Radford Janssens

1537 Eden Isle Blvd. NE, #269
St. Petersburg, FL 33704
Cell: 434-326-7049
radford.janssens@gmail.com

Educational Philosophy

The role of an educator is to help learners comprehend new information, connect that information to their current body of knowledge and then be able to use the information to expand the critical thinking that they bring to play upon their world. An educator opens the door to new skills, new understanding, new analysis, and then new meaning. An educator must understand there are many paths to that door and many ways of walking through it and be prepared to facilitate multiple approaches and processes for the learner. In fact, the measure of success of an educator is not just the grades or certifications of his or her learners, but how well the learners remember and apply the information throughout their lives.

Career Goals

My ultimate goal is a permanent faculty position teaching math and statistics courses at the university level. Through these courses, I have the opportunity to use my abilities and capabilities to not only educate students about the subject matter, but more importantly, help prepare them for academic success in a more rigorous environment. In order to succeed in the classes I teach, students have to transition from practicing memorization strategies that enabled them to pass standardized tests in high school to taking the next steps to truly understand and learn the subject.

I desire a position where I can continue collaborate with colleagues to influence and constantly improve the course content and pedagogy so that we can improve student success and retention. The ideal position would allow me to serve in the academic community as well as use my skills in statistics and research methods to assist colleagues with research and publication.

I would also be very interested in a role in which I can use my statistical analysis background to mentor student research. The years I spent as a consulting statistician have given me the skills to assist researchers from design of experiments through analysis to clear and concise communication of results. I can also see that these skills and experience would allow me to work with the local business community to find opportunities for students to apply their math and statistical knowledge. I would like to mentor these students to help them succeed in the significant transition to successful performance in the business world.

Education

M.S., Applied Statistics, University of Delaware, 1989
B.A., Mathematics, Stockton State College of New Jersey, 1987

Teaching Experience

University of South Florida Saint Petersburg
Taught up to 6 classes per semester of the following courses: Intermediate Algebra, Introductory Statistics, Finite Math, and College Algebra, first as an adjunct faculty member, then as a Visiting Instructor and now full time Instructor.
INVISTA - Conducted extensive site-wide training (~500 employees at the facility) on Quality Improvement Processes including Six Sigma methodologies, Process Hazards, all aspects of OSHA regulatory compliance issues, and safe working practices at all levels of the organization
University of Delaware - Taught Introduction to Business Statistics, class-size of 50 students
University of Delaware - TA for Calculus I, class-size of 300; provided supplemental instruction labs for the class.

Employment History

University of South Florida Saint Petersburg — Fall 2014 to Present
Instructor of Statistics and Mathematics
Visiting Instructor of Statistics and Mathematics
Adjunct Instructor of Statistics and Mathematics

- Lead the overhaul of the Introductory Statistics and Intermediate Algebra courses to better align them with the Quality Enhancement Plan (QEP) protocol designed by Dr. Kathleen Gibson-Dee. Course materials now better relate to State and University SLO's. Assessments have been improved so that they are consistent with the expectations for brief, concise measures of the students understanding in line with the QEP.
- Mentored new adjunct faculty members about teaching QEP courses to maintain consistency of pedagogy and continue to make gains on student success.
- Student evaluations for the last six semesters were above average in all categories for all courses.
- With collaboration from Dr. Kathleen Gibson-Dee, developed the first USFSP online Introductory Statistics course to help address student drift. The course filled within 3 weeks and will begin in the Spring semester 2018.

INVISTA, Waynesboro, VA — 2004 – 2013
Manufacturer of nylon, spandex, polyester and specialty materials
Quality Assurance, Environmental, Safety and Capital Projects Manager

- Performed the role of Subject Matter Expert for Quality Management Principles and Root Cause Analysis Investigations. Directed site auditors in evaluating systems for sustainable performance while ensuring compliance with regulatory mandates. Oversaw audit timelines and corrective action timeliness and effectiveness.

DUPONT, Waynesboro, VA — 1996 – 2004
Producer of innovative products materials and services for the global marketplace
Site Technical Manager, 2000 – 2004

- Led process improvements projects using a Six Sigma approach that increased First Pass Yield by approximately 5% over 2 years. Teams included technical and operations professionals and optimized process settings, equipment innovations and deep understanding of customer needs.
- Directed the activities of 12 mechanical, chemical and electrical engineers charged with ongoing control of a large complex chemical and fiber process
- Acted as Site Quality Management Representative and successfully led customer Supplier Quality Audits and Corrective Action Responses Directed the activities of 12 mechanical, chemical and electrical engineers charged with ongoing control of a large complex chemical and fiber process.

Spandex Operations Manager, 1996 - 2000

Professional Development

- Diversity and Inclusion Training Spring 2021
- Pearson Conference on New Learning Technologies for Introductory Statistics Courses Fall 2015
- USF Academy for Teaching and Learning Excellence Adjunct Retreat Fall 2015
- College Learning and Reading Association Symposium Spring 2015, Spring 2016
- United States Conference of Teachers of Statistics Summer 2017

Research and Teaching Interests

- Improving Growth Mindset for Math Students Entering College: Both research and my own experience show that one of the biggest challenges to math success for students entering college is their own belief that they can succeed at math. In order to address this concern, starting in the summer of 2017, I begin each semester of Intermediate Algebra with a module on growth mindset and engage students in writing about how they have succeeded in past endeavors and how they might use some of those same strategies to succeed in math. While it is early to draw too many conclusions from the data, it appears as though there is a correlation with this activity and fewer students being disengaged and ultimately underachieving or not succeeding in this course.
- Mentoring the Whole Student to Achieve Math Success: Research shows that students are more likely to persist in college if they feel that they have a connection with faculty, administration or staff. I am fortunate to have an office in the Student Success Center, and I make it my goal to be available for office hours there at least 20 hours a week. I believe that this sort of availability and access gives my students an opportunity to feel comfortable in coming to my office for assistance with course material, which leads to opportunities for me to understand the academic challenges that the student is facing in my class and others as well as social, economic and cultural factors that can be influencing their success. Students consistently return for conversations and advice after the course is over and this leads to that connection that increases success and persistence.
- Using SAT and ACT Math Scores as Criteria for Placement in Introductory College Math Courses: Dr. Jenifer Hartman, USFSP College of Education, is conducting research on whether SAT and

ACT math scores are correlated to success in introductory college math courses, specifically Intermediate Algebra and College Algebra. She is also looking at whether there may be other factors such as high school grade point average that correlate better with success in these courses. Because of my experience with teaching these courses and my background in statistical analyses of data, she has asked me to collaborate in the research and publish an article based on the results.

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Professional Development and Service

I was co-coordinator along with Ms. Swartout for the Fall 2018 semester coinciding with my hiring as a full time Instructor. I was responsible for orientation and mentoring of new 3 new adjunct faculty, scheduling for the Math group as well as leading all interactions with the Biology Chair and CAS administration.

I represented the Math Group on the Math Success Group, a collaborative effort between members of USFSP and USF Tampa tasked with sharing success strategies to improve the DFW rate in high risk math courses at USFSP

I am the course coordinator for Introductory Statistics ensuring alignment of content, teaching and assessments among full time and adjunct faculty. I have significantly contributed to the ongoing revision of these two courses in collaboration with other full time faculty.

I developed and now teach the asynchronous Online Introductory Statistics course, which has gotten good reviews from students and colleagues.

I developed and taught the one-week course in Mathematics for the Summer Success Institute in Summer 2019. This course was part of the USFSP Summer program to help prepare incoming first time in college students for success at the university level. The course introduced students to the level of expectations for mathematics courses.

obtained the USFSP Online Teaching Certification in 2019 so I was well prepared when I had to take 3 classes online at the end of the Spring 2020 Semester.

I was selected to teach for the first USFSP Provost's Summer Institute. The Summer Institute is an initiative to help prepare FTIC's that did not meet criteria for Fall admission to be successful at USF. I developed a course that integrated Introductory Stats and Introduction to Environmental Science with Dr. Jim Ivey. We each taught 2 sections of about 30 students and we coordinated our lessons and assessments so students would have a sense of the integration of the subjects that they would learn. All the students were recent high school graduates, so teaching the course involved a lot of interacting with students to help them understand how to be successful university level learner as well as teaching them about Statistics. The course was taught in an online synchronous modality, so part of the challenge was to the students get comfortable with this mode of learning as well as ensuring that they had a sense of belonging to USF even though they were all distanced.

PUBLICATIONS

I co-authored an article published in ICPEL's Education Leadership Review; a peer reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership. The article "University First-Time-in-College Students' Mathematics Placement and Outcomes: Leadership Response to Local Data" Jenifer J. Hartman, Radford Janssens, and Karina K. R. Hensberry The article described a study and outcomes that was initiated along with colleagues from the USF College of Education to determine how analysis of extant student data could enable leaders to better understand the problem, identify ways in which university policies and/or practices could be modified to increase students' pass rates in their initial math courses,