

Andrew H. Cinoman

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EDUCATION

THE OHIO STATE UNIVERSITY, Columbus, Ohio
 Ph.D., Psychology; March, 1993
 Field of Study: Life Span Human Development

THE OHIO STATE UNIVERSITY, Columbus, Ohio
 M.A., Psychology; August, 1989

UNIVERSITY OF MARYLAND
 B.A., Psychology; June, 1985

STUDENT SERVICES EXPERIENCE

Associate Vice President, Academic Engagement July 2018 - Present

Florida Gulf Coast University, Division of Student Success & Enrollment Management

- Executive oversight of the following functional areas: *Academic Support Programs & Services* (Center for Academic Achievement, Adaptive Services, TRIO and Outreach Programs, Testing Center), *First Year Experience & Retention Programs* (Eagle View Orientation, Parent & Family Programs), *Experiential Learning & Career Development* (Career Development Services, Internships & Co-Op Programs, Service Learning & Civic Engagement), the *Hartley Academic Resource Center* (joint report to Athletics) and *University Advising Services*;
- Responsible for the executive oversight of the unit budget in excess of 8.2 million;
- Responsible for the development and ongoing assessment of the strategic plan for the unit;
- Responsible for the creation of a yearly work plan for the Academic Engagement Unit;

Primary Accomplishments Include:

- Established the *Career & Exploratory Advising Center*, to foster greater collaboration between staff from Career Development Services and Exploratory (First Year) Advising in supporting first-year student success;
- Established an *Alternatives Advising program* for students who do not meet academic benchmarks after the first year;
- Created a new course for students who need to select or change their major (*SLS 1301: Finding a Major that Fits*), which is a part of a three-course sequence designed to assist students with the process of major selection and career development;
- Facilitated the development and administration of *EAGLES in 24*, a program model for first-year student engagement;
- Facilitated the revitalization of a university-wide Common Reading program: *Eagles Read*;
- Modified the delivery of the *Eagle Success Program* (for students placed on Academic Warning) and the SLS 1501 course program: *Effective Learning* (for students on Academic Probation) to provide intrusive academic coaching for students in academic difficulty;
- Co-Facilitated the development of the *Soar 4 Success program*, a residential education program designed to connect first-year students living on campus (who are enrolled in high DFW courses) with academic support resources in their first semester;
- Hired and supervised a *Retention & Graduation Specialist*, whose role it is to identify students at risk for not graduating in four years and collaborate with campus-wide leadership on the development of proactive intervention strategies to increase persistence, retention in good standing, and timely graduation;
- Developed and administered an *Entering Student Survey* for first-year (FTIC) students prior to their first semester to

- provide a means for making knowledge-based decisions that impact student success;
- Participated in the second cohort of the *President's Leadership Academy* in 2018-20 – worked with the cohort to design a Sophomore Year Experience program (*Sophomores Connect*) that will create opportunities for meaningful engagement with faculty during the second year;
- Chaired a *Task Force on First-Generation Student Success* at FGCU, and created a *First-Gen Advisory Group* to begin to prioritize and implement the recommendations of the Task Force;

Committee Involvement: Enrollment Management Council; Student Success Council; First Generation Advisory Group (Chair); SSEM Leadership Team; DFW Intervention Team

Director, New Student Programs

January 2010 – July 2018

Florida Gulf Coast University, Division of Student Affairs

- Oversight of all aspects of program development, operation, and assessment for the units in the department: Eagle View Orientation, First Year Advising, and Parent & Family programs;
- Oversight of hiring, training, and supervision of professional staff, including 15 FTE and 30 student staff;
- Responsible for the development and oversight of the departmental budget in excess of \$1.2 million;
- Coordinator of *The University Transition* (SLS 1101) course program. Responsible for course development; instructor recruitment/training/supervision of 20 sections per year; course assessment and modification;
- Deputy Title IX Coordinator for the Division of Student Affairs (through May, 2016);

Primary Accomplishments Include:

- Developed and implemented a model of advising in the first year that includes four required meetings: *A New Student Meeting*, a spring preregistration meeting, a *Check-in Meeting* to track academic progress, and a summer/fall preregistration meeting;
- Formalized a true *1+3 advising model* at FGCU – FTIC students are advised by First Year Advising for the entire first year and transition to advising in the colleges if particular academic/course benchmarks are met;
- Instituted a set of *required workshops for students who remain undeclared majors* into their second semester;
- Developed and implemented a *Peer Advising program* for the department;
- Collaborated with leadership in Academic Affairs to *modify the content and delivery of SLS 1101* to focus on reducing DFW rates in critical courses in the first semester;
- Overhauled the *recruitment, selection, and training of Eagle View Orientation student staff*;
- Facilitated a reorganization of the *Eagle View Orientation* program to foster greater achievement of established learning and behavioral outcomes;
- Developed and implemented a University-wide *Withdrawal Survey* for all enrolled students;
- Designed and co-facilitated a *New Professionals Institute* in the Division of Student Affairs;
- *Served a three-year term as the President of NODA: The Association for Orientation, Transition and Retention in Higher Education*;

Committee Involvement: Advising Leadership Team; Enrollment Retention and Management Committee; Enrollment Management Tactical Response Team; First Year Experience Committee (Co-Chair); DSA New Professionals Institute Planning Committee (Chair); DSA Professional Development Committee (ex officio); DSA Vice President's Council

Director, Orientation Services

February 2000 – January 2010

Associate Director, Admissions

The University of Iowa

- Oversaw all aspects of program development and evaluation, including administrative arrangements, staff selection and training, electronic/print publications, and related office functions;
- Hired and supervised office staff, include 4 FTE and 35 student staff;
- Co-facilitated credit-bearing training courses for student advisors and parent program assistants;
- Co-coordinated *the College Transition* course program. Responsible for initial course development; instructor recruitment/training/ supervision of 50-70 sections per year; and course assessment;
- Served on the Executive Committee for university-wide Welcome Week and Family Weekend programs;
- Served on university-wide Student Success Team, Pick One Steering Committee, First Year Experience Committee, Early Intervention Committee, and Healthy Traditions Committee.

Director, Precollege Orientation

September 1998 – January 2000

University College, Ohio University

- Managed all aspects of program development and evaluation, administrative arrangements, and program publications/communication;
- Fiscal oversight of program budget in excess of \$100,000;
- Responsible for hiring, training, and supervising a staff that included 40+ undergraduates and 1.5 FTE;
- Trained new faculty advisors in each academic college;
- Continued to serve as an academic counselor for a full case load of students - see duties noted below;
- Coordinated Post-Secondary Enrollment Options Program for the Athens Campus;
- Supervised Regional Campus Relocate Day.

Assistant Director, Precollege Orientation

September 1995 -- September 1998

University College, Ohio University

- Assisted the Director in all aspects of program development and administration;
- Served as a Faculty Advisor for students in University College;
- Facilitated structured discussions with parents during orientation about the transition to college and the goals of Precollege Orientation;
- Performed all advising duties assigned in my role as an Academic Counselor – see duties noted below.

Academic Counselor

September 1993 – January 2000

University College, Ohio University

- Served as assigned academic advisor to 350+ first- and second-year undecided majors, as well as Bachelor of Specialized Studies and Bachelor of Criminal Justice degree seeking students;
- Taught *The University Experience* (UC 115) each fall quarter;
- Coordinated University Professor and Graduate Associate Outstanding Teaching Award selection;
- Monitored academic progress of students admitted on probation or as non-degree students;
- Created and taught UC169G: *Academic Alternatives Exploration*;
- Created and facilitated *Academic Success Workshops* for enrolled students on academic probation;
- Monitored academic progress of student-athletes admitted to University College;
- Served as chair of the University College Scholarship Committee.

TEACHING EXPERIENCE

Adjunct Instructor

August 2013 – present

Florida Gulf Coast University

- SLS 1301, "Finding a Major that Fits" – 3 c.h.;
- Designed to assist students with the process of selecting (or changing) their major, through a systematic exploration of topics that include decision making style and the decision-making process, self-assessment of academic interests and abilities, understanding personal and work-related values, and the use of university resources to identify and thoroughly evaluate majors that are strong fits with this information;
- Responsible for creating all lesson plans, exercises, activities, and grading of assignments.

Adjunct Instructor

August 2013 – present

Florida Gulf Coast University

- SLS 1101, "The University Transition" – 3 c.h.;
- Designed to ease the transition of first-year students from high school to college, through a systematic exploration of topics tied to academic and personal success, including goal setting, decision making, time management, study skills, major/career exploration, and the use of university resources;
- Responsible for creating all lesson plans, exercises, activities, and grading of assignments.

Adjunct Instructor

August 2001 – January 2010

The University of Iowa

- 407:001, "The College Transition" – 2 s.h.;
- Designed to ease the transition of first-year students from high school to college, through a systematic exploration of topics tied to academic and personal success, including goal setting, decision making, time management, study skills, major/career exploration, and the use of university resources;
- Responsible for creating all lesson plans, exercises, activities, and grading of assignments.

Co-Instructor

January 2001 – January 2010

The University of Iowa

- 412:078, "Orientation Services Parent Staff Training" – 2 s.h.;
- Created and designed to provide the knowledge and skills necessary to perform the position of Parent Program Assistant for Orientation Services: understanding transition issues, communication/micro counseling skills, facilitation skills, problem solving techniques, understanding of campus resources, complete knowledge of program duties;
- Responsible for updating course content, delivering weekly training, and evaluation of training sessions.

Co-Instructor

February 2000 – January 2010

The University of Iowa

- 412:077, "Orientation Services Student Advisor Training" – 2 s.h.;
- Designed to provide the knowledge and skills necessary to perform the position of Student Advisor for Orientation Services: academic information, advising technique, facilitation/communication/problem solving skills, complete knowledge of program duties;
- Serve as a part of a training team responsible for updating course content, delivering weekly training, and weekly evaluation of training sessions.

Instructor

March 1998 – December 1999

University College, Ohio University

- UC 169G, "Academic Alternatives Exploration" – 3 q.h.;
- Created specifically for University College students to provide a systematic self-assessment of interests, abilities, and values, while relating this information to majors and careers;
- Course included extensive contact with the university's Academic Advancement Center and Career Services Office, use of FOCUS II, and several individual conferences with course instructor.

Adjunct Assistant Professor

September 1995 – December 1999

The College of Education, Ohio University, Athens and Lancaster campuses

- EDSE 270, "Studies of the Learner: Development and Exceptionality" – 4 q.h.;
- Core course for students admitted to the College of Education seeking certification in secondary education;
- Created syllabus, lecture materials, projects, and examinations.

Instructor

September 1993 – December 1999

University College, Ohio University

- UC 115, "The University Experience" – 3 q.h.;
- Designed to ease the transition of first-year students from high school to college;
- Created all lecture materials, including information on adjusting to university life, time management, study skills, career and major exploration, and use of university resources;
- Organized tours of university facilities, and coordinated in-class speakers during the quarter;
- Graded all assignments, which included weekly journals and a major/career investigation paper.

Other Teaching Experience

1987 - 1993

PSY 210, "Educational Psychology for Health Professionals"; The Ohio State University

PSY 230, "Educational Psychology"; The Ohio State University

PSY 4010, "Human Growth and Development"; Central Ohio Technical College

ED S&R 270.02, "Personal Growth to Increase Career Competencies"; The Ohio State University

PRESENTATIONS

Creating a First-Year Experience Course from Scratch. Preconference Presentation given at the 71st Annual Conference of the Association for Orientation, Transition, and Retention in Higher Education (NODA), San Diego, California, 2018.

Crisis Management in Orientation. Preconference Presentation given at the 70th Annual Conference of the Association for Orientation, Transition, and Retention in Higher Education (NODA), Louisville, Kentucky, 2017.

Transforming Your Orientation Program to Support Student Success. Webinar presented on behalf of the Association for Orientation, Transition, and Retention in Higher Education (NODA), October, 2016.

First-Year Retention: Ensuring Your Programs Support Student Success. Webinar presented on behalf of the Association for Orientation, Transition, and Retention in Higher Education (NODA), July, 2016.

Transforming Your First-Year Transition Program to Support Student Success. Webinar presented on behalf of the Association for Orientation, Transition, and Retention in Higher Education (NODA), June, 2016.

More than a Number: Transforming Orientation, Retention, and Transition Programs to Support the Success of All Students. Preconference Presentation given at the 2016 NASPA (Student Affairs Administrators in Higher Education) Annual Conference, Indianapolis, Indiana.

- This preconference workshop was also delivered at the 68th Annual Conference of the Association for Orientation, Transition, and Retention in Higher Education (NODA), Denver, Colorado, 2015, the 33rd Annual Conference on the First Year Experience, San Diego, California, 2014 and at the 67th NODA Annual Conference, Orlando, Florida, 2014.

Orientation 101: The Basics of Orientation. Presentation given at the 2016 NASPA Annual Conference, Indianapolis, Indiana.

- This presentation was also given at the 34th Annual Conference on the First Year Experience, Dallas, Texas, 2015.

In Their Own Words: Understanding the Issues of Students in Transition at FGCU. Presentation given at the Second Annual Conference on Student Engagement and Persistence at FGCU, 2014.

Understanding the Basics of Managing a Department Budget. Presentation given at the 66th NODA Annual Conference, San Antonio, Texas, 2013.

Conversations for Seasoned Professionals: The Art of Juggling: Managing/Leading/Supervising. Presentation given at the 65th NODA Annual Conference, Las Vegas, Nevada, 2012.

Training Orientation Leaders “the Iowa (and FGCU) Way”. Presentation given at the 65th NODA Annual Conference, Las Vegas, Nevada, 2012.

How good is Your Balancing Act? Presentation given during the Graduate Student Symposium at the 65th NODA Annual Conference, Las Vegas, Nevada, 2012.

- This presentation was also given at the NODA Annual Conference in 2005-09; 2011.

Invigorating Your Parent Program: A Roundtable Discussion for Four-Year Institutions. Presentation given at the NODA Region V Conference, Milwaukee, Wisconsin, 2009.

When the Unthinkable Happens: Supporting First-Year Students in the Aftermath of a Campus Crisis. Presentation given at the 28th Annual Conference on the First Year Experience, Orlando, Florida, 2009.

When the Unthinkable Happens. Presentation given at the 62nd NODA Annual Conference, Boston Massachusetts, 2008.

Fueling the Fire of Your Orientation Program: Selecting a Strong Student Staff. Presentation given at the NODA Region V Conference, Chicago, Illinois, 2008.

Your Student’s First Year: A Look at the Transition from High School to College. Presentation given during the College 101 Seminar Series, The University of Iowa, 2008.

- This presentation was also given in 2005, 2006, and 2007.

Training, Maintaining, and Retaining FYE Instructors. Presentation given at the 25th Annual Conference on the First Year Experience, Atlanta, Georgia, 2006.

Creating a First Year Experience Course from Scratch. Presentation given at the 25th Annual Conference on the First Year Experience, Atlanta, Georgia, 2006.

Understanding the Developmental Issues of Parents and Families. Presentation given at the 60th NODA Annual Conference, Salt Lake City, Utah, 2006.

- This presentation was also given at the NODA Region V Conference in 2006.

Orientation Professionals Roundtable. Presentation given at the NODA Region V Conference, Waterloo, Iowa, 2006.

- This presentation was also facilitated at the NODA Region V Conference in 2004 and 2005.

Millennial Families: An Interactive Discussion. Presentation given at the NODA Region V Conference, Lincoln, Nebraska, 2005.

Soft Shell Wednesdays & Test Tube Babies: A New Generation of Student Leadership. Presentation given at the NODA Region V Conference, Normal, Illinois, 2003.

Handling Staff Who Break the Rules: A Roundtable Discussion. Presentation given at the NODA Region V Conference, Madison, Wisconsin, 2002.

Envisioning Your Future. Presentation given at the request of the Belin-Blank International Center for Gifted Education and Talent Development, The University of Iowa, 2002.

Using a Conference Format in Your Orientation Program. Presentation given at the 54th NODA Annual Conference, San Diego, California, 2000.

- This presentation was also given at the NODA Region V Conference in 2001.

The Need for Assessment and Evaluation in Academic Advising. Presentation given at the Third Annual Conference of the Ohio Academic Advising Association, Columbus, Ohio, 1999.

You Can Lead a Horse to Water...but you Can't Make Him Drink: A Presentation of Data from Our Academic Success Workshop. Presentation given at the Second Annual Conference of the Ohio Academic Advising Association, Columbus, Ohio, 1998.

Setting Up an Academic Success Workshop in Your Unit. Presentation given at the First Annual Conference of the Ohio Academic Advising Association, Zanesville, Ohio, 1997.

Cognitive Tempo and Sociometric Status: Are Rejected Children More Impulsive? Poster presented at the Sixth Annual Meeting of the American Psychological Society, Washington D.C., 1994.

Social Status Differences in Problem-Solving: The Role of Reputational Bias. Poster presented at the Fifth Annual Meeting of the American Psychological Society, Chicago, Illinois, 1993.

An Examination of Differences in Self-Concept and Problem-Solving Ability between High and Low Status Children. Poster presented at the Second Annual Meeting of the American Psychological Society Washington D.C., 1990.

PUBLICATIONS

Assessing and Evaluating Orientation Programs. Association for Orientation, Transition, and Retention in Higher Education's Orientation Planning Manual, 2014.

Facilitating the Transition for Parents & Family Members. The NODA Review, 34(2), p. 11-12.

MEMBERSHIP IN ORGANIZATIONS/LEADERSHIP EXPERIENCE

Association for Orientation, Transition, and Retention in Higher Education (NODA)	1999 – Present
• Faculty Member – NODA Director’s Institute	2020
• Past President	2017
○ Chair, Nominations & Elections Committee	
○ Member, Finance Committee	
• President	2016
○ Participant, ASAE Exceptional Boards Conference	
○ Participant, CHEMA (Council of Higher Education Managers) Spring Meeting	
○ Participant, NASPA/IASAS Global Summit on Student Affairs & Services	
• President-Elect	2015
• Chair, Educational Initiatives Committee	2012 – 2014
• Member, NODA Databank Advisory Committee	2012 - 2013
• At Large Member, NODA Board of Directors	2005 - 2008
○ Chair, Scholarships & Awards Committee	2006 - 2008
• Parent & Family Network Chair	2001 - 2005
• Co-Host, NODA Region V Conference, Iowa City, Iowa	2004
• Conference Planning Committee Member: NODA Annual Conference	2004
• Conference Planning Committee Member: NODA Region V Conference	2003
The Global Community for Academic Advising (NACADA)	1993 – 1999; 2010 - Present

Past affiliations: American Psychological Society (APS), Society for Research in Child Development (SRCD), American Education Research Association (AERA), American College Personnel Association (ACPA), and Ohio Academic Advising Association (OHAAA).

HONORS/AWARDS

Outstanding Network Chair, Association for Orientation, Transition, and Retention in Higher Education, 2005;
 Scholarship Recipient, National Academic Advising Association’s Summer Institute, 1997;
 The Ohio State University Fellow, 1985-86;
 Provost Scholar, University of Maryland, 1985.