✓						✓				
Dr. H. Lovell Smith	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Chief Andy Kudrick	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Andy's Partner #1	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Andy's Partner #2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. Lew Schlosser		✓	✓				✓	✓	✓						✓	✓	✓	✓	✓	✓
Paul Ominsky	✓	✓			✓	✓	✓	✓	✓	✓		✓			✓	✓		✓		✓
Judge U. W. Clemon				✓		✓	✓					✓		✓	✓	✓				
Amelia Friedman				✓		✓	✓					✓		✓	✓	✓				
Joanna Wasik				✓		✓	✓					✓		✓	✓	✓				
Dr. Lisa Williams	✓	✓	✓				✓			✓							✓			

III. PERSONNEL & CURRENT TIME COMMITMENTS

(RFA ¶ 34.)

The core of our team is comprised of Baltimore City community members who are faculty members at Loyola. We live and work in the City. Baltimore City is our home. At the same time, we did not limit ourselves geographically when searching for partners who could support this police reform effort. When reaching out to partners beyond Baltimore we learned of an affection for our city outside of its borders and an understanding of the gravity and complexity of the work that lies ahead for whoever is selected as the Monitoring Team. Because of this investment in our city and reform effort we could aim high and be selective when completing our team. The result is an interdisciplinary, accomplished, and diverse team dedicated to working tirelessly to ensure that Baltimore City emerges as a model of American police reform.

The core monitoring team are faculty at Loyola and includes Dr. Heather Z. Lyons, Dr. Adanna J. Johnson, Dr. H. Lovell Smith, and Dr. Frank D. Golom. The Loyola contingent of the team has secured release from teaching obligations to engage with this project beginning in January 2018. A January 2018 start date will also allow for coordination and preparation of our interdisciplinary team, given its geographic dispersion. Additionally, members of the Loyola contingent will be taking full-year sabbaticals, at rotating intervals, during the length of this project. Team members' availability to participate in Consent Decree reforms is reflected in the budget. Full bios are available in Appendix A.

If selected, the team will make efforts to contract with small, woman-owned, and minority-owned businesses and has already established that track record by including the services of team-member Dr. Lisa N. Jefferson Williams.

ORGANIZATIONAL DEVELOPMENT & CHANGE



Heather Z. Lyons, Ph.D.
Lead Monitor
Professor of Psychology/Director of Clinical Training
LOYOLA UNIVERSITY MARYLAND



Frank D. Golom, Ph.D.
Organizational Development Expert
Assistant Professor of Psychology
LOYOLA UNIVERSITY MARYLAND



Lisa Williams, Ph.D.
Director of Equity and Cultural
Proficiency
Baltimore County Public School System

SOCIAL JUSTICE AND COMMUNITY BUILDING EXPERT



Adanna J. Johnson, Ph.D.
Community Liaison and Qualitative Data Expert
Associate Professor of Psychology
Director of African and African American Studies
LOYOLA UNIVERSITY MARYLAND

DATA ANALYSIS AND PROGRAM EVALUATION EXPERT



H. Lovell Smith, Ph.D.
Quantitative Data Expert
Assistant Professor of Sociology
LOYOLA UNIVERSITY MARYLAND

LEGAL EXPERTS



Judge U. W. Clemon, (ret.)
United States District Court for the Northern District of Alabama
Of counsel, Mehri & Skalet PLLC, Washington, D.C.
Owner, U.W. Clemon, LLC, Birmingham, Alabama



Amelia Friedman
Legal Expert
Associate Attorney
Mehri & Skalet, PLLC



Joanna Wasik
Legal Expert
Associate Attorney
Mehri & Skalet, PLLC

LAW ENFORCEMENT



Andrew Kudrick
Use of Force Expert
Chief
Howell Township Police Department



Paul Ominsky
Community Policing Expert
Director of Public Safety
PRINCETON UNIVERSITY



Lewis Z. Schlosser, Ph.D.
Officer Liaison and Law Enforcement Expert
Managing Partner
Institute for Forensic Psychology

IV. QUALIFICATIONS (RFA ¶ 35.)

The qualifications identified in the *Request for Applications* (RFA ¶ 26.) are satisfied by our team. Specifically, the RFA calls for:

1. Monitoring, auditing, evaluating, or otherwise reviewing performance of organizations such as law enforcement agencies, including experience monitoring settlements, consent decrees, or court orders.

Our team satisfies this qualification in diverse ways through the experiences of multiple team members. Three members of our team, Judge Clemon, Ms. Wasik, and Ms. Friedman, are affiliated with the law firm, Mehri & Skalet, PLLC. Mehri & Skalet, PLLC, a civil rights firm focused on race-related employment discrimination cases, possesses a nearly 20-year history with cases involving consent decrees. Prior to joining Mehri & Skalet, Ms. Wasik served on the monitoring team overseeing the implementation of a Deferred Prosecution Agreement between Moneygram International, Inc. and the U.S. Department of Justice during her employment as an associate at Freshfields, Bruckhaus, Deringer US LLP from 2012-2013 and 2014-2015. Specific to Judge Clemon, his close to 30 years on the federal bench involved rulings in many cases involving consent decrees. This required that he determine whether consent decrees had been followed and ruling that relevant parties were in contempt of court when consent decrees had been violated²⁵. Prior to that, Judge Clemon's work as a civil rights attorney also provided him with experience with cases involving consent decrees. His recent auditing experience includes his 2009 service as Special Master in *Norflot v. John Hancock Life Insurance Company*, where he was appointed to oversee the claims process and administer a \$24.4 million settlement fund to class members.

2. Law enforcement practices, including community policing and engagement; use of force and force investigations; practices for conducting and reviewing pedestrian and vehicle stops, frisks, searches, and seizures; practices for conducting and reviewing arrests; crisis intervention and de-escalation techniques; bias-free policing, First Amendment protected speech and public assembly and related rights; intake, investigation, and adjudication of complaints of officer misconduct; civilian oversight; police-youth interactions; and policy development and officer and staff training;

When assembling the law enforcement contingent of our proposed Monitoring Team we looked for those with experience leading creation, reform, implementation and oversight of the practices named above. Chief Kudrick and Mr. Ominsky have lead accreditation efforts in their departments that have required that their policies related to each practice named above reflect policing best practices. As an example, Chief Kudrick updated training for his department to include subject matter experts so that officers could understand the complicated and often changing areas of search and seizure, stop and frisk, and case law.

3. Assessing legal sufficiency and compliance with constitutional and other legal requirements;

²⁵ http://www.cnn.com/2009/CRIME/01/09/alabama.sheriff.jailed/index.html?eref=rss_us

Our partnership with the law offices of Mehri & Skalet, PLLC ensures that three members of their law firm, Judge Clemon, Ms. Friedman, and Ms. Wasik, are available to apply their legal expertise to Baltimore's police reform efforts. Prior to his affiliation with Mehri & Skalet, PLLC, Judge Clemon served in a variety of roles including partner in Adams, Baker & Clemon, a civil rights law firm specializing in discrimination and brutality cases, and Alabama State Senator. More importantly, Judge Clemon also served as a federal district judge for 30 years. In that capacity, he issued and approved consent decrees regularly. He frequently monitored the implementation of consent decrees and other remedial orders issued by the Northern District of Alabama. In his judicial capacity, he routinely dealt with First, Fourth, Fifth, Sixth, and Eighth Amendment issues. He served as Chief Judge of the Court for a seven-year term; and sat intermittently in the Middle (Montgomery) and Southern (Mobile) districts of Alabama, as well as the Middle (Orlando) and Southern (Miami) Districts of Florida.

4. Familiarity and understanding of local issues and conditions, including local experience and expertise with Baltimore's diverse communities, and issues and challenges facing those communities;

For the core of our team, Baltimore City is our home. We live and work in the City. It is for this reason we have had the opportunity to obtain first-hand experience of local issues and conditions in our City. Indeed, we are invested in using our expertise to join the reform that will make our City the best that it can be. For Dr. Johnson this has meant joining with her husband and friends to serve meals to children and their families who did not have access to affordable food when schools were closed during the Uprising in 2015. She then co-facilitated a community listening session in April 2015 following the death of Freddie Gray that has grown into biweekly self-help support group meetings that continue two years later. From 2012-2015 she served as an executive board member of DewMore Baltimore. DewMore's mission is "...foster[ing] civic engagement with historically marginalized peoples through innovative art-focused programming and community organizing via purposeful partnerships with community organizations, schools, and governmental agencies that foster empowerment, capacity for change, and community development."²⁶ She currently serves as a board member of the Alliance for Community Teachers and Schools, whose mission is to "...promote the development of equitable, excellent urban schools, deeply embedded in the community where children live and grow." Dr. Lyons has also participated in a variety of community organizations. This has included using her background in organizational and vocational psychology to engage in job coaching with underemployed city residents and returning citizens to help them better prepare for gainful employment through the Govans Ecumenical Development Corporation. In summary, our team's diverse composition along several lines adds to our understanding of Baltimore's diverse communities, and issues and challenges facing Baltimore's communities.

5. Criminology and statistical analysis, including internal and external benchmarking techniques, regression analysis, and other relevant statistical methods;

Each member of the core team, Drs. Lyons, Johnson, Golom, and Smith, possess doctoral-level training in regression analysis and other relevant statistical methods and each has published papers utilizing advanced statistical analyses. In some cases,

²⁶ <http://dewmorebaltimore.nationbuilder.com>

members of the team have also participated in post-doctoral training in specific, advanced statistical methods. Dr. Golom teaches a two-part, year-long course in research methods and statistics. Dr. Smith has also taught research methods and has been hired as a statistics and program evaluation expert for a variety of organizations including the Howard County Police. Finally, both Dr. Lyons and Dr. Johnson are recognized experts in qualitative research methods utilized for collecting data in individual interviews and focus groups and have published instructional papers and book chapters to guide researchers interested in beginning their own qualitative research agendas.

6. Familiarity with federal, state, and local laws;

Several members of our team have experience interpreting and complying with federal, state, and local laws in their roles as law enforcement officers, attorneys, and as a U.S. federal court judge. While local Maryland State and Baltimore City law would be new to the law enforcement and legal experts on the team given their out-of-state origins, we have the support of the Mehri & Skalet firm for any research necessary to become knowledgeable of local laws.

7. Evaluating organizational change and institutional reform, including by applying qualitative and quantitative analyses to assess progress, performance, and outcomes;

In terms of evaluation of organizations, Dr. Golom, one of the organizational psychologists on the team, has consulted with numerous organizations to provide reviews and assessment of individual employee and organizational performance. As an executive coach, Dr. Golom provided development-planning coaching to senior leaders in the Talent Management division at American Express, similar to the type of coaching we propose with the BPD. As an organization development consultant with New York University's Steinhardt School, Dr. Golom was responsible for conducting an overall assessment of functioning through a review of archival materials, interviews, and focus groups. Dr. Golom and Dr. Lyons have experience teaching organizational psychology and organizational consultation courses at the graduate and undergraduate levels in the Department of Psychology and School of Business, which includes instruction on program evaluation and evaluation of organizations. Prior to assuming his faculty position at Loyola, Dr. Golom served as Associate Director of Executive Education Programs in Change and Consultation at Columbia University. While at Columbia University, Dr. Golom frequently collaborated with two faculty members who are pre-eminent thought leaders in the field of change management and who literally "wrote the [premiere] book" on Organization Development and Change.

Dr. H. Lovell Smith has experience providing consultation focused on program evaluation to organizations, including government organizations like the Howard County Police Department. In 2015 the Howard County Police Department began a pilot study to assess the influence of body worn cameras (BWCs) on policing during calls for service. Of specific interest is the impact of BWCs on officer perception during stops, searches, seizures, and arrests; civilian responses; and, reports of use of force. In 2016, Dr. H. Lovell Smith was brought on board to structure and conduct evaluation of the pilot.

8. Working with government agencies, including municipalities, elected officials, civilian oversight bodies, collective bargaining units, and other stakeholders interested in policing issues;

In several diverse capacities our team has experience working with government agencies. Judge Clemon is one of the first two African Americans elected to the Alabama State Senate since Reconstruction, serving between 1974 and 1980. In his second term, he was Chair of the Senate Judiciary Committee, where he had substantial dealings with law enforcement officials. As a federal district judge, Judge Clemon spent a considerable amount of time working on cases involving the treatment of prisoners in county jails. In a highly publicized case in which he monitored a Consent Decree, he jailed a county sheriff for appropriating food funds for his personal use while the inmates went hungry.²⁷ In his judicial tenure, Judge Clemon required the construction of four new county jails to meet minimal federal constitutional requirements. Since retirement from the bench, Judge Clemon has represented the City of Birmingham, the Housing Authority of the Birmingham District, Madison County, Alabama State University, Alabama A&M University, and the Alabama Legislative Black Caucus.

Other team experience with municipalities, elected officials, civilian oversight bodies, and collective bargaining units include Dr. Williams' work as Director of Equity and Cultural Proficiency for the Baltimore County Public School System, which requires that she interact regularly with appointed and elected government officials. Similarly, in his role as Director of Public Safety at Princeton University, Mr. Paul Ominsky is required to liaison with local officials (Police, Fire, and Emergency Management) as well as Federal and State Officials. Dr. Heather Z. Lyons was recently appointed by Governor Hogan to the Two-Generation Family Economic Security Commission²⁸. As a member of this commission Dr. Lyons is serving with elected officials and cabinet secretaries to provide policy recommendations to the Governor, President of the Senate, and Speaker of the House. Dr. Lewis Schlosser provides consultation to over 400 municipalities with regard to the hiring and retention of law enforcement officers; he also served for nine years with the New York City Correction Department. As noted above, Dr. Schlosser is a member of the New Jersey Attorney General's Community-Law Enforcement Affirmative Relations Working Group on Cultural Diversity and De-Escalation Training for Law Enforcement Officers, a group with multiple stakeholders interested in police reform and training.

9. Engaging effectively with diverse community stakeholders to promote civic participation, strategic partnerships, and community policing;

Effectively engaging with diverse stakeholders to promote civic participation, strategic partnerships, and community policing lies at the core of the work and personal lives of many of our team members. Dr. Johnson has been recognized for her work with diverse community stakeholders. In the past two years, Dr. Johnson was awarded the Certificate of Recognition for Community Involvement by Mayor Stephanie Rawlings-Blake, the Exemplary Dedication to the Black Community Award by the Black Student

²⁷ <http://www.nytimes.com/2009/01/09/us/09sheriff.html>

²⁸ https://governor.maryland.gov/wp-content/uploads/2017/03/0442_001.pdf

Association at Loyola, and the Individual Award from the Ethnic and Racial Diversity Committee of the National Council of Schools and Programs of Professional Psychology. The Individual Award was given to Dr. Johnson in recognition of her work in Baltimore City launching and co-facilitating the Emotional Emancipating Circles that have run continuously since April 2015 and are now held weekly in the Walbrook Junction neighborhood near Coppin State University. Judge Clemon has also been celebrated for his long history of promotion of civic participation beginning, in part, with his part-time work with the NAACP's Legal Defense Fund while enrolled in Columbia University's School of Law.

Our law enforcement experts were also invited to join this reform work (and were also attracted to this particular work) because of their backgrounds cultivating relationships with community stakeholders and commitment to community policing. Although police chief in a large municipality, Chief Kudrick has developed a small-town relationship between the police and the citizens living in his community. His department is recognized as a leader in community policing and industry best practices. His department has been awarded Accreditation by the New Jersey State Association of Chiefs of Police. Mr. Ominsky worked to establish his department's Community Caretaking Mission goals and objectives and his department also maintains accreditation with the Commission on Accreditation for Law Enforcement Agencies.

10. Mediation and dispute resolution, especially mediation of police complaints and neighborhood mediation;

Before his appointment to the bench, Judge Clemon specialized in police brutality cases. One of his cases, in which a young black woman was killed by a white policeman, directly resulted in the election of Birmingham's first black Mayor. Since retiring from the federal bench, Judge Clemon has been engaged in the private practice of law in Birmingham, AL. He specializes in mediation, arbitration, complex litigation, and civil rights cases. He has represented both plaintiffs and defendants.

Included in the mediation and dispute resolution that Chief Kudrick engages in regularly in his position, is the negotiation of agreements between his township and four police unions. He was also commander of the internal affairs bureau and as chief he is responsible for resolution of grievances both internal and external.

11. Use of technology and information systems, including data collection and management, and analytical tools, to support and enhance law enforcement practices;

In Chief Kudrick's Department, officers record data on stops, arrests, uses of force, etc. in a cloud-based program called Guardian Tracking. This program allow for an "early warning system" that recognizes officers' performance and behavior, which alerts internal affairs when officers trigger certain behaviors such as a specific number of use of force incidents within a selected amount of time. It also is used to acknowledge proper behavior. Each time officers in Chief Kudrick's department use force, they document these incidents. A supervisor then conducts an administrative review of each incident and forwards the findings to the division commander and internal affairs. The information gets entered into a program that gets tracked and a monthly report is generated. This protocol parallels the use of force supervisor oversight requirements of

the DOJ documented in the *Consent Decree*.

In addition to Chief Kudrick's experiences, the academics on the team come to the project with doctoral and post-doctoral specialized training and decades of experience in both quantitative and qualitative research methodologies, including program evaluation. The team is also skilled in designing high-quality databases as well as collecting, analyzing, and presenting data. The team can provide technical assistance to the BPD to ensure that their databases allow for measurement and communication of compliance with the *Consent Decree* to the DOJ, the City, the Court, and citizens.

12. Appearing in court as a judge, monitor, counsel, or expert witness, or providing other types of testimony;

Our team is comprised of those comfortable appearing in court in various capacities including retired federal district Judge Clemon, with 30 years of experience on the bench. He oversaw many consent decrees while on the bench; and since leaving the bench he has served as Special Master in a civil rights case in Connecticut. Judge Clemon remains an active litigator continuing to try civil rights cases with national relevance.²⁹ Additionally, two associate attorneys from Mehri & Skalet, LLC, Ms. Friedman and Ms. Wasik, also possess considerable comfort in court.

Our law enforcement experts are also regularly called on to appear in court as expert witnesses in a variety of areas relevant to the *Consent Decree* including use of force. Chief Kudrick is an expert recognized by the New Jersey Superior Court. Dr. Schlosser has been certified as an expert in department hearings and in hearings held before an Administrative Law Judge, as well as in the New Jersey Superior Court.

13. Writing complex reports for dissemination to diverse audiences;

All members of our team have experience writing reports for diverse audiences and most members of our team are published authors writing in the fields of law enforcement, civil rights, organizational development, and cultural competence. The core of our team is comprised of professors whose job it is to communicate empirical and theoretical findings to adult learners in ways that maintain interest and advance understanding. Our team is also proficient in the preparation of (a) documents for the Court and Court rulings, (b) law enforcement and academic accreditation reports documenting compliance with professional standards, (c) program evaluation reports including practical and tailored recommendations for organizational development, and (d) published articles and other written work for a diverse law enforcement audience in publications such as *The Police Chief* or at venues such as the International Association of Chiefs of Police conference.

14. Providing formal and informal feedback, technical assistance, training, and guidance to law enforcement agencies;

Dr. Lewis Schlosser worked extensively to provide training and guidance to law enforcement agencies. His presentations have been in the areas of officer wellness, pre-employment selection, bias and intolerance in policing, and de-escalation

²⁹ <http://www.naacpldf.org/case-issue/stout-v-jefferson>

techniques. Additionally, as Director of Public Safety at both Mt. Holyoke and Princeton University, Mr. Ominsky was responsible for providing formal and information feedback, technical assistance, training and guidance when implementing community policing, and community caretaking initiatives. Finally, prior to becoming Chief, Kudrick held the roles of Field Training Officer, Department Instructor, and Training Unit supervisor. He is described as having an engaging instructional style.

15. Reviewing policies, procedures, manuals, and other administrative orders or directives, and training programs related to law enforcement practices;

Several of our team members have been called on to engage in expert consultation in law enforcement which has required reviewing policies, procedures, manuals, and other administrative orders or directives, and training programs related to law enforcement practices. In 2008, Mr. Ominsky took on the role of creating and implementing a prototype community policing initiative for the communities he served when in the role of Director of Public Safety at Mount Holyoke. He also combined and restructured the Public Safety departments of three colleges: Mount Holyoke College, Smith College, and Hampshire College. While at Princeton University Mr. Ominsky focused on the Department's "Community Caretaking and Service" mission as well as the role accreditation plays in becoming a world-class Public Safety Department. His Department of Public Safety became accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA) in 2015, which required extension review of and compliance with mission-driven policies and procedures. Dr. Schlosser has consulted with a number of police and public safety agencies with regard to their policies and procedures governing officer mental health and fitness for duty. In addition, Dr. Schlosser has helped several law enforcement agencies develop a policy on medication reporting for law enforcement officers and helped other agencies with their initial applications for police officers to ensure that they were not in violation of the Americans with Disabilities Act.

16. Municipal budgets and budgeting processes;

At least three of our team members possess working knowledge of municipal budgets and budgeting processes. In her former position as Director of Title I for Baltimore County Schools, Dr. Williams was responsible for managing an annual budget of over \$25 million dollars and developing and implementing a framework designed to assure that federal funds provided to the Baltimore County Public were equitably allotted. Furthermore, as Chief of the Howell Township Police Department Chief Kudrick prepares and manages a 14.5 million dollar annual budget. In his role as Executive Director of Public Safety at Princeton University Mr. Ominsky also manages a multimillion dollar annual budget.

17. Completing projects within anticipated deadlines and budgets;

In their roles as leaders and managers within their fields each team member has experience completing projects within anticipated deadlines and budgets as part of accreditation projects, consultation engagements, and municipal assignments.

V. PRIOR EXPERIENCE AND REFERENCES (RFA ¶ 36.)

Our team members are SMEs in a variety of areas relevant to the police reform work required of the *Consent Decree* including organizational development and transformation, social justice and community building, law, and law enforcement. Below is a documentation of select prior experiences and associated references including the numbered paragraph corresponding to *RFA* qualifications.

Organizational Development and Change Experience



American Express
Talent Management Division
Reference: Mekayla Castro
Director of Leadership Strategy
mekayla.k.castro@aexp.com

As an executive coach, Dr. Golom provided assessment debriefing and development planning services to a dozen senior leaders in the Talent Management division at American Express. The assessments included the Hogan Personality Inventory (HPI), Hogan Development Survey (HDS) and Hogan Motives, Values and Preferences Inventory (MVPI), which we are proposing to use with senior leaders in the Baltimore Police Department as a way of developing the individual self-awareness required for successfully leading and managing change.

Corresponding *RFA* Location: (*RFA* ¶ 26: g, q, m)



New York University Steinhardt School
Technical Assistance Center for Disproportionality
Reference: Patrick Jean-Pierre
Director of TAC-D
pjp4@nyu.edu

The Technical Assistance Center for Disproportionality (TAC-D) provides assessment, implementation and training services to New York State school districts struggling with issues of racial and cultural inequity. As organization development consultant, Dr. Golom was responsible for conducting an overall assessment of the team's functioning through a review of archival materials, interviews and focus groups. His work with TAC-D culminated in a two day off-site to address issues of organizational effectiveness and group and team dynamics.

Corresponding *RFA* Location: (*RFA* ¶ 26: g, q, m)



The Berrie Fellows Leadership Program

Reference: Laura Freeman

Program Director
lauraF@jfnnj.org

The Berrie Fellows Leadership Program is an intensive, 18-month, cohort-based leadership development program designed for community leaders in the Northern New Jersey Jewish community. The program combines a series of evening, weekend, and residential training sessions with individual assessment, executive coaching, and development planning for all leaders. The aim of the program is to increase individual and organizational capacity for creating positive change in the Northern New Jersey Jewish community. As head leadership development consultant and executive coach, Dr. Golom was responsible for designing the personal and organizational leadership segments of the program, administering and interpreting all personality and 360-degree feedback assessments, and providing executive coaching for nearly two dozen community leaders during the course of the program.

Corresponding *RFA* Location: (*RFA* ¶ 26: g, q, m)



Loyola University Maryland

Presidential Task Force for Racial Justice Training

Reference: Dr. Susan Donovan

President, Bellarmine University and Former Executive Vice President
and Acting President, Loyola University Maryland
sdonovan@bellarmine.edu
lauraF@jfnnj.org

During the 2015-2016 academic year, Loyola students joined a national group of more than 80 colleges and universities to confront racism, beginning with their campuses (thedemands.org). The Loyola response included the creation of the Presidential Task Force for Racial Justice Training with Dr. Lyons appointed as chair. The charge of this task force, comprised of faculty, administrators, and the students who originally drafted the demands, included advising the president on best practices and implementation of racial justice training for all members of the Loyola community. The task force was successful in meeting their goals while on a one-year timeline, including the creation of a campus-wide racial justice training and the identification, search, and vetting of a third-party vendor to conduct that training.

Corresponding *RFA* Location: (*RFA* ¶ 26: g, q, m)



**Baltimore County Public School System
Office of Equity and Cultural Proficiency**

Reference: William Burke

Chief of Organizational Development

Baltimore County Public Schools

Contact information furnished upon request

Dr. Williams is Director of Equity and Cultural Proficiency for the Baltimore County Public School System. Under her direction and leadership the Office of Equity and Cultural Proficiency expanded to a team of seven and is providing systemic support to the school system as it seeks to develop organizational capacity to actualize a racially equitable learning environment. Her work to build a racially equitable learning environment includes the training of Baltimore County Police's School Resource Officers.

Corresponding *RFA* Location: (*RFA* ¶ 26: d, g, h, m, p, q)

Consultations with Law Enforcement



Howard County Police Department

Body Worn Camera Pilot

Reference: Lt. Michael Johnson

Commander, Education & Training Division

Howard County Police Department

mjohnson@howardcountymd.gov

In 2015 the Howard County Police Department began to conduct a pilot study to assess the influence of body worn cameras on policing during calls for service. Of specific interest was its impact on officer perceptions during stops, searches, seizures, and arrests; civilian responses; and, reports of use of force. In 2016, Dr. Smith was brought on board to structure and conduct evaluation of the pilot.

Corresponding *RFA* Location: (*RFA* ¶ 26: a, b, d, e, g, k, m, n, q)



Howell Township Police Department

Reference: Mr. Jeffrey Mayfield, Manager

Township of Howell (Oversees all departments for the Township)

jmayfield@twp.howell.nj.us

Reference: Mr. Robert Brice

Chief of Police

Township of Wall Police Department

Rbrice@wallpolice.org

In his role as Chief of Police for the Howell Township Police Department, Chief Kudrick is directly responsible for all sworn and civilian personnel, prepares and manages a

14.5 million dollar annual budget, develops policies and procedures representing industry “best practices,” and maintains a positive relationship with four labor unions and the residents of the Township of Howell.

Corresponding *RFA* Location: (RFA ¶ 26: a, b, c, f, h, i, j, k, l, m, n, o, p, q,)



Institute for Forensic Psychology

Reference: Matthew Guller, J.D., Ph.D., A.B.P.P.

(201)-337-4996

matt@ifp-testing.com

As managing partner of the Institute for Forensic Psychology, Dr. Schlosser provides psychological risk management consultation services to over 400 law enforcement agencies in New Jersey and New York. He also conducts pre-employment psychological evaluations of police and public safety candidates and fitness for duty evaluations of serving officers. With the Institute he conducts specialized evaluations for candidates for promotion as well as for placement onto elite teams (e.g., SWAT). Following involvement in traumatic and/or life-threatening incidents (e.g., officer involved shootings), Dr. Schlosser provides critical incident debriefings for officers. Finally, Dr. Schlosser has been invited to provide expert consultation and training to police and public safety agencies in the areas of officer wellness, assessing bias in the evaluation process, and fitness for duty.

Corresponding *RFA* Location: (RFA ¶ 26: a, b, c, e, f, g, h, i, k, l, m, n, o, q)



New York City Correction Department

Reference: David A. Safran, Ph.D.

Director, Applicant Investigation Unit (Retired)

917-882-2104

das.jas@verizon.net

Dr. Schlosser served as a staff psychologist (2006-2007), as the Assistant Director, Psychological Services (2007-2012), and Director, Psychological Services (2012-2015) for a large city law enforcement agency with approximately 10,000 serving officers. In this position he conducted pre-employment psychological evaluations of correction officer candidates, along with fitness for duty evaluations of serving officers. He also conducted workshops on suicide prevention for correction officers.

Corresponding *RFA* Location: (RFA ¶ 26: b, c, f, h, k, l, m, n, o, p, q)



Princeton University

Reference: Dr. John Kolligian

Executive Director of the University Health Center

Contact information furnished upon request

Reference: Ms. Stephanie Karp

Director of Operations

Princeton Public Safety Department

Contact information furnished upon request

Since assuming the role as Executive Director of Public Safety at Princeton University, Mr. Ominsky has worked to implement the community caretaking mission on the campus. At Princeton University, community caretaking is a department-wide philosophy adopted by leadership rather than a program. It emphasizes the importance of service and relationships for law enforcement officers in their daily activities. Each of Mr. Ominsky’s references offered below has seen the changes that have resulted both for officers and the community from this new approach.

Corresponding *RFA* Location: (*RFA* ¶ 26: a, b, c, f, g, h, i, j, k, m, n, o, p, q)

Legal Experience

Alabama Federal Court

Reference: Mr. Richard Arrington, Jr.

Former Mayor of Birmingham, AL

Contact information furnished upon request



Reference: Ms. Elaine R. Jones

Former NAACP-LDF Director Counsel and President

Contact information furnished upon request

Judge Clemon was appointed by President Jimmy Carter and unanimously confirmed by the United States Senate in 1980 as Alabama’s first black federal judge. He served on the Court for nearly thirty years (29 ½); and as Chief Judge for seven of those years. In his tenure on the federal bench, he presided over many class actions and complex cases.

Corresponding *RFA* Location: (*RFA* ¶ 26: a, c, f, h, i, j, l, m, q)



Mehri & Skalet, LLP

Reference: Mr. Cyrus Mehri

Founding Partner

Mehri & Skalet, LLP

(202) 822-5100

CMehri@findjustice.com

Ms. Friedman and Ms. Wasik both joined Mehri & Skalet, LLP in 2015. Ms. Friedman's work in the firm focuses on civil rights, employment discrimination, wage and hour, insurance and healthcare, whistleblower, and consumer protection aspects of the firm's practice. Ms. Wasik's work focuses on the civil rights, consumer protection, and wage and hour aspects of the firm's practice.

Corresponding *RFA* Location: (*RFA* ¶ 26: a, c, f, j, l, m, q)

Responding to People with Behavioral Health Disabilities or in Crisis



Montgomery County Crisis Center

Reference: Ms. Theresa Bennett, LCSW-C

Director

240-777-4000

(Note this is the current director who is not familiar with Dr. Schlosser's work)

In 2002, Dr. Schlosser served as a therapist for a period of six months providing crisis/emergency mental health services to the residents of Montgomery County (MD). In this position he was a member of the Mobile Crisis Team conducting evaluations of residents in the community who were experiencing acute mental health distress. These evaluations were conducted in partnership with local law enforcement.

Corresponding *RFA* Location: (*RFA* ¶ 26: h, i, m, q)



Loyola University Maryland

Loyola Clinical Centers

Reference: Dr. La Keita Carter

Former Psychology Division Director

(410) 356-8844

Drs. Lyons and Dr. Johnson have both served as clinical supervisors at the Loyola Clinical Centers, a low-cost, interdisciplinary community clinic located in the Govans/Belvedere Square neighborhood of Baltimore City. In this position, Drs. Lyons and Johnson provided on-call supervision for clients in behavioral health crisis and managed supervision caseloads of between 10-20 individual therapy, family therapy, and couples counseling clients. They were responsible for crisis management including screenings of substance use, suicidality, and homicidality.

Corresponding *RFA* Location: (*RFA* ¶ 26: d, f, m, q)

Social Justice and Community Building Experience

Emotional Emancipation Circle - Baltimore City

Reference: Ms. Enola Aird, Esq.

Founder and Director of Community Healing Network
enola@communityhealingnet.org



Reference: Dr. Kevin Washington

National President of the Association of Black Psychologists
kwashington@abpsi.org

“Emotional Emancipation (EE) Circles are self-help support groups in which we, black people, work together to overcome, heal from racism.” EEs are the product of a collaboration with the nonprofit organization Community Healing Network (CHN) and the Association of Black Psychologists (ABPsi). In April 2015 in Baltimore, Psychologists from ABPsi met with members of the Baltimore City community after the death of Freddie Gray and the unrest that followed. A listening session, with over 60 attendees, was held and the EE model was introduced. Subsequently, a biweekly EE in West Baltimore was begun. The circle has been meeting for two years under the co-facilitation of Dr. Johnson and Ms. Charlene Phipps.

Corresponding *RFA* Location: (*RFA* ¶ 26: d, i)

International Tribunal for Hurricanes Katrina and Rita - New Orleans, LA

Reference: Dr. Amari Johnson

Assistant Professor of African American Studies
Temple University
amari.johnson@temple.edu

Between August 29, 2007 and September 2, 2007, a Tribunal of 16 esteemed jurists from nine countries, including Algeria, Brazil, France, Guadeloupe, Martinique, Mexico, South Africa, Venezuela, and the United States, convened in New Orleans to hear testimony by experts and survivors of Hurricanes Katrina and Rita. After hearing nearly 30 hours of testimony by hurricane survivors and experts—covering government neglect and negligence in 15 areas, ranging from police brutality to environmental racism, from misappropriation of relief funds to gentrification, judges deliberated and made recommendations to the U.S. government to address the needs of the disaffected as well as address the illegal actions of state and federal officials. Dr. Johnson served as an expert witness in the field of psychology after serving as a clinician for children and families who were displaced due to Hurricane Katrina.

Corresponding *RFA* Location: (*RFA* ¶ 26: h, i, m, n)

Data Analysis and Program Evaluation Experience



Baltimore City Community College
School of Allied Health, Nursing

Reference: Mr. Scott Olden

Dean

School of Allied Health, Nursing

solden@bccc.edu

Under the program title “Nursing 4.0” the school of nursing received grant support from the Maryland Higher Education Commission to increase the number of African Americans attaining AAS degrees in nursing. Dr. Smith is currently conducting quantitative and qualitative evaluation of the impact of the initiative on student retention, persistence, and degree completion. An additional component of this assessment is the program’s impact on students’ pursuit of BS degrees in nursing.

Corresponding *RFA* Location: (*RFA* ¶ 26: d, g, m, q)

VI. BUDGET (RFA ¶ 37.)

As the proposed Loyola monitoring team, we are committed to positioning the BPD to serve as a national model of community policing borne out of transformative and enduring police reform. The work outlined within the proposal shows the team's **commitment to BPD, the City of Baltimore, and its communities**. The presented budget is an estimation of the expenses involved over the course of the estimated five year engagement based on our past experience with organizational development and law enforcement evaluation projects as well as a review of monthly expenses submitted by Independent Monitors of police consent decrees in other cities.

Because there are so many unknown variables, it is difficult to be precise with the budget, but the team is committed to providing services needed in the most efficient and effective way possible. The team is committed to remaining cost conscious throughout the course of this project. Hourly rates are being offered at below commercial rate and are inclusive of all necessary materials and travel required. The team's regional and local presence keeps travel expenses to a minimum. A more precise estimation of expenses will be available following the initial orientation and assessment phases of this project when a clearer and more specific sense of the labor and other direct investments will be known. After the initial review, some allocations may shift as needed, however this would relate to individual team members' time and resources, not the budget total.

The team's overall cost budget per year will not exceed \$1,475,000 with the five year project capped at \$7,375,000.

PROJECTED FIRST YEAR BUDGET

DIRECT LABOR	RATE	HOURS	DOLLARS
Lead Monitor	\$220.00	900	\$198,000.00
Lead Counsel	\$650.00	450	\$292,500.00
Junior Counsel	\$375.00	225	\$84,375.00
Police Consultants	\$250.00	360	\$90,000.00
Community Policing Expert	\$325.00	60	\$19,500.00
Police and Forensic Psychologist	\$325.00	410	\$133,250.00
Senior Police Expert	\$300.00	500	\$150,000.00
Social Justice and Community Building Expert	\$220.00	725	\$159,500.00
Organizational Development Expert	\$220.00	750	\$165,000.00
Data Collection, Management and Analysis Expert	\$220.00	750	\$165,000.00
Equity and Cultural Proficiency Expert	\$300.00	55	\$16,500.00
TOTAL ESTIMATE			\$1,473,625.00
Travel			n/a*
Indirect Costs			n/a*
TOTAL PRICE			\$1,473,625.00

* This budget element is incorporated into the hourly rates of the monitoring team.

PROJECTED SECOND YEAR BUDGET

DIRECT LABOR	RATE	HOURS	DOLLARS
Lead Monitor	\$220.00	900	\$198,000.00
Lead Counsel	\$650.00	360	\$234,000.00
Junior Counsel	\$375.00	180	\$67,500.00
Police Consultants	\$250.00	360	\$90,000.00
Community Policing Expert	\$325.00	60	\$19,500.00
Police and Forensic Psychologist	\$325.00	575	\$186,875.00
Senior Police Expert	\$300.00	570	\$171,000.00
Social Justice and Community Building Expert	\$220.00	725	\$159,500.00
Organizational Development Expert	\$220.00	750	\$165,000.00
Data Collection, Management and Analysis Expert	\$220.00	750	\$165,000.00
Equity and Cultural Proficiency Expert	\$300.00	60	\$18,000.00
TOTAL ESTIMATE			\$1,474,375.00
Travel			n/a*
Indirect Costs			n/a*
TOTAL PRICE			\$1,474,375.00

* This budget element is incorporated into the hourly rates of the monitoring team.

PROJECTED THIRD YEAR BUDGET

DIRECT LABOR	RATE	HOURS	DOLLARS
Lead Monitor	\$220.00	900	\$198,000.00
Lead Counsel	\$650.00	360	\$234,000.00
Junior Counsel	\$375.00	180	\$67,500.00
Police Consultants	\$250.00	360	\$90,000.00
Community Policing Expert	\$325.00	60	\$19,500.00
Police and Forensic Psychologist	\$325.00	575	\$186,875.00
Senior Police Expert	\$300.00	570	\$171,000.00
Social Justice and Community Building Expert	\$220.00	725	\$159,500.00
Organizational Development Expert	\$220.00	750	\$165,000.00
Data Collection, Management and Analysis Expert	\$220.00	750	\$165,000.00
Equity and Cultural Proficiency Expert	\$300.00	60	\$18,000.00
TOTAL ESTIMATE			\$1,474,375.00
Travel			n/a*
Indirect Costs			n/a*
TOTAL PRICE			\$1,474,375.00

* This budget element is incorporated into the hourly rates of the monitoring team.

PROJECTED FOURTH YEAR BUDGET

DIRECT LABOR	RATE	HOURS	DOLLARS
Lead Monitor	\$220.00	900	\$198,000.00
Lead Counsel	\$650.00	360	\$234,000.00
Junior Counsel	\$375.00	180	\$67,500.00
Police Consultants	\$250.00	360	\$90,000.00
Community Policing Expert	\$325.00	60	\$19,500.00
Police and Forensic Psychologist	\$325.00	600	\$195,000.00
Senior Police Expert	\$300.00	600	\$180,000.00
Social Justice and Community Building Expert	\$220.00	725	\$159,500.00
Organizational Development Expert	\$220.00	650	\$143,000.00
Data Collection, Management and Analysis Expert	\$220.00	650	\$143,000.00
Equity and Cultural Proficiency Expert	\$300.00	60	\$18,000.00
TOTAL ESTIMATE			\$1,447,500.00
Travel			n/a*
Indirect Costs			n/a*
TOTAL PRICE			\$1,447,500.00

* This budget element is incorporated into the hourly rates of the monitoring team.

PROJECTED FIFTH YEAR BUDGET

DIRECT LABOR	RATE	HOURS	DOLLARS
Lead Monitor	\$220.00	900	\$198,000.00
Lead Counsel	\$650.00	360	\$234,000.00
Junior Counsel	\$375.00	180	\$67,500.00
Police Consultants	\$250.00	360	\$90,000.00
Community Policing Expert	\$325.00	60	\$19,500.00
Police and Forensic Psychologist	\$325.00	600	\$195,000.00
Senior Police Expert	\$300.00	600	\$180,000.00
Social Justice and Community Building Expert	\$220.00	725	\$159,500.00
Organizational Development Expert	\$220.00	650	\$143,000.00
Data Collection, Management and Analysis Expert	\$220.00	650	\$143,000.00
Equity and Cultural Proficiency Expert	\$300.00	60	\$18,000.00
TOTAL ESTIMATE			\$1,447,500.00
Travel			n/a*
Indirect Costs			n/a*
TOTAL PRICE			\$1,447,500.00

* This budget element is incorporated into the hourly rates of the monitoring team.

VII. COLLABORATION & COST EFFECTIVENESS

(RFA ¶ 38.)

We are eager to partner with the *Consent Decree* Parties in each step of this process to ensure transparency and collaboration in our work as the Monitoring Team, if we are selected. As described in our approach to this work, we would begin with an orientation stage during which we would work to build rapport with the *Consent Decree* Parties. Rapport building would occur through a variety of mechanisms and will be facilitated by the core team's local presence. We will ensure that the office provided to the Monitoring Team will be staffed by the Monitoring Team, including Loyola faculty team members, a full-time fellow, and our graduate assistants on a rotating basis so that *Consent Decree* Parties will have access to the team during working hours. In addition to our presence in the BPD Headquarters we will work with the *Consent Decree* Parties to schedule regular in-person meetings and conference calls. During these in-person and phone meetings we will work to facilitate transparency so that the Parties are kept fully aware of methods of evaluation used, conclusions drawn, and the time and resources invested. It will be our goal that each report published by the Monitoring Team would only serve as confirmation of information already shared with *Consent Decree* Parties.

When selecting team members, Dr. Lyons sought out those with strong "soft skills" that would support effective collaboration with the diverse groups. She was expressly interested in bringing those on board who were strong team players, empathic yet direct, culturally competent, and genuinely invested in police reform. She has known and successfully worked with each member of the core team for more than a decade. This is a team that collaborates well with each other, and looks forward to collaboration with the *Consent Decree* Parties and other key stakeholders.

In terms of cost, the Loyola team's proposal is designed to be fair to the City of Baltimore. Costs will be managed in two ways:

- Many members of our team are local, minimizing travel expenses
- Many of our experts have offered their services at reduced rates

VIII.POTENTIAL CONFLICTS OF INTEREST (RFA ¶ 39-42.)

LOYOLA UNIVERSITY MARYLAND

Loyola is a Baltimore institution with a long tradition of being a Baltimore City partner. Loyola has no pending matters against or on behalf of the City of Baltimore; however it does have contracts, grants, and other relationships with the City, BPD, Maryland State, and the United States. Dr. Lyons, Dr. Johnson, Dr. Golom, and Dr. Smith are employed by Loyola. However, they have no involvement and no current familiarity with these relationships and therefore this should not bar the team's selection. These relationships include the following:

An agreement currently exists between Loyola and the Police Department of Baltimore City (BPD), whereby Loyola may employ off-duty police officers in good standing with the BPD, at a rate of \$25 per hour, as part of Loyola's campus security force. Officers are paid directly by Loyola as employees. Over the last two years, Loyola paid approximately \$125,000 per year to these officers as part of Loyola's workforce. The current agreement term is from February 1, 2017 through January 31, 2018.

As a private institution of higher education in the State of Maryland, Loyola is eligible to receive an annual appropriation known as the Sellinger grant. In FY17, Loyola received \$5,555,110 from the State of Maryland. If we receive a full appropriation in FY18, it is estimated to be \$6,052,190.

Loyola also has a variety of research, student, and program grants at the city, state, and federal level. A list of current grants appears in Appendix T2. The BPD is playing a consultative role in one of these projects.

Loyola will work with all relevant parties to develop and implement a process for disclosing relevant future work involving the City, State, or Federal governments during the monitoring period. Loyola cannot commit to declining future work involving these entities during the Monitoring period.

HEATHER Z. LYONS

Dr. Lyons was recently appointed by Governor Hogan to the Two-Generation Family Economic Security Commission.

H. LOVELL SMITH

Dr. Smith is currently conducting quantitative and qualitative evaluation of the impact of an initiative on student retention, persistence, and degree completion for Baltimore City Community College under a state grant from the Maryland Higher Education Commission. This grant support is to increase the number of African Americans attaining AAS degrees in nursing and assess the program's impact on students' pursuit of BS degrees in nursing.

PAUL OMINSKY

Mr. Ominsky has been in security and law enforcement for 43 years, 29 as a Chief or Director. In that time, as the Chief he has occasionally been named in lawsuits and complaints. None of these involve Baltimore, Maryland or the United States. There are no recent current lawsuits or complaints that are unresolved. He has never been found

responsible for misconduct. He has never provided consulting or services to Baltimore City or the State of Maryland.

MEHRI & SKALET

Mehri & Skalet (“M&S”), including Of Counsel, the Honorable U.W. Clemon (Retired Chief Judge of the United States District Court for the N.D. Al.) have a national practice in federal and state courts around the country. The firm has no matters pending against or on behalf of the City of Baltimore. As part of its national practice, attorneys at M&S have several cases on the same side of the Department of Justice and several cases adverse to DOJ.

M&S has several matters involving the Department of Justice (“DOJ”). Cyrus Mehri serves as a consultant to the DOJ Civil Rights Division on employment law/Title IX matters. M&S often has false claims act matters filed under seal in federal court where the DOJ has the option of intervening and are effectively on the same side of protecting U.S. taxpayers from fraud. Until recently, M&S had a fair housing case (now settled) where the DOJ considered intervening.

M&S has several matters against the federal government, some of which are defended by the DOJ and others defended by government agencies. M&S has a case in federal court in Washington, DC called Pars Equality vs. Trump challenging the President’s Executive Order restricting travel from 6 predominantly Muslim countries. M&S has a case in the federal court of common claims seeking recoveries on behalf of approximately 25,000 essential federal employees who were not paid on time during a federal government shutdown (now in the process of calculating damage awards). M&S has a nationwide case against the Social Security Administration in federal court in Maryland seeking refunds of behalf of thousands of individuals who had their benefits improperly garnished (now settled, refunds in the process of being issued). M&S has a pending sexual harassment class action on behalf of approximately 500 female federal correctional officers at the largest U.S. federal prison (settled and approaching the monetary distribution and monitoring phase) where the Bureau of Prisons is the defendant.

Associates who may assist Judge Clemon as needed and their individual disclosures include the following. Joanna Wasik was employed by the United States as a law clerk to Judge J. Curtis Joyner at the U.S. District Court for the Eastern District of Pennsylvania from 2013-2014. She also completed internships with the U.S. Department of State and U.S. Department of Justice while in law school from 2009-2012. Further, she represented corporate clients under investigation by various agencies of the United States government and served on the monitor team overseeing the implementation of a Deferred Prosecution Agreement between Moneygram International, Inc. and the U.S. Department of Justice during her employment as an associate at Freshfields, Bruckhaus, Deringer US LLP from 2012-2013 and 2014-2015. Ms. Wasik currently represents clients in a lawsuit against United States agencies and officials as an associate attorney at Mehri & Skalet PLLC. Ms. Wasik’s husband, Benjamin Read, was employed by the United States from 2010-2013.

Amelia Friedman was employed by the United States as a law clerk to Judge Nancy F. Atlas at the U.S. District Court for the Southern District of Texas from 2014-2015. She also worked as a fellow from 2013-2014 with the Texas Title Project, which was funded

by the Texas General Land Office with federal funds designated to assist survivors of Hurricanes Dolly and Ike in relocating to new homes. In law school, from 2010-2013, Ms. Friedman worked on various immigration matters through her participation in the Immigration Clinic at UT Law and volunteer work at immigration clinics in Texas. Ms. Friedman also participated in the Capital Punishment Clinic at UT Law, assisting inmates on federal and state death rows. During her internship with Texas RioGrande Legal Aid in 2011, Ms. Friedman worked on a lawsuit against federal officials alleging that unaccompanied minors were abused at a federal detention center in Texas. As an associate attorney at Mehri & Skalet PLLC, Ms. Friedman currently represents clients in employment and civil rights lawsuits against United States agencies and officials, and qui tam lawsuits filed on behalf of themselves and the United States.

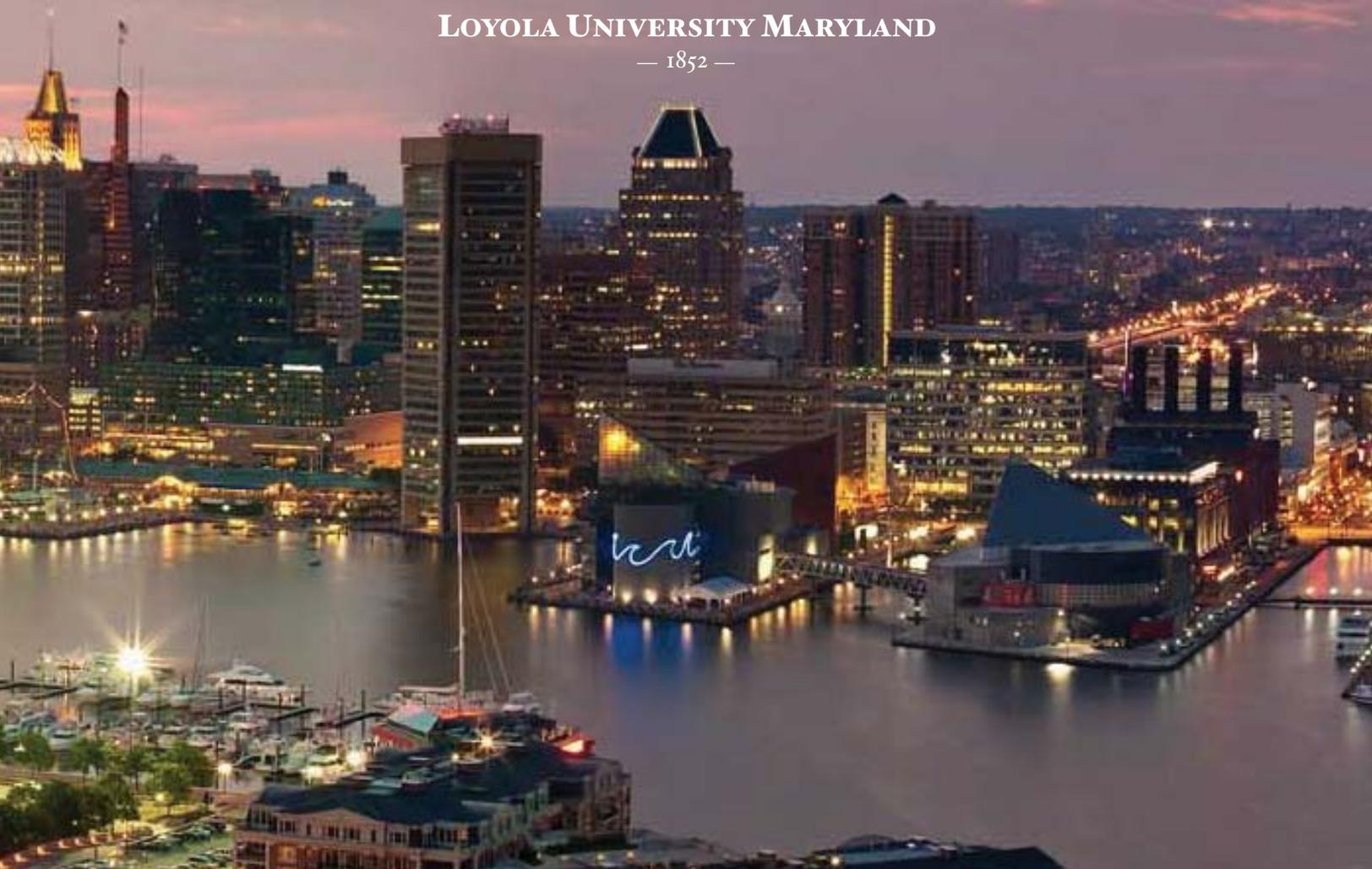
Disclosure on future work. M&S including Of Counsel, the Honorable U.W. Clemon, (Retired Chief Judge of the United States District Court for the N.D. Al.) can commit to discussing a process of disclosing matters as appropriate of future work involving the Department of Justice or the State of Maryland during the monitoring period. M&S cannot commit to declining future work involving the Department of Justice or the State of Maryland. M&S can commit to restrictions similar to that in place by DOJ in other jurisdictions such as Newark where we understand would restrict attorneys working in the Monitor role from adverse positions with the US Attorneys Office in Maryland. M&S can commit to declining future work specifically for the City of Baltimore during the Monitoring period.

In the *RFA* (§ 40.) applicants are asked to “explain why [conflicts or potential biases do] not bar the individual’s or the team’s selection.” We believe that M&S’s involvement with the DOJ is consistent with the involvement of Monitors or Monitoring Teams selected in previous consent decrees in other jurisdictions. Furthermore, M&S’s involvement with the DOJ involves both cases against and for the DOJ as well as consultation for the DOJ. This ability to work in these different capacities suggests an ability to engage in work monitoring the BPD’s compliance with the Consent Decree in an impartial manner.



LOYOLA UNIVERSITY MARYLAND

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APPENDIX A

Full Team Member Biographies

Puneet Cheema
Trial Attorney - Civil Rights Division
U.S. Department of Justice
601 D Street NW
Washington, DC 20579

Erin Sher Smyth
Purchasing Agent for Baltimore City
231 E. Baltimore Street – 3rd Floor
Baltimore, MD 21202

Submitted to:

ORGANIZATIONAL DEVELOPMENT EXPERTS

Heather Z. Lyons, PhD, Lead Monitor
Professor of Psychology/Director of Clinical Training
Loyola University Maryland

Dr. Heather Lyons has been a member of the Loyola University Maryland faculty since 2003, receiving the university's highest academic rank (professor) in 2015. She received her Ph.D. from the University of Maryland and her B.A. in Psychology from Northeastern University (summa cum laude). In 2016 she was named a Fellow of the American Psychological Association (APA), an honor bestowed upon APA members who have shown "evidence of unusual and outstanding contributions or performance in the field of psychology that has had a national impact." Dr. Lyons teaches in the Department of Psychology and the School of Business where she educates graduate-level psychology and business students about the organizational and legal responsibilities of employers in the recruitment, selection, and promotion processes as well as the predictors of healthy organizational cultures. Dr. Lyons produces scholarship that creates an understanding of how organizational culture, "critical mass," and discrimination in the workplace predict factors such as productivity, person-organization fit, satisfaction, and retention for diverse employees. Her presentations, invited and peer-reviewed, have been at professional conferences such as the American Psychological Association's Annual Convention and for lay audiences at venues such as The National Press Club. Dr. Lyons sits on the editorial boards of the *Journal of Black Psychology* and the *Journal of Career Development*. She was elected by her peers to sit on the national executive board of the Society for Vocational Psychology. In addition to her work as a teacher-scholar, Dr. Lyons is a licensed psychologist in the State of Maryland and District of Columbia providing individual therapy, couples counseling and organizational consultation (www.therapistsinbaltimore.com). Dr. Heather Z. Lyons was recently appointed by Governor Hogan to serve on the Two-Generation Family Economic Security Commission. She is a resident of Baltimore City.

Frank D. Golom, PhD, Organizational Development Expert
Assistant Professor of Psychology
Loyola University Maryland

Dr. Frank D. Golom is an Assistant Professor of Applied Psychology at Loyola University Maryland and former founding Associate Director of Executive Education Programs in Change and Consultation at Teachers College, Columbia University. Dr. Golom has spent over a decade as an accomplished university professor, and has taught courses in consultation theory and practice, industrial-organizational psychology and applied research methods at the doctoral, masters and undergraduate levels. He has also served on the faculty of several renowned executive education and leadership development programs, including the Eisenhower Leadership Development Program and the Executive Masters Program in Change Leadership, both at Columbia

University. An active educator and organizational consultant, Dr. Golom has extensive experience designing, leading and evaluating learning and development initiatives in workplace and university settings. He has held faculty and administrative appointments at Teachers College, Columbia University, Barnard College, Hunter College (City University of New York) and Loyola University Maryland. He also consults to a variety of business, education and not-for-profit organizations on issues related to organization change, group dynamics and diversity. Dr. Golom received his Ph.D. in Social-Organizational Psychology from Teachers College, Columbia University and his B.A. in Psychology from Loyola University Maryland, summa cum laude. Dr. Golom is a resident of Baltimore City.

Lisa Williams, PhD
Director of Equity and Cultural Proficiency
Baltimore County Public School System

Dr. Lisa Williams is Director of Equity and Cultural Proficiency for the Baltimore County Public School System. She is a career educator, having held the positions of teacher, mentor, university professor, and Title I director over her tenure. She holds a doctorate in Urban Educational Leadership with an emphasis in social policy. Dr. Williams has expertise in the areas of cultural proficiency, organizational development and public school transformation. Under her direction and leadership the Office of Equity and Cultural Proficiency as expanded to a team of 7 and is providing systemic support to the school system as it seeks to develop organizational capacity to actualize a racially equitable learning environment. Her work to build a racially equitable learning environment includes the training of Baltimore County Police's School Resource Officers. In addition to her role as Director of Equity and Cultural Proficiency, Dr. Williams is a consultant with the National Alliance for Partnerships in Equity (NAPE) as well as owns her independent company, EMCS. In her consulting work, she has provided guidance and training to public school officials in the areas of racial equity, gender equity in STEM, leading for equity and culturally responsive practices.

LEGAL EXPERTS

Judge U. W. Clemon
Retired U.S. Federal Judge
Mehri & Skalet, LLC

I was born in 1943 to Mississippi sharecroppers who migrated to the steel mills of Birmingham two years earlier. One of nine children, my formal education started in a small wooden school building with outdoor plumbing facilities and no gymnasium or playground – three blocks from a new white elementary school. I grew up in the United States Steel Company's town, Westfield, where Willie Mays was born and spent his early years.

At the age of thirteen, I witnessed an incident of police terrorism against one of my friends. From that experience came my determination to become a civil rights lawyer.

In my senior year of high school I scored highly on a statewide essay contest administered by the National Council of Teachers of English. I accepted the then-all white Birmingham Southern College's invitation to tour the campus and apply for admission. But when I appeared for the tour, the official politely explained that the College could not accept "Negroes."

I attended the then all-black Miles College in Birmingham, after spending a few transformational months at Atlanta's Morehouse College, where I first met Dr. Martin Luther King. Protesting the entrenched racial segregation ordinances, students of Miles College initiated a boycott of the downtown Birmingham stores in early 1962. By Easter of that year, the success of our "selective buying campaign" had garnered national attention. In June 1962, I was selected by default to present to the infamous Police Commissioner Eugene "Bull" Connor a citizens petition asking the City to rescind its segregation ordinances. I was unceremoniously escorted out of City Hall as an "outside agitator," with the admonition to be out of town by sundown.

I actively participated in the 1963 Demonstrations. My group desegregated the Birmingham Public Library; and on another occasion, a security guard walked me out of a store with a gun in my back as I tried to drink from the white water fountain.

I graduated from Miles College in 1965, valedictorian of the class and student council president.

I attended the Law School of Columbia University in the City of New York. While in law school, I interned at the NAACP Legal Defense and Education Fund ("LDF"), where I was first exposed to cases that would later become my own. I graduated from Columbia and was admitted to practice in the courts of Alabama in 1968. For the next dozen years, I practiced law with the late Oscar W. Adams, Jr., who subsequently became the first African-American to serve on the Alabama Supreme Court; and James Keeton

Baker, later to become Birmingham's first African-American City Attorney. Though a general practice firm, Adams Baker and Clemon specialized in civil rights cases, most of which were class actions. I was lead counsel on many of those cases during my dozen years of practice.¹

I represented many victims of police brutality before I became a federal judge. I represented the family of Bonita Carter, who was killed by a white Birmingham policeman in 1979. The public hearing in this case led directly to the election of Birmingham's first black mayor, Richard Arrington, Jr.

I was elected to a four-year term in the Alabama State Senate in 1974. I served as Chairman of the Rules Committee during my first term, and was serving as chairman of the Judiciary Committee in the first two years of my second term. During my first term, I had several confrontations with Governor George Wallace on racial issues.

I was appointed by President Jimmy Carter and unanimously confirmed by the United States Senate in 1980 as Alabama's first black federal judge. I served on the Court for nearly thirty years (29 ½); and as Chief Judge for seven of those years. In my tenure on the federal bench, I presided over many class actions and complex cases. These include *Torbert et al v. Monsanto Corp.*, Case No. 1:01-cv-1407 (N.D. Ala. 2001) (\$600 million global settlement and claims oversight for 18,000 plaintiffs); *In re Redstone Arsenal DDT Litigation*, Case No. 5:86-cv-5313-UWC (N.D. Ala. 1986) (\$15 million settlement and claims oversight); *Morgan v. Family Dollar Stores, Inc.*, Case Nos. 7:01-cv-303-UWC (N.D. Ala.), *affirmed*, 551 F.3d 1233 (11th 2008). *cert denied, sub nom. Family Dollar Stores, Inc. v. Morgan*, 558 U.S. 816 (2009) (handling of collective action under the Fair Labor Standards Act involving 2500 store managers); *In Re Consolidated "Non-filing Insurance Fee*, MDL # 1130, Case No. Case No. 94-CL-699-N (N.D. Ala. 1994) (nationwide class, \$100 million class action settlement); *AAL High Yield Bond Fund, et al. v. Ruttenberg, et al.* (N.D. Ala. No. 2:00-cv-1404-UWC) (\$25 million settlement for the class); *In re Liberty National Life Ins. Cases*, (N.D. Ala. Nos. 99-cv-3262, 02-cv-2741); and *Lilly M. Ledbetter v. Goodyear*, N.D. Ala. Case No. 1:199-cv-03137, *rev'd*, 421 F.3d 1169 (11th 2005), *affirmed*, 550 U.S. 618 (2007) (subsequently

¹ Among the cases in which I was lead counsel were *Stout v. Jefferson County Board of Education*, 419 F.2d 1211 (5th Cir. 1970) (en banc); *Swint et al. v. Pullman Standard*, 624 F.2d 525 (5th Cir. 1980); *McKinstry v. United States Steel Corp.*, 371 F. Supp. 1045 (N.D. Ala. 1973); *Huff v. N.D. Cass Co.*, 485 F.2d 710 (5th Cir. 1973) (en banc); *Parrish v. Board of Commission of Alabama State Bar Association*, 533 F.2d 942 (5th Cir. 1976) (en banc); *Burns v. Thiokol Chemical Co.*, 483 F.2d 300 (5th Cir. 1973); *Miller v. Gadsden Board of Education*, 482 F.2d 1234 (5th Cir. 1973); *Martin v. Thompson Tractor Company*, 486 F.2d 510 (5th Cir. 1973); *State of Alabama v. Johnny Daniel Beecher*, 320 So. 2d 727 (Ala. 1975); *Liddell and Billingsley v. State of Alabama*, 251 So. 2d 601, 251 So. 2d 254 So.2d 333 (Ala. 1971); *Thomas Lee Hines v. State of Alabama*, 384 So. 2d 1171 (Ala. Crim. App. 1980); *Nunn v. Housing Authority of City of Roosevelt City*, 288 So. 2d 774 (Ala. 1974); and *Afro-American Students Association of the Univ. of Alabama v. Paul W. "Bear" Bryant*, (N.D. Ala., No. 69-422, 1969).

overturned by Congress, The Lilly Ledbetter Fair Pay Act of 2009 (Pub. L. 111–2, S. 181). I was the successor judge in *In re Silicone Gel Breast Implants PL* and *Lindsay v. Dow Corning*, MDL # 926, (N.D. Ala., Case Nos. 2:92-cv-1000-UWC; 2:94-cv-11558-UWC) (supervision for six-year period of \$1 billion settlement, of Claims Administrator and Fund Trustees).

Since retiring from the federal bench, I have been engaged in the private practice of law in Birmingham. I specialize in mediation, arbitration, complex litigation, and civil rights cases. I have represented both plaintiffs and defendants.

I became (nearly a decade after the case was commenced) one of the lead counsel for the HealthSouth Corporation, and ultimately its court-designated settlement counsel in the gargantuan but now resolved case, *General Medicine v. HealthSouth Corp.* (Jefferson County Circuit Court, No. 2005-cv-001483). I was appointed by the District of Connecticut to serve as Special Master in the distribution of a \$24 million nationwide class settlement fund. *Norflot v. John Hancock Financial Svc. Inc.*, (D. Conn., Case No. 3:04-cv-1099). I am one of the seven members of the Plaintiffs' Steering Committee in reputedly the largest pending nationwide putative class action *See Blue Cross Blue Shield Antitrust Litigation, MDL 2406*, N.D. Ala. Case No. 2:13-cv-20000-RDP; *Conway et al. v. Blue Cross-Blue Shield of Alabama, et al.*, N.D. Ala. No. 13-cv-20000 RDP. I am a Fellow in the College of Labor and Employment Lawyers. I am one of the three counsel for the plaintiff class in the pending case, *Alabama Legislative Black Caucus v. State of Alabama*, M.D. Ala. No. 13-cv-895; 135 S.Ct. 1257 (2015). I have resumed, after a 30-year hiatus, my representation of the plaintiff class in *Stout v. Jefferson County, Hoover, and Gardendale Boards of Education* (N.D. Ala. Nos. 65-cv-0396; 16-mc-199). The latter case was analyzed in "A Southern City Wants to Secede its School District, Raising Concerns About Segregation," Emma Brown, *Washington Post*, August 25, 2016; and "Whites Only: School Segregation is Back, From Birmingham to San Francisco," Alexander Nazarvan, *Newsweek*, May 2, 2017

I have served as a Distinguished Visiting Professor at the University of Alabama Law School. I co-authored two law review articles,² and I frequently lecture at legal seminars and conventions.

I was one of the seven plaintiffs-judges in the salary diminution case, which resulted in a substantial increase in the salaries of all federal judges in the nation. *Beer et al. v. United States*, 111 Fed.Cl.592 (Fed.Cir.2013).

I have received numerous awards and citations.³

² U.W. Clemon and Bryan K. Fair, *Making Bricks Without Straw: the NAACP Legal Defense Fund and the Development of Civil Rights Law in Alabama 1940-1980*, 52 ALA. L. REV. 1121 (2001); and U. W. Clemon and Stephanie Y. Moore, *Justice Clarence Thomas: The Burning of Civil Rights Bridges*, 1 ALABAMA CIVIL RIGHTS AND CIVIL LIBERTIES LAW REVIEW 40 (2011).

I have had a professional relationship with Attorney General Jefferson B. Sessions for over thirty years.

Amelia Friedman
Associate Attorney
Mehri & Skalet, LLP

Amelia Friedman joined Mehri & Skalet in September 2015 as a Find Justice Fellow. Her work focuses on the civil rights, employment discrimination, wage and hour, insurance and healthcare, whistleblower, and consumer protection.

Prior to joining Mehri & Skalet, Ms. Friedman clerked for the Honorable Nancy F. Atlas on the U.S. District Court for the Southern District of Texas. She also completed a one-year fellowship with the Texas Title Project assisting low income homeowners obtain housing relief through the Hurricane Ike and Dolly Round 2.2 Disaster Recovery Housing Program.

Ms. Friedman graduated with High Honors from The University of Texas School of Law in 2013. During law school, she was a Public Service Scholar with the William Wayne Justice Center for Public Interest Law and served as Administrative Editor of the Texas Law Review. Before attending law school, Ms. Friedman graduated from the University of Auckland, in Auckland, New Zealand, with a B.A. Honours in Political Studies and a B.A. double majoring in Political Studies and Film, TV & Media Studies.

Joanna Wasik
Associate Attorney
Mehri & Skalet, LLP

Joanna Wasik joined Mehri & Skalet in 2015 as an Associate Attorney. Her work focuses on the civil rights, wage and hour, and consumer protection.

Prior to joining Mehri & Skalet, Ms. Wasik served as law clerk to Judge J. Curtis Joyner on the U.S. District Court for the Eastern District of Pennsylvania, and worked as an Associate at Freshfields, Bruckhaus, Deringer US LLP. At Freshfields, Ms. Wasik worked in the firm's global investigations and commercial litigation groups, and her pro bono work focused on prisoners' civil rights.

³ These include the Judicial Award of Merit from the Alabama State Bar Association; John Pickering Award from the American Bar Association; C. Francis Stradford Award from the National Bar Association; Johnny Cochran "Soaring Eagle" Award from the American Association of Justice; "Drum Major" Award from the Southern Christian Leadership Conference; Howell Heflin Award from the Alabama Trial Lawyers Association; and Paul Robeson Award from the Columbia Law School (as featured in its Spring 2014 magazine article, entitled, "The Equalizer," at www.law.columbia.edu/magazine/622899/u-w-clemon).

Ms. Wasik graduated magna cum laude from Georgetown Law in 2012. While in law school she served as a Managing Editor of the Georgetown Journal of International Law, a Legal Research and Writing Fellow, and a Global Law Scholar. She was also a member of the Georgetown Human Rights Institute's Fact-Finding Mission in 2010-2011.

Prior to attending law school, Ms. Wasik graduated magna cum laude from Amherst College, with a B.A. in political science.

SOCIAL JUSTICE AND COMMUNITY BUILDING EXPERT

**Adanna J. Johnson, PhD, Community Liaison and Qualitative Data Expert
Associate Professor of Psychology/Director, African and African American
Studies
Loyola University Maryland**

Dr. Adanna J. Johnson earned her Ph.D. in Counseling Psychology and a master's degree in Counseling with a community emphasis from Marquette University, as well as a Bachelor's Degree in Psychology from Prairie View A&M University. She is a tenured Associate Professor in the Psychology Department at Loyola University Maryland, where she is also the Director for African and African American Studies. Her areas of research focus on cultural competence in the training of psychologists as well as practice and research. In addition to being an academician, Dr. Johnson owns a private practice, Ipako Wellness. A strong presence in the community, Dr. Johnson served as a first responder to evacuees in the Houston Astrodome after Hurricane Katrina and was an expert witness at the International Tribunal for Hurricanes Katrina and Rita. In Baltimore, she hosts pro bono community support groups, and has been an invited guest on radio shows like the Marc Steiner Show and First Edition with Sean Yoes. In July 2015, she became a member of the National Board of Directors for the Association of Black Psychologists. Dr. Johnson was recognized by the Mayor of Baltimore City, Stephanie Rawlings-Blake in September 2016 at the Congressional Black Caucus for her work with Emotional Emancipation Circles in the city since the 2015 uprisings following the death of Freddie Grey. Given her expertise in equity, inclusion, and social justice, she was appointed by the president of Loyola University Maryland in July 2016 to oversee a 3-year implementation of racial justice training for the entire university. Dr. Johnson-Evans is a resident of Baltimore City.

DATA COLLECTION, MANAGEMENT AND ANALYSIS EXPERT

H. Lovell Smith, PhD, Quantitative Data Expert
Assistant Professor of Sociology
Loyola University Maryland

Dr. H. Lovell Smith is a faculty member of the Department of Sociology at Loyola University Maryland. In 1995 he received a Ph.D. in Sociology from the University of Maryland at College Park, and in 2005 he obtained an MBA from Loyola University Maryland. His published articles have examined the influence of poverty and racial/ethnic segregation on the well-being of urban communities and its youths. Presently, Dr. Smith is conducting evaluation of the body worn camera pilot program for the Howard County Police Department. This study examines the impact of body cameras on policing during calls for service. Additionally, Dr. Smith has conducted external evaluation for numerous educational institutions and programs – at the state and local levels. These include assessment of the expansion of AP course offerings for the Maryland State Department of Education, examination of the influence of middle school students' participation in First Robotics on STEM interest for the National Science Foundation's Advanced Technological Education (ATE) Center, and assessment of the impact of participation in a NASA-funded initiative on engineering degree attainment among African American students in an urban community college.

LAW ENFORCEMENT

Andrew A. Kudrick, Jr.
Chief of Police
Howell, NJ Police Department

Chief Kudrick began his law enforcement career in 1993 when he was hired by the Howell Police Department as a full-time 9-1-1 Telecommunications Operator. In 1995, he was hired as a police officer.

As an officer, Chief Kudrick was assigned as a Field Training Officer, Department Instructor, Explorer Advisor, Honor Guard, Emergency Medical Technician, Tactical Team Operator and Canine Handler.

In 2002, Chief Kudrick was promoted to the rank of Sergeant where he served as a first-line supervisor within the uniformed Patrol Division. As a Sergeant, Chief Kudrick continued to serve on the "Emergency Services Unit" and assisted with the development of the Monmouth County Emergency Response Team (Mo.C.E.R.T. – S.W.A.T.) where he remained in a leadership position as a Tactical Team leader until his retirement from the team in 2012 due to promotion.

Upon being promoted to Lieutenant in 2005, Chief Kudrick assumed the responsibilities as the Training Unit supervisor. There he made several changes to the firearms training that included stress inoculation and reality based scenarios. He also developed a training program that was incorporated department-wide. This program provided daily training at briefings on specific topics to keep officers informed.

From the Training Unit, Chief Kudrick was assigned as a Squad Commander within the Patrol Division. There, he redeveloped the annual employee evaluation process to increase their legitimacy amongst the ranks. He also increased officer production by setting forth specific expectations and objectives. As a lieutenant, Chief Kudrick was also responsible for the implementation of a Crime Suppression Detail – a proactive team of officers assigned to address quality of life issues within the community. This eventually led to the full-time Crime Suppression Unit that continues to be highly successful and directly responsible for the reduction of crime.

In October 2012, Chief Kudrick was promoted to Captain where he served as Division Commander within all three divisions: Administrative, Services, and Operations. As the Administration Captain, Chief Kudrick oversaw investigations, records, communications, and internal affairs. In Services, he was responsible for the full-time paid EMS Unit, Training, School Resource Unit, Community Affairs, Grants, and Accreditation. In Operations, he oversaw the Patrol Division and K9 Unit.

On July 1, 2015, Chief Kudrick was appointed as the fourth Chief of Police in the department's history. During his short tenure, he has transformed the police

department into a progressive and modern agency with tremendous amount of respect and support amongst the community, media, and other agencies. Although a large municipality, Chief Kudrick has developed a small-town relationship between the police and the community. The department is recognized as a leader in community policing, technology, policy implementation, training, staffing, and industry best practices - all while being fiscally responsible. The department has been awarded Accreditation by the New Jersey State Association of Chiefs of Police.

Chief Kudrick earned a Master's Degree in Public Administration from Fairleigh Dickenson University and is also a Certified Public Manager. He is a graduate of the New Jersey State Association of Chiefs of Police "West Point Command & Leadership" program. He testified on many occasions in both civil and criminal court cases and has been recognized by the Superior Court as an expert in police canine operations.

As a police academy and department instructor, Chief Kudrick is responsible for the training of hundreds of officers throughout New Jersey. Chief Kudrick was the first Use of Force and Vehicular Pursuit instructor under the Mandatory Agency Training Series (M.A.T.S.) program for veteran police officers at the Monmouth County Police Academy. Chief Kudrick uses an interactive approach to his instruction while incorporating the current law enforcement environment and trends into his instruction with an emphasis on professionalism and transparency. More recently, de-escalation tactics, body camera implementation and less-lethal options have been added to the instruction. Chief Kudrick uses his over 20 years of experience from multiple levels and assignments combined with direct involvement in multiple critical incidents, to bring a realistic and legitimate approach to his instruction. This includes multiple deadly force situations.

As a more specific example, in September 2015 just two months as police chief, Chief Kudrick faced an in-custody death after a suspect physically resisted his officers. Chief Kudrick quickly applied lessons-learned from similar incidents throughout the Country and mitigated any potential problems. The officers were found to have not participated in any criminal wrongdoing.

Chief Kudrick strongly advocates the adoption and application of industry "best practices" recognizing a tailored rather than a universal approach to policing respective communities is most effective. Community support needs to be established prior to needing it. Continual improvement is critical in modern day policing. Trust, confidence and respect are key components to the success of any law enforcement agency.

At every level of his career, Chief Kudrick has led by example. He is excited to join fellow professionals in assisting police departments with promoting positive change and public perception. Chief Kudrick strongly supports his motto, "Committed to Community".

Lewis Z. Schlosser, PhD, Officer Liaison and Law Enforcement Expert
Managing Partner
Institute for Forensic Psychology

Dr. Lewis Schlosser is a police and forensic psychologist and managing partner at the Institute for Forensic Psychology (www.ifp-testing.com). He is a licensed psychologist in New York and New Jersey. Dr. Schlosser is a Diplomate of the American Board of Professional Psychology. He is also the former in-house Director of Psychological Services for the New York City Correction Department (2006-2015), a large municipal law enforcement agency with nearly 10,000 officers. Dr. Schlosser has conducted over 5,000 law enforcement recruit, fitness for duty evaluations, and promotional evaluations. He is also on the in-house psychological staff of the Port Authority of New York and New Jersey. Dr. Schlosser is a member of the International Association of Chiefs of Police, Police Psychological Services Section. He is also an affiliate member of the New Jersey State Association of Chiefs of Police and Bergen County Police Chief's Association.

Dr. Schlosser was raised in the State of Maryland. He holds Bachelors, Masters and Ph.D. degrees from the University of Maryland.

Paul Ominsky, Community Policing Expert
Director of Public Safety
Princeton University

Paul L. Ominsky was appointed Executive Director of the Department of Public Safety (DPS) at Princeton University in 2010. His responsibilities include directing the tactical and strategic focus of the Department of Public Safety, managing a budget of over \$10 million dollars and a staff of about 150 full, part time, and casual professionally trained personnel, and overseeing the safety of approximately 5,200 undergraduate students, 2,500 graduate students, and more than 6,000 faculty and staff members. As Executive Director, Mr. Ominsky oversees the Department's four primary functions: community caretaking; providing first response to requests for assistance; enforcement on campus of University regulations, state and local laws, and compliance with relevant fire code regulations; and emergency management, planning and response. Since coming to Princeton in January 2010, Mr. Ominsky has focused on the Department's "Community Caretaking and Service" mission including creating and implementing a prototype community policing initiative. He collaborated with students, faculty, and staff on Department and University initiatives, and also liaises with local officials (Police, Fire, and Emergency Management), state officials and federal officials. Mr. Ominsky holds a B.S. In Psychology and M.ED from the University of Massachusetts in Counseling. Currently, he is an at Large Director of the International Association of Campus Law Enforcement Administrators (IACLEA). He has published journal and magazine articles on the topic of disaster planning and community caretaking and worked as an adjunct instructor at Holyoke Community College in the criminal justice department.

AS-NEEDED LAW ENFORCEMENT SUPPORT TO CHIEF KUDRICK

Bernard P. Fowler
Lieutenant (Services Division)
Howell Township Police Department, Howell, NJ

Lieutenant Bernard P. Fowler is a law enforcement officer with over 20 years of experience. He currently supervises the Services Division of the Howell Twp. Police Department in New Jersey. His responsibilities include overseeing the Training Unit, K-9 Unit, Community Services, Traffic Safety Unit, and the department's Emergency Medical Unit.

Lieutenant Fowler also serves as a Team Leader for the Monmouth County Emergency Response Team (MOCERT). He has responded to and supervised numerous high-risk situations and has participated in various dignitary protection and target-hardening assignments. As a Team Leader, Lieutenant Fowler has participated in policy development for the team, and conducted planning for various critical incidents and high profile events.

Throughout his career, Lieutenant Fowler has designed training programs for, and has trained with Police Officers and First Responders from all over the United States and Canada. He holds numerous instructor certifications from the State of New Jersey, The United States Department of Justice (FBI), the National Tactical Officers Association, Louisiana Tech University, The Justice Institute of British Columbia, among others. One of the more notable training programs that Lieutenant Fowler created and facilitates is the Rapid Response to Active Shooter Program. Lieutenant Fowler has taught this program to over 1000 Law Enforcement Officers from around the region and to the United States Military. He has also lectured on the topic of Active Shooter at churches, government facilities, and in educational settings, both primary and secondary.

Bernie holds a Bachelor of Arts Degree in Public Administration from Kean University. He is also a New Jersey State Certified Emergency Medical Technician (EMT).

Jason S. Roebuck
Director Of Public Safety
City Of Long Branch Police Department, Long Branch, NJ

Public Safety Director Jason Roebuck is a graduate of Penn State University with a Bachelor's degree in Criminal Justice. During his years at Penn State he enlisted in the Army Reserves and was subsequently commissioned as a Second Lieutenant in 1992. He was promoted to Captain in the Army Reserve in 2001.

Director Roebuck became a member of the Long Branch Police Department in August of 1995, and attended the Monmouth County Police Academy. He was assigned to the uniformed patrol division from 1995 until March of 1998, and also served as a training officer during that time. In April of 1998 he was transferred to the Bicycle Patrol Unit

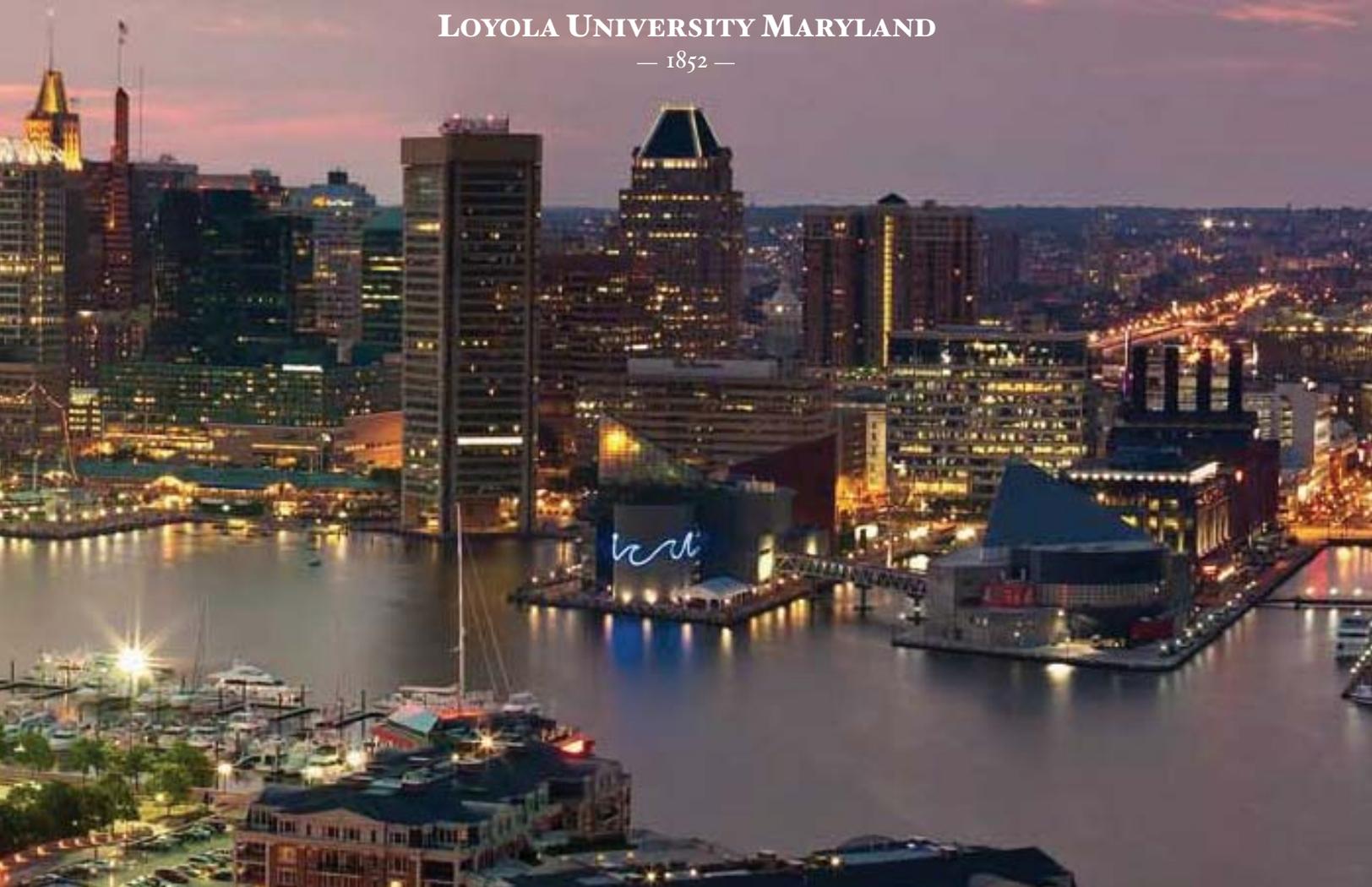
and served there until October of 1999. He was then assigned to the Street Crimes Unit, where he remained until he was promoted to Sergeant in March of 2002. He was reassigned to uniformed patrol, where he served as a Patrol Sergeant. In August of 2002 he returned to the Street Crimes Unit as the Supervisor of the unit, and was promoted to Lieutenant in 2007. He remained assigned to Street Crimes until 2009, when he was reassigned to patrol as the dayshift Platoon Commander. In April of 2012, he was promoted to Captain and was assigned to the Detective Bureau, in the capacity of Division Commander. He became the Director of Public Safety in March of 2013

Director Roebuck has received numerous awards and commendations during his service, including Policeman of the Year in 1998. He has served as a Firearms, Active Shooter and Emergency Vehicle Operations instructor for the department. Director Roebuck was also a member of the Monmouth County Emergency Response Team (MOCERT) from its inception in 2002 until 2012, and served as the Deputy Commander of the team until 2012 when his position as Detective Captain required him to take leave from the team. He was also an active member of the Superior Officer's Association, holding the position of Recording Secretary and the most recent title of President.



LOYOLA UNIVERSITY MARYLAND

— 1852 —



APPENDIX B

Full Team Curriculum Vitae

Puneet Cheema
Trial Attorney - Civil Rights Division
U.S. Department of Justice
601 D Street NW
Washington, DC 20579

Erin Sher Smyth
Purchasing Agent for Baltimore City
231 E. Baltimore Street – 3rd Floor
Baltimore, MD 21202

Submitted to:

**RESUME
JUDGE U.W. CLEMON**

Born April 9, 1943, Fairfield, Alabama

EDUCATION

Westfield High School, Birmingham, Alabama 1961-1965
Class of 1961, SGA President, valedictorian

Miles College, 1961-1965
Student activist, confronted Eugene “Bull” Connor in 1962;
desegregated the Birmingham Public Library during Dr.
Martin Luther King’s 1963 Birmingham Demonstrations
Class of 1965, SGA President and valedictorian

Columbia University School of Law, 1965-1968
Volunteer, Clinton Midtown Youth Project
Clerk, NAACP Legal Defense Fund 1966-1968

ADMISSION TO PRACTICE LAW

Alabama 1968

LAW PRACTICE: 1968-1980

Adams Baker & Clemon, Birmingham, Alabama
Stout et al. v. Jefferson County Board of Education
Afro-American Students Association v. Paul “Bear Bryant”
Ford et al. v. United States Steel Corporation
Parrish v. Board of Commissioners of Alabama Bar Association
Ensley Branch of the NAACP v. Siebels and City of Birmingham
State of Alabama v. Johnny Daniel Beecher
Swint et al. v. Pullman-Standard Company
Tommy Lee Hines v. State of Alabama
Bonita Carter v. City of Birmingham

POLITICAL CAREER

Alabama State Senate 1974-1980

Chair, Rules Committee

Chair, Judiciary Committee

Frequent skirmishes with Governor George C. Wallace on racial issues

JUDICIAL CAREER

Northern District of Alabama 1980-2009

First black appointee to the federal bench in Alabama history

Chief Judge 2000-2007

Notable cases:

Lilly Ledbetter v. Goodyear, 127 S.Ct. 2162 (ultimately resulted in the “Lilly Ledbetter Fair Pay Act”)

Torbert et al. v. Monsanto Corp., (01-1407 N.D.Ala.) (\$600 million settlement of environmental contamination case)

Morgan v. Family Dollar Stores, Inc., 551 F.3d 1233 (11th Cir.2008). (\$35 million FLSA action involving 2500 store managers)

In re Silicone Gel Breast Implants PL and Lindsay v. Dow Corning, MDL# 926, (N.D.Ala. Nos. 92-1000, 94-11558) (administration of \$1 billion nationwide settlement).

POST- JUDICIAL CAREER ACTIVITIES

White Arnold & Dowd P.C., Birmingham, Alabama 2009-2016

Member of Plaintiffs’ Steering Committee, *Blue Cross Blue Shield Antitrust Litigation*, MDL No. 2406; *Conway et al. v. Blue Cross-Blue Shield of Alabama, et al.* N.D.Ala. No. 13-cv-20000-RDP. (largest antitrust class action in the nation)

Alabama Legislative Black Caucus v. State of Alabama, 135 S.Ct. 1257 (2015). (legislative reapportionment)

Stout et al. v. Jefferson County, Hoover, and Gardendale Boards of Education, (N.D.Ala. No. 65-396) (school desegregation cases)

Special Master, *Guterrez v. John Hancock Insurance Company*, (D.Ct. 05-cv-1089). (distribution of \$24 million settlement of class action alleging racially discriminatory premiums)

Plaintiff, *Beer et al. v. United States*, 671 F.3d 1299 (Fed.Cir.2012).

(challenge to salary diminution by federal judges)

PUBLICATIONS

“Making Bricks without Straw: The NAACP Legal Defense Fund and the Development of Civil Rights Law in Alabama 1940-1980” (with Bryan K. Fair), 52 Ala. L. Rev. 52 4:1.

“Justice Clarence Thomas: The Burning of the Bridges,” (with Stephanie Moore) I Ala. C.R. & CL.L. Rev. 40.

AWARDS AND RECOGNITIONS

John Pickering Award of the American Bar Association

C. Francis Stradford Award of the National Bar Association

Judicial Award of Merit of the Alabama Bar Association

“Drum Major” Award of the Southern Christian Leadership Conference

Paul Robeson Award of Columbia Law School; and featured in its alumni magazine as “The Equalizer”

Johnny Cochran “Soaring Eagle” Award, American Association of Justice

Howell Heflin Award of the Alabama Trial Lawyers Association

Distinguished Visiting Professor, University of Alabama Law School

PRESENT EMPLOYMENT

Of counsel, Mehri & Skalet PLLC, Washington, D.C.

Owner, U.W. Clemon, LLC, Birmingham, Alabama

Amelia Friedman

EDUCATION

The University of Texas School of Law, JD, 2013

- ◆ Graduated with High Honors (awarded to the top 5%) and Order of the Coif
- ◆ TEXAS LAW REVIEW, Administrative Editor
- ◆ Quarterfinalist, Thad T. Hutcheson First-Year Moot Court Competition
- ◆ Research Assistant, Professor Justin Driver (assisted with his work in constitutional law)
- ◆ Public Service Scholar, William Wayne Justice Center for Public Interest Law
- ◆ Participated in the Capital Punishment, Immigration, and Juvenile Justice Clinics

University of Auckland

- ◆ BA Honours, 2009 (Political Studies)
- ◆ BA, 2008 (Political Studies and Film, TV & Media Studies)

EXPERIENCE

Mehri & Skalet PLLC, Washington, D.C.,

Associate, June 2017–Present; Find Justice Fellow, June 2015–May 2017

- Complex litigation firm specializing in class actions. Nationwide practice at the trial, appellate, and administrative level that focuses on civil rights, employment and labor, insurance and healthcare, and whistleblower cases.
- Motion practice: draft briefs at trial and appellate level, including oppositions to motions to dismiss, motions for summary judgment, and discovery motions.
- Manage various stages of civil litigation: conduct intake interviews; draft complaints; coordinate document reviews and productions; draft and respond to written discovery; conduct witness interviews; work with expert witnesses; take and defend depositions.
- Participate in mediations and settlement negotiations

The Honorable Nancy F. Atlas, U.S. District Court for the Southern District of Texas—Law Clerk, Houston, Texas, September 2014–September 2015

Assisted judge in researching and writing of opinions and preparing for hearings.

Texas Title Project—Fellow, Houston, Texas, August 2013–August 2014

Provided title-clearing legal services to low-income and minority homeowners throughout Texas to enable their participation in the Hurricane Ike and Dolly Round 2.2 Disaster Recovery Housing Program. Supported government and private employees with administering the program and interpreting ownership guidelines.

Gibson, Dunn & Crutcher, LLP—Summer Associate, Los Angeles, California, Summer 2012

Worked with litigation and labor and employment practice groups.

Texas RioGrande Legal Aid—Law Clerk, Weslaco, Texas, Summer 2011

Researched range of legal issues, drafted document requests, and helped prepare for depositions for civil rights litigation brought on behalf of unaccompanied children in federal detention centers.

PUBLICATION—Note, “Qualified Immunity in the Fifth Circuit: Identifying the ‘Obvious’ Hole in Clearly Established Law,” 90 TEXAS L. REV. 1283 (2012)

- ◆ Awarded Outstanding Civil Procedure Law Note by the *Texas Law Review*

BAR & COURT ADMISSIONS—Texas (2013), the District of Columbia (2016), the United States District Court for the District of Columbia (2017).

Frank D. Golom
Curriculum Vitae

Loyola University Maryland
4501 North Charles Street
Baltimore, MD 21210
fgolom@loyola.edu

EDUCATION

Ph.D. in Social-Organizational Psychology M.A. in Organizational Psychology Teachers College, Columbia University	2005 - 2013
B.A. in Psychology, <i>summa cum laude</i> Loyola University Maryland	2000 - 2004

PROFESSIONAL APPOINTMENTS

Assistant Professor of Applied Psychology Loyola University Maryland	2013 - present
Associate Director of Executive Education Executive Education Programs in Change and Consultation Teachers College, Columbia University	2009 - 2013
Adjunct Assistant Professor Department of Organization and Leadership Programs in Social-Organizational Psychology Teachers College, Columbia University	2008 - 2013
Adjunct Assistant Professor Department of Psychology Barnard College	2011
Adjunct Lecturer Department of Psychology Hunter College, City University of New York	2006 - 2009

SELECTED AWARDS AND HONORS

Best Research Award, Society for Industrial-Organizational Psychology	2014
Best Research Award, Society for Industrial-Organizational Psychology	2008
Phi Beta Kappa	2003

SCHOLARSHIP

My primary area of research explores the perceptual, attitudinal and group process implications of sociodemographic diversity in organizations, particularly differences related to sexual orientation and age/generation. Secondary interests include organization change, development and resistance, and the design of organizational and classroom environments for effective learning and change.

Peer Reviewed Publications

- Cramer, R. J., **Golom, F. D.**, Burke, A. C., Stroud, C. H. & Graham, J. (in press). The lesbian, gay, and bisexual identity scale: Factor analytic evidence and associations with health and well-being. *Measurement and Evaluation in Counseling and Development*.
- Golom, F. D.** (in press). Beneath the surface of organizational life: The contributions of Debra A. Noumair. In D. Szabla, M. Barnes, & W. A. Pasmore, (Eds.), *The Palgrave Handbook of Organizational Change Thinkers*. London, UK: Palgrave Macmillan.
- Perry, E. L., **Golom, F. D.**, Catenacci, L., Ingraham, M. E., Covais, E. M., & Molina, J. J. (2017). Talkin' 'bout your generation: The impact of applicant age and generation on hiring-related perceptions and outcomes. *Work, Aging and Retirement*, 3(2), 186-199.
- Cheung, I., Campbell, L., LeBel, E., . . . DiDonato, T. E., **Golom, F. D.**, . . . Yong, J. C. (2016). Registered replication report: Study 1 from Finkel, Rusbult, Kumashiro, & Hannon (2002). *Perspectives on Psychological Science*, 11(5), 750-764.
- Carlucci, M. E. & **Golom, F. D.** (2016). Juror perceptions of female-female sexual harassment: Do sexual orientation and type of harassment matter? *Journal of Aggression, Conflict and Peace Research*, 8(4), 238-246.
- Liberman, B. E. & **Golom, F. D.** (2015). Think manager, think male? Heterosexuals' stereotypes of gay and lesbian managers. *Equality, Diversity and Inclusion: An International Journal*, 34(7), 566-578.
- Perry, E. L., **Golom, F. D.** & McCarthy, J. A. (2015). Generational differences: Let's not throw the baby boomer out with the bathwater. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 8(3), 376-382.
- Golom, F. D.** (2015). Creating systemic change around lesbian, gay, bisexual and transgender (LGBT) issues: A case analysis and recommendations. In J. C. Hawley (Ed.), *Expanding the circle: Creating an inclusive environment in higher education for LGBTQ students and studies* (pp. 107-126). Albany, NY: State University of New York (SUNY) Press.
- Golom, F. D.** & Noumair, D. A. (2014). No add-ons necessary: Cultural and pedagogical implications of a competency-based approach to training I/O psychologists. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 7(1), 18-21.
- Perry, E. L., Dokko, G., & **Golom, F. D.** (2012). The aging worker and person-environment fit. In J. W. Hedge and W. C. Borman (Eds.), *The Oxford handbook of work and aging* (pp. 187-212). New York, NY: Oxford University Press.

- Golom, F. D.** & Mohr, J. J. (2011). Turn it off! The effects of exposure to male-male erotic imagery on heterosexuals' attitudes toward gay men. *The Journal of Sex Research*, 48(6), 580-589.
- Perry, E. L., Kulik, C. T., Bustamante, J., & **Golom, F. D.** (2010). The impact of reason for training on the relationship between 'best practices' and sexual harassment training effectiveness. *Human Resource Development Quarterly*, 21(2), 187-208.
- Cramer, R. J., **Golom, F. D.**, LoPresto, C. T. & Kirkley, S. (2008). Weighing the evidence: Empirical assessment and ethical implications of conversion therapy. *Ethics and Behavior*, 18(1), 93-114.

Invited National Addresses, Presentations and Workshops

- Graham, R.D., Ward, J., Ahmad, A. **Golom, F. D.**, & Kalla, K. (May, 2017). *Reflections from the intersections*. Invited closing panel at the Bringing Theory to Practice (BTtoP) conference on Intersectionality and Student Well-Being, Chicago, IL.
- Golom, F. D.** (March, 2017). *Diversity, change and its discontents: The role of the library in campus LGBTQ transformation efforts*. Invited presentation at the Association of College and Research Libraries annual conference, Baltimore, MD.
- Golom, F. D.** (March, 2017). *Initiating, leading and sustaining campus social change efforts*. Invited preconference workshop at the American Association of Colleges and Universities annual conference on Diversity, Learning and Student Success, Jacksonville, FL.
- Schreck, J. & **Golom, F. D.** (November, 2016). *Hell doesn't have to be other people: Interprofessional practice for experienced professionals*. Short course delivered at the American Speech-Language-Hearing Association 80th annual conference, Philadelphia, PA.
- Golom, F. D.** (March, 2016). *Engaging LGBTQ students, faculty and studies: Building democratic capacity and academic success*. Invited culminating plenary address delivered at the American Association of Colleges and Universities annual conference on Diversity, Learning and Student Success, Philadelphia, PA.

Conference Presentations

- Carlucci, M. E., & **Golom, F. D.** (March, 2017). *Juror perceptions of female-female sexual harassment: Do sexual orientation and type of harassment matter?* Poster presented at the American Psychology-Law Society annual conference, Seattle, WA.
- Golom, F. D.** (May, 2014). *The process and withdrawal effects of team sexual orientation dissimilarity*. Poster presented at the Society for Industrial-Organizational Psychology 28th annual conference, Honolulu, HI (Winner of 2014 Best LGBT Research Award).
- Golom, F. D.** & Mohr, J. J. (August, 2008). *Exposure to erotic imagery and attitudes toward gay men*. Poster presented at the American Psychological Association 116th annual meeting, Boston, MA.
- Golom, F. D.** & Liberman, B. E. (April, 2008). *Think manager, think male: Stereotypes of gay and lesbian managers*. Paper presented at the Society for Industrial-Organizational Psychology 23rd annual conference, San Francisco, CA (Winner of 2008 Best LGBT Research Award).

Perry, E. L., Kulik, C. T., Bustamante, J., & **Golom, F. D.** (August, 2007). *Impact of best training practices on sexual harassment training effectiveness*. Poster presented at the American Psychological Association 115th annual meeting, San Francisco, CA.

LoPresto, C. T., Cramer, R. J., **Golom, F. D.**, & Kirkley, S. (August, 2007). *Weighing the evidence: Empirical support and ethical implications of conversion therapy*. Poster presented at the American Psychological Association 115th Annual Meeting, San Francisco, CA.

Manuscripts Under Review

Cramer, R. J., Gemberling, T. M., **Golom, F. D.**, Trost, K., Lewis, R. J., & Wright, S. (2017). Examining the Lesbian, Gay, and Bisexual Identity Scale among members of an alternative sexual special interest group. *Archives of Sexual Behavior* (revise and resubmit).

Schreck, J. & **Golom, F. D.** (2017). The journey to interprofessional practice: Are we there yet? *Pediatric Clinics of North America* (under review).

Manuscripts in Progress

Golom, F. D. (2017). Whistling in the wind: The group process and withdrawal implications of sexual orientation relational demography within groups. Manuscript in preparation.

Golom, F. D., Liberman, B. E., & Cruz, C. J. C. (2017). The content of gay and lesbian managerial stereotypes: A two study comparison. Manuscript in preparation.

TEACHING

My primary area of expertise as an instructor is in social science research methods, with a particular focus on conducting and evaluating research from a social psychological perspective and applying research methods principles to real-world organizational challenges. I also teach courses covering topics in industrial-organizational psychology, including human resource management, organizational behavior, consultation and workplace diversity.

Loyola University Maryland

Consultation: Theory and Practice, doctoral	2014 - present
Research Methods in Psychology, masters	2014
Research Methods II (statistics), undergraduate	2014 - present
Research Methods I (design), undergraduate	2013 - present
Industrial/Organizational Psychology, undergraduate	2013 - present

Teachers College, Columbia University

Applied Research Methods in Organizations, executive masters	2011 - 2013
Understanding Behavioral Research, masters	2008 - 2013

Barnard College

Organizational Psychology, undergraduate	2011 (spring)
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Hunter College, City University of New York

Industrial/Organizational Psychology, undergraduate	2008 (fall)
Experimental Social Psychology, undergraduate	2006 - 2008

CONSULTING

My consulting practice focuses on group and individually-based organization development interventions, including leadership development, executive coaching, teambuilding and process consultation.

Executive Coach Talent Management Division, American Express	2017
Head Leadership Development Consultant and Executive Coach Berrie Fellows Leadership Program Jewish Federation of Northern New Jersey	2015 - 2017
Organization Development Consultant Smart Performance Strategies	2013 - 2015
Survey Design and Data Analysis Consultant Martell Consultoria (Brazil)	2015
Executive Coach The Cleveland Clinic	2015
Organization Development Consultant Technical Assistance Center on Disproportionality Steinhardt School of Education, New York University	2014
Facilitator (LGBT workplace issues webinar) LGBT Partner Advisory Board, Pricewaterhouse Coopers	2014
Organization Development Consultant Division of Enrollment Services, Teachers College, Columbia University	2011
Process Consultant Tiffany and Co.	2011
Facilitator (leading change workshop) Division of Student Development, Fordham University	2011
Facilitator (teambuilding workshop) Division of Student Development, Loyola University Maryland	2010
Organization Development Consultant The Hetrick-Martin Institute	2008

PROFESSIONAL SERVICE

Ad Hoc Journal Reviewer

Journal of Applied Behavioral Sciences	2016 - present
Journal of Business and Psychology	2015 - present
Canadian Journal of Administrative Sciences	2015 - present
Psychology Learning and Teaching	2015 - present
Journal of Homosexuality	2014 - present
Communication Monographs	2013 - present
Journal of Sex Research	2010 - present
SIOP Convention Program Committee	2012 - present
APA Convention Program Committee, Division 44	2007 - 2008

Professional Memberships

American Psychological Association	2005 - present
Society for Industrial-Organizational Psychology	2005 - present
Academy of Management	2005 - present
American Psychological Association of Graduate Students	2007 - 2009
Committee on LGBT Concerns (CLGBTC)	

Department and University Committees

Masters Program Committee, member	2015 - present
Academic Standards Committee, member	2014 - present
Tenure Track Applied/Experimental Search Committee, member	2015 - 2016
Visiting Affiliate Professor Search Committee, member	2014 - 2015
Annual Evaluation Criteria Task Force, member	2014 - 2015
Undergraduate Program Committee, member	2013 - 2015

ADANNA J. JOHNSON, Ph.D.

Loyola University Maryland
 Department of Psychology
 Baltimore, Maryland 21210

Office: (410) 617-2904
 Fax: (410) 617-2904
ajjohnson@loyola.edu

Professional Experience

Director, African & African American Studies University Maryland	2014-PresentLoyola
Associate Professor. Department of Psychology University Maryland	2008-PresentLoyola

Education

Doctorate of Philosophy in Psychology in Counseling Psychology Department of Counseling and Educational Psychology <i>Marquette University, Milwaukee, Wisconsin</i> (Full APA Accreditation)	2005
Master of Arts in Counseling, Community Emphasis) Department of Counseling and Educational Psychology <i>Marquette University, Milwaukee, Wisconsin</i>	2001
Bachelor of Science in Psychology, Spanish Minor, Magna Cum Laude Department of Psychology <i>Prairie View A&M University, Prairie View, Texas</i>	1999

Licensure

Licensed Psychologist State of Maryland (License number: 04921)	2011-Present
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Peer-Reviewed Publications

Talleyrand, R., Gordon, A.D., Daquin, J.V., & **Johnson, A.J.** (2016). Expanding our understanding of eating practices, body image, and appearance in African American women: A qualitative study. *Journal of Black Psychology*, Online May 11, 2016. doi:10.1177/0095798416649086

- Johnson, A.J.** (2013). Therapist know thyself: Fostering cultural competence in clinical supervision. *The Behavioral Therapist*, 36(5), 117-121.
- Lyons, H., Bike, D., **Johnson, A.**, Meza, O., & Flores, L. (2013). Conducting culturally competent qualitative and mixed methods research. (2013). *Journal for Social Action in Counseling and Psychology*, 5 (2), 10-25.
- Lyons, H. Z., Bike, D.H., **Johnson, A.J.**, & Bethea, A. (2012). Culturally competent qualitative research with People of African Descent. *Journal of Black Psychology*, 38 (2), 153-171.
doi:10.1177/0095798411414019
- Pruitt, N.T., **Johnson, A.J.**, Catlin, L., & Knox, S. (2010). Influences on female counseling psychology associate professors' decisions regarding pursuit of full-professorship. *The Counseling Psychologist*, 38 (8), 1139-1173.
- Coleman, M.N., & **Johnson, A.J.** (2009). Sankofa: History of and aspirations for Black psychology through the eyes of our elders. In H.A. Neville, B.M. Tynes, & S. O Utsey (Eds.), *The Handbook of African American Psychology*. (pp. 19-32). Thousand Oaks, CA: Sage
- Burkard, A.W., **Johnson, A.J.**, Madson, M.B., Pruitt, N.T., Contreras-Tadych, D.A., Kozlowski, J.M., Hess, S.A., & Knox, S. (2006). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision. *Journal of Counseling Psychology*, 53,(3), 288-301.
- Knox, S., Burkard, A.W., **Johnson, A.J.**, Ponterotto, J., & Suzuki, L. (2003). Effects of addressing race in African American and European American cross-racial psychotherapy dyads. *Journal of Counseling Psychology*, 50(4), 466-481.

Research in Progress

- Johnson, A.J.** (in progress). *Ancient wisdom, modern times: Traditional Ghanaian healers' treatment of mental health issues.*
- Johnson, A. J.** (in progress). Coleman, K., & Jackson, K. *African dance for life: Black women's experiences of well-being and community.*

Peer-Reviewed Presentations

- Johnson, A. J.**, Coleman, K., Jackson, K., & Pendleton, T. *African dance for life: Black women's experiences of well-being and community.* Poster presentation at the 45th Annual International Convention of the Association of Black Psychologists, New Orleans, LA. (July, 2013).

- Johnson, A.J. & Codrington, J. *The power of African cultural arts: Promoting holistic health, healing, and community building in the African diaspora*. Presentation conducted at the 30th International Congress of Psychology, Cape Town, South Africa. (July, 2012).
- Johnson, A.J. *Ancient wisdom, modern times: Healers' treatment of contemporary issues*. Presentation conducted at the 43rd Annual International Convention of the Association of Black Psychologists, Washington, DC. (August, 2011)
- Codrington, J. & **Johnson, A.J.** *Healing the mind, body, and spirit through African cultural arts*. Presentation conducted at the 43rd Annual International Convention of the Association of Black Psychologists, Washington, DC. (August, 2011).
- Johnson, A.J.**, Coleman, M.N., Grayman, N.A., DeLoach, C. *Strategizing for the success of Black women psychologists in the academy*. Symposium conducted at the 41st Annual International Convention of the Association of Black Psychologists, Atlanta, GA. (August, 2009).
- Johnson, A. J.**, Pruitt, N., Catlin, L., & Burkard, A.. *African American doctoral students in Counseling Psychology*. Paper presented at the annual meeting of the International Counseling Psychology Conference, Chicago, IL. (March, 2008).
- Lyons, H.Z., **Johnson, A.J.**, O'Brien, K.M., Bike, D., Brown-Koldin, F., Im, J., Leckey, J., Mattson, M., Nichols, T., Raughley, B., & Smith, H.L. *Meanings ascribed to work by chronically unemployed African Americans*. Poster presentation at the meeting of the American Psychological Association, San Francisco, CA. (August, 2007).
- Bolden, M.A.; **Johnson, A.J.**; Washington, K., Ball, J.; Hamlin, H.; Lyons, H. Z., Pieterse, A., Utsey, S.O. *ACTIVE! NDABA: Evaluating the pre-conference African-Centered Trauma Initiative: Moving from lip service to community service*. Think tank presented at the 39th Annual International Convention of The Association of Black Psychologists, Houston, TX. (August, 2007).
- Johnson, A.J.**, Monteiro, N., Wall, D. *Beyond the body: Psychologists' and healers experiences' with African dance and drumming*. Symposium at the 4th Annual National Black Counseling Psychologists Conference, Washington, D.C. (April, 2007).
- Burkard, A.W., **Johnson, A.J.**, & Pruitt, N.T. *Supervisor responsiveness and unresponsiveness in cross-cultural supervision*. Poster presentation at the National Multicultural Summit and Conference, Seattle, WA. (January, 2007).
- Burkard, A.W., **Johnson, A.J.**, Kozlowski, J., Madson, M., Pruitt, N., Contreras-Tadych, D., Knox, S., Hess, S.A.). *Cultural responsiveness and unresponsiveness in cross-cultural supervision*. Poster presentation at the meeting of the American Psychological Association, Honolulu, HI. (August, 2004)
- Burkard, A.W., Ponterotto, J., **Johnson, A.J.**, & Costa, C. I. *The multicultural personality: A preliminary investigation*. Poster presentation at the meeting of the American Psychological Association,

Honolulu, HI. (2004, August).

Invited Presentations

Johnson, A.J. *I am my father's daughter: Tools for student of color success in college.* Invited keynote at Loyola University Maryland's Annual ALANA Breakfast, Baltimore, MD. (September, 2014).

Johnson, A.J., Bolte, J., & Smith, A. *Experiences of African American children in urban schools.* Invited panelist at Resiliency Symposium for the Alliance for Community Schools and Teachers, Baltimore, MD. (April, 2013).

Washington, K., Bolden, M.A., **Johnson, A.J.**, & Coleman, M.N. *Mbongi Assembly: Unwrapping the rap in hip-hop.* Invited roundtable presented at the 40th Annual International Convention of The Association of Black Psychologists, Oakland, CA. (August, 2008).

Neville, H., Sanders-Phillips, K., **Johnson, A.J.** & French, B. 'Womentorship.' Think tank at the 4th Annual National Black Counseling Psychologists Conference, Washington, D.C. (April, 2007).

Washington, K. & Ajamu, A. *The role, responsibility, and right of African scholarship in the African healer's (psychologists') vocation: the elevation of the African psychology institute through an intergenerational dialogue.* Invited discussants: Invited students: Mark A. Bolden & **Adanna J. Johnson.** Symposium presented at the **36th Annual International Convention of The Association of Black Psychologists, Washington, D.C.** (August, 2004).

Media Interviews

Johnson, A.J. (June 20, 2016). Maryland's psychiatric backlog, incarceration, and race. [S. Yoes, Interviewer]. Retrieved from <http://afro.com/states-psychiatric-backlog-is-a-dangerous-disgrace/>

Psychotherapy Networker's: Clinician's Digest (September/October, 2015). The Emotional emancipation movement. Featured as an expert in psychology.
<https://www2.psychonetworker.org/magazine/recentissues/2015-sep/oct/item/2718-clinicians-digest>

Beyond Loyola Magazine (November, 2014). How to achieve your goal. Featured as an expert in psychology.
<http://magazine.loyola.edu/issue/category/beyond-loyola>

Johnson, A.J. (July 1, 2013). How poverty influences the brain [M. Steiner, Interviewer]. Retrieved from <http://www.steinershow.org/podcasts/science/how-poverty-influences-the-brain/>

Johnson, A.J. (April 4, 2013). Children and ADHD: Are we overdiagnosing? [M. Steiner, Interviewer]. Retrieved from <http://www.steinershow.org/podcasts/science/adhd-in-children/>

Teaching Experience

Associate Professor, Department of Psychology 7/2015-Present
Assistant Professor, Department of Psychology 8/2008-6/2015
Loyola University Maryland

Courses: Marriage & Family Therapy, Masters/Doctoral; Counseling Persons on African Descent; Multicultural Issues in Psychology, Undergraduate (*Service-Learning Course*); Introduction to Black Psychology, Undergraduate; Advanced Special Topics in Psychology: Psychology of the Black Experience, Undergraduate; Diversity Issues in Psychology, Masters; Advanced Abnormal Psychology, Masters, Doctoral; Principles and Practices of Psychotherapy, Masters; Use of Tests in Counseling, Masters; Child & Adolescent Therapy Supervision, Doctoral; Child Assessment Supervision, Doctoral

Visiting Assistant Professor, Counseling Psychology Program 8/2007-7/2008
University of Houston

Courses: Clinical Externship, Doctoral; Introduction to Counseling Skills, Masters; Analysis of Community Resources and Human Services, Undergraduate; Development of Self-Regulated Learning, Undergraduate

Clinical and Community Outreach Experience

Co-Facilitator 4/2015-Present
 Baltimore, Maryland

Conduct a monthly support group called an Emotional Emancipation Circle (EEC) sponsored by Community Healing Network & the Association of Black Psychologists

Ipako Wellness 3/2013-Present
 Baltimore, Maryland

Maintain a small private practice of pro bono, sliding scale, and full fee psychotherapy and continuing education

Instructor/Supervisor for Predoctoral Internship Seminar in Diversity 8/2013-Present
Spring Grove Hospital, Baltimore, Maryland

Provide training and supervision in addressing cultural issues in therapy and assessment

Psychology Postdoctoral Fellow 2/2007-3/2008
Mental Wellness Services, Houston, Texas
 Clinical Supervisor: Rosell Jenkins, Ph.D., Licensed Psychologist

Provided individual and group psychotherapy and psychoeducational assessment in a small private practice

Psychology Postdoctoral Fellow 8/2005-7/2006
Salesmanship Club Youth and Family Centers (APA-Accredited), Dallas, Texas
 Clinical Supervisor: Ken Graves, Ph.D., Licensed Psychologist

Provided individual and family psychotherapy and psychoeducational assessments to an urban, underserved community

Predoctoral Psychology Intern 8/2004-8/2005
Salesmanship Club Youth and Family Centers, Dallas, Texas
 Clinical Supervisor: Ken Graves, Ph.D., Licensed Psychologist
 Provided individual and family psychotherapy and psychoeducational assessments to an urban, underserved community as a part of an APA accredited, APPIC member pre-doctoral internship

Professional Affiliations

Association of Black Psychologists	1998 to Present
District of Columbia Chapter of the Association of Black Psychologists	2008 to 2010
Houston Chapter of the Association of Black Psychologists	2005 to 2008
Dallas Psychological Association - Student Affiliate	2004 to 2006

Professional Service

Rules Committee Chair, Member of National Board of Directors 2015-Present
Association of Black Psychologists

Ad hoc Reviewer 2012-Present
The Clinical Supervisor

Committee Member, Licensure Certification Proficiency Program (LCPP) 2011-2015
Association of Black Psychologists

Ad hoc Reviewer 2007-Present
Journal of Black Psychology

Ad hoc Reviewer 2008-2011
Journal of Positive Psychology

Member 2006-2010
National Black Counseling Psychologists Conference Advisory Board

Member 2006-2008
Coalition of Urban Resource Experts, Houston, Texas

Chair, National Convention Rituals and Special Events Committee 2006-2007
Association of Black Psychologists

Member 2006-2007

*National Black Counseling Psychologists Conference Planning Committee***Awards and Scholarships**

Ethnic and Racial Diversity Committee, Individual Award <i>National Council of Schools and Programs of Professional Psychology (NCSP)</i>	2017
Exemplary Dedication to the Black Community Award <i>Black Student Association, Loyola University Maryland</i>	2017
Certificate of Recognition for Community Involvement <i>City of Baltimore (Mayor Stephanie Rawlings-Blake)</i>	2016
Mentor of the Year <i>Maryland Psychological Association of Graduate Students (MPAGS)</i>	2015
“Planting Seeds Award” for Excellence in Teaching and Mentorship <i>Black Student Association, Loyola University Maryland</i>	2010
Doctoral Student of the Year <i>Counseling and Educational Psychology Department, Marquette University</i>	2006
Graduate Student Organization Scholarship <i>Counseling and Educational Psychology Dept., Marquette University</i>	2004
Minority Fellowship <i>Marquette University</i>	2001

Community Organizations

Board of Directors <i>Sankofa Children’s Museum of African Cultures</i>	2016-Present
Research Associate <i>Alliance for Community Teachers and Schools (ACTS)</i>	2014-Present
Advisory Board Member <i>Alliance for Community Teachers and Schools (ACTS)</i>	2013-Present
Board of Directors, Chair <i>DewMore Baltimore</i>	2013-2015
Board of Directors, Vice Chair <i>DewMore Baltimore</i>	2012-2013

Workshops/Outreach

Continuing Education Workshop Facilitator “‘Looks Could Kill’: Understanding the Role of Racism-Related Stress and Trauma in Psychotherapy” Multicultural Workshop <i>Maryland Psychological Association, Annapolis, MD</i>	3/2017
Continuing Education Workshop Facilitator “Culturally Competent Psychotherapy with Clients of African Descent” <i>Springfield Hospital Center, Sykesville, MD</i>	10/2014, 5/2016, 5/2017
Workshop Facilitator “Trauma-Informed Teaching in Community Schools” <i>Alliance for Community Teachers and Schools (ACTS)</i> James McHenry Elementary/Middle School, Baltimore, MD	8/2014
Workshop Facilitator “A Resiliency Framework for Community Schools” <i>Alliance for Community Teachers and Schools (ACTS)</i> Baltimore City Community School Coordinators Baltimore Family League, Baltimore, MD	5/2014, 7/2014
Continuing Education Workshop Facilitator “Fostering Cultural Competence in Supervision” <i>Hope Health Systems, Baltimore, MD</i>	11/2013
Continuing Education Workshop Facilitator “Understanding Historical, Political, & Social Context: Working with African American Clients” <i>Jewish Family Services, Baltimore, MD</i>	11/2013
Continuing Education Workshop Facilitator “Fostering Cultural Competence in Supervision” <i>Spring Grove Hospital, Baltimore, MD</i>	10/2013
Workshop Facilitator Middle-School Self-Esteem Enrichment Program <i>REACH! Academy Summer Program, Baltimore, MD</i>	7/2013
Workshop Facilitator “I Am Not My Hair...Or Am I? Exploring the Psychological, Social, and Political Implications of Black Hair for Women and Girls” <i>Milwaukee Natural Hair Care Expo, Milwaukee, Wisconsin</i>	6/2013
Continuing Education Workshop Facilitator “Working with Clients of African Descent” <i>Baltimore Psychological Association, Baltimore, MD</i>	1/2013
Continuing Education Workshop Facilitator “Treating African American Families” <i>Maryland Psychological Association, Columbia, MD</i>	3/2012

Clinical Expert Testimony <i>Peoples International Tribunal for Hurricanes Katrina and Rita, New Orleans, LA</i>	9/2007
Program Organizer, Facilitator <i>African-Centered Trauma Initiative (ACTIVE!) Association of Black Psychologists (ABPsi), Houston, TX</i>	8/2007
Facilitator "Holiday Blues (Depression and Anxiety) Workshop" <i>Coalition of Urban Resource Experts, Houston, TX</i>	12/2006
Facilitator Adolescent-Parent Communication Workshop Teenage Girl's Rites of Passage Program <i>New Faith Fellowship, Houston, TX</i>	12/2006
Co-Facilitator "Improving Self-Esteem," Children's Workshop <i>Coalition of Urban Resource Experts, Houston, TX</i>	10/2006
Institutional Service	
Co-Chair <i>Racial Justice Training Implementation Advisory Board</i>	2016-Present
Chair <i>Applied/Experimental Tenure-track Faculty Search Committee</i>	2015-2016
Planning Committee Member, Facilitator <i>ALANA-Sponsored "Women of Color Conference"</i>	2015-Present
Elected Social Sciences Representative <i>Faculty Affairs Committee</i>	2014-2016
Member <i>Urban Education Steering Committee</i>	2015-Present
Member <i>Kolvenbach Community-Based Research Grant Committee</i>	2012-2013
Mentor, Facilitator <i>ALANA-Sponsored "Sister to Sister" Program for Women Students of Color</i>	Fall 2010-Present
Faculty Affiliate <i>African and African American Studies Minor</i>	2010-2014
Member	2009-2014

African and African American Studies Minor Steering Committee

Member <i>Psychology Department Undergraduate Program</i>	Fall 2009-Present
Facilitator <i>Women's Leadership Workshop</i>	Spring 2011
Member <i>Common Text Committee</i>	2010-2011
Facilitator <i>ALANA-Sponsored "Sister to Sister" Retreat for Women Students of Color</i>	Fall 2010
Speaker <i>Loyola University Multicultural Awareness Program (MAP)</i>	Fall 2010
Fellow <i>Service-Learning Faculty Development Fellowship Program</i>	Summer 2010
Participant <i>Academic Portfolio Workshop Participant</i>	Summer 2010
Member <i>Psychology Department Doctoral Program Committee</i>	Fall 2008-Spring 2009
Selected Faculty Participant <i>Encounter El Salvador Cultural Immersion Program</i>	Fall 2009-Summer 2010

Dissertations and Theses Advised

- Bishop, T. (in progress). Qualitative exploration of parenting relationships for incarcerated parents and their minor children. Dissertation Student: Major Reader.
- Dhar, A. (in progress). Second Generation Participation in Indian Classical Dance: A Qualitative Exploration. Dissertation Student: Major Reader.
- Houk, M. (in progress). Investigating factors related to military culture, "Don't ask, don't tell" repeal, and military mental health care. Dissertation Student: Major Reader.
- Oni, O. (in progress). Second generation West Africans' experience of mental health service seeking and utilization in the United States. Dissertation Student: Major Reader.
- Williams, K. (in progress). Qualitative exploration of Black lesbian-identified women's experiences in interracial relationships. Dissertation Student: Major Reader.
- Schorr, Y. (2017). Sexual encounters of college age heterosexual women: A biopsychosocial perspective on today's "Hook Up Culture." Dissertation Student: Third Reader.
- Turrall, J. (2017). Behind bars, hearing a child's cry: Correctional institutional experiences of juveniles housed

with adults. Dissertation Student: Second Reader.

Dodds, A. (2016). Ethnicity and ethnic identity in the relation between parenting behaviors and anxiety in a diverse college student sample. Dissertation Student: Second Reader.

Essien, D. (2016). West African immigrants: Exploring relations between acculturation, acculturative stress and mental health. Dissertation Student: Second Reader.

Mejia, I. (2016). Exploring a taxonomy of racial microaggressions in the lives of Latinas/os. Dissertation Student: Second Reader.

Poston, K. (2016). Sexual assault trials: The relation between defendant's race and presence of an expert witness on case outcome. Thesis Student: Major Reader.

Barnett, G. (2015). Adolescent's duration of progression from initiation of opioid use to heroin injection. Thesis Student: Major Reader.

McCutchan, J. (2014). Risk and protective factors for suicide amongst Samoan adolescents residing in the United States. Dissertation Student: Major Reader.

Herlyn, B. (2014). Masculinity, sociocultural factors, and the help-seeking behavior of Latino men. Dissertation Student: Second Reader.

Richardson, E. (2014). Expressions of faith: Exploring adolescent religious and spiritual identity in social media. Dissertation Student: External Reader.

Phillip, D. (2014). Depression and anxiety among lesbian, gay, and bisexual individuals in the English-speaking Caribbean. Dissertation Student: Second Reader.

Hogan, K. (2013). Adolescent sexual decision-making: A qualitative investigation of the influence of parents, peers, and media. Dissertation Student: Second Reader.

Mahfouz, S. (2013). The cultural validity of Gottfredson's theory of circumscription and compromise with Egyptian undergraduates. Thesis Student: Second Reader.

Mansaray, M. (2013). The predictability of perceived racism and college satisfaction on college self-efficacy among African-American male college students. Dissertation Student: Major Reader.

Chen, D. (2012). Understanding hoarding from a terror management perspective: Mortality salience as a mediator of the relation between traumatic life events and hoarding. Thesis Student: Third Reader.

Howe, C. (2012). Lesbian and gay community and stigma of seeking mental health services: self-stigma and social stigma and determinants for seeking or avoiding therapy. Dissertation Student: Second Reader.

ANDREW A. KUDRICK, JR. CHIEF OF POLICE

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PROFESSIONAL OVERVIEW

- F Progressive, motivated and broadly skilled police officer with more than 25 years of extensive experience in emergency services and public safety. Disciplined leader with proven ability to remain calm and deliver quality results in high pressure situations. Excels at interpersonal communication, problem solving and conflict resolution. Promotes a positive work atmosphere and relationship with employees and the community. Incorporates team approaches to common goals. Consistently striving to excel through continual improvement by employing latest technology, equipment and training to ensure the highest quality of service is delivered while maintaining fiscal responsibility.

EXPERIENCE

Howell Police Department

Supervision/Administration

Chief of Police – Appointed July 1, 2015 to present

- Directly responsible for 153 sworn/civilian personnel
- Prepare/manage 14.5 million dollar annual budget
- Develop policies and procedures representing industry “best practices”
- Maintain positive relationship with four labor unions
- Chief’s Liaison – Monmouth County Emergency Response Team – Mo.C.E.R.T. (S.W.A.T.)
- Ensure compliance with all Local, State, Federal laws
- Uphold the U.S. Constitution

Captain – October, 2012 – June, 2015

- Administration Division - Detective Bureau, Internal Affairs Unit, Records Bureau
- Operations Division – Patrol Bureau, 9-1-1 Communications
- Services Division – EMS Unit, Community Relations Unit, School Resources Unit, Training Bureau, Accreditation

Lieutenant - October, 2005 – October, 2012

- Services Division, Training Unit – Oversee the training of all sworn and civilian staff, develop training that typically exceeded mandates, developed new programs to enhance officer’s knowledge, skills and abilities.
- Operations Division, Patrol Bureau - Squad Commander

Sergeant – December, 2002 – October, 2005

- Operations Division, Patrol Bureau – Road Sergeant/Shift supervisor

Non-Supervisory

Patrolman – January 1995 – December, 2002

- Operations Division, Patrol Bureau

Civilian

- 9-1-1 Telecommunications Operator – Howell Police. January, 1994 – January, 1995

Specialized Assignments

- Field Training Officer – 1996 – 2010
- Emergency Medical Technician - 1998
- Tactical Unit/Mo.C.E.R.T. – 1998-2012
Team Leader – 2003-2012
- Canine Handler (patrol/narcotics) – November, 1999 – December, 2010
- Department Instructor – CPR, Firearms (Handgun, shotgun, Rifle, advanced), Tactics, Domestic Violence, Use of Force, Pursuit
- New Jersey Certified Police Instructor – Department of Law and Public Safety, Division of Criminal Justice, Police Training Commission

Academy Instruction

Methods of Instruction – 2005 – 2015, Ocean County Police Academy, Monmouth County Police Academy

Use of Force / Pursuit – 2012 – Present, Monmouth County Police Academy

EDUCATION

M.A.S. in Public Administration - Fairleigh Dickerson University, Madison, New Jersey

Certified Public Manager – State of New Jersey, Department of Personnel

CERTIFICATIONS/ADVANCED COURSES

Available upon request

REFERENCES

Available upon request

- Lyons, H. Z.,** Bike, D. H. *, Ojeda, L., Rosales, R., Johnson, A. ** & Flores, L. (2013). Qualitative research for social justice with multicultural populations. *Journal of Social Action in Counseling and Psychology, 5*, 10-25.
- Lyons, H. Z.,** Bike, D. H.*, Johnson, A.**, & Bethea, A. (2012). Culturally competent qualitative research with people of African descent. *Journal of Black Psychology, 38*, 153-171. doi:10.1177/0095798411414019
- Lyons, H.Z.** (2011). Responding to hard times in the 'Big Easy': Meeting the vocational needs of low-income African American New Orleans residents. *Career Development Quarterly, 59*, 290-302. doi:10.1002/j.2161-0045.2011.tb00070.x
- Schlosser, L. Z., **Lyons, H. Z.,** Talleyrand, R. M., Kim, B. S. K., & Johnson, W. B. (2011). Advisor-advisee relationships in graduate training programs. *Journal of Career Development, 38*, 3-18. doi:10.1177/0894845309358887
- Schlosser, L. Z., Talleyrand, R. M., **Lyons, H. Z.,** Kim, B. S. K., & Johnson, W. B. (2011). Multicultural issues in graduate advising relationships. *Journal of Career Development, 38*, 19-43. doi:10.1177/0894845309359285
- Schlosser, L. Z., **Lyons, H. Z.,** Talleyrand, R. M., Kim, B. S. K., & Johnson, W. B. (2011). A multiculturally-infused model of graduate advising relationships. *Journal of Career Development, 38*, 44-61. doi:10.1177/0894845309359286
- Borden, L.*, Sherman, M. F. **, Lopresto, C. T. **, & **Lyons, H. Z.** (2010). Perceptions of self-disclosing counselors among lesbian, gay and bisexual Individuals. *Journal of LGBT Issues in Counseling, 4*, 54 - 69. doi:10.1080/15538605.2010.481958
- Brenner, B. R., **Lyons, H. Z.,** & Fassinger, R. (2010). Can heterosexism harm organizations? Predicting the perceived organizational citizenship behaviors of gay and lesbian employees. *Career Development Quarterly, 58*, 321-335. doi:10.1002/j.2161-0045.2010.tb00181.x
- Lyons, H.Z.,** Bieschke, K. J., Dendy, A. K., Worthington, R. L., & Georgemiller, R. (2010). Psychologists' competence to treat lesbian, gay, and bisexual clients: State of the field and strategies for improvement. *Professional Psychology: Research and Practice, 41*, 424-434. doi:10.1037/a0021121
- Lyons, H. Z.,** Brenner, B. R., & Lipman, J.* (2010). Patterns of career and identity interference for lesbian, gay, and bisexual young adults. *Journal of Homosexuality, 57*, 503-524. doi:10.1080/00918361003608699
- Kallampally, G. A.*, Oakes, K. E.**, **Lyons, H.Z.,** Greer, J. M., & Gillespie, C. K. (2007). Gender, psychological resilience, acculturation and spirituality as predictors of Asian Indian American marital satisfaction. *Journal of Spirituality in Mental Health, 10*, 35-52. doi:10.1300/J515v10n01_04
- Schlosser, L. Z., Talleyrand, R. M., **Lyons, H. Z.,** & Baker, L. M. (2007). Racism, antisemitism, and the schism between Blacks and Jews in the United States: A pilot intergroup encounter program. *Journal of Multicultural Counseling and Development, 35*, 116-128. doi:10.1002/j.2161-1912.2007.tb00054.x
- Lyons, H. Z.** & O'Brien, K. M. (2006). The role of person-environment fit in the job satisfaction and tenure intentions of African American employees. *Journal of Counseling Psychology, 53*, 387-396. doi:10.1037/0022-0167.53.4.387
- Lent, R. W., Brown, S. D., Sheu, H. B., Schmidt, J., Brenner, B., Gloster, C. S., Wilkins, G., Schmidt, L. C. **Lyons, H. Z.,** & Treistman, D. (2005). Social cognitive predictors of engineering students' academic goals: Utility for women and students at Historically Black Universities, *Journal of Counseling Psychology, 52*, 84-92. doi:10.1037/0022-0167.52.1.84
- Lyons, H. Z.,** Brenner, B. R., & Fassinger, R. (2005). Multicultural test of the Theory of Work Adjustment: Investigating the role of heterosexism and person-environment fit in the job satisfaction of lesbian, gay, and bisexual employees. *Journal of Counseling Psychology, 52*, 537-548. doi:10.1037/0022-0167.52.4.537
- Kim, B. S. K., & **Lyons, H. Z.** (2003). Experiential activities and multicultural counseling competence training. *Journal of Counseling and Development, 81*, 400-408. doi:10.1002/j.1556-6678.2003.tb00266.x
- Lent, R. W., Brown, S. D., Schmidt, J., Brenner, B., **Lyons, H. Z.,** & Treistman, D. (2003). Relation of contextual supports and barriers to choice behavior in engineering majors: Test of alternative social cognitive models. *Journal of Counseling Psychology, 50*, 458-465. doi:10.1037/0022-0167.50.4.458
- Wexler, B.E., Lyons, L., **Lyons, H.,** & Mazzuro, C. (1997). Physical and sexual abuse during childhood and development of psychiatric illness during adulthood. *The Journal of Nervous and Mental Disease, 185*, 522-524. doi:10.1097/00005053-199708000-00009

BOOK CHAPTERS

* Denotes Loyola University Maryland Student Involvement

- Lyons, H. Z.** (2014). Work values in the lives of diverse individuals: Examining race and socioeconomic status. In M. P. Pope, L. Y. Flores, & P. J. Rottinghaus (Eds.), *The role of values in careers* (pp.117-126). Charlotte, NC: Information Age Publishing.
- Lyons, H.Z.,** & Bike, D.H.* (2010). Designing and interpreting qualitative research in multicultural counseling. In J.G. Ponterotto, J.M. Casas, L.A. Suzuki, & C.M. Alexander (Eds.), *Handbook of multicultural counseling* (3rd ed., pp. 413-425). Thousand Oaks, CA: Sage.

SUBMITTED PUBLICATIONS

* Denotes Loyola University Maryland Student Involvement

** Denotes Loyola University Maryland Faculty Collaborator

- Lyons, H. Z.,** Johnson, A., Koldin, F. B.*, Mattson, M.*, Nichols, T.*, & Leckey, J.* (submitted). Values ascribed to work by African American women of low socioeconomic status: A qualitative analysis.

RESEARCH IN PROGRESS

* Denotes Loyola University Maryland Student Involvement

** Denotes Loyola University Maryland Faculty Collaborator

- Lyons, H. Z.,** Velez, B., Castine, E.* & Moise, G.* (in progress). Using Social Cognitive Career Theory to predict the job search behaviors of African Americans experiencing chronic unemployment.
- Lyons, H. Z.,** O'Brien, K. M., Bike, D. H.*, Raughley, B.*, Im, J.*, Smith, H. L.**, & Leckey, J.* (in progress). Values ascribed to work by African American men of low socioeconomic status: A qualitative analysis.

PEER-REVIEWED PRESENTATIONS

* Denotes Loyola University Maryland Student Involvement

** Denotes Loyola University Maryland Faculty Collaborator

- Bishop, T.*, Johnson-Evans, A.**, **Lyons, H.,** Muth, W., & O'Grady, K.** (April, 2016). *Exploration of parenting relationships of incarcerated parents and their minor children*. Emerging Scholars: A Celebration of Graduate Research, Loyola University Maryland, Baltimore, MD.
- Olmstead, C.*, Johnson-Evans, A. J.**, **Lyons, H.,** & Golom, F.** (2016, April). *Perspectives on racial socialization and race lessons of transracially adopted Black children*. Poster presented at the Loyola University Emerging Scholars Research Conference, Baltimore, MD.
- Silva, M.*, Carlucci, M.**, **Lyons, H.Z.,** & McLearn, A. (April, 2016). *Disparities related to vulnerability for recruitment into commercial sexual exploitation among female offender minorities*. Emerging Scholars: A Celebration of Graduate Research, Loyola University Maryland, Baltimore, MD.
- Mahfouz, S.*, **Lyons, H. Z.,** Johnson-Evans, A.J.**, & Haskins, D. (2015, August). Gottfredson's (1981) Theory of Circumscription and Compromise with Egyptian undergraduates. In S. Ali & D. Mollen (Chairs), *Women's work issues in international health, and economic contexts*. Symposium conducted at the meeting of the American Psychological Association, Toronto, Canada.
- Amoyal, N. R.*, Sherman, M. F.,** **Lyons, H.,** & LoPresto, C.** (2011, March 12). Elevation and its relation to depression and axis ii functioning. Poster presented at the 82th Annual Eastern Psychological Association Convention, Cambridge, MA.
- Phillip, D.K.*, & **Lyons, H.Z.** (2011). Bullermen and zami blues: LGB West Indians' mental health concerns. Poster presented at the Caribbean Regional Conference of Psychology, Nassau, Bahamas.
- Lyons, H. Z.,** Brenner, B. R., & Fassinger, R. E. (2010). LGB employees protected and unprotected by state civil rights legislation. Symposium accepted for presentation at the 118th annual convention of the American Psychological Association, San Diego, CA.
- Lau, D.*, **Lyons, H.,** Culotta, V., Griffith, K., Coiro, M.**, Papadakis, A.**, & Weden, S. (2010, October). A

- Test of the Health Belief Model: The ability of barriers, benefits, susceptibility, and severity perceptions to predict parental adherence to pediatric assessment recommendations. Poster accepted for presentation at the annual meeting of the National Academy of Neuropsychology, Vancouver BC.
- Lyons, H. Z.** (2009). Bringing justice into the classroom: Barrier and effective strategies. Commitment to Justice in Jesuit Higher Education conference. Fairfield University, June, 2009, Fairfield, CT.
- Klingaman, B.*, Lating, J.***, Sherman, M.** & **Lyons, H.Z.** (2008). Social anxiety, social physique anxiety, acculturation, and enculturation among Latina women: The moderating roles of acculturation and enculturation. Poster presented at the 116th annual convention of the American Psychological Association, Boston, MA.
- Ettigi, S.* & **Lyons, H. Z.** (2008). The relation between ethnic identity, cultural dissonance and life satisfaction among second generation South Asian Americans. Symposium presented at the 116th annual convention of the American Psychological Association, Boston, MA.
- Lyons, H. Z.** (2008). Racism: Training White parents to educate and advocate for transracially adopted children. Symposium presented at the International Counseling Psychology Conference, Division 17, American Psychological Association, Chicago, Illinois. (Chairs: Karen M. O'Brien and Kathy Zamostny).
- Lyons, H. Z.,** O'Brien, K. M., Johnson, A.***, Bike, D.H.*, Brown, F.*, Im, J.*, Leckey, J.*, Mattson, M.*, Nichols, T.*, Raughley, B.*, & Smith, L.** (2007). Meanings ascribed to work by chronically unemployed African Americans. Poster presented at the 115th annual convention of the American Psychological Association, San Francisco, CA.
- Lyons, H.Z.,** Bike, D.H.*, Ponterotto, J. G. Grieger, I., Flores, L. Y., & Morrow, S. (2007). Conducting culturally competent qualitative research: Sharing strategies and lessons learned. Symposium presented at the 115th annual convention of the American Psychological Association, San Francisco, CA. (Chairs: Heather Z. Lyons and Denise H. Bike).
- Schlosser, L. Z., **Lyons, H. Z.,** Talleyrand, R. M., & Strain, J. D.** (2007, February). Advisor-advisee relationships in counseling psychology doctoral programs: A multiculturally-infused model. Workshop conducted at the 24th Annual Winter Roundtable on Cultural Psychology and Education, Columbia University, New York, NY.
- Lyons, H. Z.** (2006). A multiculturally-infused model of advisor-advisee relationships in counseling psychology doctoral programs: Future directions. Symposium presented at the 114th annual convention of the American Psychological Association, August, 2006, New Orleans, Louisiana. (Chair: Lewis Schlosser).
- Lyons, H. Z.,** Brenner, B. R., & Lipman, J* (2006). Preparing for success: Career-decision making for lesbian, gay, and bisexual young adults. Poster presented at the 114th annual convention of the American Psychological Association, New Orleans, Louisiana.
- Lyons, H. Z.** (2006). The role of person-environment fit in the job satisfaction and tenure intentions of African American employees. Poster presented at the American Psychological Association's Annual Work, Stress, and Health conference, Miami, FL.
- Lyons, H. Z.,** Codrington, J. N., & Jackson, S. (2005). Trials to triumph: Culture-specific strategies for workplace success among Women of Color. Symposium presented at Diversity Challenge, Institute for the Study and Promotion of Race and Culture, Boston College. (Chair: Heather Z. Lyons)
- Lyons, H. Z.,** Velasco, J., & Harris, L.* (2005). Exploring the boundaries of self: Using autobiography to teach courses on identity and culture. Symposium presented at Justice in Jesuit Higher Education Conference, John Carroll University, Cleveland, OH.
- Lyons, H. Z.** (2004). Responding to psychological defenses in the discussion of race and culture. Symposium presented at Diversity Challenge, Institute for the Study and Promotion of Race and Culture, Boston College. (Chair: Lewis Z. Schlosser).
- Brenner, B. R., **Lyons, H.Z.,** & Fassinger, R. (2004). Workplace heterosexism and organizational citizenship behaviors. Poster presented at the 112th annual convention of the American Psychological Association, Honolulu, Hawaii.
- Lyons, H. Z.** (2004). Using person-environment theory to understand the work experiences of early career women psychologists of color. Symposium presented at the 112th annual convention of the American Psychological Association, Honolulu, Hawaii. (Chair: Heather Z. Lyons)
- Brooks, L., **Lyons, H. Z.,** & Quimby, J. (2004). Survival skills: Pedagogical strategies for building and assessing

- multicultural counseling skills. Symposium presented at the Teachers' College, Columbia University, Winter Roundtable, New York City, New York.
- Brooks, L., **Lyons, H. Z.**, Raval, B., & Haskins, D. (2004) Courage under fire: Strategies for overcoming barriers to teaching multicultural counseling competencies in psychology. Symposium presented at the Lily Conference, Towson University, Towson, Maryland.
- Lyons, H. Z.**, Brenner, B. R. & Fassinger, R. (2003). Examination of work adjustment theory in diverse lesbians/gay men. Symposium presented at the American Psychological Association's National Multicultural Conference and Summit, Los Angeles, CA.
- Lent, R. W., Brown, S. D., Schmidt, J., Brenner, B., **Lyons, H. Z.**, Treistman, D., & Schmidt, L., Gloster, C. S., & Wilkins, G. (2003). Relation of contextual supports and barriers to choice behavior in engineering majors: test of alternative social cognitive models. Poster presented at the 111th annual convention of the American Psychological Association, Toronto, Canada.
- Lent, R. W., Schmidt, J., Brown, S. D., Brenner, B., **Lyons, H.** & Treistman, D. (2002). Social cognitive predictors of engineering students' academic goals: Utility for women and students at Historically Black Universities. Paper presented at the 110th annual convention of the American Psychological Association, A2002, Chicago, IL.
- Helms, J.E., Holliday, M., **Lyons, H.**, & Perine, R. (2001). Do stereotype threat attitudes predict cognitive ability test performance for African-American undergraduates?, Symposium presented at the Relevance of Assessment and Culture in Evaluation 2001 Conference in Tempe, Arizona.
- Lyons, H. Z.** & Helms, J. E. (2001). Black students' test scores and stereotype threat: A within-group analysis. Poster presented at the 109th annual convention of the American Psychological Association, San Francisco, California.
- Lyons, H.Z.**, Jackson, S., & Hayes, S. (2000). Cognitive ability tests in the 21st century: Understanding and ending their role as gatekeeper. Symposium presented at the Annual Black Faculty and Staff Conference, Greenbelt, Maryland.

INVITED PRESENTATIONS

- Campbell, C. & **Lyons, H. Z.** (2014). Addressing prevention and advocacy for economically-marginalized communities. National Council of Schools and Programs of Professional Psychology. New Orleans, LA.
- Lyons, H. Z.** (2009). Work values in the lives of diverse individuals. Society of Vocational Psychology Biannual Conference. June, 2008, St. Louis, MO.
- Lyons, H. Z.** (2008). The role of the Society of Vocational Psychologists of Division 17 of the American Psychological Association in the history of career guidance and education. 100 year celebration of career guidance and education. Press conference hosted at the National Press Club, Washington, DC. April, 2008, Washington, DC.
- Lyons, H. Z.** (2006). Career paths of early career counseling psychologist members of the section of ethnic and racial diversity, Division 17 of the American Psychological Association. Invited symposium panelist, 114th annual convention of the American Psychological Association, New Orleans, Louisiana. (Chair: Laurie "Lali" McCubbin).
- Lyons, H. Z.** (2006). Responding to hard times in the 'Big Easy': Vocational psychologists' role in the road to recovery. Invited paper presented at the Annual National Black Counseling Psychologists' Conference, Howard University, Washington, D.C.

MEDIA INTERVIEWS

- Black Enterprise* (November 9, 2010). How to deal with the boss from hell. Featured as an expert in organizational psychology. <http://www.blackenterprise.com/2010/11/09/how-to-deal-with-the-boss-from-hell/>.

TEACHING EXPERIENCE

Fall 2003 – present	<p>Loyola University Maryland, Department of Psychology Courses Taught: Multicultural Issues in Psychology, Undergraduate Industrial/Organizational Psychology, Undergraduate Freshman Experience, Undergraduate Diversity Issues in Psychology, Masters Principles and Practices of Psychotherapy, Masters Theories of Counseling and Psychotherapy, Masters Use of Tests in Counseling, Masters Adult Therapy Supervision, Doctoral Diversity Seminar, Doctoral Principles and Practices of Psychotherapy, Doctoral Theories of Counseling and Psychotherapy, Doctoral</p>
Summers 2009, 2010, 2011 2014	<p>Loyola University Maryland, School of Business Course Taught: Power, Privilege, and Professional Identity</p>
Fall 2001-Spring 2002	<p>University of Maryland, School Counseling and Counselor Education Courses Taught: Practica I, Masters and Doctorate Practica II, Masters and Doctorate</p>
Fall 2000 – Spring 2002	<p>University of Maryland, Department of Psychology Courses Taught: Introduction to Counseling Psychology, Undergraduate Cross-Cultural Psychology, Undergraduate</p>

CONSULTING AND COMMUNITY OUTREACH EXPERIENCE

January 2008 – present	<p>Licensed Psychologist in Private Practice Baltimore Therapy Group (www.therapistsinbaltimore.com) Maintain a small private practice of <i>pro bono</i>, sliding scale, and full fee individual psychotherapy and couples counseling clients</p>
March 2007 – May, 2010	<p>Consultant Johns Hopkins University, Counseling Center, Baltimore, MD Provided yearly three-hour trainings to counseling center interns about treating culturally diverse clients</p>
May 2005 – December 2009	<p><i>Pro bono</i> Job Counselor Govans Ecumenical Development Corporation, Baltimore, MD Provided vocational counseling and job coaching to low-income Baltimore residents, including returning citizens</p>
June 2001 – July 2002	<p>Consultant Birch & Davis Associates/ACS, Silver Spring, MD Assisted the organization with program evaluation for its clients, including writing SPSS syntax, data analysis, and presentation of data to clients</p>
Spring 2001	<p>Consultant Department of State, Bureau of Human Resources, Washington, DC Conducted a needs assessment of interns, designed a training course for</p>

supervisors based on assessment of interns' needs, improved intern orientation programming, created and organized professional development activities for interns

PUBLIC SERVICE

May 2017

**Appointed Member
Governor Lawrence J. Hogan's Two-Generation Family Economic
Security Commission**

Serving at the appointment of the Governor to the Two-Generation Family Economic Security Commission formed to investigate policy challenges, opportunities, and recommendations regarding the mitigation of multigenerational poverty

PROFESSIONAL AFFILIATIONS

2008-present

Maryland Psychological Association

1998-present

American Psychological Association, Divisions 17, 29, and 45

EDITORIAL BOARDS

January, 2012 – present

Editorial Board Member, *Journal of Career Development*

July, 2009 – January, 2013

Editorial Board Member, *The Counseling Psychologist*

July, 2009 – July, 2015

Editorial Board Member, *Career Development Quarterly*

January, 2007 – August, 2011

Editorial Board Member, *Journal of Counseling Psychology*

July 2006 – present

Editorial Board Member, *Journal of Black Psychology*

AD HOC REVIEWER

January, 2009 – December, 2011, July 2015-present *Ad hoc* reviewer, *Journal of Career Development*

May, 2007 – present

Ad hoc reviewer, *Cultural Diversity and Ethnic Minority Psychology*

February, 2007

Invited reviewer, *Mentoring and Tutoring*, Special Issue on Ethics

March, 2005 – 2009, February, 2013- present

Ad hoc reviewer, *The Counseling Psychologist*

February, 2005 – January, 2007, November, 2012 - present

Ad hoc reviewer, *Journal of Counseling Psychology*

April 2004 – July 2006

Ad hoc reviewer, *Journal of Black Psychology*

January 2004 – 2006

Ad hoc reviewer, *Assessment*

NATIONAL PROFESSIONAL SERVICE

January 2014 – present	Publications Board Member, Division 29, APA
August 2010 – August 2012	Treasurer, Society for Vocational Psychology, Division 17, APA
September 2006 – August, 2007	Member, Early Professionals Committee, Division 17, APA
May 2005 – September 2006	Member, Early Career Psychologists Special Task Group, Division 17, APA

GRANTS

- Lyons, H.Z. (2017). Principal Investigator. *Ameritocracy: Racism in the 'Post Racial' Workplace* (A documentary film trailer). Loyola College of Arts and Sciences, Loyola University Maryland. Dean's Supplemental Fund. Grant funded for \$2,500.
- Lyons, H.Z. (2015). Principal Investigator. *Ameritocracy: Racism in the 'Post Racial' Workplace* (A documentary film trailer). Catapult Film Fund. Applied for funding in the amount of \$20,000. Not funded.
- Lyons, H.Z. (2015). Principal Investigator. *Ameritocracy: Racism in the 'Post Racial' Workplace* (A documentary film trailer). Pollination Project, Seed Grant. Applied for funding in the amount of \$1,000. Grant funded for \$1,000.
- Lyons, H. Z. (2015). Principal Investigator. *Ameritocracy: Racism in the 'Post Racial' Workplace* (A documentary film trailer). Loyola College of Arts and Sciences, Loyola University Maryland. Dean's Supplemental Fund. Grant funded for \$2,500.
- Lyons, H. Z. (2008). Key consultant. *Health disparities in low income African American women: Depression, substance abuse, risky sexual behaviors and unemployment*. National Institutes of Health (NIH) R21 Exploratory/Developmental Grant. Not funded.
- Lyons, H. Z. (2008). Principal Investigator. *Meanings ascribed to work by African Americans experiencing chronic unemployment*. Competitive junior sabbatical. Awarded.
- Lyons, H. Z. (2006). Principal Investigator. *Patterns of career and identity interference for lesbian, gay, and bisexual young adults*. Loyola University Maryland Summer Research Grant. Grant funded for \$4,000.
- Lyons, H. Z. (2007). Principal Investigator. *Can heterosexism harm organizations? Predicting the perceived organizational citizenship behaviors of gay and lesbian employees*. Loyola University Maryland Summer Grant. Grant funded for \$4,000.
- Lyons, H. Z. (2006). Principal Investigator. *Meanings ascribed to work by African Americans experiencing chronic unemployment*. Kolvenbach Summer Research Grant. Grant funded for \$3,500.
- Lyons, H. Z. (2004). Principal Investigator. *Patterns of career and identity interference for lesbian, gay, and bisexual young adults*. American Psychological Foundation, Placek Grant. Not funded.
- Lyons, H. Z. (2003). *New faculty summer research grant*. Faculty Development Funds. Grant funded for \$4,000.

AWARDS AND SCHOLARSHIPS

2011	Mentor of the Year, Maryland Psychological Association, Graduate Students
2003	National Career Development Association, Dissertation Award
1998-1999, 2000-2001	Graduate School Presidential Fellowship, University of Maryland
September 1999	Parren Mitchell Scholarship, University of Maryland
Fall 1998	American Psychology Association, Minority Student of Excellence

INSTITUTIONAL SERVICE

Fall 2016 – Spring 2017	Chair, Presidential Task Force on Racial Justice Training
Summer 2013 – Spring 2015	Member, Faculty Evaluation Committee
Summer 2013	Chair, Faculty Search Committee, Psychology Division Director, Loyola Clinical Centers
Fall 2009 – Spring 2016	Member, Steering Committee, African and African America Studies Minor
Fall 2009 – Fall 2013	Chair, Kolvenbach Awards Committee
Fall 2009 – Spring 2010	Member, Loyola College Dean Search Committee
Fall 2007	Chair, Counseling and Clinical Psychology Search Committee
Spring 2006	Member, Diversity Advisory Board to the VP for Academic Affairs
Fall 2005, Spring 2005 & 2006	Presenter, Teaching Enhancement Workshop
Fall 2005	Chair, Counseling Psychology Search Committee
Fall 2005 – Spring 2010	Member, Commitment to Justice in Jesuit Higher Education Delegation
Fall 2005 – present	Member, Ignatian Teaching Group
Fall 2004	Member, Clinical Psychology Search Committee
Fall 2004 – Summer 2008	Member, Kolvenbach Awards Committee
Fall 2003 – Summer 2008	Member, Masters Program Committee, Psychology Department

Curriculum Vitae

Paul L. Ominsky
Princeton University
Department of Public Safety
200 Elm Drive
Princeton, NJ
E-mail: pominsky@princeton.edu
Work: 609-258-6688

EDUCATION

- University of Massachusetts, Amherst, MA, M.Ed., Counseling, 1983
- University of Massachusetts, Amherst, MA, B.S., Psychology, 1974
- Wilbraham and Monson Academy, Wilbraham, MA, Salutatorian, 1969

PROFESSIONAL EXPERIENCE

Executive Director, Department of Public Safety (DPS)	02/12 to present
Director, Department of Public Safety	01/10 – 02/12
Princeton University, Princeton New Jersey	

- Scope: Management of all aspects of the Public Safety Department, a Commission on Accreditation Law Enforcement (CALEA) accredited agency, consisting of 140 full and part time staff including police officers, security officers, communications officers, fire marshals, support and administrative staff.
- Established the department's Community Caretaking Mission goals and objectives
- Co-leads University emergency management
- Oversees University fire marshal's Office
- Oversees a communication center that is an authorized New Jersey Public Safety Answering Point (PSAP)
- Manages a multimillion-dollar department operating budget
- Responsible for policy development
- Chair the University threat assessment team
- Consults on security and security systems for all new building and renovation projects
- Responsible for campus event security including athletics, lectures, dignitary visits, and conferences
- Manages department human resources including; hiring, staff development, training, staff retention, discipline, and succession planning
- Works collaboratively with students, faculty, and staff on Department and University initiatives

- Manages relations with local officials (police, fire, and emergency management), state officials and federal officials
- Maintains an Federal Bureau of Investigations (FBI) security clearance
- Maintains 24 hour on-call status

Director, Public Safety, Mount Holyoke College, South Hadley, MA 08/92 – 01/10
Director, Public Safety, Smith College, Northampton, MA 12/03 - 01/10
Director, Public Safety, Hampshire College, Amherst, MA 07/08 - 01/10

- Proposed and implemented a regional public safety department by merging three independent campus police operations into one.
- Managed all police and security operations on three campuses – each 7 miles apart
- Developed a consolidated dispatch center
- Responsible for emergency management on all three campuses
- Oversaw policy development and accreditation
- Managed a multimillion-dollar consolidated three campus department operating budget
- Managed parking fleet and transportation (Mount Holyoke College only)
- Liaison with departments, faculty, staff and students
- Developed and maintained working relationships with police, fire, and emergency management officials in all three towns

Adjunct Instructor, Criminal Justice Department 09/95 - 2009
Holyoke Community College, Holyoke, MA

Instructor in Criminal Justice teaching courses such as Police Administration, Criminal Investigation, Police Operations, Criminalistics, Introduction to Criminal Justice and Criminology.

Consultant, Police and Security Operations 01/06 – 01/10
Paul Ominsky and Associates, South Hadley, MA

Principal in firm. Consultant for secondary schools and colleges providing assessments of security and police operations, along with facilities risk review and assessment of campus safety for members of the college community. Experience as an expert witness for civil litigation.

Consultant, Emergency Management 09/00 – 01/10
David Collette and Associates, Amherst, MA

Consult with other colleges and secondary schools about emergency management/disaster planning.

Director, Department of Public Safety 07/88 - 08/92
Westfield State College, Westfield, MA

Responsible for organizing, planning, directing and controlling all Department activities and

functions in order to provide the highest degree of safety, security and service for the College Community. Liaison with federal, state and local fire and law enforcement agencies. 24-hour on-call status.

Acting Lieutenant - Station Commander **01/88 - 06/88**
University of Massachusetts (UM) Amherst, MA

Responsible for overall command of two shifts including multiple supervisors, police officers and institution security officers. Duties included resolution of personnel matters, major incident response, planning of special events, daily activity coordination, training and discipline. Served as liaison with University Health Services, Student Activities and computer consultant.

Police Sergeant - Shift Supervisor, UM **12/81 - 01/88**

Responsible for the supervision of police and institution security officers, including scheduling, evaluation, training, discipline and daily activities. In charge of department's vehicle maintenance, supervision of the investigation of major crimes, and member of the Sensitive Crime Unit. Served as department representative on University Concert Committee, liaison with Mental Health Service, and was a community relations speaker.

Police Officer, UM **08/77 - 12/81**

Responsible for the protection of the University's students and property. Member of the Sensitive Crime Unit which was responsible for rape and sexual assault investigation and protection. Presented at staff orientation, student workshops and community programs on rape and alcohol awareness.

Security Officer, UM **06/74 - 8/77**

Responsible for patrolling University property including maintaining building security and reporting crimes.

SELECTED AWARD

- Basic Municipal Police Training, State Police Academy, 9/77 - 12/77 (Academic Award)

PROFESSIONAL TRAINING

- In-Service Training, (CPR, AED, Legal Update etc.) yearly to 2010
- Domestic Violence Training, 10/92, updated 10/94, 01/02
- Risk Management Seminars, 06/92, 10/96, 11/96, 02/97, 04/99, 11/00, 10/00, 10/01, 2/02, 11/02, 12/02, 03/03, 02/04, 10/04, 11/04, 01/05, 04/05, 01/06, 03/06, 05/06, 10/06, 12/06, 02/07, 04/07, 3/08, 06/11, 06/12, 06/13, 06/16
- Federal Crime Awareness and Security Act, 3/91, updated 11/98, 07/01, 06/05, 06/07, 06/11, 06/12, 06/13, 06/14, 06/16

- Crisis Intervention, 07/78, updated 05/93, 06/05
- Hazardous Material Technician, 01/03, 06/05, 06/07
- Rape Investigator Training, 12/78, updated 04/80, 05/95, 03/05
- Civil Rights Investigations, 04/84, updated 06/92, 07/95, 01/97, 01/99, 08/01
- Seminars on Diversity, 10/93, 07/95, 11/95, 01/96, 03/96, 04/01, 06/04, 04/06, 10/07, 10/08, 01/11, 01/12, 01/13, 01/14, 01/15, 01/16, 11/16, 01/17
- Seminars on Student Issues, 11/04, 09/04, 01/05, 04/05, 06/10, 06/14, 06/16
- Crime Prevention Officer Training, 06/81, updated 01/94
- Management of Conflict, 01/82, 06/08
- Micro-Skills of Counseling and Interviewing, 1982, 1983
- First Line Supervisor Training, 03/83, 01/84
- Search and Seizure, 01/84, updated 04/96, 02/07
- Internal Investigations, 06/85
- Police Psychological Testing, 01/86
- Accommodating Disabled Students, 12/96, 02/04, 01/15
- Critical Incident Dispatching, 01/86
- Suicide Prevention Instructor Certification, 03/86
- The New England Institute for Law Enforcement Command Training, 03/87
- Seminars for Police Executives, 07/91, 01/95, 03/96, 04/96, 03/97, 11/97, 11/98, 02/00, 02/01, 02/02, 02/04, 02/05, 02/06, 02/07, 02/08, 06/08, 06/09, 06/11, 06/12, 06/13, 06/14, 06/16
- Work Place Violence Instructor Training, 03/01
- Sexual Harassment Training, updated regularly
- Americans with Disabilities Act Seminar, 12/00, 10/04

ASSOCIATIONS

- International Association of Chiefs of Police (IACP) Life Member
- International Association of Campus Law Enforcement Administrators (IACLEA)
 - Board Member, North Atlantic Regional Director, 2005 - 2010
 - Board Member, Director at Large, 2014 - 2017
 - Board Member, President Elect, 2017
- Mercer County Chiefs of Police Association, 2010 to present
- New Jersey College and University Public Safety Association, 2010 to present
- Greater Princeton Security Association, 2010 to present
- Massachusetts Association of College University Public Safety Directors
 - President, 2000 - 2001
 - Vice President, 1999 - 2000
 - Secretary, 1998 - 1999
- Massachusetts Chiefs of Police, 1992 - 2010
- Western Massachusetts Chiefs of Police, 1992 - 2010
- Association of Western Massachusetts College and University Public Safety Directors
President and Founding Member, 2004 - 2010
- Massachusetts Police Association, 1992 - 2010

PUBLICATIONS

- Campus Law Enforcement Journal, Vol. 31, No. 1, Jan/Feb 2001, “Disaster Planning – How the Disaster Manual Can Get in the Way”, Paul Ominsky and David Collette.
- Business Officer, NACUBO June 2003, “Disaster Planning Countdown”, Paul Ominsky and David Collette.
- Police Chief, International Association of Chiefs of Police February 2017, “Community Caretakers: A Case Study in Changing the Culture of a Campus Police Department”, Paul Ominsky and Lewis Schlosser.

Lewis Z. Schlosser, PhD, ABPP

Institute for Forensic Psychology

5 Fir Court, Suite 2

Oakland, NJ 07436

Office: 201-337-4996

lew@ifp-testing.com

Updated: May 1, 2017

Licensure and Board Certification

Board Certified in Counseling Psychology

Awarded April 2009

American Board of Professional Psychology; Diploma # 6558

Licensed Psychologist

New Jersey State License #4822

Awarded January 2011

New York State License #16485

Awarded September 2005

Education

Graduate Certificate, Jewish-Christian Studies

Awarded May 2006

Seton Hall University

PhD, Counseling Psychology

Awarded August 2003

University Of Maryland, College Park

MA, Rehabilitation Counseling

Awarded December 1997

University of Maryland, College Park

BA, Psychology

Awarded May 1994

University of Maryland, College Park

Professional Experience

The Institute for Forensic Psychology

Owner/Managing Partner

Consulting Psychologist

September 2012-present

April 2011-August 2012

The Port Authority of New York and New Jersey

Consulting Psychologist

January 2016-present

City of New York Department of Correction

Director, Psychological Services

February 2012-January 2015

<i>Assistant Director, Psychological Services</i> <i>Staff Psychologist</i>	March 2007-February 2012 March 2006-March 2007
Seton Hall University Department of Professional Psychology and Family Therapy <i>Associate Professor (Tenured), Counseling Psychology</i> <i>Assistant Professor (Tenure-Track), Counseling Psychology</i>	September 2009-August 2012 September 2003-August 2009
New York Presbyterian Hospital / Weill Cornell Medical Center Department of Psychiatry <i>Psychology Fellow</i> (APA-Accredited Pre-Doctoral Internship)	June 2002-June 2003
Montgomery County Crisis Center <i>Therapist II</i>	January 2002-June 2002
University of Maryland, Department of Psychology <i>Instructor</i>	September 2001-May 2002
Washington Veterans Affairs Medical Center <i>Psychology Trainee (Extern)</i>	May 2000-May 2001
University of Maryland, Counseling Center Testing, Research, and Data Processing Unit <i>Graduate Research Assistant</i>	September 1998-June 2001
St. Luke's House (McAuliffe House) <i>Crisis Counselor</i>	September 1998-January 2002
Chestnut Lodge Hospital <i>Behavioral Rehabilitation Clinician</i> <i>Rehabilitation Assistant Clinician</i> <i>Psychiatric Technician</i>	May 1996-July 1997 February 1995-May 1996 June 1994-February 1995

Teaching Experience

Special Topics Instructor, Approved by the New York State Division of Criminal Justice Services (2017-present)

Seton Hall University

CPSY 6003: Counseling Skills (M.A./Ed.S. level)
CPSY 6103: Abnormal Psychology (M.A./Ed.S. level)
CPSY 6315: Advanced Counseling Skills (M.A./Ed.S. level)
CPSY 7101: Research Methods (M.A./Ed.S. level)
CPSY 7502: Individual Cognitive Assessment (Ed.S./Ph.D. level)

CPSY 8106: Multicultural Competence – Religion and Spirituality in Therapy (Ph.D. level)
 CPSY 8520: Seminar in Psychopathology (Ed.S./Ph.D. level)
 CPSY 8564: Practicum in Counseling Psychology II (racial issues in counseling; Ph.D. level)
 CPSY 8706: Seminar in Clinical Assessment Techniques (personality assessment; Ph.D. level)
 CPSY 8740: Advanced Seminar in the Rorschach Comprehensive System (Ph.D. level)
 CPSY 9004: Special Topics in Research & Evaluation (advanced research seminar; Ph.D. level)

Publications

Journal Articles

- Spanierman, L. B., Poteat, V. P., Whittaker, V. A., Schlosser, L. Z., & Arévalo Avalos, M. R. (in press). Allies for life? Lessons from White scholars of multicultural psychology. *The Counseling Psychologist*.
- Ominsky, P. L. & Schlosser, L. Z. (2017). Community Caretakers: A Case Study in Changing the Culture of a Campus Police Department. *The Police Chief Magazine*, 84 (2), 22-27.
- Schlosser, L. Z., McCutcheon, J. L., Bricker, M. E., & Stewart, C. O. (2017). Assessing Bias and Intolerance in Police and Public Safety Personnel. *The Police Chief Magazine (Bonus Online Article published February 8, 2017)*. Available online: <http://www.policechiefmagazine.org/assessing-bias-and-intolerance-in-police-and-public-safety-personnel/?ref=46ae878754989580b783a4418f84a2d6>
- Schlosser, L. Z. & Guller, M. E. (2016). Unfit and Unfixable: A closer look at officers found unfit for duty with little chance of recovery. *The New Jersey Police Chief Magazine*, 22 (3), 11-13.
- Sbaratta, C. A., Tirpak, D. M., & Schlosser, L. Z. (2015). Male-Male Advising Relationships in Graduate Psychology: A Diminishing Dyad. *Sex Roles: A Journal of Research*, 72 (7-8), 335-348.
- Tirpak, D. M., & Schlosser, L. Z. (2015). Relationship between self-efficacy and counseling attitudes among first-year college students. *Journal of College Counseling*, 18, 209-221.
- Dewey, J. J. H., Schlosser, L. Z., Kinney, R., & Burkard, A. W. (2014). Faithful Allies: The Experiences of LGB-affirming, White Christian Clergy. *Journal of LGBT Issues in Counseling*, 8, 298-321.
- Burkard, A. W., Knox, S., DeWalt, T., Fuller, S., Hill, C. E., & Schlosser, L. Z. (2014). Dissertation experiences of doctoral graduates from professional psychology programs. *Counselling Psychology Quarterly*, 27, 19-54.
- Duffy, R. D., Torrey, C. L., Bott, E. M., Allan, B. A., & Schlosser, L. Z. (2013). Time Management, Passion, and Collaboration: A Qualitative Study of Highly Research Productive Counseling Psychologists. *The Counseling Psychologist*, 41, 881-917.

- Tirpak, D. M. & Schlosser, L. Z. (2013). Evaluating FOCUS-2's Effectiveness in Enhancing First-Year College Students' Social and Cognitive Career Development. *The Career Development Quarterly*, *61*, 110-123.
- Knox, S., Inman, A., Schlosser, L. Z., Sokol, J., Nilsson, J., & Wang, Y. (2013). International advisees' experiences of the doctoral advising relationship. *International Perspectives in Psychology: Research, Practice, Consultation*, *2*, 45-61.
- Inman, A. G., Schlosser, L. Z., Ladany, N., Boyd, D. L., Howard, E. E., Altman, A. N., & Stein, E. P. (2011). Advisee nondisclosures in doctoral-level advising relationships. *Training and Education in Professional Psychology*, *5*, 149-159.
- Schlosser, L. Z., Lyons, H. Z., Talleyrand, R. M., Kim, B. S. K., & Johnson, W. B. (2011). Advisor-Advisee Relationships in Graduate Training Programs. *Journal of Career Development*, *38*, 3-18.
- Schlosser, L. Z., Talleyrand, R. M., Lyons, H. Z., Kim, B. S. K., & Johnson, W. B. (2011). Multicultural Issues in Graduate Advising Relationships. *Journal of Career Development*, *38*, 19-43.
- Schlosser, L. Z., Lyons, H. Z., Talleyrand, R. M., Kim, B. S. K., & Johnson, W. B. (2011). A Multiculturally-Infused Model of Graduate Advising Relationships. *Journal of Career Development*, *38*, 44-61.
- Kahn, J. H. & Schlosser, L. Z. (2010). The Graduate Research Training Environment in Professional Psychology: A Multilevel Investigation. *Training and Education in Professional Psychology*, *4*, 183-193.
- Schlosser, L. Z., Safran, D. A., & Sbaratta, C. A. (2010). Reasons for choosing a correction officer career. *Psychological Services*, *7*, 34-43.
- Schlosser, L. Z., Ali, S. R., Ackerman, S. R., & Dewey, J. J. H. (2009). Religion, ethnicity, culture, way of life: Jews, Muslims, and Multicultural Counseling. *Counseling and Values*, *54*, 48-64.
- Balkin, R. S., Schlosser, L. Z., & Levitt, D. H. (2009). Religious Identity and Cultural Diversity: Exploring the Relationships between Religious Identity, Homophobia, Sexism, and Multicultural Competence. *Journal of Counseling and Development*, *87*, 420-427.
- Knox, S., Burkard, A. W., Edwards, L. M., Smith, J. J. & Schlosser, L. Z. (2008). Supervisors' reports of the effects of supervisor self-disclosure on supervisees. *Psychotherapy Research*, *18*, 543-559.
- Schlosser, L. Z. & Foley, P. F. (2008). Ethical issues in Multicultural Student-Faculty Mentoring Relationships in Higher Education. *Mentoring and Tutoring: Partnership in Learning*, *16*, 63-75.

- Hill, C. E., Sullivan, C., Knox, S., & Schlosser, L. Z. (2007). Becoming psychotherapists: Experiences of novice trainees in a beginning graduate class. *Psychotherapy: Theory, Research, Practice, Training, 44*, 434-449.
- Schlosser, L. Z., Talleyrand, R. M., Lyons, H. Z., & Baker, L. M. (2007). Racism, Antisemitism, and the Schism between Blacks and Jews in the United States: A Pilot Intergroup Encounter Program. *Journal of Multicultural Counseling and Development, 35*, 116-128.
- Schlosser, L. Z. & Kahn, J. H. (2007). Dyadic Perspectives on Advisor-Advisee Relationships in Counseling Psychology Doctoral Programs. *Journal of Counseling Psychology, 54*, 211-217. (*This article was awarded the 2008 Outstanding Scholarly Publication from the Supervision and Training Section of APA Division 17)
- Gibson, D. D., Schlosser, L. Z., & Brock-Murray, R. D. (2006/2007). Identity Management Strategies Among Lesbians of African-Ancestry: A Pilot Study. *Journal of LGBT Issues in Counseling, 1* (4), 31-57.
- Schlosser, L. Z. (2006). Affirmative Psychotherapy for American Jews. *Psychotherapy: Theory, Research, Practice, Training, 43*, 424-435.
- Knox, S., Schlosser, L. Z., Pruitt, N. T. & Hill, C. E. (2006). A Qualitative Examination of Graduate Advising Relationships: The Advisor Perspective. *The Counseling Psychologist, 34*, 489-518.
- Schlosser, L. Z. & Gelso, C. J. (2005). The Advisory Working Alliance Inventory – Advisor Version: Scale Development and Validation. *Journal of Counseling Psychology, 52*, 650-654.
- Knox, S., Catlin, L., Casper, M., & Schlosser, L. Z. (2005). Addressing Religion and Spirituality in Psychotherapy: Clients' Perspectives. *Psychotherapy Research, 15*, 287-303.
- Woodhouse, S. S., Schlosser, L. Z., Crook, R. E., Ligiéro, D. P., & Gelso, C. J. (2003). Client Attachment to Therapist: Relations to Transference and Client Recollections of Parental Caregiving. *Journal of Counseling Psychology, 50*, 395-408.
- Schlosser, L. Z., Knox, S., Moskovitz, A. R., & Hill, C. E. (2003). A Qualitative Study of the Graduate Advising Relationship: The Advisee Perspective. *Journal of Counseling Psychology, 50*, 178-188.
- Schlosser, L. Z. & Sedlacek, W. E. (2003). Christian Privilege and Respect for Religious Diversity: Religious Holidays on Campus. *About Campus: Enriching the student learning experience, 7* (6), 31-32.
- Schlosser, L. Z. (2003). Christian Privilege: Breaking a Sacred Taboo. *Journal of Multicultural Counseling and Development, 31*, 44-51.

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- Schlosser, L. Z. & Sedlacek, W. E. (2001). Hate on campus: A model for evaluating, understanding, and handling critical incidents. *About Campus: Enriching the student learning experience*, 6 (1), 25-27.
- Schlosser, L. Z. & Sedlacek, W. E. (2001). The relationship between past perceived academic success and perceived academic self-concept. *Journal of the First-Year Experience and Students in Transition*, 13 (2), 93-104.

Book Chapters

- Schlosser, L. Z., Shapiro Safran, R., Adisy Suson, R., Dettle, K., & Dewey, J. J. H. (2013). The Assessment, Diagnosis, and Treatment of Mental Disorders among American Jews. In Freddy A. Paniagua and Ann-Marie Yamada (Eds.). *Handbook of Multicultural Mental Health: Assessment and Treatment of Diverse Persons* (2nd edition, pp. 345-366). Oxford: Academic Press.
- Knox, S., Schlosser, L. Z., & Hill, C. E. (2011). Writing the CQR Manuscript: Challenges and Recommendations. In C. E. Hill (Ed.). *Consensual qualitative research: A practical resource for investigating social science phenomena*. Washington DC: American Psychological Association.
- Schlosser, L. Z., Dewey, J. J. H., & Hill, C. E. (2011). The Auditing Process in CQR. In C. E. Hill (Ed.). *Consensual qualitative research: A practical resource for investigating social science phenomena*. Washington DC: American Psychological Association.
- Schlosser, L. Z., Foley, P. F, Stein, E. P., & Holmwood, J. R. (2010). Why does counseling psychology exclude religion? A content analysis and methodological critique. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.). *Handbook of multicultural counseling* (3rd ed., pp. 453-465). Thousand Oaks, CA: Sage.

- Schlosser, L. Z. & Safran, D. A. (2008). Implementing Treatments That Incorporate Client Spirituality. In J. D. Aten & M. M. Leach (Eds.). *Spirituality and the Therapeutic Process: A Comprehensive Resource From Intake to Termination*. (pp. 193-216). Washington, DC: American Psychological Association.
- Johnson, W. B., Rose, G., & Schlosser, L. Z. (2007). Theoretical approaches and methodological issues involving study-faculty mentoring relationships. In T.D. Allen and L.T. Eby (Eds.). *Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. (pp. 49-70). Malden, MA: Wiley-Blackwell.
- Sedlacek, W. E., Benjamin, E., Schlosser, L. Z., & Sheu, H. B. (2007). Mentoring in Academia: Considerations for Diverse Populations. In T.D. Allen and L.T. Eby (Eds.). *Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. (pp. 259-280). Malden, MA: Wiley-Blackwell.

Book Reviews / Encyclopedia Entries / Videos

- Schlosser, L. Z. (2010). *Counseling and Privilege: A Six-Part Series* (Video). Alexandria, VA: Microtraining Associates / Alexander Street Press.
- Schlosser, L. Z. (2009). Counseling Jews. In B. T. Erford (Ed.) *ACA Encyclopedia of Counseling*. Alexandria, VA: American Counseling Association.
- Schlosser, L. Z. & Ancis, J. R. (2008). Antisemitism. In F. T. L. Leong (Ed.) *Encyclopedia of Counseling (Vol. III)* (pp. 983-985). Thousand Oaks, CA: Sage.
- Schlosser, L. Z. & Foley, P. F. (2008). Religion/Religious Belief Systems. In F. T. L. Leong (Ed.) *Encyclopedia of Counseling (Vol. III)* (1301-1303). Thousand Oaks, CA: Sage.
- Schlosser, L. Z. & Rosen, D. C. (2008). American Jews. In F. T. L. Leong (Ed.) *Encyclopedia of Counseling (Vol. III)* (977-983). Thousand Oaks, CA: Sage.
- Schlosser, L. Z., Brock-Murray, R. D., & Hamilton, T. (2008). Spirituality. In F. T. L. Leong (Ed.) *Encyclopedia of Counseling (Vol. III)* (1331-1333). Thousand Oaks, CA: Sage.
- Schlosser, L. Z. (2007). *Affirmative Psychotherapy for American Jews* (Video). North Amherst, MA: Microtraining Associates.
- Tagliareni, L. J. & Schlosser, L. Z. (2007). Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships [Book Review]. *Mentoring and Tutoring: Partnership in Learning*, 15, 420-424.
- Schlosser, L. Z. & MacDonald-Dennis, C. (2006). Antisemitism. In Y. Jackson (Ed.) *Encyclopedia of Multicultural Psychology* (pp. 44-45). Thousand Oaks, CA: Sage.

Presentations

Peer-Reviewed Presentations

- Schlosser, L. Z. & Schafer, T. (2016, October). *Health and Wellness, Fitness for Duty, and the Mid-Career Police Officer*. Paper presented at the 123rd Annual Conference of the International Association of Chiefs of Police, San Diego, CA.
- Guller, M. E. & Schlosser, L. Z. (2015, October). *Unfit and Unfixable: A closer look at officers found unfit for duty with a poor prognosis for return to duty in a study of 337 Public Safety Officer FFDEs*. Paper presented at the 122nd Annual Conference of the International Association of Chiefs of Police, Chicago, IL.
- Spanierman, L. B., Poteat, V. P., Whittaker, V., Schlosser, L. Z., & Houshmand, S. (2013, August). *Allies for life: A qualitative analysis of White multicultural psychology scholars*. Poster presented at the 121st Annual Convention of the American Psychological Association, Honolulu, HI.
- Berk, E. T., Schlosser, L. Z. & Foley, P. F. (2012, October). *Religious and general coping for stress associated with a child's disability among American Jews*. Poster presented at the 12th Annual Diversity Challenge Conference, Chestnut Hill, MA.
- Berk, E. T., Schlosser, L. Z. & Foley, P. F. (2012, April). *Religious and general coping for stress associated with a child's disability among American Jews*. Poster presented at the Conference on Judaism & Mental Health, New York, NY.
- Schlosser, L. Z. (2011, August). Affirmative psychotherapy for American Jews. In M. R. McMinn (Chair). *Religion and Spirituality as Diversity: Training Issues in Professional Psychology*. Symposium conducted at the 119th Annual Convention of the American Psychological Association, Washington, DC.
- Duffy, R. D., Torrey, C., Bott, E., Allan, B. A., & Schlosser, L. Z. (2011, August). *Best of the Best: A Qualitative Study of Highly Productive Counseling Psychologists*. Poster presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.
- Tirpak, D. M. & Schlosser, L. Z. (2011, August). *Evaluating FOCUS-2's effectiveness in enhancing first-year college students' social cognitive career development*. Poster presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.
- Dettle, K. L. & Schlosser, L. Z. (2011, August). *Self-Care Among Psychology Doctoral Students*. Poster presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.
- Kinney, R., Schlosser, L. Z., Lytle, M. C. & Dewey, J. J. H. (2011, August). *Christian Perspectives on Christian Privilege: A consensual qualitative study*. Poster presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.

- Schlosser, L. Z. & Foley, P. F. (2011, August). *Exploring Privilege: A Didactic-Experiential Approach*. Symposium co-chaired at the 119th Annual Convention of the American Psychological Association, Washington, DC.
- Dewey, J. J. H. & Schlosser, L. Z. (2011, June). *Expanding the dialogue: Including religious diversity and religious minority issues in the multicultural training curriculum*. Paper presented at the 74th Annual Convention of the New York State Psychological Association, New York, NY.
- Schlosser, L. Z., Safran, D. A., Sbaratta, C. A., Abraham-Cook, S. R., Ackerman, S. R., & Adisy Suson, R. (2011, March). *The Pre-Employment Testing Battery: Moving Past the MMPI-2*. Paper presented at the 2011 Annual Meeting of the Society for Personality Assessment, Cambridge, MA.
- Schlosser, L. Z., Safran, D. A., Sbaratta, C. A., Abraham-Cook, S. R., Adisy Suson, R., & Petrosky, E. M. (2011, March). *What might this be? Using the Rorschach in Pre-Employment Psychological Assessment*. Paper presented at the 2011 Annual Meeting of the Society for Personality Assessment, Cambridge, MA.
- Schlosser, L. Z., Safran, D. A., Sbaratta, C. A., Abraham-Cook, S. R., & Adisy Suson, R. (2011, March). *An Integrated Approach to Candidate Screening: The Intersection of Psychology and Character*. Paper presented at the 2011 Annual Meeting of the Society for Personality Assessment, Cambridge, MA.
- Dixit, V. & Schlosser, L. Z. (2011, February). *Acculturation and Mental Health among Asian Indians in America*. Poster session presented at the 28th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Safran, R. S., & Schlosser, L. Z. (2010, November). *Perceptions of Psychotherapy and Associated Stigma Among American Jews*. Presentation made at the 22nd Annual New York Conference on Behavioral Research, New York, NY.
- Schlosser, L. Z. (2010, August). *American Jews: Current Directions in Empirical Research*. Symposium chaired at the 118th Annual Convention of the American Psychological Association, San Diego, CA.
- Safran, R. S. & Schlosser, L. Z. (2010, August). *Perceptions of Psychotherapy and Associated Stigma among American Jews*. In L. Z. Schlosser (Chair). *American Jews: Current Directions in Empirical Research*. Symposium conducted at the 118th Annual Convention of the American Psychological Association, San Diego, CA.
- Beaumont, C. G. & Schlosser, L. Z. (2010, February). *Exploring the relationship between Academic Self Efficacy and Racelessness*. Poster session presented at the 27th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

- Adisy, R., Ackerman, S. R., Shapiro, R., & Schlosser, L. Z. (2010, February). *Two Jews, Three Opinions: Bringing Diverse Jewish Communities Together*. Roundtable discussion conducted at the 27th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Balkin, R. S., Schlosser, L. Z., & Levitt, D. H. (2009, October). *Religious Identity, Cultural Competence, Homophobia, and Sexism in the Counseling Profession*. Paper presented at the 2009 Association for Counselor Education and Supervision (ACES) Conference, San Diego, CA.
- Schlosser, L. Z., (2009, August). An Introduction to Christian Privilege and Religious Discrimination. In L. Z. Schlosser (Chair). *Christian Privilege and Religious Discrimination: Empirical Manifestations and Conceptual Considerations*. Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.
- Adisy-Suson, R. & Schlosser, L. Z., (2009, August). American Jewish Identity and Stress during the High Holy-days. In L. Z. Schlosser (Chair). *Christian Privilege and Religious Discrimination: Empirical Manifestations and Conceptual Considerations*. Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.
- Schlosser, L. Z. (2009, August). *Christian Privilege and Religious Discrimination: Empirical Manifestations and Conceptual Considerations*. Symposium chaired at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.
- Dewey, J. J. H., Schlosser, L. Z., Gibson, D. B., & Ali, S. R. (2009, August). Muslim College Students' Experiences on a Catholic Campus. In L. Z. Schlosser (Chair). *Christian Privilege and Religious Discrimination: Empirical Manifestations and Conceptual Considerations*. Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.
- Sbaratta, C. A. & Schlosser, L. Z. (2009, August). *An Examination of the Relationships between UDO, Religiosity and Spirituality*. Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.
- Sbaratta, C. A., Beaumont, C. G., Tirpak, D. M., & Schlosser, L. Z. (2009, August). The Male-Male Advising Relationship in Psychology. In C. Z. Oren & D. C. Oren (Co-Chairs). *Male Psychology Doctoral Students*. Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.
- Ackerman, S. R. & Schlosser, L. Z. (2009, August). *Mental Health Counseling and The College Athlete: A Coaching Perspective*. Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

- Tirpak, D. M. & Schlosser, L. Z. (2009, August). *Career Decision and Coping Self-Efficacy: Counseling Implications*. Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.
- Kahn, J. H., & Schlosser, L. Z. (2009, June). *Research training environments and educational/vocational outcomes: A program-level analysis*. Poster session presented at the Society for Vocational Psychology's 9th Biennial Conference, St. Louis, MO.
- Kahn, J. H., Schlosser, L. Z., & Catlin, M. L. (2009, June). *Faculty job satisfaction and the doctoral research training environment*. Poster session presented at the Society for Vocational Psychology's 9th Biennial Conference, St. Louis, MO.
- Ackerman, S. R., Adisy, R., Shapiro, R., & Schlosser, L. Z. (2009, February). *Creating a multicultural model of Jewish Identity: An exploration*. Roundtable discussion conducted at the 26th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Schlosser, L. Z. (2008, October). *Microaggressions in Everyday Life: The American Jewish Experience*. Paper presented at the 8th Annual Diversity Challenge Conference, Chestnut Hill, MA.
- Inman, A. G., Schlosser, L. Z., Ladany, N., Boyd, D. L., Howard, E. E., Altman, A. N., & Poltrock, E. S. (2008, August). *Non-disclosures in advising relationships: Advisee Perspectives*. Poster presented at the 116th Annual Convention of the American Psychological Association, Boston, MA.
- Inman, A. G., Ladany, N., Schlosser, L. Z., Boyd, D., Howard, E. E., Altman, A. N., & Poltrock, E. S. (2008, June). *Nondisclosures in Advising Relationships: Advisee and Advisor Perspectives*. In A. G. Inman (Moderator), *Advisor-Advisee Relationships*. Paper presented at the 39th International Meeting of the Society for Psychotherapy Research, Barcelona, Spain.
- Sbaratta, C. A., Schlosser, L. Z., & Safran, D. A. (2008, March). *Reasons for choosing a correction officer career*. Poster presented at the 2008 International Counseling Psychology Conference, Chicago, IL.
- Cook, S. W., Wiese, D. L., Vacha-Hasse, T., Sherry, P., Farrar-Anton, A. R., Priester, P. E., Schlosser, L. Z., & Hage, S. M. (2008, March). *Find Out More About SCP Special Interest Groups*. Roundtable discussion led at the 2008 International Counseling Psychology Conference, Chicago, IL.
- Dewey, J. J. H. & Schlosser, L. Z. (2008, February/March). *Examining Christian Privilege: Implications for Christians and non-Christians*. Symposium conducted at the 6th Annual Mid-Year Conference on Religion and Spirituality, Columbia, MD.

- Schlosser, L. Z., Ackerman, S. R., & Adisy, R. (2008, February). *Privileged and Oppressed: White Jews in Dialogues about Race and Skin Color*. Roundtable discussion conducted at the 25th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Sbaratta, C. A., Beaumont, C., Tirpak, D. M., & Schlosser, L. Z. (2008, February). *The Male-Male Advising Relationship in Psychology*. Symposium conducted at the 25th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Schlosser, L. Z., Poltrock, E. P., & Lytle, M. C. (2007, August). Jewish Contributions to Psychology. In L. Z. Schlosser (Chair), *The Lost Tribe: American Jews and Multicultural Psychology*. Symposium conducted at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.
- Schlosser, L. Z. (2007, August). Affirmative Psychotherapy for American Jews. In L. Z. Schlosser (Chair), *The Lost Tribe: American Jews and Multicultural Psychology*. Symposium conducted at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.
- Schlosser, L. Z. (2007, August). *The Lost Tribe: American Jews and Multicultural Psychology*. Symposium chaired at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.
- Brock-Murray, R. D. & Schlosser, L. Z. (2007, August). *Assessing the Multicultural Climate of a Graduate Psychology Training Environment*. Poster presented at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.
- Knox, S., Burkard, A. W., Edwards, L. M., Smith, J. & Schlosser, L. Z. (2007, August). *Supervisor self-disclosure in supervision*. Poster presented at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.
- Knox, S., Burkard, A. W., Edwards, L. M., Smith, J., & Schlosser, L. Z. (2007, June). Supervisor self-disclosure in supervision. In S. Knox (Chair), *Therapist, supervisor, and supervisee self-disclosure: Empirical findings and implications*. Panel discussion conducted at the 38th Annual Meeting of the Society for Psychotherapy Research, Madison, WI.
- Schlosser, L. Z., Lyons, H. Z., Talleyrand, R. M., & Strain, J. D. (2007, February). *Advisor-Advisee Relationships in Counseling Psychology Doctoral Programs: A Multiculturally-Infused Model*. Workshop conducted at the 24th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Schlosser, L. Z. (2007, February). *Affirmative Psychotherapy for American Jews*. Paper presented at the 24th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Schlosser, L. Z. (2006, August). *Advisor-Advisee Relationships in Counseling Psychology Doctoral Programs: Toward a Multicultural Theory*. Symposium conducted at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

- Gibson, D. D., Schlosser, L. Z., & Brock-Murray, R. D. (2006, August). *Identity Management Strategies among Lesbians of African Ancestry*. Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.
- Schlosser, L. Z., Matsui, W. T., Beitin, B. K., & Brock-Murray, R. D. (2006, February). *Pearl Harbor, the Maafa, the Shoah, and 9-11: Tracing discrimination, resilience, and social action among 4 cultural groups*. Workshop conducted at the 23rd Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Schlosser, L. Z., Gibson, D. D., & Tagliareni, L. J. (2005, October). *What exactly is the “holiday season”? Christian Privilege and Religious Diversity in the Workplace*. Workshop conducted at the 5th Annual Diversity Challenge Conference, Chestnut Hill, MA
- Hill, C. E., Sullivan, C., Knox, S., & Schlosser, L. Z. (2005, October). *Becoming a Therapist: The Experiences of Novice Therapists*. Paper presented at the Mid-Atlantic Regional Group Meeting of the Society for Psychotherapy Research, St. Mary’s College, St. Mary’s, MD.
- Schlosser, L. Z. (2005, August). Why counseling psychologists have excluded religion. In L. Z. Schlosser (Chair), *Tikkun Olam: Bringing and keeping religion in the multicultural family*. Symposium conducted at the 113th Annual Convention of the American Psychological Association, Washington, DC.
- Poltrock, E. S., Schlosser, L. Z., Foley, P. F., & Holmwood, J. R. (2005, August). A Content Analysis of 10 Years of Counseling Psychology Research. In L. Z. Schlosser (Chair), *Tikkun Olam: Bringing and keeping religion in the multicultural family*. Symposium conducted at the 113th Annual Convention of the American Psychological Association, Washington, DC.
- Schlosser, L. Z. (2005, August). *Tikkun Olam: Bringing and keeping religion in the multicultural family*. Symposium chaired at the 113th Annual Convention of the American Psychological Association, Washington, DC
- Schlosser, L. Z. & Gelso, C. J. (2005, August). The Advisory Working Alliance Inventory –Advisor Version. In L. Z. Schlosser (Chair), *Advising relationships in psychology doctoral training: What students want to know*. Symposium conducted at the 113th Annual Convention of the American Psychological Association, Washington, DC.
- Kahn, J. H. & Schlosser, L. Z. (2005, August). The Graduate Advising Relationship: Do Advisors and Advisees Agree? In L. Z. Schlosser (Chair), *Advising relationships in psychology doctoral training: What students want to know*. Symposium conducted at the 113th Annual Convention of the American Psychological Association, Washington, DC.
- Pruitt, N. T., Knox, S., Schlosser, L. Z., & Hill, C. E. (2005, August). Graduate advising relationships: The advisor’s perspective. In L. Z. Schlosser (Chair), *Advising relationships in psychology doctoral training: What students want to know*. Symposium conducted at the 113th Annual Convention of the American Psychological Association, Washington, DC.

- Schlosser, L. Z. (2005, August). *Advising relationships in psychology doctoral training: What students want to know*. Symposium chaired at the 113th Annual Convention of the American Psychological Association, Washington, DC.
- Schlosser, L. Z. (2005, February). Addressing antisemitism in psychotherapy: A clinical case example. In P. F. Foley (Chair) *White Client Racism as a Barrier to Effective Treatment*. Symposium conducted at the 22nd Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- D'Andrea, M. J., Daniels, J., Parham, T. A., Toporek, R., Kim, B. S. K., Lin, G., Schlosser, L. Z., & Wang, Y. (2005, January). *Building a National Movement to Promote Multicultural Competence and Social Justice: A Difficult Dialogue*. Difficult Dialogue conducted at the 2005 National Multicultural Conference and Summit, Hollywood, CA.
- Schlosser, L. Z., Poltrock, E.S., & Schlosser, K. (2005, January). *Counseling and Psychotherapy with Jewish Americans*. Poster presented at the 2005 National Multicultural Conference and Summit, Hollywood, CA.
- Schlosser, L. Z., Talleyrand, R. M., Lyons, H. Z., & Baker, L. M. (2004, October). *Exploring two histories of oppression: Racism, Antisemitism, and the schism between Blacks and Jews in the United States*. Workshop conducted at the 4th Annual Diversity Challenge Conference, Chestnut Hill, MA.
- Schlosser, L. Z., Chae, M. H., Flores, L. Y., & Foley, P. F. (2004, July). *Changing perspectives: Making the transition from graduate student to faculty member*. Poster presented at the 112th Annual Convention of the American Psychological Association, Honolulu, HI.
- Schlosser, L. Z. (2004, July). Advising and Mentoring: The importance of faculty-student relationships in graduate school. In P. J. Farrelly (Chair), *Making a Mentorship Work: For Students and Professionals*. Symposium conducted at the 112th Annual Convention of the American Psychological Association, Honolulu, HI.
- Schlosser, L. Z. (2004, February). A Privileged Avoidance: Resistance to addressing racist beliefs in White counseling dyads. In P. F. Foley (Chair), *Addressing racist beliefs in White clients: Rationale, resistance, and recommendations*. Symposium conducted at the 21st Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Knox, S., Catlin, L., Casper, M., & Schlosser, L. Z. (2003, August). *Discussing religion and spirituality in psychotherapy: Client perspectives*. Poster presented at the 111th Annual Convention of the American Psychological Association, Toronto, Ontario, CA.
- Schlosser, L. Z., Brimhall-Vargas, M. G., & Clark, C. E. (2003, February). *Understanding Christian Privilege: A didactic-experiential approach*. Workshop conducted at the 20th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

- Schlosser, L. Z. & Sedlacek, W. E. (2002, March). *Religious holidays on campus: Policies, problems, and recommendations*. Paper presented at the Annual Convention of the American College Personnel Association, Long Beach, CA.
- Schlosser, L. Z., Knox, S., Moskovitz, A. R., & Hill, C. E. (2001, August). Graduate advising relationships: The advisee perspective. In S. Knox (Chair), *Exploring graduate advising relationships in counseling psychology*. Symposium conducted at the 109th Annual Convention of the American Psychological Association, San Francisco, CA.
- Schlosser, L. Z., Holmes, S. E., Ulmer, H., & Sedlacek, W. E. (2001, February). *Religious holidays on campus: Moving toward a policy that truly appreciates diversity*. Paper presented at the 27th Annual Maryland Student Affairs Conference, College Park, MD.
- Schlosser, L. Z. (2000, August). Measuring the working alliance in advisor-advisee relationships in graduate school. In J. H. Kahn (Chair), *Research training in counseling psychology: New advances and directions*. Symposium conducted at the 108th Annual Convention of the American Psychological Association, Washington, D.C.
- Woodhouse, S. S., Schlosser, L. Z., Crook, R. E., Ligiéro, D. P., & Gelso, C. J. (2000, August). Client attachment to therapist and the therapist perceptions of transference. In C.J. Gelso (Chair), *Exploration of attachment and the psychotherapy relationship*. Symposium conducted at the 108th Annual Convention of the American Psychological Association, Washington, D.C.
- Schlosser, L. Z., Suthakaran, V., & Sedlacek, W. E. (2000, March). *Understanding prejudice against Lesbian, Gay, Bisexual, and Transgender students*. Paper presented at the American Counseling Association 2000 Annual Conference, Washington, D.C.
- Suthakaran, V., Schlosser, L. Z., Ortega, L., & Sedlacek, W. E. (2000, February). *Spirituality: A platform for meaningful interactions?* Paper presented at the 26th Annual Maryland Student Affairs Conference, College Park, MD.
- Schlosser, L. Z., Suthakaran, V., Ortega, L., & Sedlacek, W. E. (1999, November). *Why does "multi-ethnic" exclude religion?* Paper presented at the 8th Annual Retention 2000 Conference of the Office of Multi-Ethnic Student Education, College Park, MD.
- Woodhouse, S. S., Schlosser, L. Z., Crook, R. E., Ligiéro, D. P., & Gelso, C. J. (1999, November). Client attachment to therapist and the therapist perceptions of transference. In C. J. Gelso (Chair), *Exploration of attachment phenomena in the psychotherapy relationship*. Symposium conducted at the 1st Annual Society for Psychotherapy Research Mid-Atlantic Conference, College Park, MD.
- Woodhouse, S. S., Schlosser, L. Z., Crook, R. E., Ligiéro, D. P., & Gelso, C. J. (1999, August). *Client attachment to therapist and the therapist perceptions of transference*. Poster presented at the 107th Annual Conference of the American Psychological Association, Boston, MA.

Schlosser, L. Z., Suthakaran, V., McKenna, S. M., & Sedlacek, W. E. (1999, February). *Understanding prejudice: Analysis of a campus critical incident*. Paper presented at the 25th Annual Maryland Student Affairs Conference, College Park, MD.

Heinssen, R. K., Schlosser, L. Z., & Wu, C. (1997, July). *Enhancing treatment compliance in patients with schizophrenia*. Paper presented at the Annual summer conference of the Maryland Association for Psychiatric Support Services, Westminster, MD.

Invited Presentations

Schlosser, L. Z. (2017, May). *Mental Health Issues and Police Personnel: A Primer for Police Executives*. Guest lecture given as part of a Supervision Course for First-Line Supervisors, Rockland County Police Academy, Pomona, NY.

Schlosser, L. Z. (2017, March). *My Job is not my Life: Toward a Model of Correction Officer Wellness*. Invited Keynote address presented at the 2nd Annual On Guard Conference, Milford, MA.

Schlosser, L. Z. (2017, March). *Correctional Officer Stress*. Invited presentation for a forum on Creating a Psychologically Healthy Workplace, Fordham University, New York, NY.

McCutcheon, J., Mangan, B., Bricker, M. E., Stewart, C. O., Schlosser, L. Z., and Guller, M. E. (2016, October). *Assessing Intolerance and Bias in the Evaluation Process: How we do it, and what we do with the information once we have it*. Paper presented at the 2016 Johnson, Roberts, and Associates Annual Users Conference, San Diego, CA.

Schlosser, L. Z. (2016, September). *Preemployment Psychological Evaluations of Veteran Candidates for Police and Public Safety Positions*. Invited presentation for the New York State Psychological Association's Forensic Division Annual Conference, New York, NY.

Schlosser, L. Z. & Guller, M. E. (2016, February). *Unfit and Unfixable: A closer look at officers found unfit for duty with a poor prognosis for return to duty*. Invited presentation for the New Jersey State Association of Chiefs of Police. Eatontown, NJ.

Guller, M. E. & Schlosser, L. Z. (2013, May). *Mental Health Issues and Police Personnel: A Primer for Police Executives*. Guest lecture given as part of the Law Enforcement Executive Leadership Seminar, Fairleigh Dickinson University, Teaneck, NJ.

Guller, M. E. & Schlosser, L. Z. (2013, April). *Fitness for Duty Evaluations*. Guest lecture given as part of a Supervision Course for First-Line Supervisors, Rockland County Police Academy, Pomona, NY.

Guller, M. E. & Schlosser, L. Z. (2013, March). *Mental Health Issues and Police Personnel: A Risk Management Approach*. Guest lecture given at New Chief's Orientation, NJ State Association of Chiefs of Police, Sayreville, NJ.

- Guller, M. E. & Schlosser, L. Z. (2012, October). *Mental Health Issues and Police Personnel: A Primer for Police Executives*. Guest lecture given as part of the Law Enforcement Executive Leadership Seminar, Fairleigh Dickinson University, Teaneck, NJ.
- McElroy, H. K. & Schlosser, L. Z. (2012, September). *Behavioral Anchors for Television Network Risk Ratings*. Invited presentation at the SMA Media Consulting 1st Annual Peer Group Meeting for Network Psychologists, San Diego, CA.
- Schlosser, L. Z. (2011, September). *Pre-employment psychological screening of law enforcement candidates*. Invited presentation for the New York State Psychological Association's Forensic Division, New York, NY.
- Schlosser, L. Z. (2010, April). *A Multidimensional Model of American Jewish Identity*. Paper presented for the faculty, staff, and students at the New School for Social Research, New York, NY.
- Schlosser, L. Z. (2009, October). *A Multidimensional Model of American Jewish Identity*. Invited speaker at the 9th Annual Diversity Challenge Conference, Chestnut Hill, MA.
- Schlosser, L. Z. (2008, December). *Why does counseling psychology exclude religion? A content analysis and methodological critique*. Colloquium presented for the faculty, staff, and students at Fordham University, New York, NY.
- Schlosser, L. Z. (2008, October). *Multicultural Student-Faculty Relationships in Graduate Education*. Invited plenary address given at the 1st Annual University of New Mexico Mentoring Conference, Albuquerque, NM.
- Schlosser, L. Z. (2008, March). Christian Privilege. In T. Israel (Chair), *The many faces of privilege: Strategies for research, practice, training, and advocacy*. Symposium conducted at the 2008 International Counseling Psychology Conference, Chicago, IL.
- Schlosser, L. Z. & Ali, S. R. (2008, March). Muslims and Jews: Christian Privilege and Identity Issues. In P. E. Priester (Chair), *Social Justice Perspectives on the Integration of Religious Issues in Counseling Psychology*. Symposium conducted at the 2008 International Counseling Psychology Conference, Chicago, IL.
- Schlosser, L. Z. (2008, March). Counseling Psychology in the Department of Correction. In Y. B. Chung (Chair), *Nontraditional Career Options for Counseling Psychologists*. Symposium conducted at the 2008 International Counseling Psychology Conference, Chicago, IL.
- Schlosser, L. Z. (2007, October). *Why does counseling psychology exclude religion? A content analysis and methodological critique*. Paper presented at the New Jersey Psychological Association's Fall Conference, Iselin, NJ.

- Skowron, E. A. & Schlosser, L. Z. (2007, August). *Passing the Baton – A Tribute to Mentoring Excellence in Counseling Psychology*. Symposium co-chaired at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.
- Schlosser, L. Z., Chapman, A. D., Chung, R. C., Bemak, F., Lewis, J., & Parham, T. A. (2007, February). *Promoting Multicultural Competence during a Regressive Political Climate: A Town Hall Meeting*. Workshop conducted at the 24th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Schlosser, L. Z., Matsui, W. T., Beitin, B. K., & Brock-Murray, R. D. (2006, October). *The Maafa, the Shoah, Pearl Harbor and 9/11/2001: Tracing discrimination, resilience, and social action among four cultural groups*. Workshop conducted at the New Jersey Psychological Association's Fall Conference, Iselin, NJ.
- Schlosser, L. Z. & Rhines, K. C. (2005, December). *Understanding White Privilege*. Workshop conducted for the Counseling Center staff at Seton Hall University, South Orange, NJ.
- Schlosser, L. Z. & Rhines, K. C. (2005, October). *Heterosexual Privilege*. Workshop conducted for the students, faculty, and staff of Seton Hall University, South Orange, NJ.
- Rhines, K. C. & Schlosser, L. Z. (2005, October). *The Ins and Outs of Heterosexual Privilege*. Workshop conducted at the 5th Annual LGBTQA Leadership Conference at William Patterson University of New Jersey, Wayne, NJ.
- Schlosser, L. Z. & Rhines, K. C. (2005, April). *Christian Privilege*. Workshop conducted for the students, faculty, and staff of Seton Hall University, South Orange, NJ.
- Rhines, K. C. & Schlosser, L. Z. (2005, March). *Male Privilege*. Workshop conducted at the 2005 Seton Hall University Women's Conference, South Orange, NJ.
- Rhines, K. C. & Schlosser, L. Z. (2005, March). *White Privilege*. Workshop conducted for the students, faculty, and staff of Seton Hall University, South Orange, NJ.
- Schlosser, L. Z., Parham, T. A., Wang, Y., Foley, P. F., Suyemoto, K., Hernandez, E. F., Kelly, M., & Deneen, C. C. (2005, February). *Promoting Racial-Cultural Competence and Social Justice in Psychology and Education*. Workshop conducted at the 22nd Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.
- Rhines, K. C. & Schlosser, L. Z. (2004, November). *Understanding White, Male, Heterosexual, and Christian Privilege*. Workshop conducted for the students, faculty, and staff of Seton Hall University, South Orange, NJ.
- Schlosser, L. Z. (2004, April). *Being non-Christian in a Christian society: Research impacting practice*. Workshop conducted at the 4th Annual Psychology and Spirituality Conference, Seton Hall University, South Orange, NJ.

- Schlosser, L. Z. (2004, April). *The advisor-advisee relationship in graduate school: A program of research*. Paper presented at the 1st Annual Faculty Research Day, Seton Hall University, South Orange, NJ.
- Schlosser, L. Z. (2004, April). *Asian-American Mental Health*. Presentation for the Buddhist Compassion Relief Tzu-Chi Foundation, Flushing, NY.
- Schlosser, L. Z. (2004, March). *The advisor-advisee relationship in graduate school: In the beginning, there was Charlie*. Paper presented at the 4th Annual Award Ceremony for the Bruce Fretz Award for Outstanding Research, University of Maryland Counseling Psychology Ph.D. Program, College Park, MD.
- Schlosser, L. Z. (2004, March). *The Wide World of Teaching Psychology*. Symposium conducted at the New Jersey Psychological Association's Spring Conference, Iselin, NJ.
- Knox, S., Catlin, L., Casper, M., & Schlosser, L. Z. (2002, November). *Discussing religion and spirituality in psychotherapy: Client perspectives*. Paper presented at the Center for Addiction and Behavioral Health Research Annual Symposium, Milwaukee, WI.
- Schlosser, L. Z. (2002, October). *The Advisory Working Alliance Inventory – Advisor Version: Scale development and validation*. Paper presented at the Faculty/Fellows Meeting, Department of Psychiatry, Weill Medical College of Cornell University, New York, NY.
- Schlosser, L. Z., Brimhall-Vargas, M. G., & Clark, C. E. (2002, February). *It's not just "Secret Santa" in December: Addressing Educational and Workplace Climate Issues Linked to Christian Privilege*. Workshop conducted for faculty and students, Counseling Psychology Ph.D. Program, University of Maryland, College Park, MD.
- Schlosser, L. Z., Brimhall-Vargas, M. G., Clark, C. E., & Alimo, C. (2001, November). *It's not just "Secret Santa" in December: Addressing Educational and Workplace Climate Issues Linked to Christian Privilege*. Workshop conducted for faculty, staff, and administrators at the University of Maryland, College Park, MD.
- Schlosser, L. Z. & Brimhall-Vargas, M. G. (2001, March). *Understanding the role of Christian Privilege in the context of an interfaith dialogue*. Workshop conducted for students at the University of Maryland, College Park, MD.
- Schlosser, L. Z. (1999, May). *Measuring the working alliance in advisor-advisee relationships in graduate school*. Paper presented at the Research and Development meeting of the University of Maryland Counseling Center, College Park, MD.

Service Activities

National Service Positions

Member, Education Committee, Police Psychological Services Section, IACP (2017-2018)

Member, Mental Health Policy Revision Committee, Police Psychological Services Section, IACP (2017)

Member, CLEAR Institute Working Group on Cultural Diversity and De-Escalation Training for Law Enforcement Officers, New Jersey Office of the Attorney General (2017)

Member, Working Group on Mental Health Training for Law Enforcement Officers, New Jersey Office of the Attorney General (2016)

Member, Awards Committee, Police Psychological Service Section, IACP (2016)

Member, Ethics Committee, Police Psychological Services Section, IACP (2015-2018)

Member, Pre-Employment Psychological Evaluation Guidelines Revision Committee, IACP (2013-2014)

Member-at-Large, American Board of Counseling Psychology (2012-2013)

Member, Program Committee, Forensic Division, NYSPA (2010-2012)

Member, Awards and Recognitions Committee, APA Division 17 (2010-2013)

Member, *Exploring Privilege* STG, APA Division 17 (2010-2011)

Secretary, American Academy of Counseling Psychology (2010-2013)

Chair, Continuing Education Committee, APA Division 17 (2009-2010)

Member, Continuing Education Committee, APA Division 17 (2008-2011)

Member, VP for Diversity and Public Interest Advisory Board, APA Division 17 (2008-2011)

Co-Chair, Hospitality Suite Committee, International Counseling Psychology Conference (2008)

Chair, Editorial Policy Committee, NYSPA (2007-2008)

Member, Nominations and Elections Committee, NYSPA (2007-2008)

Member, *Passing The Baton* STG, APA Division 17 (2006-2007)

President, Social Issues and Cross-Cultural Division, NYSPA (2006-2007)

Member, Executive Committee, National Institute of Multicultural Competence (2005-2007)

Member, National Planning and Implementation Committee, NIMC (2004-2007)

Co-Chair, SERD Mentoring Committee, APA Division 17 (2004-2006)

Catering Co-Chair, Hospitality Suite Committee, APA Division 17 (2004)

Editorial Board Positions

Consulting Editor, *The Counseling Psychologist* (2010-2012)

Consulting Editor, *Psychology of Religion and Spirituality* (2008-2012)

Consulting Editor, *Training and Education in Professional Psychology* (2006-2012)

Consulting Editor, *Journal of Multicultural Counseling and Development* (2005-2011)

Consulting Editor, *Counseling and Values* (2004-2010)

Professional Reviewing Positions

Member, SERD Awards Committee (2008-2010)

Member, Program Review Committee, 2009 National Multicultural Conference and Summit

Member, Program Review Committee, 2008 International Counseling Psychology Conference

Member, Program Review Committee, 2007 National Multicultural Conference and Summit

Member, Program Review Committee, 2005 National Multicultural Conference and Summit

Member, Program Committee, APA Division 17 (2005-2009)

Member, Program Committee, APA Division 36 (2005-2006)

Member, Program Committee, APA Division 45 (2004-2008)

Ad Hoc Reviewer, *Mentoring and Tutoring: Partnership in Learning* (2006-2012)
 Ad Hoc Reviewer, *Cultural Diversity and Ethnic Minority Psychology* (2004-2012)
 Ad Hoc Reviewer, *Journal of Multicultural Counseling and Development* (2004-2005)
 Ad Hoc Reviewer, *The Counseling Psychologist* (2003-2009)
 Ad Hoc Reviewer, *Journal of Counseling Psychology* (2003-2012)
 Ad Hoc Reviewer, *Psychotherapy Research* (2003-2012)
 Ad Hoc Reviewer, *Psychotherapy: Theory, Research, Practice, Training* (2003-2012)

Service to Seton Hall University

Service to the University

Member, IRB Review Committee (2010)
 Commencement Marshall (2008)
 Member, Faculty Research Day Committee (2008)
 Member, Faculty Convocation Committee (2007)
 Commencement Marshall (2007)
 Member, Faculty Senate Faculty Development Committee (2006-2007)
 Member, Faculty Convocation Committee (2006)
 Member, Faculty Senate Academic Facilities Committee (2006-2009)
 Member, Faculty Senate Ad Hoc Committee for a University Ombuds Office (2005-2009)
 Member, Petersheim Academic Exposition Steering Committee (2006-2007)
 Member, Faculty Senate Task Force on Faculty Intellectual Property Rights (2005-2006)
 Member, University Community Standards Review Board (2004-2009)
 Member, Search Committee, Counseling Center Staff Psychologist Position (2004)
 Psychological Assessment Consultant, University Counseling Services (2003-2004)

Service to the College of Education and Human Services

Member, Educational Policy Committee (2007-2008)
 Member, Educational Resources Committee (2006-2012)
 Member, Assessment Committee (2005-2006)
 Vice Chair, Faculty Association of the College of Education (FACE) (2004-2005)
 Member, Educational Policy Committee (2004-2005)

Service to the Department of Professional Psychology and Family Therapy

Member, Grievance Committee (2009-2012)
 Member, Academic Standards Committee (2009-2012)
 Member, Search Committee, Mental Health and School Counseling Faculty Position (2008)
 Member, Search Committee, Mental Health and School Counseling Faculty Position (2006)
 Member, Ad Hoc Committee for Developing a Plagiarism Policy (2003-2004)
 Member, Assessment Committee (2003-2012)

Service to the Counseling Psychology PhD Program

FPPP Exam Coordinator (2008-2012)
 Practicum Coordinator (2007-2012)
 Advisor, Student Research Committee (2005-2012)
 Acting Internship Coordinator (2004-2005)

Awards and Grants

2011 Provost Faculty Scholarship Award, SHU (awarded 3 times in 2011)
 2010 Provost Faculty Scholarship Award, SHU (awarded 2 times in 2010)
 2009 Provost Faculty Scholarship Award, SHU (awarded 2 times in 2009)
 2008 Researcher of the Year Award, College of Education and Human Services, SHU
 2008 Outstanding Scholarly Publication, Supervision and Training Section, APA Division 17
 2008 Early Career Mentoring Award, Section on Ethnic and Racial Diversity, APA Division 17
 2008 University Research Council Award (summer stipend), SHU
 2008 Provost Faculty Scholarship Award, SHU (awarded 3 times in 2008)
 2007 Emerging Researcher Award, New Jersey Psychological Association
 2007 Provost Faculty Scholarship Award, SHU (awarded 2 times in 2007)
 2006 Provost Faculty Scholarship Award, SHU (awarded 2 times in 2006)
 2005 Provost Faculty Scholarship Award, SHU
 2003 Bruce Fretz Award for Outstanding Research, University of Maryland
 2002 Byrne-Marx-Magoon Travel Award, University of Maryland
 2001 Dissertation Support Grant, CAPS Department, University of Maryland
 2001 Student Travel Award, APA
 2000 Presentation Award, Graduate Research Interaction Day, University of Maryland
 1999 Student Research Grant, NCDA and ACSCI

Professional Affiliations

American Academy of Counseling Psychology (AACoP), Fellow
 Bergen County Police Chiefs Association, Affiliate Member
 International Association of Chiefs of Police (IACP), Associate Member
 Police Psychological Services Section (PPSS), Member
 New Jersey State Association of Chiefs of Police, Affiliate Member
 New York State Psychological Association (NYSPA), Member

SPECIALTY TRAINING AND EDUCATION IN POLICE AND PUBLIC SAFETY PSYCHOLOGY
Lewis Z. Schlosser, PhD, ABPP

2016

International Association of Chiefs of Police (IACP); Police Psychological Services Section (PPSS); San Diego, CA

October 15, 2016

1. Legal Update: Police Psychological Services Section 2016.
 - a. Marty Mayer, Esq. 1.0 hours.
2. The Advantages of Using a Police Psychologist in a CIT Academy: A Practical Guide for Chiefs and Police Psychologists.
 - a. Drs. Phil Trompetter and Joel Fay. 1.5 hours
3. Health and Wellness, Fitness for Duty, and the Mid-Career Police Officer.
 - a. Dr. Lewis Schlosser; Lieutenant Ted Schafer. 1.0 hours.
4. Enhancing the Efficacy and Science of Pre-employment Psychological Screening Through Research Collaboration.
 - a. Drs. David Corey and Yossef Ben-Porath. 1.0 hours.

October 16, 2016

1. A Current Perspective on the Utility of Post-Shooting Interventions (PSI) for LEOs
 - a. Drs. Steven Sultan, Ana Gamez, and Jung Kim. 1.5 hours.
2. Assessment Protocols, Procedures, and Pass Rates for Psychological Evaluations of Police Candidates: A Contemporary National Survey.
 - a. Dr. David Corey. 1.0 hours.

Johnson, Roberts, and Associates (JRA) Users Conference; Chicago, IL

October 14, 2016

1. Identifying Sexual Misconduct Risk in Police Applicants: Survey Results Regarding Potential Interview Questions.
 - a. Dr. Cerise Vablais. 1.0 hours
2. Sexting Behavior in Law Enforcement Applicants: Incidence Data from a Large State Law Enforcement Agency.
 - a. Dr. William McIntyre. 1.0 hours
3. Assessing Relevance of Marijuana Use Among Applicants in States Where Marijuana has been Legalized.
 - a. Dr. Cerise Vablais. 1.0 hours
4. Assessing Intolerance and Bias in the Evaluation Process: How we do it, and what we do with the information once we have it.
 - a. Drs. Jeni McCutcheon, Brian Mangan, Michael Bricker, Casey Stewart, Lewis Schlosser, and Matt uller. 2.0 hours.
5. The CPI as a Measure of Tolerance/Intolerance.
 - a. Ryan Roberts, JD; Dr. Michael Roberts. 1.75 hours.

Society for Personality Assessment

March 9, 2016

1. Personality Assessment Consultation Opportunities with the e deral Aviation Administration: An Orientation to FAA Practices and Standards.
 - a. Dr. Chris Front. 3.5 hours.

2015International Association of Chiefs of Police (IACP); Police Psychological Services Section (PPSS); Chicago, IL

October 24, 2015

5. Legal Update for Law Enforcement Psychologists.
 - a. Marty Mayer, Esq. 1.0 hours.
6. Psychological Perspectives on Police Reform.
 - a. Drs. Casey Stewart, David Corey, Ellen Scrivner, Kevin Jablonski, Virginia Hays, and Gwendolyn Puryear Keita. 1.5 hours
7. Unfit and Unfixable: A Closer Look at Officers Found Unfit for Duty with a Poor Prognosis for Return to Duty in a Study of 337 Public Safety Officer DES.
 - a. Drs. Matthew Guller and Lewis Schlosser. 1.0 hours.
8. Differences between Law Enforcement Candidates With and Without prior Military Service as seen in the results of Pre-employment Psychological Evaluation on the MMPI-2 and PAI.
 - a. Drs. Molly Meier Hendrickson, Kathryn Juzwin, and Jaime Lilie, Ph.D. 1.0 hours.
9. Using MMPI-2-RF in Fitness-for-Duty Evaluations of Police and Other Public Safety Personnel.
 - a. Drs. David Corey and Yossef Ben-Porath. 1.0 hours.

October 25, 2015

3. Law Enforcement Families – The forgotten Community: How to Support Law Enforcement Families During Times of Community Outrage.
 - a. Drs. John Nicoletti and Sara Garrido; Deputy Chief David Quinones. 1.5 hours.
4. Psychological Fitness for Duty Evaluations: Practice Issues for Chiefs and Psychologists.
 - a. Dr. Susan Saxe-Clifford. 1.0 hours
5. The Incremental Validity of Using Personality Assessment and Biographical History in Predicting Academy Success.
 - a. Drs. Michael Stowers, Scott Stubenrauch, and John Warren; Major Mike Adams. 1.0 hours
6. Fitness for Duty Evaluations: Revisiting the Referral Threshold.
 - a. Dr. David Corey. 1.0 hours.

Johnson, Roberts, and Associates (JRA) Users Conference; Chicago, IL

October 23, 2015

6. New and Innovative Practice Ideas in Police and Public Safety Psychology.
 - a. Drs. Jeni McCutcheon and Jocelyn Roland. 1.0 hours.
7. Let Us Call These Learning Lessons: Case Presentations & Topics of Interest.
 - a. Drs. Jeni McCutcheon and Jocelyn Roland. 1.0 hours.
8. The JR&A CPI as a Predictor of Background Rejection in a Bifurcated Screening Program.
 - a. Dr. Casey Stewart; Ryan Roberts, JD. 1.0 hours.
9. A Reanalysis of Job Performance Validity Data Using the JR&A CPI and the MMPI-2 RF.
 - a. Ryan Roberts, JD; Dr. Yossef Ben-Porath. 2.0 hours.
10. Combining the JR&A CPI and the MMPI-2 RF to Predict Job Performance of Police Officers.
 - a. Dr. Yossef Ben-Porath. 1.0 hours.
11. The JR&A PsyQ Required Explanations Report.
 - a. Drs. Michael Johnson and Michael Roberts. 1.0 hours.

2014International Association of Chiefs of Police (IACP); Police Psychological Services Section (PPSS); Orlando, FL

October 25, 2014

1. Legal Update: Police Psychological Services Section 2014.
 - a. Marty Mayer, Esq. and Wayne Schmidt, Esq. 1.0 hours.
2. Ethical Standards Associated with the New Fitness-for-Duty Evaluation and Proposed Pre-Employment Psychological Evaluation Guidelines.
 - a. Drs. Paul Detrick, Elizabeth Thompson, Lorraine Greene, Jon Moss, Brian Mangan, John Warren, Michael Leland, Ana Gamez, and Raymond Hanbury. 1.0 hours
3. Roles and Responsibilities of Law Enforcement Agencies and Police Psychologists in Responding to a Variety of Community-Based Critical Incidents and Disasters.
 - a. Drs. John Nicoletti and Nancy Bohl-Penrod; Chief Lee Birk. 1.0 hours.
4. Threat Assessment: Evaluating Risk of Targeted Violence.
 - a. Drs. Casey Stewart and Kris Mohandie. 1.0 hours.
5. Risk Management Factors Impacting Pre-Conditional Offer of Employment Personality Assessments.
 - a. Dr. Stephen Curran. 1.0 hours.

October 26, 2014

1. Impact of Legalized and Medical Marijuana on the Selection of Police Applicants.
 - a. Drs. Richard Wihera, David Corey, and Michael Roberts. 1.0 hours.
2. Assessing Cultural Competence in Police Applicants.
 - a. Drs. Casey Stewart, David Corey, and Sandra Jenkins. 1.0 hours
3. Officer Suicide Initiative.
 - a. Mr. Ian Hamilton; Drs. Virginia Hays and Joel Ray; Ms. Deborah Spence; Deputy Chief Beau Thurnauer. 1.0 hours
4. The Changing Face of Violence: Interventions, Prevention and Solution.
 - a. Dr. Ellen Scrivner. 1.0 hours

Johnson, Roberts, and Associates (JRA) Users Conference; Orlando, FL

October 24, 2014

1. Because Cloning Oneself Isn't Yet Possible: Hiring Psychologists who are Independent Contractors and/or Employees: Ethical, Legal and Practical Issues.
 - a. Drs. Jeni McCutcheon, Matthew Guller, Heather McElroy, and Gary Fischler. 1.0 hours.
2. JR&A CPI Selection Report Revision.
 - a. Drs. Michael Roberts and Michael Johnson. 1.0 hours.
3. Relative Risk Ratios (RRR's): Understanding the Statistic and How It Can Be Used to Improve the Formulation of an Employment Suitability Recommendation.
 - a. Dr. Yossef Ben-Porath. 1.0 hours.
4. Replicating the Fischler job outcome research (Sellbom, Fischler, Ben Porath) using the JR&A CPI Selection Report.
 - a. Ryan Roberts, JD; Drs. Gary Fischler and Yossef Ben-Porath. 1.0 hours.
5. Relative Risk Ratio's Applied to Case Studies: Panel.
 - a. Drs. Michael Roberts, Yossef Ben-Porath, and David Corey. 1.0 hours.
6. The 2014 California POST Psychological Screening Manual.
 - a. Drs. Shelley Spilberg and David Corey. 1.5 hours.

2013International Association of Chiefs of Police (IACP); Police Psychological Services Section (PPSS); Philadelphia, PA

October 19, 2013

1. Legal update for Law Enforcement Psychologists.
 - a. Marty Mayer, Esq. and Wayne Schmidt, Esq. 1.0 hours.
2. Too Much Too Ugly: Psychological Responses to Three Mass Casualty Shootings.
 - a.F Drs. Kevin Jablonski, Mark Kirschner, and John Nicoletti; Chief Daniel J. Oates. 2.0 hours
3. Advances in Increasing the Professionalism of Police and Public Safety Psychology: A New Era of Recognition and Responsibility.
 - a. Drs. Shelley Spilberg and David Corey. 1.0 hours.
4. Reasoning Errors in Ethical Decision Making: IACP-PPSS Ethics Committee Presentation.
 - a.F Drs. Gary Fischler, Paul Detrick, Jon Moss, Lorraine Greene, Michael Leland, John Warren, and Casey Stewart. 1.0 hours.

October 20, 2013

1. Counseling Cops: What Clinicians and Police Chiefs Need to Know.
 - a.F Drs. Ellen Kirschman, Joel Fay, and Mark D. Kamena. 1.0 hours.
2. Preparing Officers for the Psychological Impact of Large-Scale and Lengthy Operational Events: Case Studies from Labor Disputes, Protests, and Other High Profile Extended Events.
 - a. Captain Michael A. Spochart; Deputy Chief Daniel Blackdeer; Dr. Evan M. Axelrod. 1.0 hours.
3. Veterans as Job Applicants: The Good, and the Not So Good, and What to Do About It.
 - a. Drs. Michael Roberts and Michael Johnson; Ryan Roberts, JD. 1.0 hours.
4. Contemporary Methods for Improving Assessment Outcomes.
 - a. Dr. Casey Stewart. 1.0 hours.
5. The time has come for electronic recording of pre-employment and fitness for duty evaluations.
 - a.F Dr. Mark Zelig. 1.0 hours.
6. Developing a written policy regarding how your agency should respond to personnel with mental health problems.
 - a. Senior Police Officer r ank Webb. 1.0 hours

Johnson, Roberts, and Associates Users Conference; Philadelphia, PA

October 18, 2013

1. Legal and Regulatory Issues: Q&A.
 - a. Dr. Shelley Spilberg. 1.0 hours.
2. Assessing Predatory Sexual Behavior in Police Applicants.
 - a. Dr. David Corey. 1.0 hours.
3. The JR&A Comprehensive Report.
 - a. Dr. Michael Roberts. 1.0 hours.
4. The JR&A Website.
 - a. Dr. Michael Johnson. 0.5 hours.
5. CPI Selection Report, Quick Reference Guide Update.
 - a.F Drs. Michael Roberts, David Corey, Casey Stewart, and Jeni McCutcheon; Ryan Roberts, JD. 1.25 hours.
6. Current Issues in Pre-employment Psychological Screening: Lessons Learned, Strategies Sought, and Conflicts Resolved.
 - a. Drs. Jeni McCutcheon and Jocelyn Roland. 2.0 hours.

2012International Association of Chiefs of Police (IACP); Police Psychological Services Section (PPSP); San Diego, CA

September 29, 2012

1. Legal Update for Law Enforcement Psychologists.
 - a. Marty Mayer, Esq. and Wayne Schmidt, Esq. 1.0 hours.
2. Progress Report: Effects from Combat Stress Upon Reintegration for Citizen Soldiers and on Psychological Profiles of Police Recruits with Prior Military Experiences.
 - a. Dr. Stephen Curran. 1.0 hours.
3. Reintegration Challenges, Specialized Trauma Treatment and Training for Returning Police Combat Veterans Suffering with Posttraumatic Stress and Related Emotional and Mental Problems.
 - a. Dr. Frank Gallo. 1.0 hours.
4. Basic Psychometrics: A Refresher for Police Psychologists.
 - a. Dr. Yossef Ben-Porath. 1.0 hours
5. Creating the IPI-2 Termination Prediction.
 - a. Drs. Michael Stowers, Scott Stubenrauch, and Thomas Champion. 1.0 hours.
6. Use of the MMPI-2-RF in Psychological Fitness-for-Duty Evaluations: Empirical Findings.
 - a. Drs. David Corey and Yossef Ben-Porath. 1.0 hours

September 30, 2012

1. The integration of Data in Psychological Assessment of Law Enforcement Personnel.
 - a. Dr. Casey Stewart. 1.0 hours
2. Positive Response Distortion by Police Officer Applicants on the MMPI-2-RF: Preliminary Findings.
 - a. Mr. John Chibnail; Dr. Paul Detrick. 1.0 hours.
3. Exploring the Boundaries of Applicant and Promotional Testing.
 - a. Dr. Carl Swander; Assistant Chief Dick Reed. 0.5 hours
4. Critical Incident Resilience Training: Enhancing the Psychological Resilience of Law Enforcement Officers.
 - a. Dr. Leo Polizoti. 1.0 hours.
5. Investigating Personality Patterns Among Special Assignment Law Enforcement Personnel groups on an Objective Measure of Personality.
 - a. Ms. Ashley Lyden; Mr. Len Miller; Ms. Heather Wright; Drs. Kathryn Juzwin and Michael Stowers; Ms. Sara Lapacka; Dr. Scott Stubenrauch. 1.0 hours.
6. Using Decision-Making Models in Ethical Dilemmas.
 - a. Drs. Casey Stewart, Gary Fischler, and Jon Moss. 1.5 hours.

Johnson, Roberts, and Associates Users Conference; San Diego, CA

September 28, 2012

1. The CPI Interpretive Guidelines Project.
 - a. Drs. Casey Stewart, Michael Roberts, David Corey, and Jeni McCutcheon; Ryan Roberts, JD. 1.0 hours.
2. Use and Misuse of Cognitive Testing in Pre-Employment Assessment: the Wonderlic.
 - a. Drs. Michael Roberts and Michael Cuttler. 1.0 hours.
3. The New California POST Commission Manual: New CE Requirements for Psychologists Conducting Pre-Employment Screening Evaluations.
 - a. Drs. Shelley Spilberg and David Corey. 1.0 hours.
4. Case Study Symposium: Challenging Assessment Issues.
 - a. Drs. Michael Roberts, Yossef Ben-Porath, David Corey, Jay Supnick, and Gary Fischler. 3.0 hours.
5. New Developments in JR&A Scoring Software and Internet Testing.
 - a. Dr. Michael Johnson. 0.5 hours.

DIRECT SUPERVISION IN POLICE AND PUBLIC SAFETY PSYCHOLOGY

I was supervised in police and public safety psychology by David Safran, PhD, who was my supervisor at the New York City Correction Department from 2006 until 2007. After I was promoted to Assistant Director in 2007, Dr. Safran and I continued to consult on cases in a peer supervision capacity. All of the supervision was related to public safety assessment work, as it was almost exclusively related to psychological preemployment evaluations of correction officer candidates and fitness for duty evaluations of serving correction officers. This work was through my employer, the New York City Correction Department, where I worked part-time from 2006 until 2015.

I was also supervised in police and public safety psychology by Matthew Guller, JD, PhD, ABPP, who is now my partner at the Institute for Forensic Psychology (I P). The work at I P is almost exclusively devoted to public safety psychological assessment. I initially started working as an independent contractor at IFP in 2011, and joined the firm as a managing partner in 2012. As an independent contractor, Dr. Guller supervised my work on psychological preemployment evaluations of law enforcement and other public safety candidates along with fitness for duty evaluations of police and other public safety officers. Since becoming a managing partner at I P, Dr. Guller and I continue to consult regarding cases in a peer supervision capacity.

H. Lovell Smith

Permanent Address

P.O. Box 9416
 Catonsville, MD 21228
 (443) 415-4105

Work Address

Sociology Department
 Loyola College in Maryland
 4501 N. Charles St.
 Baltimore, Maryland 21210
 lsmith@loyola.edu
 (410) 617-2206

Current Position

Assistant Professor, Department of Sociology, Loyola University Maryland.

Education

- MBA** Sellinger School of Business and Management, Loyola University Maryland. 2005.
- Ph.D.** Department of Sociology, University of Maryland at College Park, College Park, MD. 1995.
- M.Ed.** Department of Education, University of Massachusetts at Amherst, Amherst, Massachusetts. 1985.
- B.S.** Department of Psychology, Southern Methodist University, Dallas, Texas. 1979.

Publications

- Smith, H. Lovell and Peyrot, M. 2008. "Examining the 'Spill-Over' Effect of Religiosity on Civic Involvement and Efficacy." In Ralph Piedmont (Ed.) Research in the Social Scientific Study of Religion, Vol. 19, Brill Hotei Publishing: Boston, 117-129.
- Peyrot, M. and Smith, H. Lovell. 2000. "Community Organization and Drug Prevention Readiness." Advances in Medical Sociology, Vol. 7, 303-319.

Smith, H. Lovell, Fabricatore, A., and Peyrot, M. 1999. "Religiosity And Altruism Among African American Males: The Catholic Experience." *Journal of Black Studies*, Vol. 29, 579-597.

Smith, H. Lovell, Fabricatore, A., and Peyrot, M. 1999. "Religion, Well-being And Civic Participation Among African American Men: A National Comparison." *Journal of African American Men*, Vol. 4, 51-65.

Peyrot, M. and Smith, H. Lovell. 1998. "Community Readiness for Substance Abuse Prevention: Toward a Model of Collective Action." *Research in Community Sociology*, Vol. 8, 65-91.

Proceedings Publications

Peyrot, M. and Smith, H. Lovell. 1997. "Readiness for and Impact of Indigenous Neighborhood-Level Substance Abuse Prevention: A Longitudinal Study." *Sociological Abstracts*, Vol. 45, No. 7, Aug. 8-10, Suppl. 180.

Peyrot, M. and Smith, H. Lovell. 1997. "Community Readiness for Substance Abuse Prevention: Toward a Model of Collective Action." *Sociological Abstracts*, Vol. 45, No. 7, Aug. 8-10, Suppl. 180.

Published Research Reports

Peyrot, M. and Smith, H. Lovell. 1999. *The African American Man and Religious Involvement.* In Nollie P. Wood Jr. et al (Eds), *Report on the State of African American Males in Baltimore City and the Baltimore Metropolitan Area, 1996.* Mayor's Commissions on African American Males, City of Baltimore.

Working Papers

Smith, H. Lovell and Duane O. Reid, Jr. "Examination of the Remediation Bottleneck and its Impacts for African American Males in an Urban Community College."

Smith, H. Lovell. "Coming Up Short: Race/Sex Contrast of English/Math Remediation Success in an Urban Community College."

Smith, H. Lovell. "School Discipline and the Perpetuation of Educational Castes."

Conference Presentation

- Olden, Scott and Smith, H. Lovell. "Men in Scrubs: Factors that influence the Decision of Men of Color to Pursue Careers in Health Professions at an Urban Community College." Eastern Regional Conference of the National Council on Black American Affairs, 2017.
- Smith, H. Lovell and Reid, Jr. D. "The Remediation Impasse: Comparative Analysis of English/Math Remediation Success In A Community College Context." 66th Annual Meetings of The Society for the Study of Social Problems, 2016.
- Smith, H. Lovell and Reid, Jr. D. "Assessment of a Comprehensive Approach for Increasing African American Male Achievement in Higher Education," Society for the Study of Social Problems, 2014.
- Smith, H. Lovell and Reid, Jr. D. "Class Competition and De Facto Tracking: A Spacial Analysis of Enrollments in Baltimore Area Schools." Eastern Sociological Society, 2014.
- Strocko, P., Peyrot, M., Smith, L., and Ziola, M. "The Effects of Racial-Ethnic Contact on Residential Segregation." Eastern Sociological Society, 2003
- Ziola, M., Smith, L., Peyrot, M., and Strocko, P. "Contact and Integration Ideology: Analysis of Attitudes toward Racial Inclusion." Eastern Sociological Society, 2003
- Smith, L., Peyrot, M., and Donnelly, A. "It Takes a Village: An Examination of the Impact of Neighborliness, Community Organization, and Religiosity on Adult Intervention in Youth Conflicts." Eastern Sociological Society, 2001.
- Smith, H. Lovell . "Community Viability and Neighborhood-Based Youth Sports." American Association of Behavioral and Social Sciences. 2000.
- Smith, H. Lovell . "The Mayor and the Madonna: How Rudolf Guilliani Mainstreamed the Black Madonna." International Communication Association. 2000.
- Smith, H. Lovell . "Research Trends in Sport Sociology, 1994-97." International Council for Health, Physical Education, Recreation, Sport, and Dance Anniversary World Congress. 1999.
- Peyrot, M and Smith, H. Lovell. "Readiness for and Impact of Indigenous Neighborhood-Level Substance Abuse Prevention: A Longitudinal Study," Society for the Study of Social Problems. 1997.

Peyrot, M. and Smith, H. Lovell. "Community Readiness for Substance Abuse Prevention: Toward a Model of Collective Action." American Sociological Association. 1997."

Smith, H. Lovell and Peyrot M. "Community Readiness for Substance Abuse Prevention." Southern Sociological Society. 1996.

Smith, H. Lovell and Peyrot, M. "Ask My Neighbor: Factors Related to Perception of Community Readiness for Substance Abuse Prevention." International Social Science Methodology. 1996.

Smith, H. Lovell. "State Acts and the Business Cycle: Examination of the Impact of Social Insurance Legislation on Union Growth in Britain: 1885-1975." Society for the Advancement of Socio-Economics. 1996.

Donovan, W and Smith, H. Lovell. "Becoming Free in Rio de Janeiro During the Gold Rush, 1700-1750 as Seen in the Cartas da Alforias." Aspects of Slavery in Colonial Brazil Conference. 1996.

Smith, H. Lovell. "Union mobilization and the State: Examination of the impact of social insurance legislation on union growth in Britain, 1885-1975." Washington D.C. Sociological Association meetings. 1995.

Smith, H. Lovell. "Union mobilization and the state: Examination of the impact of social insurance legislation on union growth in Britain and France, 1885-1975." Eastern Sociological Society, 1994.

Smith, H. Lovell. "Socio-structural influences upon self-selection into academia: Black females vs black males." Conference on Higher Education, 1989.

Smith, H. Lovell. "Class consciousness and party voting: attitudes toward the equal distribution of wealth in Britain, France, and Germany." Eastern Sociological Society, 1990.

Smith, H. Lovell. "Comparative research and causal inference: State actions and union power in France and Germany, 1871-1975." American Sociological Association, 1990.

Conference Participation

Session Organizer/Presider, "Perspectives on Race, Class, and the Social Construction of the Achievement Gap." 66th Annual Meetings of The Society for the Study of Social Problems, 2016.

Planning Committee, “Maryland Statewide Cultural Proficiency Conference.” Morgan State University, 2016.

Planning Committee, “Maryland Statewide Cultural Proficiency Conference.” Morgan State University, 2015.

Discussant, “Advanced Technology Education Principal Investigators Conference.” National Science Foundation. 2011.

Discussant, “Advanced Technology Education Principal Investigators Conference.” National Science Foundation. 2010.

Organizer. “Social Dynamics and Community.” Society for the Study of Social Problems. 2005.

Organizer/Discussant. “Urban Inequality.” Society for the Study of Social Problems. 2004.

Presider/Discussant. “Community Issues.” Society for the Study of Social Problems. 2003.

Session Co-organizer. “The Socioeconomics of Sports.” 10th Annual Meeting of the Society for the Advancement of Socioeconomics, Vienna, Austria, July 13-16, 1998.

Evaluation/Research Experience

External Evaluator, Howard County Police Department’s initiative entitled “Officer Worn Body Camera Pilot Study.” Study period: March 2017 to October 2017.

External Evaluator, National Visionary Leadership Project’s initiative entitled “Black Quilted Narratives.” Funded by the Kellogg Foundation. Grant period: July 2017 to June 2019.

External Evaluator, Baltimore City Community College’s initiative entitled “Nursing 4.0.” Funded by the Maryland Higher Education Commission. Grant period: Sept 2015 to August 2018.

External Evaluator, Baltimore City Community College’s initiative entitled “Improving and Expanding the STEM Programs at BCCC to Attract, Retain and Support the Success of Diverse Students”. Grant period: September 2015 to August 2018.

External Evaluator, Raritan Valley Community College’s initiative entitled “Commercial Energy Management – Technology program.” Grant period: September 2016 to August 2019.

External Evaluator, National Visionary Leadership Project's initiative entitled "Black Quilted Narratives." Funded by the Kellogg Foundation. Grant period: July 2014 to June 2015.

External Evaluator, Eastern Shore Community College's initiative entitled "Linking Employment and Academic Needs (LEAN) Internship Project." Funded by the National Science Foundation. Grant period: Sept 2013 to Sept 2016.

External Evaluator, Baltimore City Community College's initiative entitled "Upward Bound Math-Science Program." Funded by the U.S. Department of Education. Grant period: Sept 2012 to Sept 2017.

External Evaluator, Lewis and Clark Community College's initiative entitled "Science-Based Service Technology in Hybrid Electrical Vehicles Program." Funded by the National Science Foundation. Grant period: Sept 2012 to Sept 2015

External Evaluator, Baltimore City Community College's initiative entitled "Academic Acceleration for African American Males Program." Funded by the U.S. Department of Education. Grant period: Sept 2011 to Sept 2014.

External Evaluator, Baltimore City Community College's Advanced Technology Education (ATE) initiative entitled "A Systematic Approach to Increase the Success Rates of Engineering and Technology Students at an Urban Community College." Funded by the National Science Foundation. Grant period: Sept 2012 to Sept 2015.

External Evaluator, Lewis & Clark Community College's Advanced Technology Education (ATE) initiative entitled "Science-Based Service Technology in Hybrid Electrical Vehicles Program." Funded by the National Science Foundation. Grant period: Sept 2012 to Sept 2015.

External Evaluator, the Maryland State Department of Education's "Project 3+3: Advanced Placement Incentive Program." Grant Period: 2010 to 2012.

External Evaluator, Camp Achieve's Math Acceleration Program. Funded by the U.S. Department of Education's 21st Century Community Learning Centers Program. Grant period: Sept 2009 to Sept 2010.

External Evaluator, Baltimore City Community College's Advanced Technology (ATE) Curriculum initiative entitled "Robotics Technology Curriculum." Funded by the National Science Foundation. Grant period: Sept 2008 to Sept 2011.

External Evaluator, Community College of Baltimore County's Technology and Innovation in Manufacturing Education (TIME) Center's. Sept 2011 to Sept 2012.

External Evaluator, Community College of Baltimore County's Technology and Innovation in Manufacturing Education (TIME) Center's. Grant period: Sept 2007 to Sept 2008.

External Evaluator, Community College of Baltimore County's Technology and Innovation in Manufacturing Education (TIME) Center's. Grant period: Sept 2008 to 2011.

Maryland State Department of Education initiative, "Project Nexus." February, 2005 to 2008.

Project Evaluator, "SOAR to Success." Year-round academic enrichment program conducted by Camp Believe, Inc. Grant period: September, 2003 to August, 2007.

Co-evaluator, Baltimore Prevention Center. Funded by the United States Public Health Service Center for Substance Abuse Prevention. Grant period: September, 1998 to August, 1999.

Research Grants

Loyola University Maryland's Dean's Supplemental funding recipient. Augmentation of Baltimore City Public Schools "School Climate" study with disaggregated census data. Grant period: May 2014 through June 2014.

External Evaluator, Loyola University Maryland's initiative entitled "Ignatius Scholars Summer Program." Funded by the Maryland Higher Education Commission. Grant period: June 2013 to June 2014.

Evaluator, "Project Nexus." Funded by the Maryland State Department of Education. Grant period: Sept 2005 to Jan 2006.

Co-investigator, Evaluation of the Baltimore Prevention Coalition's "Minority Community Demonstration." Funded by the United States Office of Minority Health. Grant period: 2003-2004.

Awards

Recipient of the Chair's Award for Excellence for Minority Achievement. Granted through the Maryland State Department of Education by the Achievement Initiative for Maryland's Minority Students (AIMMS) Committee, 2006.

Other Research Experience

Staff member, Center for Minority Health Research. University of Maryland Department of Family Practice. 1991 to 1993.

Assistant Evaluator for Dallas Independent School District, Hood Middle School. October 1980 to August 1981.

Professional Workshops Conducted

Staff Development on Equity and Cultural Proficiency for school instructors of Harford Heights Elementary School, Baltimore County Public School System. April 15, 2013.

Vertical Teaming Staff Development for pre-advanced placement instructors of Wicomico Middle School and Wicomico High School. February 2009.

“Barriers to Effective School Change: The Impact of School Culture.” Advanced Placement Summer Institute conducted by The College Board, June 2006.

“Identifying Giftedness Among Poor and Minority Students.” Maryland State Department of Education, March 2006.

“Nurturing and Keeping The Gifts: Inspiring and Retaining Gifted Learners Living in Poverty.” Maryland State Department of Education, November 2005.

“Teaming for the Top: Empowering Underserved Students Towards College Success.” Baltimore County Public Schools, Southeast Area. October 2005.

“Teaching for Diversity.” La Plata High School, Charles Count Public Schools, August 2005.

“Model for Assessing Intervention Effectiveness.” Baltimore County Public Schools, Southeast Area. April 2005.

“Influence of Teacher Personality Style on Intervention Approach.” Deep Creek Elementary School. March 2005.

“Influence of Poverty on Academic Achievement.” Deep Creek Elementary School. February 2005.

“Culture of Poverty and Giftedness Among Poor Children.” Baltimore County Public Schools, Southeast Area. October 2004.

Keynote Speeches

Baltimore City Community College, Academic Acceleration for African American Males Program, March, 2014.

Loyola University Maryland. Men's Leadership Conference. February, 2014.

Loyola University Maryland. Men's Leadership Conference. February, 2013.

Loyola University Maryland. Men's Leadership Conference. February, 2012.

Maryland State Department of Education. Project 3+3 Kickoff. January 2009.

Maryland State Department of Education. Project Nexus. January 2006.

Professional Offices Held

Editorial Board, Journal of African American Studies, 2006-2010.

Chair, Community Research & Development Division of the Society for the Study of Social Problems, 2003-2005.

Teaching Experience

Loyola University Maryland

Soc 102, "Societies & Institutions.

Soc 103, "American Society."

Soc 105, "Education in U.S. Society"

Soc 205, "Social Problems."

Soc 221, "Race, Class, Gender"

Soc 331, "Deviance & Social Control."

Soc 343, "Social Survey Research"

Soc 350, "Research Methods Applications." [Later renumbered, SC353]

Soc 351, "Data Analysis."

Soc 352, "Data Analysis: Lab."

Soc 365, "Neighborhood and Community in Urban America

Soc 401, "Internship Practicum"

Soc 420, "Social Capital & the Social Construction of Opportunity"

Soc 421, "Race, Class, Gender, and Sexuality"

MM 639, "Violence and Competition in Urban America"

Anne Arundel Community College

Soc 111, "Introduction to Sociology." Spring 1986 through Fall 1987.

Soc 111, "Introduction to Sociology." March 18 - May 8, 1991.

Towson State University

Soc 101, "Introduction to Sociology." Fall 1991 to Spring 1993.

University of Maryland at College Park

Soc 100, "Introduction to Sociology." Fall 1985 through Summer Session I 1987.

Soc 300, "American Society." Summer Session II, 1989.

Soc 333, "Technology and Society." Teaching assistant, Spring 1989.

Soc 202, "Research Methods." Teaching assistant, Fall 1989.

University of Maryland at College Park: University College

Soc 227, "Sociology of Deviance." Summer Session I, 1991.

References

Available upon request.

JOANNA WASIK

EDUCATION

Georgetown University Law Center, Washington, D.C.

Juris Doctor, *magna cum laude*, awarded May 2012

GPA: 3.75 (top 10% of graduating class); Order of the Coif

Achievements: *Managing Editor*, Georgetown Journal of International Law

Legal Research and Writing Fellow

Pro Bono Pledge Honoree (212 hours of pro bono work)

Publications: *Court Delays in Poland: Mediation as a Way Forward in Commercial Disputes* - 43 Geo. J. Int'l L. 959

Sent "Home" With Nothing: The Deportation of Jamaicans with Mental Disabilities (co-author and co-editor of report released by the Georgetown Human Rights Institute in April 2011)

Amherst College, Amherst, MA

Bachelor of Arts, *magna cum laude*, Political Science, awarded May 2008

LEGAL EXPERIENCE

Mehri & Skalet, PLLC, Washington, DC

August 2015-present

Associate Attorney

- Represent four Iranian-American organizations and over twenty individuals suing federal government agencies and officials over travel ban executive order in *Pars Equality Center et al v. Trump et al*
- Represent employees in class action gender and race discrimination lawsuits
- Represent consumers in consumer protection class-action lawsuits against insurers, banks, and other companies

Freshfields, Bruckhaus & Deringer, LLP, New York, NY

September 2014- July 2015;

Associate, Litigation and Global Investigations

October 2012- August 2013;

Summer Associate

Summer 2012

- Served as member of Monitor team overseeing implementation of Deferred Prosecution Agreement between Moneygram International, Inc. and DOJ relating to anti-fraud and anti-money laundering compliance
- Represented three inmates in constitutional and statutory claims against City of New York; represented respondent in appeal from child abuse order
- Represented a leading global bank in its response to a complex, multi-jurisdictional DOJ and CFTC investigation
- Drafted trial motions for the successful criminal defense of former head of UBS Wealth Management

The Honorable J. Curtis Joyner, U.S. District Court for the Eastern District of Pennsylvania, Philadelphia, PA

Law Clerk

August 2013-August 2014

- Drafted orders and memoranda for review, discussion and signature by Judge Joyner
- Completed legal research necessary to advise Judge on issues of law for proper resolution of motions; proposed disposition of cases in discussions with Judge

Department of Justice: Overseas Prosecutorial Development, Assistance, and Training, Washington,

D.C.

Legal Intern

Fall 2011

- Provided comparative criminal law research support to DOJ Resident Legal Advisor in Turkey

Georgetown Human Rights Institute, Fact-Finding Mission, Washington, D.C.

Fall 2010-Spring 2011

Human Rights Researcher

- Co-wrote, co-edited, and published advocacy report analyzing findings and developing recommendations for U.S. government; met with U.S. government officials in ICE, DHS, and the House and Senate to discuss recommendations
- Conducted interviews with Jamaican and UK government officials, NGOs, medical practitioners, and deported persons in Kingston and Montego Bay, Jamaica; researched human rights standards, U.S. laws, policies and practices relating to deportation and treatment of individuals with mental disabilities

LANGUAGES

Polish (fluent); Spanish (high intermediate)

2000 – 2001

**Curriculum Writer
Office of Math, Science, and Health
Baltimore City Public School System**

Job responsibilities included:

- Analyzing national and state standards in science education
- Modifying Baltimore City Public School System science curriculum to include state standards
- Developing objectives to match state standards
- Identifying activities and assignments which would reinforce state standards
- Attending meetings to receive and provide technical support.

PRESENTATIONS GIVEN:

- *Accelerating the Achievement of African American Males—Addressing the Needs of Students with a Sense of Purpose and Possibility*, Woodlawn High School, Baltimore County Public Schools
- *Actualizing the Goals of No Child Left Behind through The Blueprint for Progress: The Case for Equity in Access and Opportunity*, Maryland Multicultural Coalition/National Association of Multicultural Education (NAME) Conference
- *College and Workforce Readiness*, Baltimore County Public Schools
- *Culturally Responsive Instruction in the Era of the Maryland Education Reform Act*, Baltimore County Public Schools
- *Demographic Inversion and its Implications for Student Achievement*, Baltimore County Public Schools
- *Instructional Coaching for Change—Emerging Model for Title I Schools*, National Title I Conference

GRADUATE COURSES TAUGHT:

- Development and Administration of Reading Programs
- Reading in the Content Area I
- Reading in the Content Area II
- Diagnosis and Assessment of Reading Difficulties
- Materials for Teaching Reading
- Instruction of Reading
- Leading for Educational Equity
- Introduction to Equity and Cultural Proficiency
- Race and Ethnicity in American Education
- Research Methods in Educational Equity
- Action Research
- Critical Race Theory in Education

PROFESSIONAL ORGANIZATION MEMBERSHIPS:

- ASCD
- American Association of School Administrators
- Council of Exceptional Children

REFERENCES PROVIDED UPON REQUEST

As-Needed Law Enforcement Support to Chief Kudrick

Bernard P. Fowler

Address Furnished Upon Request

Contact Information Furnished Upon Request

Summary of Qualifications

Background includes twenty years of law enforcement experience with skills and qualifications in the areas of *training, Use of Force, firearms instruction, patrol procedures, and tactical operations*. A dedicated, self-motivated individual with outstanding critical thinking, problem-solving and leadership skills. Successfully developed and implemented numerous training programs. Strong communication and instructor skills; demonstrated ability to interact with individuals from diverse backgrounds.

Professional Experience

Howell Township Police Department, Howell, NJ

A Progressive Municipal Police Department serving the Township of Howell

Lieutenant (Services Division)

February 2017- Present

- Supervise the Services Division, which includes the Training Division, Community Services, K-9 Unit, Emergency Medical Unit, Traffic Safety, and the Accreditation Unit.

Sergeant (Training Division Supervisor)

2010 - 2017

- Supervised and provides all in-service instruction for members of the Howell Twp. Police Department in the areas of law enforcement tactics, criminal and civil law, emergency response, use of force, pursuit policy, firearms, and defensive tactics.
- Responsible for record keeping and assignment of elective and mandatory training.
- Authored and implemented numerous training programs, including Rapid Response to Active Shooter Program, Patrol Service Rifle, and the Advanced Patrol Tactics Program.
- Served as the department's Supervising Firearms Instructor and Range Coordinator
- Instructor at Monmouth County Police Academy
- **Monmouth County Emergency Response Team (MOCERT); currently serves as a Team Leader and as a Senior Instructor.**

Police Officer (Patrol Division)

2000-2010

- Performed patrol functions to discourage criminal activity and ensure a safe and secure environment; enforce state and local laws in a timely and professional manner.
- Served as a Field Training Officer; provide hands-on guidance and training to all new officers.
- Member of the Emergency Services Unit (ESU).

Kean University Police Department, Union, NJ

1997 – 2000

An Armed, Sworn, PTC Certified, Multi-Jurisdictional State Police Agency

Police Officer

- Performed routine patrol functions to discourage criminal activity and ensure a safe and secure environment; enforce state and local laws in a timely and professional manner.

- Served as an EMS Coordinator; order new equipment, interface with the first aid squad to schedule routine training and emergency assignments; established policies and procedures to optimize efficiency.
- Member of the Community Policing Unit; conducted educational programs on crime prevention for students.
- Selected as Field Training Officer; provided hands-on guidance and assistance to all new officers.
- Member of Union/Essex County Auto Theft Task Force; collaborate with state and local police departments to investigate and resolve automotive theft crimes.

Education

Kean University, Union, NJ

Bachelor of Arts in Public Administration, August 2001

John H. Stamler Police Academy, Scotch Plains, NJ

New Jersey Police Training Commission Certification, 1997

- Attended Basic Recruit Class #77

Instructor Certifications:

- Taser International – Conducted Energy Weapon Instructor
- New Jersey Attorney General’s Office / Division of Criminal Justice Office – Conducted Energy Device Instructor
- New Jersey Attorney General’s Office / Division of Criminal Justice Office – De-Escalation Instructor
- Safariland Group – Less Lethal / Diversionary Device Instructor
- FNH USA, LLC.- ***FN 303 Less-Lethal Launcher Instructor / Armorer***
- State of New Jersey Police Training Commission - ***Instructor***
- Law Enforcement Training Services & Techniques Inc – ***Patrol Response to School Shootings Instructor***
- National Tactical Officers Association- ***Active Shooter Instructor***
- Louisiana State University- ***LASER (Law Enforcement Active Shooter Emergency Response) Instructor***
- TacticalLogic®- ***Tactical Response to Lethal Threats Instructor***
- Justice Institute of British Columbia, CA. – ***Spontaneous Weapon Defense Instructor***
- US Department of Justice - ***FBI Carbine Instructor***
- Rayburn Law Enforcement Training- ***CQB Patrol Rifle Instructor***
- Gung-Ho Chuan Association (GHCA)- ***Member and Close Quarters Combat Instructor***
- State of New Jersey Department of Law and Public Safety- Division of Criminal Justice – ***Firearms Instructor***
- Somerset County Police Academy- ***Field Training Officer***
- Monadnock Police Training Council- ***Advanced Instructor Certification in Expandable Police Batons***
- Rose Consulting Aiki Jujitsu- ***Weapon Retention Instructor***
- Armor Training Academy- ***OC Aerosol Projectors Instructor***
- Modern Warrior Defensive Tactics Institute- ***Combat PhysioKinetics Instructor***
- Larry Smith Enterprises- ***Compliance and Control Hold Basic Instructor***
- COP Tactics®– ***Motor Vehicle Stops Instructor***

- Simunition®- *Simunition® Scenario Instructor*
- Law Enforcement Mobile Video Institute- *National Mobile Video Instructor*
- Illinois Police Instructor Trainers Association, Inc.- *ICS Control Points Instructor*
- American Heart Association- *BLS Instructor*
- Rayburn Law Enforcement Training- *Handcuffing Instructor*

Professional Associations

- National Tactical Officers Association
- International Law Enforcement Educators and Trainers Association

Noteworthy Trainings

- Ocean County Police Academy- Ocean County Basic SWAT School
- Federal Bureau of Investigation – Basic SWAT School
- National Tactical Officers Association- Intermediate / Advanced SWAT Training
- New Jersey Department of Health and Senior Services- Emergency Medical Technician Training
- State of New Jersey Department of Law and Public Safety- Division of State Police- Emergency Medical Dispatch Training
- State of New Jersey Department of Law and Public Safety- Division of Criminal Justice- Community Policing Fundamentals Course
- Public Agency Training Council- National Criminal Justice School Violence Training
- Federal Law Enforcement Training Center-Homeland Security- Drug Law Enforcement School for Patrol Officers
- United States Department of Justice Drug Enforcement Administration- Drug Investigation Training
- Northeast Counterdrug Training Center- Basic Warrant Execution Training
- Multi-jurisdictional Counterdrug Task Force- Patrol Interdiction Training
- Northwestern University- Center for Public Safety- Crash Investigation Training
- Union County Police Academy- Crowd Confrontation Management Training
- Aiki Jujitsu - Impact Weapon Marking Expert Training
- Multi-jurisdictional Counterdrug Task Force- Criminal Street Gang Investigations
- NYPD Gang Unit- Gang Identification and Awareness
- National Center For Biomedical Research and Training Academy of Counter-Terrorist Education at Louisiana State University – Weapons of Mass Destruction Tactical Operations
- Federal Law Enforcement Training Center-Homeland Security- First Responder Training Program

Personal and professional references are available upon request.

JASON S. ROEBUCK

Address Furnished Upon Request
 Contact Information Furnished Upon Request

PROFESSIONAL EXPERIENCE**CITY OF LONG BRANCH POLICE DEPARTMENT, Long Branch, NJ****Director of Public Safety, City of Long Branch, March 2013-present**

- Responsible for the operation of the Police Department and Fire Department for the City of Long Branch
- Manages the budget for both Departments
- Supervises and implements policies and procedures

Detective Captain, Detective Division, March 2012-March 2013

- Supervises the investigative function of the police department
- Responsible for overseeing Narcotics, Alcohol Beverage Control and Monmouth University Quality of Life details
- Implemented and managed an undercover operation focusing on street level narcotics
- Developed and implemented a new City Ordinance concerning second hand dealers and the resale of valuable items

Captain, Support Services Division, March 2012-September 2012

- Managed the records and dispatch operations of the Police Department
- Responsible for investigation and issuance of firearms permits

Lieutenant, Platoon Commander, 2nd Platoon April 2009-February 2012

- Supervised police officers and supervisors who respond to calls for service
- Managed the daily operation of the platoon, directed operations at large scale events and crime scenes, developed strategies to respond to crime trends
- Reviewed reports, mentored and trained supervisors and patrol officers

Lieutenant, Street Crimes Unit June 2007-April 2010**Sergeant, Street Crimes Unit, August 2002-June 2007**

- Supervised and led the plainclothes investigative unit, focusing on narcotics and street level crime, including review and execution of search warrants.
- Liaison to federal and county law enforcement agencies, including the DEA, FBI, ATF and Monmouth County Prosecutor's Office, to further joint investigations and task forces
- Responsible for background investigations for prospective police officers, firemen, special officers, liquor license applications, as well as Alcoholic Beverage Control inspections.

Sergeant, Patrol Division, March 2002-August 2002

- Supervised patrol officers in performance of their duties, responsible for shift assignments.
- Assumed duties of the Watch Commander as necessary

Officer, Street Crimes Unit April 1998-March 2002

- Targets quality of life issues in the community for increased enforcement
- Conducted narcotics, alcohol beverage violations and background investigations

Police Officer, Patrol Division, August 1995-April 1998

- Selected as a field training officer

ADDITIONAL DUTIES

- Raid Team Leader
- Firearms Instructor
- Emergency Vehicle Operations Instructor
- NJ Department of Criminal Justice Rifle Instructor
- Active Shooter Response Instructor

**MONMOUTH COUNTY EMERGENCY RESPONSE TEAM (SWAT), Monmouth County, NJ
Commander, October 2007-April 2012**

- Responsible for planning and execution of all team training, conducted assessments of pre-planned targets, coordinated acquisition of equipment and monitored team budget.
- Supervised field operations for 45 SWAT officers in a multitude of high risk incidents including armed barricaded subjects and high risk search warrant executions.
- Collaborated with federal agencies, including Homeland Security and the Secret Service, to execute strategic plans for dignitary protection that included the 2 most recent US Presidents.

Operator, Entry Team September 2004-October 2007

- Assigned as a SWAT team member to the entry element, assisted with training and firearms qualifications.
- Responsible to stay proficient in all weapons including M-4, MP-5, and FN303

MILITARY

**PENNSYLVANIA ARMY NATIONAL GUARD, Phoenixville, PA
2ND LIEUTENANT, Anti-Tank Platoon Leader, March 1993-August 1995**

- Trained and led 25 soldiers and supervisors, participated in company leadership meetings.
- Planned and prepared operation orders to facilitate the platoon's training and annual deployments.
- Responsible for the professional development of the soldiers and NCOs.

UNITED STATES ARMY (Reserve)

- Promoted to 1st Lieutenant in May 1995, Captain in November 2002
- Infantry Officer's Basic Course, FT Benning GA, August 1992-January 1993
 - Graduated on the Commandant's List, top 10% of the class
- Junior Leader Tactical Development School, March 1990
- US Army Infantry school, June 1989-September 1989
 - Awarded "Top Gun" status for highest scores in the platoon

EDUCATION

**PENNSYLVANIA STATE UNIVERSITY, University Park, PA
Bachelor of Science, May 1992**

- Major: Criminal Justice
- Minor: National Security Affairs
- Army ROTC: Commissioned 2nd Lieutenant, May 1992

MONMOUTH COUNTY POLICE ACADEMY, Freehold NJ

- 50th class for Police Officers August 1995-December 1995
- Awarded Traffic Officer's Award for highest test scores

COMMENDATIONS

- 1998 Police Officer of the Year
- Meritorious Service Award
- Exceptional Duty Award
- Honorable Service Award (2)
- Commendatory Letters (2)
- Unit Citation (4)

SELECTED TRAINING

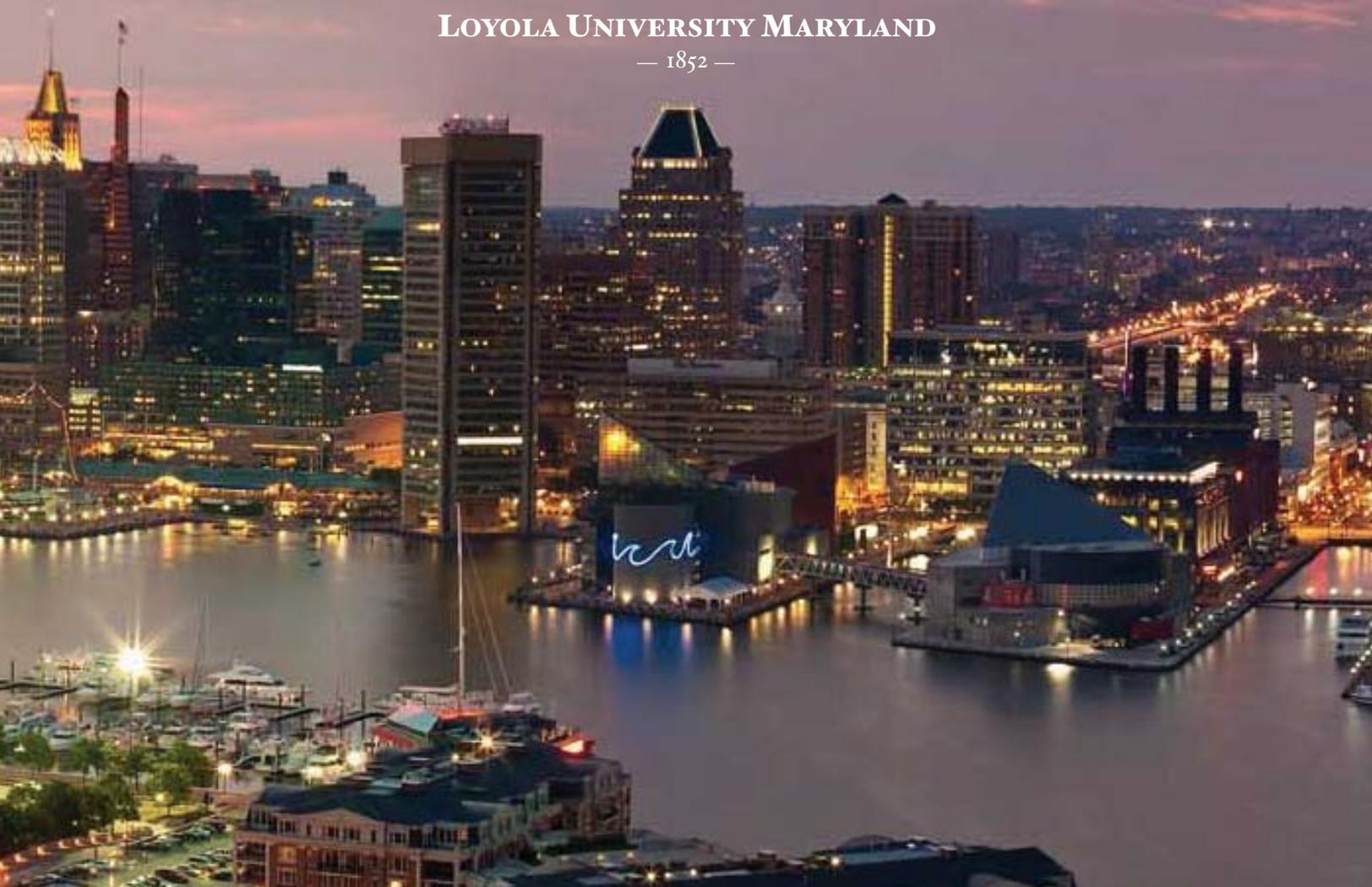
- Law Enforcement Supervision, Northwestern University
- Methods of Instruction
- Incident Command Systems
- Measuring and Rating Performance
- Advanced Tactical Command Program
- more upon request...

References available upon request



LOYOLA UNIVERSITY MARYLAND

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APPENDIX T1

Areas for Reform Table'

Puneet Cheema
Trial Attorney - Civil Rights Division
U.S. Department of Justice
601 D Street NW
Submitted to: Washington, DC 20579

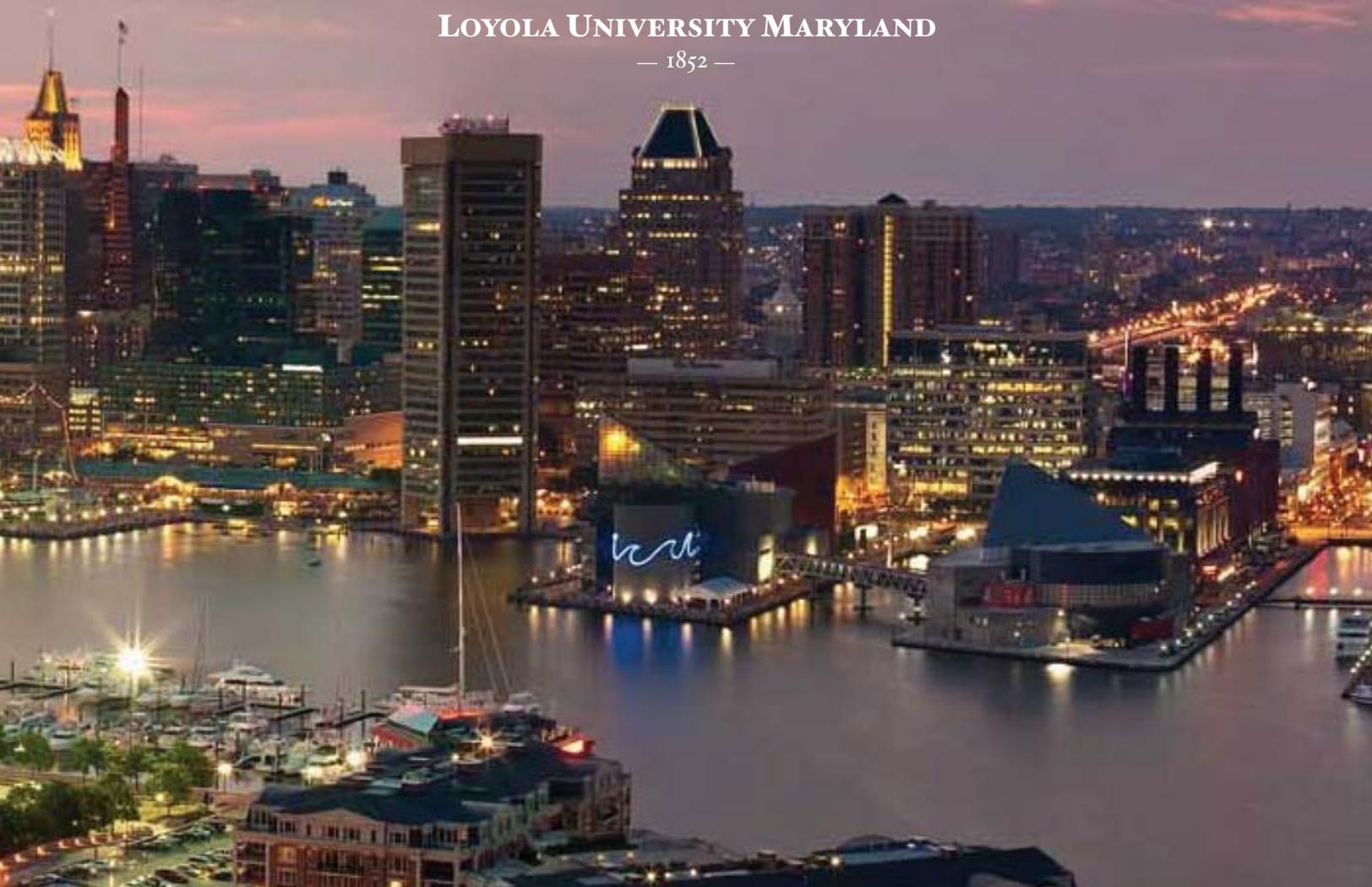
Erin Sher Smyth
Purchasing Agent for Baltimore City
231 E. Baltimore Street – 3rd Floor
Baltimore, MD 21202

PROCESS		CONTENT																		
TEAM MEMBER	Supporting Organizational Change	Project Management Experience	Program Evaluation	Licensed to Appear Before & Submit Documents to the Court	Community Policing & Engagement	Stops, Searches, Arrests, and Voluntary Interaction	Impartial Policing	Responding to People with Behavioral Health Disabilities or in Crisis	Use of Force	Interactions with Youth	Transportation of Persons in Custody	First Amendment Protected Activities	Handling of Reports of Sexual Assault	Technology	Supervision	Misconduct Investigations and Discipline	Coordination with Baltimore City School Police Force	Recruitment, Hiring and Retention	Staffing, Performance Evaluations, and Promotions	Officer Assistance and Support
Dr. Heather Z. Lyons	✓	✓	✓				✓	✓							✓			✓	✓	✓
Dr. Frank Golom	✓	✓	✓				✓								✓			✓		
Dr. Adanna J. Johnson		✓			✓		✓	✓		✓						✓				
Dr. H. Lovell Smith	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Chief Andy Kudrick	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Andy's Partner #1	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Andy's Partner #2	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. Lew Schlosser		✓	✓				✓	✓	✓						✓	✓	✓	✓	✓	✓
Paul Ominsky	✓	✓			✓		✓	✓	✓	✓			✓		✓	✓		✓	✓	✓
Judge U. W. Clemon				✓		✓	✓					✓		✓	✓	✓				
Amelia Friedman				✓		✓	✓					✓	✓	✓	✓	✓				
Joanna Wasik				✓		✓	✓					✓		✓	✓	✓				
Dr. Lisa Williams	✓	✓	✓				✓			✓							✓			



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APPENDIX T2

Loyola's Current Grants and Contracts

Puneet Cheema
Trial Attorney - Civil Rights Division
U.S. Department of Justice
601 D Street NW
Washington, DC 20579

Erin Sher Smyth
Purchasing Agent for Baltimore City
231 E. Baltimore Street – 3rd Floor
Baltimore, MD 21202

Submitted to:

**LOYOLA UNIVERSITY MARYLAND
CURRENT GRANTS AND CONTRACTS**

GOVERNMENT	SUB-AWARD	FUNDER	PROJECT TITLE/PURPOSE	AWARD NUMBER	AMOUNT
City		Baltimore City Anchor Plan Community Development Grant	B'More Birds York Road Mural Initiative*		\$49,500
Federal		U.S. Department of Education	Federal Supplemental Educational Opportunity Grants	84.007	\$307,237
Federal		U.S. Department of Education	Federal Work-Study	84.033	\$474,444
Federal		U.S. Department of Education	Federal Perkins Loans	84.038	\$2,434,453
Federal		U.S. Department of Education	Federal Pell Grants	84.063	\$2,415,211
Federal		U.S. Department of Education	Federal Direct Loan Program	84.268	\$49,996,784
Federal		U.S. Department of Education	Teacher Education Assistance for College and Higher Education Grants	84.379	\$6,686
Federal		National Science Foundation	RCN-UBE Incubator: The Mid-Atlantic Biology Research and Career Network: Innovations in Biology Undergraduate Education	1624143	\$50,000
Federal		National Science Foundation	MRI: Acquisition of a Computing Cluster to Enable Transformative Research across Disciplines	1626262	\$280,120
Federal		National Institute of Standards and Technology	Intergovernmental Personnel Agreement	IP1606	\$12,356
Federal		US Department of Justice, Office of Justice Programs, National Institute of Justice	Development of a Quantifiable Confirmatory Test to Detect Fly Artifacts Containing Bloodstain Evidence	2016-DN-BX-0181	\$154,521
Federal		National Science Foundation	Collaborative Research: The PIPELINE Network	1625089	\$80,977
Federal		US Department of Justice, Office on Violence Against Women	The Baltimore Area High Education Coalition against Sexual Violence**	2016-WA-AX-00028	\$750,000
Federal		National Science Foundation	Enriching Loyola STEM with the CPaMS Scholars Program Award	1458339	\$565,495
Federal	X	National Science Foundation	Advancing the Careers of Women in STEM at Predominantly Undergraduate Institutions through Professional Networks	SU1043	\$18,330
Federal	X	US Department of Education, Office of Elementary and Secondary Education	Harford County Elementary School Counseling Project	S215E130467	\$135,656
Federal		National Endowment for the Humanities	Edition and Translation of Huon d'Auvergne, Pre-Modern Franco-Italian Epic	RQ5073513	\$200,000
Federal	X	National Institutes of Health	The Nathan Schnaper Intern Program in Translational Cancer	1R25CA186872-01A	\$64,350

**LOYOLA UNIVERSITY MARYLAND
CURRENT GRANTS AND CONTRACTS**

GOVERNMENT	SUB-AWARD	FUNDER	PROJECT TITLE/PURPOSE	AWARD NUMBER	AMOUNT
Federal		National Institutes of Health	Intergovernmental Personnel Agreement	IP1611	\$12,356
Federal	X	National Science Foundation	Increasing Climate Change Education across the Curriculum at Loyola University Maryland	1239758-E	\$5,000
Federal		National Institute of Standards and Technology	Workflow-based Systematic Testing Systems Software	70NANB17H035	\$51,908
Federal		U.S. Department of Education	Maryland College Access Challenge Grant	84-378A	54,972
Federal		Corporation for National and Community Service	AmeriCorps Recovery	94-006	\$48,415
State	X	Maryland State Department of Education	21st Century Community Learning Center, Community STEAM		\$66,768
State		Maryland State Arts Council	Arts Program Grant	GFO2017-165	\$2,000

*Pending

**MOU with BPD