

Daniel S. Clark, Ph.D.

Professional Experience

Tiffin University, Tiffin, OH

July 2018 - November 2024

Vice Provost and Dean, School of Education and Extended Learning – Founding Dean of a newly-formed school, led a dynamic team of faculty and staff in the refinement and expansion of high-quality traditional, online, partnership-based, and continuing education/alternatively credentialed academic programming. Exemplified a steadfast commitment to providing increased educational opportunity through creative and flexible curricular and student success initiatives. *TU is a small (~3000 FTE), private, Midwest university.*

Leadership and Vision

- Identified the need for a new blended academic/administrative unit and served as its founding Dean.
- Organized and led the Provost's *Future Team* group tasked with anticipating and addressing emerging institutional imperatives.
- As **Vice Provost for Online and Extended Learning** (2018-22), successfully navigated the challenges of a "distributed ownership" model for online programs to implement multiple quality enhancement initiatives, processes, and policies to improve students' overall learning experience and satisfaction, resulting in an over 90% retention rate.
 - Formalized production queue for the *Next Generation* online course shell with a multi-tier quality review process and full accessibility compliance with current Web Content Accessibility Guidelines.
 - Centralized Faculty Services including payroll, adjunct hiring pool, instructor engagement monitoring, support, and training.
 - Implemented student success and support initiatives including Embedded Tutors, a revamped Orientation, and a "free trial" online learning experience.

Enrollment Growth

- Designed and implemented multiple curricular innovations and transfer pathways that reversed an inherited downward trend in online enrollment, including:
 - An innovative, department-taught Masters of Education in Instructional Design program featuring stackable Professional Certificates and an attractive *12-12-12* pricing structure.
 - The Workplace Leadership (degree completion) and Contemporary Justice (transfer-focused) online Bachelor's programs
- Initiated and led an interdepartmental "Think Tank" to create new and differentiating enrollment pathways including the *Modular Curriculum* Model and the *Highway 61* (now A2B) transfer pathway.
- Partnered with the Council for Adult and Experiential Learning (CAEL) to re-envision the university's approach to Credit for Prior Learning and rolled out a new structure and streamlined process that resulted in a marked increase in transfer student enrollment.

Revenue Generation/Efficiency

- Doubled the enrollment density in online course sections by implementing a course delivery carousel.
- Utilized multiple data sources (including Gray Associates' Program Evaluation and Market Analysis Software) to carry out a full Program Prioritization for online Graduate and Undergraduate programs.
- Oversaw implementation of the *DragonAccess* textbook program that both improved access and generated revenue.
- Provided instructional design services to the Center for Intercultural Excellence to develop several iterations of an online *Building Cultural Competencies in Organizations* certificate for business and industry clients.

Collaboration and Partnerships

- Enhanced our Education Licensure programs through a partnership with Lourdes University.
- Implemented a multi-year project to partner with AVENU Learning to offer TU courses in Spanish to students in Latin America, resulting in well over 4,000 course enrollments.
- Modified online “Gen Ed” courses for delivery to a partner institution via a course-share program.
- Initiated the *Preferred Partnership* program to increase attractiveness with out-of-market schools.
- Served as Principal Investigator for a multi-school, Higher Ed and K-12 collaboration in pursuit of a USDA Distance Learning & Telemedicine Grant to fund course and program sharing infrastructure.

Curricular Innovation

- Guided the rapid integration of Artificial Intelligence into the curriculum, including a complete redesign of the *Digital Literacy & Technology Readiness* Gen-ed course.
- Part of a team that attended WPI’s Institute for Project-Based Learning to guide Gen-ed reform.
- Led the implementation and growth of Tiffin University’s Virtual Student Research Conference.
- Designed, procured, and installed team-based and active learning “classrooms of the future.”
- Created *Global Sports and Culture* and *Educational Studies* as retention-focused B.A. programs.

Instructional Continuity (COVID Response)

- Led campus-wide COVID-19 Academic Continuity Scenario Planning efforts, culminating in the development and implementation of a comprehensive Fall 2020 Restart Plan.
- Led the *Hybrid Teaching Initiative* to ensure instructional continuity throughout the pandemic.
- Implemented a campus-wide Lecture Capture system and chaired an ad-hoc faculty committee charged with developing a set of recommended policies regarding classroom recording.

Teaching and Advising

- DLT 101: *Digital Literacy and Technology Readiness*
- GSC 110: *Global Sports and Culture I: Sports and Identity*
- GSC 210: *Global Sports and Culture II: Sports and Community*
- GSC 310: *Global Sports and Culture III: Sports and Nationality*
- GSC 410: *Global Sports and Culture IV: GSC Capstone*
- EDS 400: *Critical Thinking for Educators*
- EDU 501: *Instructional Design, Development, and Evaluation* (online)
- EDU 586: *Instructional Design Principles* (online)
- EDU 619: *Challenges in the Use of Technology in Education* (online)
- EDU 532: *Diversity in Education* (online)
- Faculty Advisor, BA in Global Sports and Culture, BA in Educational Studies
- Faculty Athletic Team Sponsor for Women’s Soccer, e-sports, and Football
- Dissertation Committee, Jason Bock: *Online Undergraduate Sense of Community and Institutional Engagement* (University of West Florida)

Awards and Recognitions

- Promoted to the rank of **Associate Professor** in 2023
- Member of Council of Independent Colleges’ *Senior Leadership Academy* 2023-2024 cohort.
- Nominated for 2022 *Excellence in Online Teaching Award* (declined).

Service

- Chair, Academic Technology and Training Committee (2018 - 2024)
- Accreditation Steering Committee, responsible for HLC Criterion 4 (2022 - 2024).
- Board of Directors, Leadership Seneca County, Tiffin, OH. (2021 - 2024).
- Board of Directors, CampFire of Northwest Ohio, Findlay, OH. (2020 - 2021).

Western Oregon University, Monmouth, OR

July 2013 - July 2018

Director of Academic Strategies – As a member of the Academic Affairs Leadership team, designed and implemented systems and structures to help the university progress and improve to serve the evolving educational needs of its students and region. In a former role, as the Director of the Center for Academic Innovation, established a new *Center for Academic Innovation* to bolster the university's commitment to providing transformative education. *WOU is a mid-size (~6,000 FTE) public regional in the Northwest.*

Innovation

- Advocated for curriculum reform, including designing the *30-60-90* curricular framework.
- Facilitated the *Gen-Ed Faculty Task Force* in their efforts to re-imagine the General Education program.
- Played a pivotal role in the development of both an Academic Affairs plan and an enrollment management plan in support of the University Strategic Plan, *Forward Together*.
- Repurposed the Division of Extended Programs, conceptualized, and established the *Center for Academic Innovation* including staff reorganization, facilities update, and broadened offerings to provide increased support for faculty in their technology-enhanced teaching efforts.
- Instituted the Course Support Specialist program for Graduate Students to accrue meaningful professional experience in the field, resulting in 100% professional placement.

Accountability

- Co-authored the design and initial implementation of a revamped university-wide assessment structure that garnered positive feedback from the Northwest Commission on Colleges and Universities and helped improve the university's accreditation standing.
- Directed States' Authorization and other regulatory compliance activities.

Entrepreneurship

- Designed and piloted the *Online+* program to provide increased educational access to underserved non-traditional students and degree completers in the nearby capitol region.
- Disbursed roughly \$40k annually to incentivize and reward faculty innovation.
- Provided campus leadership in Willamette Promise dual-enrollment program, including serving as a facilitator for developing an outcomes-based curriculum and as a member of the Advisory Board.
- Provided design and implementation support for innovative, flexibly-delivered programs such as a "stackable" Masters of Science in Organizational Leadership and an "inverted" Applied Baccalaureate degree completion program in Liberal Studies.

Collaboration

- Established the *Oregon iDesign Network*, a statewide instructional design collaboration to share resources and ideas and to advocate for effective teaching and learning.
- Facilitated a campus-wide conversation on the role of educational technology at WOU.
- Formed cooperative partnerships with Central Wyoming College and The Montana Institute of Technology to jointly offer faculty training opportunities and engage in research activities.
- Launched a *Community Lecture Series* of rotating topics to improve "town-gown" relations.
- Increased faculty buy-in and shared governance regarding online instruction by convening two workgroups, the *Technology Extended Campus Committee* and the *Online Teaching Task Force*.
- Established structures, processes, and resources to support *Tailored Design* for online instruction, including *Online Teaching Institute* faculty cohort course development sessions.

Scholarship

- Active collaborative research and conference presentation portfolio, research interests include: Threshold concepts in instructional design, nonlinear instructional design models, Embedding student perspectives in course development, creativity in instructional design, and the educational and social effects of Web 2.0 technologies.

Utah Valley University, Orem, UT

June 2010 - July 2013

Senior Director, Distance Education – Provided senior-level leadership to a dynamic organization of more than four dozen design, production, and administrative professionals. Grew technology-delivered course delivery to 20% of the total FTE enrollment. Reformed institutional policies, procedures, and partnerships that resulted in a 40% growth rate. Established DE as the fastest growing enrollment sector.

UVU is a large (~30,000+ FTE) public regional in the Mountain West

Change Management

- Oversaw all phases of a rapid ramp-up of Distance Education offerings, services, and technologies to accommodate university enrollment growth projections.
- Created a unified department culture committed to helping students (and faculty) successfully engage in a variety of technology-enabled opportunities for lifelong learning.
- Worked with senior leadership and all academic departments to facilitate strategic program growth.
- Collaborated with various campus units to explore opportunities for beneficial implementation of Distance Education services.

Operational Management/Stewardship of Resources

- Established administrative, operational, organizational, technical, and strategic structures and processes that allowed Distance Education to proactively serve UVU's growing needs.
- Implemented equitable and sustainable financial policies and practices across a multi-million-dollar annual operating budget.
- Directed the completion of a million-dollar renovation to the Distance Education facilities as well as continued roll-out of Live Interactive origination classrooms and regional receiving sites.
- Supervised the campus-wide conversion to, and system administration support of, the Instructure Canvas Learning Management System.
- Directed comprehensive departmental rebranding, marketing, and outreach efforts targeted toward internal, external, and legislative constituencies.

Awards and Recognitions

- Professional Association of Campus Employees Distinguished Employee Award (2013 nominee)
- Senior Executive Leadership Forum (UVSELF) 2011-12 fellow.

Valley City State University, Valley City, ND

September 2007 – June 2010

Director, Office of Instructional Design – Established a comprehensive instructional design facility to support the pedagogical, technological, and organizational needs of the university's distance education and technology-enhanced programs. *VCSU is a small (~1,500 FTE) public regional in the Midwest.*

Quality Assurance

- Formed an *Online Standards of Excellence* faculty advisory group to develop online course standards and provide peer review services to facilitate the improvement of VCSU online offerings.
- Created and introduced several design resources, including the *Deconstruction Model* and the *TEC Method* for faculty-driven, innovative online course design.

Responsiveness/ Service

- Established an off-campus Mobile Academic Support Headquarters (M*A*S*H) to orchestrate the campus-wide conversion to online instruction necessitated by the 2009 regional flood.
- Member of the *2007 Growth Plan* Presidential committee.
- Served on the V-500 Foundation (academic scholarship) board of directors.

Teaching

- EDUC 300: *Educational Technology*

Saint Joseph College, West Hartford, CT
(now the University of Saint Joseph)

July 2006 - September 2007

Academic Technology Manager – Led an Academic Technology team responsible for: instructional design and academic technology support, classroom media services, college Web services, and managing the Network Center computer labs complex. *USJ is a small (~1200 FTE), private university in the Northeast.*

Strategic Planning

- Created the mission, goals, and philosophy of the Academic Technology unit. Advocated for and facilitated the effective and meaningful integration of technology into the curriculum.
- Drafted a comprehensive three-year *Academic Technology Strategic Plan* for the implementation of administrative and operational protocols to support a technology-enhanced curriculum.
- Developed the *Technology-enhanced Curriculum Programs Guide* for the design, operation, administration, evaluation, and support of online and other flexible format programs to ensure that courses in these programs uphold the college's standards of academic quality.

Resourcefulness

- Re-established sustainable budget levels to adequately support strategic administrative initiatives and the Academic Technology Strategic Plan.
- Collaborated with college leadership and Corporate and Foundation Relations personnel to secure a grant award of over \$113,000 by the Davis Educational Foundation to fund a two-year *Teaching, Learning and Technology* project.

Syracuse University, Syracuse, NY

February 2001 - July 2006

Online Coordinator, University College

Administered the technology and instructional design components of the University College online program. Advised and collaborated with SYRTIS production personnel on development of training and instructional materials for business and industry clients. *SU is a large (~30,000+ FTE), private university in the Northeast.*

Design, Development, and Technical Proficiency

- Created the *UC Online Architecture*, a comprehensive blueprint for online courses and programs.
- Designed and developed online courses, multimedia learning objects, and other resources.
- Established evaluation and benchmarking processes and schema for external and internal clients.
- Maintained and administered independent Blackboard servers for academic and business applications, as well as back-end content management solutions. Provided as-needed system and network administration and support, Web development, and training.
- Supported faculty and students of online, hybrid, and limited-residency courses and programs.
- Chaired a collaboration technologies committee charged with exploring and evaluating the integration of web-conferencing technology into various UC programs and services.

Teaching

- HUM 199: *WWII Bomber Design: From Blueprints to Battlefields* (online, continuing education)

Academic Preparation

North Dakota State University School of Human Development & Education, Fargo, ND
Doctor of Philosophy in Adult Education, 2015
Dissertation: *Operationalizing Creativity: Desired Characteristics for Instructional Designers*

Syracuse University School of Education, Syracuse, NY
Masters of Science in Instructional Design, Development, and Evaluation, 2004

Selected Publications and Presentations

- *Cultivating the Adult Learner Ecosystem at Tiffin University* (with Iannantuano and Paas)
Presented, Council for Adult and Experiential Learning (CAEL) 2024 Annual Conference, New Orleans.
- *Transform Your Teaching: Generative AI Applied, Parts I & II*
Cedarville University Center for Teaching and Learning Podcast, February 2024
- *Embracing Artificial Intelligence (AI) at Tiffin University* (with Bock and Galarza)
Presented at the AVENU Learning International Faculty Seminar, Virtual, 2023.
- *How Do We Ensure Course Quality When No One Seems to Care?* (with Schmallegger, Bock, and McKay)
Presented at OLC Innovate 2022, Dallas.
- *You Want Me to do WHAT? Leadership Lessons Learned (and Unlearned)*
Presented at Leadership Seneca County, Tiffin, OH, 2020, 2021, 2022, 2023.
- *AICUO Chief Academic Officers COVID-19 Roundtable*
Panel Discussion for the Association of Independent Colleges & Universities of Ohio, Virtual, 2020.
- *An Introduction to Tailored Design and the Intentional Design Framework* – Presented at 2017 Mountain Moodle Moot, Helena, MT, 2017.
- *The Intentional Design Framework: Rethinking (online) Course Design* (with Foster) – Presented at OLC Innovate 2017, New Orleans.
- *What Do We Need from Our Instructional Designers? – Desired KSAs* – Panel Discussion for the Oregon iDesign Symposium, Monmouth, OR, 2016.
- *Collaborations Toward Quality: Facilitating Student-faculty Partnerships for Online Course Design* (with Mauro and Bentz) – Presented at OLC Innovate 2016, New Orleans.
- *The Dog Ate My Cell Phone: Teaching and Learning in the Google Age* – Presented as part of the Western Oregon University Community Lecture Series, Monmouth, OR, 2015.
- *Operationalizing Creativity: Desired Characteristics for Instructional Designers* [Dissertation] – 2015.
- *An Audience of None – Why the Discussion Board has Failed Us, and What We Can Do About It* (with Walsh) – Presented at eLearn 2014, New Orleans.
- *How We Do Pants... Tailoring your Course with the Intentional Design Framework* – Presented as part of the Central Wyoming College 2015 Summer Teaching Institute, Riverton, WY.
- *Transactional Realism: The Attic of the Mind* – Presented as part of the Utah Valley Senior Executive Leadership Forum (UVSELF) Diversity and Inclusion Seminar, Orem, UT, 2012.
- *Is Online Education Right for Your Student?* – Panel Discussion as part of the Utah Valley University K-16 Counselor Conference, Orem, UT, 2012.
- *Teaching in the Blogosphere: Web 2.0, Lucy Liu, and You* – Presented as part of the Utah Valley University Innovation Center Hybrid Boot Camp Workshop, Orem, UT, 2012.
- *Ambiguity Intolerance and the Adult Online Learner* – Presented at Society for Information Technology & Teacher Education (SITE) 2010 Conference, San Diego, CA.
- *The Web_2.0 Librarian: A Brave New World* – Kipp-Gamber Technology Keynote for the Valley City State University Library and Information Technologies 2009 Summer Institute, Fort Ransom, ND.

Daniel S. Clark, Ph.D.

September 17, 2025

Search Committee: Associate Vice President of Academic Affairs
Arkansas Tech University
215 W O Street
Russellville, AR 72801
c/o: Kathleen Martin, Director of Human Resources

Committee Members,

I am writing to express interest in your search for an **Associate Vice President of Academic Affairs**. After carefully reviewing the position description, the Strategic Planning process, and other information regarding the university, I am impressed by what is currently happening on your campuses, and encouraged by what opportunities lie ahead. Your *commitment to providing life-changing educational opportunities* particularly resonates with me, as does your 2025 Strategic Plan language around *providing access and opportunity, high-quality academic and co-curricular programs, and innovative and engaging internal and external partnerships*. In addition to my 25 years of demonstrated success in creating academic innovations that provide flexible, accessible, and high-quality educational opportunities and pathways, I feel my collaborative style, creativity, and passion make me a strong candidate.

For the last six and a half years, I have served as Vice Provost and Dean of the School of Education and Extended Learning (SEEL) at Tiffin University (TU). Although the university's leadership recently decided to reorganize Academic Affairs by eliminating both the School and my position, I am very proud of what we accomplished during my tenure, particularly our efforts to [*establish and nurture an adult learning ecosystem*](#). Please find below some additional thoughts and relevant experiences specifically related to some of the desired attributes listed in the position description.

COLLABORATIVE LEADERSHIP

As outlined in the attached materials, I have enjoyed a long and successful career at academic institutions large and small, public and private. In every context, I have been committed to providing a clear, equitable, and empathetic leadership voice, steadfast in my endorsement of high-quality, multi-modal education and lifelong learning as pathways for attainment of academic and professional goals, and unwavering in my advocacy for students and their success. Over the years, it has been my pleasure to collaborate with and learn from many uniquely talented colleagues with diverse backgrounds, perspectives, and ways of thinking. I have made every effort to grow with them, embrace and build upon the community culture, and foster a thriving environment that values and rewards creativity, continuous improvement, and accountability.

My first senior leadership experience came at Utah Valley University (UVU), where I oversaw the transformation of a multi-million-dollar distance education operation that grew to provide nearly 20% of the FTE at a large regional public institution. Under my leadership, a dynamic and diverse organization coalesced into a unified culture committed to helping our students and faculty successfully engage in technology-enabled opportunities for learning. As a result, the distance education unit was transformed from a historically marginalized department into a central element in the President's strategic plan for serving our students.

At Western Oregon University (WOU), my promotion to Director of Academic Strategies represented a career shift to more broadly support the Academic Affairs unit, specifically the Provost. This professional evolution continued at TU, where, as the SEEL Dean, I provided academic leadership of a school, including faculty appointment, evaluation, and retention, as well as oversight, assessment, development, and budgeting for all graduate, undergraduate, and certificate programs. Additionally, I administered the entirety of TU's online programs and operations, which accounted for nearly half of the university's total enrollment. Through the implementation of multiple improvement initiatives, our online programs enjoyed not only **double-digit enrollment growth**, but also an **over 90% retention rate**. This breadth of duties and accountabilities has afforded me a unique, systemic perspective on the effective delivery of educational, professional, and workplace skill development opportunities across multiple contexts for the benefit of all student types.

COMMUNICATION, INTEGRITY, AND SHARED GOVERNANCE

Constructive and productive communication and collaboration between all the units that make up a campus community is absolutely crucial to informed planning and decision making. This can also be quite challenging, given the myriad stakeholders, constituencies, and competing priorities involved; however, I believe through relentless curiosity, diligence toward understanding multiple perspectives, respect, transparency of decision making, clarity in communication, and, above all, honesty and integrity, an effective academic leader can create and nurture a culture of shared innovation that welcomes ideation and diversity of thought while aligning the campus toward the common goal of student success. Throughout my career, I have found that I have been afforded latitude and grace when others recognize that my intentions are earnest, mission-driven, and in the best interest of the university. I am proud to say that through these efforts, I have successfully earned the trust and respect of the vast majority of my colleagues, even when they disagree with me.

DATA-INFORMED PLANNING AND DECISION MAKING

I have utilized my collaborative and informed approach to planning and decision making as a member of strategic planning teams at almost every institution I have served. As further recognition of my skills in this area, I have been tasked with (and successfully completed) several ad-hoc strategic efforts including facilitating the Gen-Ed Faculty Task Force at WOU, leading campus-wide planning initiatives to and adopt educational technologies at both WOU and VCSU, and most recently, using multiple qualitative and quantitative data sources (including *Gray Decision Intelligence* Program Evaluation and Market Analysis Software) to complete full, formal Program Prioritization studies for TU's online Graduate and Undergraduate programs. These efforts all led to significant policy, process, and structure changes that have enhanced overall effectiveness.

CURRICULAR INNOVATION TO SUPPORT STUDENT SUCCESS

Elevating the pedagogical and andragogical quality of academic programs *while broadening access and improving student success* has long been a priority for me. I work to contribute my thought leadership to the field and have written and presented extensively on matters related to meeting the diverse needs of those who pursue education through both traditional and non-traditional pathways. Beyond the theoretical, I have demonstrated success in applying these concepts to serve students who find themselves at all points along the educational and professional continuum. Recent examples include serving on an interdisciplinary team charged with integrating Project-Based Learning into the GenEd core, leading the rapid integration of Artificial Intelligence into the redesign of the Digital Literacy & Technology Readiness course (where I also served as a pilot instructor), and developing an innovative AAS in Professional Skills, designed as a seamless pathway for the application of earned professional certificates toward an associate degree (and beyond). To mitigate retention challenges related to TU's significant athletic population, I created and taught the *Global Sports and Culture* Bachelor of Arts program, which served as an accessible and meaningful track to graduation. Finally, as chair of the Provost's "Future Team," I led efforts to remove barriers to student success and mitigate undue financial burden. These are just a few examples of my efforts to design, develop, and implement systems and structures that *meet students where they are* and provide appropriate credentialing, upskilling, and momentum-building pathways to progress toward the attainment of their career or educational goals.

ACCREDITATION AND ASSESSMENT

As a result of my career trajectory, I have enjoyed the unique opportunity to serve on accreditation teams in preparation for campus visits of accrediting agencies nationwide. Whether it was Middle States at Syracuse, HLC at Valley City, or the NWCCU at both UVU and WOU, I am proud to have played a role in the successful re-accreditation of all of these schools, and in return, to have gained invaluable experience in the nuance and approach of each of these agencies. This past year, TU celebrated a successful 10-year visit from the HLC that resulted in many verbal compliments, particularly around our approach to Extended and Adult Education, and **zero** concerns, an enviable rarity for a small private institution today.

While a successful cycle is the primary goal, I believe that the true value of the accreditation process is the opportunity for improvement it represents. For example, at WOU, in response to a “private sanction” included in our accreditor’s Year Seven Evaluation Report, my duties were expanded to bolster and improve the university’s campus-wide assessment efforts. In partnership with the Associate Provost, we designed and implemented a new approach to alignment and assessment that transformed campus culture in the face of long-standing faculty resistance and resulted in a “letter of commendation” from our accrediting agency. Our successes at WOU demonstrate the value of truly embracing the accreditation process to improve systems and structures and, by extension, better serve students.

FISCAL ACCOUNTABILITY

Whether it was the significant budget I oversaw at UVU or the much more modest accounts more recently under my charge, I take my responsibility as a steward of the funds entrusted to me very seriously and make every effort to ensure that they are disbursed appropriately and ethically and to the maximum effect. To ensure accuracy when creating a yearly budget, I take a “zero-based” approach to directly align requests with projected expenses. My approach to fiscal accountability has been recognized by leadership at my last three institutions who have entrusted me with significant discretionary “innovation” accounts to be used for strategic investment, particularly in the areas of access, student support, and faculty innovation. I also have considerable experience in managing a breadth of capital projects, as well as in writing/collaborating on the grants that funded many of them. Recent examples include the implementation of a campus-wide Lecture Capture system and multiple “classrooms of the future” at TU to support active and team-based learning.

STRATEGIC PARTNERSHIPS

Over the course of my career, I have continually fostered the types of strategic and mutually beneficial relationships that are vital to success in our evolving higher education landscape. I have built a significant portfolio of fruitful collaborations that have expanded reach and impact and provided access to broader student populations. Examples at TU include the successful implementation of a multi-year partnership with AVENU Learning to offer courses in Spanish to students in Latin America. To date, the project has garnered well over 4,000 course enrollments. An early adopter of course and program sharing associations, TU became a provider of choice for many who participate in the Acadeum Consortium. I provided instructional design consultation and services to TU’s Center for InterCulTural Excellence in the development of web-based training in *Celebrating Cultural Uniqueness* that was delivered to regional business and industry clients. As Dean of the SEEL, I interacted with Lourdes University leadership extensively in support of our partnership-based education licensure programs. Previously, at WOU, I provided campus leadership in the innovative Willamette Promise dual-enrollment program, including serving as a member of the Advisory Board.

PRESENCE AND PASSION

An often overlooked aspect of effective leadership is simply presence and belonging. At every institution I serve, I make a concerted effort to be actively engaged and highly visible to students and community members at events and activities both on-campus and off. I strive to demonstrate a sense of accountability to students, and I am convinced that student success is enhanced if they see you and recognize that you are there for them. Sometimes the smallest things, like installing a popcorn machine to serve snacks to students, can make an

impact. At TU, “Popcorn Wednesdays” have become so beloved that they are specifically mentioned during campus tours. Even modest and inexpensive efforts can serve to send a clear message that our students are our *raison d'être*.

Additionally, I believe that for institutions of higher learning to fulfill their purpose and serve as the intellectual, economic, and cultural *nexus* for their broader community, strong town-gown interdependence is a must. Just as an academic leader should be present on campus, so should they be a visible and active contributor to the local community. To this end, I have partnered with numerous local leaders to develop and host several programs focused specifically on meeting community cultural, educational, and training needs, and I have made a point to “give back” by serving on various local governing boards such as Leadership Seneca County (Ohio), CampFire NWOHio, and the Monmouth City (Oregon) Planning Committee.

Finally, I’d like to address one last attribute I would contribute to the Wonder Boys/Golden Suns community: *passion*. Those who know me will tell you I am an energetic and steadfast advocate for education and lifelong learning. I relish going to work every day on a college campus because every day is an opportunity to learn and grow. I am energized by the ideation and creativity present in a thriving community of learning, and I take pleasure in the things our students teach us and celebrating their educational and personal successes. To be sure, higher education administration can be hard work, but it is *good work*. And the benefits, to both us and our students, far outweigh the challenges. Put simply, I love what I do and who I do it for.

I hope that the examples I have provided here begin to give you a picture of who I am and what I might be like as a colleague. I am proud of my track record of success at multiple institutions in a variety of expanding roles and under numerous organizational and reporting structures. As always, regardless of duties or title, I strive to produce results that exceed expectations by nurturing a culture of shared innovation through the creative integration of diverse ideas, evolving pedagogies, and new approaches.

I would welcome the opportunity to speak with you further about putting my skills, passion, and experience to work for Arkansas Tech to build upon its recent momentum, contribute to its ongoing evolution, and ensure a long and bright future of empowering students to pursue their dreams and unlock their full potential. If I can provide any other information or clarifications, please don’t hesitate to reach out.

Thank you for your time and consideration, and I hope to continue our conversation soon.

Onward,

