

# Gary Steven Weisserman

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<http://www.oaklandearlycollege.org/>

## **Professional Experience: University and K-12:**

**Head of School, Oakland Early College, 2007-present, Oakland County, Michigan.**

Founding Head of School of Oakland Early College. OEC is an Early College High School for Oakland County students, grades 9-13, seeking to earn their high school diplomas and associate degree in liberal arts, fine and performing arts, and/or business and entrepreneurship. OEC students attend high school on the campus of Oakland Community College, with dual enrollment as a core feature of their educational experience. Students graduate with their high school diploma, innovative educational experiences, and their Associate Degree or up to 60 transferable credits towards their Bachelor's degree. OEC students enrolled in college courses have outperformed traditional college students by a large margin, boasting a nearly 95% pass rate in college classes.

Centrally responsible for school's initiation, including recruitment, formation of key partnerships, visioning, recruitment, public relations, student life development, and curriculum development and academic scaffolding. Supervised, evaluated, and developed full-time teaching faculty, support staff including counseling and social work, and clerical personnel. Responsible for budget of over \$1 million.

Served as school liaison to the state department of education and the K-16 and Early College communities. Member of several state-wide committees. Resource person for early college development and expansion in Michigan.

Served as reader and RFP author for several state-level grant initiatives.

**Director of Early College and K-16 Initiatives, 2006-2008, The University of Michigan-Flint, Office of the Provost.**

*Co-founder, with partners at Genesee Intermediate School District, of Genesee Early College High School.*

GEC opened on the University of Michigan-Flint's campus in September of 2007 as a partnership between the Genesee Intermediate School District and the University of Michigan-Flint. Students graduating from this health professions oriented, five-year Early College High School earn a high school diploma as well as up to 60 transferable credits towards their undergraduate degree. GEC is open to any area student interested in pursuing academic or professional careers in the health professions, and who are capable of succeeding at the University level. Special emphasis is given to preparing students for careers in the health professions, with clinical internships at health care facilities being a crucial component of each student's EDP (Educational Development Plan).

- Co-authored initial programmatic sketch, grant applications, and budgetary models, and worked with University faculty to align the ECP with new and existing University programs. Program received \$400,000 initial planning grant from Michigan Department of Education, and will receive substantial continuation funding for the next three years. Also authored several supplemental grants for enhanced programmatic offerings.
- Centrally involved in hiring of educational leadership and faculty, curriculum development and Michigan Merit Curriculum alignment, professional development, creation of key civic partnerships, recruitment, securing of funding, liaising with the state department of education, program-related budgeting, formalization of articulation agreements, grant writing, media relations, creation of transitional "bridge" programs, and resolution of campus faculty governance issues. Acted as liaison to university, K-12 and general community; worked with University's media relations office to disseminate information about GEC.

*Primary university liaison to the area's K-16 community.*

- Responsible for creation of strategic partnerships and outreach programs with Flint Community Schools. Worked with Flint Community Schools to design a second possible early college program. Helped FCS develop International Baccalaureate (IB) Middle Years Programme, presently in application status at Whittier Classical Academy.

- Helped institute on-campus early college experience programs, civic engagement activities, adolescent literacy programs, family math programs, and more.
- University liaison to other Flint area schools for numerous outreach and school improvement programs, including but not limited to professional development opportunities, “campus days” for students, dual enrollment opportunities, co-curricular programming, and the development of a partnership laboratory/demonstration school. Directly involved in numerous CTE initiatives on a local and regional level.
- Initiated articulation agreements between existing academic programs at The University of Michigan-Flint and special programs held at K-12 institutions, including the Genesee Area Skills Center's business and health professions programs.

**Education Faculty**, 2002-present, The University of Michigan-Flint School of Education and Human Services, Flint, Michigan

- Centrally involved in developing new Masters’ Degree “global cohort” in Technology in Education. Core faculty member for program. Curriculum focuses on the considered use of technology in civic and science education. Students work with NGO’s and other organizations to develop educational software applications. Program began in April of 2007, with summer programs meeting in Geneva, Switzerland.
- Project work with students was recently awarded a MacArthur Foundation Digital Media and Learning Grant.
- Instructor of record for required graduate courses in Technology in Education program. Courses focus on the construction and implementation of web-based technologies for social and educational change (SEHS 424, SEHS 523, SEHS 524). Several of these courses have heavily emphasized the design of instructional games.
- Instructor of record for undergraduate advanced web development course (SEHS 223) entitled, "Programming to Learn: Constructing Sophisticated Online Educational Environments." This course focuses on the design, creation and implementation of web-based educational programs. Students enrolled in this course address fundamental issues in education while learning to employ sophisticated web based technologies.
- Instructor of record for undergraduate course (SEHS 225) focusing on the use of technology in fostering political action and civic education. Course focuses on the Michigan Student Caucus, in partnership with the House of Representatives Special Commission on Civic Engagement. Identical to course taught on the Ann Arbor Campus (EDU 362).

**Lecturer**, 2001-present, The University of Michigan School of Education, Ann Arbor, Michigan

- Instructor of record for several sections of undergraduate course (EDU 362) focusing on the use of technology in fostering political action and civic education. Course centers on the Michigan Student Caucus, in partnership with the House of Representatives Special Commission on Civic Engagement.

**Teacher**, West Bloomfield High School, 1994-2006, West Bloomfield, Michigan. Full-time faculty in Social Studies and Language Arts.

- 2001 Newsweek/WDIV Teacher Award: Oakland County Honoree.
- 2000 Disney American Educator Nominee.
- 1997 Oakland County Technology-Using Teacher Award Winner.

**Adjunct Lecturer in Education**, 2001-present, The University of Michigan School of Education, Ann Arbor, Michigan.

**Graduate Instructor**, School of Education, 1997-2000, The University of Michigan, Ann Arbor, Michigan.

**Teacher**, 1992-1994, Southfield Schools, Southfield, Michigan.

## **Select Project Development:**

Developer of, and contributor to, many online projects as a project director for The Interactive Communications and Simulations (ICS) Group at The University of Michigan, including (but not limited to):

### **Projects created for Technology in Education Global Program**

Supervised numerous graduate level initiatives, in partnerships with UN-based NGO's, including a project awarded a MacArthur Digital Media and Learning grant.

### **The Michigan Student Caucus (formerly Michigan Youth Caucus)**

Led class of undergraduate and graduate students, high school students, and ICS group members in designing, creating and piloting the Michigan Student Caucus, a web-based educational initiative offered by in partnership with the Michigan House of Representatives Special Commission on Civic Engagement. Statewide program promotes youth involvement in state and local governance. Sophisticated online software

facilitates construction of the Michigan Student Caucus platform, and encourages multiple modes of involvement by participants of varying interests. This project has received considerable national and international attention. It has received several grants and has been presented at numerous conventions.

### **The Conflux Project**

Developer and director of award-winning web-based simulation game about American politics and governance. Responsible for coordinating all educational, technical and administrative matters for project, including teams of University students in online mentoring program. Software has been adapted for use in several other educational projects, including the Place Out Of Time program.

### **Talking Walls**

Co-developer of web-based “museum without walls.” Site uses mapping and geo-caching to engage participants in narrative and discussion about locations of shared personal and community significance. Program developed with support from organizations including the Cool Cities Collaborative and the Flint Cultural Center.

### **Instructional Project Design Program**

Created instructional program that places young people in the role of software developers for the purposes of fostering educational and social change. High school and university students take on real-life partners, (such as museums, government agencies, educational institutions, and art galleries), then create web applications designed to meet their institutional goals.

### **The Civics Institute's International Youth Initiative**

Led class of undergraduate students and ICS group members in designing and implementing the new International Youth Initiative (IYI). Program was developed in partnership with state and national politicians and members of the international diplomatic community.

### **Arab-Israeli Conflict (AIC) Simulation**

Designed web-based software for use with internationally acclaimed, long-standing educational simulation game (<http://ics.soe.umich.edu>). Led team of undergraduate in online mentoring program.

### **Place Out Of Time**

Created software for, and helped design and implement, an online simulation game in which young people act as historically significant figures addressing contemporary problems. Originally developed as K-12 outreach program for The University of Michigan's Center for Middle Eastern and North African Studies.

### **HighestWire.com**

Built and helped implement a grassroots newswire service and content delivery mechanism for young people.

### **Warren Easton In Exile**

Worked with group of high school and college students to develop a "quick response" community site for a school in New Orleans that was devastated by Hurricane Katrina.

### **Intersections: Young People Using Media to Explore Identity in America**

Participated in development and enactment of a project involving high school students making videos about culture and identity. Final result was broadcast on Michigan Media (CPB) in prime time. With Flint Central High School, West Bloomfield High School, Hamtramck High School, and Michigan Public Media.

## **Education and Professional Certification:**

**Ph.D. program in Educational Studies (Educational Technology),** The University of Michigan, Ann Arbor, Michigan.

Doctoral program focusing on the use of computer technologies in instructional settings. Research focused on the creation and use of political simulation games in classroom settings. (Degree not completed.)

**Master of Arts in Educational Studies (Educational Administration),** May 1996, The University of Michigan, Ann Arbor, Michigan. Fulfilled requirements for Michigan administrative and central office certification.

**Bachelor of Arts in English Language and Literature,** 1991, The University of Michigan, Ann Arbor, Michigan.

**State of Michigan Secondary Teaching Certificate**, 1991, The University of Michigan, Ann Arbor, Michigan. Professional certification as of 2003.

### **Selected Recent Publications, Presentations, and Editorial Work:**

Kupperman, Fahy, Goodman, Stanzler, & Weisserman (Interactive Communications & Simulations group at the University of Michigan); Hapgood (University of Toledo). "It matters because it's a game: Serious games and serious players." Accepted for publication in the *International Journal of Learning and Media*, December 2010.

"Beyond Early College: Implications for Higher Education." Presentation prepared for Eastern Michigan University graduate program in higher educational leadership, October 2010.

"Reimagining High School and College: Early Colleges and their implications for assessment and public policy." Presentation prepared for the Michigan School Testing Conference, February 24, 2010.

Co-founder and co-chief editor of *THEN: A Journal of Technology, Humanities, Education and Narrative*. (2006-ongoing). Co-founder and co-chief editor of a blind peer-reviewed academic journal. Published online with print copies available on demand at <http://thenjournal.org>.

"Games, Activism and Design." Lecture delivered to Harvard Graduate School of Education, April 1, 2008.

Expanding the Community of Activists: Technology, Activism and Design. Presentation to Central Michigan University's 9th Annual Communication and Social Action Conference. February 14, 2008.

"On-Line Learning: the Problem and the Promise." Presentation at MACUL Broadcast Center. Wednesday, March 5, 2008.

Kupperman, J., Siebenthal-Adams, S., & Weisserman, G. (2006, February). *Instructional Project Design: Make cool stuff, change the world*. Presentation at the 10th Annual Institute on Service-Learning, Flint, MI.

Kupperman, J. & Weisserman, G. (2005, April). *Curriculum games: An online character-playing project as "ironist curriculum."* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Kupperman, J., Schumer, B., & Weisserman, G. (2004, April). *Student reflection in an online character-playing simulation.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

### **Select Professional Experience, Consulting:**

**Reader** for numerous state-level and national grant RFPs, including upcoming State of Michigan grants for Early College High Schools.

**Consultant, OptiMetrics.** Educational consultant focusing on the use of games and the creation of curriculum to support cultural literacy.

**Consultant, The Civics Institute.** Technology consultant and director of technology for international civics education organization.

**Educational consultant and curriculum writer** in technology and social studies for local charter schools, including the Henry Ford Academy at Greenfield Village (1999-2000).

**Freelance web-based software developer.** Developed web-based software for numerous organizations and institutions.

**Consultant, trainer and presenter** to several private and public schools in Southeast Michigan (1997-2001).

**Advisor** for the Oakland County Schools Technology Consortium's Virtual High School (2000).

### **Board and Committee Memberships:**

**Trustee,** Community Systems Foundation.

**Advisory Board Member,** Michigan Council for the Arts and Cultural Affairs, New Leaders Arts Council of Michigan.

**Trustee**, Temple Kol Ami, West Bloomfield, Michigan.

**Board of Governors**, Michigan Region B'nai B'rith Youth Organization,  
West Bloomfield, Michigan.

**Member, Board of Directors**, InGlobal.

**Member**, The Skillman Foundation's Small School Learning Network.