

EXPERIENCE

I joined the SERC team January 2021, to contribute over twenty years of experience in teaching chemistry and the physical sciences, STEM teacher preparation and research, and diversity, equity and inclusion practices in learning and teaching science. In my most recent employment, as the Senior Site Director of Higher Education at Year Up Greater Atlanta, a non-profit work-force development organization, I designed and facilitated all aspects of the Professional Training Corps (PTC). While there, I built and delivered a strong technology and business education program with community college partners in Georgia. I lead strategic growth and impact for young adults, ages 18-24 from underrepresented or low-income populations. Deliverables such as quality student services for all participants through assessment, planning, care coordination, and evaluation were critical to the success of this program. Implementation of quality assurance of accessibility and standards-based program alignment with entry level careers, driven by market analysis, provided a pipeline for young adults to sustainable technical careers, within one year.

While serving as a Vice President of Academic Affairs, Dean, and Chair; respectively, at Atlanta Metropolitan State College, Columbus State University, and Clark Atlanta University, my research encompassed, broadening participation and impact, culturally relevant and responsive curriculum and resource development, and assessment and evaluation, funded through federal and state programs such as NSF, NASA, DoEd., EPA, Georgia government agencies, and the University System which also provided STEM scholarships, science and undergraduate pre-service and in-service teacher graduate research experiences, K-12 teacher resources, summer enrichment and bridge programs.

EDUCATION

Ed.D., University of Georgia, Athens, GA, Science Education/Chemistry

M.A., Clark Atlanta University, Atlanta, GA, Curriculum and Instruction/Chemistry

B.S., Bishop College, Dallas, TX, Chemistry Minor: Biology

Certifications /Training

Predictive Index Certification

Bio-hazardous Waste Training, Georgia State University

Environmental Protection Agency Grant Writing

Executive Leadership Institute, University System of Georgia

Population Education Connection Facilitator

RELEVANT PUBLICATIONS

Flournoy, B. (2016). Black women and science in higher education. In U. Thomas & J. Drake (Eds.), Critical research on sexism and racism in STEM fields (170-180). Hershey, PA: IGI

Flournoy, B. and Manley, O. (2007). Writing across the curriculum: Designing science lessons using the theory of multiple intelligences to promote literacy, *Perspectives in Learning*, 8, (2), 82-93.

Flournoy, B. (2006). High school students' attitudes toward writing in science, *Georgia Journal of Science*, 64, (1).

Smith, T., & Flournoy, B. (2006). Effective teacher characteristics on middle grades students' mathematics achievement, *Georgia Journal of Science*, 64, (1).

Manley, O., & Flournoy, B. (2005). One strategy does not work for all: Teaching diverse student populations, *The Georgia Science Teacher*, 45 (3)16-18.

Flournoy, B. (2005). Enriching pre-college science and mathematics' teachers' research skills using research scientists as mentors, *Georgia Journal of Science*, 63, and (1)83-84.

Bolton, N., & Flournoy, B. (2005). Students' retention of science content through various assessment measures, *Georgia Journal of Science*, 63(1), 80.

Kelly, E. & Flournoy, B. (2005). Using a skill matrix as a predictor of student success on a physical science End of the Course (EOCT) Test, *Georgia Journal of Science*, 63(1), 81.

Flournoy, B. (2004). Increasing middle grades students' interest in science through infusion of technology and hands-on science teaching, *Georgia Journal of Science*, 62(1), 66.

Matthews, G. & Flournoy, B. (2004). The effect of instructional distractions, instructional process, and the lack of motivation on meeting intended science objectives. *Georgia Journal of Science*, 62(1), 64.

Flournoy, B. (2003). Science in the Multicultural Classroom: A review, (2ed.), Roberta H. Barba, *Multicultural Perspectives*, 5 (2).

Flournoy, B., Cook-Bax, J. & Harris, L. (2001). The science mathematics connection, *The Science Teacher*, 68 (6) 63-66.

Alick -Flournoy, B. (2000). Neuroscience: Brain in space, a curriculum for grades 4-12", *National Aeronautics and Space Administration Publication*.

SELECTED PRESENTATIONS

Flournoy, B. & Ravi, K. (2014, October). Retooling Atlanta Metropolitan State College adult learners for college and beyond, National Council for Workforce Education, Pittsburg, PA.

Flournoy, B. (2013, November). The digital age of the 21st century: Its impact on learning and science instruction. University of Georgia, David Butts Science Education Award Program, University of Georgia, Athens, GA.

Flournoy, B. (2013, November). Population education, National Association of Biology Teacher Educators, Atlanta, GA.

Flournoy, B. (2012, February). 7 Billion and counting: lessons for our planet's future, Georgia Science Teachers Association.

Flournoy, B. (2012, April). Partnership building in the workforce, University System of Georgia Workforce Development Summit.

Ojo, A., & Flournoy, B., (2011, April). Best practices for minority retention and sustainability in science and mathematics: The Mathematics Engineering Science Achievement (MESA) and the Louis Stoke Alliance for Minority Participation (LSAMP) Models at Atlanta Metropolitan College (AMC). Georgia Science Teachers Association (GAS), University of North Georgia,

Ojo, A. & Flournoy, B. (2010, October). Best practices for minority retention and sustainability in science and mathematics: The Mathematics Engineering Science Achievement (MESA) and the Louis Stokes Alliance for Minority Participation (LSAMP) models at Atlanta Metropolitan College Georgia Educational Research Association (GERA), Savannah, GA.

Flournoy, B. & Mandock, R. (2008, March). Using real-time atmospheric science data to determine diurnal water cycles in trees infusing technology in teaching science, National Science Teachers Association. Boston, Massachusetts