Curriculum Vitae

Russ Robbins
345 Sunset Drive Selinsgrove, PA 17870 U
570-884-3647
russ.robbins@outlook.com
https://robbinsr.squarespace.com

Availability
1099**,** Temporary
Full-time, Part-time, Multiple Schedules

Location
Onsite, Remote, Hybrid
US, Canada, Mexico

Experience

Independent Contractor
08/2016 – present

Selinsgrove, PA 17870
Hours per week: 50

1. Teach programmers and scientists Agile Scrum, JavaScript, Python, and R. Current contract (thru Summer 2017) excludes additional software development training contracts.

2. Individually, as team member, or as leader, build software programs and tools to acquire, study, and distribute data. Additional contracts possible. Available to contract.

3. Teach managers or professionals modern decision-making techniques and tools. Contracts possible in 2017.

Student
09/2014 - 07/2016

Selinsgrove, PA 17870 USA
Hours per week: 50

Summary: Two years of training in quantitative analyses methods and tools. Completed online programs/courses at University of California-Berkeley, Johns Hopkins University, University of Washington, University of California-San Diego.

1. Earned Big Data certificate from the University of California, Berkeley and delivered through edX.

2. Earned Data Science certificate from Johns Hopkins University and delivered through Coursera.

Student continued from previous page.

3. Participated in a five course Business Analytics certificate program provided by The Wharton School at the University of Pennsylvania and delivered through Coursera. Certificate expected 2016.

4. Participated in six course Big Data certificate program provided by the University of California, San Diego. Certificate expected 2016.

5. Participated in a six course Machine Learning certificate program provided by the University of Washington and delivered through Coursera. Certificate expected 2017.

6. Participated in four course Data Science at Scale certificate program provided by the University of Washington. Certificate expected 2017.

7. Built a program that writes parser programs for the National Health Interview Survey Data.

8. Studied neurons as they fired in a zebrafish.

9. Reduced dimensions.

10. Predicted website click through rates.

11. Predicted words used by bloggers.

12. Assessed the accuracy of statistical functions in R.

13. Built and documented repeatable data processing pipelines.

14. Fundamental skills related to this period include

   a. Machine Learning
      1. Classification (basic)
      2. Regression (basic)
      3. Resampling (rudimentary)
      4. Model Selection (rudimentary)
      5. Regularization (rudimentary)
      6. Non-linear Models (rudimentary)
      7. Tree based Methods (rudimentary)
      8. Support Vector Machines (rudimentary)
      9. Clustering (rudimentary)

Student continued from previous page.

b. Statistics
   1. Descriptive Statistics (proficient)
   2. Distributions (basic)
   3. Probability Theory (proficient)
   4. Bayes Theorem (basic)
   5. Hypothesis Testing (between basic and proficient)
   6. Simple & Multiple Linear Regression (proficient)
   7. One-way & Multifactor ANOVA (basic)
   8. Logistic & Ordinal Regression (proficient)
   9. Binomial Test (basic)
   10. Chi-square Contingency Tables (basic)
   11. Non-parametric Alternatives (proficient)

c. Programming (Statistics) Toolboxes
   1. MATLAB (evaluated)
   2. Octave (used)
   3. Minitab (used)
   4. Python (used)
   5. R (used)
   6. Rattle (learned)
   7. Revolution R (used)
   8. SAS (evaluated)
   9. Stata (used)

d. Databases
   1. Cassandra (formal training)
   2. Ontotext GraphDB (used)
   3. MongoDB (formal training)
   4. Neo4j (evaluated)
   5. Stardog (used)
   6. Teradata (evaluated very lightly)
   7. Virtuoso (evaluated)

e. Development Environments
   1. Anaconda (evaluated)
   2. Databricks (used)
   3. Enthought Canopy (evaluated)• IDLE (evaluated)
   4. iPython interpreter (evaluated)
   5. iPython notebook(used)
   6. Komodo (evaluated)
   7. Oracle SQL Developer (used)
   8. Oracle Applications (used)
   9. PyCharm (used)
   10. Spyder (used)
   11. Stanford Protégé (used)

Student continued from previous page.

        12. Teradata Studio Express (evaluated very lightly)
        13. TopBraid Composer (used)
        14. Visual Studio (evaluated)
        15. Web Storm (used)
        16. Wing (evaluated)
        17. WinPython (used)

f.   Languages
    1. CSS (rudimentary)
    2. HTML5 (basic)
    3. JavaScript (working knowledge)
    4. JSON (basic)
    5. Markdown (basic)
    6. Pandoc (basic)
    7. Python (familiar)
    8. OWL (basic)
    9. R (proficient)• RDF (basic)
    10. RDFS (basic)
    11. Regular Expressions (between basic and proficient)
    12. Spark (familiar)
    13. SPARQL (basic)
    14. XML (basic)

g.   Sample R Libraries
    1. caret (used)
    2. ggplot2 (used)
    3. data.table (used)
    4. doBy (used)
    5. Hmisc (used)
    6. knitr (used)
    7. MASS (used)
    8. lattice (used)
    9. leaps (used)
    10. plyr (used)
    11. rCharts (used)
    12. regex (used)
    13. reshape2 (used)
    14. rPython (evaluated)

h.   Sample Python Packages
    1. Beautiful Soup (used)
    2. Core NLP (evaluated)
    3. iPython (used)
    4. MatPlotLib (evaluated)
    5. NumPy (used)

Student continued from previous page.

6. Pandas (used)
7. PyMongo (used)
8. pyR (evaluated)
9. PySpark (used)
10. Re (used)

Assistant Professor
08/2013 - 08/2014

Susquehanna University
Selinsgrove, PA 17870

Hours per week: 70
Supervisor: Dr. Barbara McElroy (570-372-4242)
Okay to contact this Supervisor: Yes

Summary: One year of experience integrating project management focused software engineering, basic instructional technologies, curriculum and instruction, adult learning technologies, and computer assisted learning.

Susquehanna University continued.

1.   DIRECTED THE DEVELOPMENT OF COURSES, GUIDES, PROGRAMS, AND SIMILAR MATERIALS. While I have "directed" these activities many times, it was much more common that I built consensus around change, and helped individual instructors change their courses, materials, and as necessary, or in a cooperative fashion, change curricula.

2.   ANALYZED DATA TO IDENTIFY STRENGTHS AND WEAKNESSES OF TRAINING PROGRAMS. Developed, used, and analyzed results from online and offline but learning science theory driven surveys of customer satisfaction. Used the assessment features in Blackboard® Learn to control quality in my blended courses or online learning environments and to align organizational goals with student needs. I have also used Web 2.0 and mobile learning tools such as Socrative™, PollEverywhere™, and Qualtrics™. Socrative was particularly helpful for understanding how the degree to which students were learning, during a workshop oriented lecture, where students and I practiced skills together.

3.   EVALUATED TRAINING PROGRAMS OF OTHER ORGANIZATIONS TO IDENTIFY NEW MATERIAL TO BE INCORPORATED. At each of my institutions, from 1999 to 2014, I have kept myself abreast of the content, the form, and processes used by other learning oriented organizations.

Susquehanna continued from previous page.

4.   DETERMINED LEARNING OBJECTIVES AND TEACHING METHODOLOGIES and designed, built, used, and assessed information technology based instructional system and integrated systems analysis and design course. Methodology allowed users to practice project management and software engineering skills, observe and refine their developing knowledge, and build a portfolio of their experiences and results. Instructional system aided users learning how to generate and assure system requirements. Instructional design of system is based upon problem based learning. Application is based upon a project management oriented software engineering approach described below.

a.   Instructional system focused on linking concept of operations. requirements analysis, design, development and/or purchase, testing, customer assurance, and people, using the best from the Project Management Body of Knowledge from the Project Management Institute as well as the Software Engineering Body of Knowledge and its many explicit and implicit standards promulgated by the IEEE, and other concepts.

b.   Planning was risk centered and began with identifying and beginning the tracking of and consensus building among sponsors, customers, managers, super users, and the current situation, identifying problems, effects of the planned system on the current environment as well as installed systems, and users. Planning continued through identifying project drivers, constraints, and known issues and measures. It also included focuses on measures, monitoring, and planned uses for human, financial, and physical capital.

c.   Information system solutions built by users included improving the process of moving passengers through the business processes of air flight passenger ticketing, baggage checking, and boarding as well as scheduling salt trucks based upon integrating roadside weather stations data.

d.   Project management oriented software engineering then moved on to requirements analysis. In requirements analysis, first pertinent business events were captured, then as is use cases, as is data models, and as is process models were developed to clarify the business events. In each case these models enabled capturing a low level of granularity and helped analysts identify potential measures.

e.   Process then focused on Design. Design was forced to map to the Analysis. as Analysis was forced to map to Concept of Operations and initial Planning. Design included to be use cases including preconditions, minimal guarantees, success guarantees, triggers, primary scenario script, as well as extensions, exceptions, misuses. Design used some of the same modeling techniques as Analysis but had three layers, including working prototypes as well as the documentation of evolved but approved requirements.

f.   Project management tasks, risks, and quality concerns were identified by using the evolved requirements. These tasks, risks, and quality concerns, when integrated with human resources, physical plant, and constraints, then drove the schedule, costs, and which of the prioritized requirements could be fulfilled after considering interdependencies of the requirements.

Susquehanna continued from previous page.

g.   Project management tasks included standard development or purchase methodologies as well as testing, installation, verification and validation, development of documentation and training materials, as well as customer and other stakeholder activities.

5.   ENGAGED IN GENERAL AND FOCUSED MARKET RESEARCH.

6.   SUPERVISED TWO PEOPLE.

Visiting Assistant Professor
08/2008 - 08/2013

University of Pittsburgh
Pittsburgh, PA 15260

Hours per week: 70
Supervisor: Dean Brian S. Butler (301-405-2033)
Okay to contact this Supervisor: Yes

Summary: Managed all aspects of multiple technology training programs. Created and improved SAP solution. Taught students project management, data analysis, and management.

1.   DEVELOPED POLICIES, PROGRAMS AND PROCEDURES FOR IMPROVING THE TECHNICAL PERFORMANCE OF A WORKFORCE. At the University of Pittsburgh, from 2008 to 2013, I was a course coordinator for the only required information systems course for undergraduate business students, which amounted to 600 students per year. I led the effort to transform the course from an abstract, concepts based course to a concrete, skills based course. Overall excellence ratings increased from approximately 3.25 to 4.18 (on a scale of 1 to 5 with 5 indicating excellent) while increasing the mean intellectually challenging rating to 4.29 (where 5 indicated a high degree of agreement to the statement "the course was intellectually challenging").

2.   DIRECTED THE DEVELOPMENT OF COURSES, GUIDES, PROGRAMS, AND SIMILAR MATERIALS. While I have directed these activities many times, it was more common that I built consensus around change, and helped individual instructors change their courses, materials, and as necessary, or in a cooperative fashion, change curricula.

3.   TRAINED INSTRUCTORS WHEN POLICIES AND PROGRAMS ARE CHANGED.

University of Pittsburgh continued from previous page.

4.   COLLECTED ESSENTIAL DATA TO MEASURE THE EFFECTIVENESS. This occurred in the INNOVATE, SAP ERPsim, SIMULATE, and VIRTUALVERSITY projects below. Collected, computed, and analyzed quantitative and qualitative research data to study of ethical decision making changes, teaching methods, instructional systems' efficacy, and to extend theory. Data was analyzed using theory grounded coding schemes as well as regression and hypotheses testing.

5.   ANALYZED DATA TO IDENTIFY STRENGTHS AND WEAKNESSES OF TRAINING PROGRAMS. I have done this at every institution and in each course.

6.   SUPERVISED 20+ people in training assignments.

7.   In the INNOVATE project we investigated collaboration technologies, researched, compared, and purchased software. Used collaboration best practices and software discovered in projects to evaluate team technologies, product comparisons, and leadership/member competency assessments. Described how results provided activities which were prescribed in model curriculum developed by professional association.

8.   Prescribed topics that were taught included business processes, emerging technologies, globalization, human–computer interactions, and the impacts of digitization. I managed a $23,000 budget, short schedules, and 7 stakeholders, risks driven by customers' values, and requirements driven by goals. See: http://robbinsr.github.io/assets/teaching_.pdf

9.   In the SAP ERPSIM project, we built blended learning to help students learn business process optimization. I anticipated, eliminated, and mitigated risks driven by a lack of documentation and an insufficient wireless network. Students experientially learned business process optimization as they practiced globalism collaboratively by running a German muesli manufacturing company in an innovative simulation using actual enterprise software. Analyzed students' abilities to optimize business processes. Taught and supported instructors. I managed a $5,200 budget, short schedules, 1000+ students, and 100+ requirements. See: http://robbinsr.github.io/assets/papers/clarifying.pdf

10.   In the SIMULATE project we developed NSF sponsored curriculum for learning ethics. Under a colleagues' and my management, we built 2 courses, 10 cases, and two systems. Used learning gain tests. Students used innovative curriculum, method, and software to experientially and collaboratively learn ethical decision making in a globally diverse world. Analyzed criteria, decision making processes, and decisions within software. Described how curriculum is grounded in ethics, knowledge, and cognitive theories. Described assessment of curriculum using theories. Reported findings that students learned about the importance of diversity, multiple perspectives, values, and pluralism. I individually managed $101,491 budget, a schedule of three years, 10 staff, 200+ students, and 100+ requirements. Our primary risks were driven by a general lack of knowledge in ethics education. See: http://robbinsr.github.io/assets/papers/information.ethics.pdf .

University of Pittsburgh continued from previous page.

11.   In the VIRTUALVERSITY we integrated media rich collaborative environment (3D ICC TERF®), instructional design theories, and case based learning. Instructional system helped students project management. Analyzed data. Students learned project management experientially as they collaboratively recommended project solutions. The protagonists were actors and reflected the diverse and global modern corporation. Described project objectives and how product achieved objectives. Reported theory grounded study. Published assessment methods and theory for selecting instructional technology. I managed $20,000 budget, a schedule of two years, three contracts, and coordinated 10+ stakeholders and 100+ requirements. Risks were caused because we did not manage scope. See: http://robbinsr.github.io/assets/papers/virtual.teaching.pdf

Assistant Professor
08/2005 - 08/2008

Marist College
Poughkeepsie, NY 12601

Hours per week: 70
Supervisor: Dr. Roger Norton (845-575-3610)
Okay to contact this Supervisor: Yes

Summary: Three years of experience in instructional technology, curriculum and instruction, adult learning technologies, and computer assisted learning.

1.   PARTICIPATED IN THE DEVELOPMENT OF REVISED POLICIES CONCERNING TRAINING AND EMPLOYEE DEVELOPMENT FOR A WORKFORCE. As the Information Systems Faculty Coordinator, I led a self-assessment effort that compared and contrasted two of our educational programs to standardized curricula developed by an outside body. This effort helped our faculty recognize the changing educational landscape and set the stage for a transition from an older curriculum model to a newer model that added learning objectives while dropping obsolete learning objectives.

2.   DESIGNED CURRICULA THAT ENSURE THE DEVELOPMENT OF A COMPETENT WORKFORCE. Built with small team the MS in Technology Management. My colleagues and I developed a MS in Technology Management program. We built the proposal and its implementation plan collaboratively. Learning objectives identified as necessary for graduates of the program had their basis in our knowledge of the market. We developed this knowledge by interviewing our recruiters as well as using our own experiences.

3.   DEVELOPED CAREER PATH PROGRAMS, INCLUDING IDENTIFYING REQUIREMENTS/COMPETENCIES FOR TRAINING.

Experience continued

Marist continued from previous page.

4.   AND DEVELOPING INDIVIDUALS. At Marist College, identified skills included things such as learning how interview stakeholders, analyze problems critically, and design solution requirements in an iterative fashion. I then went further and showed students that this knowledge can then be the basis for project tasks, costs, schedule, etc., based on actual, grounded, documented, and traceable requirements.

5.   DIRECTED THE DEVELOPMENT OF COURSES, GUIDES, PROGRAMS, AND SIMILAR MATERIALS. While I have "directed" these activities many times, it was much more common that I built consensus around change, and helped individual instructors change their courses, materials, and as necessary, or in a cooperative fashion, change curricula.

6.   At a partner institution, SUPERVISED 20+ people in training assignments.

7.   As Information Systems Faculty Coordinator, CONDUCTED SEMINARSTO KEEP EMPLOYEES INFORMED OF ORGANIZATIONAL NEEDS.

8.   As Information Systems Faculty Coordinator, KEPT INSTRUCTORS INFORMED OF NEW POLICIES, REGULATIONS, AND CHANGING PRACTICES THAT IMPACT EXISTING CURRICULA. I did this in the context of our self-evaluation process prior to two peer evaluations. I also did this at the University of Pittsburgh, as a coordinator of a course that helped 600 students learn data analysis skills.

9.   ANALYZE DATA TO IDENTIFY STRENGTHS AND WEAKNESSES OF TRAINING PROGRAMS. I have done this at every institution and in each course.

10.   Library Committee Chair.

11.   Led projects at NXP Semiconductors and IBM corporation. Teams developed (for example) databases to support human resource management understanding employees' responsibilities.

12.   Taught and applied software design. User interfaces followed usability principles. Pseudo code built upon design patterns. Architecture leveraged customers' infrastructure.

13.   Taught and applied software quality assurance. Teams assessed (for example) security, usability, and reliability across units, components, modules, internal/external interfaces, and system.

Experience continued

Marist continued from previous page.

14.   Used UML Use Case, Activity, Class, Sequence, Communication, State Component diagrams

15.   Used IEEE Standards for software quality assurance, quality metrics, test documentation, unit testing, verification and validation, reviews, user documentation, and configuration management.

16.   Met with stakeholders to discuss user needs and reach consensus on product needs.

17.   16. Analyzed user needs across diverse stakeholder groups to identify common solutions.

18.   Translated broad concepts into specific system requirements to ensure customer needs are met.

19.   Identified analytics needs and elicited requirements with customers.

20.   Prioritized lists of requested functionality, reports, or data points for solutions.

21.   Captured and used data to identify issues with processes.

22.   Developed standard data nomenclature, definitions, and valid values for existing data elements.

23.   Advocated for and supported data driven decision making.

24.   Created and reviewed functional requirements and conducted quality assurance on software.

25.   Performed software life cycle management and acceptance testing.

26.   Oversaw the design and development of data queries and reports.

27.   Collected and analyzed data to understand ethical decision making.

28.   Orally presented to students daily.

29.   Wrote and published two refereed journal articles and conference papers.

30.   Wrote proposal and was awarded National Science Foundation grant.

31.   Developed written curricula for students.

Adjunct then Clinical Assistant Professor
01/1999 - 06/2005

Rensselaer Polytechnic Institute
Troy, NY 12180

Hours per week: 70
Supervisor: Dr. Joseph Ecker (518-276-6383)
Okay to contact this Supervisor: Yes

Summary: Six and one half years of experience in instructional technology, curriculum and instruction, adult learning technologies, and computer assisted learning.

1.   EXAMINED WORK FORCE DATA FOR THE IMPROVEMENT OF CAREER PATHS. This effort began at Rensselaer but has continued at every institution since. Interviewed employers to understand their needs. In my areas of responsibilities, I have consistently carved out a small set of valuable skills that I have helped students begin to value and to perform. At Rensselaer these focused on project management and software engineering as well as software applications such as Microsoft Excel and Access.

2.   DEVELOPED CAREER PATH PROGRAMS, INCLUDING IDENTIFYING REQUIREMENTS/COMPETENCIES FOR TRAINING AND DEVELOPING INDIVIDUALS. This has particularly been my focus with undergraduate business students, since much of their learning in a non- engineering program is concept based as compared to skill based. In my courses, I focused on hands on skills appreciated by my students' future employers. Identified skills included things such as learning how to interview stakeholders, analyze problems critically, and design solution requirements in an iterative, clear, and measurable fashion. I then went further and showed students that this knowledge can be the basis for project tasks, costs, schedule, etc., based on actual, grounded, documented, and traceable requirements.

3.   EVALUATED TRAINING PROGRAMS OF OTHER ORGANIZATIONS TO IDENTIFY NEW MATERIAL TO BE INCORPORATED. At each of my institutions I have consistently kept myself abreast of how and what education was provided by peer and aspirational benchmark schools and universities. At Rensselaer I was careful to understand what was taught in terms of data warehousing at all other U.S. Business Schools.

4.   SUPERVISED 20+ EMPLOYEES (and others) DETAILED FOR THE PURPOSE OF PLANNING AND IMPLEMENTING SPECIFIC TRAINING ASSIGNMENTS. I also did this at IBM, Achaean Technology, the University of Pittsburgh, Susquehanna University, and Marist College.

5.   DIRECTED THE DEVELOPMENT OF COURSES, GUIDES, PROGRAMS, AND SIMILAR MATERIALS. While I have "directed" these activities many times, it was much more common that I built consensus around change, and helped individual instructors change their courses, materials, and as necessary, or in a cooperative fashion, change curricula.

Experience continued

Rensselaer Polytechnic Institute Faculty continued from previous page.

6. ANALYZED DATA TO IDENTIFY STRENGTHS AND WEAKNESSES OF TRAINING PROGRAMS. I have done this at every institution and in each course.

7. Taught and used of IEEE standards (e.g., requirements specification) to build (for example) database driven systems such as 1) an integrated projects binder, 2) an employee proposal development aide, 3) an employee training site locator, 4) an employee training registration system, 5) a human resources training calendar, and 6) a human resources training evaluation system at GE Specialty Materials and MapInfo.

8. Met with stakeholders to discuss user needs and reach consensus on product needs.

9. Analyzed user needs across diverse stakeholder groups to identify common solutions.

10. Identified analytics needs and elicited requirements with customers.

11. Prioritized a list of requested functionality, reports, or data points for business intelligence (BI) solutions.

12. Captured and used human resources and other data to identify issues with processes.

13. Provided data that allowed troubleshooting of customer issues with human resources.

14. Oversaw the design and development of human resource data queries and reports.

15. Translated broad concepts into specific system requirements to ensure customer needs are met.

16. Analyzed user needs across diverse stakeholder groups to identify common solutions.

17. Facilitated discussions with customers to identify analytics needs and determine priorities.

18. Advocated for and supported data driven decision making.

19. Participated on teams to develop software and data solutions.

20. Analyzed user needs to inform system requirements for information technology or services.

21. Led teams that developed software or data solutions.

22. Coordinated with stakeholders to discuss user needs / reach consensus on product development.

Rensselaer Polytechnic Institute Faculty continued from previous page.

23.   Created and reviewed functional requirements and conducted quality assurance on software.

24.   Performed software life cycle management and acceptance testing.

25.   Used IEEE Guide for Developing Software Life Cycle Processes.

26.   Used IEEE Standard for Software Project Management Plans.

27.   Used IEEE Guide for System Definition Concept of Operations.

28.   Used IEEE Standard - Recommended Practice for Software Requirements Specifications.

29.   Used IEEE Guide for Developing System Requirements Specifications.

30.   Used IEEE Standard - Recommended Practice for Software Design Descriptions

Project Manager
01/1998 - 12/2000

Achaean Technology
Watervliet, NY 12189

Hours per week: 30
Supervisor: self

1.   Developed/marketed state-of-the-art and only enterprise wide database driven software to support operations (including human resources) of agencies providing care to developmentally disabled and mentally retarded.

2.   Analyzed user needs across diverse stakeholder groups to identify common solutions.

3.   Facilitated discussions with customers to identify analytics needs and determine priorities.

4.   Developed standard nomenclature, data definitions, and valid values for new data elements.

5.   Advocated for and supported data driven decision making.

Achaean Technology continued from previous page.

6.   Maintained list of planned or requested functionality, reports, and data points for BI solutions.

7.   Participated on teams to develop software and data solutions.

8.   Analyzed user needs to inform system requirements for information technology or services.

9.   Led teams that developed software or data solutions.

10.   Coordinated with stakeholders to discuss user needs / reach consensus on product development.

11.   Created and reviewed functional requirements.

12.   Conducted quality assurance on software.

13.   Performed software life cycle management and acceptance testing.

14.   Planned and marketed emerging technology solutions.

15.   Supervised 10+ people.

Systems Analyst
09/1997 - 12/2000

Rensselaer Polytechnic Institute
Troy, NY 12180

Hours per week: 40
Supervisor: John Wilder (unknown whereabouts)
Okay to contact this organization: Yes, human resources can be reached at 518-276-6302.

Summary: 27 mos. experience as systems analyst.

1.   Coordinated student records extraction, transformation, and loading from legacy to ERP. 1.4 million person/course units converted. 68,000 student records converted. 44,000 degrees.

2.   Developed application providing sample student records for conversion audit.

Experience continued

Rensselaer Polytechnic Institute Staff continued from previous page.

3. Created application to show registered students' detail given various student characteristics.

4. Created application to show degrees/honors per student given various student characteristics.

5. Developed proof of concept data warehouse. Application provided registration counts, credits, gross and net tuition by many criteria.

6. Replicated relevant production environment in data warehouse.

7. Met with stakeholders to discuss user needs and reach consensus on product needs.

8. Prioritized a list of requested functionality, reports, or data points for BI solutions.

9. Identified analytics needs, elicited requirements, and connected with customers.

10. Oversaw the design and development of data queries and reports about personnel.

11. Analyzed user needs across diverse stakeholder groups to identify common solutions.

12. Designed queries and reports using business intelligence software based on customer needs.

13. Translated broad concepts into specific system requirements to ensure customer needs are met.

14. Analyzed user needs across diverse stakeholder groups to identify common solutions.

15. Facilitated discussions with customers; identified analytics needs and prioritized.

16. Developed standard data definitions, and valid values for new and existing data elements.

17. Advocated for and supported data driven decision making.

18. Maintained list of planned or requested functionality, reports, and data points for BI solutions.

19. Participated on teams to develop software and data solutions.

20. Analyzed user needs to inform system requirements for information technology or services.

Rensselaer Polytechnic Institute Staff continued from previous page.

21. Designed and developed workforce (on faculty usage) data queries and reports using BI solutions.

22. Coordinated with stakeholders to discuss user needs / reach consensus on product development.

23. Created and reviewed functional requirements.

24. Conducted quality assurance on software.

25. Performed acceptance testing.

26. Planned and marketed emerging technology solutions.

27. Used Oracle, Brio, Informatica, SCT Banner, and Sequitur, etc.

Research and Teaching Assistant
09/1994 - 05/1996

Binghamton University - State University of New York
Binghamton, NY 13902

1. Investigated total quality management efforts at university.

2. Taught marketing.

Hours per week: 20
Supervisor: Associate Dean George Bobinski (607-777-2315)
Okay to contact this Supervisor: Yes

Experience continued on next page.

Experience continued

Accounting Clerk
05/1990 - 05/1994

IBM
Endicott, NY 13760

Hours per week: 50
Supervisor: Charles Costantino (unknown whereabouts)
Okay to contact this organization: Yes, human resources can be contacted at 800-426-4968.

- Distributed $3,000,000,000 annually.

Customer Service Representative
05/1988 - 08/1988

United Parcel Service
Earth City, MO 63045

Hours per week: 30
Supervisor: Unknown
Okay to contact this organization: Yes, human resources can be reached at 800-877-1508.

- Calmed concerned customers over phone.

31K - Radio Operator
08/1985 - 08/1987

United States Army
Fort Huachuca, AZ 85613

Hours per week: 40
Supervisor: LTC (at the time) John D. Hartman (unknown whereabouts)
Okay to contact this organization: Yes, human resources can be contacted at 888-276-9472.

1. Served as chauffeur to Lieutenant Colonel, Major, and Command Sergeant Major, learned about management, and was honorable discharged.

2. Army Service Ribbon // Marksmanship Badge

3. M-16 Rifle // 1st Class Badge

4. Hand Grenade Qualified

Cashier
04/1985 - 06/1985

Safeway (Grocery)
Columbia, MO 65203

Hours per week: 20
Supervisor: Unknown
Okay to contact this organization: Yes, human resources can be reached at 925-467-3000.

- Exchanged goods for cash or other payment.

Assembly Line Employee
01/1984 - 07/1984

Westinghouse, Inc.
Holts Summit, MO 65043

Hours per week: 40
Supervisor: Unknown
Okay to contact this organization: Yes, human resources can be reached at 866-442-7873.

- Tended paint line for electrical transformer parts.

Livestock Farmer
09/1982 - 08/1983

Razorback Enterprises
Linn, MO   6505

Hours per week: 20
Supervisor: Self

- Purchased, bred, birthed, raised, and sold livestock.

--- End of Experience Section ---

Education

Doctorate 12/2005

Rensselaer Polytechnic Institute
Troy, NY United States

GPA: 3.86 of a maximum 4.00
Credits Earned: 91 Semester hours
Major: Engineering Science **Minor:** Ethics

1. Performed literature reviews.

2. Collected and analyzed data using observation, surveys, video/audio recording, content analysis, verbal protocol analysis.

3. Built, verified and validated, and used computational model of ethics based upon earlier analysis and experimented using computational model.

4. Coursework included the following:

a. Calculus (Math Department, School of Science)
b. Advanced Behavioral Statistics (Psychology Department, School of Science)
c. Research Methods 2 (Decision Sciences and Engineering Systems Department, School of Engineering)
d. Discrete Structures (Computer Science Department, School of Science)
e. Data Structures and Algorithms (Computer Science Department, School of Science)
f. Database Systems (Computer Science Department, School of Science)
g. Decision Support and Expert Systems (Decision Science and Engineering Systems Department, School of Engineering)
h. Software Engineering (Electrical and Computer Systems Department, School of Engineering)
i. Cognition (Psychology Department, School of Science)
j. Cognitive Architecture Development (Psychology Department, School of Science)
k. Statistics and Operations Management (Management Department, School of Management)
l. Business Economics, (Management Department, School of Management)

Master's Degree 12/2004

Rensselaer Polytechnic Institute
Troy, NY United States

GPA: 3.86 of a maximum 4.00
Credits Earned: 60
Major: Information Technology

1.   Built ethical decision support information system.

2.   Evaluated information system using experiment.

3.   Results indicated preliminary support for the hypothesis that information technology
        can be used to aid individuals considering ethical dilemmas.

Binghamton University Binghamton, NY United States Master's Degree 05/1997
GPA: 3.7 of a maximum 4.0 **Credits Earned:** 70 Semester hours **Major:** Accounting
Relevant Coursework, Licenses and Certifications:

1.   Coursework included:

a.   Auditing 3
b.   Auditing 2
c.   Auditing 1
d.   Legal Environment 2
e.   Legal Environment 1
f.   (Advanced) Financial Accounting Theory
g.   Intermediate Accounting Theory
h.   Financial Accounting
i.   Managerial Accounting Theory
j.   Cost Accounting
k.   Statistical Analysis for Management
l.   Managerial Finance
m.   Financial Management
n.   Business Economics
o.   Total Quality Management
p.   Federal Income Tax 1
q.   Computer Tools
o.   Management Information Systems
m.   Project Management

Education continued

Bachelor's Degree 12/1990

University of Missouri
Columbia, MO 65201

GPA: 3.2 of a maximum 4.0
Credits Earned: 120 Semester hours
Major: Finance and Banking

Training

1. Customer Analytics (December 2015)
2. Machine Learning Foundations (December 2015)
3. Scalable Machine Learning (August 2015)
4. Data Science Capstone (August 2015)
5. Introduction to Big Data with Apache Spark (July 2015)
6. Cassandra Operations and Performance Tuning (July 2015)
7. Cassandra Core Concepts (June 2015)
8. MongoDB for Developers (May 2015)
9. TryGit (May 2015)
10. JavaScript Road Trip Part 2 (April 2015)
    Python Fundamentals (March 2015)
11. JavaScript Road Trip Part 1 (February 2015)
12. Front End Formations (January 2015)
13. Front End Foundations (December 2014)
14. Developing Data Products (December 2014)
    Statistical Inference (December 2014)
15. Practical Machine Learning (November 2014)
16. Reproducible Research (November 2014)
17. Regression Models (November 2014)
18. Exploratory Data Analysis (June 2014)
19. Getting and Cleaning Data (June 2014)
20. R Programming (June 2014)
21. Data Scientist's Toolbox (June 2014)
22. Using R for Data Mining (Summer 2012)
23. Using R for Programming and Simulation (Summer 2012)
24. Participant Centered Learning Seminar (April 2012)
25. SAP ERPsim: Instructor Training Level 1 (August 2011)
26. SAP ERPsim: Train the Trainer Training Level 2 (August 2011)
27. Introduction to SAP Business ByDesign™ (2011)
28. Using R for Generalized Linear Models and Generalized Additive Models (2011)
29. Using R for PLS Path Modeling Using R (2011)
30. Using R for Statistical Research Analyses II (2011)

Training continued

31. Using R for Statistical Research Analysis I (2011)
32. Introduction to SAP ECC 6.0 ERP Using Global Bike Inc. (2010)
33. Introduction to SAP ECC 6.0 ERP course (2010)
34. National Science Foundation (NSF) Sponsored Prospective Funding Briefing (2009)
35. Understanding Islamic Frameworks in a Global Context Symposium (2009)
36. NSF Sponsored Building an Educational Technology Research Agenda Symposium (2008)
37. EPIC Cognitive Architecture Workshop (2008)
38. CLARION Cognitive Architecture Workshop (2008)
39. COGNET Cognitive Task Analysis and Modeling Workshop (2003)
40. Computational Analysis of Social & Organizational Systems (CASOS) Summer Institute
41. Carnegie Mellon University (2002)
42. RePast (Java based Agents) Workshop, University of Chicago (2002)

Publications

JOURNAL ARTICLES

1. Fleischmann, K.R., Robbins, R.W., and Wallace, W.A. (Winter 2011). "Information Ethics Education for a Multicultural World" Journal of Information Systems Education. Special Issue: Special Issue on Ethics & Social Responsibility 22(3): 191-202.

2. Robbins, R.W. and Butler, B.S. (Summer 2009). "Selecting a Virtual World Platform." Journal of Information Systems Education. Special Issue: Impacts of Web 2.0 and Virtual World Technologies on IS Education 20(2): 199-210.

3. Fleischmann, K.R., Robbins, R.W., and Wallace, W.A. (Jan 2009). "Designing Educational Cases for Intercultural Information Ethics: The Importance of Diversity, Perspectives, Values, and Pluralism." Journal of Education for Library and Information Science 50(1): 4-14.

4. Robbins, R.W., and Wallace, W.A. (August 2007). "Decision Support for Ethical Problem Solving: A Multiagent Approach." Decision Support Systems 43(4): 1571-1587.

CONFERENCE PROCEEDINGS

5. Robbins, R. W. (August 2014). "Clarifying the SAP ERPsim Experience." Proceedings of the 2014 Americas Conference on Information Systems. Association for Information Systems. Savannah, GA.

6. Fleischmann, K.R., Robbins, R.W., and Wallace, W.A. (January 2011). "Collaborative Learning of Ethical Decision Making via Simulated Cases." Proc 2011 i-Conference. Seattle, WA. Available in ACM Digital Library.

7. Robbins, R.W. and Butler, B.S. (December 2010). "Virtual Teaching Cases? An Exploratory Study." Proc. 2010 International Conference on Information Systems.

Association for Information Systems. Saint Louis, MO.

8.   Robbins, R.W. and Butler, B.S. (August 2009). "Teaching and Learning Collaboratively and Virtually Proc. 2009 Americas Conference on Information Systems. Association for Information Systems. San Francisco, CA. Paper No. 6.

Publications continued

9.   Robbins, R.W. and Hall, D.J. (August 2007). "Decision Support for Individuals, Groups, and Organizations: Ethics and Values in the Context of Complex Problem Solving." Proc. 2007 Americas Conference on Information Systems. Association for Information Systems. Keystone, Colorado.

10. Robbins, R.W., Wallace, W.A., and B. Puka, (April 2004). "Supporting Ethical Problem Solving: An Exploratory Investigation." Proc. 2004 ACM SIGMIS CPR, pp. 134-143. ACM Press.

BOOK CHAPTER

11. Robbins, R.W., Fleischmann, K.R., and Wallace, W.A. (2009). "Computing and Information Ethics Education Research." Handbook of Research on Technoethics. Luppicini, R. and Adell, R. (Eds.). pp. 391-408. Information Science Reference. New York.

DISSERTATION

12. Robbins, R.W. (2005). "Understanding Individual and Group Ethical Problem Solving: A Computational Ethics Approach. Rensselaer Polytechnic Institute.

OTHER ACCEPTED REFEREED MANUSCRIPTS

13. Fleischmann, K.R., Koepfler, J.A., Robbins, R.W., and Wallace, W.A. (October 2011). "CaseBuilder: A GUI Web App for Building Interactive Teaching Cases." 74th Annual Meeting of the American Society for Information Science and Technology. New Orleans, LA.

14. Robbins, R.W., Wallace, W.A., and Gao, L. (October 2009). "Cognitive Agents for Ethical Problem Solving." 2009 North American Association for Computational Social and Organization Sciences Annual Conference. Phoenix, AZ.

15. Robbins, R.W. and Wallace, W.A. (July 2008). "Understanding Complex Problem Solving: The Case of Ethics Decision Making." CogSci 2008, Washington, D.C.

16. Fleischmann, K.R., Robbins, R.W., and Wallace, W.A. (January 2008). "Education Simulation for Information Ethics: Connecting Education with Practice." Association for Library and Information Science Education Annual Conference 2008. Philadelphia.

17. Robbins, R.W. (December 2006). "Towards Developing Descriptive Ethics Theories for Management Science: Using Interdisciplinary Research and Information Systems."

Publications continued

18.   Robbins, R.W. and Wallace, W.A. (November 2006). "A Computational Model of a Group of Individuals Resolving an Ethical Dilemma: Virtual Experiments." 2006 Institute for Operations Research and the Management Sciences Annual Meeting, Pittsburgh.

19.   Robbins, R.W. and Wallace, W.A. (October 2005). "Describing Ethical Problem Solving Dynamically: A Computational Modeling Approach." Ethics: The Guiding Light - The 12th Annual International Conference Promoting Business Ethics, St. Johns University, New York.

20.   Robbins, R.W. and Wallace, W.A. (December 2004). "Towards Supporting Ethical Problem Solving in Individuals and Groups." AIS SIGDSS workshop "Expanding the Boundaries for Decision Support Systems" pre-2004 International Conference on Information Systems. Association for Information Systems. Washington, D.C.

Grants and Awards

1.   Principal Investigator: $300,000, National Science Foundation, Educational Simulation for Computing and Information Ethics. Collaboration with colleagues at University of Maryland College Park and Rensselaer Polytechnic Institute. 2007-2010.

2.   Principal Investigator: $1,200, Experience Based Learning Grant, Joseph M. Graduate School of Business, University of Pittsburgh, August 2011.

3.   Principal Investigator: $11,494, National Science Foundation, Research for Undergraduate Education. May 2011.

4.   Coinvestigator: $23,000, Educational Technology Innovation Grant, The Virtual Firm: An Interactive Environment for Teaching IT Opportunity Recognition. March 2011.

5.   Coinvestigator: $20,000, Collaborative Technology Innovation Grant. 20092010.

6.   Finalist: Excellence in Ethics Dissertation Proposal Competition at the University of Notre Dame. 2004.

7.   Senior Personnel: $287,557 as component of $5,000,000 NSF proposal for research ethics education commons. One of two of twenty proposals deemed very competitive; the other was awarded. March 2010. Not funded.

Service

SERVICE TO COMMUNITY

2012:
- Faculty Mentor, SAP University Alliances Student Dashboard Competition

2011-2013:
- Faculty Residence Hall Mentor, University of Pittsburgh

2011-2013:
- Kan Jam Faculty Sponsor, University of Pittsburgh

2011-2013:
- Ascend Faculty Sponsor, University of Pittsburgh

2010:
- Faculty Mentor, International Project Management Triathlon Competition (Team won two first prizes in three possible categories.)

2010-2013:
- Hip Hop Dance Club Adviser, University of Pittsburgh

2001-2004:
- Board Member, Singles Outreach Services, Inc.

SERVICE TO DISCIPLINE

2010
- Associate Editor, Decision Support and Knowledge Management, International Conference on Information Systems
- Associate Editor, IS Philosophy, International Conference on Information Systems

2009:
- Facilitator, Stakeholder Perspectives Panel, Academy of Management
- Co-chair, Human Characteristics Decision Making, Americas Conference on Information Systems
- Participant, Exploring Approaches to IT Project Management Pedagogy Panel, Pre-International Conference on Information Systems

SERVICE TO INSTITUTION

2008-2011:
- Operational Lead, Virtual Katz 2.0 project, Joseph M. Katz Graduate School of Business

2007-2008:
- Chair, Library Development Committee, Marist College

SERVICE TO INSTITUTION continued

2006-2008:
- Member, Library Development Committee, Marist College 2006-2008: Coleader of Information Systems Area self-assessment for reaccreditation

2006-2008:
- Coordinator, Information Systems Area

2006-2007:
- Member, Information Literacy Teaching Associates Search Committee

2005-2006:
- Member, Assistant Professor of Information Systems Search Committee

2005:
- Member, Master of Science in Technology Management Curriculum Committee, School of Computer Science and Mathematics, Marist College 2003-2005: Faculty Intervention Program Mentor, Rensselaer Polytechnic Institute

Current and Past Affiliations

- Academy of Management
- Association for Computing Machinery
- Association for Information Systems Cognitive Science Society
- IEEE Computer Society
- IEEE Systems, Man, and Cybernetics Society
- INFORMS
- North American Association for Computational Social and Organization Sciences

References

See next page.

References

DR. BRIAN S. BUTLER
    Professor and Dean of the College of Information Studies
    University of Maryland
    301-405-2033, bsbutler@umd.edu
    Brian was my supervisor at the University of Pittsburgh.

DR. WILLIAM E. HEFLEY
    Clinical Professor of Information Systems in the Naveen Jindal School of Management
    The University of Texas at Dallas
    972-883-5006, William.Hefley@utdallas.edu
    Bill was a senior colleague of mine at the University of Pittsburgh.

MS. SHARON L. KUNKEL
    Registrar at the Office of the Registrar
    Rensselaer Polytechnic Institute
    518-276-6028, kunkes@rpi.edu
    Sharon was my "dotted-line" supervisor and customer at Rensselaer.

DR. CHARLEY TICHENOR
    Former staff to Chief Information Officer at the Internal Revenue Service
    Lieutenant Colonel, Retired, US ARMY RESERVE
    Assistant Professor, Marymount University
    703-901-3033, Charley_tichenor@hotmail.com
    Charley was a customer of mine at the IRS.

DR. WILLIAM A. WALLACE
    Yamada Corporation Professor of Industrial and Systems Engineering
    Professor of Civil and Environmental Engineering
    Professor of Cognitive Sciences
    518-276-6854, wallaw@rpi.edu
    Al has been my teacher, mentor, patron, colleague, and friend.