**Curriculum Vitae**

**Stephen H. Lyons, M.Ed., M.M.**

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# ***SUMMARY OF QUALIFICATIONS***

An innovative, interculturally competent educator and consultant with teaching experience in Management, Leadership and Communications courses.

Onground, Online, Hybrid Teaching Curriculum Design Program Management Cultural Competency Training International Program Design Academic Partnerships

International Education Consulting Enrollment Management Recruitment/Marketing

BlackBoard LMS, Moodle LMS, Canvas LMS, Camtasia, Kaltura Media Capture

Certified Online Learning Instructor

Diversity Awareness Profile Administrator

Organizational Development Graduate Certificate

A.L.I.C.E. Training Certified

##### ***FORMAL EDUCATION***

##### ***Doctor of Education,*** *Northeastern University****,*** *Higher Education Administration w/ specialization in International Education candidate 2019*

***Certificate****- Teaching and Learning Strategies for Higher Education, Harvard University 2018*

***Certificate****- E-Learning Instructor*, *Northeastern University* *2011*

##### ***Master of Education****, Interdisciplinary Studies, Cambridge College 2005*

##### ***Master of Management****, Leadership & Organizational Dev., Cambridge College 2000*

##### ***Bachelor of Arts in******Communications****, Bridgewater State University*

***Dissertation Proposal:*** *Intercultural Competence: A Narrative Inquiry Exploring Undergraduate Faculty Perceptions, Need and Preparedness for an Increasingly Global Student Population.*

***Research Agenda:*** *International Higher Education,**Intercultural Competence/Cultural Agility, Cross-Cultural Leadership, International Enrollment Management, Higher Education Leadership*

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##### ***CONFERENCES***

***Northeastern University Teaching to Transform Faculty Development 2018 Conference***

*Lead Presenter - Poster Session – ‘Open Educational Resources in Higher Education’ Northeastern University College of Professional Studies Faculty Development Conference, Boston, MA., Oct. 2018*

##### ***N.A.F.S.A. 2009***

##### *Lead Workshop Presenter - ‘Developing Mutually Beneficial Admissions Agreements with English Language Schools’. National Association of Foreign Student Advisors (NAFSA) Regional Conference, Nov. 2009*

***STATEMENT OF TEACHING PHILOSOPHY***

A talented educator and consultant, I am an interculturally competent instructor who fosters an interactive classroom environment, both on-ground and online. Student-centered, my policy is to engage students ‘where they live,’ utilizing multiple platforms for optimal responsiveness and retention.

A firm believer in the idiom ‘No one knows what we all know,’ I strive to provide a rich platform where students can demonstrate their mastery of the content, connect relevant real-world experience and knowledge culled from their fellow students resulting in greater retention, comprehension and practical application of theories and constructs. Degrees in Communication, Management and Education combined with nearly two decades of professional experience and teaching in these subject matters enables me to maximize comprehension and retention by creating meaning and linking it to their lives, aspirations and professions. True to the inductive reasoning methodology prevalent in the humanities and qualitative social sciences, my teaching strategies are designed to reflect the amended version of Bloom’s Taxonomy (2001).

My personal identity and approach as a teacher has influenced my approach to teaching and assignment design. I connect with students through stories, case studies, relevant discussions, collaborations and other activities that generate lively discussions and debates on the course material. This increased engagement and variation in teaching methodology is valuable with all students. Active learning requires they engage and communicate, so active learning can aid in determining understanding and perception while providing the class and myself with global perspectives. Assignments that provide students the opportunity to demonstrate their learning and command of the content generates more vibrant and insightful work, providing a more holistic view and perspective of the material.

Outcomes of my courses include the development of comprehension, so students can not only provide concrete examples of content and theory, but ideally be able to apply that knowledge through a critical lens, providing analysis, assessment, and the development of knowledge that can be connected to academic and professional applications. Furthermore, I strive to promote an intellectual curiosity of the field, a desire to advance research and contributions to the academic narrative.

My classroom environment is inclusive and welcoming. Armed with the knowledge of Universal Design for Learning guidelines and best practices, I extend opportunities for students to share their backgrounds, academic and professional interests. Setting clear expectations begins with the syllabus but should also be reinforced verbally and online to minimize misunderstanding and maximize awareness. Being firm, fair and consistent on the behavior, communication, respect and good citizenship expectations around diversity of identity, thought and positions reinforces the expectations of student behavior. Ongoing formative and summative feedback fosters student engagement, accountability and progress towards achieving the student learning outcomes for the course. My strengths include a commitment to life-long learning, continuous learning and researching best practices that I can incorporate into my portfolio of techniques.

Adhering to the philosophy of life-long learning, I continuously add to my knowledge base to best serve my students and prepare effective leaders for a global workforce and society. This includes not only subject matter expertise, but continuous improvement and integration of learning theories (online, traditional, adult), technology (LMS, internet technologies, digital tools), multimedia tools and ongoing development of cultural competence and a never-ending inquisitiveness.

##### ***TEACHING EXPERIENCE***

##### ***Lecturer***

##### ***Northeastern University, Boston, MA 2010-present***

##### ***N.U. Global & the College of Professional Studies***

##### Teach undergraduate online, blended learning and on-ground format courses for the College of Professional Studies

**CMN 1010 Organizational Communication:** Introduces the theories and subtopics that are examined within the field of organizational communication. Analyzes why communication is important for organizations and how individuals within organizations can become effective communicators.

**CMN 2051 Professional Speaking:** Examines styles of speaking, methods for structuring addresses, and the use/misuse of visual support. The ability to deliver effective professional presentations is empowering. Emphasizes practical experience in delivering presentations. This is a blended class with assignments such as mandatory participation in discussions posted on Blackboard®. Class participants will give presentations that will receive feedback, comments and analysis. Access to a broadband internet connection and to a camera capable of video recording and uploading presentations is required.

**CMN 2154 Negotiation:** This course introduces students to the techniques of negotiation through examination of current theory and application of real life situations. The curriculum pays particular attention to the processes of communication in negotiation and ways that personal communication styles and tendencies impact the results of the negotiation process. Through readings, lectures, and activities, students will have the opportunity to learn and practice requisite negotiation skills, explore methods of applying these skills to professional settings, and craft development plans for increasing their capacity as negotiators.

**CMN 2201 Business and Professional Speaking and Presentations:** Leaders frequently make presentations to influence those around them. Through this course students will hone their skills in developing and delivering compelling and persuasive presentations. Additionally, students will have the chance to explore the uses and misuses of audiovisual support and learn techniques to complement presentations. This course examines styles of speaking, methods for structuring addresses, and the use/misuse of visual support. The ability to deliver effective professional presentations is empowering. Emphasizes practical experience in delivering presentations. This is an online class with assignments such as mandatory participation in discussions posted on Blackboard®. Class participants will record presentations in different formats that will receive feedback, comments and analysis. Access to a broadband internet connection and to a camera with microphone capable of video recording and uploading presentations is required.

**CMN 3330 Digital Communication and Organizations:** Explores how rapidly changing digital communication impacts the ways in which individuals and organizations interact. Focuses on the history, present use, and newly emerging forms of digital communication. Offers students an opportunity to examine principles, practice with, and evaluate the effectiveness of a variety of digital communication media in selected contexts.

**CMN 3400 Advanced Organizational Communication**: This course provides students the opportunity to examine communication as the center of organizational life. The course includes a detailed overview of the field of organizational communication from classical theories to critical perspectives of organizational behavior. In the second half of the course, students have the opportunity to apply this learning to analyze communication in a variety of contexts.

**CMN 3351 Intercultural Communication**: Intercultural Communication offers students an opportunity to develop intercultural awareness, resulting in patterns of perception and thinking that enables them to communicate effectively across cultural boundaries. Topics include the effect of cultural differences in communication styles, the assumptions one makes in attempting to communicate, and the effect of cultural differences on individuals' views of conflict resolution.

##### ***Senior Instructor***

##### ***Cambridge College Graduate School of Management 2017-present***

*Faculty Lead, M.B.A. Program Review, 2018*

*Redesigned curriculum for Leadership Seminar courses with Dean and M.B.A. chair, 2017*

##### **MMG 691, 692, 693 Leadership Professional Seminar /Faculty Advisor**: As the instructor for this year-long seminar, I also serve as the faculty advisor for 20 MBA students.

##### An essential component of a successful career is an effective personal leadership style that fits appropriately within one's professional setting. Students explore the elements of individual style with the goal of increasing effectiveness, team leadership models, virtual leadership and case studies over the course of three semesters. The course also examines the content of the professional setting and looks at the different strategies for achieving the most congruent fit possible. This course will be experiential, and there will be guest speakers.

**MMG 515 Foundations of Management (onground and online)**: This course provides an overview of the field of management and establishes a foundation and common vocabulary for future course work. It emphasizes the functions of planning, organizing, directing/leading and controlling. The course assumes students have limited academic knowledge of management theory, and some experience in real world management situations to bring into the classroom. In each session the class explores some aspects of management in theoretical terms and then focuses on application of the theory to the practical problems facing managers.

##### **MMG 505 College Writing** - This graduate course is designed to help you develop and improve your writing skills. The method is an emphasis on the ability to read critically, think critically, and write critically. Through a sequence of progressively longer essays, students will form an argument and defend it, incorporate academic sources, and develop a clear, articulate writing style. A.P.A. research, narrative, profile, argumentative and informative papers, along with business writing styles will be developed.

##### ***Adjunct Faculty***

***Showa Boston Institute for Language and Culture 2018-present***

***Global Business Program***

Teach undergraduate courses to students from Showa Women’s University of Tokyo at their Boston Campus. Courses include:

**American Business**: This course introduces students to the American Economy, common business formats, foundations of management, marketing, disruptive technologies, emerging business entities including the ‘sharing’ and ‘gig’ economies, and entrepreneurship. Students visit a business incubator, a large multi-national company, small businesses and create a viable business plan.

**Leadership Development:** This course explores the concept of what makes an effective leader, particularly to the ways in which leadership is perceived in different cultures. The course will examine theories of leadership as well as examples of modern leaders in global business, as well as politics and education. The course will focus on women leaders and will cover issues related to gender in the workplace, the concept of the ‘glass ceiling’, the changing role of women in Japan and the United States.

**Marketing, Advertising and Public Relations:** This course explores the evolution of the advertising, public relations and corporate communications. Students will develop an understanding of how these industries influence public perception, behavior and consumption of information, goods and services. Contemporary advertising, public relations and corporate communication campaigns will be analyzed and evaluated from conception to execution for effectiveness. Students will develop an understanding of the essential elements of advertising and public relations, strategies and create their own campaigns.

**Hospitality Management:** This course focuses on management practices in the hospitality, travel and tourismindustry. Topics include tourism, lodging, resorts, gaming, restaurants, foodservice and clubs. Students will develop and demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry.

**Communication Skills:** This course studies contemporary American culture and society through listening, reading and conversational exercises. Students will improve their vocabulary and punctuation while discussing a range of political, social and cultural issues as we share our opinions through conversation and written assignments. Students will have many opportunities to practice and develop their speaking, writing and listening skills.

**Business Writing:** This writing course is designed to help students become more proficient and gain confidence in their writing skills for business contexts and purposes. The focus is on grammar and writing skills and students will develop new skills to effectively communicate in writing. Students will develop the ability to structure and write paragraphs, short essays and business communications. Business writing styles and formats will be developed.

**New England Studies:** This course introduces students to the historical, cultural and business contributions of select people, events and industrial developments that took place in Massachusetts and influenced the country and the world. American history and culture will be discussed in class and students will see primary documents, artifacts and living history at the historical sites visited off campus. Key facts and terminology provide context and help us more fully understand the impact of the sites on American history and contemporary culture.

***Academic Internship Council/Showa Women’s University of Japan 2014- 2017***

Designed and taught courses for the summer international student exchange program with Japanese university that featured classroom lectures, guest speakers and exploration of the city.

**Boston in Context: Industry, Education and Innovation:** This course is designed as a survey exploring the themes of industry, education and innovation through current issues in Boston. Students use the city to explore issues of civic identity while developing a framework to help understand American metropolitan areas and discuss global trends

**Cross-Cultural Communication for Business:** The course is designed to provide an understanding of cross-cultural communication for American and Global business contexts with a focus on perspectives from the United States in general and its industries. Students will compare and contrast industries in various global regions.

***Adjunct Faculty 2015-2017***

***Le Cordon Bleu Culinary Institute (closed in 2017)***

***\*received Hospitality Hero Faculty Award in 2016, 2017***

**SOC 222 Cultural Diversity:** Students study the skills and techniques needed to understand diversity. This course will explore the different roles played throughout life and the responsibility of how we respond to diversity. Students will have the opportunity to learn how to handle diversity in workforce settings as it applies to supporting the policies and procedures, in social settings and provides the opportunity to develop intercultural awareness, resulting in patterns of perception and thinking that enable them to communicate effectively across cultural boundaries. Topics will include an overview of diversity, the effect of cultural diversity in communication skills and conflict-resolution.

**LCB 100 College Success and Career Portfolio:** This college success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project. Resume and cover letter writing, reference page development and presentations for employment seekers is covered in this course. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are addressed.

**COM 115: Communication Methods:** This course will emphasize the skills and techniques of effective communication and the application of those skills in a variety of contexts. Topics include the processes and barriers of human communication, the effects of self-perception, culture, gender, verbal and nonverbal messages on the process, and the impact of the communication process on teamwork and conflict. The course will provide students the opportunity to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in public speaking, listening, and group interactions.

##### ***Seminar Leader 2014-2017***

***Bunker Hill Community College, Boston, MA***

Communities of Intercultural Learning (**CoIL**) program

***“Developing Intercultural Communication Skills and Competencies for the 21st Century”***

***“U.S. Culture”***

Designed curriculum and taught seminars designed for short-term international student exchange program groups from Poland, Denmark and China.

***Knowledgelink Leadership Development Summer Program 2017-present***

***Instructor***

Teach intensive courses to Chinese middle and high school students

Leadership Development, Teamwork and Conflict Resolution, US Culture, Global Citizenship

##### ***SummerFuel at Harvard College Prep Program 2015-2017***

***Instructor***

Teach intensive four-week courses for int’l high school students in this highly selective program.

**College Writing for Non-Native Speakers**: This course emphasizes the ability to write clearly and effectively by applying the composition principles to a variety of writing modes. Our focus will be on the writing process, intended audience, consistent point of view, correct grammar uses, concise language, appropriate style, and effective organizational strategies.

**Essentials of Public Speaking**: This course will emphasize the skills and techniques of effective public speaking and the application of those skills in a variety of contexts. Topics include the fundamentals of public speaking, verbal and non-verbal styles, informative, persuasive, and group presentations. The course will provide students the opportunity to progress in gradual stages, gaining confidence and experience in public speaking, listening, and group interactions.

**College Admissions Advising Workshop:** This workshop explores the major components in the College Search and Application Process. The workshop introduces the students to the ideal timeline for this process and prepares them to effectively facilitate and complete their own process for optimal success. The workshop features in class presentation, activities and off-campus site visits.

##### ***Teacher and Consultant/Trainer***

##### ***Language Spirit, Beijing & Shanghai 2010 – 2013***

##### Taught students written and conversational English via online classroom platform

##### Provide Education Agent Training for those working with university-bound students.

##### Design On-line Professional Development and U.S. Education System Workshops

##### Designed ‘Developing Intercultural Competencies’ workshops for Agents and Students

***Adjunct Faculty Member***

***Urban College of Boston 2012***

##### *Designed courses in* ***Leadership*** *for their Undergraduate program*

**MAN 103 Leadership**: This course involves the development of leadership skills, including an examination of leadership theory and practical applications of leadership development techniques. Attention to the role of shared leadership within teams will be emphasized through assignments and presentations.

##### *Designed curriculum for* ***3 Certificate Programs in The Institute for New Americans***

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##### ***Adjunct Faculty Member***

##### ***Bay State College, Boston, MA 2003-2007***

**MAN 102 Principles of Management**. This course prepares students for positions of managerial responsibility, an important aspect of which is responsibility for the action of other people. Emphasis is placed on the four functions of management: planning, organizing, leadership and controlling. Principles relating to decision making, problem solving and interpersonal relationships are developed through group discussions and case-study.

**PSY 101 Introduction to Psychology**: This course provides an introductory survey to the discipline of Psychology- the study of human behavior. Emphasis is placed on the following topics: understanding the major theoretical viewpoints of psychology; the process of human growth and development- biological, emotional, intellectual and social; personality development; and patterns of abnormal behavior.

##### ***CONSULTING***

##### ***International Education Advising and Consulting Services (I.E.A.C.S.)***

***President and Founder 2018-present***

*Provide consulting and advising services to international education agencies, U.S. institutions and students to enable them to differentiate and reach their international goals.*

***Language Spirit 2011-2013***

***Online Educational Consultant***

*Advised students on College Admissions Essays, Interviewing techniques and conversational English*

##### ***Dr. To Be Educational Consulting 2010***

##### ***Lead Workshop Presenter – ‘****U.S. Higher Education Systems’ & ‘The College Search and Application Process’*

##### *Beijing, People’s Republic of China, June 2010*

##### *Beijing Educational Exposition, June 2010*

***RELEVANT HIGHER EDUCATION ADMINISTRATIVE POSITIONS***

***President and Founder 2018-present***

***International Education Advising and Consulting Services***

***(I.E.A.C.S.)***

*Provide strategic consulting services to global Education Agencies, international enrollment management solutions for U.S. institutions and Admissions Consulting for students*

***Dean of Enrollment Management***  ***2012-2013***

***Pine Manor College\*****, Chestnut Hill, MA*

*Undergraduate, International and Continuing Education*

***Senior Associate Consultant 2010-2013***

***the Education Advisory Group,*** *Newton, MA*

***Director of Admissions 2007-2010***

*Graduate, Undergraduate and International*

***Cambridge College****, Cambridge MA*

***Director of College Advising 2003-2007***

***ConnectEdu,*** *Boston, MA*

*Domestic, International*

*Independent High School and College/University programs*

*Online teaching, international, adult learners, international, general education, research, case studies,*