

JANET SIMON SCHRECK

EDUCATION

University of Maryland Baltimore, Ph.D., Gerontology 2013

University of Denver, Certificate, Higher Education Resources Institute for Women in Higher Education Administration 2010

Loyola University of Maryland, M.S., Speech-Language Pathology, *Bernard J. Saltysiak Medal for Clinical Excellence* 1993

Loyola University of Maryland, B.A., Speech-Language Pathology & Audiology, *Summa cum Laude* 1991

ACADEMIC ADMINISTRATION EXPERIENCE

2018 – Present Johns Hopkins University

Senior Associate Vice Provost for Academic Affairs & Accreditation Liaison Officer (2021 – Present)

Interim Chair, Advanced Studies in Education, School of Education (2023 – Present)

Associate Vice Provost for Education & Accreditation Liaison Officer (2018 – 2021)

Responsible for leading and facilitating academic affairs across Johns Hopkins University. Reporting to the Provost, serve as senior staff leading 4 FTE staff charged with undergraduate education initiatives, regional accreditation, academic compliance, state authorization, institutional assessment and learning assessment, as well as special projects assigned by the provost.

Major responsibilities and accomplishments include:

- Co-lead undergraduate student success initiatives. Together with the decanal co-chairs, led the Second Commission on Undergraduate Education (CUE2) and served as a primary author of the 2020 CUE2 report, Johns Hopkins University's first undergraduate curriculum review. CUE2 was a three year endeavor that culminated in numerous recommendations to improve the undergraduate experience at Hopkins, including the development of six undergraduate foundational abilities, creation of a mandatory first year seminar, replacement of the distribution requirements system with a more robust learning-assessment based system focused on knowledge and skills, increased flexibility of majors to promote interdisciplinary exploration, creation of the Hopkins experiential learning semester, as well as new development of new faculty teaching evaluation processes and models for student advising and mentoring. CUE2 implementation successes, to date, include:
 - Piloted nearly 50 first year seminars (FYS) over two years to create FYS model. Offered 75 FYS in Fall 2022 as required courses for first year students in the Krieger School of Arts and Sciences (KSAS). On track to requiring FYS for first year students in Whiting School of Engineering by Fall 2024.
 - Completion of self-studies by all undergraduate majors in KSAS and the Whiting School of Engineering (WSE) to identify challenges and opportunities presented by the CUE2 recommendations. WSE has subsequently completion three major curriculum revisions aligned with CUE2 flexibility requirements.
 - Completed an assessment of undergraduate advising in consultation with EAB and the Gardner Institute; identified key recommendations that will be implemented in support of CUE2 goals.
 - Created and secured approval for expansion of the Homewood Center for Educational Resource to become the Center for Teaching Excellence & Innovation. The mission of

CTEI is to advance teaching excellence and innovation in support of Johns Hopkins University's mission to educate its students and cultivate their capacity for lifelong learning.

- Convened an ad-hoc faculty committee representing the arts and sciences and engineering to determine best practices for comprehensive and transparent assessment of teaching and draft relevant policies and procedures that reflect application of those practices. The committee's report has been accepted and implementation planning is underway.
- Collaborated with both schools to create a new general education requirement system based upon the Foundational Abilities (learning outcome) that will be implemented for first year students entering Fall 2024.
- Lead university-side assessment efforts. Led the selection, procurement, and implementation of the first university-wide learning assessment platform, AEFIS. Collaborated with each of the nine schools to create an implementation success plan that recognized their individual cultures, strengths and weaknesses, and learning assessment needs. Developed the vision for the Johns Hopkins University comprehensive learner record (CLR), providing students with a portable and more robust representation of their verified, validated, and individual learning achievements.
- Serve as Institutional Official for (a) Accreditation Liaison Officer to the Middle States Commission on Higher Education. Consult with school leadership for specialized accreditation reporting. (b) JHU representative to the Maryland Higher Education Commission (MHEC) for academic program approvals and academic affairs. Collaborate with faculty and school leadership to develop and gain state endorsement and/or authorization for new academic programs. (c) Institutional Grievance Officer, administering the student academic grievance policy and supporting School Grievance Officers. Serve as corporate representative for depositions related to student academic grievances and complaints.
- Served as co-chair and functional lead for the university's 2023-4 Middle State Commission on Higher Education self-study and reaccreditation effort. Peer evaluation team issued four areas of commendation and no recommendations at its November 2023 site visit. Awaiting final accreditation action by Middle States in March 2024.
- Serve on the Blueprint for Student Success Steering Committee, which is charged with developing a set of strategic recommendations to improve student success for our increasingly more diverse undergraduate student body.
- Lead university evaluation and planning for expansion of non-degree/non-credit learning.
- Convene the Vice Deans of Education to address university-wide education challenges, exchange best practices, and establish and implement university-wide policies. Draft and secure approval for university-wide academic policies. Oversee the review and signing of academic partnership agreements and MOUs.
- Appointed by the President and the Provost as a core team member of the COVID Planning Taskforce and co-chair of the Pandemic Student Advisory Committee. Participated in all Incident Command Structure (ICS) meetings and emergency response planning and implementation throughout the COVID pandemic. Established agendas for and facilitated ICS meetings and Task Force Steering Committee meetings. Liaised with the Undergraduate Education Committee of the taskforce to develop multiple models for remote, online, and hybrid education delivery. Developed safety guidelines for in-person classrooms and instruction. Co-chaired the university-wide Pandemic Student Advisory Committee, which reviewed and provided feedback for plans and guidance documents and developed the Johns Hopkins University Social Compact.
- Co-founder and ex-officio to the Cross-institutional Student Advisory Committee (CSAC). Born out of the success of the Pandemic Student Advisory Committee and subsequently included as an initiative in the university's *Diversity Roadmap*, CSAC is Johns Hopkins' first standing

university-wide student advisory committee and serves as a forum for students to discuss and advise about academic and co-curricular matters of broad interest to the university.

- Contribute to public reports and universities policies. Selected projects with major contributions: *Student Academic Ethics and Integrity; Admissions Revocation; Credit Hour; Students and Postdoctoral Fellows Academic Grievance, Student Leave of Absence.*
- In late summer 2023, assumed role as Interim Chair, Advanced Studies in Education in School of Education at request of Dean Morphew following sudden and untimely death of prior department chair. In that role, complete all typical duties of a department chair. Also serve on a number of strategic planning groups for the SOE, including the Vision and Research and Academic Integration working groups.

2015 – 2017 Assistant Vice Provost for Education

Responsible for leading and facilitating efforts to improve quality of undergraduate and graduate education across Johns Hopkins University.

Selected accomplishments include:

- Created and implemented the Doctor of Philosophy Board's PhD program review process, the first university-wide cyclic program review of PhD programs.
- Implemented the policy for requirement of Individual Development Plans for all PhD students across the university.
- Oversaw the collection and publication of the university's first database of career pathways for PhD alumni.
- Developed and hosted the university's inaugural Diversity and Inclusion Workshop for PhD program directors. Subsequently collaborated with the Office of Institutional Research to produce the university's first Graduate Student Diversity Report.
- Revitalized the moribund University Committee on Learning Assessment, which then completed the university's first comprehensive evaluation of assessment practices across all schools and divisions.

2006 – 2015 Loyola University Maryland

Executive Director, Loyola Clinical Centers (LCC)

Served as chief administrative officer for the University's interdisciplinary clinical graduate training and education facility. Created an administrative environment that facilitated excellence in training for students in four academic departments, high quality service delivery to approximately 4,000 clients annually, and promotion of research and scholarship.

Selected Key Accomplishments:

- Led the LCC in creation and successful implementation of two strategic plans, including its inaugural plan.
- Tripled the number of clients served and doubled the number of graduate students trained by the LCC annually.
- Created and launched the LCC's inaugural Board of Advisors and secured more than \$1,000,000 in corporate, foundation, and private gifts/grants to the LCC.
- Expanded the LCC Belvedere Square location to include an additional 5,000 square feet of training and service provision space.
- Procured and implemented the LCC's first electronic patient management/electronic medical record system
- Established shared interdisciplinary learning objectives for all students matriculating through the LCC and launched an Interprofessional Seminar/Grand Rounds series.

- Forged partnerships with non-profits and schools in the Baltimore/Govans and the Archdiocese of Baltimore Catholic Schools that provided clinical training opportunities for graduate students while simultaneously providing allied health and educational services to underprivileged communities and populations.
- Led the “Loyola is Listening” participatory research project; analyzed and presented the data to the York Road Community as part of the launch of the University’s York Road Strategic Initiative.
- Served as Co-Chair for the university’s 2014 – 15 Periodic Review Report (Middle States Commission on Higher Education accreditation), which resulted in successful re-accreditation of the university with no additional recommendations.

2003 – 2006 Division Director, Department of Speech-Language Pathology/Audiology

- Coordinated student training for speech-language pathology students placed at the Belvedere Square location.
- Led merger of Timonium and Belvedere Square speech-language pathology clinics.
- Established referral sources for speech-language pathology services via marketing and creation of community partnerships.
- Managed \$45,000 division operating budget.

TEACHING EXPERIENCE

Johns Hopkins University

Associate Professor, School of Education, 2017-Present

Undergraduate Courses: First Year Seminar: Cognition, Language, and the Self

Graduate Courses: Instructional Theory in Online Teaching and Learning (EdD program)

Dissertation advisor and chair to numerous EdD students

Loyola University Maryland

Assistant Clinical Professor, Speech-Language Pathology, 1999 – 2006

Core Clinical Faculty Member, Speech-Language Pathology, 1998 – 1999

Adjunct Per-Course Faculty Member, Speech-Language Pathology, 1996 – 1998

Clinical Fellow, Speech-Language Pathology, 1993 – 1996

Undergraduate Courses: Voice and Diction, Introduction to Human Communication, Linguistics, Organic Bases of Adult Communication Disorders

Graduate Courses: Communication Disorders in the Geriatric Population, Adult Cognitive-Communication Disorders, Fluency Disorders, Research and Experimental Design

Clinical Courses: Supervised graduate student interns, coordinated graduate student externships, supervised clinical fellows

CLINICAL EXPERIENCE

Oak Crest/Erickson Living

PRN Speech-Language Pathologist for Skilled Nursing Unit, 2000 – 2004

Mariner Health of Bel Air/Prism Rehab

Senior Speech-Language Pathologist, 1997 – 1998

Bel Forest Nursing and Rehabilitation Center/Nova Care, Inc.

Speech-Language Pathologist, 1997

Good Samaritan Hospital and Nursing Home/MedStar Health System

PRN Speech-Language Pathologist, 1997 – 2002

Senior Speech-Language Pathologist, 1995 – 1997

Speech-Language Pathologist, 1993 – 1995

OTHER PROFESSIONAL EXPERIENCE

Middle States Commission on Higher Education (2018 – current)

Volunteer peer evaluator for domestic and international locations with specialization in compliance, assessment, mission and goals, and delivery of the student experience standards.

Reed Smith LLP (2013 – 2020)

Expert witness in speech-language pathology for federal cases filed under the Medicare False Claims Act. Experience includes review of clinical cases and clinical documentation, provision of written expert testimony, and deposition.

Western Schools (2012 – current)

Peer reviewer for Speech-Language Pathology continuing education courses.

PROFESSIONAL LEADERSHIP

Association for Undergraduate Education at Research Universities (formerly known as the Reinvention Collaborative)

- Board Member 2018-current

American Speech-Language-Hearing Association (ASHA)

- Annual Convention Committee: Co-Chair, Interprofessional Education & Interprofessional Practice Track 2016-2017; Adult Language Track, 2011 – 2016
- Special Interest Group 15: Gerontology Steering Committee, 2010 – 2016; Coordinator, 2013- 2016; Associate Coordinator, 2012; Professional Development Coordinator, 2010 – 12
- ASHA Representative to the Partnership for Health in Aging (appointed position), American Geriatrics Society, 2011 – 2016
- Reviewer for Poster Sessions, ASHA Business & Healthcare Institute, 2014

Maryland Speech-Language Hearing Association (MSHA)

- President (3-year cycle), 2001 – 2003
- Director, Marketing and Public Relations, 1999 – 2001
- Newsletter Editor, 1997 – 1998
- Convention Committee, Co-Chair: Adult Track, 1995 – 1997

National Academies of Practice (NAP)

- Chair, Speech-Language Pathology Academy 2015 – 2017
- Membership Committee 2015
- Reviewer for *Journal of Interprofessional Education and Practice*, 2019 – present

AWARDS

- Distinguished Fellow & Practitioner in Speech-Language Pathology, National Academies of Practice, 2015
- Loyola University's Ad Majorem dei Gloriam Community Award, 2012
- Fellow, Maryland Speech-Language Hearing Association, 2003

SELECTED PUBLICATIONS

Schehr, T. & Schreck, J.S. (in press). Leading with Data and Collaborating with Academics on Assessment. In *The Power of Strategic Accreditation: Driving Institutional Impact*. Institute for Effectiveness in Higher Education.

- Schreck, J. S., & Abras, C. N. Assessment Practices that Support Career Transitions for Doctoral Students. In *Exemplars of Assessment in Higher Education, Volume Two* (pp. 153-169). Routledge.
- Schreck, J.S., Abras, C., & Mithani, A. (2023) Capturing students' lifelong learning journey: the Johns Hopkins comprehensive learner record. *College & University*, 98(2), 61-69.
- Roos, B. & Schreck, J.S. (2021) The role of faculty advising, mentoring, and gatekeeping as social support for undergraduate communication sciences and disorders students. *Perspectives of the ASHA Special Interest Groups*, 6(4), 818-830.
- Roos, B. & Schreck, J.S. (2021) A review of microsystem factors related to stress in undergraduate students studying communication sciences and disorders. *Perspectives of the ASHA Special Interest Groups*, 6(4), 806-817.
- Roos, B. & Schreck, J.S. (2019) Stress in undergraduate students studying communication sciences and disorders. *Perspectives of the ASHA Special Interest Groups*, 4, 1430-1444.
- Golom, F. & Schreck, J.S. (2018). The journey to interprofessional collaborative practice: Are we there yet? *Pediatric Clinics of North America*, 65(1), 1-12.
- Schreck, J. S. (2015). A bioethics primer for speech-language pathologists and audiologists working with older adults. *Perspectives on Gerontology*, 20(1), 4-11.
- Schreck, J. S. (2014). Reflections on Aging: Normal Developmental Process or Disease? *Perspectives on Gerontology*, 19(1), 44-46.
- Schreck, J.S. (2012). Hope for catching Alzheimer's early: new diagnostic criteria make it easier for providers to detect mild cognitive impairment. *AHSA Leader*, 17(15), 20-22.
- Guest Editor. (2011). *Perspectives on Gerontology*, 16(2), 30-63.
- Schreck, J.S. (2011). Preserving cognitive vitality in older adults. *Perspectives on Gerontology*, 16(2), 49-55.

SELECTED INVITED PRESENTATIONS & LECTURES

- Strategies for Joining the Digital Credentials Transformation: How CLR can Support Continuing Education at Your Institution:* AACRAO Webinar, June 2021.
- Comprehensive Learner Record (CLR) as a Focal Point for Campus Engagement:* IMS Global Roundtable, April 2021
- Three ALO's Sharing Lessons Learned During Time of Crisis and Post-Pandemic Implications:* Middle States Commission on Higher Education Webinar, March 2021.
- Hell Doesn't Have to Be Other People: Interprofessional Practice for Experienced Professionals:* American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA, November 2016
- Screening and Assessment of Cognitive Communication in Older Adults:* Pennsylvania Speech-Language-Hearing Annual Convention, PA, March 2015.
- Principles of Bioethics and Their Application to Practice in Gerontology:* Pennsylvania Speech-Language-Hearing Annual Convention, PA, March 2015.
- Assessment and Evidence-Based Intervention for Dementia:* West Virginia Speech-Language Hearing Association Annual Convention, Huntington, WV, April 2014.
- Spectrum of Age-Related Changes in Cognitive-Communication: Screening, Prevention & Treatment,* Maryland Speech-Language-Hearing Association Annual Convention, Nottingham, MD, April 2013.
- Screening and Assessing Cognitive-Communication in Older Adults,* American Speech-Language-Hearing Association Health Care and Business Institute, Memphis, TN, April 2012.
- Spectrum of Age-Related Changes in Cognitive-Communication: Screening, Prevention & Treatment,* JFK Johnson Rehabilitation Institute 19th Annual Speech-Language Pathology/Audiology Education Series, Edison, NJ, April 2011.
- Age-Related Changes in Cognitive-Communication,* Hunter College, Manhattan, NY, June 2011.

Securing Corporate & Foundation Support for Clinical Programs, Council for Academic Programs in Communication Sciences and Disorders Annual Conference, St. Pete Beach, FL, April 2011.
Aging and Cognitive-Communication, New Jersey Speech-Language-Hearing Association Annual Convention, Atlantic City, NJ, May 2010.
Cognition: A Primer for Therapists and Healthcare Practitioners, Medstar Rehabilitation Continuing Education Series, Baltimore, MD, April 2007 and April 2009.

SELECTED PEER-REVIEWED CONFERENCE POSTERS, PAPERS, SEMINARS

- Carbonaro, S; Davis, C., & Schreck, J. (2022). The missing link: assessment and microcredentials. Middle States Annual Conference, Philadelphia, Pennsylvania.
- Schreck, J., Abras, C., Lauka, B. & Schreck, J.S. (2022). Impact of co-curricular activities on student learning. IUPUI 2022 Assessment Institute, Indianapolis, Indiana.
- Schreck, J.S., Abras, C. & Mithani, A. (2022). Capturing students' lifelong learning journey: the Johns Hopkins comprehensive learner record. American Association of Collegiate Registrars and Admissions Officers Annual Meeting, Portland, Oregon.
- Schreck, J.S., Abras, C. & Carbonaro, S. (2021). Microcredentials for authentic lifelong learning at Johns Hopkins University. Association for the Assessment of Learning in Higher Education Annual Conference, virtual.
- Schreck, J.S., & Abras, C. (2021). The untold story of assessment – creating a culture that works for you. Drexel University Annual Conference on Teaching and Learning Assessment, virtual.
- Schreck, J.S., Abras, C., D'Aoust, R., & Huckett, P. (2021). Comprehensive learner record (CLR) as a focal point for campus engagement at Johns Hopkins University. IMS Global Roundtable, virtual.
- Roos, B., & Schreck, J.S. (2019). Stress in undergraduate students studying speech-language-hearing sciences. American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
- Schreck, J.S., Abras, C., & Smith, M. (2018). How do you lead learning assessment in a decentralized university? Association for the Assessment of Learning in Higher Education Annual Conference, Salt Lake City, UT.
- Abras, C. & Schreck, J.S. (2017). Closing the loop on data collection and program improvement. Drexel University Annual Conference on Teaching and Learning Assessment, Philadelphia, PA.
- Nunez, L., Ludwig, D., Watson, J. Butkus, S., Casper, M., McNeilly, L., Schreck, J., Schoenbrodt, L., Deppe, J., Page, J., Dudding, C. (2016) Advocating for collaboration within interprofessional healthcare teams. American Speech-Language-Hearing Association National Convention, Philadelphia, PA.
- Schreck, J.S. & Tignor, K. (2015). A comprehensive approach to interprofessional education (IPE) in a graduate training clinic: The Loyola Clinical Centers, Loyola University Maryland. Collaborating Across Borders V, Roanoke, VA.
- Schreck, J.S. & Thompson, T. (2015). The Loyola Clinical Centers brain injury and disorders assessment team: an innovative interprofessional education and practice model. National Academies of Practice Annual Forum, Alexandria, VA.
- Kerins, M., Reinhardt, Schreck, J.S. & Tignor, K. (2015). Assessing interprofessional competencies in speech-language pathologists and reading specialists. American Speech-Language-Hearing Association Annual Convention, Denver, CO.
- Schreck, J.S. (2013). Marital satisfaction in spouses of patients with chronic aphasia. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Schreck, J.S. & Townsend, M. (2013). Tricks of the trade: setting the stage for successful initiation of

- interprofessional education. American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Schreck, J.S., Thomas, A., & Coiro, M.J. (2013). Commitment to justice at the Loyola Clinical Centers. AJCU Justice Conference, Omaha NE.
- Brizee, A., Brown, T., Schreck, J.S., & O’Keefe, E. (2013). Integrating mission and justice through community collaboration and engagement. AJCU Justice Conference, Omaha, NE.
- Schreck, J.S. (2012). Multidisciplinary competencies in the care of older adults. (Meritorious Poster Award). American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Schreck, J.S. (2010). The impact of “normal” aging on cognitive-communication skills. American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.
- Coiro, M. J. & Schreck, J.S. (2010). The Loyola Clinical Centers: a model for interdisciplinary clinical education. Conference on Higher Education Pedagogy, Blacksburg, VA.
- Kerins, M. & Schreck, J.S. (2009). Gen Y: what makes this generation of learners tick? American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
- Schreck, J.S., Coiro, M.J., Feldman, C., & Ward, K. (2008). The Loyola Clinical Centers: A model for interdisciplinary clinical education. American Speech-Language-Hearing Association, Chicago, IL.

SELECTED RESEARCH & CORPORATE/FOUNDATION GRANTS

- Lead and program evaluator, \$50,000 grant from the Leonard and Helen R. Stulman Charitable Foundation to support growth of the LCC’s program for prevention and rehabilitation of brain injury, 2013.
- Lead, \$30,000 grant from the Kenneth S. Batty Charitable Foundation to purchase equipment for the Cognitive Enrichment Language Lab (CELL) and offset fee reductions for clients demonstrating financial need, 2013
- Lead, \$15,000 grant from the Robert and Joan Dircks Family Foundation to purchase equipment for the Cognitive Enrichment Language Lab (CELL).
- Co-lead, \$15,000 grant with \$5,000 second year renewal from the Foundation for Spirituality & Medicine to support growth of the interdisciplinary Care for the Caregivers program and interdisciplinary retreat, 2012-13.
- Co-lead, \$78,632 grant from the Knott Family Foundation for purchase of technology to augment clinical services and training in literacy, psychology, and speech-language pathology, 2012.
- Principal investigator, *A Prevention Program for At-Risk 4–6-Year-olds in Baltimore Catholic Elementary Schools*, Loyola University Maryland Kolvenbach Research Grant, 2007.

PROFESSIONAL DEVELOPMENT

- Self-Study Institute, Middle States Commission on Higher Education, 2022
- Peer Evaluator Training, Middle States Commission on Higher Education, 2016
- PRR Workshop, Middle States Commission on Higher Education, 2014
- Next Generation Leadership, Loyola University Maryland, 2008

PROFESSIONAL AFFILIATIONS

American Speech-Language-Hearing Association, Certified Member #01087547

Maryland Speech-Language Pathology License #2744

Association for the Assessment of Learning in Higher Education

Association for Undergraduate Education in Research Universities

National Academies of Practice, Speech-Language Pathology Academy

Alpha Sigma Nu

Sigma Phi Omega