

# ELIZABETH C. HURLEY

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## **M.N.R., Executive Master of Natural Resources**, Virginia Tech, December 2017.

- Independent Research Project: Co-authored journal article regarding how authorizing legislation for USDA's research applies to sustainability in agriculture.
- International Residency, India: Studied general sustainability challenges with a focus on strategies for providing safe, adequate access to water in rural and urban areas.

## **M.S., Agricultural and Natural Resource Economics**, University of Maryland, May 1996.

- Thesis: Embedding and Framing in Contingent Value Surveys: The Case of the Harbor Porpoise

## **B.A., Economics**, Virginia Tech, December 1991.

- Additional 30 hours of coursework in biology.

## **Additional Graduate Coursework**, University of Virginia & George Mason University.

- Introduction to Curriculum and Instruction, Teaching Science in Secondary Schools, Foundations of Secondary Education, Reading in the Content Areas, Human Development
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## **SUSTAINABILITY EDUCATOR**

### **Center for Leadership in Global Sustainability**

#### *Curriculum Design and Instruction*

- Leading the development of a Master of Professional Studies in Environmental Security.
- Developing curriculum to support Master of Natural Resource students' intercultural competence development that includes administration of the Intercultural Development Inventory, introduction to intercultural competence development theory, development of case studies, and opportunities for individual reflection and mentoring.
- Teaching Constructing Sustainability, a core course in the online Master of Natural Resources program.

#### *Research and Analysis*

- Conducting research concerning intercultural competence development and intercultural communication for sustainability professionals.

### **Fairfax County Public Schools**

#### *Curriculum Design and Instruction*

- Enabled students to understand complex the scientific, economic, and social aspects of environmental issues by designing an interdisciplinary and differentiated curriculum that met the standards for IB Environmental Systems and Societies, a college level course.
- Broadened student perspectives on sustainability problems through qualitative and quantitative research projects that included field studies, economic valuation of resources, cost/benefit analysis, survey design, and statistical analysis.
- Enhanced student understanding of urbanization on ecological systems by designing field studies for students that included data collection and analysis and the opportunity to work with experts from the Department of Forestry and the National Park Service.
- Provided students with an international perspective on sustainability by designing and coordinating field experiences for 20-30 students in Costa Rica to learn about sustainable agriculture and the importance of biodiversity to local economies.
- Introduced students to the complexities of environmental problems by creating curriculum that incorporated problem-based learning focused on the history, biology, and management of shad population in the Potomac River and included hatching shad in the classroom through a partnership with Living Classrooms.
- Facilitated student learning and interest by utilizing case studies, Socratic seminars, problem based learning, and cooperative learning.
- Fostered students' cognitive development through the use of higher order questioning, writing instruction and development, and teaching metacognitive skills.
- Engaged and supported students from various academic and cultural backgrounds by creating a positive learning environment based on positive behavior reinforcement.

#### *Leadership*

- IB Environmental Systems & Societies Team Lead, 2013-2018
- Faculty Advisory Committee Chair, 2013-2018
- Lead for Teacher Mentor Program, 2013-2016

- Lead teacher for the FCPS International Study Program at the 2013 Global Leadership Summit in Costa Rica.
- Science Department Chair and 7<sup>th</sup> Grade Team Lead, 2009-2011

**Professional Development**

- Collaboration Training, Fall 2011
- Chesapeake Bay Foundation's Teachers on the Bay, 5-day immersion course, June 2009.

## **NATURAL RESOURCE ECONOMIST**

### **Science Applications International Corporation (SAIC)**

**Research and Analysis**

- Completed economic analysis of the US EPA's proposed storm water regulation by estimating the economic benefits of the rule and finalizing the economic costs of the rule.
- Conducted economic analysis to support development of EPA's proposed ground water disinfection rule by developing potential cost estimates, writing computer programs to extract and compile data from databases, and editing support documents.

**Communication and Outreach**

- Presented economic analyses to US EPA, explaining and answering questions related to methodologies.

### **PCCI Marine and Environmental Services**

**Research and Analysis**

- Identified and planned protection priorities for environmentally sensitive areas for oil spill contingency planning on the Marine Corps base at Camp Lejeune, NC through consultation with Navy On-Scene Commanders.
- Interpreted natural resource damage assessment regulations for application to contingency planning for oil and hazardous substance spills and assisted in the development of a model contingency plan for the U.S. Navy.

**Communication and Outreach**

- Developed and delivered presentations on natural resource damage assessment at training courses for U.S. Navy On-Scene Coordinators.
- Authored natural resource damage assessment articles for *The SUPSALV Skimmer*, the Navy's Supervisor of Salvage's newsletter.

## **PUBLICATION**

- Hurley, E., Mortimer, M., Abrams, J., & Robertson, D. (2020). The Power Game: Developing Influence and Negotiation Skills for Sustainable Development. *Journal of Suitability Education*.