

**PROPOSAL – 1  
NEW DEGREE PROGRAM**

1. **PROPOSED PROGRAM TITLE:**  
Master of Arts in Organizational Development and Leadership \*
2. **CIP CODE REQUESTED**  
CIP Code: 30.9999
3. **PROPOSED STARTING DATE:** Fall 2023
4. **CONTACT PERSON**  
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## 5. PROGRAM SUMMARY

### Overview

The proposed Master of Arts in Organizational Development and Learning (MAODL) degree program provides graduate level instruction in training and organizational development, organizational management and leadership, globalization and diversity, project management, organizational change, and budgeting, implementation, and assessment of organizational development programs. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of a 24 credit hour, organizational development and learning focused core and a block of six credit hours of graduate level electives. Students can package the elective credit hours to specialize in nonprofit leadership, emergency management, health informatics, student affairs administration, gerontology, research methods and assessment (for students selecting the thesis option), or interdisciplinary studies. The six credit hour block of electives allows students to customize the program to fit their personal and professional goals.

The MAODL supports multiple elements of Arkansas Tech University's strategic plan:

#### Goal 1 Student Access and Opportunity

- Item 1: Recruit and enroll first-time freshmen, transfer students, new graduate students and students who have dropped out/stopped out.

#### Goal 4 Programs and Deliveries

- Item 1: Identify and implement academic and non-credit programs in response to market demand.
- Item 3: Identify and implement new pathways to stackable courses and/or degree offerings.

#### Goal 5 Partnerships and Innovation

- Item 1: Form inter- and intra-campus/college/department academic partnerships that align with the university mission.

### *Stackability*

The proposed MAODL degree program increases stackability options at Arkansas Tech, particularly for students enrolled in the Bachelor of Arts in Organizational Leadership (BAOL) or two-year programs aligned with the BAOL. For example, students enrolled in the Banking Services A.A.S. program can progress seamlessly to the BAOL and then the MAODL. To increase credentialing opportunities, students can earn both undergraduate- and graduate-level leadership certificates in this associate-baccalaureate-masters pathway. The graduate-level certificate in Organizational Development and Learning consists of the first 12 credit hours of

the MAODL core. The proposed MAODL degree program and graduate-level leadership certificate expand Tech’s offering of online graduate programs, increases credentialing opportunities and stackability, and provides interdisciplinary options for students enrolled in Arkansas Tech graduate programs.

### Curriculum

<b>MA – Organizational Development &amp; Learning</b>		<b>30 Cr-Hr</b>
<b>Core: 24 credit hours</b>		
MGMT 6103	Organizational Management and Leadership	3
OL 5043	Ethical Leadership	3
OL 5643	Organizational Globalization and Diversity	3
OL 6043	Leadership in Organizational Change	3
OL 6143	Consultation, Coaching, & Leadership Development	3
MGMT 5203	Project Management	3
SAA 6113/EMHS 6103	Research Design and Analysis/Research Design and Methods	3
OL 6093	Capstone (Applied Leadership Project or Thesis)	3
<b>Graduate Level Electives: 6 credit hours</b>		
5000 - 6000	Approved Graduate Level Elective	3
5000 - 6000	Approved Graduate Level Elective	3
<b>Total</b>		<b>30</b>

<b>Graduate-Level Organizational Development and Learning Certificate</b>		<b>12 Cr-Hr</b>
MGMT 6103	Organizational Management and Leadership	3
OL 5043	Ethical Leadership	3
OL 5643	Organizational Globalization and Diversity	3
OL 6043	Leadership in Organizational Change	3
<b>Total</b>		<b>12</b>

### *Program Costs*

#### *Faculty Resources*

Additional faculty resources are not required for delivery of this degree program.

#### *Library Resources*

The Ross Pendergraft Library and Technology Center at Arkansas Tech University provides extensive online access to students for the relevant peer-reviewed academic journals necessary to support the proposed program.

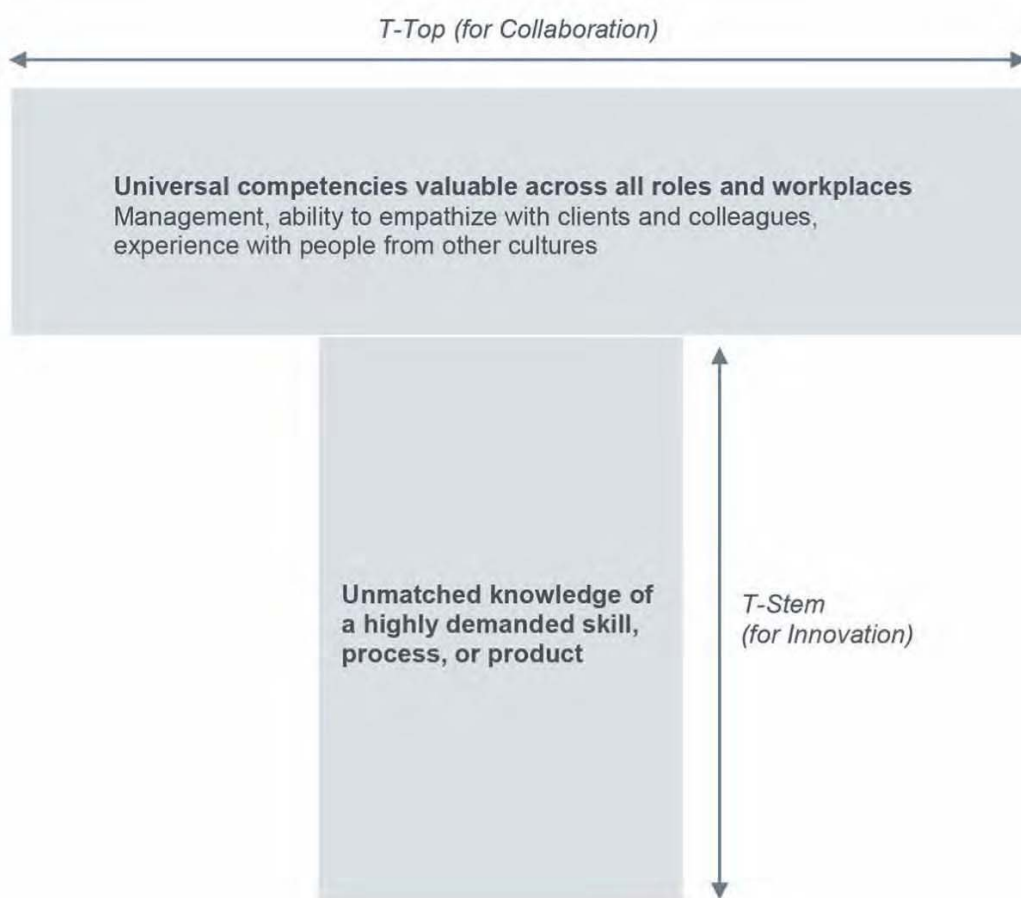
#### *Facilities and Equipment*

No new or renovated facilities (or associated costs) are required for the proposed program.

### ***Purpose of the Program***

The MAODL program, with a core focus on organizational leadership, learning, and organizational development, allows students to develop effective leadership at all organizational levels, manage teams, make strategic decisions, design and evaluate organizational training and development, and communicate effectively in diverse professional settings. The proposed degree allows graduates to influence an organization’s culture, productivity, and team strength.

The MAODL proposes to develop T-shaped professionals, individuals who possess a number of soft skills that allow organizational collaboration at the “T-top”) combined with a knowledge of a skills, process, product or body of work (the “T-stem”).



Source: Educational Advisory Board (EAB)



According to the Educational Advisory Board (EAB, 2014), an individual's "T-shape" is developed over the course of one's education and career; however, "students who possess a mix of their "T-top" and "T-stem" skills upon graduation face the most promising short- and long-term employment prospects." Employers in the 21st century seek educated employees who effectively integrate human interaction and problem-solving skills as well as content knowledge.

The most effective educators are capable of reaching beyond the classroom to reach their students. Teaching methods for future leaders must be innovative, hands-on, and pragmatic. As we learned from Zemke and Zemke (1995), adult learning and training should be problem-centered, exercises and cases should be experiential, should promote integration with feedback and recognition being a focal point of the methodology.

Design thinking for educators embodies these tenants within their four processes:

1. Lead with empathy
2. Challenge assumptions
3. Make experiments happen
4. Share your process

Lead with empathy – Leaders and trainers must effectively "put themselves in the student's shoes." As suggested by Wise (2006), educators must "immerse yourself in how others experience your program." By doing so, the trainer gets a practical sense of what is necessary for the course.

Challenge assumptions – Providing materials that challenge the learners to question their assumptions and epistemology. This promotes critical thinking.

Make experiments happen – Experiments should be grounded in real-life and relatable exercises and cases. Learning and training for adults is best when the participants feel invested in the experiments.

Share your process – Feedback and recognition are a necessary process in learning and training. Provide positive feedback with recommendations. Educators should share their own experiences both positive and negative. Throughout the previous processes, educators should also give the learners the opportunity to share their experiences with the class.

This process is continuous.

As an andragogical approach, the MAODL faculty at Arkansas Tech University intend to utilize their individual and collective academic preparation in organizational development, adult learning theory, training and development, program assessment and evaluation, diversity and inclusion, and evidence-based research to design and deliver a curriculum designed for the adult learner, with the integration of team-based learning and design-thinking principles. The educational benefits of team-based learning including understanding the course content, applying

the course content to problem-solving and decision-making, developing skills for effectively working on a team, and valuing the team approach to solving complex intellectual tasks. In its most simple form, design thinking is problem solving with an empathic paradigm: understanding a stakeholder's problem before creating solutions. Design thinking guides individuals to lead teams and organizations through purpose.

*List degree programs or emphasis areas currently offered at the institution that support the proposed program.*

The MAODL prepares individuals to lead change, motivate groups, create solutions, communicate effectively, and resolve organizational challenges through critical, strategic and creative thinking. The program allows for customization based upon the professional and career development needs of the student. As such, the MAODL is supported by any degree or career-field with a need to work with individuals and teams within an organization in directing change and development.

## **6. NEED FOR THE PROGRAM**

The Department of Professional Studies utilized the Educational Advisory Board's (EAB) research component to conduct an analysis of employer demand and competitor programs for the proposed graduate certificate and graduate degree in Adult Learning and organizational development. The market analysis region included Arkansas, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, and Texas. EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight tools, as well as the United States Census Bureau, the US Bureau of Labor Statistics, the Integrated Postsecondary Education Data System (IPEDS).

**Arkansas Market:** Arkansas Tech University's statewide program recognition and the relative proximity of the institution to the Little Rock, AR MSA and the Northwest Arkansas MSA (1,500 plus employment openings (both rank among the 20 MSAs with the most program demand)).

**Regional Markets:** Target marketing efforts to prospective students in metropolitan areas in Texas with high employer demand. Metropolitan Statistical Areas (MSAs) in Texas account for three regional MSAs with the most demand (25,000 plus employment openings): Dallas-Fort Worth-Arlington, TX; Houston-The Woodlands-Sugar Land, TX; and Austin-Round Rock, TX. One of the top 10 regional MSAs with the most relevant employment opening is the Memphis-TN-MS-AR MSA.

**Program Structure:** A fully or partly online delivery can serve working professionals who must balance academic work with other obligations. A fully online curriculum can distinguish a program at Arkansas Tech University from profiled regional competitors.

**Curriculum:** Allow students to complete electives or concentrations so they can customize the

program to fit their goals and interests.

Marketing: Highlight the ability of a masters-level program to serve working professionals to attract prospective students.

Demand over Time: The Bureau of Labor Statistics projects an above average increase in employment in multiple relevant occupations nationally between 2016 and 2026. Additionally, the program should be marketed to professionals in healthcare to attract prospective students. Health care employers account for five of the top 20 employers with relevant skills, and professionals in the healthcare field can enroll to gain or hone in-demand skills.

Include courses on finance to align with employer demand: Professionals who seek skills necessary to advance their careers, including financial management skills (e.g., budgeting).

A recent market analysis conducted for the University by Gray and Associates (see Appendix 10) shows increased demand for online Organizational Development/Leadership degrees at the graduate level. Additionally, the analysis showed a 219% increase year-over-year for job postings in organizational leadership. Project management was identified as the most in-demand skill within the job postings for organizational development/leadership.

Provide names and types of organizations/businesses surveyed.

The Needs Assessment Survey for the MAODL program was electronically delivered via QuestionPro to 328 employers. The comprehensive list of organizations survey may be found in Appendix 1. The response rate from the targeted employer set was low (2%, N=6). However, two employers indicated 10 or more organizational positions align with the MAODL program.

Three of six employers indicated they would give hiring preference to applicants with an MAODL as proposed. The Survey Report is located in Appendix 1.

***Describe what need the proposed program will address and how the institution became aware of this need.***

According to recent data (O\*Net, 2022), key work activities of a Training and Development Manager include, but are not limited to, training and teaching others, communicating with supervisors, peers, or subordinates, establishing and maintaining interpersonal relationships, coaching and developing others, and obtaining and discerning information via research from multiple sources. Detailed work activities for this type of position include, but are not limited to, conducting opinion surveys or needs assessments, evaluate training programs, instructors, or materials, evaluating employee performance, evaluating program effectiveness, and conducting employee training programs.

Nineteen percent of Training and Development Manager positions require a Master's degree, and an additional 15% of positions require a post-baccalaureate certificate (O\*Net, 2022).

Recent data (O\*Net, 2022) indicates a national median wage of \$55.60 per hour or \$115,640 annually for Training and Development Managers. The national growth trend (2020-2030) indicates faster than average growth (10%-15%) and 4,300 projected positions. The median salary for this position in Arkansas is \$92,570 (O\*Net, 2022):

Location	Annual Low (10%)	Annual Q <sub>1</sub> (25%)	Annual Median (50%)	Annual Q <sub>3</sub> (75%)	Annual High (90%)
United States	\$66,270	\$86,820	\$115,640	\$155,120	\$200,210
Arkansas	\$43,750	\$57,130	\$92,570	\$126,470	\$171,160
Fayetteville-Springdale-Rogers, AR-MO	\$38,290	\$69,050	\$116,240	\$162,450	\$208,000+
Little Rock-North Little Rock-Conway, AR	\$47,500	\$58,230	\$83,500	\$103,900	\$130,580
Memphis, TN-MS-AR	\$55,090	\$65,110	\$81,370	\$104,890	\$140,880

The data (O\*Net, 2022) projects a “bright outlook” both within Arkansas and Nationally between now and 2028:

### Arkansas Employment Trends for:

11-3131.00 - **Training and Development Managers** ● Bright Outlook

View trends for state:

#### Arkansas

Employment (2018)	Projected employment (2028)	Projected growth (2018-2028)	Projected annual job openings (2018-2028)
230 employees	270 employees	17%	30

#### United States

Employment (2020)	Projected employment (2030)	Projected growth (2020-2030)	Projected annual job openings (2020-2030)
42,100 employees	46,600 employees	▲▲▲ 11% (faster than average)	4,300

### Employment of Training and Development Managers (April 2022)

### 11.3131.00 Training and Development Managers (O\*Net, 2022)

<u>2018 Employment</u>	<u>2028 Projected Employment</u>	<u>Projected Growth (2018-2028)</u>	<u>Projected Annual Openings (2028)</u>
230			
420	270	17%	30
440	460	10%	40
1,960	460	5%	40
450	2310	18%	220
190	480	7%	No data
1,150	200	5%	No data
	1,320	15%	130
42,100			
	46,600	11%	4,300

Representative positions include, but are not limited to:

- Development Manager
- Education and Development Manager
- Education Director
- Learning and Development Director
- Learning Manager
- Staff Training and Development Manager
- Training and Development Director

The tasks expected of Training and Development Managers include, but are not limited to,

- Analyze training needs to develop new training programs or modify and improve existing programs.
- Evaluate instructor performance and the effectiveness of training programs, providing recommendations for improvement.
- Plan, develop, and provide training and staff development programs, using knowledge of the effectiveness of methods such as classroom training, demonstrations, on-the-job training, meetings, conferences, and workshops.
- Prepare training budget for department or organization.
- Confer with management and conduct surveys to identify training needs based on projected production processes, changes, and other factors.
- Develop and organize training manuals, multimedia visual aids, and other educational materials.
- Develop testing and evaluation procedures.

- Train instructors and supervisors in techniques and skills for training and dealing with employees.
- Conduct orientation sessions and arrange on-the-job training for new hires.
- Conduct or arrange for ongoing technical training and personal development classes for staff members.
- Review and evaluate training and apprenticeship programs for compliance with government standards.

Appendix 2 provides detailed information regarding the knowledge, skills, and abilities expected of a Training and Development Manager.

### **US Bureau of Labor Statistics**

<https://www.bls.gov/oes/current/oes113131.htm#st>

### **11-3131 Training and Development Managers**

<https://www.bls.gov/ooh/management/training-and-development-managers.htm#tab-1>

Related work experience is essential for training and development managers. Many positions require work experience in management, teaching, or training and development or another human resources field. For example, some training and development managers start out as training and development specialists. Some employers also prefer experience in the industry in which the company operates.

Candidates typically need a combination of education and related work experience to become a training and development manager. Although many positions require a bachelor's degree, some jobs require a master's degree.

### **Education**

Many positions require training and development managers to have a bachelor's degree, but some jobs require a master's degree. Although training and development managers come from a variety of educational backgrounds, these workers commonly have a bachelor's degree in business, communications, social science, or a related field. Some employers prefer or require training and development managers to have a master's degree with a concentration in training and development, human resources management, organizational development, or business administration (MBA).

Training and development managers may also benefit from studying instructional design, behavioral psychology, or educational psychology.

### **Job Outlook**

Employment of training and development managers is projected to grow 11 percent from 2020 to

2030, faster than the average for all occupations. About 4,300 openings for training and development managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. In many occupations, employees are required to take continuing education and skill development courses throughout their careers, creating demand for workers who develop and provide training materials.

Innovations in training methods and learning technology are expected to continue throughout the decade, particularly for organizations with remote workers. Organizations use social media, visual simulations, mobile learning, and social networks in their training programs. Training and development managers need to continue modifying training programs, allocating budgets, and integrating these features into training programs and curriculums.

In addition, as companies seek to reduce costs, training and development managers may be required to structure programs to enlist available experts, take advantage of existing resources, and facilitate positive relationships among staff. Training and development managers may use informal collaborative learning and social media to engage and train employees in the most cost-effective way.

Second careers in aging services present one example as to how the MAODL and its interdisciplinary component will appeal to multiple mid-career professionals. Despite a generational shift to an aging population in the United States, driving an unprecedented demand for aging services, the interest in academic gerontology programs has steadily declined. A study published by the Educational Advisory Board (2014) noted: “Hospitals, insurance companies, and private practices seek health coaches, roles that require a mix of chronic care management and communications, in addition to some IT knowledge” (9). Furthermore, the study indicated programs offering individuals an opportunity to prepare for patient advocacy, health coaching, motivational wellness, aging in place, and financial planning would appeal to mid- or late-career professionals with some background in one of these fields. Finally, the EAB study indicated the market for such a program includes individuals who served in a related profession (e.g., financial planners, interior designers), but also includes those whose service to an aging family member who found the role fulfilling enough to pursue an encore career.

*Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.*

Professional Studies Advisory Board Membership (2021-2022)

Alex Averitt, Chief Operating Officer, Bluelinx Holdings, Inc.

Rebecca Bowen, IT Operations, United States Automobile Association (USAA) Jacob Garrett, Senior Network Process and Quality Manager, AT&T

Jason Goodwin, Outreach Pastor, Faith Baptist Church (Cabot, AR) William Hammonds, Vice President, Logistics, Walmart

Heather Nelson, Logistics Management Program Chair, Arkansas Tech University-Ozark

Marvin Saffold, Captain, Troop J, Arkansas State Police

Nicol Sutherland, IT Instructor, University of Arkansas Community College-Hope (Student)  
Gene White, Distance Learning Coordinator, Southeast Arkansas College

The Department of Professional Studies Advisory Board meets on the Arkansas Tech University campus each May and December. As its mission, The Professional Studies Advisory Board offers its experience, expertise, and energy to promote engagement between PS alumni, PS students, potential students and community leaders by providing opportunities for networking and professional development.

#### PS Advisory Board Objectives

- Foster connections
- Access additional resources
- Generate ideas that enhance the Professional Studies experience
- Strengthen the broader Professional Studies community

Advisory Board members represent a cross-section of business, industry, labor, and professions relevant to the academic programs of the Department of Professional Studies. The diversity of viewpoints is an important aspect of the board's function. Perspectives and experiences based on veteran status, gender, race, ethnicity, geographic location, age and other related qualities will be an important aspect in selecting members. The existing board or team members of the Department of Professional Studies identify prospective Advisory Board members. The suggested number of board members should be from 12-15 people. Advisory Board members will serve two-year terms with the possibility of renewal for additional terms based on interest, involvement, and at the discretion of the Department of Professional Studies. A dedicated board position will be established for one current student pursuing a degree in the Department of Professional Studies. Also, current students and program faculty will be invited and encouraged to attend meetings.

The Advisory Board is non-voting and will not engage in decision-making related to program personnel, budget, or internal policy development within the partner institutions. Upon initiation of the MAODL program, the Professional Studies Advisory Board will expand its membership to include additional voices related to training and development professionals and expertise related to the interdisciplinary coursework. The Professional Studies Advisory Board Guide is located in Appendix 8.



Indicate the projected number of program enrollments for years 1 – 3.

2023 - 2024 15 students  
 2024 - 2025 30 students  
 2025 - 2026 45 students

Indicate the projected number of program graduates in 3-5 years.

It is estimated the average student in the MAODL program will be a part-time graduate student, as the program facilitates the needs of individuals currently in the workplace or who are mid-career. It is anticipated the typical MAODL will complete 6-12 graduate hours each year.

As a conservative estimate, it is projected 30 students will earn the MAODL by AY 2027.

## 7. CURRICULUM

Recommended Course Sequence		
<b>Semester 1</b>		
MGMT 6103	Organizational Management and Leadership	3
OL 5043	Ethical Leadership	3
<b>Semester 2</b>		
OL 5643	Organizational Globalization and Diversity	3
OL 6043	Leadership in Organizational Change	3
<b>Semester 3</b>		
MGMT 5203	Project Management	3
OL 6143	Consultation, Coaching, and Leadership Development	3
<b>Semester 4</b>		
SAA 6113/EMHS 6103	Research Design and Analysis/Research Design and Methods	3
5000 - 6000	Graduate Level Elective (course from selected focus area)	3
<b>Semester 5</b>		
OL 6093	ODL Capstone	3
5000 - 6000	Graduate Level Elective (course from selected focus area)	3
<b>TOTAL</b>		<b>3</b>

Give the total number of semester credit hours required for the program, including prerequisite courses.

The MAODL requires completion of 30 graduate-level credit hours. Prerequisite courses are not required of entering students.

Identify new courses (in italics) and provide course descriptions.

**OL 5043**     *Ethical Leadership*

*The purpose of this course is to explore advanced topics in ethical leadership through the examination of four broad topics: a) a survey of the branches of ethics, b) individual ethical awareness and development, c) the intersection of ethics, leadership, and power, and d) the role of leader in establishing and maintaining ethical organizational cultures through organizational development and leadership. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 5643**     *Organizational Globalization and Diversity*

*Organizational Diversity and Inclusion will explore and examine the dynamics of diversity and inclusion practices in an organizational environment. Students will become familiar with the theoretical and practical implications of diversity and inclusion and how to include it in their leadership skills. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 6043      *Leadership in Organizational Change***

*This course is designed to provide students with both the conceptual framework and the practical skills needed to design, implement, evaluate, and lead effective organizational change. Over time everything changes, even organizations. Good leaders do not wait for change; they encourage and facilitate it. In this course, students will concentrate on becoming effective change agents. Students will explore how to assess organizations for change, become familiar with behavioral theories for individual and organizational change, and implement the process for organizational change. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 6143      *Consultation, Coaching, and Leadership Development***

*This course is designed to introduce students to training and development in organizations, with a focus on consultancy, coaching, and strategies for leadership development at the individual and organizational level. Students will learn about practical approaches and models to employee training, coaching, mentoring, and performance improvement in a workplace setting. Topics include strategic training, training design, training methods, evaluation, diversity training, and ethics. Participation in course requires access to a webcam or other video capture technology.*

**OL 6053      *Advanced Research Methods in Organizational Development and Learning***

*Advanced Research Methods in Organizational Development and Learning covers advanced skills in quantitative, qualitative, and mixed- methods research. Students will become familiar with research design, methodology, data collection, data management, data analysis, and reporting results. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 6063      *Evaluation and Assessment in Organizational Development and Learning***

*This course presents students with evidence-based frameworks used in evaluation and assessment practices in organizational development and leadership. Topics including defining objectives, collecting relevant, reliable information, generating feasible options, making the decision, implementation, and evaluating results, as well as forward-based decision making and intuition. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 6093      *ODL Capstone***

*In the ODL Capstone, students will demonstrate mastery in leadership, adult learning, and organizational development theory and practice through completion of either a master's thesis or comprehensive exams. Students will select a thesis or comprehensive exam track. Students selecting to complete a master's thesis will develop a research project. Comprehensive exam students will submit extensive, data-supported responses to four questions regarding theory and*

*practice in organizational leadership, adult learning, and organizational development. All students will complete an electronic portfolio highlighting academic and professional competencies. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 6883      *Special Problems in Organizational Development and Learning***

*Special problems in Organizational Development and Learning is designed to address current issues and topics relevant to learning and organizational development. Content is determined by contemporary trends and timely issues. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology. Note: Since the topic for the course will vary each time offered, a student can repeat this course, earning a maximum of six (6) graduate credit hours.*

**OL 6891-6984      *Independent Study in Organizational Development and Learning***

*Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge, which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis. Note: May be repeated for credit (up to six hours). Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 6991-6993      *Thesis Continuation in Organizational Development and Learning***

*This course allows students additional time to research, write, and complete the thesis requirement. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 5143      *Nonprofit Governance***

*This course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of 1) the historical development of the nonprofit sector, 2) the multiple rationales for the existence of the nonprofit sector, 3) the distinctive characteristics of nonprofit organizations, 4) the structures, processes and complexities of organizational governance shared by volunteer board members and professional staff, 5) the dynamic environment of the contemporary nonprofit organization, and 6) the current issues of importance to nonprofit decision makers. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

**OL 5343      *Community Development***

*This course covers the basic principles and issues in community development in the United States. Topics include community development; community assessment; methods of planning, implementing, and evaluating community-based organizations. Students will work individually or in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community-based organization. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.*

*Note: This course has a service-learning requirement that can be completed online.*

***Identify required general education courses, core courses and major courses.***

The required core courses for the MAODL (30 hours) are:

MGMT 6103	Organizational Management and Leadership
OL 5043*	Ethical Leadership
OL 5643*	Organizational Globalization and Diversity
OL 6043*	Leadership in Organizational Change
OL 6143*	Consultation, Coaching, & Leadership Development
MGMT 5203	Project Management
SAA 6113/EMHS 6103	Research Design and Analysis or Research Design and Methods
OL 6093*	ODL Capstone
OL 6053*	Advanced Research Methods in ODL
OL 6063*	Evaluation and Assessment in ODL
OL 6883*	Special Problems in ODL
OL 6891-4*	Independent Study in ODL
OL 6991-3*	Thesis Continuation in ODL

***For each program major/specialty area course, list the faculty member assigned to teach the course.***

MGMT 6103	Organizational Management and Leadership (Cochran)
OL 5043*	Ethical Leadership (Aulgur, Lasker-Scott, Schwehm)
OL 5643*	Organizational Globalization and Diversity (Lasker-Scott)
OL 6043*	Leadership in Organizational Change (Lasker-Scott, Schwehm)
OL 6143*	Consultation, Coaching, & Leadership Development (Aulgur, Lasker-Scott, Schwehm)

MGMT 5203	Project Management (Singh)
SAA 6113/EMHS 6103	Research Design and Analysis/ Research Design and Methods (Couture, Lasker-Scott, Manandhar, Peters, Schwehm)
OL 6093*	ODL Capstone (Aulgur, Lasker-Scott, Schwehm)
OL 6053*	Advanced Research Methods in ODL (Lasker-Scott, Schwehm)
OL 6063*	Evaluation and Assessment in ODL (Aulgur, Lasker-Scott, Schwehm)
OL 6883*	Special Problems in ODL (Aulgur, Lasker-Scott, Schwehm)
OL 6891-4*	Independent Study in ODL (Aulgur, Lasker-Scott, Schwehm)
OL 6991-3*	Thesis Continuation in ODL (Aulgur, Lasker-Scott, Schwehm)
OL 5143*	Nonprofit Governance (Aulgur, Schwehm)
OL 5143*	Community Development (Aulgur, Schwehm)

The following program electives are existing graduate-level courses in the current Arkansas Tech University Graduate Catalog, instructed by a member of the Arkansas Tech University faculty with established graduate faculty standing. Courses currently offered by distance technology are identified with an asterisk\*.

EMHS 6063*	Principles of Emergency Management
EMHS 6093*	Fundamentals of Homeland Security
SAA 6023*	Introduction to College Student Personnel Work
SAA 6143*	Administration in College Student Personnel
HI 6063*	Leadership in Health Informatics

HI 6083*	Health Care Policy
SOC 5183*	Social Gerontology
SOC 6063*	Advanced Topics in Gerontology

*Indicate the number of contact hours for internship/clinical hours.* Not applicable.

*State the program admission requirements.*

The MAODL admission requirements, as proposed for the institutional academic catalog are as follows.

#### Graduate College Application Process

- Applicants must pay a \$40.00 nonrefundable application fee directly to the Graduate College.
- Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.
- Applicants must have a cumulative grade point average of 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
- Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College.

After students apply to the Graduate College, you will then apply to the Organizational Development program for an admissions decision. In addition to the Graduate College requirements (listed above),

- Applicants must submit a letter of intent, which is at least 1500 words and addresses: career goals, interest in obtaining a graduate degree, interest in Organizational Development and Learning, and research interests.
- Applicants must submit a resume or vita.

All materials must be mailed to:

ATU Graduate College, 1507 North Boulder Avenue, Tomlinson 113, Russellville, AR 72801.

Or email to: [gradcollege@atu.edu](mailto:gradcollege@atu.edu)

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### **Unconditional Admission**

Students are eligible to apply for unconditional admission to the Master of Arts in Organizational Development and Learningp (ODL) if they meet all of the following requirements. Additionally, all application credentials are examined by the Graduate Program Director and the Graduate Program Admission Committee when determining admission status.

Applicants must meet the admission requirements for the Graduate College. Minimum undergraduate cumulative grade point average of 2.7 or 3.0 on last 30 hours. Statement of intent which addresses career goals, interests in Organizational Development and Learning, and research interests. Resume or vitae. Approval from the Program Director.

Applicants who fail to meet all requirements specified for unconditional admission may be

admitted conditionally to enroll for a maximum of twelve semester hours if they meet the minimum requirements for graduate admission and have the approval of the program director. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve semester hours a cumulative grade point average of 3.00 or better is achieved.

After completion of SAA 6113/EMHS 6103, students choose to pursue either an original research thesis or comprehensive exams. Thesis students will select a chair. The chairperson will assist thesis students in building a thesis committee. The Program Director will assist the student in designing a curriculum of study leading to the fulfillment of degree requirements. Additionally, the Program Director and the Graduate College will monitor the student's progress. Ultimately, it remains the student's responsibility to understand and to satisfy all degree requirements.

<b>MA – Organizational Development &amp; Learning</b>		<b>30 Cr-Hr</b>
<b>Core: 24 credit hours</b>		
MGMT 6103	Organizational Management and Leadership	<b>3</b>
OL 5043	Ethical Leadership	<b>3</b>
OL 5643	Organizational Globalization and Diversity	<b>3</b>
OL 6043	Leadership in Organizational Change	<b>3</b>
OL 6143	Consultation, Coaching, & Leadership Development	<b>3</b>
MGMT 5203	Project Management	<b>3</b>
SAA 6113/EMHS 6103	Research Design and Analysis/Research Design and Methods	<b>3</b>
OL 6093	ODL Capstone (Applied Project or Thesis)	<b>3</b>
<b>Graduate Level Electives (Select 6 credit hours from the following focus areas): 6 credit hours</b>		
<b>Emergency Management</b>		
EMHS 6063	Principles of Emergency Management	
EMHS 6093	Fundamentals of Homeland Security	
<b>Gerontology</b>		
SOC 5183	Social Gerontology	
SOC 6063	Advanced Topics in Gerontology	
<b>Health Informatics</b>		
HI 6063	Leadership in Health Informatics	
HI 6083	Health Care Policy	
<b>Nonprofit Leadership</b>		
OL 5143	Nonprofit Governance	
OL 5343	Community Development	
<b>Student Affairs Administration</b>		
SAA 6023	Intro to College Student Personnel Work	
SAA 6143	Administration in SAA	
<b>Research Methods and Assessment (for thesis option)</b>		
OL 6053	Advanced Research Methods in ODL	
OL 6063	Evaluation and Assessment in ODL	
<b>Interdisciplinary</b>		
5000 – 6000	Graduate Elective	
5000 – 6000	Graduate Elective	
<b>Total</b>		<b>30</b>



*Describe specified learning outcomes and course examination procedures.*

**MA–Organizational Development and Learning**  
**PROGRAM OUTCOMES**

The MA in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 24 credit hour core includes instruction in organizational planning, dynamics of leadership, financial literacy, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

COURSE	PO1	PO2	PO3	PO4	PO5	PO6
MGMT 6103: Organizational Management and Leadership	I	I	I	I	I	I
OL 5043: Ethical Leadership	R	R	R	R		R
OL 5643: Organizational Globalization and Diversity	R	R		R		R
OL 6043: Leadership in Organizational Change	R	R	R			R
MGMT 5203: Project Management			R		R	
OL 6143: Consultation, Coaching, and Leadership Development	R			R	R	
SAA 6113/EMHS 6103	R	R			R	
OL 6093: ODL Capstone	M	M	M	M	M	M

**I = Introduce; R = Reinforce; M = Mastery**

Program Outcomes

**1. Application of Adult Learning and Organizational Development**

**Theory** – Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

**2. Strategic Verbal, Written, Interpersonal, and Technological Communication**

– Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

**3. Systems Thinking, Group Dynamics and Teamwork** – Students will identify and implement effective, ethical solutions for complex organizational systems through group dynamics and team building.

**4. Cultural Competency, Global Understanding, and Social Responsibility** – Students will articulate the impact of social and cultural diversity in organizations.

**5. Evaluation, Assessment, Analysis, and Critical Thinking** – Students will demonstrate ethical, evidenced-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation of results.

**6. Awareness of Self and Others** – Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivation.

## **Program Outcomes – Learning Objectives**

**Program Outcome 1 (PO1): Application of Adult Learning and Organizational Development Theory - Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.**

- demonstrates mastery of basic principles of leadership theory, adult learning theory, and development theory
- identifies evidence-based practices in leadership, followership, and leadership ethics
- evaluates the application of theory in various organizational and/or cultural contexts
- articulates the links between effective leadership and lifelong learning
- develops theory-based plans for strategic training, human development, and organizational change

**Program Outcome 2 (PO2): Strategic Verbal, Written, Interpersonal, and Technological Communication - Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.**

- demonstrates awareness of basic communication theory, the communication process, and organizational models
- applies principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- demonstrates appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
- demonstrates the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

**Program Outcome 3 (PO3): Systems Thinking, Group Dynamics, and Teamwork - Students will identify and implement effective solutions for complex organizational systems through group dynamics and team building.**

- demonstrates mastery of basic concepts in systems thinking in organizations, stages of group development, and teamwork theory
- develops comprehensive, systems-oriented strategic planning process to include assessment, visioning, goals/objectives, strategy formulation, strategy execution, evaluation, and sustainment
- analyzes the normative, cognitive, and formative roles of self and others in group settings
- engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
- fosters a constructive team climate by a) treating team members with respect, b) exhibiting a positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
- addresses destructive conflict directly and constructively helps manage/resolve conflict in a way that strengthens overall team cohesiveness

**Program Outcome 4 (PO4): Cultural Competency, Global Understanding, and Social Responsibility - Students will articulate the impact of social and cultural diversity in organizations.**

- demonstrates an understanding of ethical leadership, social justice, and service to others
- articulates insights into own cultural rules and biases and how to recognize and respond to cultural biases
- demonstrates an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
- articulates ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- develops complex questions about other cultures and consider questions from multiple cultural perspectives

**Program Outcome 5 (PO5): Evaluation, Assessment, Analysis, and Critical Thinking - Students will demonstrate ethical, evidence-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation/dissemination of results.**

- demonstrates problem-solving skills, higher order thinking strategies, and ethical, evidence-based decision making
- organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities in data
- evaluates and interprets quantitative and qualitative data to assess reliability, validity, and applicability in various leadership and development contexts
- develops comprehensive, systematic assessment plan to monitor organizational effectiveness
- recommends logical solutions that demonstrate informed evaluation and the ability to support positions with relevant, reliable, valid data

**Program Outcome 6 (PO6): Awareness of Self and Others = Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivations.**

- identifies personal values, ethics, beliefs, and motivations in relation to others
- articulates the impact of norms, ethics, identity, values, and beliefs in a leadership context
- assesses personal positionality and power in relation to supervisors, peers, and subordinates
- demonstrates an understanding of self in various leadership and learning situations
- develop an appreciation and understanding of human differences

***Include a copy of the course evaluation to be completed by the student.***

The evaluation instrument for both a course and the respective instructor may be found in Appendix 3.

***Provide institutional curriculum committee review/approval date for proposed program.***

The Arkansas Tech University Graduate Council reviewed the proposed program on March \_\_, 2022.

## **8. FACULTY**

***List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)***

### **Professional Studies**

Dr. Jeff Aulgur, Associate Professor  
University of Arkansas, EdD, Workforce Development Education  
Arkansas Tech University, MS, Emergency Management and Homeland Security  
Arkansas Tech University, MA, Applied Sociology  
University of Arkansas, Graduate Certificate, Project Management  
University of Arkansas, Graduate Certificate, Lean Six Sigma (Summer 2022)  
University of Arkansas, MA, History  
Hendrix College, BA, History

Dr. Jeremy Schwehm, Associate Professor  
University of Georgia, PhD, Adult Education - Learning, Leadership, & Organizational Development  
University of Arkansas, Graduate Certificate, Project Management (Spring 2023)  
Northwestern State University, M.A., Adult Education  
Louisiana State University, B.A., Psychology

Dr. Tennille Lasker-Scott, Associate Professor  
University of Georgia, PhD, Adult Education - Learning, Leadership, & Organizational Development  
University of Georgia, Graduate Certificate, Interdisciplinary Qualitative Research  
University of Arkansas – Little Rock, M.E., Adult Education  
University of Arkansas –Little Rock, BBA, Human Resources Management Emphasis

### **College of Business**

Dr. Loretta Cochran  
Clemson University, PhD  
Clemson University, MS  
Erskine College and Seminary, BS

Dr. Kuldeep Singh

University of Texas-Arlington, PhD, Management Science  
Cleveland State University, MBA  
National Institute of Technology - Kurekshetra, BTME

### **Student Affairs Administration**

Dr. Christine Austin

University of Denver, PhD, Higher Education  
University of Maine, MED  
University of Denver, BA

Dr. Rene Couture

University of Northern Colorado, PhD, Higher Education Administration and Student Affairs  
Leadership  
Indiana State University, MS  
Saint Michael's College, BA

Dr. Dana Tribble

University of Central Arkansas, PhD, Change Leadership for Equity and Inclusion  
Arkansas Tech University, MS  
Arkansas Tech University, BSBA

Dr. Susan Underwood

New Mexico State University, PhD, Educational Administration  
Western Kentucky University, MAE  
Western Kentucky University, BA

### **Emergency Management and Homeland Security**

Dr. Ekong Peters

University of North Texas, PhD, Public Administration  
Texas A&M University, MUP  
Prairie View A&M University, BA

Dr. Rejina Manandhar

University of North Texas, PhD, Public Administration  
University of Texas - Arlington, MCRP  
Tribhuvan University Institute of Engineering (Nepal), B.Arch.

## **Sociology**

Dr. Jason Ulsperger

Oklahoma State University, PhD, Sociology  
Arkansas State University, MA  
University of Central Arkansas, BS

*Indicate the lead faculty member or program coordinator for the proposed program.*

Dr. Jeremy Schwehm, Associate Professor

*Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. For new faculty, provide the expected credentials/experience and expected hire date.*

Total number of faculty required for program implementation: 12

Total number of existing faculty: 12

Number of new faculty: 0

*For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.*

**CONTINUED ON THE FOLLOWING PAGE**

Appendix 4: Curriculum vitae for faculty

Projected Research Laboratory Start-Up: Not applicable

Projected Number of Graduate Teaching and Research Assistants: \$0

## **9. DESCRIPTION OF RESOURCES**

### ***Current library resources in the field.***

The Ross Pendergraft Library and Technical Center maintains active virtual subscriptions to an extensive collection of peer-reviewed scholarly journals to support the MAODL. Historically, the Professional Studies faculty collaborates with the research librarians to develop a subject-matter specific research guide for selected courses. Such a research guide will be developed for each Department of Professional Studies course within the MAODL.

Representative journal holdings include:

Advancing Women in Leadership Development and Learning in Organizations  
E-journal of Organizational Learning and Leadership  
European Journal of Training and Development  
International Journal of Leadership in Public Services  
International Journal of Training and Development  
International Journal of Organizational Theory and Development  
International Journal of Learner Diversity and Identities  
Journal of Applied Christian Leadership  
Journal of Cultural Diversity  
Journal of Diversity Management  
Journal of Leadership, Accountability and Ethics  
Journal of Leadership Education  
Journal of Leadership Studies  
Journal of Leadership and Organizational Studies Journal of Nonprofit Education and Leadership  
Journal of Organizational and Educational Leadership Journal of Values Based Leadership  
Journal of Virtues and Leadership  
Leadership and Organizational Development Journal  
Leadership for the Front Lines Nonprofit Management and Leadership Nonprofit and Voluntary Sector Quarterly Strategy and Leadership  
Training and Development  
Training and Management Development Methods  
Voluntas

### ***New instructional resources required, including costs and acquisition plan.***

Not applicable.

## **10. NEW PROGRAM COSTS – Expenditures for the first 3 years.**

Zero.

***New administrative costs (number and position titles of new administrators).***

The program does not require new administrative costs.

***Number of new faculty (full-time and part-time) and costs.***

The program does not require new faculty.

***New library resources and costs.***

The Ross Pendergraft Library and Technology Center at Arkansas Tech University provides extensive online access to students for the relevant peer-reviewed academic journals necessary to support the proposed program.

***New/renovated facilities and costs.***

There are no new or renovated facilities (or associated costs) required for the proposed program.

***New instructional equipment and costs.***

No new instructional equipment (or associated costs) required for the proposed program.

***Distance delivery costs (if applicable).***

Arkansas Tech University delivers multiple degree programs via distance delivery. The necessary distance delivery infrastructure, as well as the required ancillary supports, are in place to support the proposed program and expected enrollment in the first three years.



**11. SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation.**

*If there will be a reallocation of funds, indicate from which department, program, etc.*

A reallocation of funds is not required or required to support the first three years of the proposed MAODL program.

*Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.*

Projected Annual Enrollment

2022 – 2023 15 students

2023 – 2024 30 students

2024 – 2025 45 students

Tuition per credit hour (2021-2022): \$401 per credit hour

Total program costs (based on 2021-2022 tuition and fees):

\$12,030 (30 credit-hour program + tuition and fees)

*Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).*

The latest funding per student FTE amount is \$4,401. However, the State does not tie funding to student FTE as they did under the old formula funding method. An increase in student FTE does not mean an increase in funding. The new funding formula is tied to an increase in productivity, which cannot be tied back to enrollments due to the complexity of the calculation. However, \$4,401 per FTE is the best estimate.

15 student state general revenue: \$66,015.00

30 student state general revenue: \$132,030.00

45 student state general revenue: \$198,045.00

*Other (grants [list grant source & amount of grant], employers, special tuition rates, mandatory technology fees, program specific fees, etc.).*

Technology Operations Fee \$17.00 per Credit Hour

Online/ Mixed Technology Fee \$10.00 per Credit Hour

## **12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The Master of Arts in Organizational Development and Learning will be housed in the Department of Emergency Management, Professional Studies, and Student Affairs Administration in the College of Education and Health.

The current organizational chart and proposed organizational chart may be found in Appendix 5.

## **13. SPECIALIZED REQUIREMENTS**

Specialized accreditation is not applicable to this program.

Licensing and certification requirements are not required for student entry into the field.

## **14. BOARD OF TRUSTEES APPROVAL**

*Provide the date that the Board approved (or will consider) the proposed program.*

September/October 2022

*Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.*

## **15. SIMILAR PROGRAMS**

**Proposed master's program – list institutions in Arkansas and region**

<b>Institution</b>	<b>Degree</b>
University of Arkansas	M.Ed. in Adult and Lifelong Learning
Belmont University	M.Ed. in Organizational Leadership and Communication
St. Louis University	MA Leadership and Organizational Development
Bethel University	M.A. in Organizational Leadership
St. Edwards University	M.S. in Organizational Leadership and Ethics
Western Kentucky University	MA in Organizational Leadership
Austin Peay University	M.A. in Corporate Communication
Abilene Christian University	M.S. in Organizational Development
Cameron University	M.S. in Organizational Leadership
Evangel University	Master of Organizational Leadership

***List institution(s) offering a similar program that the institution used as a model to develop the proposed program.***

<b>Institution</b>	<b>Degree</b>
University of Georgia	MA Learning, Leadership, & Organizational Development
St. Louis University	MA Leadership and Organizational Development
Penn State World Campus	MPS Organizational Development and Change
Creighton University	MS in Organizational Leadership
Saint Joseph's University	MS in Organizational Development & Leadership
Colorado State University	MS in Organizational Leadership
Gonzaga University	MA in Organizational Leadership
University of Denver	MS Leadership and Organizations
Robert Morris University	MS in Organizational Leadership
Western Kentucky University	MA in Organizational Leadership
University of Colorado-Boulder	MS in Organizational Leadership
George Washington University	MA in Organizational Leadership

***Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to “Reply All”. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.***

The following email notification will be distributed by Arkansas Tech University:

This email is a notification that Arkansas Tech University is proposing a Master of Arts in Organizational Development and Learning (MAODL). Arkansas Tech University is interested in receiving comments or feedback about the programs from you. ADHE requested through e-mail communications that you not “Reply All” when sending your response about the program. If you have an objection, concern, or comment, please reply to me and copy ADHE.

The Master of Arts in Organizational Development and Learning (CIP 30:9999) provides instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, diversity and inclusion, ethics, social responsibility, and evidence-based decision making. Graduates of the program are prepared for leadership roles and higher levels of organizational responsibility in diverse professional settings. This innovative, interdisciplinary degree program consists of 24 credit hours of ODL - focused core. Students select six credit hours of graduate-level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. An EAB market demand study for a masters-level leadership program in Arkansas Tech’s service region identified a demand for interdisciplinary coursework within a leadership program from which

students can select customizable course options to meet specific educational and professional goals.

## **16. DESEGREGATION**

*State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.*

AY 2021/2022 Enrollment

### BAS (62 enrolled)

American-Indian - 4

Asian - 0

Black/AA - 9

Hispanic - 5

White - 43

Int'l - 1

Other – 0

### BPS (107 enrolled)

American-Indian - 4

Asian - 4

Black/AA - 26

Hispanic - 2

White - 70

Int'l - 0

Other – 1

### BAOL (109 enrolled)

American-Indian - 1

Asian - 6

Black/AA - 18

Hispanic - 4

White - 79

Int'l - 1

Other – 0

## **17. INSTITUTIONAL AGREEMENTS/MEMORANDUMS OF UNDERSTANDING (MOU).**

Not applicable.

## **18. ACADEMIC PROGRAM REVIEW**

*Provide scheduled program review date (within 10 years of program implementation date).*

Department of Professional Studies Annual Internal Assessment: Initiate Fall 2024

Department of Professional Studies Internal Self-Study: 2025-2026 End of Year 3

External Program Review: 2026-2027 End of Year 4

## **19. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

### **20. INSTRUCTION BY DISTANCE TECHNOLOGY**

*Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.*

Following approval by Academic Affairs and the Dean, adequate time is made available to the faculty member(s) to develop/revise current and new distance courses. Under contract terms, the employee is paid for the development of the course. The University provides all resources for the work, and the work is carried out as a part of the faculty member's assigned time. When the University contracts with an employee for the development of a specific online course, it is considered a work made for hire for two years from the date the course is first offered.

*Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.*

Each college decides which existing/new degree(s) they would like offered online and they are tasked with following steps for approval (e.g., meeting accreditation standards, acquiring consent from the University, seeking approval from the Department of Higher Education, etc.). Development and oversight of online courses are by the department in consultation with the Instructional Design team. Faculty work with Instructional Designers and a Multimedia Coordinator to create quality online courses that meet the goals and objectives of the University's revised Blackboard Rubric. Technical support is facilitated by the Office of Information Systems (Support Services for Tier I, Technology Learning Resources for Tier II & III)

Technical support for ATU's e-learning platform is provided by the Office of Information System (OIS), which has a 24/7 Campus Support Center to field technical calls/visits and provide Tier I support. Tiers II and III support of the LMS is provided by a Course Management Systems team within OIS

The Office of Information Systems strives to support a sound technical structure in which to nurture scholastic development. We maintain a high level of integrity and professionalism across all areas of our operation: Networked Systems, Administrative Systems, and Support Services.

#### **Networking Resources**

- The core network backbone is 20Gbit fiber with multiple buildings connected at 10Gbit, and all others are connected with at least 1Gbit links.
- Arkansas Tech is also connected to the Arkansas Research and Education Optical Network (ARE-ON) with redundant 10Gbit links.
- All residence halls and most academic buildings have 5ghz standard wireless access available.
- Arkansas Tech provides each student with 50GB of email storage space and 1TB of cloud storage in OneDrive through Office 365.

- In addition, the students are provided with 5GB of network storage space that is for their personal use.

## **Computer Labs**

- Our campus maintains 41 computer labs housed across almost every academic building.
- These labs collectively contain over 1, 108 computer workstations.
- About 40% of these stations are zero clients and are centrally managed.
- Many computer labs are used as classrooms but are available to students when classes are not in session.
- Eight labs (158 workstations) are dedicated for students only. The majority of these labs are located in the Ross Pendergraft Library & Technology Center, where student satisfaction is highly monitored.
- OIS/Support Services evaluates all campus computer labs before each fall term.
- Computers and virtual machines are assessed for their age, warranty status, usage volume, and compatibility with the software needed for teaching and student use. Equipment is replaced and/or repurposed in order to provide the maximum benefit for learning purposes.

## **Software**

- All computer labs contain a core image of commonly used software.
- Additional software per lab is requested by faculty members and accommodated on a semester-by-semester basis.
- Students are also provided with the software they need through virtual machines that are available from anywhere in the world.
- Engineering students share a dedicated pool of virtual machines specifically imaged with the software used in their classes, while all students have access to a pool of virtual machines with our core software.
- Access to Office 2016 Professional is available to students through Office 365.

## **Computer Support Services**

- The Campus Support Center operates 24/7 where faculty/staff/students can receive telephone and/or remote assistance from a live ATU Customer Support Representative.
- Support is provided for connectivity issues, common Blackboard needs, and a wide variety of other technical related problems.
- Hands-on technical assistance is available during normal working hours to service labs, desktop computers, AV equipment, instructor stations, and network functions.

## **Distance Learning**

- Development and oversight of courses are handled by the academic department in consultation with the Instructional Design team. Technical support is provided by the Office of Information Systems (Support Services for general issues and Technology Learning Resources for advanced needs).

- Two maintenance windows are available each year (summer break and winter break) in which updates to our current release, or vetted new releases, from Blackboard Learn are applied.
- We purposefully stay one or two releases behind the most recent available release to allow for proper vetting before it is applied to our production environment. However, we always stay on a release supported by Blackboard.
- All services are handled in-house with the exception of some course materials that are obtained from third-party publishers.

## Security

- All information pertaining to students and employees is stored in a secured database (Banner). Access to that information is granted to only those employees who need the information to complete responsibilities of their job position (least privileges methodology).
- ATU endeavors to follow all state and federal government guidelines (FERPA and HIPAA) pertaining to student information.

### ***Summarize the policies and procedures to keep the technology infrastructure current.***

ATU's Learning Management System (LMS) is Blackboard Learn, being hosted by Blackboard via their Software-as-a-Service (SaaS) delivery method, utilizing Amazon Web Services datacenters, and deployed with a Continuous Delivery method that provides application updates on a monthly basis.

### ***Summarize the procedures that assure the security of personal information.***

In regards to the Learning Management System (LMS), please see Appendix X for a complete description of Blackboard's security practices.

### ***Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).***

No components of the MAODL degree program or any ancillary service will be outsourced to a third-party. The department does not outsource services to other organizations for course management or delivery. Technical Support Services are also not outsourced. Currently, student tuition online payments go through a PCI compliant payment processing center. Some course materials are obtained from third-party publishers.

## **APPENDICES**

**Appendix 1: Program Needs Assessment Survey**

**Appendix 2: Training and Development Manager (KSAs)**

**Appendix 3: Student Course and Instructor Evaluation**

**Appendix 4: Faculty Curriculum Vita**

**Appendix 5: Organizational Charts**

**Appendix 6: Blackboard (LMS) Security Policies**

**Appendix 7: Departmental Support Forms**

**Appendix 8: Department of Professional Studies Advisory Board**

**Appendix 9: EAB Market Demand Study**

**Appendix 10: Gray and Associates Market Study**

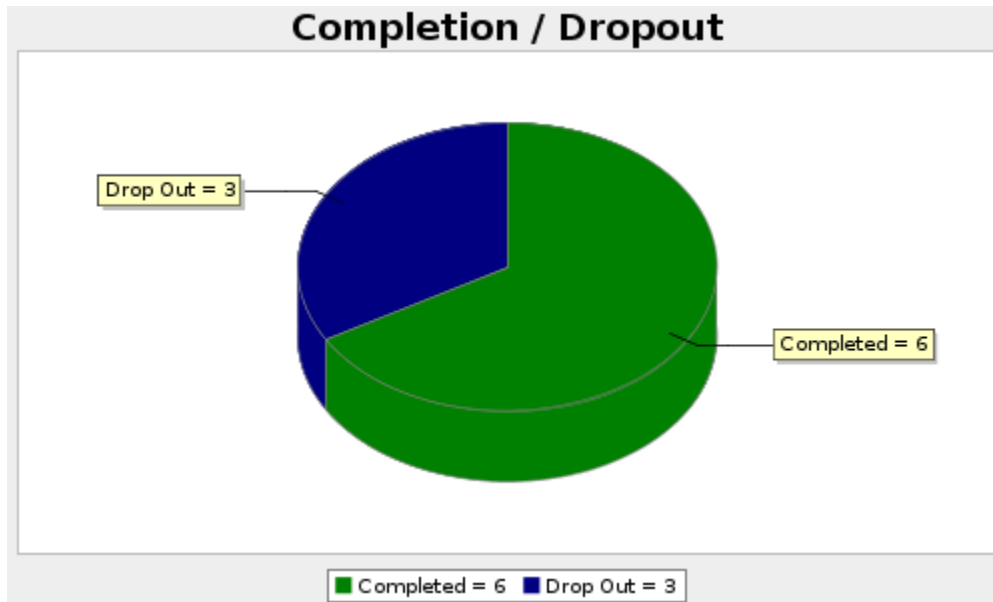


## **Appendix 1: Program Needs Assessment Survey**

**M.A. in Organizational Development and Learning**

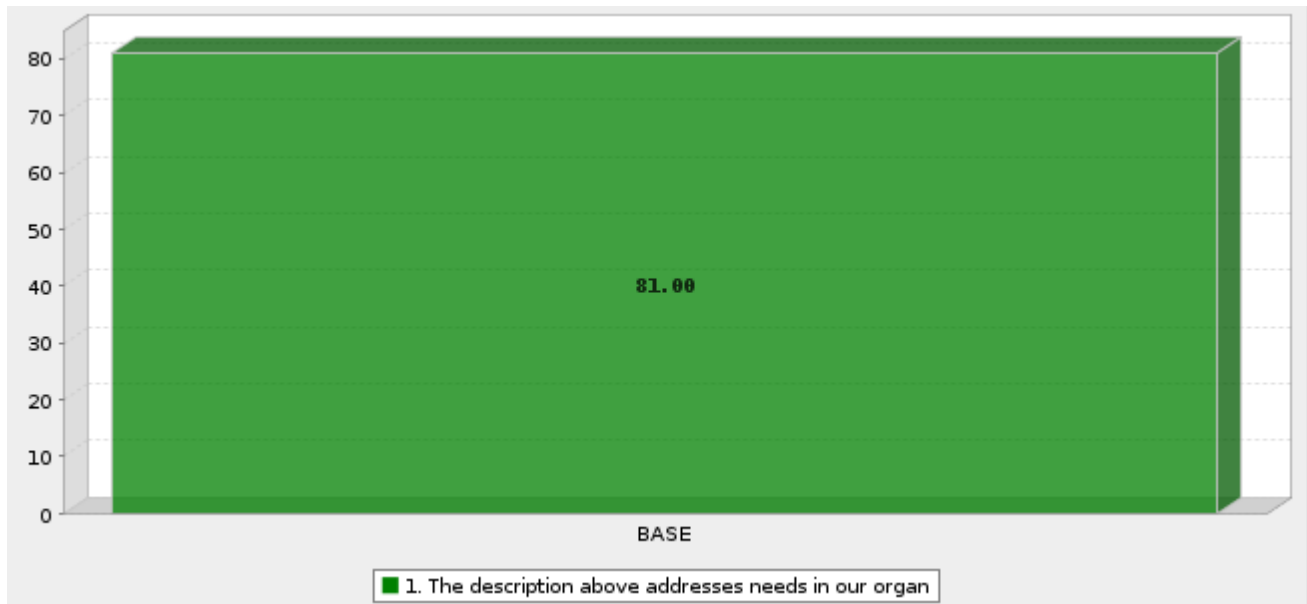
**[jaulgur@atu.edu](mailto:jaulgur@atu.edu)**

## Survey Overview



Viewed	Started	Completed	Completion Rate	Drop Outs (After Starting)	Average Time to Complete Survey
<b>10</b>	<b>9</b>	<b>6</b>	<b>66.67%</b>	<b>3</b>	<b>5 minutes</b>

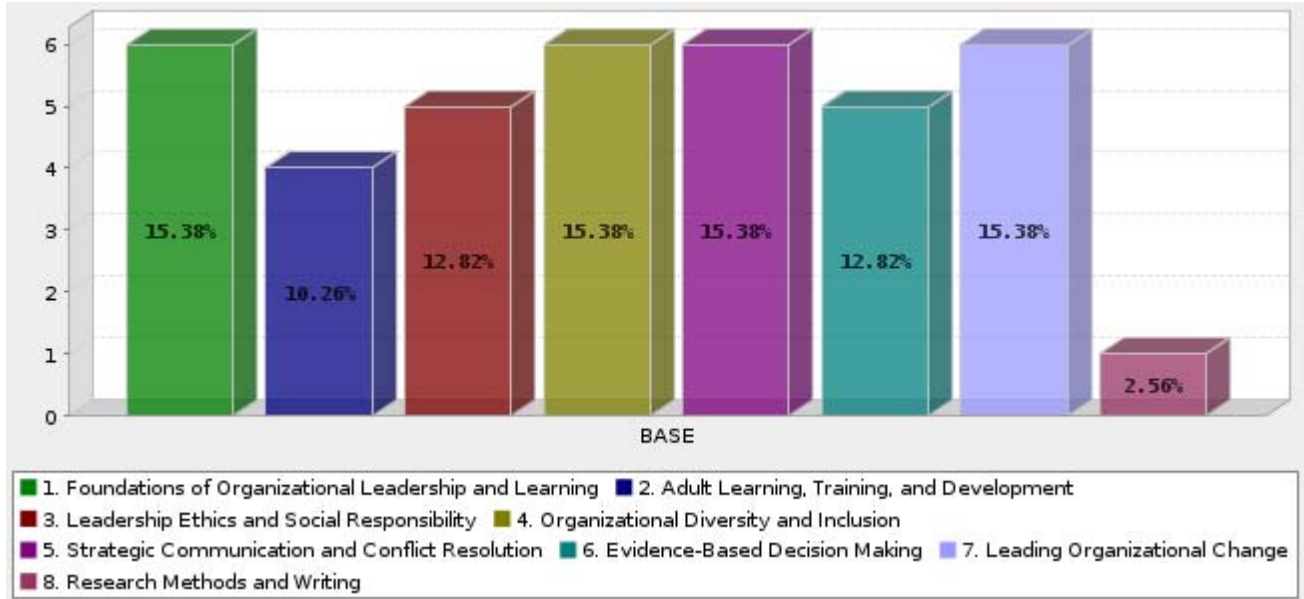
**Q2. Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD)**This graduate degree provides instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence-based decision making. In addition to the 24-hour leadership-focused core, students select nine hours from multiple disciplines to customize the degree to meet professional goals and interests.



Q2. Overall Matrix Scorecard : Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD)This graduate degree provides instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence-based decision making. In addition to the 24-hour leadership-focused core, students select nine hours from multiple disciplines to customize the degree to meet professional goals and interests.

Question	Count	Score
1. The description above addresses needs in our organization or profession.	3	81.000

**Q3. Which of the following courses would be valuable to an employee or employees in your organization? (Select all that apply)**



	Answer	Count	Percent
	1. Foundations of Organizational Leadership and Learning	6	15.38%
	2. Adult Learning, Training, and Development	4	10.26%
	3. Leadership Ethics and Social Responsibility	5	12.82%
	4. Organizational Diversity and Inclusion	6	15.38%
	5. Strategic Communication and Conflict Resolution	6	15.38%
	6. Evidence-Based Decision Making	5	12.82%
	7. Leading Organizational Change	6	15.38%
	8. Research Methods and Writing	1	2.56%
	Total	39	100%
Mean :	4.179	Confidence Interval @ 95% Standard Deviation :	[3.516 - 4.843]
		Standard Error	2.114: 0.338

**Q4. Which of the following elective courses would be of most interest to your organization or profession? (Select all that apply).**

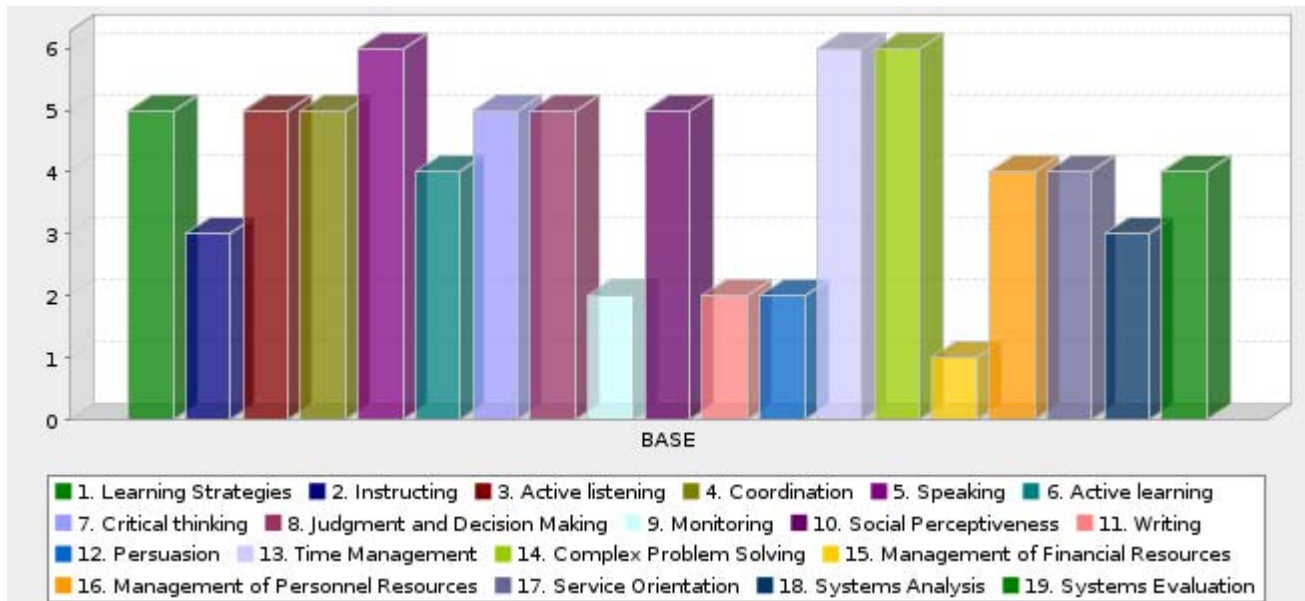


	Answer	Count	Percent
	1. Organizational Management and Leadership	6	11.76%
	2. Strategic Marketing Management	3	5.88%
	3. Corporate Financial Management	2	3.92%
	4. Principles of Emergency Management	1	1.96%
	5. Ethical, Legal, and Political Considerations of Emergency Management	2	3.92%
	6. Fundamentals of Homeland Security	0	0.00%
	7. Contemporary Issues in Emergency Management	1	1.96%
	8. International Emergency Management	0	0.00%
	9. Geographic Information Systems (GIS) in Emergency Management	0	0.00%
	10. Social Media	2	3.92%
	11. Graphic Communication	2	3.92%
	12. Journalistic Writing for Multi-Media	2	3.92%
	13. Introduction to College Student Personnel	0	0.00%
	14. Legal Issues for College Student Personnel Professionals	0	0.00%
	15. Administration of College Student Personnel	0	0.00%

16. Emerging Trends in Health Information Technology	3	5.88%
17. Leadership in Health Informatics	2	3.92%
18. Health Care Policy	3	5.88%
19. Social Psychology	3	5.88%
20. Advanced Principles of Psychology	2	3.92%
21. Evaluation and Assessment	4	7.84%
22. Social Gerontology	1	1.96%
23. Advanced Topics in Gerontology	2	3.92%
24. Advanced Topics in Criminal Justice	0	0.00%
25. Information Systems Resource Management	3	5.88%
26. Database Systems	2	3.92%
27. Developing and Administering Websites	2	3.92%
28. Decision Support Systems	3	5.88%
Total	51	100%

Mean : <b>14.804</b>	Confidence Interval @ 95% : [12.274 - 17.334]	Standard Deviation : <b>9.217</b>	Standard Error : <b>1.291</b>
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**Q12. Which of the following (select all that apply) skills are critical in your organization or profession?**

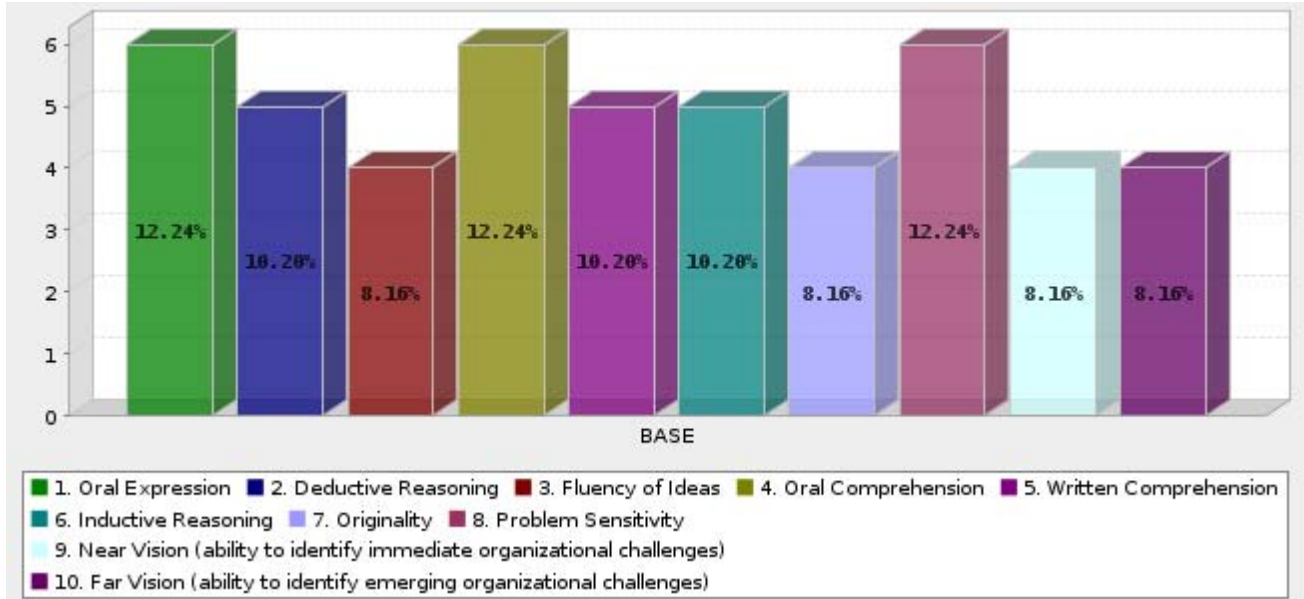


	<b>Answer</b>	<b>Count</b>	<b>Percent</b>
	1. Learning Strategies	5	6.49%
	2. Instructing	3	3.90%
	3. Active listening	5	6.49%
	4. Coordination	5	6.49%
	5. Speaking	6	7.79%
	6. Active learning	4	5.19%
	7. Critical thinking	5	6.49%
	8. Judgment and Decision Making	5	6.49%
	9. Monitoring	2	2.60%
	10. Social Perceptiveness	5	6.49%
	11. Writing	2	2.60%
	12. Persuasion	2	2.60%
	13. Time Management	6	7.79%
	14. Complex Problem Solving	6	7.79%
	15. Management of Financial Resources	1	1.30%
	16. Management of Personnel Resources	4	5.19%
	17. Service Orientation	4	5.19%
	18. Systems Analysis	3	3.90%



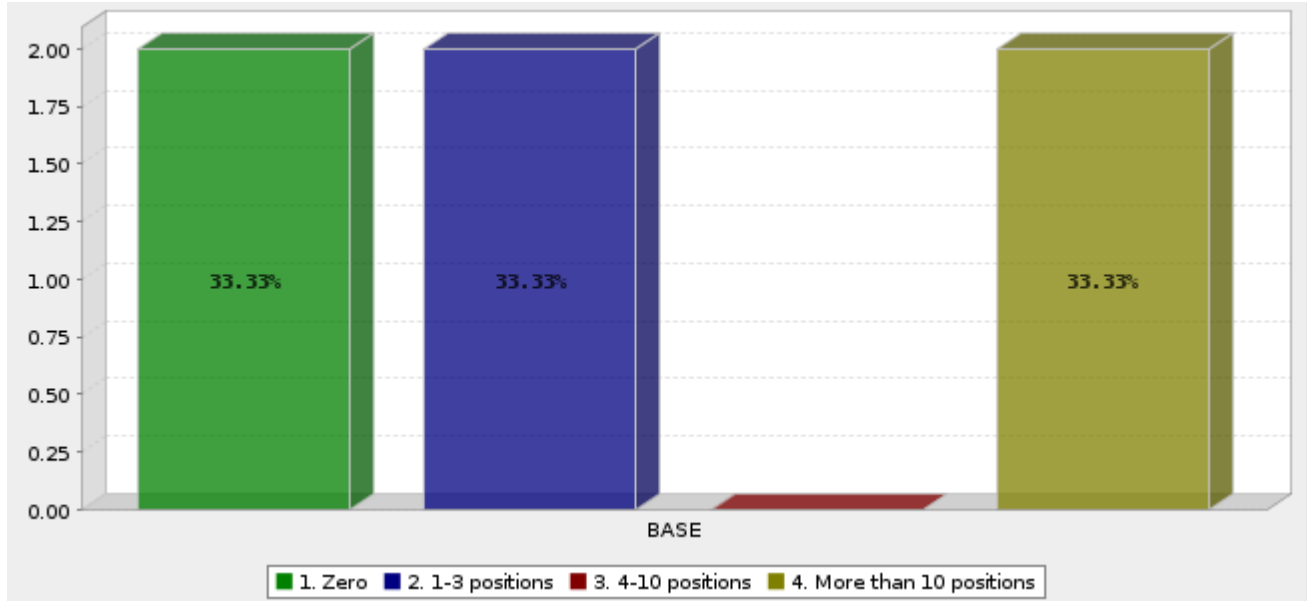
19. Systems Evaluation	4	5.19%
Total	77	100%
Mean : <b>9.455</b>	Confidence Interval @ 95%	Standard Error
: <b>[8.220 - 10.689]</b>	Deviation : <b>5.526</b>	: <b>0.630</b>

**Q13. Which of the following (select all that apply) abilities are critical in your organization or profession?**



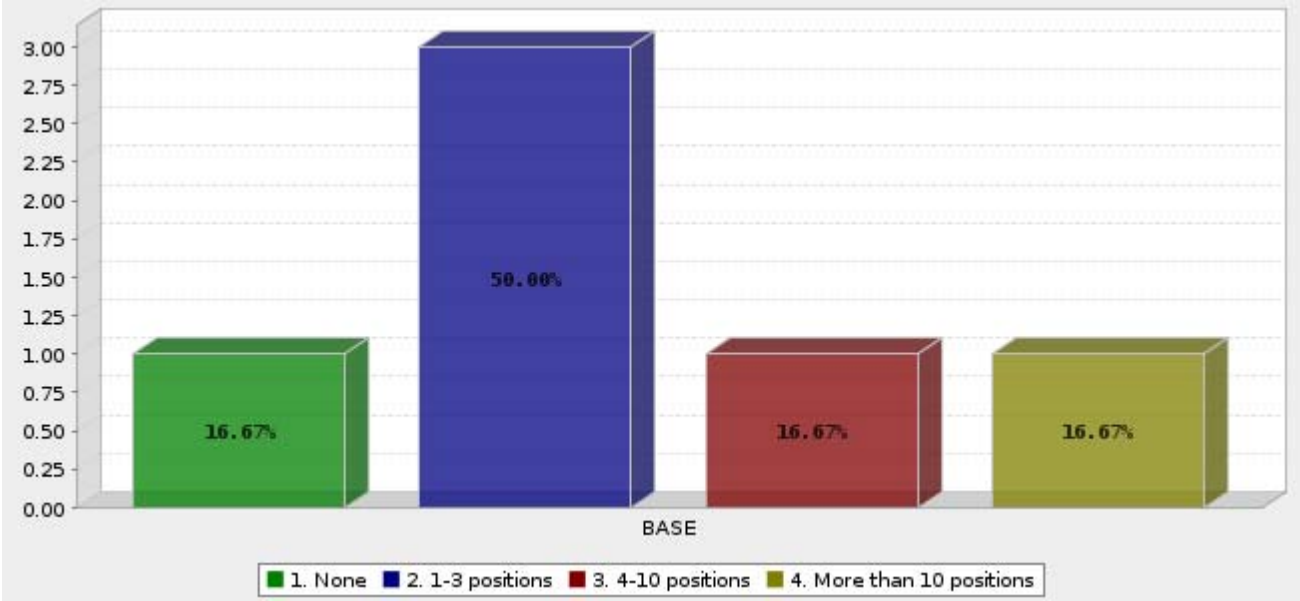
	Answer	Count	Percent
	1. Oral Expression	6	12.24%
	2. Deductive Reasoning	5	10.20%
	3. Fluency of Ideas	4	8.16%
	4. Oral Comprehension	6	12.24%
	5. Written Comprehension	5	10.20%
	6. Inductive Reasoning	5	10.20%
	7. Originality	4	8.16%
	8. Problem Sensitivity	6	12.24%
	9. Near Vision (ability to identify immediate organizational challenges)	4	8.16%
	10. Far Vision (ability to identify emerging organizational challenges)	4	8.16%
	Total	49	100%
Mean :	5.286	Confidence Interval @ 95% Standard Deviation :	2.880: 0.411

**Q6. How many current organizational positions align with a customized Master of Arts in Leadership, Learning, and Organizational Development?**



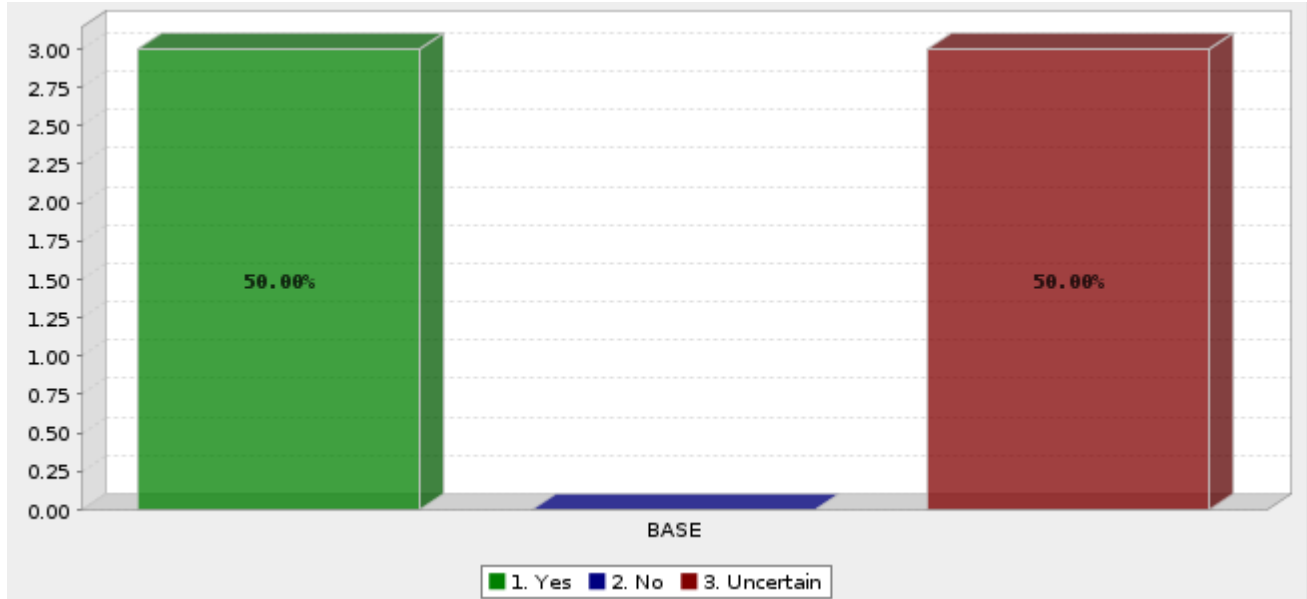
	Answer	Count	Percent
	1. Zero	2	33.33%
	2. 1-3 positions	2	33.33%
	3. 4-10 positions	0	0.00%
	4. More than 10 positions	2	33.33%
	Total	6	100%
Mean : 2.333	Confidence Interval @ 95% Standard	Standard Error	
	: [1.240 - 3.427]	Deviation : 1.366: 0.558	

**Q7. How many future organizational positions (2-5 years) align with a customized Master of Arts in Leadership, Learning, and Organizational Development?**



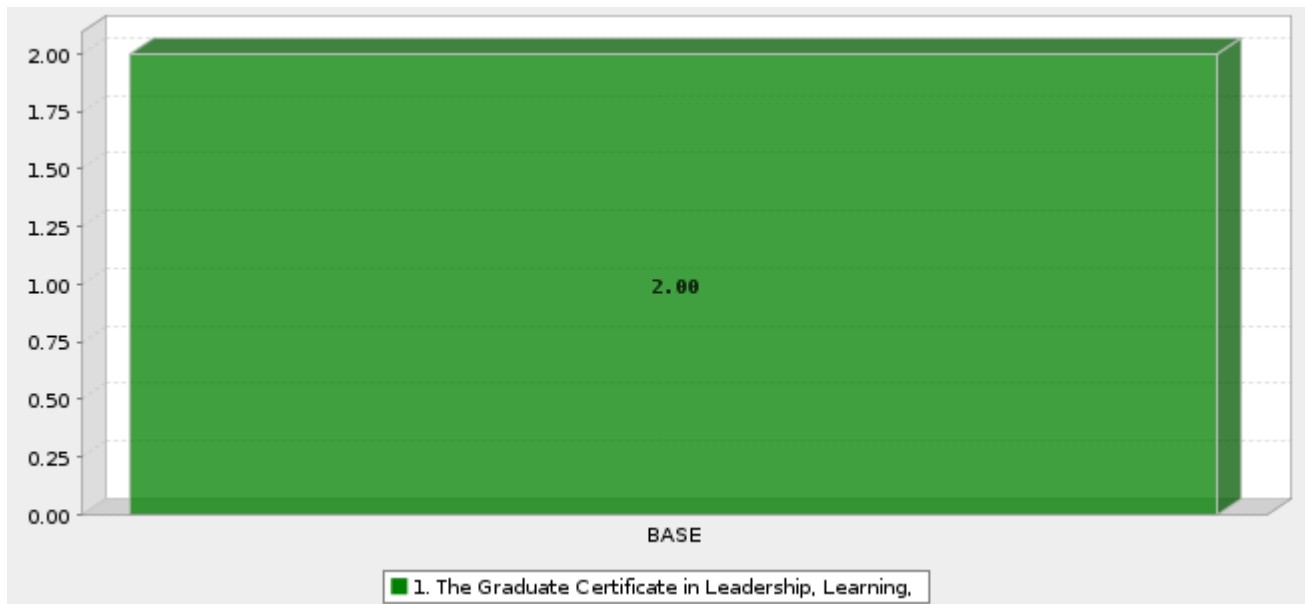
	Answer	Count	Percent
	1. None	1	16.67%
	2. 1-3 positions	3	50.00%
	3. 4-10 positions	1	16.67%
	4. More than 10 positions	1	16.67%
	Total	6	100%
Mean : 2.333	Confidence Interval @ 95% Standard	Standard Error	
	: [1.507 - 3.160]	Deviation : 1.033: 0.422	

**Q8. Would you give hiring preference to applicants with a Master of Arts in Leadership, Learning, and Organizational Development?**



	Answer	Count	Percent
	1. Yes	3	50.00%
	2. No	0	0.00%
	3. Uncertain	3	50.00%
	Total	6	100%
Mean : <b>2.000</b>	Confidence Interval @ 95% Standard	Standard Error	
	: [1.123 - 2.877]	Deviation : 1.095: 0.447	

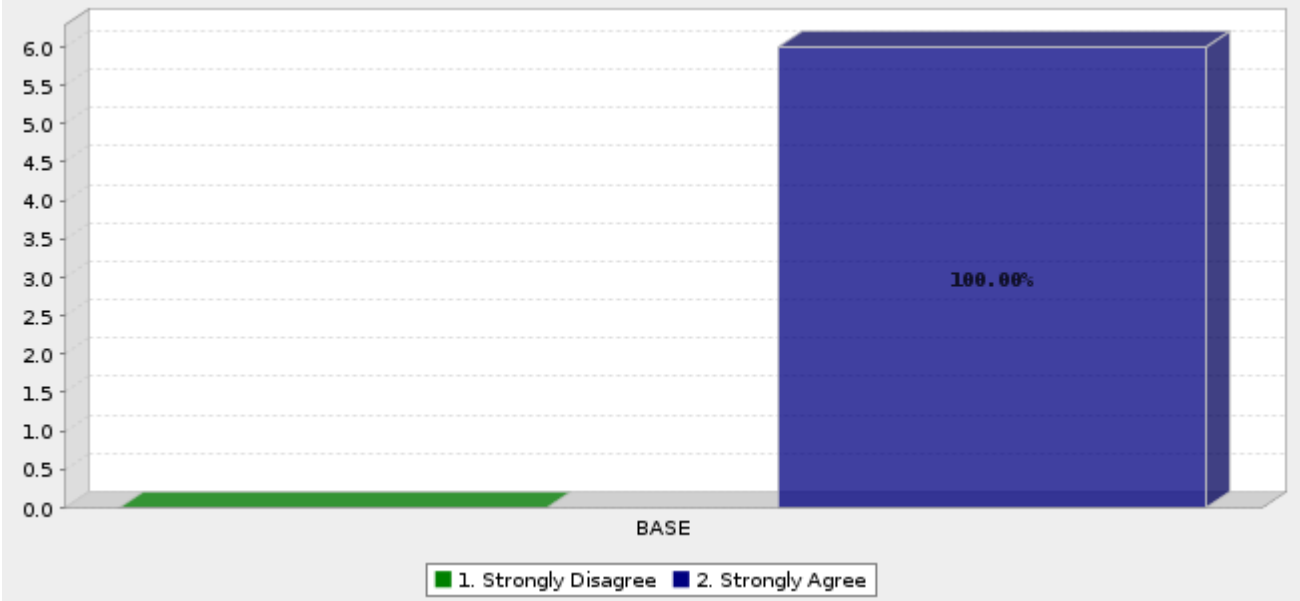
**Q9. The 18-hour Graduate Certificate in Leadership, Learning, and Organizational Development (GC-LLOD) includes the following courses: Foundations of Organizational Leadership and Learning Adult Learning, Training, and Development Leadership Ethics and Social Responsibility Organizational Diversity and Inclusion Strategic Communication and Conflict Resolution Leading Organizational Change**



Q9. Overall Matrix Scorecard : The 18-hour Graduate Certificate in Leadership, Learning, and Organizational Development (GC-LLOD) includes the following courses: Foundations of Organizational Leadership and Learning Adult Learning, Training, and Development Leadership Ethics and Social Responsibility Organizational Diversity and Inclusion Strategic Communication and Conflict Resolution Leading Organizational Change

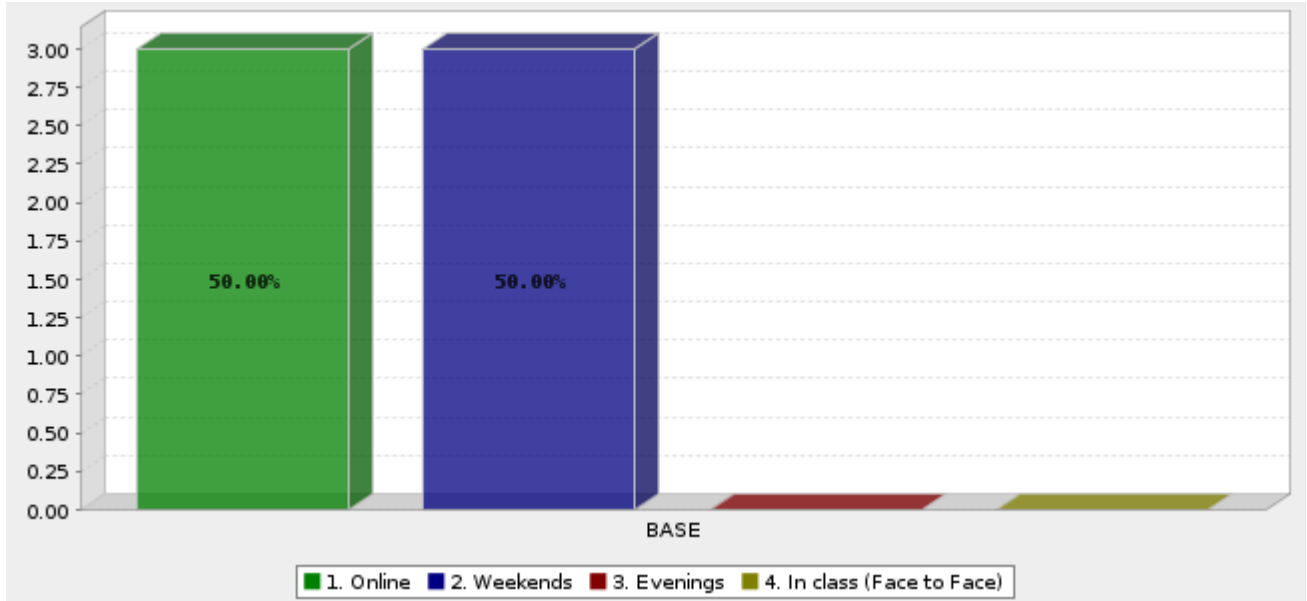
Question	Count	Score
1. The Graduate Certificate in Leadership, Learning, and Organizational Development addresses needs in our organization or profession.	6	2.000

**Q9. The Graduate Certificate in Leadership, Learning, and Organizational Development addresses needs in our organization or profession.**



	Answer	Count	Percent
	1. Strongly Disagree	0	0.00%
	2. Strongly Agree	6	100.00%
	Total	6	100%
Mean : 2.000	Confidence Interval @ 95% Standard	Standard Error	
	: [2.000 - 2.000]	Deviation : 0.000: 0.000	

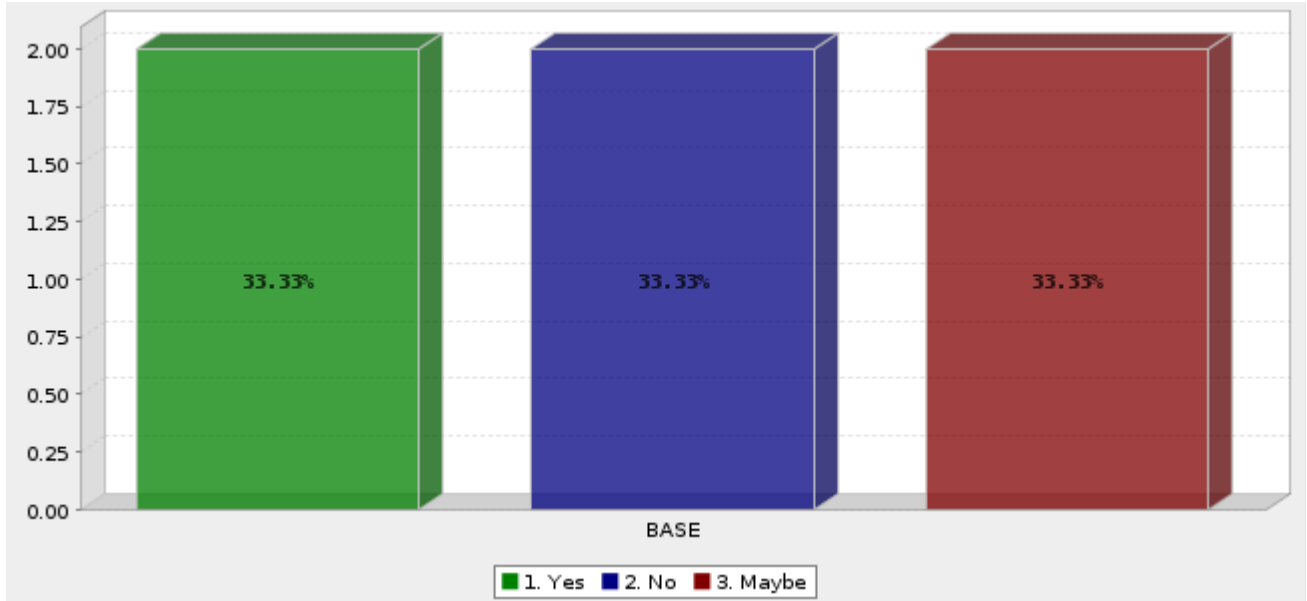
**Q11. Which of the course-delivery options best meet your needs as an employer and the needs of your employees? (Select one)**



	Answer	Count	Percent
	1. Online	3	50.00%
	2. Weekends	3	50.00%
	3. Evenings	0	0.00%
	4. In class (Face to Face)	0	0.00%
	Total	6	100%
Mean : 1.500	Confidence Interval @ 95% Standard	Standard Error	
	: [1.062 - 1.938]	Deviation : 0.548: 0.224	



**Q14. Would you or a member of your organization or profession serve on the institution's Program Advisory Board for the proposed graduate degree and graduate certificate?**



	Answer	Count	Percent
	1. Yes	2	33.33%
	2. No	2	33.33%
	3. Maybe	2	33.33%
	Total	6	100%
Mean :	2.000		
	Confidence Interval @ 95% Standard		Standard Error
	: [1.284 - 2.716]		Deviation : 0.894: 0.365

**Appendix 2: Training & Development Manager Knowledge,  
Skills, and Abilities**

## **Training and Development Manager**

### **Knowledge**

Education and Training - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Administration and Management - Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Personnel and Human Resources - Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Psychology - Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Communications and Media - Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Computers and Electronics - Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware

and software, including applications and programming.

Clerical - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

### **Skills**

Learning Strategies - Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Instructing - Teaching others how to do something.

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Coordination - Adjusting actions in relation to others' actions.

Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

Speaking - Talking to others to convey information effectively.

Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making.

Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or

take corrective action.

Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.

Writing - Communicating effectively in writing as appropriate for the needs of the audience. Persuasion - Persuading others to change their minds or behavior.

Time Management - Managing one's own time and the time of others.

Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Management of Financial Resources - Determining how money will be spent to get the work done, and accounting for these expenditures.

Management of Personnel Resources - Motivating, developing, and directing people as they work, identifying the best people for the job.

Service Orientation - Actively looking for ways to help people.

Systems Analysis - Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

Systems Evaluation - Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system .

Negotiation - Bringing others together and trying to reconcile differences.

Management of Material Resources - Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.

Mathematics - Using mathematics to solve problems.

## **Abilities**

Oral Expression - The ability to communicate information and ideas in speaking so others will understand.

Deductive Reasoning - The ability to apply general rules to specific problems to produce answers that make sense.

Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.

Speech Clarity - The ability to speak clearly so others can understand you.

Written Comprehension - The ability to read and understand information and ideas presented in writing.

Written Expression - The ability to communicate information and ideas in writing so others will understand.

Inductive Reasoning - The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Problem Sensitivity - The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Speech Recognition - The ability to identify and understand the speech of another person.

Information Ordering - The ability to arrange things or actions

in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Near Vision - The ability to see details at close range (within a few feet of the observer).

Category Flexibility - The ability to generate or use different sets of rules for combining or grouping things in different ways.

Far Vision - The ability to see details at a distance.

**Appendix 3: Student Course and Instructor Evaluation**



Question 1

## Student Evaluation of Faculty Survey

Question 2

Please answer the following questions about your commitment to this course:

Question 3

How often did you attend this course?

(4) Always

(3) Frequently

(2) Rarely

(1) Never

• Reversed Options • Do Not Calculate Mean/Std.

Question 4

On average, how many hours per week did you spend on this course outside of class (Examples: homework, readings, reviewing notes, completing weekly assignments, etc.)?

(5) 0 hours

(4) 1-3 hours

(3) 4-6 hours

(2) 7-10 hours

(1) more than 10 hours

• Reversed Options • Do Not Calculate Mean/Std.

Question 5

How satisfied were you with your effort in this course?

(5) Very Satisfied

(4) Satisfied

(3) Unsure

(2) Dissatisfied

(1) Very Dissatisfied

• Reversed Options

**Question 6**

What is your expected grade in this course?

- |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| (5) A                 | (4) B                 | (3) C                 | (2) D                 | (1) F                 | (0) Course Not Graded |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

• Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

**Question 7**

What could you have done to be a more effective learner in this course?

**Question 8**

Please answer the following questions about classroom materials and university resources:

**Question 9**

Did you utilize resources outside the classroom for this course (Examples: writing lab, advising center, tutoring, or other similar resources)?

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| (2) Yes               | (1) No                | (0) None Available    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

**Question 10**

If yes, which resources did you utilize? (Check all that apply)

- (4) Writing Lab
- (3) Advising Center
- (2) On-Campus Tutoring
- (1) Other

• Question is referenced by branched logic • Reversed Options

**Question 11**

Did you have access to (rent, purchase, or borrow) the required course materials (Examples: textbook, online access code, etc.)?

- (3) Yes
- (2) Some
- (1) No
- (0) None Required

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

**Question 12**

The required course materials were valuable to my success in this course.

- (5) Strongly Agree
- (4) Agree
- (3) Neutral
- (2) Disagree
- (1) Strongly Disagree

• Question is referenced by branched logic • Reversed Options

**Question 13**

Did the instructor(s) provide supplemental materials (Examples: handouts, visuals, online resources, etc.)?

- (2) Yes
- (1) No

• Reversed Options • Do Not Calculate Mean/Std.

**Question 14**

Did the physical space the course was held in (Examples: classroom, lecture hall, laboratory, etc.) negatively impact your learning?

(2) Yes

(1) No

(0) Online/Not Applicable

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

**Question 15**

If you answered 'YES' to the previous question, please explain how the physical space negatively impacted your learning.

• Question is referenced by branched logic

**Question 16**

Please answer the following questions about the instructor:

**Question 17**

I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc.)

(2) Yes

(1) No

• Question has branched logic • Reversed Options • Do Not Calculate Mean/Std.

**Question 18**

When I had questions or needed assistance, my instructor was available.

(5) Strongly Agree

(4) Agree

(3) Neutral

(2) Disagree

(1) Strongly Disagree

• Question is referenced by branched logic • Reversed Options • Team Taught Question

**Question 19**

When I had questions or needed assistance, the instructor was willing to help.

(2) Yes

(1) No

(0) I did not seek out assistance

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

**Question 20**

If you answered no to the previous question please explain, citing specific examples if possible.

• Question is referenced by branched logic • Team Taught Question

**Question 21**

	(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree
The instructor incorporated examples that furthered my understanding of course topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor communicated guidelines and expectations clearly, and evaluated work accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was well-organized and prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor demonstrated a clear understanding of course topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor provided timely feedback on assignments, tests, or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor acted in a professional manner and treated students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor created an environment that was conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was proficient in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

• Reversed Options • Team Taught Question

**Question 22**

Please rate your instructor's overall performance

(5) Excellent	(4) Very Good	(3) Good	(2) Poor	(1) Very Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

• Reversed Options • Team Taught Question

**Question 23**

Please answer the following open response questions:

**Question 24**

What were the strengths of this course?

**Question 25**

Do you have any constructive suggestions on improving this course?

**Question 26**

Do you have any additional comments about the instructor?

• Team Taught Question



**Appendix 4: Faculty Curriculum Vita**

**Jeff Aulgur, Ed.D.**  
Curriculum Vitae

1245 Crabapple Drive  
Conway, AR 72032  
Mobile: 479.890.1059

Department of Professional Studies  
Arkansas Tech University  
Administration 207  
Russellville, AR 72801  
Office: 479.964.3637  
Email: [jaulgur@atu.edu](mailto:jaulgur@atu.edu)

**EDUCATION**

2013 Ed.D. Workforce Development Education  
University of Arkansas

Dissertation Title: Board members' self-perception in the role of organizational governance and the Balanced Scorecard

2021 M.S. Applied Sociology  
Arkansas Tech University

2008 M.S. Emergency Management and Homeland Security  
Arkansas Tech University

Thesis Title: Validity-testing and efficacy of pandemic (Avian flu) emergency preparedness and response at universities in the United States.

1991 M.A. History  
University of Arkansas

Thesis Title: Depression-era minor league baseball: The Arkansas State League, 1934-1935.

2022 Graduate Certificate in Lean Six Sigma (Summer 2022)  
University of Arkansas

2021 Graduate Certificate in Project Management  
University of Arkansas

1986 B.A. History  
Hendrix College

## **PROFESSIONAL APPOINTMENTS**

- 2017 - 2022 **Department Head and Associate Professor of Professional Studies**  
Arkansas Tech University  
Russellville, Arkansas
- 2021 - 2022 **Interim Director, University Honors**  
Arkansas Tech University  
Russellville, Arkansas
- 2020 - 2021 **Interim Associate Vice President for Academic Affairs**  
Arkansas Tech University  
Russellville, Arkansas
- 2018 - 2021 **Interim Dean, College of eTech**  
Arkansas Tech University  
Russellville, Arkansas
- 2011 - 2017 **Department Head and Assistant Professor of Professional Studies**  
Arkansas Tech University  
Russellville, Arkansas
- 2007 – 2011 **Director, Professional Development Institute**  
Arkansas Tech University  
Russellville, Arkansas
- 1994 – 2007 **Vice President, Development and Communications**  
Friendship Community Care, Inc.  
Russellville, Arkansas
- 1992 – 1994 **Coordinator, Community Services**  
Rainbow of Challenges  
Hope, Arkansas
- 1991 – 1992 **Assistant Director, Residential Services**  
The Elizabeth Richardson Center  
Fayetteville, Arkansas
- 1989 – 2015 **Command Sergeant Major (Ret.)**  
United States Army Reserve

## SCHOLARSHIP

### Publications

- Aulgur, J. (2021). Undue influence and governance accountability in higher education presidential searches. *Journal of Nonprofit Education and Leadership*, 11(2). doi: 10.18666/JNEL-2021-10684.
- Aulgur, J. (2020). Enhancing pedagogy in the virtual classroom: An exploration of qualitative student assessment. Proceedings of the 2020 Adult Higher Education Alliance 44<sup>th</sup> Annual Conference, March 5-6, 2020, Orlando, FL, pp. 6-10 <https://files.eric.ed.gov/fulltext/ED606375.pdf>
- Bernstein, R., Aulgur, J., & Freiwirth, J. (2019). Case studies: Racial equality, diversity, and inclusion in nonprofit governance. *Journal of Nonprofit Education and Leadership*, 9(4), 378-418.
- Aulgur, J., & Bernstein, R. (2018). Invisible Children: Advocacy and accidental viral marketing. *Journal of Nonprofit Education and Leadership*, (8)2, 77-81.
- Aulgur, J. (2017). *Journaling with Paulo Freire*. In C. Barker-Stucky & B. Flynn (Eds.), *The Culture of Writing* (121-158). Nashville, TN: The Carnegie Writers, Inc.
- Bernstein, R., & Aulgur, J. (2017). What went wrong at the Wounded Warrior Project? *Journal of Nonprofit Education and Leadership*, (7)S2, 28-46. <http://dx.doi.org/10.18666/JNEL-2017-V7-SI2-8737>
- Aulgur, J. (2016). The structure of nonprofit organizations. *Global Encyclopedia of Public Administration and Public Policy*, Prysmakova, P., Vienne, D., & Farazmand, A. (Eds.). New York, NY: Springer Publishing. [https://doi.org/10.1007/978-3-319-31816-5\\_2139\\_1](https://doi.org/10.1007/978-3-319-31816-5_2139_1)
- Aulgur, J. (2016). Governance and board member identity in an emerging nonprofit organization. *Administrative Issues Journal*, 6(1), 6-21. <https://dc.swosu.edu/cgi/viewcontent.cgi?article=1239&context=ajj>
- Aulgur, J. (2016). Experiencing AHEA 2016: None but the humble. Proceedings of the 2016 Adult Higher Education Alliance Conference, March 9-10, 2016, Orlando, FL. <https://files.eric.ed.gov/fulltext/ED569961.pdf>

## **Published Conference Proceedings (Non-peer reviewed)**

Aulgur, J. (2015). Performance theory and nonprofit organizational effectiveness. Proceedings of the 5<sup>th</sup> Annual Administrative Issues Conference, October 22-23, 2015, Weatherford, OK. <https://dc.swosu.edu/cgi/viewcontent.cgi?article=1230&context=ajj>

Aulgur, J. (2012). The Balanced Scorecard and improvement performance in nonprofit organizations. *Proceedings of the 2<sup>nd</sup> Annual Administrative Issues Conference*, October 4-5, Norman, Oklahoma. <https://dc.swosu.edu/cgi/viewcontent.cgi?article=1192&context=ajj>

## **Boyer Model of Scholarship**

### *Scholarship of Teaching and Learning*

Aulgur, J. (2021, April 23). *Program review narrative report: B.S. in Leadership and Organizational Administration*. Department of Leadership and Organizational Administration. Austin Peay State University.

Aulgur, J. (2020). *Exploring critical perspectives of nonprofit governance through a Freirian virtual dialogue* [Webinar]. Governance Section, Association for Research on Nonprofit Organizations and Voluntary Associations (ARNOVA). [https://www.youtube.com/watch?v=BcVje59TJKI&feature=emb\\_logo](https://www.youtube.com/watch?v=BcVje59TJKI&feature=emb_logo) or <https://www.arnova.org/page/governancewebinarseries20>

Aulgur, J. (2020). *Leadership and decision fatigue: 35,000 choices*. [Webinar]. Arkansas Tech University Center for Excellence in Teaching and Learning. Summer 2020 Professional Development Series. [https://video.atu.edu/media/Leadership+and+Decision+Fatigue+Short+Course/1\\_y7z5fio](https://video.atu.edu/media/Leadership+and+Decision+Fatigue+Short+Course/1_y7z5fio)  
[v](#)

## **Presentations**

### **Professional Conferences (National)**

Aulgur, J. (Accepted). If I had the world to give: The Rex Foundation, 2001-2020. The Grateful Dead Special Topic 2022 Area of the 2022 *Popular Culture Association Conference*, April 14-17, 2022. Virtual.

Davis, A. & Aulgur, J. (Accepted). Data analysis and discussion of transferring and returning Student success in adult learner oriented undergraduate programs. *Adult Higher Education Alliance Annual Conference*, March 10-11, 2022. Virtual.

- Aulgur, J. (2021). Civil society and the Northern Triangle of Central America: Is there a risk of replicating Haiti's "Republic of NGOs?" Global Issues and Transnational Actors Colloquium: National/Transnational Tensions: Lessons from the COVID 19 Pandemic. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARVNOVA)*. November 17-20, 2021. Atlanta, GA.
- Aulgur, J. (2021). Ethical dilemmas in nonprofit governance: Making senses of the National Rifle Association. VRADS 2021 Dark Side Colloquium: Misconduct or Harm By Nonprofits as Deviant Nonprofit Groups: Theories of 'Method in their Madness'?. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARVNOVA)*. November 17-20, 2021. Atlanta, GA.
- Horn, S., & Aulgur, J. (2021). The power of connection: Using data science to enable holistic student support for under-resourced populations. *American Association of State Colleges and Universities (AASCU) Summer Meeting: The Post-2020 Regional Public University*. July 21-23, 2021. Virtual.
- Aulgur, J. (2021). The reluctant emperor: The Grateful Dead and adaptive leadership 1972-1974. *Popular Culture Association 2021 National Conference*. June 2-5, 2021. Virtual.
- Aulgur, J. (2021). Transforming the asynchronous course through deep learning. *Adult Higher Education Alliance (AHEA) Annual Conference*. March 11-12, 2021. Virtual.
- Aulgur, J., Gunter, M., Phillips, C., & Schwehm, J. (2021). Building leadership capacity within a university setting for faculty and staff. *Adult Higher Education Alliance (AHEA) Annual Conference*. March 11-12, 2021. Virtual.
- Aulgur, J. (2020). Contemporary ethical issues in nonprofit governance (Governance Section colloquy case study presentation). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARVNOVA)*. November 12-14, 2020. Virtual.
- Aulgur, J., & Sheach, C. (2020). The Northern Triangle of Central America: Implications of the COVID-19 pandemic on transnational and domestic administration of NGOs. Lightning Research Panel: COVID-19 and transnational actors: Concepts, methodology, and policy implications. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*. November 12-14, 2020. Virtual.
- Aulgur, J. (2020). Non-quantitative grading: A journey in qualitative assessment and student self-assessment. (Presentation). *2020 Adult Higher Education Alliance Annual Conference*. March 5-6, 2020. Orlando, FL.
- Aulgur, J. (2019). Exploring critical perspectives of nonprofit governance through a Freirian virtual dialogue. Critical Perspectives in Nonprofit Management Education (Paper). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 21-23, 2019, San Diego, CA.

- Aulgur, J. (2019). Drawing on research and practice to transform an organization. Lightning Research Roundtable (Panel). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 21-23, 2019, San Diego, CA.
- Aulgur, J. (2019). Governance Section Colloquy: The Governance of University and Community Engagement (Panel). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 21-23, 2019, San Diego, CA.
- Aulgur, J., Hackerott, C., & Chen, X. (2019). Nonprofit preparedness in the New Madrid Seismic Zone: Addressing the four dimensions of community resilience. (Paper). *77<sup>th</sup> Annual Midwest Political Science Association Conference*, April 4-7, 2019, Chicago, IL
- Aulgur, J. & Saxton, J. (2019). Self-theory and the adult online learner: The role of intelligence mindset in higher education persistence and success. (Presentation). *2019 Adult Higher Education Alliance (AHEA) Conference*, March 7-8, 2019, Orlando, FL.
- Aulgur, J. (2018). Applying Structural Ritualization Theory to nonprofit governance: A literary ethnography. (Paper). *76<sup>th</sup> Annual Midwest Political Science Association Conference*, April 5-8, 2018, Chicago, IL.
- Aulgur, J. (2018). Open source, Quality Matters and making meaning: An online redesign journey. (Presentation). *2018 Adult Higher Education Alliance (AHEA) Conference*, March 9-10, 2018, Orlando, FL.
- Aulgur, J., & Hackerott, C. (2017). Disaster resilience within developing countries: A study of the Ecuadorian Third Sector. *14<sup>th</sup> International Society for Third Sector Research (ISTR) Regional Conference for Latin America and the Caribbean*. October 18-20, 2017, Quito, Ecuador.
- Aulgur, J. (2017). The Albigenian Crusade: Genocide in the name of God. *Presentation at the Values, Religion, Altruism, and Drawbacks Section (VRADS)/Values Section Dark Side Colloquium*. (Presentation). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 15-18, 2017, Grand Rapids, MI.
- Aulgur, J., & Schwehm, J. (2017). Board effectiveness and commitment: Assessing the Affective Commitment Scale and demographic information. (Paper). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, Grand Rapids, MI, November 15-18, 2017.
- Aulgur, J., & Housenick, C. (2017). Charitable solicitation and the First Amendment: Fundraising overhead and organizational impact in the Third Sector. (Presentation). *75<sup>th</sup> Annual Midwest Political Science Association Conference*, April 5-9, 2017, Chicago, IL.

- Aulgur, J. (2017). Teaching: The online classroom. (Roundtable presentation). *75<sup>th</sup> Annual Midwest Political Science Association Conference*, April 5-9, 2017, Chicago, IL.
- Aulgur, J. (2017). Can written Freirean dialogues enhance the asynchronous learning environment? (Presentation) *2017 Adult Higher Education Alliance Annual Conference*, March 9, 2017, Orlando, FL.
- Aulgur, J. (2016). Questionable executive spending at the Wounded Warrior Project: Is the board at fault? (Presentation). Values, Religion, Altruism, and Drawbacks Section (VRADS)/Values Section Dark Side Colloquium. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 16-19, 2016, Washington, D.C.
- Aulgur, J. (2016). Freirean dialogue and asynchronous learning: Exploring students' lived experiences in an accelerated online degree program. (Presentation). *15<sup>th</sup> National Conference for Accelerated Programs in Higher Education*, July 27-28, 2016, Austin, TX.
- Aulgur, J., Stuckey, A., & Saxton, J. (2016). Competency-based prior learning assessment in an online degree-completion program in Arkansas. (Presentation). *2016 National Institute on the Assessment of Adult Learning*, June 8-10, 2016, Philadelphia, PA.
- Aulgur, J., Schwehm, J. & Warnick, J. (2016). Nonprofit board members and the Affective Commitment Scale: Identifying antecedents of commitment. (Paper). *74<sup>th</sup> Annual Midwest Political Science Association Conference*, April 7-10, 2016, Chicago, IL.
- Aulgur, J. (2016). Student demographics and success in an online degree program. (Presentation). *Adult Higher Education Alliance (AHEA) Conference 2016*, March 10-11, Orlando, FL.
- Aulgur, J. (2015). Low governance expectations and organizational effectiveness in the embryonic nonprofit organization: Inhibition or innovation. (Paper). *73<sup>rd</sup> Annual Midwest Political Science Association (MPSA) Annual Conference*, April 16-19, 2015, Chicago, IL.
- Aulgur, J. (2013). Promoting ethics development in the nonprofit sector. Values, Religion, Altruism, and Drawbacks Section (VRADS)/Values Section Light Side Colloquium. (Presentation). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 21-23, 2013. Hartford, CT.



Aulgur, J. & Smith, S. (2013). Disaster preparedness and mitigation strategies in non-profit organizations: Does prior experience influence readiness? (Presentation). *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Annual Conference*, November 21-23, 2013, Hartford, CT.

Aulgur, J. & Giroir, B. (2013). Implementing intrusive advising principles for adult learners in an online degree program. (Presentation). *2013 CAEL International Conference*, November 6-8, San Diego, CA.

Aulgur, J. (2012). Board members' self-perception in the role of organizational governance and the Balanced Scorecard. (Presentation). *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Annual Conference*, November 15-17, Indianapolis, IN.

Aulgur, J. (2012). Attracting and retaining students utilizing an accelerated degree and advising based on adult learning principles. (Presentation). *2012 CAEL International Conference*, November 7-9, Washington, D.C.

### **Professional Conferences (*Regional*)**

Aulgur, J. (2015). Performance theory and nonprofit organizational effectiveness. (Presentation). *5<sup>th</sup> Annual Administrative Issues Conference*, October 22-23, 2015, Weatherford, OK.

Aulgur, J. (2012). The Balanced Scorecard and improvement performance in nonprofit organizations. (Presentation). *2<sup>nd</sup> Annual Administrative Issues Conference*, October 4-5, 2012, Norman, OK.

### ***University, Workshop, Public School, and Civic Organization Presentations***

Aulgur, J. (2021, January 5). Grading tips, traps, and techniques. Professional development Provided to the faculty of Arkansas Tech University-Ozark Campus.

Aulgur, J. (2020). Leadership and decision fatigue: 35,000 choices [Webinar]. Arkansas Tech University Summer 2020 Professional Development Series.

Kraft, G., Aulgur, J., Rank, B., Thibodeaux, J., Van Houtte, P., West, S. (2019). Not the best College teachers...yet. Voices from the Class. Center for Excellence in Teaching and Learning Tech Talks, Arkansas Tech University.

Aulgur, J. (2017). Invisible Children and Kony 2012. Authored case study presented at the 2017 ARNOVA Governance Section Symposium *Advocacy: Governance Issues and Applications*. 46<sup>th</sup> Annual ARNOVA Conference, November 18, 2017, Grand Rapids, MI.

Aulgur, J. (2017). Nonprofits in America: Truths, myths and reality. Arkansas Tech University Campus Life OnTrack presentation, October 11, 2017, Russellville, Arkansas.

Aulgur, J. (2017). Charitable solicitation, legal duties, and responsibilities. National Wilderness Stewardship Alliance and the Society of Wilderness Stewardship 2017 National Wilderness Workshop, October 5, 2017, Russellville, Arkansas.

Aulgur, J., Stuckey, A., & Saxton, J. (2016). Learning and the application of active learning Strategies. Arkansas Tech University Teaching Innovation Conference, May 5, 2016, Russellville, Arkansas.

Aulgur, J. (2016). Surviving the Program Review Process. Arkansas Tech University and Innovation Conference, May 5, 2016.

Aulgur, J. (2014). The Last Thing You Need is Board Training. Arkansas Developmental Disabilities Provider Association Spring 2014 Conference. Little Rock, Arkansas

Aulgur, J. (2013). Nonprofit emergency succession planning. Arkansas Developmental Disabilities Provider Association Spring 2013 Conference. Little Rock, Arkansas.

Aulgur, J. (2013). Nonprofit governance: Identifying your board's paradigm and perspective. Arkansas Developmental Disabilities Provider Association Spring 2013 Conference. Little Rock, Arkansas.

Aulgur, J. (2011). Leadership and delegation. Arkansas Association of County Collectors Spring Conference, Petit Jean, Arkansas.

Aulgur, J. (2011). How to engage local employers in a non-credit training program. Arkansas Association of Community Service & Continuing Education Fall Conference, Stuttgart, Arkansas.

### ***Dissertation***

Aulgur, J. (2013). Nonprofit board members' self-perception in the role or organizational governance and the Balanced Scorecard. (Doctoral dissertation, University of Arkansas). ProQuest Digital Dissertation database. (UMI Number: 3588504)

### ***Course Development***

EMHS 5993 Special Topic: International Nonprofit Relief – The Haiti Experience (Spring 2019)

PS 4993/EAM 4993: International Nonprofit Relief (Spring 2019)

OL 4143 Nonprofit Governance (eTech Certified)

PS 4243 Planning for Adult Learners (eTech Certified)

OL 4443 Professional Leadership (eTech Certified)

PS 4993 ST: Fundraising for Nonprofits

BAS 4363 Project Risk Analysis and Mitigation

BAS 4253 Quality Control and Continuous Improvement

BAS 4353 Project Management

BAS 4353 Workplace Health and Safety

BAS 4751 Career Planning and Personal Development

SOC 1003 Introduction to Sociology

## **INSTRUCTIONAL EXPERIENCE**

2017 - **Associate Professor, Professional Studies**  
Arkansas Tech University

2011- 2017 **Assistant Professor, Professional Studies**  
Arkansas Tech University

2007 – 2011 **Professional Development Instructor**  
Arkansas Tech University

1999 – 2012 **Instructor and Instructional Designer**  
United States Army Reserve

2009 – 2010 **Adjunct Instructor, Emergency Administration and Management**  
Arkansas Tech University

2002 – 2003 **Adjunct Instructor, History**  
University of Arkansas Community College – Morrilton

1989 – 1991 **Teaching Assistant, History**  
University of Arkansas

## **Courses Instructed**

BAS 4253 Quality Control and Continuous Improvement

BAS 4353 Project Management

BAS 4363 Project Risk Analysis and Mitigation

BAS 4553 Workplace Health and Safety

BAS 4751 Career Planning and Personal Development

ECE 2991-9 Practicum in Early Childhood Education  
 EAM 2033 Citizen, Family and Community Disaster Preparedness Education  
 EAM 4993 ST: International Nonprofit Relief  
 EMHS 5993 ST: International Nonprofit Relief - The Haiti Experience  
 EMHS 6033 Leadership and Management  
 HONR 1003 Freshman Honors Seminar  
 HONR 4093 Senior Honors Project  
 OL 3143 Applied Professional Research  
 OL 4143 Nonprofit Governance  
 OL 4343 Community Development  
 OL 4443 Professional Leadership  
 PS 3003 Project Design  
 PS 3023 Professional Communication  
 PS 3133 Applied Principles of Personnel Management  
 PS 4003 Capstone Project  
 PS 4243 Planning for Adult Learners  
 PS 4951-4 Undergraduate Research: Career-Based and Professional Development  
 PS 4991 ST: The American Nonprofit and COVID-19  
 PS 4991 ST: Faith-Based Organizations and COVID-19  
 PS 4991 ST: The Grateful Dead and Leadership  
 PS 4993 ST: Fundraising for Nonprofits  
 PS 4993 ST: BAS Capstone Project

### **Awards and Honors**

2021 Arkansas Tech University  
 Service Excellence Award  
  
 2016 Arkansas Tech University  
 Leadership Tech Initial Cohort  
  
 2016 Adult Higher Education Alliance  
 Larry Murphy Scholarship  
  
 2015 Rotary International  
 Vocational Service Leadership Award  
  
 2006 United States Army Training and Doctrine Command  
 United States Army Reserve Instructor of the Year (National)

### **SERVICE**

#### **Service to the University**

Quality Matters Coordinator, 2021 - 2022  
 Academic Contingency Planning Group, 2020 - 2021 (Chair)  
 Online Quality Working Group, 2020 – 2021 (Chair)  
 Program Performance Metrics (PPM) Working Group, 2020)

Center for Undergraduate Research Steering Committee, 2019- 2020  
Online Learning Advisory Board, 2016 - 2021 (Chair, 2018 - 2021)  
Professional Studies Advisory Board, 2017 – 2019 (Chair, 2017 – 2019)  
Leadership Tech Governing Council, 2018 – 2022  
Leadership Tech Cohort III Lead Facilitator, 2018 - 2019  
Budget Advisory Committee, 2018 – 2021  
Arkansas Governor’s School Planning Committee, 2018 – 2020  
Arkansas Tech University-Ozark Logistics Management Advisory Board, 2019 - 2021  
Institutional Review Board, 2011-2014, 2016-2018, (Chair, 2017-2018)  
Professional Development Grant Committee, 2015-2018, (Chair 2015-2017)  
Curriculum Committee, 2012-2014, (Chair 2013-2014), 2017-2018  
Academic Appeals Committee, 2017-2018  
Green Zone Advocate Training Ad Hoc Working Group, 2017  
Faculty Salary and Benefits Committee, 2015-2017  
Library, Instructional Materials, and Equipment Committee, 2016-2017  
Faculty and Staff Loyalty Fund Ambassador, 2011-2017  
Center for Excellence in Teaching and Learning Advisory Board, 2013-2017  
eTech Course Design Process Ad Hoc Committee, 2016-2018  
Department of Emergency Administration and Management Peer Review Committee, 2015-2017  
Service Members and Veterans of America (SMVA) Advisory Board, 2015-2017  
Strategic Planning Enrollment and Marketing Working Group, 2015  
College Distinction Ad Hoc Committee, 2015  
Faculty Athletic Committee, 2014-2015  
Faculty Excellence Awards Committee, 2013  
Faculty Welfare Committee, 2012-2013  
Bridge to Excellence Mentor, 2013-  
Student Veterans of America, Founding Advisor, 2013-2014  
Higher Learning Commission Self-Study Criterion Five Subcommittee, 2007-2008  
Green and Gold Club Member, 2007-2016  
Miss Tech Contestant Mock Interview Team, 2014; 2016-2017

### **University Search Committee Service**

Visiting Assistant Professor, Emergency Administration and Management, 2020  
Department Head, Accounting, Finance, and Economics, 2019  
Director, Undergraduate Research, 2019  
Assistant Professor, Department of Behavioral Sciences, 2018  
Visiting Assistant Professor, History & Political Science, 2016  
Assistant Professor, Emergency and Administration Management, 2015  
Department Head, Center for Leadership and Learning Department Head, 2014  
Department Head, Behavioral Sciences Department Head, 2014  
ASBTC Director, 2010  
ASBTC Training Coordinator, 2010  
Veterans Services Coordinator, 2010

## **Service to the College of eTech**

Associate of Science in Early Childhood Education Self-Study Author, 2014-2015  
Supernumerary Committee Election and Appointment Coordination, 2012-2015  
Director, Professional Development Institute Search Committee, 2011  
Instructor of Professional Studies Search Committee, 2011

## **Service to the Department of Professional Studies**

Academic Advisor Search Committee, Chair, 2021  
Administrative Assistant III Search Committee, Chair, 2021  
Assistant Professor of Professional Studies and Applied Science Search Committee, Chair, 2018  
Academic Advisor Search Committee, Chair, 2015  
Assistant Professor of Professional Studies Search Committee, Chair, 2014  
Assistant Professor of Professional Studies Search Committee, Chair, 2012

## **Service to the Profession**

Chair-Elect, VRADS (Values, Religion, Altruism, & Drawbacks) Section. *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*, 2021-2022.

CVENT Coordinator, Annual Conference, *Adult Higher Education Alliance*, 2021 – 2022.

Chair, Governance Section, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*, 2020-2021.

Reviewer, *Nonprofit and Voluntary Sector Quarterly*, 2020

President, Board of Directors, *Adult Higher Education Alliance*, 2019-2020

Chair-Elect, Governance Section, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*, 201-2020.

Chair, 2019, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Annual Conference*, Governance Section Post-Conference Symposium.

Chair, 2019, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) 2019 Annual Conference*. Spontaneous, Episodic, and Informal Volunteering.

Chair, 2019, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) 2019 Annual Conference*. Public Sector and Nonprofit Tensions: Independence or Collaboration?

Discussant, 2019, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) 2019 Annual Conference*. Emerging Scholars Research Roundtable 6: New Perspectives on Management.

Discussant, 2019, *Midwest Political Science Association Annual Conference*, Section 87  
Caucus for LGBTQ Political Science

Discussant, 2019, *Midwest Political Science Association Annual Conference*, Section 23-200  
Junior Scholars Symposium: Foreign Relations, Foreign Policy, and Conflict

Discussant, 2019, *Midwest Political Science Association Annual Conference*, Section 11  
Violence and Crime in Latin America.

Board of Directors and Treasurer, *Adult Higher Education Alliance*, 2016-2019

Secretary, Governance Section, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*, 2018–2019

Chair, 2018, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Annual Conference*, Governance Section Post-Conference Symposium.

Discussant, 2018, *Association for Research on Nonprofit Organizations and Voluntary Action (ANROVA) Annual Conference*, Section 72: Emerging Scholars Roundtable: Education and Healthcare

Discussant, 2018 *Midwest Political Science Association Annual Conference*, Section 67  
Non-Profit & NGO Administration

Discussant, 2018 *Midwest Political Science Association Annual Conference*, Section 6  
Comparative Politics: Developing Countries

Discussant, 2018 *Midwest Political Science Association Annual Conference*, Section 22  
Peace Science Junior Scholar Symposium: Identify and Conflict

Chair and Discussant, 2017 *Midwest Political Science Association Annual Conference*, Section 66  
Non-Profit Administration

Reviewer, *Adult Higher Education Alliance 2016 Conference Proceedings*

Editorial Board. Frasard, S., & Prasuhn, F. (Eds.). (2016). *Training initiatives and training strategies for the modern workforce*. Hershey, PA: Global Knowledge

Reviewer, *Journal of Behavioral and Applied Management* (2016)

Chair and Discussant, 2016 *Midwest Political Science Association Annual Conference*, Section 25-8  
Economic Issues in Human Rights

Chair and Discussant, *2016 Midwest Political Science Association Annual Conference*, Section 57-2 Making Decisions in the Face of Disasters

Discussant, *2016 Midwest Political Science Association Annual Conference*. Section 87-4. Cooperation, Networks, and Complexity

Chair, *2015 Midwest Political Science Association Annual Conference*. Section 17-14. New Challenges in U.S. Foreign Policy.

Discussant, *2015 Midwest Political Science Association Annual Conference*. Section 82 – Professional Associations, NGOs, and Non-Profits. Session – Partnerships and NGOs.

Reviewer, *Administrative Issues Journal* (2012-2014)

### **Service to the Nation**

United States Army Reserve, 1989-2015  
Legion of Merit recipient

Command Sergeant Major Jeffrey J. Aulgur enlisted in the Army in 1989 and attended One Station Unit Training as a 12B (Combat Engineer) at Fort Leonard Wood, Missouri.

Command Sergeant Major Aulgur's military education included:

Primary Leadership Development Course  
Basic Noncommissioned Officer's Course  
Total Army Instructor Course  
Small Group Instructor Course  
Advanced Noncommissioned Officer's Course  
Systems Approach to Training Course  
Commanders Safety Course  
Supervisor Development Course  
Total Army School System Leader's Course  
Company/Detachment Pre Command Course  
First Sergeants Course  
Brigade Pre Command Course  
Brigade Command Sergeant Major Development Course  
Command Sergeant Major Force Management Course  
United States Army Command Sergeants Major Academy

Command Sergeant Major Aulgur's awards include the Legion of Merit, the Meritorious Service Medal (3<sup>rd</sup> Award), Army Commendation Medal (7<sup>th</sup> Award), Army Achievement Medal (9<sup>th</sup> Award), Good Conduct Medal, National Defense Service Medal (2<sup>nd</sup> Award), Global War on Terrorism Service Medal, NCO Professional Development Ribbon (4<sup>th</sup> Award), Army Service Ribbon, and the Army Reserve Overseas Training Ribbon, the Army Engineer Association De Fleury Medal (Bronze), and the 95<sup>th</sup> Division Sergeant Andrew Miller Club.



## **Service to the Community**

Charter Board of Directors and Secretary, Guatemala Episcopal Medical Mission (GEMM), 2019 –

Board of Directors, North Hills Homeowners' Association, 2019 - 2022

Vestry, St. Peter's Episcopal Church, 2019 – 2022 (Senior Warden, 2020)

Board of Directors, House of Blessings, Eureka Springs, AR, 2016 - 2017

Vestry, All Saints' Episcopal Church, 2016 - 2018

Board of Directors, Rotary Club of Russellville, 2009 - 2016

Board of Directors, River Valley United Way, 2010-2014

Board of Directors, Russellville Chamber of Commerce, 2011-2013

Board of Directors, Arkansas Nonprofit Association, 2009-2011

Board of Directors, Pope County Community Foundation, 2002-2011

Board of Directors, Arkansas River Valley Arts Center, 1997-2003

Board of Directors, Crow Mountain Volunteer Fire Department, 1999-2003

Justice of the Peace, Pope County Quorum Court, 2001-2003

## **Professional Memberships**

Adult Higher Education Alliance (AHEA)

Association for Research in Nonprofits and Voluntary Action (ARNOVA)

Grateful Dead Studies Association (Charter Member)

International Society for Third Sector Research (ISTR)

Popular Culture Association (PCA)

## **Professional Development**

Quality Matters (QM) Master Reviewer Course (2019)

Quality Matters (QM) Peer Reviewer Course (2018)

Quality Matters (QM) Rubric Course (2018)

Quality Matters Peer Review Experience

Review Chair (2020) SOC 247 Marriage and Family (Northwest Shoals Community College)

Review Chair (2020) ENGL 2020 Survey of American Literature (Charleston Southern University)

Review Chair (2019) EDU 6630 Reading and Writing Methods for ELL (Austin Peay State University)

Review Chair (2019) ELP 344 School and Society (North Carolina State University at Raleigh)

External Reviewer (2019) CRIJ 1310 Fundamentals of Criminal Law (Laredo College)

External Reviewer (2018) CRIJ 2323 Correctional Systems and Practices (Laredo College)

External Reviewer (2018) SOC 200 Introduction to Sociology (Northwest Shoals Community College)

# CURRICULUM VITAE

## TENNILLE J. LASKER-SCOTT

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Associate Professor  
Arkansas Tech University  
Department of Professional Studies  
Tomlinson Hall, Rm. 11  
Russellville, AR 72801

Phone: (479) 356-6247

Email: [tlaskerscott@atu.edu](mailto:tlaskerscott@atu.edu)

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### EDUCATION

#### **Doctor of Philosophy, Adult Education: Learning, Leadership, and Organizational Development—2015**

*The University of Georgia* – Athens, Georgia

Dissertation: The Hard Road: The Educational Pursuits and Participation of Socioeconomically Disadvantaged African American Adults

Emphasis: Adult Education, Learning and Organizational Development

Interest: Class, Race and Gender in Education and Mentorship, Workplace Diversity, Cross-Cultural Research, Underrepresented Populations in Education

#### **Graduate Teaching Certificate, 2013**

*The University of Georgia* – Athens, Georgia

Interdisciplinary Qualitative Research and Evaluation Methodologies

#### **Master of Education, 2009**

*University of Arkansas at Little Rock* – Little Rock, Arkansas

Emphasis: Adult Education

#### **Bachelor of Business Administration, 2006**

*University of Arkansas at Little Rock* – Little Rock, Arkansas

Emphasis: Human Resource Management

### ACADEMIC HISTORY

#### **Associate Professor of Organizational Leadership (Tenure Track), (Aug. 2015 – present)**

Assistant Professor (2015-2021)

College of eTech, Department of Professional Studies, Arkansas Tech University, Russellville, AR

- Full time, tenure track assistant professor
- Teach a minimum of four undergraduate level online courses in research, personnel management, professional communication, and occupational globalization and diversity
- Develop and/or update courses for the Department of Professional Studies in the areas adult learning, workforce education, and organizational change and diversity.
- Advise undergraduate students in the Professional Studies Department.

## GRADUATE RESEARCH & TEACHING ASSISTANTSHIPS

The Office of Academic Planning (now- Office of Accreditation and Institutional Effectiveness), The University of Georgia, August 2014 – July 2015

- Assisted in the development of resources to support and promote assessment practice, to include faculty development, print, and technological resources.
- Conducted research into the assessment practices, tools and findings at other institutions.
- Assisted with the coordination of institutional assessments such as the Collegiate Learning Assessment through the National Survey of Student Engagement (NSSE).
- Conducted quantitative and qualitative data collection and analysis for institutional and departmental assessment projects.
- Utilized Qualtrics to survey student population for university assessments.

Department of Lifelong Education, Administration and Policy; Adult Education, Learning and Organizational Development Program, The University of Georgia, January 2013 – August 2014

- Developed online component to following courses: Methods of Research in Education (EADU 6200), Educational Change (EADU 8200, **Teaching Assistant**), and Program Development (EADU 7030).
- Assisted in the facilitation of Program Development Course (EADU 7030).
- Conducted evaluation, course assessment, on student learning outcomes of Program Development Course (EADU 7030).

Family and Consumer Sciences Education, Workforce Education Program, The University of Georgia, January 2014- August 2014 (**Teaching Assistant**)

- Assisted with the online and face-to-face delivery of the undergraduate/graduate Consumer Finance and Planning (EBUS 5760/7760).
- Assisted in facilitation (online) and lecture for Technology for Education in the Workplace (WFED 8000).
- Prepared lecture and assist in the assessment of required assignments.
- Served as abstract and poster presentation reviewer for national conference American Association of Family and Consumer Sciences (AAFCS).

The Institute of Women's Studies, The University of Georgia, August 2013- August 2014

- Assisted in research of the mentorship of Black female scholars.
- Developed online components of face-to-face courses, MissEducation: Women in the Media (**Teaching Assistant**), Feminist Pedagogy (EADU 8180, **Teaching Assistant**), Analyzing Qualitative Data (QUAL 8420, **Teaching Assistant**), and Qualitative Narrative Analysis (QUAL 8525).
- Created study guides and presentations for undergraduate honors course: First Year Odyssey – South Africa (FYOS 1001).
- Research as needed for upcoming faculty manuscripts.

The Institute of Continuing Judicial Education, The University of Georgia, 2009- August 2013

- Proposed and created judicial courses to be delivered online:
  - Jail Diversion: Developed to better prepare and assist Magistrate Judges in dealing with cases where defendants suffered from mental illness and drug addiction; recidivism.
  - Elder Abuse: Prepared for state judges and lawyers to define elder abuse, gain insight into victim and perpetrator behaviors and identify common causes of elder abuse.
  - Domestic Violence: Examining the role and responsibilities of a Magistrate Judge when presiding over cases involving family violence and issues involving of the safety of the victim. The different types of domestic violence; the behaviors of the victim and the perpetrator; common myths associated with domestic violence; and the barriers to victims escaping a domestic violence relationship.
  - Accountability Courts & Collaborative Justice: Created to give current presiding judges and lawyers a review of the history of the Accountability Courts and Collaborative Justice movements across the nation by discussing the various types of programs previously created and those that are currently running across the United States.
- Trained staff, presenters, and instructors on how to facilitate online learning.

- Trained staff, presenters, and instructors on using educational software and webpages.
- Researched needs for continued judicial education, present findings to director.
- Maintained database of participate surveys and evaluations
- Assisted in event planning for state-wide judicial training

Adult Education Program, Department of Counseling, Adult, and Rehabilitation Education, University of Arkansas at Little Rock, 2008-2009

- Assisted in publication of scholarly article by contributing literature view.
- Researched the relationship between female students and their mentors: developed proposal and presented research at local, regional, and national conferences.
- Created test and quizzes for online courses, as directed by professor: Psychology of the Adult Learner and Program Planning in Adult Education

## **TEACHING EXPERIENCE**

### **Arkansas Tech University**

**Associate Professor – Department of Professional Studies**

#### **Bachelor of Professional Studies/Organizational Leadership**

OL 3013 – Foundations of Organizational Leadership  
 OL 3023 – Professional Communications  
 OL 3133 – Applied Principles of Personnel Management  
 OL 3143 – Applied Professional Research  
 OL 4143 – Nonprofit Governance  
 OL 4243 – Adult Learning in Organizations  
 OL 4443 – Professional Leadership  
 OL 4643 – Occupational Globalization and Diversity  
 OL 4743 – Organizational Change  
 OL 4943 – Applied Leadership Project  
 OL 4943 – Organizational Leadership Capstone  
 PS 4951-4954 – Undergraduate Research: Career Based Issues

#### **Master of Science in Student Affairs Administration (M.S.)**

CSP 6213 – Diversity and Inclusion in Student Affairs

#### **Doctor of Education in School Leadership (Ed.D.)**

EDLD 8043 – Cultural Influences

### **University of Houston-Victoria**

**Adjunct Professor – School of Education, Health Professions, and Human Development**

#### **Masters in Adult Education Program**

AHED 6338 – Qualitative Research in Adult and Higher Education

### **University of Georgia**

**Graduate Teaching Assistant – The Institute of Women’s Studies and Department of Lifelong Education, Administration, and Policy**

WMST 6XXX - MissEducation: Women in the Media  
 EADU 8180 – Feminist Pedagogy  
 QUAL 8420 – Analyzing Qualitative Data  
 QUAL 8425 – Qualitative Narrative Analysis

## **Graduate Teaching Assistant – Family and Consumer Sciences Education, Workforce Education Program**

EBUS 5760/7760 – Consumer Finance and Planning  
WFED 8000 – Technology for Education in the Workplace

## **DISSERTATION COMMITTEE**

Bryant, R. D. (2019). The perceptions of African American female high-needs students regarding the impact of the disciplinary system in low-performing schools in Arkansas. Retrieved from [https://orc.library.atu.edu/etds\\_2019/19/](https://orc.library.atu.edu/etds_2019/19/)

2020:

Poole, Brenda

Scott, Tyler

2021:

Hensley, Michael

Tice, Tricia

Thompson, Kenisha (University of the Virgin Islands)

## **SERVICE**

### **University**

#### **2021-2022**

- Curriculum Committee
- Faculty Welfare Committee
- Shared Governance Committee
- General Education Committee
  - Subcommittee Chair – Faculty Outreach on Diversity in Gen. Ed.
- Graduate Council
- Institutional Review Board: Co-Chair

#### **2020-2021**

- Faculty Welfare Committee
- Shared Governance Committee
- General Education Committee
  - Subcommittee Chair – Faculty Outreach on Diversity in Gen. Ed.
- Graduate Council
- Institutional Review Board: Co-Chair

#### **2019-2020**

- Curriculum Committee
- Faculty Welfare Committee
- Shared Governance Committee
- Institutional Review Board
- Search Committee –
  - Program Coordinator for Department of Diversity & Inclusion
- Strategic Planning: Diversity Committee
- Student Learning Assessment Committee
- Program Coordinator, ATU Early Arrival Program (7-Day TRIO)

#### **2018-2019**

- Curriculum Committee
- Faculty Salary and Benefits

- Faculty Welfare Committee
- Institutional Review Board
- Professional Development Grant Committee
- Student Learning Assessment Committee
- Search Committee –
  - Dean of Graduate School
- Creator & Program Coordinator, ATU Early Arrival Program (3-Day TRIO)

### **2017-2018**

- Academic Appeals Committee
- Curriculum Committee
- Faculty Welfare Committee
- Faculty Salary and Benefits
- Search Committees –
  - Assistant Dean for Department of Diversity & Inclusion
  - Assistant Professor of Bachelor of Applied Science
  - Department Head for College of Music
- Student Learning Assessment Committee

### **2016-2017**

- Academic Appeals Committee
- Curriculum Committee
- Faculty Welfare Committee

### **2015**

- Curriculum Committee

### **Professional**

- President, ATU - Black Faculty and Staff Organization (BFSO), 2017-Present
- Steering Committee, Arkansas Summit on African American Males, 2018-Present
- Steering Committee, Colorful Women Summit: Female Leadership Summit, 2018-Present
- Secretary, Adult Higher Education Alliance (AHEA), 2013-Present
- Editorial Board, Adult Learning Journal, 2016-Present
- Member, Commission of Professors of Adult Education (CPAE), 2012-Present
- Member, American Association of Adult and Continuing Education (AAACE), 2009-Present
- Member, American Educational Research Association, 2014-Present
- Member, Black Doctoral Network, 2014-Present

### **Community**

- College Prep (House of Refuge and Deliverance – Mayflower, AR and Bethesda Temple Apostolic Faith Church – Athens, GA)
- Enlightened Mentorship (Conway, AR)
- Dress for Success (Little Rock, AR)
- Y.E.S. – Young Empowered Sisters Mentorship Program (Conway, AR)

## **EDITORIAL BOARD**

- Critical Studies in Education for *The Professional Educator*, 2020-Present
- Adult Learning 2015-Present

## **REVIEWER**

- Adult Learning (Journal), 2017- Present
- American Educational Research Association (AERA), 2016-Present (Critical Studies in Race and Gender; Qualitative Research Methods)
- Adult Higher Education Alliance (AHEA) Conference Proposal and Proceedings, 2014-Present
- American Adult and Continuing Education (AAACE) Conference Proposals, 2015-Present

- American Association of Family and Consumer Sciences (AAFCS), 2014

## **PUBLICATIONS**

### **Articles - Peer Reviewed**

- Schwehm, J. S., Lasker-Scott, T., & Elufiede, O. (2017). A Comparison of learning outcomes for adult students in on-site and online service-learning. *Online Journal of Distance Learning Administration*, 20(1), n1.
- Ellis, A., Erwin, P. L., Lasker-Scott, T., Bush, P. L., Stephens, M. L., Alston, G. D., & Brown, N. (2015). The 21st annual AERC African Diaspora Pre-Conference: Reflecting, relating, and reshaping the community. *Adult Learning*, 26(2), 81-83.
- Boden, C.J., Gibson, D., Franklin Guy, S., Lasker-Scott, T., Scudder, R., & Smartt, J.T. (2009). Seven methodologies professors use to promote student epistemological development and self-directedness. *The International Journal of Learning*, 15(11), 11-22.
- Boden, C.J., Cook, D., Lasker-Scott, T., Moore, S., & Shelton, D. (2008). Five perspectives on reflective journaling. *Adult Learning*, 17, 11-15.

### **Book Review – Peer Reviewed**

- Lasker-Scott, T., Gilbert, C., & Goings, R. B. (2019). Teaching race: how to help students unmask and challenge racism, by S. D. Brookfield & Associates. *Adult Learning*, 30(3), 138.

### **Book Chapters – Peer Reviewed**

- Johnson-Bailey, J., Ray, N., & Lasker-Scott, T. (2015). Race, the Black male, and heterogeneous racisms in education. In D. Rosser-Mims, L. Bowman, & G. Palmer (Eds.), *African American Males in Adult Education: Pathways to Work and Higher Education*. New Directions New Directions for Adult and Continuing Education. (Vol. 144, pp. 5-14). San Francisco: Jossey-Bass.
- Lopez, O., Springer, S., Eichler, M., Lasker-Scott, T., & Boden-McGill, C. (2015). Negotiating experience and theory: Piloting cornerstone and capstone courses to build a sustainable future for an interdisciplinary graduate degree program. In J.K. Holtz, S.B. Springer, & C. Boden-McGill (Eds.). *Developing sustainable futures for adult learners* (pp. 269-294). Charlotte, NC: Information Age Publishing.
- Eichler, M.E., Boden-McGill, C.J., & Lasker-Scott, T. (2014). High tech, high touch, high context: Social dimensions of learning in online, hybrid, and learning pod environments. In V.C.X. Wang (Ed.). *Handbook of Research on education and technology in a changing society* (pp. 30-48). Hershey, PA: IGI Global.

### **National Conference Proceedings – Peer Reviewed**

- Lasker-Scott, T. (2016). Low-income African American adults' educational pursuits and participation. *Proceedings of The 24th Annual African Diaspora Adult Education Research Preconference – Adult Education Research Conference*, Charlotte, North Carolina – University of North Carolina at Charlotte.
- Lasker-Scott, T. (2014). From the inside – out: Low-income African American adult's perceptions and barriers of participating in formal education. *Proceedings of The 22nd Annual African Diaspora Adult Education Research Preconference – Adult Education Research Conference*, Harrisburg, PA – Pennsylvania State University.
- Lasker-Scott, T. (2013). The impact of class status on African American adult's participation in adult education. *Proceedings of The 21st Annual African Diaspora Adult Education Research Preconference – Adult*



*Education Research Conference*, St. Louis, Mo – University of Missouri at St. Louis.

## PRESENTATIONS

### Paper Presented – Conference Presentations

Lasker-Scott, T. & Pruitt, B. (2021). What's Done in the Dark: The Cost of Mentoring while Black. *The 45<sup>th</sup> Adult Higher Education Alliance Conference*, The University of Central Florida, Orlando, FL.

Lasker-Scott, T. (2020). For the culture: Why minority faculty & staff organizations are necessary. *The 69<sup>th</sup> American Association for Adult and Continuing Education (Virtual)*.

Lasker-Scott, T. (2020). White spaces: In the shadows of the Ivory Tower. *The 44<sup>th</sup> Adult Higher Education Alliance Conference*, The University of Central Florida, Orlando, FL.

Lasker-Scott, T., Ferguson, F. & Williams, A. (2019). College and Community Connections. *National Association of African American Studies*, Dallas, TX.

Lasker-Scott, T., & Schwehm, J. (2018). White or wrong: Teaching diversity in the online environment. *The 67<sup>th</sup> American Association for Adult and Continuing Education*, Myrtle Beach, South Carolina.

Lasker-Scott, T., & Schwehm, J. (2018). Hostile: The impact of race and gender on collegiality in higher education. *The 42<sup>nd</sup> Adult Higher Education Alliance Conference*, The University of Central Florida, Orlando, FL.

Lasker-Scott, T. (2017). Narratives of life. *The 41<sup>st</sup> Adult Higher Education Alliance Conference*, The University of Central Florida, Orlando, FL.

Lasker-Scott, T., & Schwehm, J. (2017). Faculty of color in the online environment. *The 66<sup>th</sup> American Association for Adult and Continuing Education*, Memphis, Tennessee.

Lasker-Scott, T. (2016). Narratives of the forgotten. *The 65<sup>th</sup> American Association for Adult and Continuing Education*, Albuquerque, New Mexico.

Schwehm, J., Elufiede, O., & Lasker-Scott, T. (2016). A comparison of learning outcomes for adult students in service-learning and e-service-learning courses. *The 65<sup>th</sup> American Association for Adult and Continuing Education*, Albuquerque, New Mexico.

Lasker-Scott, T. & Alston, G. D. (2016). Roles of mentorship: mentee, peer, mentor and friend. *Proceedings of The 40<sup>th</sup> Adult Higher Education Alliance Conference*, The University of Central Florida, Orlando, FL

Lasker-Scott, T., Alston, G. D., & Brown, N. (2015). Mentoring beyond friendship. *The 64<sup>th</sup> American Association for Adult and Continuing Education*, Oklahoma City, OK.

Lasker-Scott, T. (2015). The “class” of resilience. *Proceedings of The 39<sup>th</sup> Adult Higher Education Alliance Conference*, The University of Central Florida, Orlando, FL.

Lasker-Scott, T. (2014). Educational barriers and persistence of low-income African American adults. *The 63<sup>rd</sup> American Association for Adult and Continuing Education*, Charleston, SC.

Johnson-Bailey, J., Lasker-Scott, T., Sealey-Ruiz, Y., & Ray, N. (2013). The gendered literacy phenomenon of mentoring. *The 62<sup>nd</sup> American Association for Adult and Continuing Education*, Lexington, KY.

Lasker-Scott, T. (2012). The nuisances of cross-cultural interviewing in working with minority populations. *The 61<sup>st</sup> American Association for Adult and Continuing Education*, Las Vegas, NV.

- Boden, C., Corbett-Whittier, C., Lasker-Scott, T., Mongno, L., Slemph, K., & Snider, C. (2010). Together we can: A case study of mentoring relationships for first-generation female graduate students. *Proceedings of The Adult Higher Education Alliance Conference*. Saratoga Spring, NY.
- Boden, C., Corbett-Whittier, C., Slemph, K., & Lasker-Scott, T. (2010). The effects of an 8-week mindfulness based stress reduction program on personal epistemological beliefs. *Proceedings of The 59th American Association of Adult and Continuing Education Conference*, Clearwater Beach, FL.
- Boden, C., Lasker-Scott, T., Corbett-Whittier, C., Slemph, K. & Mongno, L. (2010). Principles, contexts, and practices of mentoring first-generation African American female graduate students. *Proceedings of The Adult Higher Education Alliance Conference*, Saratoga Springs, NY
- Lasker-Scott, T., Boden, C., Slemph, K., & Corbett-Whittier, C. (2010). Leading and learning: The mentoring experiences of first generation African American female graduate students. *Proceedings of The 59th American Association of Adult and Continuing Education Conference*, Clearwater Beach, FL.
- Boden, C.J., Lasker-Scott, T., Cook, D., Moore, S., Shelton, D., & Thompson, S. (2009). Effectively integrating learning journals into the classroom and workplace. *The 2009 Missouri Association for Adult Continuing and Community Education/Missouri Valley Adult Education Association Conference*, Kansas City, MO.
- Boden, C.J., Cook, D., Lasker-Scott, T., Moore, S., Shelton, D., & Thompson, S. (2008). Effectively using learning journals: Perspectives from the field. *The Arkansas Association for Continuing and Adult Education conference: Renew, restore, recycle with adult literacy*, North Little Rock, AR.
- Boden, C.J., & Lasker-Scott, T. (2008). What the best teachers do: Seven best practices in the classroom. *Proceedings of The Fifteenth International Literacy and Education Research Network Conference On Learning*, Chicago, IL.

### **University Conference Presentation**

- Lasker-Scott, T. (2013). Applying the Adult Learning Theory to Cross-Cultural Interviewing. *The University of Georgia Lifelong Learning Association 2013 Adult Education Research Symposium*, Athens, GA.

### **Invited Presentations (University)**

- Lasker-Scott, T. (2019; 2021). *So, You Want To Be A Dr.? What It Takes To Be A Black Graduate Student*. November 2019. Arkansas Tech University, Russellville, AR.
- Lasker-Scott, T. (2019, 2021). *Social Justice in the Age of Social Media*. October 2019. Arkansas Tech University, Russellville, AR.
- Lasker-Scott, T. (2019). *Cultural competency: More than lip-service*. November 2019. Arkansas Association of Collegiate Registrars and Admissions Officers Fall Conference. Hot Springs, AR.
- Lasker-Scott, T. (2019). *Mo' Money, Mo' Problem: Financial Literacy for Black Students*. October 2019. Arkansas Tech University, Russellville, AR.
- Lasker-Scott, T. (2018). *Feminism vs. Womanism*. Women's Month Lecture. March 2018. Arkansas Tech University, Russellville, AR.
- Lasker-Scott, T. (2014). *Unintentional mentors: Teaching and Reaching African American Students*. Texas State University, San Marcos, TX (**Faculty Workshop**)

Lasker-Scott, T. (2008). *How to Become a Successful Online Student*. University of Arkansas at Little Rock (Online), Little Rock, AR.

## **PANEL PRESENTATIONS & GUEST SPEAKER**

### **Arkansas Tech University**

Graduate Student Council: Doctoral Discussion Panel (2019)  
Minorities in the Professional World, Department of Diversity & Inclusion, Panelist (2018)

### **The University of Georgia**

Future Scholars Program, Panelist (2009-2015)  
The University of Georgia Lifelong Learning Association Spring Symposium, Panelist (2013)  
The Graduate School, Office of Outreach and Diversity, Prospective Student Webinar, Panelist (2013)  
The Graduate School, Office of Outreach and Diversity, Prospective Student Program, Panelist (2012-2015)  
The Graduate School, Office of Outreach and Diversity, Admitted and New Student Program, Panelist (2012-2015)

### **The University of Arkansas at Little Rock**

Welcome and Introduction to Adult Education Graduate Program, Guest Speaker (2009-2011)  
Passing Comprehensive Exams, Guest Speaker (2009-2011)  
Applying for Doctoral Programs, Guest Speaker (2009-2011)

## **FUNDING**

Arkansas Tech University, Professional Development Grant – 2018

Adult Education Research Conference, Victoria BC, Canada

“Black Women in the Academy,” Panelist

Arkansas Tech University, Professional Development Grant – 2017

American Educational Research Association Conference, San Antonio, TX

“The Mastering Mentorship Graduate Student Breakfast: Workshopping Ideas, Strategies, & Approaches Together.”

Arkansas Tech University, Professional Development Grant – 2016

American Educational Research Association Conference, Washington, D.C.

“Writing for Your Life: Building a Writing Life to Successfully Publish in the Academy,” Presenter and Panelist

## **HONORS AND AWARDS**

### **Fellowships**

- Southern Regional Education Board Fellowship, 2010-2014 (\$60,000)

- Texas State University-San Marcos Predoctoral Summer Fellowship, 2013 (\$7,000)

## **Scholarships**

- Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC), Graduate Student Travel Grant and Scholarship, 2014 (\$1500)
- The Irene and Curtis Ulmer Scholarship for Adult Education, Learning and Organization Development, 2013 - The University of Georgia (-\$1000)
- Graduate Student Scholarship – American Association for Adult and Continuing Education Conference, 2012 (\$350)
- The Diversity Scholarship -Adult and Higher Education Alliance Conference, 2010 (\$750)
- Irene, John Dale, and Hugh Stanphill Scholarship, 2008-2009 – University of Arkansas at Little Rock (\$500)
- Charles & Nadine Baum Scholarship, 2007-2008 – University of Arkansas at Little Rock (\$3500)
- Phyllis Keltner Foundation for Women Scholarship, 2005-2006 - University of Arkansas at Little Rock (\$4700)
- Shelby Breedlove Scholarship, 2004-2006 – University of Arkansas at Little Rock (\$11,000)

## **Honors**

- Student of the Month, University of Arkansas at Little Rock, November 2008
- Who's Who Among Students in American Universities and Colleges, 2008
- Golden Key International Honors Society, 2005-2006
- Dean's List - University of Arkansas at Little Rock, 2004-2006
- Chancellor's List - University of Arkansas at Little Rock, 2007-2009

## **ACADEMIC AND COMMUNITY SERVICE**

- Volunteer Mentor, Young Empowered Sisters (Y.E.S), 2016-Present
- Member, The University of Georgia's Graduate and Professional Students (GAPS), 2009- 2015
- Member, The University of Georgia Lifelong Learning Association (UGALLA), 2009-2015
- Member, Graduate Student Association, University of Arkansas at Little Rock, 2007- 2009
- Member, Teaching Enhancements Affecting Minority Students (TEAMS), University of Arkansas at Little Rock, 2007-2009
- Member, Adult Advocacy Outreach Program, University of Arkansas at Little Rock, 2008
- Volunteer and fundraiser, Muscular Dystrophy Association, 2006-2009
- Volunteer, Dress for Success, 2008-2009
- Volunteer and mentor, Salvation Army, 2008-2009

## **INTERESTS**

### **Teaching Interests**

- Methodologies of Teaching
- Social Contexts in the Workplace and Education
- Diversity, Equity, and Inclusion in Education
- Qualitative Research: Case Studies, Narrative Inquiry, and Cross-Cultural Interviews

### **Research Interests**

- Epistemological beliefs of the socioeconomically disadvantaged regarding formal education
- African-American adults' participation in higher education
- The learning styles of minorities in Adult and Continuing Education
- Diversity and Inclusion in Adult, Workforce and Continuing Education; Organizational Development
- Faculty-to-Student and Faculty-to-Faculty: cross-cultural mentorship in higher education

FEB 2022

**Jeremy Schwehm, Ph.D.**  
Curriculum Vitae – Abbreviated  
479-356-2095 - Email: [jschwehm@atu.edu](mailto:jschwehm@atu.edu)

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## **EDUCATION**

### **Doctor of Philosophy, Adult Education: Learning, Leadership, and Organizational Development – 2011**

*The University of Georgia – Athens, Georgia*

**Dissertation:** The impact of precollege characteristics and community college factors on the academic and social adjustment of adult vertical transfer students.

**Emphasis:** Adult Education, Learning and Organizational Development, Quantitative Analysis

**Interest:** Adult Learning Online, Training and Development, Evaluation and Assessment, Adult Learner Transitions, Leadership, Organizational Change

### **Master of Arts, Adult Education – 2007**

*Northwestern State University – Natchitoches, Louisiana*

**Emphasis:** Educational Technology, Training and Organizational Development

### **Bachelor of Arts, Psychology– 2000**

*Louisiana State University – Baton Rouge, Louisiana*

## **PROFESSIONAL TEACHING EXPERIENCE**

### **ASSOCIATE PROFESSOR – PROFESSIONAL STUDIES**

University College, Department of Professional Studies, Arkansas Tech University

- Teach a courses in **applied research, personnel management, training and development, coaching, leadership, professional communication, and community development**

### **ARKANSAS TECH UNIVERSITY**

#### **Assistant/Associate Professor – College of Professional Studies**

LEAD 1003 – Introduction to Leadership

LEAD 2003 – Leadership Ethics

LEAD 3003 – Leadership Skills Development & Group Dynamics

OL 3013 – Foundations of Organizational Leadership

OL 3143 – Applied Professional Research

OL 4043 – Ethical Leadership

OL 4143 – Nonprofit Governance

OL 4343 – Community Development

OL 4443 – Professional Leadership

OL 4843 – Training and Organizational Development

OL 4943 – Applied Leadership Project

### **UNIVERSITY OF GEORGIA**

#### **Graduate Teaching Assistant – Department of Lifelong Education, Administration, and Policy**

EADU 8620 – Administration of Adult and Higher Education

EADU 8020 – Adult Education in the Social Context

EADU 9630 – Critique of the Literature in Adult Education  
EADU 9030 – Program Planning Theory and Research

### **Teaching Recognition & Awards**

ATU Professor of the Year (2020) – finalist  
Online Innovation Award (2020) – winner

### **SCHOLARSHIP**

#### **Publications**

- Douglas, M. & Schwehm, J. (2021). Transformative learning: Joining and leaving a cult. Proceedings of the *Adult Higher Education Alliance Conference 2021*. Retrieved from:  
<https://files.eric.ed.gov/fulltext/ED615223.pdf>
- Couture, R., Schwehm, J., & Couture, V. (2019). FERPA fear or FERPA flex: Student affairs practitioners' understanding of federal privacy laws on campus. *Journal of Student Affairs*, 28, 39-50.
- Couture, R., Schwehm, J., & Couture, V. (2017). Helicopter colleges: A return to in loco parentis? *College Student Journal*, 51, 398-406.
- Schwehm, J.S., Saxton, J., & Stuckey, A. (2017). Promoting engagement and community in online courses: It's all about the writing. Proceedings of the *Adult Higher Education Alliance Conference 2017*. Retrieved from:  
<https://files.eric.ed.gov/fulltext/ED576985.pdf>
- Schwehm, J.S. (2017). Do student demographics and community college experiences influence the adjustment process of adult vertical transfer students? *The Community College Enterprise* 23 (1), 53-69.
- Schwehm, J.S., Lasker-Scott, T, & Elufiede, O. (2017). A comparison of learning outcomes for adult students in on-site and online service-learning. *Online Journal of Distance Learning Administration* 20(1). Retrieved from:  
[http://www.westga.edu/~distance/ojdl/spring201/schwehm\\_scott\\_elufiede201.html](http://www.westga.edu/~distance/ojdl/spring201/schwehm_scott_elufiede201.html)
- Schwehm, J.S. (2016). The experiences of adult students through the vertical transfer process: What information is in the literature and how can we use it? *The Nontrad Journal*, 18(1), 8-21.
- Giroir, E. & Schwehm, J.S. (2014). Implementing intrusive advising principles for adult learners in online programs. NACADA Clearing House. Retrieved from:  
<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Implementing-Intrusive-Advising-Principles-for-Adult-Learners-in-Online-Programs.aspx>
- Schwehm, J.S. & Giroir, E. (2013). The impact of engagement model academic advising on involvement, academic self-efficacy, and perceived cohesion of online adult learners. Proceedings of the *Adult Education Research Conference*. Paper 30. Retrieved from:  
<http://newprairiepress.org/aerc/2013/roundtables/30/>
- Schwehm, J.S. (2011). The impact of precollege characteristics and community college factors on the academic and social adjustment of adult vertical

transfer students. (Doctoral dissertation, The University of Georgia).  
ProQuest Digital Dissertation database. (Publication No. AAT).

### **Presentations (National Conferences)**

- Aulgur, J.A., Schwehm, J.S., Gunter, M., Phillips, C. (2021). *Building leadership capacity in a university setting for faculty and staff*. Presentation at the 45<sup>th</sup> Annual Adult Higher Education Alliance International Conference, March 11 - 12 Orlando, FL.
- Douglas, M. & Schwehm, J.S. (2021). *Transformative learning: Leaving a cult*. Presentation at the 45<sup>th</sup> Annual Adult Higher Education Alliance International Conference, March 11 - 12 Orlando, FL.
- Schwehm, J.S. (2020). *Learning and Leadership Development through Loss*. Paper presented at the 69<sup>th</sup> Annual American Association for Adult and Continuing Education Conference, October 27 – 30, Virtual.
- Schwehm, J.S. (2020). *Learning and Leading through Loss*. Paper presented at the 44<sup>th</sup> Annual Adult Higher Education Alliance International Conference, March 5 – 6, Orlando, FL.
- Schwehm, J.S. & Saxton, J. (2019). Adult students need mentors too: Bringing the faculty mentor experience to adult students in online programs. Accepted for presentation at the Association for Non-Traditional Students in Higher Education (ANTSHE) 2019 National Conference, April 4-6, 2019, Orlando, FL.
- Schwehm, J.S. (2019). *Working class: How adult students create connections in the online classroom*. Paper presented at the 43<sup>rd</sup> Annual Adult Higher Education Alliance International Conference, March 7 – 8, Orlando, FL.
- Lasker-Scott, T. & Schwehm, J.S. (2018). *White or wrong: Teaching diversity in the online environment*. Paper presented at the 67<sup>th</sup> Annual American Association for Adult and Continuing Education Conference, Myrtle Beach, SC.
- Saxton, J.S. & Schwehm, J.S. (2018). *Fostering connection for adult Learners in Online Programs: A faculty mentor approach*. Paper presented at the 67<sup>th</sup> Annual American Association for Adult and Continuing Education Conference, Myrtle Beach, SC.
- Lasker-Scott, T. & Schwehm, J.S. (2018). *Hostile: The impact of race and gender on collegiality in higher education*. Paper presented at the 42<sup>nd</sup> Annual Adult Higher Education Alliance International Conference, March 8 – 9, Orlando, FL.
- Schwehm, J.S. & Saxton, J. (2018). *What about us?: The quality of life of adult educators*. Paper presented at the 42<sup>nd</sup> Annual Adult Higher Education Alliance International Conference, March 8 – 9, Orlando, FL.
- Lasker-Scott, T. & Schwehm, J.S. (2017). *Faculty of color in the online environment*. Paper presented at the 66<sup>th</sup> Annual American Association for Adult and Continuing Education Conference, Memphis, TN.
- Couture, R. & Schwehm, J.S. (2017). “False consensus and FERPA.” Paper presented at the NASPA Annual Conference, March 11 - 15, San Antonio, TX.
- Schwehm, J.S., Saxton, J., & Stuckey, A. (2017). “Promoting engagement and community in online courses.” *66<sup>th</sup> Annual AHEA National Conference*, March 9 - 10,

Orlando, FL.

- Saxton, J. & Schwehm, J.S. (2017). "The transition process of adult students from an on-campus program at a two-year college to an online bachelor's program." *Paper presented at the 15<sup>th</sup> Annual Conference for the National Institute for the Study of Transfer Students*, February 15 – 17, Atlanta, GA.
- Schwehm, J.S., Elufiede, O., & Lasker-Scott, T. (2016). "A comparison of learning outcomes for adult students in service-learning and e-service-learning." *Paper presented at the 65<sup>th</sup> International Conference of the American Association for Adult and Continuing Education*. November 8 - 11, Albuquerque, NM.
- Schwehm, J. S. (2016). "Can e-service-learning increase engagement and sense of belonging for adults in online programs?" *19<sup>th</sup> Annual Association for Nontraditional Students in Higher Education National Conference*. April 7 – 10, Dearborn, MI.
- Aulgur, J., Schwehm, J. S., & Warnick, J. (2016). Nonprofit board members and the Affective Commitment Scale: Identifying antecedents of commitment. *Presentation at the 74<sup>th</sup> Annual Midwest Political Science Association Conference*, April 7 – 10, Chicago, IL.
- Saxton, J. & Schwehm, J. S. (2016). "Start here – stay here: A pathway for place-bound adult learners." *65<sup>th</sup> Annual AHEA National Conference*, March 10 – 11, Orlando, FL.
- Schwehm, J.S. (2015). "E-service-learning: Reflections from adult learners in an online program." *Paper presented at the 64<sup>th</sup> International Conference of the American Association for Adult and Continuing Education*. November 17 – 20, Oklahoma City, OK.
- Schwehm, J.S., Couture, R., & Couture, V. (2015). "Helicopter colleges: The revolving nature of institutions' relationships with parents." *Paper presented at the NASPA Annual Conference*, March 21 – 25, New Orleans, LA.
- Schwehm, J.S., & Giroir, C. (2014). "Our student's stories: Leveraging adult learner past experience to build resiliency through academic advising." *Paper presented at the 63<sup>rd</sup> International Conference of the American Association for Adult and Continuing Education*. November 4 – 7, Charleston, SC.
- Schwehm, J. S., & Giroir, E. (2013) "Implementing intrusive advising principles for adult learners in online programs." *NACADA National Conference*, October 6 – 9, Salt Lake City, UT.
- Schwehm, J.S., & Giroir E. (2013) "The impact of the academic advising engagement model on involvement, academic self-efficacy, and perceived cohesion of online adult learners." *Paper presented at the 2013 Adult Education Research National Conference*, May 31 – June 2, St. Louis, MO.
- Schwehm, J.S. (2013). "Factors that influence the university adjustment of adult transfer students." *Paper presented at the 11<sup>th</sup> Annual Conference for the National Institute for the Study of Transfer Students*, January 30 – February 1, Frisco, Texas.

## UNIVERSITY SERVICE

### 2020-2021

Athletics Committee

CETL Advisory Board

Community Engagement and Academic Outreach Advisory Board



Curriculum Committee

Faculty Welfare Committee

Faculty Senate

- o Faculty Senate Executive Committee
- o Promotion & Tenure Guidelines Review Subcommittee (chair)
- o Faculty Satisfaction Survey Subcommittee (chair)
- o Ad Hoc Committee – Budget Restructure

Honors Council

Professional Development Committee

Professional Studies Departmental Promotion and Tenure Committee (chair)

University Promotion and Tenure Committee (chair)

University Restructure Committee

Academic Affairs Restructure Committee

### **2019-2020**

General Education Committee

- o Subcommittee to Research Student Knowledge Regarding General Education

Faculty Welfare Committee

Faculty Senate (Secretary)

- o Faculty Senate Executive Committee
- o Promotion & Tenure Guidelines Review Subcommittee (chair)
- o Faculty Satisfaction Survey Subcommittee (chair)
- o Non-Tenured Faculty Excellence Awards Subcommittee (chair)
- o Graduate Council Chair Review Subcommittee (chair)

University Promotion and Tenure Committee

Community Engagement and Academic Outreach Advisory Board

College of Business Accounting Professor Search Committee

Ed.D. Dissertation Committee

Professional Studies Departmental Promotion and Tenure Committee (chair)

### **2018-2019**

General Education Committee

Curriculum Committee (Secretary)

Faculty Senate

- o Non-Tenured Faculty Excellence Awards Committee

Adjunct Support Committee

Service Excellence Committee

University Promotion and Tenure Committee

HLC Committee – Criterion 3

Community Engagement and Academic Outreach Advisory Board

Graduate Dean Search Committee

Bachelor of Applied Science Assistant Professor Search Committee (Chair)

Ed.D. Dissertation Committee

Professional Studies Departmental Promotion and Tenure Committee (Chair)

### **2017-2018**

General Education Committee

Curriculum Committee  
Faculty Senate

- o Faculty Senate Executive Committee

Service Excellence Committee  
Tenure and Promotion Review Committee  
University Promotion and Tenure Committee  
HLC Committee – Criterion 3  
Community Engagement and Academic Outreach Advisory Board  
Graduate Dean Search Committee  
Bachelor of Applied Science Assistant Professor Search Committee  
Ed.D. Dissertation Committee

**2016-2017**

General Education Committee (Chair)  
Curriculum Committee  
Faculty Senate

- o Faculty Senate Executive Committee
- o Faculty Senate Promotion & Tenure Review Subcommittee

Assessment Committee  
Service Excellence Committee  
Tenure and Promotion Review Committee  
Service-Learning Symposium Planning Committee

**2015-2016**

Academic Appeals  
General Education Committee  
Curriculum Committee  
Tenure and Promotion Review Committee

**2014-2015**

Curriculum Committee  
General Education Committee  
Academic Appeals  
Department of Professional Studies Faculty Search Committee

**2013-2014**

Academic Appeals Committee  
Curriculum Committee

**2012-2013**

Academic Appeals Committee

**STUDENT RETENTION**

Bridge to Excellence Mentor; Presenter: On Track – Leader Identified; Presenter: Beyond the Classroom

Faculty Advisor: *Adult and Online Student Organization*

# SUSAN J. UNDERWOOD

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Arkansas Tech University  
Russellville, AR 72801  
(479) 356-2156

## **Educational Preparation**

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- 5/90 Ph.D. in Higher Education Administration, New Mexico State University.**  
Minor: Counseling Psychology
- 8/82 M.A.Ed. in College Student Personnel Administration,**  
**Western Kentucky University.**
- 5/80 B.S. in Health Care Administration, Western Kentucky University.**

## **Career Highlights**

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- Employed by 6 universities for a total of approximately 40 years in progressively challenging positions.
- Experience as tenured/tenure-track faculty member and working in Residence Life, Office of the Registrar, Academic Administration, Business and Finance, Career Counseling, Multicultural and International Student Services, Student Services Assessment, and Retention.
- As Program Director, oversaw the implementation of new master's program in College Student Personnel which grew to largest graduate program (180+ students) on campus in seven years.
- As Visiting Assistant Professor, proposed, gained university approval to teach, developed the course materials, and supervised the teaching of the first college success course on campus.
- As Assistant Professor of Higher Education Administration, developed, gained university approval to teach, and taught 3 new courses for a Ph.D. program in Higher Education Administration.
- Demonstrated successful instructional and presentation methods used in a variety of credit and non-credit settings.
- Developed and led Total Quality Management initiatives for a Division of Business and Finance employing over 700 staff.
- Using Southern Association of Colleges and Schools (SACS) accreditation guidelines, conducted an extensive program review and developed a model for improvement for a Technical College Continuing Education program.
- Led a team in the development and implementation of an integrated promotional and staff development program for over 300 facilities employees.
- Worked with university business service operations to assess and enhance student satisfaction.
- Developed career services materials to include 5 off-the-shelf career service workshops, 10 sample resumes, and a host of other career development self-help materials.
- Maintained Indiana University's extensive student database containing over 30,000 active records.
- Developed and administered a recruiting and retention program for a College of over 800 students.
- Extensive experience providing, coordinating, and administering pre-admission, academic, career, and placement advising for a variety of students.

## Professional Experience

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8-15  
Present  
&  
7/12 to  
7-15

**Professor, Student Affairs Administration (SAA),  
College of Education, Arkansas Tech University, Russellville, AR.**

**Associate Professor, College Student Personnel (CSP),  
College of Education, Arkansas Tech University, Russellville, AR.**

- Teach full load of graduate level, web and face-to-face, SAA courses to include SAA 6073 Counseling Theories and Helping Skills, SAA 6033 Student Development Theory, SAA 6143 Administration in Student Affairs, SAA 6123 Assessment and Evaluation in Higher Education, SAA 6113 Research Design and Analysis, SAA 6083, SAA 6093, & SAA 6283 Practicums in SAA, and SAA 6063 SAA Capstone.
- Provide effective advising for over 30 graduate students.
- Assist in the development and evaluation of the comprehensive exam to SSA graduating students each Fall and Spring semesters.
- Serve/served on university, college, and departmental committees to include Faculty Senate, Graduate Council, Faculty Welfare Committee, University Assessment Committee, Peer Review Committees, and etc.
- Participate in scholarly activities to include serving as program reviewer for national and regional NASPA conferences, serving as a Peer Reviewer for Higher Learning Commission, and presenting at professional meetings.

7/10 to  
7/12

**Department Head & Associate Professor, College Student Personnel,  
College of Education, Arkansas Tech University, Russellville, AR.**

- Managed the Department of College Student Personnel (CSP) which offers a Master of Science in College Student Personnel (180+ students) and a three credit freshmen transition course (taken by 950+ students annually).
- Oversaw the hiring, evaluation, and supervision of four full-time faculty, numerous adjuncts, nine graduate assistants, and two student workers.
- Administered a budget of over a quarter of a million dollars.
- Taught graduate level, web and face-to-face, courses.
- Scheduled and hired, trained, and evaluated faculty teaching CSP 1013, a three credit freshman transition course.
- Worked with faculty to determine the departmental course offerings and coordinated with the Graduate College, Office of the Registrar, and the Bookstore to set up course schedule and adopt textbooks.
- Developed and coordinated annual assessment program for the CSP program.
- Advised all incoming students and over 50 continuing graduate students.
- Developed and administered the comprehensive exam to CSP graduating students each Fall and Spring semester.
- Served on university, college, and departmental committees such as Faculty Senate, Graduate Council, University Assessment Committee, Higher Learning Commission (HLC) Self-Study Steering Committee, Chair Criteria 4 HLC Self-Study Committee,

College Nominating Committee, College Appeal Committee, and Departmental Peer Review Committees.

**8/04 to  
7/10**

**Program Director & Associate Professor, College Student Personnel,  
College of Education, Arkansas Tech University, Russellville, AR.**

- Taught graduate, web and face-to-face, courses to students in the master's program in CSP to include: Introduction to CSP, American College Student, CSP Capstone, Counseling with College Students, Research Design and Analysis, Assessment and Evaluation in Higher Education (HE), Ethical Leadership in HE, and Practicums.
- Developed, gained university approval to offer, and administered the first freshman transition course offered at Tech.
- Coordinated with the Graduate College, Office of the Registrar, and the Bookstore to set up course schedule and adopt textbooks.
- Hired and supervised all faculty, adjuncts, graduate assistants, and student workers.
- Developed and conducted annual assessment program for the CSP program.
- Advised students on course selection and program requirements.
- Developed and administered the comprehensive exam to CSP graduating students.
- Developed and implemented an online orientation program for CSP students.
- Served as faculty advisor to the College Student Personnel Association.
- Served on departmental, school, and university committees to include Graduate Council, Faculty Search Committees, College of Education Admission Appeals Committee, University Assessment Committee, Student Affairs Committee, Chair Criteria 4 Higher Learning Commission Self-Study Committee, Higher Learning Commission Self-Study Steering Committee, Freshman Orientation Course (TECH 1001) Development Committee, and Alcohol and Other Drug Prevention Campus Coalition.

**8/03 to  
8/04**

**Assistant to Vice President, Student Services & Visiting Assistant Professor,  
College Student Personnel, Arkansas Tech University, Russellville, AR.**

- Administered the Bridge to Excellence Program, a freshman mentoring program serving over 800 students and coordinated over 120 faculty/staff volunteers.
- Directly supervised a professional staff member, a graduate assistant, and two student workers.
- Oversaw the work of all graduate assistants reporting in Student Services.
- Oversaw the online administration of the campus-wide Noel Levitz's Student Satisfaction Inventory (SSI) to include marketing, data analysis, and reporting.
- Served on the Student Services' Executive Council.
- Co-chaired the student orientation task force to revamp the campus-wide orientation program for new undergraduate students.
- Chaired a committee to develop a career development advising protocol for undeclared students.
- Taught graduate level courses in the College Student Personnel program.
- Advised all College Student Personnel students.
- Developed and administered the comprehensive exam to CSP students.

**8/08/01 to  
5/03**

**Adjunct Faculty Member, Arkansas Tech University, Russellville, AR**

**Taiwanese Cohort Program**

- Taught graduate level courses to groups of students from Taiwan including: Educational Research and Educational Guidance.
- Provided questions for comprehensive exams for graduate students.

**College Student Personnel Program**

- Taught graduate level courses to students enrolled in a Master's program in College Student Personnel to include: Introduction to College Student Personnel Work, Assessment and Evaluation in Higher Education, The American College Student, and Practicum I.
- Advised students on course selection and program requirements.
- Advised administrators on course sequencing, scheduling, and administrative policy for the new program.
- Approved by Arkansas Tech University as graduate faculty to teach all courses in College Student Personnel program, Educational Guidance and Educational Research.
- Developed and taught Introduction to College Student Personnel Work, Assessment and Evaluation in Higher Education, and The American College Student as web-based courses.
- Reviewed the program proposal documents and made appropriate suggestions for improvement.
- Assisted in the development of a Skill Development Matrix detailing curricular experiences and demonstrated knowledge to be gained by students from each course.

**1/99 to  
7/01**

**Institutional Effectiveness Consultant, Division of Student Affairs  
University of Houston – Clear Lake, Houston, TX.**

- Assisted Associate Vice President/Dean of Students and 6 Directors with Division's planning, assessment, and research efforts.
- Provided division-wide institutional effectiveness and accreditation training.
- Led and implemented qualitative and quantitative assessment strategies.
- Provided support for accreditation activities and strategic planning initiatives.
- Developed, analyzed, and maintained data for reporting and decision making to include comparative and trend analyses.
- Developed and administered data collection tools to include survey instruments, focus groups, phone surveys, and interviews.
- Identified and evaluated potential assessment methodologies.
- Prepared and disseminated reports.

**Spring 00**

**Grant Support Consultant, Tri-County Community College, Pendleton, SC.**

- Provided data entry and analysis of state-wide distance education assessment data.

**1/00 to  
7/00**

**Acting Coordinator, Multicultural and International Student Services,  
University of Houston – Clear Lake, Houston, TX.**

- Coordinated the international student services to include overseeing orientation, programming, advocacy, and advising.
- Assisted with budget planning and allocation.
- Developed and implemented outcomes assessment program.
- Coordinated multicultural and international services with other university offices.
- Developed recommendations for improved processes and programs.

**1/99 to  
5/99**

**Career and Counseling Services Consultation,  
University of Houston – Clear Lake, Houston, TX.**

- Developed numerous self-help job search materials for current and former students.
- Created 5 off-the-shelf career service workshops.
- Redesigned the Career Services Orientation to include streamlining and documenting the enrollment procedures.
- Designed an intake survey and results reporting format to provide client data such as demographics and expected service needs.
- Served as site host for a 200-hour student intern completing a Master's in Behavioral Sciences.
- Provided individual and group career advising to current and former students.

**8/95 - 8/98**

**Assistant Professor, Counseling and Educational Leadership, Clemson University,  
Clemson, SC.**

- Developed and taught master's and doctoral level courses in Educational Leadership including American College Student, Higher Education Finance, Ethics in Educational Leadership, College Student Development Theory, Administration and Leadership in Higher Education, Research in Higher Education, and Dissertation Writing.
- Conducted research, which led to the production of manuscripts and presentations.
- Provided service to include consulting with Tri-County Technical College's School of Continuing Education, offering a variety of training programs for Clemson University employees and advising the university graduate honor society, Alpha Epsilon Lambda.
- Advised all new higher education doctoral students.
- Chaired or served on over 12 doctoral committees.
- Served on departmental and university committees to include Graduate School Advisory Committee, Faculty Senate Select Committee to Consider Faculty and Administrator Evaluations, University Graduate Curriculum Committee, College Curriculum Committee, Chaired the Department of Counseling and Educational Leadership Curriculum Committee, and Educational Leadership Admissions Committee.

- 2/92 – 8/95 Director Administration and Quality Management, Business and Finance, Clemson University, Clemson, SC.**
- Developed, coordinated, administered, and integrated Total Quality Management initiatives for the 700+ employee Business and Finance Division.
  - Led communication efforts to include marketing, publications, newsletters, and media coordination.
  - Planned and directed computing and information management efforts including the development and implementation of customer service initiatives.
  - Served as team leader for the development, implementation, and administration of a comprehensive, integrated staff advancement and development program for division employees.
  - Investigated and developed recommended resolutions for division level grievances and affirmative action, discrimination, and disabled complaints.
  - Selected, trained, and lead a diverse staff of 12, including 3 at the Director level.
  - Administered 5 departmental budgets totaling in excess of \$750,000.
  - Developed and taught numerous university-wide professional development courses.
  - Chaired numerous committees including Computing and Information Management Committee and Copier Management Committee.
  - Served on a number of University and Division Committees including Joint City/University Committee, University Assessment Committee, Pay for Performance Committee, Quality and Leadership Committee, Executive Council, the Quality Review Advisory Committee for Business and Finance, and the Human Relations Council.
  - Conducted numerous customer satisfaction surveys, analyzed data, and reported findings for Business Services Departments.
- 6/95 – 10/95 Program Review Consultant to School of Continuing Education, Tri-County Community College, Pendleton, SC.**
- Conducted a school-wide assessment of the continuing education program including generating new data through the development and distribution of surveys, analyzing existing data, and interviews with key administrative staff.
  - Utilized findings to develop a model for program improvement to maximize efficient use of resources, enhance customer satisfaction, and to bring School in compliance with Southern Association of Colleges and Schools (SACS).
- 1/88 - 5/90 Doctoral Graduate Assistant, Educational Management and Development, New Mexico State University, Las Cruces, NM.**
- Assisted a professor of Educational Administration with all of his assigned duties including teaching, research, public service, and a recurring grant of over \$200,000.
- Co-taught an educational administration computer applications course.
  - Served as policy and procedure advisor for faculty searches and one Dean search.
  - Coordinated student computing and computer acquisition for the department of Educational Management and Development.



- 1/89 - 5/89 Career Planning and Placement Doctoral Intern, New Mexico State University, Las Cruces, NM.**  
Completed an intensive counseling internship exceeding 300 hours in the Office of Career Planning and Placement.
- Provided individual and group career/placement services to students in all disciplines.
  - Developed and conducted a customer satisfaction survey, analyzed data, and reported findings to the Director.
- 3/86 - 1/88 Assistant to the Associate Dean for Instruction, College of Agriculture and Home Economics, New Mexico State University, Las Cruces, NM.**  
Assisted the Associate Dean in administering a college instruction program enrolling 800 students and employing over 50 faculty and 100 staff members.
- Hired, trained, and supervised the Associate Dean's staff.
  - Administered the academic advising and registration process for new and returning students.
  - Assisted with faculty and staff personnel matters including grievances, searches, tenure, and promotions.
  - Implemented a college recruiting program including representing the college at a variety of recruiting functions, providing faculty with recruiting suggestions, and communicating with potential students.
  - Developed and taught a freshman orientation course.
  - Administered the college academic scholarship program awarding 200 scholarships annually.
- 2/84 - 9/85 Student Records Manager, Office of the Registrar, Indiana University – Bloomington, Bloomington, IN.**
- Administered, operated, and directed a computerized student records program for approximately 30,000 current and 100,000 former students.
  - Selected, trained, evaluated, and supervised the data entry staff.
  - Served as student record technical advisor to regional and main campus staff.
  - Assisted in the development and documentation of student record policies.
- 8/80 - 5/83 Residence Hall Director, Western Kentucky University, Bowling Green, KY.**
- Administered a 360-student residence hall.
  - Selected, trained, supervised, and evaluated, an Assistant Director and 11 student staff members.
  - Provided programming and social and personal  
08/008/01/200407/01/201002/01/1992counseling for the residents.
  - Administered a programming budget.
  - Responsible for properly maintaining the facility.

## Publications and Presentations

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### Publications (\*Peer Reviewed & \*\* Invited)

- \*Underwood, S. J. & Austin, C. (2016). Higher education graduate preparation programs: Characteristics and trends. *Journal of College Student Development*, April 2016, 57(3), 326-331.
- \*Underwood, D. G. & Underwood, S. J. (2014). Using discriminant analysis to identify students for a corequisite college algebra course. *The Proceedings of the 10<sup>th</sup> Annual National Symposium on Student Retention*, November 2014.
- Underwood, S. J., Austin, C., & Giroir, C. (2010). Squeezing the virtual turnip: Introducing student affairs professionals to open source technologies. *StudentAffairs.com Ejournal*, Winter 2010, 11(1).
- \*Underwood, S. J., Cawthon, T. W., & Underwood, D. G. (2001). Designing and implementing a successful assessment program for university housing practitioners. *Journal of College and University Student Housing*, 29(2), 5-11.
- \*Havice, P. A., Watson, L. W., Cawthon, T. W., & Underwood, S. J. (2000). Support of technology-based distance education: Administrators' attitudes and perceptions. *Quarterly Review of Distance Education*, 1(2), 129-38.
- \*Underwood, S. J. & Cawthon, T. W. (1999). Moving from administrator to faculty member: Look before you leap. *Journal of College Student Affairs*, 19(1), 75-83.
- \*\*Cawthon, T. W. & Underwood, S. J. (1998). The organizational structures of RHAs. In N. W. Dunkel, C. L. Spencer, & Associates (Eds.), *Advice for advisors: The development of a residence hall association* (pp. 51-63). Columbus, OH: The Association of College and University Housing Officers-International.
- \*Underwood, S. J. & Underwood, D. G. (1998). *Starting from Somewhere: Modified Zero-Based Curriculum Review*. AIR 1998 Annual Forum Paper. (ERIC Document Reproduction Services No. ED 422 803)
- \*Underwood, S. J. & Copeland, S. E. (1997). Career path: A program's shortcomings offer many lessons. *CUPA Journal*, 48(1,2), 41-44.
- \*Underwood, S. J., & Underwood, D. G. (1996). *Assessing continuing education: Difficult but not impossible*. AIR 1996 Annual Forum Paper. (ERIC Document Reproduction Services No. ED 397 718)
- \*Cooper, L. G. & Underwood, S. J. (1993). Evaluating the use of technology in your office. *Clearinghouse*, 66(4).

## Dissertation

Underwood, S. J. (1990). *The attitude, knowledge, and motivation of faculty relative to their involvement with career planning and placement offices at select four-year universities*. New Mexico State University, Las Cruces, NM.

## Presentations at Professional Meetings (\* Peer Reviewed & \*\* Invited Presentations)

- \*Underwood, S. J., Tribble, D., & Nichols, K. (Proposal Submitted 2022, July). *A collaboration between faculty and staff to enhance student training*. NASPA IV-West Annual Conference, Chicago, IL.
- \*Austin, C. E. & Underwood, S. J. (2015, March), *Practical guidance for co-curricular assessment to meet updated HLC criteria*. HLC Annual Conference, Chicago, IL.
- \*Underwood, D. G. & Underwood, S. J. (2014, November). *Using discriminant analysis to identify students for a corequisite college algebra course*. 10<sup>th</sup> Annual National Symposium on Student Retention, Louisville, KY.
- \*Underwood, S. J. & Austin, C. (2014, March). *A national study of student affairs graduate programs: What is the current state and where do we go from here?* NASPA Annual Conference, Baltimore, MD.
- \*Austin, C. & Underwood, S. J. (2013, November). *Hot off the presses: Connecting student affairs leadership to accreditation standards*. NASPA Regional IV-W Annual Conference, Hot Springs, AR.
- \*Underwood, S. J. & Jackson, L. H. (2011, November). *Developing professionals through effective student affairs practicum*. NASPA Regional IV-W Annual Conference, Denver, CO.
- \*Austin, C., Underwood, S., & Giroir, C. (2011, March). *Engaging students and informing the future: Technology in grad prep*. NASPA Annual Conference, Philadelphia, PA.
- \*Underwood, D. & Underwood, S. (2010, September). *Thumbs up for thumb drives: Making free software portable*. Arkansas Distance Learning Association Annual Conference, Hot Springs, AR.
- \*Giroir, C., Underwood, S., Austin, C. (2010, July). *Connecting to the I generation*. Paper presented at the UAMS Teaching with Technology Symposium, Little Rock, AR.
- \*Underwood, S. J. & Norton, H. (2008, November). *Helping students help themselves: Developing, gaining approval, and teaching a required freshman orientation course*. Paper presented at NASAP-IV West, Annual Meeting, Tulsa, OK
- \*Underwood, S. J., McDonald, L., and Thone, T. (2007, November). *It takes a campus to retain a student*. Paper presented at NASPA-IV West/ArCPA, Joint Annual Meeting, Little Rock, AR.

- \*Underwood, D. G. & Underwood, S. J. (2007, October). *Linking the impact of a course assessment to strategic institutional initiative of improved student retention*. Poster session presented at the UALR Assessment Expo 2007, Little Rock, AR.
- \*Underwood, S. J., Watson, W., & Underwood, D. G. (2006, October). *Separating fact from fiction: One school's approach to overcoming self selection in program assessment*. Paper presented at the Southern Association for Institutional Research Forum, Annual Meeting, Arlington, VA.
- \*Underwood, S. J., Watson, W., & Underwood, D. G. (2006, May). *Separating fact from fiction: One school's approach to overcoming self selection in program assessment*. Paper presented at the Association for Institutional Research Forum, Annual Meeting, Chicago, Illinois.
- \*\*Underwood, S. J. & Underwood, D. G. (2005, March). *Proven retention strategies*. Breakout Session for the ACT Ready to Succeed Statewide Conference, Little Rock, AR.
- \*\*Underwood, D. G., & Underwood, S. J. (2004, December). *Assessing institutional effectiveness*. Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Atlanta, GA.
- \*\*Underwood, D. G., & Underwood, S. J. (2003, December). *Assessing institutional effectiveness*. Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Nashville, TN.
- \*Biller, G., Pennington, A., & Underwood, S. (2003, October). *Beyond theory: Retention strategies in action*. Presentation at the Arkansas Higher Education 2<sup>nd</sup> Annual Retention Conference, Little Rock, AR.
- \*\*Underwood, D. G., & Underwood, S. J. (2002, December). *Assessing institutional effectiveness*. Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, San Antonio, TX.
- \*\*Underwood, D. G., & Underwood, S. J. (2001, December). *Assessing institutional effectiveness*. Post conference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, New Orleans, LA.
- \*Underwood, D. G. & Underwood, S. J. (2001, February). *Assessing institutional effectiveness*. Preconference workshop presented at the 23<sup>rd</sup> Annual Conference of the Texas Association for Institutional Research, Houston, TX.
- \*\*Underwood, D. G., & Underwood, S. J. (2000, December). *Assessing institutional effectiveness*. Preponderance workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Atlanta, GA.

- \*Underwood, S. J. & Underwood, D. G. (1998, May). *Starting from somewhere: A modified, zero-based curriculum review process*. Paper presented at the meeting of the Association for Institutional Research Annual Forum, Minneapolis, MN.
- \*Underwood, D. G., & Underwood, S. J. (1997, November). *Starting from somewhere: A modified zero-based curriculum review*. Paper presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.
- \*Underwood, D. G. . & Underwood, S. J. (1997, November). *Assessing curriculum: A faculty driven approach*. Paper presented at the South Carolina Higher Assessment Network Annual Conference, Myrtle Beach, SC.
- \*\*Underwood, S. J. & Cawthon, T. W. (1997, November). *Group facilitation: Producing the dream team*. Preconference workshop presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.
- \*Cawthon, T. W. & Underwood, S. J. (1997, April). *Moving from administrator to faculty member: Look before you leap*. Paper presented at the South Carolina College Personnel Association Spring Conference, Myrtle Beach, SC.
- \*Underwood, S. J., Kolb, M., & Sedgwick, T. J. (1997, February). *Students partnering with university administrators to evaluate a faculty/staff program*. Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.
- \*Cawthon, T. W. & Underwood, S. J. (1997, February). *A cost effective approach to measuring and improving stakeholder satisfaction with a university program*. Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.
- \*Underwood, S. J. & Underwood, D. G. (1996, November). *Assessing continuing education: Method and model*. Paper presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.
- \*Underwood, S. J. & Underwood, D. G. (1996, June). *Management skill building through support teams*. Poster session presented at the American Association for Higher Education Assessment Forum, Washington, D.C.
- \*Underwood, S. J. & Underwood, D. G. (1996, May). *Assessing continuing education: Difficult but not impossible*. Paper presented at the Association for Institutional Research Annual Forum, Albuquerque, NM.
- \*Underwood, S. J. & Underwood, D. G. (1996, February). *Continuing education evaluation: Methodology and model*. Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.
- \*\*Underwood, S. J. (1996, February). *Group and leader facilitation skills*. Workshop presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

\*\*Underwood, S. J. (1995, November). *Careers paths for trade's personnel*. Invited presentation at the South Carolina Association of Physical Plant Administrators of Universities and Colleges Annual Conference, Myrtle Beach, SC.

\*Underwood, S. J. (1995, November). *The use of assessment data by university bookstore managers to improve services*. Invited poster session presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

\*Underwood, S. J. & Underwood, D. G. (1989, October). *Does the placement office place? Conducting and using a placement follow-up survey*. Paper presented at Rocky Mountain Association for Institutional Research Conference, Las Vegas, Nevada.

### **Invited Workshops/Presentations**

Underwood, S. J., Ekong, P., & Brown, H. E. (2020, October). Graduate Student Council *Doctoral Discussion Panel*, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2020, January). Facilitated discussion on *classroom engagement techniques*, College of Education Professional Development, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2018, April). *Handling stress and anxiety*. CSP Graduate Assistants Professional Development, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Norton, H. (2018, March). *HLC reaffirmation preparation*. Presentation to the ATU Executive Council, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Norton, H. (2018, January). *HLC reaffirmation preparation*. Faculty Professional Development General Session, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, April). *Learning how to relax under pressure*. OnTrack Session, Student Services, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *Handling anxiety and stress*. Graduate Assistant Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *High impact practices*. New Faculty Presentation, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *What research tells us about helping college students succeed?* New Faculty Academy, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, November). *Relaxing in times of stress*. Video Training for the OnTrack Program – Graduate Scholar Track, Arkansas Tech University, Russellville, AR.

- Underwood, S. J. (2016, September). *Conquering cyberspace*. SSS Workshop, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. & Austin, C. (2016, August). *Careers in Student Affairs*. RA Training, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2016, April). Contributed to Video – *Tips for success at ATU* for New Faculty Training. Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2016, March). *Moving beyond the master's degree*. Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2016, March). *Dealing with stress*. CSP 1013 Class Presentation, Arkansas Tech University, Russellville, AR.
- Pennington, A., Underwood, S. J., Austin, C. (2016, January). *First -Year initiatives*. Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2015, August). *TECH 1001 Instructor training*. Arkansas Tech University, Russellville, AR.
- Austin, C. & Underwood, S. J. (2015, July). Prairie State University Webinar, *Assessment: Nuts and bolts*. Russellville, AR.
- Austin, C. & Underwood, S. J. (2015, June). Prairie State University Webinar, *Assessment 101*. Russellville, AR.
- Underwood, S. J. (2015, March). *Is a doctorate right for you?*. Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2014, December). *Relaxation exercise*. College Student Personnel Association, Arkansas Tech University, Russellville, AR.
- Austin, C. & Underwood, S. J. (2014, November). *Connecting student affairs professionals to accreditation standards: Take two..* Student Services Workshop, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. & Underwood, D. G. (2014, September). *Learning to relax*. Upward Bound Students, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2014, April). *Guided relaxation exercise*. Campus Life Graduate Assistants In-Service, Arkansas Tech University, Russellville, AR.
- Austin, C. & Underwood, S. J. (2014, March). *Hot off the presses: Connecting student affairs professionals to accreditation standards*. Student Services Workshop, Arkansas Tech University, Russellville, AR.

- Underwood, S. J. (2014, January). *Conquering cyberspace: Succeeding in online classes*. Student Support Services, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2013, February). *Professionalism in higher education*. College Student Personnel In-Service, Arkansas Tech University, Russellville, AR.
- Underwood, S. J., & Underwood, D. G. (2012, September). *Overcoming Test Anxiety*. Upward Bound Students, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2011, Summer). *Succeeding academically*. Panelist Six Parent Orientation Sessions, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2011, April). *Time management and organization for student success*. Brown Bag Presentation for the Student Support Services program. Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2011, February). *Preparing effective resumes*. Presentation to Delta Zeta Sorority, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2011, February). *Making the most of student affairs practicums*. Panelist, CSPA Brown Bag, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2010, Summer). *Succeeding academically*. Panelist Four Parent Orientation Sessions, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2009, May). *Academic success: What it takes in college*. Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2009, February). *Geographically limited job searches*. CSPA Brown Bag Series, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. (2009, January). *Why work in student affairs*. Residence Hall Directors Training, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. *College success initiatives*. (2008, August). High School Counselors Workshop, Arkansas Tech University, Russellville, AR.
- Underwood, S. J. & Underwood, D. G. (2008, July). *Assessment is not a four letter word*. Ozarka College Staff Workshop, Ozarka College, Melbourn, AR.
- Underwood, S. J. (2008, May). *Academic success: What it takes in college*. Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.
- Watson, J. W. & Underwood, S. J. (2008, April). *Issues in non-academic assessment*. Presentation for the AR Assoc. for the Assessment of Collegiate Learning State Conference, Russellville, AR.



Underwood, D. G. & Underwood, S. J. (2008, April). *Telling out stories: Assessing the effectiveness of programming activities*. Presentation for the Arkansas NAFSA: Association of International Educators Annual State Meeting, Russellville, AR.

Underwood, S. J. & Thone, T. (2007, June). *Academic success: how to excel in the classroom*. Techknowledge, Summer Orientation, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2007, May). *Academic success*. Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2004, May). *Bridge to excellence: Supporting the transition to college*. Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Bogue, J. M. (2004, May). *Bridge to excellence: Preparing for year 4*. Recruiting meetings, Arkansas Tech University, Russellville, AR.

Morell, L., Underwood, S. J., Kirkconnell, S., Zimmer, C., Lombardo, S, & Morton, R. (2004, April). International Student Needs Panel Discussion, Professional Development Workshop, Arkansas Tech University, Russellville, AR.

Biller, G. M. & Underwood, S. J. (2003, August). Bridge to Excellence Mentor Training, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2000, October). *Basic Questionnaire Development*. Workshop presented to graduate class, University of Houston-Clear Lake, Houston, TX.

Underwood, S. J. (2000, March). *Assessment*. Workshop presented to Division of Student Services, University of Houston-Clear Lake, Houston, TX.

Underwood, S. J. (1999, January-May). *Orientation to Career and Counseling Services*. Developed and presented throughout 1999 Spring for University of Houston – Clear Lake, Houston, TX.

**(1993 to 1998). Workshops presented for Clemson University's Department of Employee Development, Clemson, SC. (Many offered multiple times).**

Underwood, S. J. & Holbrook, B. *Conducting effective meetings*.

Underwood, S. J. *Facilitation skills*.

Underwood, S. J. *Gender differences*.

Underwood, S. J. *Groupthink*.

Underwood, S. J. *Making OJT work*.

Underwood, S. J. & Cawthon, T. W. *Strategies to assist administrative assistants negotiating the university jungle*.

Underwood, S. J. & Cawthon, T. W. *Team building*.

Underwood, S. J. & Crawford, S. *Transition from worker to supervisor*.

**Reviewer Higher Learning Commission Reviewer**

- 2022 Enhanced Panel Review – 3 Requests, March, 2022
- 2021 Change Panel Review – 3 Requests, November 2021
- 2021 Enhanced Panel Review – 3 Requests, March 2021
- 2019 Change Panel Review – 3 Program Requests, July 2019
- 2019 Change Visit – Missouri Valley College, March 2019
- 2017 Change Panel Review – 3 Program Requests, December 2017
- 2017 Additional Location Visit – National Park College, April 2017
- 2015 Completed Training for Peer Reviewer Standard and Open Pathways and Distance Education
- 2014 Completed Training for Peer Reviewer Standard and Open Pathways

**Manuscript Review**

- 2019 Manuscript Reviewer for the *Journal of Education Human Resources*, (10-19). Reviewed Manuscript titled: I was going to be in residence life for life: Exploring the experiences of former student affairs professionals turned faculty.

**Peer Review for National/Regional Associations**

- 2021 Served as program reviewer for NASPA, National Conference, March 2022  
Reviewed proposals for both scholarly paper sessions and general sessions
- 2021 Served as program reviewer for NASPA, Strategies Conference, January 2021
- 2021 Served as program reviewer for NASPA, Virtual Student Success in Higher Education Conference, June 2021
- 2020 Served as program reviewer for NASPA, National Conference, March 2021  
Reviewed proposals for both scholarly paper sessions and general sessions
- 2019 Served as program reviewer for NASPA, National Conference, March 2020  
Reviewed proposals for both scholarly paper sessions and general sessions
- 2019 Served as program reviewer for NASPA IV-West Regional Conference, October 2019
- 2018 Served as program reviewer for NASPA, National Conference, March 2019  
Reviewed proposals for both scholarly paper sessions and general sessions
- 2018 Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2018
- 2017 Served as program reviewer for NASPA, National Conference, March 2018
- 2017 Served as program reviewer for NASPA IV-West Regional Conference, November 2017
- 2016 Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2017
- 2016 Served as program reviewer for NASPA, National Conference, March 2017  
Reviewed proposals for both general sessions and scholarly paper sessions
- 2015 Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2016
- 2015 Served as program reviewer for scholarly papers, NASPA National Conference, March 2016  
Reviewed proposals for both general sessions and scholarly paper sessions
- 2015 Served as program reviewer for NASPA Strategies Conference, January 2016
- 2014 Served as judge for poster session, National Symposium on Student Retention, November 2014
- 2014 Served as program review for scholarly papers, NASPA National Conference, March 2015
- 2014 Served as program reviewer for NASPA National Conference, March 2015
- 2014 Served as program reviewer for NASPA Mental Health Conference, January 2015
- 2013 Served as program reviewer for NASPA National Conference, March 2014
- 2013 Served as program reviewer for NASPA IV-West Conference: November 2013
- 2012 Served as program reviewer for NASPA National Conference, March 2013

- 2012 Served as program reviewer for NASPA TECH: SA Technology Conference, October 2012
- 2011 Served as program reviewer for NASPA National Conference, March 2012
- 2011 Served as program reviewer for NASPA IV-West Conference, November 2011
- 2010 Served as program reviewer for NASPA IV-West Conference, November 2010
- 2009 Served as program reviewer for NASPA National Conference, March 2010
- 2008 Served as program reviewer for NASPA National Conference, March 2009
- 2006 Served as a program reviewer for ACPA/NASPA National Conference, March 2007
- 2005 Served as program reviewer for NASPA National Conference, March 2006
- 2005 Served as program reviewer for NASPA IV-West Conference, November 2005
- 2004 Served as program reviewer for NASPA 2005 National Conference, March 2005

## Consulting

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Co-Owner of Underwood Consulting (formerly Educational Consulting Services). Providing consultation, training, survey research and data analysis. Clients range from technical colleges (Tri-County Technical College) to four-year institutions (University of Houston – Clear Lake & Clemson University) to hospitals (Henderson Community Methodist Hospital).

## Grants

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Underwood, S. J. & Nichols, K Arkansas Tech University Innovative Fund Grant, *Rethinking how to build effective student success allies*. (\$20,000) Funded.

.Underwood, S. J. (2014). Arkansas Tech University Professional Development Grant, *Practical guidance for co-curricular assessment to meet updated HLC criteria*. HLC Annual Conference, Chicago, IL, (\$1,286) Funded.

Underwood, S. J. (2013). Arkansas Tech University Professional Development Grant, *A National Study of Student Affairs Graduate Preparation Programs? What is the Current State and Where do we go from Here?*, NASPA Annual Conference, Baltimore, MD, (\$1,854) Funded.

Underwood, S. J. (2011). Arkansas Tech University Professional Development Grant, *Developing Professionals Through Effective Student Affairs Practicums*, (\$1,693) Funded.

Underwood, S. J. (2008). Arkansas Tech University Professional Development Grant, *It Takes a Campus to Retain a Student*, (\$2,905) Funded.

Underwood, S. J., Bogue, M., & Biller, G. (2003). Arkansas Tech University Assessment Project Grants, *Student Perceptions of College Environmental Factors*. (\$2,000) Funded.

Underwood, D. G. & Underwood S. J. Co-Principle (1997). Investigators and Griffin, B. J. and Cawthon, T. H. Co-Investigators. TRIO Grant Application, *Student Support Services*. (\$1 million) (Missed funding by 2 points).

Underwood, D. G., Nowaczyk, R. H., Underwood, S. J., St. John, K. & Foltz, B. J. (1996). Clemson University Innovation Fund Proposal, *Industry Driven Graduate Skills Identification*. (\$37,850) Funded.

Underwood, S. J. & Irvin, D. Clemson University Innovation Fund Proposal, (December 1995).  
*Assessment of Advisement for Undeclared Majors.* (\$5,100) Unfunded.

Underwood, S. J. & Others. Clemson University Innovation Fund Proposal, (Fall 1994). *Development of Cultural Diversity Trainers.* (\$5,000) Unfunded.

## **University Teaching**

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### **Graduate Courses Taught**

- Counseling Theories and Helping Skills (2021-Present)
- Student Development Theory, Arkansas Tech University (2020)
- SAA Capstone, Arkansas Tech University (2003–2014, 2018, 2020, 2021, 2022)
- SAA Practicum I, Arkansas Tech University (2007-Present)
- SAA Practicum II, Arkansas Tech University (2004-Present)
- SAA Advising Practicum, Arkansas Tech University (2018-Present)
- Administration in College Student Personnel (2012-Present)
- Assessment and Evaluation In Higher Education, Arkansas Tech University (2002 & 2012-Present)
- Research Design and Analysis, Arkansas Tech University (2005 & 2013-2019)
- SAA Applied Research, Arkansas Tech University (2011-12)
- Introduction to College Student Personnel Work, Arkansas Tech University (2002-2006)
- Ethical Leadership in Higher Education, Arkansas Tech University (2004-2006)
- The American College Student, Arkansas Tech University (2003)
- Counseling College Students, Arkansas Tech University (2003-2004)
- Educational Research, Arkansas Tech University (2002)
- Guidance in Education, Arkansas Tech University (2001 - 2003)
- \*American College Student, Clemson University (1995 - 1998)
- \*Higher Education Finance, Clemson University (1995 - 1998)
- \*Ethics in Educational Leadership, Clemson University (1995 - 1998)
- Research in Higher Education, Clemson University (1995 - 1998)
- Administration and Leadership in Higher Education, Clemson University (1995 - 1998)
- Advanced Doctoral Seminar I, Clemson University (1995 - 1998)
- Student Development Theory, Clemson University, (1993)
- Introduction to Computing for Educational Leadership, Co-taught with Dr. Lloyd Cooper, New Mexico State University (1988 - 1990)
- Student Development Theory, Clemson University, (1993)

### **Undergraduate Courses Taught**

- \*Orientation to the University, Arkansas Tech University (2008-2009, 2014, 2015)
- \*Principles of Collegiate Success, Arkansas Tech University (Administered 2004 - 2012)
- \*Freshman College Orientation, New Mexico State University (1986-1987)

*\*Denotes Courses I Developed and Secured University Approval to Teach*

## **Service**

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### **Arkansas Tech University**

21-22 Elected Member, Faculty Salary and Benefits Committee

- 20-22 Elected Member, Faculty Welfare Committee
- 16-22 Appointed Member, University Service Excellence Committee
- 16-22 Chair, University Service Obstacles Committee
- 13-22 Peer Review Committee, SAA  
Chair 2022, 2019, 2017, 2015, 2013  
Member 2021, 2020, 2018, 2016, 2014
- 04-22 Reader for SAA Comprehensive Exam  
Wrote Exam Question Spring 21 & Spring 19  
Served as On Call Faculty for Comprehensive Exam Administration, Spring 21, Fall 18 & Spring 15
- 17-21 Appointed Member, College of Education Professional Development Committee  
Elected Chair 18-19
- 16-19 Appointed Member, Higher Learning Commission Reaccreditation Steering Committee
- 16-19 Appointed Chair, Higher Learning Commission Reaccreditation Criteria 3 Committee
- 16-19 Elected Member, Faculty Senate  
Chaired, Subcommittee on ePortfolio Guidelines  
Co-Chaired, Subcommittee on Faculty Evaluations
- 18-19 Appointed Member, College of Education Nominating Committee
- 17-18 Appointed Member, ATU Tuition Waiver Committee
- 16 & 18 Peer Review Committee, CLL
- 17 & 18 Appointed Member, Faculty Excellence Awards Committee
- 17-18 Elected Member, Faculty Welfare Committee
- 08-17 Elected Member, Graduate Council  
Elected Vice Chair 2016-17  
Member, Graduate Faculty Qualifications Committee  
Member, Graduate Assistant Handbook Review Committee  
Member, Subcommittee Graduate Faculty Reappointment Reviews  
Chair, Subcommittee Graduate Faculty Review Process  
Chair, Subcommittee on Grade Format  
Member, Subcommittee Graduate Faculty Review Policy
- 16 Budget Advisory Committee – College of Education
- 16 COE Mission/Vision Committee – College of Education
- 16 CSP Scholarship Committee
- 15 Member, Strategic Planning Working Group on Enrollment and Marketing
- 15 Appointed Member, University Online Growth and Future Practices Committee
- 13-15 Elected Member, Faculty Welfare Committee  
Member Subcommittee to Investigate Grievance
- 14-15 Appointed Member, College of Education Technology Committee
- 04-15 Participated in Resident Director Recruiting for Residence Life
- 15 Served on Panel on Career Path, Residence Life Professional Development Session
- 14 Appointed Member, Faculty Excellence Award Committee
- 14 Faculty Usher for Graduate Graduation Ceremony, May
- 13 & 14 Resume Reviewer for Student Services Professional Development Committee
- 11-14 Conducted Mock Interview for Student Service Graduate Assistants
- 05-14 Appointed Member, University Assessment Committee  
Member, Subcommittee Structured Department Assessment Retreats

- Chair, Subcommittee on Assessment of Online Instruction
- Chair, Subcommittee on Dean's Assessment Role
- 13 Member, College of Education Grade Appeal Committee
- 13 Member, Academic Advisor Search Committee
- 13 Member, Director of Assessment & Institutional Effectiveness Search Committee
- 10-13 Elected Member, Faculty Senate
- Facilitated Standing Committee Elections via Blackboard
- Member, Subcommittee on Faculty Senate Membership
- Member, Subcommittee on Revamping Online Course Evaluations
- 12 & 13 Member, Peer Review Committee, Health & Physical Education
- 12 Member, Art Faculty Search Committee
- 12 Member, CSP Faculty Search Committee
- 12 Chair, Department Head Search Committee, CSP
- 12 Member, Conduct Review Board, Student Services
- 03-11 Served as Bridge to Excellence Mentor
- 11 Appointed Member, Student Success Committee
- 11 Chair, Faculty Search Committee, CSP
- 11 Chair, Administrative Assistant Search Committee, CSP
- 10 & 11 Served on Panel for Parent Orientations, Summers 2010 & 2011
- 07-11 Chair, Higher Learning Commission Self-Study Criteria 4 Committee
- \* Only Chair not a Twelve Month Employee (Dean/Department Head)
- 07-11 Higher Learning Commission Self-Study Steering Committee
- 06-11 Chair, CSP Graduate Assistant Search Committee
- 10 Faculty Usher May Graduation
- 07-10 College of Education TEC Appeals Committee
- 07-10 Chair, CSP Portfolio Peer Review Committee
- 04-10 Serve as Advisor for the College Student Personnel Association
- 09 Chair, Visiting Instructor of CSP Search Committee
- 09 Chair, CSP Administrative Assistant Search Committee
- 08-09 Served on Underage Drinking Prevention Committee, City of Russellville, AR
- 08-09 Selected and served as International Student Work Program Mentor
- 08 Chair, CSP Faculty Search Committee
- 08 Freshman Orientation Course Development Committee – TECH 1001
- 08 School of Education Task Force on Enhancing Online Instruction
- 07-08 Student Affairs Committee, University Standing Committee
- 07-08 Strategic Planning Initiatives Committee
- 07 School of Education Nominations for Standing Committees Committee
- 07 Chair, CSP Faculty Search Committee
- 06-07 Alcohol and Other Drug Prevention Campus Coalition
- 05-06 Luminis Portal Content Committee
- 03-04 Guidance and Counseling Committee, University Standing Committee
- 03-04 Student Personnel Committee, University Standing Committee
- 03-04 New Student Orientation Committee, Division of Student Services
- 03-04 Career Advising Committee, Division of Student Services
- 03 Development Officer Search Committee, Division of Development

### **University of Houston - Clear Lake**

- 99-01 Served as evaluator for student presentation and poster sessions at an annual research conference at University of Houston-Clear Lake.
- 00 Served as an information provider for the University of Houston-Clear Lake back to school assistance program.
- 99 Taught basic survey design and development to a graduate class at the request of the instructor at University of Houston-Clear Lake.

### **New Mexico State University**

- 86-88 Member Dean's Advisory Counsel
- 87 Member University Student Retention Task Force
- 88 Resource Member and Procedural Advisor, Faculty Search Committee
- 89 Resource Member and Procedural Advisor, Faculty Search Committee
- 89 Resource Member, Dean Search Committee

### **Clemson University**

- 97-98 College Representative to the Graduate School Advisory Committee
- 96-98 College of Health, Education, and Human Development Representative to University Graduate Curriculum Committee
- 95-98 Member of Educational Leadership Admissions Committee
- 95-98 Department of Counseling and Educational Leadership Representative to College of Health, Education, and Human Development Curriculum Committee
- 96-97 Member Faculty Senate Committee to Consider Faculty and Administrator Evaluations
- 95-97 Chair of the Department of Counseling and Educational Leadership Curriculum Committee
- 95-96 Served on Department of Counseling and Educational Leadership Faculty Search Committee
- 95-96 Chair of Ad Hoc Departmental Committees on Student Evaluation Form Development and Comprehensive Examination Procedures
- 96 Chair of the Departmental Handbook Committee

### **Student Organization Service**

- 18-20 Faculty Advisor, College Student Personnel Association, Arkansas Tech University
- 04-10 Faculty Advisor, College Student Personnel Association, Arkansas Tech University
- 96-98 Faculty Advisor, Alpha Epsilon Lambda - Eta Chapter, (Graduate Honor Society), Clemson University
- 96-98 Mentor for the Student Personnel Association, Clemson University
- 96-98 Member, Clemson University's S.A.F.E. Team

### **Other Service**

- 09 Participated in capstone project research for student at University of Central Arkansas.
- 08-09 Served as External Reviewer for Master of Science in Higher Education and Services Program at Northeastern State University, Tahlequah, OK
- 07-08 Served on a dissertation committee for doctoral student at University of Arkansas Little Rock
- 06 Served as participant in a research study titled, Faculty Working in the Hinterlands: Different Experiences, Different Lives
- 06 Served as proctor of rising junior exam, Arkansas Tech University.
- 03 Developed and conducted Bridge to Excellence Mentor Training

- 96 Led a group of students as they conducted an evaluation of the Professional Development Program at Clemson University. Provided Director of Human Resources with a final report and model for future evaluations.
- 95 In conjunction with David G. Underwood, conducted a review of the Continuing Education Program at Tri-County Technical College. Provided Dean with report of current status and model for improvement.

## **Professional Activities**

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### **Memberships**

- National Association of Student Personnel Administrators (NASPA)
- Higher Learning Commission, Member Peer Review Corp
- Chi Sigma Alpha, Honorary Member
- National Guild of Hypnotists, Certified Hypnotist

### **Professional Development**

- 21 20 hours of Continuing Education Units in Hypnosis
- 21 Quality Advising, Carol Heisserer, ATU
- 21 Best Practices for Online Learning, Dr. M. Ibrahim, ATU
- 20 20 hours of Continuing Education Units in Hypnosis
- 20 Five Fast Universal Designs for Learning – Remote-Teaching Strategies, Dr. Thomas Tobin
- 20 Kaltura Training Session, ATU
- 19 15 hours of Continuing Education Units in Hypnosis – Autogenic Training & Energy Healing
- 19 Kaltura Lecture Capture Training, Arkansas Tech University, October 2019
- 19 Webinar on 7<sup>th</sup> ed. APA Formatting
- 19 Title IX online Training, Arkansas Tech University
- 19 Portfolio Training, Arkansas Tech University, August 2019
- 19 The Importance of Student Involvement in Retention Training with Dr. Bruner, Arkansas Tech University, February 4, 2019
- 18 Completed Quality Matter Applying the QM Rubric Course
- 18 Higher Learning Commission Annual Conference, Chicago, IL
- 17 Higher Learning Commission Annual Conference, Chicago, IL
- 17 Teaching Innovation Professional Development, Arkansas Tech University
- 16 Emergency Preparedness & Active Shooter Training, Russellville, AR
- 16 Hypnosis Training in Perceptions and Dreams
- 16 Higher Learning Commission Annual Conference, Chicago, IL
- 15 Hypnosis Training in the Use of Regression
- 15 Higher Learning Commission Annual Conference, Chicago, IL
- 14 & 15 Peer Reviewer Training, Higher Learning Commission, July 9-11, St. Charles, IL
- 15 Flipped Classroom Training, Russellville, AR
- 14 Hypnosis Training for Post-Traumatic Stress Disorder, Fayetteville, AR
- 14 Student Success Summit Participant, February 19, ATU, Russellville, AR
- 13 Making a Difference in Student Learning: Assessment as a Core Strategy, Higher Learning Commission, July 24-26, St. Charles, IL



- 13 Early Workshop, Current Expectations for Assessment of Student Learning, General  
Education, and Student Success, Higher Learning Commission, July 23-24, St. Charles, IL
- 13 Smart Board Training, Arkansas Tech University, November 14, Russellville, AR
- 13 Awarded 15 .5 Hours of Continuing Education Units by the National Guild of Hypnotists
- 12 Hypnotists Certification Training, (January-February, 2012), Fayetteville, AR
- 11 Collaboration Training, (November 14, 16, & January 10, 11), ATU, Russellville, AR.
- 11 Student Success Symposium, March 30-31, UCA, Conway, AR
- 10 Facebook Training, December, 2010, ATU, Russellville, AR.
- 10 The College Success Course in the Great Recession: Doing More with Less, Online Seminar,  
December, 2010.
- 10 CSPA Brown Bag: Preparing Effective Resumes, November 18, 2010, ATU, Russellville,  
AR.
- 10 Arkansas Distance Learning Association Annual Conference, September 21-23, Hot Springs,  
AR.
- 10 UAMS Teaching with Technology Symposium, July 22-23, 2010, Little Rock, AR.
- 10 Student Success Symposium, March 31 & April 1, 2010, UCA, Conway, AR.
- 10 Curricular Change Workshops – March and September, ATU, Russellville, AR.
- 10 Identifying and Managing Classroom Aggression and Violence, Online Seminar, February 23,  
2010, P. Francis & B Van Brunt.
- 10 Arkansas Department of Higher Education Meeting Achieving the Dream, January, 2010,  
Little Rock, AR.
- 09 Webinar, Meet the Millennials, R. Onorato.
- 09 Webinar, Other Ways In: Hands-On Activities to Help Students Discover a Major, K.  
Hartman.
- 09 Webinar, Teaching with Focus, C. Staley.
- 09 Student Success Symposium, April 1-2, 2009, UCA, Conway, AR.
- 08 Campus Toolkit Demonstration via phone and web, January, 2008.
- 08 NASPA-IV West Annual Conference, November 2008, Tulsa, OK.
- 08 The Fourth Annual National Symposium on Student Retention , September 29 – October 1,  
2008, Little Rock, AR.
- 08 Arkansas Tech University Workshop on Clicker Technology, August, 2008, Russellville, AR.
- 08 Program to Evaluate and Advance Quality (PEAQ) HLC Preconference Workshop on Self-  
Study, April 2008, Chicago, IL
- 08 Annual Conference, Higher Learning Commission, April 2008, Chicago, IL
- 07 NASPA-IV West/ArCPA Joint Meeting, November 7-9, Little Rock, AR.
- 07 Program to Evaluate and Advance Quality (PEAQ) WorkDay, The Higher Learning  
Commission, September 10, Chicago, IL.
- 07 ATU's Leadership Development for Academic Department Head's Workshop, Lakepoint,  
May 23-24, Russellville, AR.
- 07 Thomson Online Events - The Power of Possibility: How Facebook is Changing the First  
Year, February 13.
- 07 Online Student Services for Online Success Teleconference, February 8.
- 07 Teleconference - Developmental Education: Student Services, January 30.
- 06 Arkansas College Personnel Assoc. Annual Meeting, November 16 -17, Little Rock, AR.
- 06 Arkansas Tech University, Sexual Harassment Policy Update, Sept. 27, Russellville, AR.

- 05 *X-treme University Renovation: Student Affairs Edition – Constructing Learning Outcomes that Foster Student Development*, Arkansas College Personnel Association, November 17-18, 2005, Hot Spring, AR.
- 05 Ready to succeed: *All students prepared for college and work*, ACT state-wide conference. (March, 2005), Little Rock, AR.
- 05 *EAST (Environmental and Spatial Technology) national conference*. (March, 2005), Little Rock, AR.
- 04 *Students First: Making it Happen Assessment, Service, and Collaboration*, Arkansas College Personnel Association, November 18-19, 2004, Hot Spring, AR.
- 04 *Legislative and Student Issues in Higher Education*, Spring Drive-In Conference Sponsored by the Arkansas College Personnel Association and the Arkansas Collegiate Drug Education Committee. April, 2004, Conway, AR.
- 03 *Noel Levitz's national retention conference*, (July, 2003), San Diego, CA.
- 98 *Workshop on Covey's Principle-Centered Leadership*, Presented by Steve Kukic, Sponsored by the University of Houston Clear Lake Student Life Office, Houston, TX.
- 96 *Workshop on Faculty Evaluation*, Presented by Peter Seldin, Sponsored by The South Carolina Higher Education Assessment Network, SC.
- 95 *Workshop on Assessment in Major*, Presented by Jim Nichols, Sponsored by Clemson University's Office of Assessment, Clemson, SC.
- 93 & 94 Attended *College Business Management Institute (CBMI)*, University of Kentucky, Lexington, KY.
- 92 Association for Quality and Participation's *Malcolm Baldrige National Quality Award Self Assessment Workshop*, Nashville, TN.

## Honors

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- Recognized by Alexis Smith at Department of Diversity and Inclusion's Multicultural Stole Cemermony, April 19
- Presented with a Service WOW for Service Excellence, Arkansas Tech University, 2018
- Selected as Peer Reviewer, Higher Learning Commission, 2014
- Faculty Award of Excellence for Service, Arkansas Tech University, 2013
- Arkansas Academic Advising Network (ArkAAN), Outstanding Faculty Advisor of 2011
- Nominated for NACADA Regional Faculty Advising award. Presented with a Certificate of Merit. NACADA Regional VII Conference - 2011
- Nominated as Faculty Member of the Year, Arkansas Tech University – 2007 & 2009
- SC Commission on Higher Education & SCHE Assessment Network Exemplary Assessment Program Award. *The Use of Assessment Data by University Bookstore Managers to Improve Services*, 1995

## References

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Available Upon Request

Rene R. Couture, Ph.D.  
Associate Professor  
Student Affairs Administration  
Arkansas Tech University, Russellville, AR  
rcouture@atu.edu

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### Education

- 2010      **Doctor of Philosophy** in Higher Education and Student Affairs Leadership  
University of Northern Colorado—Greeley, Colorado  
Dissertation: *The first-again generation: First-generation college students whose grandparents attended college*
- 2003      **Master of Science** in Student Affairs Administration  
Indiana State University—Terre Haute, Indiana
- 1997      **Bachelor of Arts** in Psychology  
Saint Michael's College—Colchester, Vermont
- 1996      Semester Study Abroad  
University of Queensland—Brisbane, Australia

### Arkansas Tech University Faculty

- 2020-present, **Associate Professor & Graduate Program Director**- Student Affairs Administration
- 2018-2020, **Associate Professor**- College Student Personnel (tenured)
- 2012-2018, **Assistant Professor**- College Student Personnel (tenure track)

### Teaching Experience

Courses taught:

#### **Arkansas Tech University**

- SAA 6023      Introduction to Student Affairs Administration
- SAA 6033      Student Development Theory
- SAA 6043      College Students & Subcultures
- SAA 6083      Practicum I
- SAA 6093      Practicum II
- SAA 6113      Research Design and Analysis
- SAA 6133      Ethical Leadership in Higher Education
- SAA 6143      Administration in Student Affairs Administration
- SAA 6153      Advising Student Groups
- SAA 6163      Academic Advising
- SAA 6173      Career Advising
- SAA 6293      Advising Practicum
- SAA 6881      Applied Research in Student Affairs
- SAA 6883      International Student Affairs

- SAA 6893 Independent Study
- TECH 1001 Orientation to University

**Adjunct Faculty—University of Northern Colorado, Greeley, CO**

2012 Spring

- HESA 791: Advanced College Student Development Theory: Social Identity

2011 Fall

- HESA 668: College Student Cultures and Characteristics

2005 Fall

- UNIV 101: Foundations for Learning and Development

**Adjunct Faculty —Colorado State University, Fort Collins, CO**

2007-2012 **Student Affairs in Higher Education**, Colorado State University

- Faculty advisor for SAHE students
- Committee member for graduate students
- Supervised graduate intern
- Member of faculty selection committee for incoming student cohorts

2012 Spring

- KEY 192: Create Your Story, Part II

2011 Fall

- KEY 192: Create Your Story, Part I

2008 Spring

- EDHE 590: Helping skills workshop

**Co-Instructor—Indiana State University, Terre Haute, IN**

2001 AHS 111: Personal Health and Wellness

2003 Teacher Assistant, ESL classes

Higher Education/Student Affairs Experience

2006-2012 **Academic Advisor**— Colorado State University, Fort Collins, CO  
Center for Advising and Student Achievement

2005-2006 **Recruiter/Advisor**— Front Range Community College—Westminster, CO

2003-2005 **Academic Advisor/Graduate Assistant**  
University of Northern Colorado— Greeley, CO

2004-2005 **Dean of Students Doctoral Intern**  
University of Northern Colorado, Greeley, CO

2002-2003 **Student Judicial Programs Graduate Assistant**  
Indiana State University, Terre Haute, IN

- 2001-2002     **Student Health Promotion** Graduate Assistant  
Indiana State University, Terre Haute, IN
- 2002            **International Student Services Practicum**, Interlink Language Center  
Indiana State University, Terre Haute, IN
- 2001-2002     **Study Abroad Practicum**, International Center  
DePauw University, Greencastle, IN
- 2000-2001     **Career Counselor**, Easter Seals Crossroads Rehabilitation Center  
Indianapolis, IN

### Publications

- Couture, R., & Tyson, M. (2022). The path to advising: The varied ways individuals become academic advisors. *NACADA Review*, 3(1), 21-32. <https://doi.org/10.12930/NACR-21-11>
- Couture, R. (2019). Meddling with hiring. In M. Benjamin & J. Jessup-Anger (Eds.), *Maybe I Should... Case Studies on Ethics for Student Affairs Professionals* (2<sup>nd</sup> ed., pp. 113-114). Lexington Books.
- Couture, R., Schwehm, J., & Couture, V. (2019). FERPA Fear or FERPA Flex: Student affairs practitioners' understanding of federal privacy laws on campus. *Journal of Student Affairs*, 28, 39-50.
- Couture, R., Schwehm, J., & Couture, V. (2017). Helicopter colleges: A return to in loco parentis? *College Student Journal*, 51, 398-406.
- Couture, R. (2017). Bullying and “badvising” in higher education. *International Journal of Education and Social Science*, 4(4), 1-5.
- Couture, R. (2016). Impactful advising: Investing in students' lives. *International Journal for Innovation Education and Research*, 4(8), 100-106.
- Couture, R. (2014) New faculty guilt: Adjustment from full-time practitioner to professor. *ACPA's Developments*, 12(3), 1-3.
- Couture, R. (2012). When guaranteed transfer becomes guaranteed torture. In T. Grites and C. Duncan (Eds.) *Advising transfer students: Strategies for today's realities and tomorrow's challenges* (2nd ed., pp. 119-121). NACADA publications.
- Couture, R. (2010). The First-Again Generation: A qualitative study of first-generation college student siblings whose grandparents attended college (Doctoral dissertation). University of Northern Colorado.

Corn, A., Costello, P., Couture, R., & VanLue, A. (2002). Studentaffairs.com Virtual Case Study. *Journal of Technology in Student Affairs*, [http://studentaffairs.com/ejournal/Spring\\_2002/](http://studentaffairs.com/ejournal/Spring_2002/)

### Presentations

*International/National Presentations* (peer reviewed)

Couture, R. (2022, March). *The evolution of APA Writing Style and 7<sup>th</sup> edition updates* [sponsored by both the Commission for Professional Preparation the Graduate Student and New Professional Community of Practice]. ACPA Annual Convention, St. Louis, MO.

Couture, R. (2018, October). *Inspired memories: What students recall years later in academic advising*. NACADA Annual Conference, Phoenix, AZ.

Couture, R., & Wohlford, L. (2018, March). *Faith in transition: Challenges in student spiritual development*. [sponsored by Commission for Spirituality, Faith, Religion, and Meaning] ACPA Annual Convention, Houston, TX.

Couture, R., & Schwehm, J. (2017, March). *False Consensus and FERPA*. NASPA Annual Conference, San Antonio, TX.

Couture, R., Couture, V., & Schwehm, J. (2015, March). *Helicopter colleges: The revolving nature of institutions' relationships with parents*. NASPA Annual Conference, New Orleans, LA.

Couture, R., & Nichols, M. (2014, October). *The helicopter advisor: A student's co-pilot*. [sponsored by Commission for Undecided & Exploratory Students] NACADA Annual Conference, Minneapolis, MN.

Couture, R. (2013, March). *The new normal: Why students have so many transcripts*. ACPA Annual Convention, Las Vegas, NV.

Couture, R. (2011, October). *First-generation college student subgroups*. NACADA Annual Conference, Denver, CO.

Couture, R. (2010, March). *The first-again generation: First-generation students whose grandparents went to college*. ACPA Annual Convention, Boston, MA.

Barratt, W., Corn, A., Couture, R., Costello, P., Harkness, S., & VanLue, A. (2003, March). *Integrating online and interpersonal residence hall communities*. ACPA Annual Convention, Minneapolis, MN.

*Regional Presentations* (peer reviewed)

Tyson, M., & Couture, R. (2021, April.) *Becoming an Academic Advisor: Understanding who Chooses the Profession*. NACADA Region VI/X Virtual Conference.

Couture, R. (2019, May). *Cognitive bias in academic advising*, Session 1. NACADA Region VI Conference, Sioux Falls, SD.

- Couture, R. (2019, May). *Cognitive bias in academic advising*, Session 2. NACADA Region VI Conference, Sioux Falls, SD.
- Couture, R. (2018, February). *Avoiding FERPA faux pas*. NACADA Region VII Conference, Little Rock, AR.
- Brock, T., & Couture, R. (2018, February). *Establishing relationships with nontraditional students in academic advising*. NACADA Region VII Conference, Little Rock, AR.
- Couture, R., Cassidy, C., & Scarborough, S. (2017, February). *Advising Generation Z*. NACADA Region VII Conference, Tulsa, OK.
- Couture, R. (2016, October). *Rediscovering purpose by returning to our profession's past*. NASPA Region IV-W. Conference, St. Louis, MO.
- Couture, R., & Farrin, R. (2016, May). *First-generation with a twist*. Memphis in May Student Affairs Conference, Memphis, TN.
- Patrick, T., & Couture, R. (2015, May). *Self-efficacy and resiliency in first-generation students*. Memphis in May Student Affairs Conference, Memphis, TN.
- Couture, R., & Marley, D. (2014, February). *Learning how to learn: Applying Kolb's Learning Theory to academic advising*. NACADA Region VII Conference, St. Louis, MO.
- Couture, R. (2014, February). *They'll thank you later: Graduate student reflections on undergraduate advising*. NACADA Region VII Conference, St. Louis, MO.
- Couture, R. (2005, March). *Increasing retention: Analyzing first-year student journals*. NACADA Region 10 Conference, Denver, CO.

#### *State Presentations*

- Couture, R. (2020, April). *Who is a first-generation student?* Student Persistence & First-Generation Student Conference (co-sponsored by NASPA), Russellville, AR. *Cancelled due to coronavirus pandemic*.
- Dettra, J., & Couture, R. (2020, April). *The missing link to success: Improving students' sense of belonging*. Student Persistence & First-Generation Student Conference /co-sponsored by NASPA, Russellville, AR. *Cancelled due to coronavirus pandemic*.
- Couture, R. (2019, October). *Helping international students transition amid neo-racism on campus*. Partners for Student Success Conference, Hot Springs, AR.
- Couture, R., & Wohlford, L. (2017, October). *Losing their religion: Perspectives on a changing religious landscape in higher education*. Partners for Student Success Conference, Hot Springs, AR.

Couture, R. (2015, October). *Theories of academic advising*. Partners for Student Success Conference, Hot Springs, AR.

#### *Invited Presentations*

*Advising Beyond the Schedule*, ATU (2021, January). Spring Tech Talk Professional Development Series.

*Overview of Graduate Student Research*, ATU (2020, October).

*New Faculty Academy, Advising and Registration*, ATU (2020, March).

*Considering doctoral programs*, ATU (2018, April).

*Considering a doctoral journey*, ATU (2018, April). On-Track Series

*Careers in student affairs*, ATU (2017, August).

*Considering doctoral programs*, ATU (2017, April).

*Marketing yourself for an interview*, ATU (2016, February).

*Reading skills workshop*. Student Success Series (September, 2015).

*How parents and family members can help their students succeed*. University Honors Orientation for Parents, ATU (2015, May).

*10 Habits of a successful college student*. Invited presentation for Student Support Services, ATU (2014, September).

*Avoiding college regret: How to maximize this once-in-a-lifetime opportunity*, ATU [On-Track Series] Series (2014, April).

*Marketing yourself for an interview*, ATU (2014, April).

*Men in predominately female occupations*, panelist, ATU (2013, October).

*Successful careers in student affairs*, ATU (2013, April)

*Should I change my major?* Getting to Year 2 Conference, Colorado State University (2012, February). With P. Jacobson.

*Should I change my major?* Getting to Year 2 Conference, Colorado State University (2011, February). With P. Jacobson & M. Smith Nichols.

Invited panelist for Transfer Process Panel, Colorado State University.

*The First-Again Generation*. Student Affairs Staff Development, Colorado State University (2010, November).

Panelist for TransAction Community College workshops, Colorado State University (2009-2011).

*What does it mean to be a sophomore?* Student Affairs Professional Development Day, Colorado State University (2006, November). With H. Richards.

*An ethnography of a university center*. Paper presented at SRM research evening, University of Northern Colorado (2004, December). With S. Cribelli, V. Lee, A. Renee, and L. Sappington.

*Multimedia integrity teaching tool*. Workshop presented to the Academic Integrity Task Force, University of Northern Colorado (2004, November).

*Mentoring new Student affairs professionals*. Paper presented at SRM research day, University of Northern Colorado (2004, May). With K. Black and S. Chase.

#### Course Development

ATU e-Tech certified courses:

- SAA 6113 Research Design and Analysis



- CSP 6023 Introduction to Student Affairs Administration
- CSP 6033 Student Development Theory
- CSP 6163 Academic Advising
- CSP 6173 Career Advising

### Service to Institution

2021-2024	Faculty Senate
2021-2022	Institutional Review Board (IRB) member
2022	Chair, Elected Committees Realignment committee
2021	Invited speaker for MLED 3602 “Tests and Measurements”
2021-2022	College of Education Technology Committee
2021-2022	College of Education Curriculum Committee
2021-2022	GA Experience Committee
2021	College of Education Restructuring Committee
2021-2022	Strategic Enrollment & Retention University Committee
2021	Graduate College Virtual Fair SAA Representative
2020-2022	SAA Graduate Program Director
2021-2022	Department Promotion and Tenure Committee
2021	Fall 2021 Faculty Usher at Commencement
2021	Faculty Professional Development: “Advising Beyond the Schedule”
2020-2021	Chair, Student Affairs Committee
2020-2021	Academic Appeals Committee
2020	Search Committee for CSP Assistant Professor position
2020	Faculty representative, Facebook Live SAA recruiting event
2020	Student Voter Registration Advocate
2020	Jim Ed McGee Award Selection Committee
2020	Chair, Department Promotion and Tenure Committee
2019	Education Career Fair Volunteer
2019-2020	Spring 2020 CETL Tech Talks Professional Development Committee
2019	Oshkosh Placement Exchange Recruiting event (Oshkosh, WI)
2019	Department Promotion and Tenure Committee
2018-2020	Leadership Tech cohort 3: Tech’s Global Family Training
2018-2019	Graduate Student Professional Development Committee
2018	Completed Quality Matters Rubric Training Certification
2017-2019	College of Education Budget Committee
2017-2020	Graduate Council Committee
2017-2018	Academic Appeals Committee
2017-2018	Student Services Accessibility Committee
2016-2018	Adjunct Support Committee
2016-2017	New Faculty Mentor Committee
2016-present	Advisor, Chi Sigma Alpha
2015-2016	Chair, College of Education Professional Development Committee
2015-2016	College of Education Budget Committee
2015	College Student Personnel faculty search Committee
2015	Be The Match campaign volunteer
2014-2015	Search Committee for Director of Advising

2014-2016 Faculty Advisor for College Student Personnel Association  
 2013-2015 Bridge-2-Excellence Mentor  
 2014-2015 College of Education Awards Committee  
 2013-2014 Student Affairs Committee  
 2013 Awarded travel grant of \$1,300 from Professional Development Committee  
 2013 Workshop: "Successful careers in student affairs"  
 2012-2014 Facilitator for Office of Residence Life Professional development series  
 2012-present Search Committee for CSP Graduate Assistant positions  
 2012-present Advisor for over 30 graduate students each year  
 2012-present Assist CSP department in selection process for CSP applicants  
 2012 Awarded travel grant of \$1,641 from Professional Development Committee  
 2012 Successfully defended a new course (CSP 6163) before the Graduate Council  
 2012, 2014 College of Education Professional Development Committee  
 2012 Facilitated CSPA workshops

### Service to Profession

2022 Chapter reviewer, *Academic advising administration: Essential knowledge & skills for the 21<sup>st</sup> Century*  
 2022 Reviewer, 2022 NACADA Annual Conference  
 2022 Volunteer-Career Coach, 2022 ACPA Annual Convention  
 2021 *College Student Affairs Journal* Reviewer (2 manuscripts)  
 2021 Reviewer, 2021 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice  
 2020 ACPA Awards Selection Committee for Research, Writing, and Teaching  
 2019 Reviewer, 2020 ACPA Annual Convention  
 2019 Reviewer, 2020 NACADA Region VII Conference  
 2018 Volunteer, NACADA Region VII Conference  
 2018 Reviewer, 2019 NACADA Region VII Conference  
 2017 Reviewer, 2018 ACPA Annual Convention  
 2017 Reviewer, Canadian Association of College and University Student Services Annual Conference  
 2017 Reviewer, Global Conference on Education and Research  
 2016-present Reviewer, *College Student Affairs Journal*  
 2016 External Program Reviewer for Angelo State University's Student Development and Leadership in Higher Education master's program  
 2016 Reviewer, 2016 Higher Education Diversity Summit  
 2015-2018 Reviewer, *Journal of College Student Development*  
 2015 Reviewer, ACPA Professional Preparation Commission Faculty Research Grant  
 2015 Reviewer, Canadian Association of College and University Student Services Annual Conference  
 2015 Reviewer, 2016 ACPA Annual Convention  
 2014 Reviewer, 2015 NASPA National Conference  
 2013 Reviewer, 2014 NASPA National Conference  
 2013 Reviewer, 2014 ACPA Annual Convention  
 2013 Reviewer, 2013 NASPA Regional Conference  
 2012 Reviewer, 2013 ACPA Annual Convention

2012 Reviewer, 2013 NASPA National Conference  
 2010 Reviewer, 2011 NASPA National Conference

### Service to Community

2021 Russellville Junior High School and High School concessions  
 2020-2022 Trail maintenance, Ouita Mountain Bike Trail  
 2019 Mock Interviewer, Russellville Junior High School (December 13)  
 2019 Volunteer at September 11 First Responder’s event  
 2018 Team Manager, Arkansas Valley Soccer Association  
 2017 Volunteer at September 11 First Responder’s event  
 2016 Paint the Town Green and Gold  
 2016 Volunteer at September 11 First Responder’s event  
 2016 Volunteer with Arkansas Dream Center “Thankserving”  
 2016 Special Olympics Polar Plunge volunteer  
 2015, 2016 Martin Luther King, Jr., Day activities  
 2014 Presentation: “Strengthening alliances between high schools and universities,”  
 Hector High School, Hector, AR (August 13)  
 2014 Guest speaker: “Agriculture and Enterprise,” St. John Elementary School,  
 Russellville, AR (August 22)  
 2014-2016 Volunteer, local Boy Scout troop  
 2013-2015 Member, Main Street Russellville  
 2013 Assistant Tennis Coach for Arkansas Valley Tennis Association  
 2012-present Volunteer with local elementary school in areas of event planning and fundraising  
 2007-2012 First-Generation Awards Dinner, Colorado State University  
 2010-2012 Adopt-a-Natural Area, Fort Collins, CO  
 2007-2011 City of Fort Collins, CO, various events  
 1999 AmeriCorps—Mesa State College, Grand Junction, CO  
 1997-1998 AmeriCorps—National Civilian Community Corps, Aurora, CO

### Awards and Recognitions

2022 \$871 Professional Development Grant  
 2021 Recognized by the ATU Black Faculty and Staff Organization  
 2019 Recognized by ATU Diversity and Inclusion at 2019 stole ceremony  
 2019 \$650 Professional Development Grant  
 2019 Invited to offer two sessions of presentation at NACADA VI conference  
 2018 Recognized by ATU Diversity and Inclusion at 2018 stole ceremony  
 2018 Tenure awarded, ATU  
 2018 ACPA Commission Sponsored conference presentation, Houston, TX  
 2018 \$1,200 Professional Development Grant  
 2017 \$1,125 Professional Development Grant  
 2016 “Recognized for making a difference in the education of two graduates,” ATU  
 2015 Chi Sigma Alpha, International Honor Society in Student Affairs  
 2015 \$1,581 Professional Development Grant  
 2014 NACADA Commission Sponsored conference presentation, Minneapolis, MN  
 2012 \$1,681 Professional Development Grant

1997 Psi Chi, International Honor Society in Psychology  
1997 Judge Frank Mahady Award, St. Michael's College, VT

### Professional Memberships

2001-present ACPA (current and intermittent)  
2003-present NASPA (intermittent)  
2012-present Arkansas Student Affairs Association  
2013-present International Association of Student Affairs and Services (IASAS)  
2005-present National Academic Advising Association (NACADA)  
2010-2012 Colorado/Wyoming Advising Association, inactive  
2003-2006 College Personnel Association of Colorado, inactive

### Former committees at previous institutions

2011-2012 Member, Selection Committee of Graduate student cohort, CSU  
2011-2012 Member, Professional Development Committee, CASA, CSU  
2011-2012 Member, Transfer Committee, CSU  
2010 Chair, Search Committee for Native American Cultural Center, CSU  
2009 Member, Search Committee for CASA, CSU  
2008 Member, Search Committee for Department of Psychology, CSU  
2007-2012 Chair, Probation Committee for CASA, CSU  
2007-2012 Chair, Tuition Assessment Appeals Committee, CSU  
2006-2012 Serve as liaison to College of Agricultural Sciences, College of Engineering, Native American Cultural Center, and Front Range Community College  
2006-2012 Faculty advisor for Hesperia Honor Society, CSU  
2005 Member, Search Committee for Disability Services, FRCC  
2005 Member, Re-accreditation Steering Committee, FRCC  
2004 Member, Selection Committee of Orientation Leaders, UNC

### Technical Skills/Trainings

- Indigenous Canada MOOC, University of Alberta, Spring 2022
- CITI Training for IRB members, July 2021
- Title IX Training, annually
- Banner, Blackboard, Kaltura
- Good knowledge of French

# REJINA MANANDHAR

Department of Emergency Management, Professional Studies, and Student Affairs Administration,  
College of Education and Health, Arkansas Tech University  
Dean Hall, Room 107 A, 402 West O Street, Russellville, AR 72801  
Phone: 479-356-2014 / Fax: 479-356-2091  
Email: rmanandhar@atu.edu

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## **EDUCATION**

- |          |  |      |
|----------|--|------|
| Ph.D.    | Public Administration and Management<br>Specialization: Emergency Management<br>Dissertation title: "Return-Entry Risk Communication<br>Following 2012 Hurricane Sandy"<br>University of North Texas, Denton, TX | 2015 |
| M.C.R.P. | City & Regional Planning<br>University of Texas at Arlington, Arlington, TX  | 2010 |
| B.Arch.  | Architecture<br>Tribhuvan University Institute of Engineering, Nepal   | 2007 |

## **RESEARCH AND TEACHING INTERESTS**

Risk Communication, Disaster Vulnerability, Disaster Return-Entry, Risk Perception and Protective Action Decision-Making, Organizational Behavior

## **AWARDS**

- |      |   |
|------|---|
| 2018 | <i>Gilbert White Award</i> . American Association of Geographers, Hazards, Risks, and Disasters Specialty Group. Awarded for outstanding dissertation on hazard research.                                 |
| 2015 | <i>SECM Dissertation Honorable Mention Award</i> . American Society for Public Administration, Section on Emergency & Crisis Management. Awarded for novel research in the field of emergency management. |
| 2014 | <i>GATS Award</i> . Toulouse Graduate School, University of North Texas. Awarded for superior academic achievement and exceptional promise for scholarly success in graduate studies.                     |

## **GRANTS**

### **Funded**

- |      |   |
|------|---|
| 2018 | <i>Professional Development Grant</i> , Arkansas Tech University. \$1,223.68. |
| 2018 | <i>Professional Development Grant</i> , Arkansas Tech University. \$1,500.    |

- 2018 *Online Course Development Grant*, College of eTech, Arkansas Tech University. \$4,000.
- 2017 *Professional Development Grant*, Arkansas Tech University. \$1,771.
- 2015 *Graduate Student Travel Grant*, Toulouse Graduate School, University of North Texas. \$500
- 2014 *Public Affairs and Community Service Travel Grant*, University of North Texas. \$400.
- 2014 *Raupe Travel Grant*, Student Government Association. University of North Texas. \$500.
- 2013 *Public Affairs and Community Service Travel Grant*, University of North Texas. \$400.

### **Submitted Grants**

- 2021 Arkansas Tech University Innovation Grant  
Mebi, C. (PI), Chris Sheach (Co-PI), Mebi, C. (Co-PI), Manandhar, R. (Co-PI) & Peters, E. (Co-PI). \$56,000.
- 2018 “Analysis of Hazardous Material Transportation Incidents in Arkansas”  
Interdisciplinary Research Center (IRC) Grant, Arkansas Tech University  
Mebi, C. (PI), Manandhar, R. (Co-PI) & Peters, E. (Co-PI). \$5,740.

### **SCHOLARSHIPS & FELLOWSHIPS**

- 2015-2016 *Wachira Public Service Award*. Department of Public Administration, University of North Texas. \$1000. Competitive scholarship provided for students pursuing doctoral degree in public administration and management.
- 2011- 2013 *Doctoral Academic Achievement Scholarship*. Toulouse Graduate School, University of North Texas. \$3,000. Scholarship provided in recognition of outstanding academic achievements.
- 2009 *R.L. “Jerry” and Lucille “Lucy” Mebus Public Service Graduate Fellowship*. Department of Public Affairs and Planning, University of Texas at Arlington. \$1,000. Competitive fellowship for graduate students interested in pursuing careers in public service.

### **ACADEMIC APPOINTMENTS**

July 2022 – Present

*Associate Professor of Emergency Management (Tenured)*

Dept. of Emergency Management, Professional Studies, and Student Affairs Administration

College of Education and Health

Arkansas Tech University, Russellville, AR

## **Past**

July 2021 – June 2022

*Associate Professor of Emergency Management (Tenured)*

Dept. of Emergency Management, Professional Studies, and Student Affairs Administration

College of Education and Health

Arkansas Tech University, Russellville, AR

Aug. 2015- May 2021

*Assistant Professor of Emergency Management*

Department of Emergency Management

College of Applied Sciences & Engineering

Arkansas Tech University, Russellville AR

2014 -2015                      *Teaching Fellow*, Department of Public Administration  
University of North Texas, Denton TX

2013 - 2014                      *Research Assistant-* to Dr. Laura Siebeneck,  
Department of Public Administration, University of North Texas, TX

2012 - 2013                      *Teaching Fellow*, Department of Public Administration  
University of North Texas, Denton TX

2011 - 2012                      *Graduate Assistant*, Department of Public Administration  
University of North Texas, Denton TX

2009                                *Graduate Teaching Assistant -* to Dr. Michan Connor  
Department of Interdisciplinary Studies, UT Arlington, Arlington TX

2008                                *Graduate Student Grader*  
Department of Interdisciplinary Studies, UT Arlington, Arlington TX

## **TEACHING EXPERIENCE**

### **Courses Instructed**

*Arkansas Tech University, Russellville, AR*

(Full-time faculty, \*in-class session, @online session)

@EAM 1003: Living in Hazardous Environment

@EAM 1013: Aim and Scope of Emergency Management

@EAM 3003: Developing Emergency Management Skills

@EAM 3023: Principles of Preparedness and Response Operations

\*@EAM 3033: The Social Dimension of Disaster

\*@EAM 4003: Principles of Disaster Relief and Recovery

\*@EAM 4993: Grant Writing

@EMHS 5003: Principles and Practice of Disaster Relief and Recovery

\*@EMHS 5993: Grants  
@EMHS 5993: Social Vulnerability  
@EMHS 5993: Preparedness  
@EMHS 5993: Disaster Films and Media  
\*@EMHS 6063: Principles of Emergency Management  
\*@EMHS 6103: Research Design and Methods  
@EMHS 6203: Crisis Communications  
\*EMHS 6413: Capstone Practicum II  
\*@EMHS 6123: Applied Data Analysis  
\*@EMHS 6943: Research II

*University of North Texas, Denton, TX*

(Teaching Fellow, \*in-class session)

\*EADP 3010: Introduction to Emergency Management

\*EADP 3080: Leadership and Organizational Behavior

\*PADM 3020: Public Management

### **Courses Assisted**

*University of North Texas, Denton, TX*

(Graduate Assistant, \*in-class session)

\*EADP 4060: Technology in Emergency Management

\*EADP 4065: Disaster Exercise Design

\*EADP 3055: EOC Design and Operations

\*PADM 5700/6710: Introduction to GIS for Public Administrators

*University of Texas at Arlington, Arlington, TX*

(Graduate Assistant, \*in-class session)

\*INTS 4301: Interdisciplinary Research Process

## **SCHOLARSHIP**

### **Publications (Peer-Reviewed)**

- 2022 Siebeneck, L.K., Zavar E., **Manandhar, R.** (2022). An Overview of Local Floodplain Administrators and Training Needs in FEMA Region 6. Accepted for publication in the *Journal of Homeland Security and Emergency Management*. <https://doi.org/10.1515/jhsem-2021-0016>
- 2021 **Manandhar, R.**, & Siebeneck, L.K. (2021). Information Management and the Return-Entry Process: Examining Information Needs, Sources, and Strategies after Superstorm Sandy. *International Journal of Disaster Risk Reduction*. <https://doi.org/10.1016/j.ijdr.2020.102015>.
- 2018 **Manandhar, R.**, & Siebeneck, L.K. (2018). Return-entry risk communication challenges: Experiences of local emergency management



organizations following Superstorm Sandy. *International Journal of Mass Emergencies and Disasters* 36 (2):120-148.

- 2018 Chen, X., Frazier, C., **Manandhar, R.**, Han, Z., & Jia, P. (2018). Inequalities of nuclear risk communication within and beyond the evacuation planning zone. *Journal of Applied Spatial Analysis and Policy*. Pp 1-18.
- 2014 **Manandhar, R.**, & McEntire, D. A. (2014). Disasters, Development and Resilience: Exploring the Need for Comprehensive Vulnerability Management. In Kapucu, N. & Liou, T. K. (Eds.), *Disaster and Development: Examining Global Issues and Cases* (pp. 19-37). New York, NY: Springer.

### Other Publications

- 2020 **Manandhar, R.** (2020). *Cultural Competence in Hazards and Disaster Research Training Module Assignment*. CONVERGE Assignment Bank. Natural Hazards Center. Boulder CO. [Assignment Bank - CONVERGE | Natural Hazards Center \(colorado.edu\)](#)
- 2014 Siebeneck, L.K., Gaston, R., Byerly, A., **Manandhar, R.**, & Samuel, C. (2014). *Texas tornado hazard analysis*. Report prepared for the Texas Department of Public Safety Division of Emergency Services.
- 2010 Vega, J., Hernandez, R., **Manandhar, R.**, & Neergaard., L. (2010). *Industrial and employment resources for the City of Kennedale, TX*. Economic analysis and planning report prepared for the City of Kennedale, TX.
- 2008 Kunde, J., Tees, D., Cucca, R., **Manandhar, R.**, McDonald, S.M., Navarro, C., Nunn, G., Santiago, S., & Schaffer, N. (2008). *Strategic plan for Fort Worth Texas Fire Department*. Report prepared for the Fort Worth Texas Fire Department.

### Conference Presentations (Peer-Reviewed)

- 2021 **Manandhar, R.** (2021, July14-15). *Make Converge Training Modules Part of Your College/University Course – Here’s How!* [Panel Presentation]. 46<sup>th</sup> Annual Natural Hazards Research and Applications Workshop Researcher’s Meeting. Virtual Conference.
- 2021 **Manandhar, R.** (Presenter), Peters, E., & Swindell. B. (2021, July 11- 14) *Risk Communication during 2019 Arkansas River Floods* [Poster]

- Presentation]. 46<sup>th</sup> Annual Natural Hazards Research and Applications Workshop. Virtual Conference.
- 2021 Mebi, C., **Manandhar, R** (Presenter), & Peters, E. (2021, July 11- 14). *An Analysis of Hazardous Transportation Incidents in Arkansas* [Poster Presentation]. 46<sup>th</sup> Annual Natural Hazards Research and Applications Workshop. Virtual Conference.
- 2018 **Manandhar, R.** (2018, December 2-6). *Communicating risk in the immediate aftermath of a disaster: Challenges and opportunities* [Poster Presentation]. 2018 Society for Risk Analysis Annual Meeting. New Orleans, LA. U.S.A.
- 2018 **Manandhar, R.** (2018, December 2-6). *Collaborative Emergency Management for Effective Risk Communication: The Findings from Hurricane Sandy* [Poster Presentation]. 2018 Society for Risk Analysis Annual Meeting. New Orleans, LA. U.S.A.
- 2018 **Manandhar, R.** (2018, July 8-11). *Communicating Post-Disaster Risks and Return-Entry Information* [Panel Presentation]. 43<sup>rd</sup> Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.
- 2018 **Manandhar, R.** (2018, July 8-11). *Social Media Use in a Post-Disaster Context: An Examination of Risk Communication at an Organizational Level* [Poster Presentation]. 43<sup>rd</sup> Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.
- 2017 **Manandhar, R.** (2017, July 9-12). *Managing Information to Assess Post-Disaster Risks* [Poster Presentation]. 42<sup>nd</sup> Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.
- 2015 **Manandhar, R.** (2015, July 19-22). *Risk Communication during Return-Entry Phase: Lessons Learned from 2012 Hurricane Sandy* [Poster Presentation]. 40<sup>th</sup> Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.
- 2014 **Manandhar, R.** (2014, June 22-25). *Protective Action Adoption during the 2012 West Nile Outbreak* [Poster Presentation]. 39<sup>th</sup> Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.
- 2014 **Manandhar, R.** (2014, March 19-22). *Risk Perception and Protective Action Adoption: The Case of 2012 West Nile Outbreak* [Paper Presentation]. 44<sup>th</sup> Urban Affairs Association Conference. San Antonio, TX. U.S.A.

- 2013                    **Manandhar, R.** (Presenter), & McEntire, D.A. (2013, March 15-19). *Disasters, Development and Resilience: Exploring the Need for Risk Reduction and Capacity Building* [Paper Presentation]. 2013 Annual Conference of the American Society for Public Administration. New Orleans, LA. U.S.A.
- 2012                    Collins, B.K. (Presenter), Holt, A., Hyder, A., **Manandhar, R.**, Kamau, F., & Silah, A. (2012, October 18-22). *Public Service Motivation: An Exploratory Evaluation of an Internship Maturation Effect* [Paper Presentation]. 2012 Annual Meeting of the National Association of Schools of Public Affairs and Administration. Austin, TX. U.S.A.

### Other Presentations

- 2022                    **Manandhar, R.**, (2022, March 24). *Grant Writing*. Graduate Student Council. Arkansas Tech University.
- 2022                    **Manandhar, R.**, (Panelist), (2022, March 3). *Women in Leadership Panel*. Diversity, Inclusion, and Contemporary Student Services. Arkansas Tech University.
- 2019                    **Manandhar, R.**, (2019, September 4). *Grant Writing 101*. Graduate Student Council On-Track Session. Arkansas Tech University.
- 2019                    Mebi, C., **Manandhar, R.**, & Peters, E. (2019, April 19). *Hazardous Material Transportation in Arkansas: A Risk and Vulnerability Assessment*. Interdisciplinary Research Series. Arkansas Tech University.
- 2019                    Mebi, C. (Presenter), **Manandhar, R.**, & Peters, E. (2019, March 9). *Analysis of HAZMAT Transportation Incidents in Arkansas from 2007-2017*. Mid-south Inorganic Chemists Association (MICA) Spring 2019 Meeting. Batesville AR. U.S.A.
- 2018                    Chen, X. (Presenter), Frazier, C., & **Manandhar, R.** (2018, March 9). *Risk Communication within and beyond Evacuation Planning Zone: Case of Arkansas Nuclear One* [Paper Presentation]. 2018 College of Engineering and Applied Sciences Colloquium Series. Arkansas Tech University. U.S.A.
- 2014                    Veteto, J., Morrissey, N. (presenter), Shade, M. **Manandhar, R.**...Cramb K. (2014, March 1). *North Texas Foodshed Assessment*. [Poster Presentation]. 2<sup>nd</sup> Graduate Exhibition at University of North Texas. Denton, TX.

2013                      **Manandhar, R.** (2013, March 8). *Risk Perception & Protective Action Adoption: A Case of 2012 West Nile Outbreak*. [Paper Presentation]. Spring 2013 Public Administration Colloquium Series. University of North Texas. Denton, TX.

## **PEER-REVIEW ACTIVITIES [43]**

### **Journals**

Natural Hazards [1]  
Disasters [1]  
Disaster Prevention and Management [1]  
International Journal of Disaster Risk Reduction (IJDRR) [5]  
Journal of Homeland Security and Emergency Management (JHSEM) [2]  
International Journal of Environmental Research and Public Health (IJERPH) [6]  
International Journal of Geo-Information (IJGI) [4]  
Journal of Risk Analysis and Crisis Response (JRACR) [1]  
Journal of Contemporary Eastern Asia (JCEA) [1]  
JAMBA: Journal of Disaster Risk Studies [4]  
Annals of Disaster Risk Sciences [1]  
Progress in Planning [1]  
Environment International: A Journal of Environmental Science, Risk & Health [1]  
INQUIRY: The Journal of Health Care Organization, Provision and Financing [1]  
Current World Environment: An International Research Journal of Environmental Science [1]  
Sustainability [3]  
Applied Sciences [3]  
Healthcare [4]  
Water [2]

### **Book Chapter and Book Proposal Reviews**

SAGE Publication [1]  
Rowman & Littlefield [1]  
Routledge | Taylor & Francis Group [1]

## **THESIS & PRACTICUM COMMITTEES**

*Practicum Research Committee Chair.* Guannan He. “Psychological resilience through meditation” Graduated December 2019.  
*Committee Member.* Kristi Higgs. “Awareness of mitigation and risk management at Arkansas Tech University” Graduated December 2019.  
*Committee Member.* Jessica Lynn Risbell. “Tornado Preparedness in U.S. Elementary Schools” Graduated May 2019.  
*Committee Member.* Daniel Plum. “Police preparedness in Northwest Arkansas for active shooter events” Graduated December 2018.  
*Practicum Research Committee Chair.* Zarea Alshehri. “Tornado Emergency Procedure Guide for elementary schools in River Valley” Graduated May 2018.

*Committee Member.* Sayed Ahmed. “Industrial incidents in Bangladesh and the ability of emergency management system to respond” Graduated May 2018

*Committee Member.* Megan Staudt. “Tornado preparedness of resettled refugees in the United States.” Graduated December 2017.

*Committee Member.* Robert A. Jackson. “An investigation into hazard mitigation tools at institutes of higher education” Graduated May 2016.

### **FEMA Independent Studies Courses**

IS-00363: Introduction to Emergency Management for Higher Education

IS-100c: Introduction to Incident Command System, ICS-100

### **SOFTWARE PROFECIENCES**

SPSS, ATLAS ti, ArcGIS / ArcMap, AutoCAD, Sketch up, Blackboard Learn, RefWorks, Tegrity Lecture Capture, Kaltura Lecture Capture, Microsoft Office, Adobe Acrobat

### **SERVICE**

#### **Service to the University**

- |                |  |
|----------------|--|
| Apr. 2022      | Jim Ed McGee Award Selection Committee, Arkansas Tech University.<br><i>Committee Member</i>   |
| Apr. 2022      | Faculty Search Committee, Department of Emergency Management,<br>Arkansas Tech University. <i>Committee Member</i>                         |
| Aug. 2021-2022 | Departmental Promotion and Tenure Committee, Department of<br>Behavioral Sciences, Arkansas Tech University. <i>Committee Member</i>       |
| Apr. 2021      | 14 <sup>th</sup> Annual Online Innovation Award Selection Committee, Arkansas<br>Tech University. <i>Committee Member</i>                  |
| Aug. 2020 –    | Admissions, Academic Standards & Student Honors Committee, Arkansas<br>Tech University. <i>Committee Member</i>                            |
| Oct. 2018-     | Online Learning Advisory Board, Arkansas Tech University. <i>Committee<br/>Member</i>  |
| Jan.- May 2020 | Faculty Search Committee, Department of Computer and Information<br>Science, Arkansas Tech University. <i>Committee Member</i>             |
| 2018-2019      | Self-Study via Assessment for EAM and EMHS Program<br>Department of Emergency Management. Arkansas Tech University. <i>Team<br/>Member</i> |

June 2019 Emergency Management Student Travel Fund Committee. *Guidelines Committee Chair*

Apr. – June 2019 Faculty Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*

Oct. 2018- Mar. 2019 Faculty Search Committee, Department of Physical Sciences, Arkansas Tech University. *Committee Member*

Feb. 2018 Graduate Assistant (GA) Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*

Jan. 2016 - Emergency Management Graduate Curriculum Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*

Sept. 2015 -2019 Red Cross at Arkansas Tech University. *Faculty Advisor*

Aug. 2015- Department of Emergency Management, Arkansas Tech University. *Faculty Advisor*

Dec. 2016 Faculty Search Committee, Department of History and Political Science, Arkansas Tech University. *Committee Member*

Dec. 2016 Graduate Assistant (GA) Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*

Nov. 2016 Faculty Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*

2016 -2017 Student Recognition Committee, Emergency Management and Homeland Security Conference. Arkansas Tech University. *Committee Member*

Sept. 2015 IAEM Scholarship Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*

**Service to the Profession**

July 2021 Researcher’s Meeting Natural Hazard Research and Applications Workshop, July 15, 2021. *Participant*

July 2021 Natural Hazard Research and Applications Workshop, July 11- July 15, 2021. *Participant*

June 2021 International Association of Emergency Managers (IAEM) Encore Virtual Conference, June 7-8, 2021. *Participant*

June 2021 Society for Risk Analysis (SRA) Webinar Series - Resilience and the Human Superorganism: Give Us this Day our Daily Microbes. June 2, 2021. *Participant*

June 2021 Disaster Conference Online from University College London. “Enhancing Post-Pandemic Sustainability and Resilience: Paving the Way for Systemic Change”. June 1, 2021. University College London. *Participant*

Oct. 2019 FEMA Region VI Higher Education Collaborative Conference, Oct. 22, 2019. Arkansas Tech University. *Participant*

Mar. 2019 *Gilbert White Award*, American Association of Geographers Hazard Specialty Group. *Award Jury Member/ Reviewer*

Mar. 2018 2018 Integrated Warning Team Meeting. *Participant*

Sept. 2017 Arkansas Natural Hazards Resilience Discussion Meeting. Climate data utilization in planning and hazard mitigation efforts in Arkansas. Bentonville, AR. September 29, 2017. *Participant*

June 2016 Understanding Homeland Security 2<sup>nd</sup> Edition Sage Publication Inc. Thousand Oaks, CA. *Reviewer*

June 22 - 25, 2014 2014 Natural Hazards Workshop, Broomfield, Colorado. *Volunteer*

2012 - 2013 PADM Doctoral Student Association, Department of Public Administration and Management, University of North Texas, Denton TX. *Secretary*

2012 - 2013 PADM Doctoral Student Association, Department of Public Administration and Management, University of North Texas, Denton TX. *Emergency Management Specialization Chair*

### **Service to the Community**

2017- NWS Certified Volunteer Storm Spotter.

2017- INSPARK Earthquake Damage Assessment Volunteer.

Oct. 25, 2016 2016 Emergency Preparedness Expo, Dardanelle, AR. *Volunteer*

Apr. 14, 2016 2016 Emergency Preparedness Expo, Russellville, AR. *Volunteer*

- Sep.-Dec. 2015 Student Grant Projects for the Arkansas Rural Community Grant Program, Arkansas Tech University. *Instructor & Coordinator*
- 2010 Go Solar Texas Campaign in Dallas, TX, Environment Texas, Austin TX. *Campaign Member*
- 2008 – 2009 Nepalese Students’ Association, University of Texas at Arlington, Arlington TX. *Treasurer & Event Coordinator*
- 2005 The 2005 Earthquake Safety Day Exhibition, Lalitpur, Nepal National Society for Earthquake Technology-Nepal. *Volunteer*

### **TRAININGS & CERTIFICATIONS**

- March 2021 CONVERGE Training Module –*Reciprocity in Hazards and Disaster Research*, Natural Hazards Center. University of Colorado Boulder.
- July 2021 CONVERGE Training Module –*Broader Ethical Considerations for Hazards and Disaster Researchers*, Natural Hazards Center. University of Colorado Boulder.
- July 2021 CONVERGE Training Module –*Understanding and Ending Gender-Based Violence in Fieldwork*, Natural Hazards Center. University of Colorado Boulder.
- July 2021 CONVERGE Training Module –*Collecting and Sharing Perishable Data*, Natural Hazards Center. University of Colorado Boulder.
- Apr. 2021 Transitioning to Teaching Online - T2TOL-eTech, Arkansas Tech University.
- Dec. 2020 CONVERGE Training Module –*Conducting Emotionally Challenging Research*, Natural Hazards Center. University of Colorado Boulder.
- Dec. 2020 CONVERGE Training Module –*Institutional Review Board (IRB) Procedures and Extreme Events Research*, Natural Hazards Center. University of Colorado Boulder.
- Aug. 2020 Researcher Academy Module – *Writing a persuasive cover letter for your manuscript*. Elsevier.
- Aug. 2020 Researcher Academy Module – *Guide to reference managers: How to effectively manage your references*. Elsevier.



Aug. 2020	Researcher Academy Module – <i>How to produce highly visible research: Useful tips for researchers</i> . Elsevier.
Aug. 2020	Researcher Academy Module – <i>How to secure funding - ECR edition</i> . Elsevier.
Aug. 2020	Researcher Academy Module – <i>10 reasons to get – and use – an ORCID ID</i> . Elsevier.
Apr. 2020	CONVERGE Training Module – <i>Disaster Mental Health</i> , Natural Hazards Center. University of Colorado Boulder
Apr. 2020	CONVERGE Training Module – <i>Cultural Competence in Hazards and Disaster Research</i> . Natural Hazards Center, University of Colorado Boulder
Apr. 2020	CONVERGE Training Module – <i>Social Vulnerability and Disasters</i> . Natural Hazards Center, University of Colorado Boulder
2018	CITI Program – Collaborative Institutional Training Initiative. Arkansas Tech University
2017	SKYWARN Storm Spotter Training, The National Weather Service Little Rock, AR.
2017	ACT-20, Post-earthquake Safety Evaluation of Buildings, Arkansas Department of Emergency Management, Earthquake Program.
Mar. 2016	eTech Certification Course, Arkansas Tech University
Mar. 2016	Diversity, Equity, and Inclusion Training Webinar. Arkansas Tech University
2015 -	Professional Development Series, Arkansas Tech University
2015	Active Shooter Training, College of Engineering & Applied Sciences, Arkansas Tech University
2012	“Protecting Human Research Participants”, NIH Web-based Training
2012	International TA/TF Teaching Training Program. University of North Texas, Denton, Texas
2005	Earthquake Resistant Building Design Training, National Society for Earthquake Technology-Nepal

## **Special Projects**

- 2021 Student Grant Project for Moreland Fire Department, AR. Arkansas Rural Services Grant Program. *Instructor & Coordinator*
- 2017 Student Grant Project for Desha County, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
- 2017 Student Grant Project for Desha County, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
- 2017 Student Grant Project for River Valley Food 4 Kids, Russellville, AR. Winthrop Rockefeller Foundation. *Instructor & Coordinator*
- 2015 Student Grant Project for Appleton Fire Department, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
- 2013 North Texas Foodshed Assessment Project for Growth North Texas University of North Texas. *Contributor*
- 2013 Sustainable Development Study: “How do we make transit stations in the North Texas Region a magnet for development?”, University of North Texas. *Contributor*
- 2010 Economic Analysis & Planning Study for City of Kennedale, TX University of Texas at Arlington. *Contributor*
- 2010 Go Solar Texas Campaign in Dallas, TX. Environment Texas. *Contributor*
- 2009 Downtown Revitalization Project for City of Cleburne, TX. University of Texas at Arlington. *Contributor*
- 2008 The Fort Worth Texas Fire Department Strategic Plan, University of Texas at Arlington. *Contributor*

## **OTHER WORK EXPERIENCES**

- July 2007- Dec. 2007 Kriti Design Pvt. Ltd., Kathmandu, Nepal, *Architect*
- Feb. 2007 - Apr. 2007 Asankhya Pvt. Ltd., Jhamsikhel, Nepal. *CAD-Designer*
- Nov. 2004 -Apr. 2005 Lalitpur Sub-Metropolitan City Office, Pulchowk, Nepal. *Architectural Intern*

## **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

- 2022- Gender & Disaster Network (GDN)
- 2018-2019 Society for Risk Analysis (SRA)

2018-2019	SRA Risk Communication Specialty Group (RCSG)
2012 - 2017	American Society for Public Administration (ASPA)
2012 - 2017	ASPA Section on Emergency and Crisis Management (SECM)
2012 - 2017	ASPA Texas Chapter
2014 -2015	Urban Affairs Association
2008 - 2010	American Planning Association (APA)
2007 - 2008	Nepal Engineers Association (NEA)
2006 - 2008	Society of Nepalese Architects (SONA)
2002-2005	Association of Students of Architecture (ASA)

*Last updated: July 12, 2022*

# Melinda A. Wilkins, PhD, RHIA, FAHIMA

*Professor of Health Informatics*

*Email: [mwilkins5@gmail.com](mailto:mwilkins5@gmail.com) Phone: 479-970-1434*

## EDUCATION

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<b>PhD, Organization and Management</b> Specialization: <b>Information Technology Management</b> Capella University, Minneapolis, MN	2008
<b>MEd, Agency Counseling</b> Southwestern Oklahoma State University, Weatherford, OK	1988
<b>BS, Medical Record Administration/Allied Health</b> Southwestern Oklahoma State University, Weatherford, OK	1983 <i>magna cum laude graduate</i>

## PROFESSIONAL CERTIFICATION

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<b>Registered Health Information Administrator (RHIA)</b>	1983
<ul style="list-style-type: none"> <li>▪ Successful completion of national certification exam, American Medical Record Association, Certificate #13444.</li> </ul>	

## PROFESSIONAL EXPERIENCE

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Arkansas Tech University, Russellville, AR <b>Professor, Health Informatics</b> <b>Director, Health Informatics Program (Graduate Level)</b> <b>Director, Health Information Management Program (Undergraduate Level)</b>	2016-present
Logan University, Chesterfield, MO <b>Adjunct Faculty, MS Health Informatics Program</b>	2016-2018
Administrative Consultant Service, Shawnee, OK <b>Vice President for Research and Education</b>	2015-2016
Walden University, Minneapolis, MN <b>Contributing Faculty, MS Health Informatics Program</b>	2012-2016

Arkansas Tech University, Russellville, AR <b>Director, Health Informatics Program (Graduate Level)</b> <b>Director, Health Information Management Program (Undergraduate Level)</b>	1988-2015
<ul style="list-style-type: none"> <li>▪ Tenure granted with 1993-94 contract</li> <li>▪ Promoted to <b>Professor</b> with 2010 contract</li> </ul>	
<b>Instructor, Health Information Management Program</b>	
<ul style="list-style-type: none"> <li>▪ Coordinated the Medical Transcription Program</li> </ul>	
Arkansas State Office of Health Information Technology (State HIE) <b>Consultant, Health Information Management</b> Little Rock, AR	2010-2012
Southwestern Memorial Hospital, Weatherford, OK <b>Director, Medical Record Department</b>	1984-1988
<ul style="list-style-type: none"> <li>▪ Responsible for management of health information, quality assurance activities, coding, utilization review and billing-related activities.</li> </ul>	
Gary Lawrence, M.D., Weatherford, OK <b>Office Manager</b>	1983-1984

#### **PROFESSIONAL ORGANIZATIONS/COMMITTEE APPOINTMENTS and ELECTED POSITIONS**

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<b>American Health Information Management Association (AHIMA)</b>	1981-present
<ul style="list-style-type: none"> <li>▪ Director, Board of Directors, 2018-2020</li> <li>▪ Committee Chair, Board of Directors Audit Committee, 2020</li> <li>▪ Subject Matter Expert Member, National Workforce Development Thought Leadership, 2019-2020</li> <li>▪ Member, Board of Directors Audit Committee, 2019</li> <li>▪ Member, Board of Directors Governance Committee, 2018</li> <li>▪ Member, Nominating Committee, 2015-2016</li> <li>▪ Member, Professional Practice Experience Workgroup, 2014-2015</li> <li>▪ Co-presenter, Webinar: Successful Strategies for CSA Leadership Enhancement, 2013</li> <li>▪ Facilitator, House of Delegates Breakout Session for Health Information Exchange, 2013</li> <li>▪ Participated in AHIMA Hill Day, Washington DC, 2013, 2014, 2018 - 2020</li> <li>▪ Member, House of Delegate CSA Toolkit on Reality 2016 Taskforce, 2013-2015</li> <li>▪ Delegate, 2012-2014</li> <li>▪ Member, Action Community for eHIM Excellence (ACE), 2008-2010</li> <li>▪ Appointed Member, Practice Council on Health Information Exchange, 2007-2009</li> <li>▪ Member eHIM Workgroup: HIM Principles in Health Information Exchange, 2007</li> <li>▪ Facilitator, Advocacy Community of Practice, 2006-2008</li> <li>▪ Member, eHIM Workgroup, Defining the Legal EHR (Electronic Health Record), 2005</li> <li>▪ Legislative Advocacy Liaison, 2002-2010</li> </ul>	

- Facilitator, Geographic: Arkansas Engage Community, 2002-present
- Chair, Council on Certification, 1998
- Joint Committee on Education, 1997-1998
- Chair-Elect, Council on Certification, 1997
- AHIMA Nominating Committee, 1997
- HIA Educator, Council on Certification, 1996-1998
- House of Delegate Task Force, 1995
- Alternate, AHIMA Nominating Committee, 1994
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#### **American Health Information Management Association (AHIMA) Foundation**

- Member, Board of Directors 2018-2019
- AHIMA Foundation Research Network 2018-present
- AHIMA Foundation Leadership Institute Advisory Panel 2016-2017

#### **Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) 2009-2015, 2021-2023**

- Member, Health Information Management Accreditation Council (HIMAC), 2021-2023
- Chair, Health Information Management Council, 2015
- Chair, Board, 2012
- Chair, Commission, 2012
- Testified before the Council for Higher Education Accreditation (CHEA) on behalf of CAHIIM that resulted in successful recognition, Washington DC, 2012
- Member (Charter), Board of Directors, 2010-2015

#### **Healthcare Management and Information Systems Society (HIMSS) 2005-present**

- Member

#### **American Medical Informatics Association (AMIA) 2005-present**

- Member

#### **Assembly on Education of AHIMA 1989-present**

- Member

#### **Arkansas Health Information Management Association (ArHIMA) 1988-present**

- 1989-Present - Central Office Coordinator
- 2014-2016 Director
- 2013-2014 President
- 2012-2013 President-Elect
- 2011-2012 Chairman, Program Committee
- 2009-2011 Director
- 2006-present Representative on state level health information exchange initiatives
- 2006-2008 Chairman, Legislative Committee
- 2005-2006 Program Committee Member
- 2005-2006 Arrangements Committee Member
- 2003-2005 Treasurer

- 1994-1997 Director
- 1993-1994 President and Delegate to AHIMA House of Delegates
- 1992-1993 President-Elect and Delegate to AHIMA House of Delegates
- 1991-1992 Secretary
- 1990-1991 Program Committee Member
- 1989-1993 Chairman, Archives Committee
- 1989-1990 Co-Chairman, Education Committee
- 1988-Present - Member

**Arkansas Healthcare Information and Management Systems Society (ArHIMSS)** 2005-present

- Recognition, Scholarship Named Johnson-Wilkins Scholarship, 2019
- 2012-2017 Advocacy Chair and Board Member
- Attended national HIMSS Hill Day, Washington, DC, 2014
- 2005-Present - Member

**Oklahoma Medical Record Association** 1981-1988

- Member Ad Hoc Committee on Education, 1987-1988

**UNIVERSITY APPOINTMENTS/INSTITUTIONAL SERVICE**

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**Arkansas Tech University, Russellville, AR** 1988-present

- Chair, HIM/BI Assessment Committee, Biological Science Department, 2020-2022
- Invited Faculty Member, Tech for Tech, 2020
- Convocation Committee (Presidential Appointee), 2019-2020
- Lead Faculty, CAHIIM Accreditation, Health Information Management Program, 2018-2020
- Faculty Usher, Commencement Ceremony, Spring 2019
- Leadership Tech, Third Cohort, 2018-2020
- Faculty Panel Member, Health Industry Career Fair, 2018-2020
- Faculty Panel Member, STEM Career Fair, 2018-2020
- Member, Quality Matters, 2018-present
- Member, Graduate Council, 2017-2020
- Member, Graduate Council Faculty Guidelines Committee, 2018
- Member, Biological Science Promotion and Tenure Workgroup, 2017-present
- Appointed Member, Graduate Appeals Committee, 2013-2015
- Chair, Professional Development Committee, 2010-2011
- Appointed Member, Professional Development Committee, 2008-2011
- Member, Subcommittee Reviewing Criterion Two: Preparing for the Future, Self-Study for continuing accreditation through The Higher Learning Commission, 2007-2011
- Faculty Sponsor, Student Health Information Management Association, 1989-2005
- Advisory Committee for Nursing Center, 1993-2010
- Mentor, Bridge to Excellence Program, 2003-2004, 2009-2015
- Counselor, College Student Inventory Program, 2002-2003

- Chair, Workgroup on Faculty Evaluation Process, Biological Science Department, 2001-2002
- Faculty Excellence Award Committee, 2001-2002
- Faculty Salary, Benefits, and Awards Committee, 1999-2000
- Insurance Committee, 1999-2000
- Sabbatical Committee, 1999-2000
- Admissions, Academic Standards and Student Honors Committee, 1992-1994
- Curriculum Committee 1996-1998
- Student Personnel Committee, 1992 -1993
- Student Affairs Committee, 1991-1992

#### Peer Review Committees

- Department of Computer and Information Science, 2019-2021
- Department of Biological Science (Chair-2015, Member-2014, 2019-2020, Ex-Officio-2018)
- Center for Leadership and Learning, 2011-2012
- Department of Parks, Recreation and Hospitality Administration 2003-2004, 2010-2011, 2011-2012
- Department of Biological Science, 1994-1999; 2001-2003
- Chair, Peer Review Committee for Department of Biological Science, 1999-2000, 2013-2015

#### Program Review Committees

- Physical Science and Engineering Physics Program, 2002-2003
- Industrial Plant Maintenance Program Academic Program Review, 2002-2003

#### Search Committees

- Faculty Member for Information Technology, 2020
- Faculty Member for Health Informatics/Health Information Management, 2019
- Faculty Member for Business Data Analytics, 2017-2018, 2019-2020
- Faculty Member for Health Information Management, 2014
- Faculty Members (2) for Health Information Management, 2012
- Chair, Committee, Director of Medical Assisting and Medical Technology Programs, 2000-2001
- Instructor for Anatomy and Physiology, 2000-2001

### **TEACHING EXPERIENCE**

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**Arkansas Tech University**, Russellville, AR

1988-2015 and 2016-present

Successful proposal and implementation of Master of Science degree in Health Informatics, beginning Fall, 2010



## Recent courses:

HI 5092 Research in Health Information Management (online)  
 HI 6053 Emerging Trends in Health Informatics (online)  
 HI 6083 Health Care Policy (online)  
 HI 6991-6 Thesis Research (online)  
 HI 6983 Research Project (online)  
 HIM 3023 Introduction to Health Information Management  
 HIM 4892 Seminar in Health Information Management  
 HIM 4895 Management Affiliation

## Courses previously taught:

AHS 3013 Medical Terminology  
 HI 6063 Leadership in Health Informatics (online)  
 HI 6073 Security and Privacy in Health Informatics (online)  
 HIM 1001 (previously 1002) Orientation to Health Information Management  
 HIM 2003 Fundamentals of Medical Transcription  
 HIM 3033 Basic Coding Principles  
 HIM 3043 Advanced Concepts in HIM  
 HIM 3131 Nontraditional Health Records  
 HIM 3132 Health Data and Statistics  
 HIM 3153 Current Issues in HIM  
 HIM4033 Advanced Coding Principles  
 HIM 4063 Organization and Administration in HIM  
 HIM 4073 Legal Concepts for the Health Fields  
 HIM 4083 Health Organization Trends  
 HIM 4092 Research in HIM (online and classroom)  
 HIM4153 Principles of Disease  
 HIM 4182 Professional Practice I  
 HIM 4292 Professional Practice II

**Contributing Faculty, Walden University, Minneapolis, MN** 2012-2016  
 HINF 6100 Introduction to Health Informatics  
 HINF 6145 Nature, Structure, and Representation of Health Information  
 HINF 6960 Scholarly Project

**Adjunct Faculty, Logan University, Chesterfield, MO** 2017-2018  
 HLTS05101 Introduction to Health Informatics

## ACTIVITIES AND HONORS

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Recipient, AHIMA's Triumph Award, Distinguished Member Award,  
 Awarded at national conference, American Health Information Management  
 Association, Virtual Conference, September 22, 2021

Arkansas Achiever, Arkansas Democrat-Gazette, August 29, 2021

Scholarship Named Johnson-Wilkins Scholarship, Arkansas Healthcare Information and Management Systems Society, October, 2019

Recipient, Faculty Award for Service, Biological Sciences, 2018-2019, 2019-2020

External Reviewer, Promotion and Tenure Consideration for Kelly Fast, MS, RHA, Missouri Western State University, Health Information Management Program, 2019

Quality Matters (QM) – Applying the QM Rubrics course, December, 2018

Data Analytics Workshop, Miami, FL, September, 2018

Selected for Leadership Tech Cohort Three, Arkansas Tech University, 2018–2020

External Reviewer, Promotion and Tenure Consideration for Diane Dolezel, EdD, Texas State University, College of Health Professions, Department of Health Information Management, 2019

External Reviewer, Promotion and Tenure Consideration for Alexander McLeod, Jr, PhD, Texas State University, College of Health Professions, Department of Health Information Management, 2017

External Reviewer, Promotion and Tenure Consideration for Laurie A. Rinehart-Thompson, JD, RHIA, CHP, FAHIMA, The Ohio State University, College of Medicine, School of Health & Rehabilitation Sciences, 2017

Successful completion of “Update in Health Information Technology: Healthcare Data Analytics,” Online course, Oregon Health & Science University, 2016

Committee Member, Walden University, Doctoral Dissertation Committee for Donna Charles, “Impact of Small, Medium, and Large Health Information Technology Utilization on: 30-Day Hospital Readmissions Metrics in Texas Hospitals: Heart Failure (HF), Pneumonia (PN), and Acute Myocardial Infraction (AMI),” 2014-2016

Recipient, AHIMA’s Triumph Award in Leadership  
Awarded at national conference, American Health Information Management Association, New Orleans, LA, 2015

Recognized by a graduating senior through the Loyalty Pacesetters program, Arkansas Tech University, 2015

Successful completion of “ICD-10 Train the Trainer Program, “Online and face-to-face course, American Health Information Management Association, Austin, TX, 2015

Awarded Fellowship Status

American Health Information Management Association, 2013

Committee Member, Walden University, Doctoral Dissertation Committee for Lisa Johnson, “Exploration of Inequalities in Medicare Health Care Fraud Sentencing Statute 18 USC § 1347, 2010-2013,” 2013-2016

Recipient, Living Legacy Award

Arkansas Health Information Management Association, 2012

Content Area Expert, Delphi Panel, Capella University, Doctoral Dissertation for Omotunde Adeyemo, “Study on Healthcare Digitization and Medical Identity Theft,” 2011-2012

Invited Stakeholder, Health System Transformation Workforce Initiative

Working with Arkansas Center for Health Improvement (ACHI) as directed by the Governor’s Office to develop the *Arkansas Health Workforce Strategic Plan*, 2011-2015

Visiting Scholar, Capella University, Doctoral Dissertation Committee for Soumya V. Nair, “Benefits and Security of Electronic Health Record (EHR) Use by Pediatric Staff: A Technology Acceptance Model (TAM)-Based Quantitative Study,” 2010-2011

Member, Health IT Advisory Committee

Advisory member of Healthcare Information Technology Workforce Grant, as managed by National Park Community College through the federal HITECH Act, 2011-2015

Member, Review Panel for Administration Issues Journal: Education, Practice, and Research (peer-reviewed research journal), 2010-present

Member, Review Panel for Perspectives in Health Information Management (peer-reviewed research journal), 2009-present

Co-Chair, Legal and Policy Workgroup, Governor’s Task Force on Health Information Technology (Arkansas), 2010-2012

Invited Stakeholder, Governor’s Task Force on Health Information Technology for the state of Arkansas - Task Force charged with the mission of developing a plan for health information exchange for the state of Arkansas. The Task Force works directly with the Governor’s office. 2009-2012

Top Community of Practice Facilitator (for Arkansas CoP)

American Health Information Management Association, 2009

Member, Technical Workgroup for Health Information Exchange (HIE) for the State of Arkansas, 2007-2008

Invited Stakeholder/Expert in Health Information Management Regional Quality Improvement (RQI) Initiative - Two-year funded initiative by the Robert Wood Johnson Foundation and Center for Health Care Strategies to develop a business plan for the orderly creation of a regional organization to support health information exchange as well as to improve the delivery and effectiveness of health care within the state of Arkansas. 2006-2009

Invited Stakeholder/Expert in Health Information Management Arkansas Health Information Security and Privacy Collaboration (HISPC) - Coordinated effort by the Office of the Governor and the National Governor's Association through the Arkansas Center for Health Improvement (ACHI), Arkansas Department of Health and Human Services (ADHHS) and Arkansas Foundation for Medical Care (AFMC) to identify policy variations and solutions in laying the groundwork for implementation of electronic health records. 2006-2007

Recipient, Dissertation Research Funding Award

Awarded by the Foundation of Research and Education of the American Health Information Association, 2007

Recipient, Distinguished Member Award

Arkansas Health Information Management Association, 2007

Recipient, Linda Culp Memorial Graduate Scholarship

Awarded by the Foundation of Research and Education of the American Health Information Management Association, 2006

Nominated for Arkansas Tech University Faculty Excellence in Teaching Award, 2003-2006

Triumph Award Nominee, American Health Information Management Association, 1998 and 1999

Nominated for Arkansas Tech University Faculty Excellence in Service Award, 1996-2000, 2007-2015, 2018-2020

Nominated for Arkansas Tech University Faculty Excellence in Scholarship Award, 1999-2000

Judge, Arkansas Academy of Science, 1999

Proctor, Rising Junior Exam, Arkansas Tech University, 1999

Participant, "Time Out for TECH", Arkansas Tech University, 1999-2015, 2016-present

Participant, Open House, Arkansas Tech University, 1998-2015, 2016-present

Recipient, Distinguished Member Award  
Arkansas Health Information Management Association, 1996

Dardanelle Elementary PTA, Fundraising Committee, 1996

United Way Volunteer, 1993-2010

Long Range Planning Committee, Central Presbyterian Church, Russellville, AR, 1991-1994

Advisory Committee for Medical Record Administration Program, Southwestern Oklahoma State University, 1984-1988 (President 1985-1988)

Received "Outstanding Senior" award from Southwestern Oklahoma State University  
Medical Record Administration Program, 1983

## **PUBLICATIONS AND RESEARCH**

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Wilkins, Melinda A., Harrell, Martha N., Tanner, Stephanie, "Accessing Telemedicine: The Student-First Focus of Arkansas Tech University," seed grant funded by Interdisciplinary Research Center, Arkansas Tech University, 2017. This project has resulted in the ATU Health and Wellness Center beginning telecounseling (Summer 2019) to serve online students as well as those students on the Ozark campus.

Wilkins, Melinda A., Review for Book Revisions Proposal entitled *Health Records & the Law*, 5<sup>th</sup> ed., by Jones & Bartlett Learning, November, 2016.

Wilkins, Melinda A., Review for Book Proposal entitled *Informatics for Allied Health Practitioners*, by Jones & Bartlett Learning, March, 2015.

Wilkins, Melinda A., *Factors Influencing Acceptance of Electronic Health Records in Hospitals*, Perspectives in Health Information Management, 6 (Fall), 1-20, 2009.

Wilkins, Melinda A. Jennings (2008) *The Health Information Manager as Change Agent in Adopting Electronic Health Record Technology in Hospitals*. Ph.D. dissertation, Capella University, United States -- Minnesota. Retrieved January 28, 2009, from Dissertations & Theses @ Capella University database. (Publication No. AAT 3336848).

- Wilkins, Melinda, Co-Author, *Practice Brief: HIM Principles in Health Information Exchange*, Journal of the American Health Information Management Association, 78 (8), 69-74, 2007.
- Wilkins, Melinda, Co-Author, *HIM Principles in Health Information Exchange: Use Case Scenarios*, Report for the American Health Information Management Association, 2007.
- Wilkins, Melinda, Reviewer, *Introduction to Healthcare Law and Compliance*, Thomson/Delmar Learning Publisher, 2006.
- Wilkins, Melinda, Reviewer, proposed DVD series to be entitled *HIM Case Studies DVD*, Thomson/Delmar Learning Publisher, 2005.
- Wilkins, Melinda, Reviewer, proposed text to be entitled *HIM Case Study Manual*, Thomson/Delmar Learning Publisher, 2005.
- Wilkins, Melinda, Reviewer, proposed text to be entitled *Ethical Case Studies for HIM*, Thomson/Delmar Learning Publisher, 2005.
- Wilkins, Melinda, Reviewer, proposed text to be entitled *Health Care Law*, Thomson/Delmar Learning Publisher, 2005.
- Wilkins, Melinda, Contributor, *Prentice Hall Health Q&A Review for the Medical Assistant*, 7<sup>th</sup> ed., Appleton and Lange, to be published in 2005. Author of chapters on Medical Terminology and Medical Law and Ethics, as well as a portion of the information on the compact disk that accompanies the text.
- Wilkins, Melinda, Reviewer, proposed text to be entitled *Health Care Legal and Regulatory Compliance*, Thomson/Delmar Learning Publisher, 2004.
- Wilkins, Melinda, Reviewer, proposed text to be entitled *Understanding Hospital Billing and Coding*, Elsevier Publishing, 2004.
- Wilkins, Melinda, Reviewer, proposed text to be entitled *Health Information Management Principles and Practice*, Thomson/Delmar Learning Publisher, 2003.
- Wilkins, Melinda, Reviewer, *Delmar's Handbook for Health Information Careers*, Delmar Publishers, 2003, 352 pages.
- Wilkins, Melinda, Reviewer, proposed text to be entitled *Medical Informatics for Medical Assistants, Physician Assistants and Doctor's Office Nurses*, Delmar Publishers, 2002.

Wilkins, Melinda, Reviewer, *Financial Management in a Managed Care Environment*, Delmar Publishers, 2002, 417 pages.

Wilkins, Melinda, Reviewer, *STAT! Medical Office Emergency Manual*, for 2<sup>nd</sup> edition to be published in 2002, Delmar Publishers, 324 pages

Wilkins, Melinda, Contributor, *Prentice Hall Health Q&A Review for the Medical Assistant*, 6<sup>th</sup> ed., Appleton and Lange, 2001, 469pp. Author of chapters on Medical Terminology and Medical Law and Ethics, as well as a portion of the information on the compact disk that accompanies the text.

Wilkins, Melinda, Contributor, *Arkansas Health Information Management Association Health Information Legal Handbook*, 2<sup>nd</sup> ed., 2000, 263pp. Author of chapter on Arkansas Statutes.

Wilkins, Melinda, Contributor, *Arkansas Health Information Management Association's News*, 1989 - 2000.

Wilkins, Melinda, Contributor, "White Paper on Fellowship Program", Joint Committee on Education of the American Health Information Management Association, 1998.

Wilkins, Melinda, and Bean, Brownfield, Hickey, Massey, "Master's Curriculum in Health Information Management," 1997. This was a joint research venture between students in Research in Health Information Management course and Melanie Brodnick, Ph.D., Ohio State University. Students traveled to St. Louis to present findings.

Wilkins, Melinda, Contributor, *Appleton & Lange's Review for the Medical Assistant*, 5<sup>th</sup> ed., Appleton and Lange, 1997, 442 pp. Author of chapter on Medical Terminology.

Heaton, Melinda, Technical Reviewer, *Research Manual for the Health Information Profession*, American Health Information Management Association, 1995.

Heaton, Melinda, Contributor, *1994 Case Study Manual*, The Assembly on Education of the American Health Information Management Association, 1994.

Heaton, Melinda, Contributor, *Appleton & Lange's Review for the Medical Assistant*, 4<sup>th</sup> ed., 1994, 299 pp.

Heaton, Melinda, Reviewer, Mosby Lifeline proposed CPT work text, 1993.

Heaton, Melinda, Contributor, *Case Study Manual for Medical Record Technician and Medical Record Administration Programs*, Update 1992, The Assembly on Education of the American Health Information Management Association, 1992.

Heaton, Melinda, Reviewer, *Health Information Management Work Flow*, Delmar Publishers, 1992.

Heaton, Melinda, Contributor, *Case Study Manual for Medical Record Technician and Medical Record Administration Programs*, First Edition, The Assembly on Education of the American Health Information Management Association, 1991.

Heaton, Melinda, "Health and Safety in Medical Record Settings", published by the American Medical Record Association, 1990.

Heaton, Melinda, Contributor, *Appleton & Lange's Review for the Medical Assistant*, 3<sup>rd</sup> ed., 1990, 281 pp.

Heaton (Wilkins), Melinda. "Graduate and Employer Survey." This is an on-going research project that students have helped with since 1989.

## **INVITED PRESENTATIONS**

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Wilkins, Melinda, "Driving Certificate Decisions," Commission on Accreditation for Health Informatics and Information Management Education Summit on Higher Education, Virtual, September 28, 2022.

Wilkins, Melinda and Stefan, Amanda, "CAHIIM Curriculum Compliance for Baccalaureate and Associate Degree Programs," American Health Information Management Association Assembly on Education Symposium, Virtual, July 27, 2022.

Wilkins, Melinda, "Engaging in Your Component State Association (CSA)," American Health Information Management Association 2021 Student Open House, October 5, 2021

Wilkins, Melinda, "Navigating Your Professional Future," Oklahoma Health Information Management Association 2021 Conference, Virtual, April 24, 2021.

Wilkins, Melinda, "Where Do I Go Next?" Oklahoma Health Information Management Association 2021 Conference, Virtual, April 24, 2021.

Wilkins, Melinda, "Empowering People to Impact Health," Tennessee Health Information Management Association 2020 Convention, Virtual, April, 2020.



- Wilkins, Melinda, "Empowering People to Impact Health," Alaska Health Information Management Association 2020 Convention, Virtual, April, 2020.
- Wilkins, Melinda, "Join the House of HI and Build a Future with AHIMA," Alaska Health Information Management Association 2020 Convention, Virtual, April, 2020.
- Wilkins, Melinda, "Join the House of HI and Build a Future with AHIMA," Michigan Health Information Management Association 2020 Convention, Virtual, September, 2020.
- Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Alaska Health Information Management Association 2019 Convention, Anchorage, AK, 2019.
- Wilkins, Melinda, "EHR Best Practices/Integrity," Alaska Health Information Management Association 2019 Convention, Anchorage, AK, 2019.
- Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Indiana Health Information Management Association 2019 Convention, Noblesville, IN, 2019.
- Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Michigan Health Information Management Association 2019 Convention, Traverse City, MI, 2019.
- Wilkins, Melinda, "Clinical Terminology," Michigan Health Information Management Association 2019 Convention, Traverse City, MI, 2019.
- Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Washington State Health Information Management Association 2019 Convention, Spokane, WA, 2019.
- Wilkins, Melinda, "Revenue Integrity," Washington State Health Information Management Association 2019 Convention, Spokane, WA, 2019.
- Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Montana Health Information Management Association 2019 Convention, Great Falls, MT, 2019.
- Wilkins, Melinda and Katz, Seth, "New to the CSA Board," American Health Information Management Association 2018 CSA Leadership Symposium, Chicago, IL, 2018.
- Wilkins, Melinda, "Consumer Engagement," Michigan Health Information Management Association 2018 Convention, Port Huron, MI, 2018.
- Wilkins, Melinda, "Inspiring Leadership and Influencing Change," Michigan Health Information Management Association 2018 Convention, Port Huron, MI, 2018.

- Wilkins, Melinda, "Revenue Integrity," Vermont Health Information Management Association 2018 Convention, Lebanon, NH, 2018.
- Wilkins, Melinda, "Inspiring Leadership and Influencing Change," Vermont Health Information Management Association 2018 Convention, Lebanon, NH, 2018.
- Wilkins, Melinda, "Data Analytics," Alaska Health Information Management Association 2018 Convention, Anchorage, AK, 2018.
- Wilkins, Melinda, "Inspiring Leadership and Influencing Change," Alaska Health Information Management Association 2018 Convention, Anchorage, AK, 2018.
- Wilkins, Melinda, "Inspiring Leadership and Influencing Change," Arkansas Health Information Management Association 2018 Convention, Eureka Springs, AR, 2018.
- Wilkins, Melinda, "Navigating Your Professional Future," Arkansas Health Information Management Association and Arkansas Chapter of Healthcare Information and Management Systems Society State Convention, Little Rock, AR, 2017.
- Wilkins, Melinda, "Health Informatics in Nursing," Arkansas Nursing Students' Association State Convention, Little Rock, AR, 2016.
- Wilkins, Melinda and Scott, Karen, "Your Professional Future and Weathering the HIM Storm," Tennessee Health Information Management Association State Convention, Franklin, TN, 2016.
- Wilkins, Melinda, "The Emerging Role of Nursing Informatics," Arkansas Nursing Students' Association State Convention, Little Rock, AR, 2015.
- Wilkins, Melinda, "Educational Perspectives in Health Information," Arkansas Health Information Management Association State Convention, Fort Smith, AR, 2015.
- Wilkins, Melinda, "Transforming the Health Information Workforce," Arkansas Health Information Management Association State Convention, Hot Springs, AR, 2014.
- Wilkins, Melinda, "Successful Strategies for CSA Leadership Enhancement," Webinar, American Health Information Management Association, 2013.
- Wilkins, Melinda, "CAHIIM Report - Accreditation Update," Assembly on Education of the American Health Information Management Association, Orlando, FL, 2012.

- Wilkins, Melinda, "Patient-Centered Care in Arkansas," Panel Discussion held at UAMS as part of the inaugural interprofessional Electronic Health Records, Medical Informatics and Emerging Technologies Seminar Series, presented to approximately 450 UAMS health professions students, 2011.
- Wilkins, Melinda, "Arkansas Health Information Exchange Update," Arkansas Medical Assistants Association Annual Conference, Russellville, AR, 2011.
- Wilkins, Melinda, "Navigating the New Communities of Practice," Arkansas Health Information Management Association State Convention, Fort Smith, AR, 2010.
- Wilkins, Melinda, "Health Information Exchange," Arkansas Medical Assistants Association Annual Conference, Russellville, AR, 2009.
- Wilkins, Melinda, "Implementation of EHRs in Arkansas Hospitals", Arkansas Health Information Management Association State Convention, Little Rock, AR, 2009.
- Wilkins, Melinda, "Embracing Your Inner Superhero in the Electronic Health Record Environment," Tennessee Health Information Management Association State Convention, Nashville, TN, 2009.
- Wilkins, Melinda, "The Health Information Manager as Change Agent," Assembly on Education of the American Health Information Management Association, Louisville, Kentucky, 2008.
- Wilkins, Melinda, "Health Information Manager: Superhero for EHRs," Arkansas Health Information Management Association State Convention, Rogers, AR, 2008.
- Wilkins, Melinda, "Health Information Technology," Arkansas Medical Assistants Association Annual Conference, Russellville, AR, 2007.
- Wilkins, Melinda, "Electronic Health Records," Arkansas Cancer Registrar's Association Annual Educational Conference, El Dorado, AR, 2007.
- Wilkins, Melinda, "Looking Through the EHR Crystal Ball," Arkansas Health Information Management Association State Convention, Fort Smith, AR, 2005.
- Wilkins, Melinda, "Council on Certification Update," Assembly on Education of American Health Information Management Association National Convention, New Orleans, 1998.
- Wilkins, Melinda, Facilitator, "Certification Issue Forum," American Health Information Management Association National Convention, New Orleans, 1998.

Wilkins, Melinda, "Council on Certification Update," Assembly on Education of American Health Information Management Association, Columbus, Ohio, 1997.

Heaton, Melinda, "Arkansas Health Information Management Association Team Talks," presented in various locations statewide, 1992 - 1995.

Heaton, Melinda, "Oklahoma Health Information Management Association ART/RRA Exam Review," Oklahoma City, Oklahoma, 1995.

Heaton, Melinda, "Alliance Leadership Development," American Health Information Management Association National Convention, Atlanta, GA, 1993.

Heaton, Melinda, "Oncology Terminology", Arkansas Cancer Registry Association, 1993.

Heaton, Melinda, "A Career in Medical Record Administration," Girl's State, Arkadelphia, Arkansas, 1990.

Heaton, Melinda, "ICD-9-CM Coding Workshop for Physician Offices," Arkansas Medical Society and Arkansas Medical Record Association, 1989.

Heaton, Melinda, Panel member, "Problem Solving for Medical Record Departments," Oklahoma Medical Record Association Meeting, 1987.

## **SUPERVISION OF GRADUATE RESEARCH/CAPSTONE PROJECTS**

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### **Spring 2022**

- Cole Fritschen, "Preventative Wearable Health Technology Devices"
- Sonja Hardin, "Combat Alert Fatigue with Mindful Processes"
- Kaleb McMillon, "Benefits of Preventative Health Initiatives"
- Robert Morgan, "IT Skills Available Through HI Education"
- Jennifer Plowman, "Implementation: Means to Success or Failure"
- Stephanie Ramey, "Digital Divide and Cellular Data Access"
- Sara Smith, "Telemedicine Marches Forward Despite COVID-19 Pandemic"
- Candy Snellgrove, "Focusing on the Future: Emerging Technologies of Artificial Intelligence in Health Information Management"
- Mollie Tanner, "Integrative Health and Wellness"
- Keaston Thomas, "Future of Medicine"
- Sarah Webb-King, "Patient Access Analytics in the EHR"

**Spring 2021**

- Daniel Childers, “An Evaluation of Telehealth in Public Schools”
- Amy Crawford, “Comparative Analysis of Training Strategies Effect on Direct Care Worker’s Competency Using CareVue Electronic Medical Record (EMR)”
- Kenneth Davis, “Health Informatics Certifications”
- Amanda Galiano, “Discordant Information Systems and the SARS-CoV-2 RNA Vaccine Early Deployment/DISSeRVED”
- Amy Jones, “Remote Patient Monitoring and Health Disparities in Rural Areas”
- Tara Orme, “Artificial Intelligence in Healthcare”
- LaTressha Roberson, “Patient Privacy and Healthcare Reform”
- Rachel Robles, “Patient Utilization of Electronic Medical Record Portals”
- Luke Tollett, “Electronic Health Record Implementation at the River Valley Christian Clinic”
- Howard Warren, “Medicaid Cost Containment Pilot Program Proposal”

**Spring 2020**

- Amanda Abram, “Becoming EHR Certified”
- Erin Hathorn, “Social Media and Healthcare”
- Meghan Klein, “Project Management: How Project Management Styles can Affect the Implementation of Health Information Exchanges”
- Justin Looper, “Wearable Devices and Mobile Health Applications: Better outcomes Through Technology”
- Austin Miles, “Helping the Most Vulnerable Population: Health Information Exchanges and Rural Clinics”
- Jennifer Smith, “The Role of the Clinical Laboratory and Big Data”
  
- Megan Talley, “Almost Everything You Need to Know About Electronic Health Record/Laboratory Information System Implementation”
- Ski Webb, “Project Welcome: An EPIC EHR Product Implementation”
- Morgan Wewers, “Leadership in Health Informatics”

**Spring 2019**

- Corry Adams, “Fitbits and Apple Watches in Health and Fitness: Privacy and Security”
- LaShondra Briscoe, “Electronic Health Records as Seen Through the Eyes of Patients”
- Montell Doucet, “Radiation in a Neglected Clinic”
- Jamie Haymond, “Applying for the Malcolm Baldrige National Quality Award”
- Bryce Miller, “Electronic Health Record Documentation Improvement: An Analysis of Discharge Summary Documentation Standards Through an Electronic Health Record Implementation”
- Felicia Newkirk, “Internet of Things: Impact on Healthcare”
- Alex Nguyen, “Healthcare Management and Technology Adoption”
- Amanda Stubbs, “Effects of Electronic Health Records on Childhood Obesity”

- Stephanie Tanner, “Considering the Emotional Intelligence of Higher Education Counselors as Distance Counseling Arrives on Campus”
- Bonita Williams, “Effectiveness of Telemedicine: The Effects of Telemedicine in Patient Health Outcomes Over the Past Ten Years”

### **Fall 2018**

- Jessica Ellis, “Increasing EHR Interoperability in Dental Informatics to Improve Patient Outcomes”

### **Spring 2018**

- Krystle Cable, “Job Options in Health Information Management and Health Informatics”
- Haley Castillo, “Monitoring Inpatient Coding: The Impact on Healthcare”
- Laura Norsworthy, “Patient-Centered Medical Home NCQA Recognition Process: How It Works”

### **Fall 2017**

- Jewel Abraham, “A Checklist for the Safe Use of Copy and Paste Functionality”
- Logan Freeman, “Reporting Healthcare Data: Improving Patient Outcomes”
- ToyAnna Johnson, “EHR Barriers and Adoption: Literature Review”
- Allen McCormick, “Consumer-Mediated Exchange: Development of an Intermediary Translational Model for Patient-Centered Usage”
- Chris Miller, “Creating Lab Flowsheets for Patient Data Trending”
- Charles Stuart, “Preventative Healthcare”

### **Spring 2017**

- Charles Brown, “Security and Risk Assessment of a Large University Clinic”
- Ryne Gray, “Electronic Health Record Implementation Best Practices”
- James Keele, “Development of a Technology Use and Access Policy for a Healthcare Organization”
- Shelly Rideout, “Telemedicine: A Virtual Clinic is the Future”
- Nadalyn Riggins, “Improving Verbal and Telephone Orders for Quality and Cost”

### **Fall 2016**

- Diane Grigsby, “Telemedicine - The Impact on American Healthcare”
- Victoria Protheroe, “Patient Portals in Urban Hospitals”
- Joseph Sprague, “Data Breaches: Preventable or Inevitable?”
- Aaron Wheat, “The Efficacy of the Use of Predictive Analytics to Reduce Hospital Readmission Rates”

### **Spring 2015**

- Krista Baily, “Is “Meaningful Use” Meaningful?”
- Ashley Brannon, “Usability and Reliability of Web-Based Consumer/Patient Health Information Systems”

- Sarah Hopson, “Evolution of the Health Information Profession: Transitioning from a Paper to Electronic World”
- Adam Humphrey, “The Role of Health Informatics in Nursing Home Administration”
- Chase Jenkins, “Cyber Security in Healthcare”
- Nicole Martin, “Implementation of HIEs: Best Practices for Success”
- Johanna Nowlin, “Technology is the Future in Health Informatics”
- Karen Smith, “Meaningful Use & the Patient Portal”
- Dana Williams, “ICD 10: History and Delay of Implementation”

### **Spring 2014**

- Claudia Brigham, “School Based Health Clinics: Making a Difference in Education and Community Health”
- Cathy Brownfield, “Patient Matching: A Review of the Patient Identification and Matching Final Report”
- Andrew Cochran, “Web-based Information Management System for the Arkansas Disability Coalition”
- Michelle Curtis, “Patient Accessibility, Services Available and Future Expectations of Telemedicine in Northwest Arkansas”
- Christina Gaddy, “An Analysis of the Privacy and Security of Electronic Health Records During the Transmission of Health Information”
- Deborah Hunt, “ICD-10: Preparing For Implementation”
- Jamie Jones, “The Acceptance of Biometric Software Among Health Care Professionals”
- Bishalya Neupane, “Competencies, Knowledge, Skills, and Abilities HIM Educators Should be Seeking to Develop in Their Students”
- Jacqueline Osburn, “Electronic Health Records: Is the Perception of the Non-Clinician End User Different from Providers Before and After Implementation?”
- Tanya Warden, “Consumer Views on the Security and Privacy of Electronic Health Records”

### **Spring 2013**

- Olubunmi Adejuyigbe, “Is There a Social and Literacy Divide in the use of Patient Portals for Patient Care?”
- Ted Casey, “Discovery and the Electronic Health Record”
- Wendy Dorzab, “Barriers to the Electronic Medical Record”
- William Fetzer, “A Million Points of Connectivity: Health Information Exchange”
- Natalie Maples, “Physician Resistance to Technology: A Study on Barriers Physicians Face with Health Information Technology”
- Jennifer Mayfield, “Progression of Telemedicine in Brazil and Australia”
- Heather Rahnert, “Healthcare IT Implementations – Creating Success: Involving the User Community and Avoiding End User Rejection”
- Jennifer Wortham, “Main Street Mission Community Center Grant Proposal”

## **Kuldeep Singh**

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[ksingh@uta.edu](mailto:ksingh@uta.edu)

(214) 205-7938

### **EDUCATION**

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#### **University of Texas at Arlington, Arlington, Texas. (August 2018)**

Ph.D., Management Science, GPA: **4.0**

Dissertation Topic: Supply Chain Strategy; Operational Capabilities and Performance: The Role of Internal and External Environment.

Ph.D. Advisor: Dr. Edmund Prater

#### **Cleveland State University, Cleveland, Ohio. (December 2010)**

MBA (Major in Supply Chain Management), GPA: **3.92**

#### **National Institute of Technology, Kurukshetra. (June 1999)**

Bachelors of Technology in Mechanical Engineering

### **ADDITIONAL GRADUATE COURSE WORK**

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#### **University of Texas at Arlington, Arlington, Texas.**

Graduate Course(One) in Teaching Tools (Summer 2014)

### **RESEARCH INTEREST**

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Supply Chain Strategy, Operations Strategy, Dynamic & Operational Capabilities, Social Capital, Business Analytics, Quality, Supply Chain Integration, Supply Chain Knowledge, Ambidexterity.



## **ACADEMIC EXPERIENCE**

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**Assistant Professor ( Fall 2018- Present)**

**College of Business, Arkansas Tech University**

**Operations Management with SAP ERP**

**Supply Chain Management with SAP ERP**

**Business Statistics**

**Project Management**

**Management and Organizational Behavior**

**Introduction to SAP (ERP System)**

**Lecturer: (Summer 2017- Spring 2018)**

**College of Business, University of Texas Arlington**

**Instructor of Introduction to Operations Management with SAP ERP, Fall 2017**

Class Size- 115.

**Instructor of Introduction to Operations Management with SAP ERP, Fall 2017**

Class Size -83.

**Instructor of Introduction to Operations Management with SAP ERP,**

**Summer2017** Class Size -54.

**Instructor: (Spring 2015- Spring 2017)**

**Instructor of Business Statistics, Spring 2017**

Class Size -126.

**Instructor of Introduction to Operations Management with SAP ERP, Fall 2016**

Class Size -68.

**Instructor of Introduction to Operations Management with SAP ERP, Spring 2016**

Class Size -37.

**Instructor of Introduction to Operations Management, Fall 2015**

Class Size -44.

**Instructor of Introduction to Operations Management, Spring 2015**

Class Size -62.

## **Graduate Teaching Assistant** (Fall 2013- Spring 2017)

Information Systems & Operations Management,

College of Business, University of Texas at Arlington

Graduate Courses: **Global Supply Chain Management, Operations Planning and Control, Introduction to Management Science, Executive MBA Program, Statistical Methods for Health Care Administrators.**

Undergraduate Courses: **Introduction to Operations Management, Business Statistics, Operations Planning & Control.**

Responsibilities: Tutoring, grading (homework, quiz and exam), Lecturing(when needed) and facilitating class discussions.

## **Statistics Lab Tutor (Spring 2014)**

Tutored undergraduate students in basic of statistics.

Tutored graduate students in advance statistical analysis such as ANOVA and Multiple Regression.

## **INTELLECTUAL CONTRIBUTIONS**

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### **Manuscripts (Published/ Submitted)**

1. **Singh, K.**, Zare, S., Reavis, M.R. and Tucci, J.E. (xxxx) ‘Structural capital and relational capital: examining the direct and moderating role of cognitive capital in customer-supplier relationships’, *Int. J. Management Practice*, Vol. X, No. Y, pp.xxx–xxx.
2. Elkassabgi, A., Hunter, D., **Singh, K.**, Limaye, A. (2022). INFORMATION PATHWAYS AND THEIR INFLUENCE ON CORRUPTION: AN EMPIRICAL STUDY. *Journal of International Finance Studies*, 22(1), 16-25.
3. Reavis, M., **Singh, K.**, & Tucci, J. (2021). Millennials’ Strategic Decision Making Through the Lens of Corporate Social Responsibility and Financial Management. *Journal of Business Strategies*, 38(2), 125-146.
4. Limaye, A., Elkassagi, A., & **Singh, K.** (2021). Impact of Natural Disasters on Economic Activity. *Journal of International Finance Studies*, 21 (1), 33-39.
5. Zare, S., Singh, K., Ghasemi, Y., Prater, Edmund L., (In press). Social capital, knowledge sharing and operational performance in the supply chain: a buyer-supplier perspective. *International Journal of Business and System Research*.
6. **Singh, K.**, Kurian, G., & Napier, R. (2018). The Dynamic Capabilities View: Supply Chain and Operations Management Perspectives. *Journal of Supply Chain and Operations Management*, 16(2), 155.

## Academic Conference Presentations

1. **Singh Kuldeep “Lean, Agile Supply Chain Strategy, and Performance: Complementary Role of Supplier Facing Operational Capabilities”** Annual Meeting of the Decision Science Institute (DSI), Chicago, IL, November 17-19, 2018.
2. **Singh Kuldeep "Supply Chain Strategy and Performance: Assessing the role of Operational Capabilities"** Annual Meeting of the POMS, Houston, TX, May 04-07, 2018.
3. **Singh Kuldeep “Agile Supply Chain Strategy, Operational Capabilities and Performance”** Annual Meeting of the *Decision Science Institute (DSI)*, Washington, D.C. November 18-20, 2017.
4. **Singh Kuldeep, Kurian George “What we know about Dynamic Capabilities in Operations Management: A Literature Review”** Annual Meeting of the *Decision Science Institute (DSI)*, Austin, TX. November 17-21, 2016.
5. **Singh Kuldeep, Kurian George, “Influence of Construal Level on Supply Chain Performance”**, Annual Meeting of the *Decision Science Institute (DSI)*, Austin ,TX. November 19-22, 2016.
6. Kurian George, **Kuldeep Singh, “The Effect of Stress on Decision Making in Newsvendor Problem”** presented at Annual Meeting of the *Decision Science Institute (DSI)*, Seattle ,WA. November 21-24, 2015.
7. **Singh Kuldeep, Samarn Srikornkan, “Understanding the Determinants of Adoption of Electronic Health Record through the Lens of Technology, Organization & Environment (TOE) Framework”** presented at Annual Meeting of the *Decision Science Institute (DSI)*, Tampa ,FL. November 22-25, 2014.
8. Samarn Srikornkan, **Singh Kuldeep “Marketing and Logistics Collaboration: Impact on Logistics Capabilities”** presented at Annual Meeting of the *Decision Science Institute (DSI)*, Tampa ,FL. November 22-25, 2014.

## **SERVICE TO THE PROFESSION**

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- Session Chair, “**Decisions Models in Behavior Operations.**” Annual Meeting of the *Decision Science Institute (DSI)*, Austin, TX. November 17-21, 2016.
- Session Chair, “**Health Care Operations : Special Topics in Care Delivery .**” Annual Meeting of the *Decision Science Institute (DSI)*, Austin, TX. November 17-21, 2016.

## **INDUSTRY EXPERIENCES**

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### **Maruti Suzuki India Ltd – 04/2007 – 08/2009**

#### **Manager**

- Implemented the concept such as plant with in plant (PWP) to streamline the service operations at channel partners.
- Planned and implemented initiatives to improve the channel partners Balance Score Card(a performance measurement tool).
- Analyzed the demand pattern of customers and implemented productivity enhancement tools such as express bay and two tech concepts that increased the productivity across the region by 22%.
- Implemented Service Marketing activities to increase service market share of channel Partners.
- Implemented the service supply chain visibility strategies to increase the spare parts profitability at channel partners.
- Worked as Mentor for new employees at Regional Office.

### **Maruti Suzuki India Ltd – 11/2006 – 03/2007**

#### **Deputy Manager**

- Worked as key functional consultant while migrating from standalone system to integrated dealer management system.
- Implementation of Service quality standards at channel partners to improve customer satisfaction. (**Maruti Suzuki India Ltd. ranked No.1 in customer satisfaction index survey done by JD Power Asia Pacific**).
- Created the technical bulletin on recall campaigns and trained channel partners on handling the recall campaigns.
- Implemented the training programs at regional technical college to ensure a consistent stream of trained resource to fulfill the strategic objective of the firm.

**Mahindra & Mahindra Ltd. – 01/2006 –**

**10/2006 Senior Engineer**

- Provided input during the design phase of new product launch.
- Developed the initial parts kit and special tools to facilitate launch of new vehicle.
- Developed the service parts in coordination with research and development and suppliers.

**Maruti Suzuki India Ltd – 09/2001 – 12/2005**

**Assistant Manager**

- Administered warranty management system and reduced warranty claim of region from 4.5 to 2.6 units.
- Implemented quality management system at channel partners such as ISO 9001- 2000.

**Maruti Suzuki India Ltd – 01/2000 – 08/2001**

**Graduate Engineer**

- Implemented cost-cutting suggestions through Kaizen and continuous improvement that resulted in waste reduction at assembly lines of vehicles.
- Assisted production team in time and motion study and process improvement at assembly line of vehicles.

**INTERNSHIP**

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- Excelto Solutions (Summer 2011 – Spring 2012)
- Jindal Steel Plant (Summer 1998)
- HMT Tractors (Summer 1997)

**PROFESSIONAL DEVELOPMENT**

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- Attended North America SAP University Alliance Summer Workshop – Online, July 2020- July10, 2020.
- Attended North America SAP University Alliance Winter Workshop – Online, Dec 8,2020- Dec 10, 2020.
- Attended North America SAP University Alliance Winter Workshop – Online, Dec 15,2020- Dec 17, 2020.
- Attended North America SAP University Alliance Winter Workshop – Sam Houston State University, Texas, Jan7- Jan10, 2019.
- Attended North America SAP University Alliance Winter Workshop – Sam Houston State University, Texas, Jan3- Jan6, 2017.

- Attended North America SAP University Alliance Winter Workshop – Sam Houston State University, Texas, Jan4- Jan7, 2016.
- Attended Workshop on Predictive Analytics with SAS Enterprise Miner at University of Texas Arlington, Summer ,2015.
- Attended Lecture on University teaching at University of Texas Arlington, November,2013.
- Attended Workshop on SAS at Cleveland State University, Summer 2010.
- Participated in Future Leadership Development Program at Maruti Suzuki India, Ltd., 2008.
- Attended “Train the Trainer” Workshop at Maruti Suzuki India Ltd, 2008.
- Attended “Train the Trainer” Workshop at Maruti Suzuki India Ltd, 2007.
- Attended Leadership Development Program at Mahindra & Mahindra Ltd., 2006.
- Attended Workshop in Customer relationship management at Maruti Suzuki India Ltd., 2005.
- Attended Workshop in Dealer Development, Japan, 2004.
- Participated in workshop on Customer Complaints at Maruti Suzuki India Ltd., 2003.
- Attended Workshop in Quality Standards (ISO- 9000) at Maruti Suzuki India Ltd., 2002.
- Attended Workshop on implementation of Quality System such as Quality circle, Kaizen at Maruti Suzuki India Ltd., 2001.

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## **TECHNICAL SKILLS**

Statistical Software Packages: SPSS, STATA, NCSS, AMOS, SMART  
 PLS, SAS. Programming Languages: Fortran, C, JAVA, R.  
 Other Tools: SAP ERP, SAP Business Object.  
 MS Word/Excel/PowerPoint/Access.

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## **ACADEMIC AWARDS**

- Michael and Amy Bull Endowed Fund Scholarship, Fall 2017.
- Graduate Assistantship Tuition Scholarship, Fall 2013- Spring 2017.
- Graduate Student Travel Scholarship, College of Business, UTA. Fall 2014, and Fall 2015.
- Beta Gamma Sigma Business Honor Society Induction in 2014.
- Awarded Monte Ahuja scholarship for year 2009-2010 at Cleveland State University.

## **PROFESSIONAL AFFILIATIONS**

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- Institute of Supply Chain Management(ISM), Fort Worth Chapter.
- American Production and Inventory Control Society(APICS), Fort Worth Chapter.
- Decision Sciences Institute (DSI).
- Member of Council of Supply Chain Management Professionals ( CSCMP)
- Production and Operations Management Society(POMS).

Georgeanna N. Wright, DHA, M.SocSci  
[gwright7@atu.edu](mailto:gwright7@atu.edu)

**Education and Training**

- Doctor of Health Administration, 2010 University of Phoenix
- Master of Social Science, 1993 University of Mississippi
- Bachelor of Arts (Sociology), 1984 George Washington University
  
- Lean Six Sigma Black Belt, UnitedHealth Group 2018
- Chronic Disease Self-Management Program (CDSMP) and Diabetes Self-Management Program (DSMP) Training, Stanford University 2014
- Incident Command Training, Emergency Management Institute 2011
- Former Licensed Social Worker, West Virginia 2009

**Certifications and Memberships**

- Protocol Reviewer, Arkansas Tech University Institutional Review Board (IRB)
- Board Member/Chapter Leader, Arkansas Health Information Management Systems Society (HIMSS)
- American Association of University Professors (AAUP)
- American Health Information Management Association (AHIMA)
- Arkansas Health Information Management Association (ArHIMA)
- Arkansas Council for Women in Higher Education
- American Health Informatics Association (AMIA)
- Certified Health Data Analyst (CHDA) (AHIMA)
- Certified Professional in Healthcare Information and Management Systems (CPHIMS)
- American College of Healthcare Executives (ACHE)
- Mississippi Rural Hospital Association
- Mississippi Public Health Association
- Certification-Information Technology Infrastructure Library (ITIL) v3 Foundation (IT Project Management)
- Certified Trainer, Labor/Management Partnership, AFL/CIO and Kaiser Permanente

**Academic Teaching Responsibilities**

2022-Present	University Honors Director	Arkansas Tech University (AR)
2020-Present	Assistant Professor	Arkansas Tech University (AR)
2020-Present	RHIA Consultant	Alabama State University (AL)
2019	Guest Lecturer	University of Southern Mississippi (MS)
2016-2017	Online Instructor	Educational Testing Service/Pearson
2014-2015	Adjunct Faculty	Delta State University/Div. of Social Sciences & History (MS)
2011-2012	Academic Mentor	VAMC-Martinsburg/Veterans Programs (WV)
2008-2012	Instructor	Mountain State University/Veterans Programs (WV)
2008-2012	Academic Mentor	Mountain State University/Veterans Programs (WV)
2008-2012	Academic Tutor	Veterans attending American Public University (WV)



Arkansas Tech University  
University Honors Director  
Responsible for administration and oversight of 126 undergraduate students awarded nearly \$5 million through scholarships and stipends  
July 2022-Present

Arkansas Tech University  
Assistant Professor  
Health Informatics and Health Information Management  
Currently teaching a full course load per semester  
August 2020-Present

- Health Information Management Baccalaureate Courses:  
AHS 2013 Medical Terminology  
HIM 4203 Healthcare Reimbursement  
HIM 3132 Health Data and Statistics  
HIM 4093 Research in Health Information Management
- Health Informatics Masters Graduate Courses:  
HI 6073 Privacy and Security in Health Informatics  
HI 6063 Leadership in Health Informatics

Graduate College Faculty

Graduate Advisor to 14 Health Informatics Masters Graduate Students

Faculty Major Advisor to 3 Masters Graduate Students

Arkansas Tech University  
Visiting Assistant Professor  
Health Informatics and Health Information Management (HIM)  
January 2020-July 2020

- HIM Baccalaureate Courses:  
Medical Terminology  
Healthcare Reimbursement  
Health Data and Statistics
- Health Informatics Masters Graduate Course: Privacy and Security in Health Informatics

Alabama State University RHIA Consultant  
December 2020-Present  
• Tutor students applying to sit for the Registered Health Information Administrator Credential

University of Southern Mississippi School of Health Professions  
October 2019  
• Guest Lecturer  
Provided insight into healthcare reimbursement, health administration, patient relationships, and continuing education

Delta State University, Cleveland, MS  
August 2014-May 2015  
• Adjunct Professor, Division of Social Sciences & History

## Courses Taught/Canvas Software:

- SOC 480 Social Organization and Change – undergraduate level
- SOC 580 Social Organization and Change – graduate level
- COD 580 Social Organization and Change – graduate level community development

Courses offered a sociological framework to allow for an investigation of theories of social change and to study social change within the context of Health

- Developed intellectual curiosity, tolerance of and openness to different views
- Cultivated critical thinking
- Created a learning environment for students to synthesize complex ideas and objectives
- Coached students to develop mechanisms for change within the Delta communities
- Nominated by students as a “Connected Educator”

**Non-Academic Employment**

UnitedHealth Group  
Senior Project Manager

October 2016 – December 2019

- Independently lead multiple large, highly complex Affordability projects by defining scope, completing risk analysis and creating/maintaining project artifacts including project plans, cost-benefit analysis, R-O-I models, process flows, and graphical analysis, resulting in \$21.5M affordability savings
- Apply health services research knowledge in solving key business problems
- Develop and coordinate scope definition, risk identification, methodology and resource allocation using Lean Six Sigma Black Belt training
- Establish and apply quality objectives, criteria, standards, and levels using appropriate quality methods and healthcare economics, with stakeholder input and dotted-line influence

*as Network Medical Cost Consultant:*

- Executed medical cost management projects while maintaining relationships with, and providing a direct connection to, senior leadership
- Collaborated within highly matrixed environment to develop and deploy cross-functional strategies and tactics resulting in measurable medical cost savings for the region and at the market level
- Served as liaison between National Line of Service teams, National Programs, Regional Projects and local health plans, to ensure market level needs are being incorporated into strategy development and implementation
- Researched obstacles within processes, identified opportunities and implemented solutions
- Produced and delivered high quality presentations containing financial analysis and project performance including defect analysis, scope and schedule adherence, and solution impact
- Received numerous BRAVO recognition awards including Sapphire award within first year
- Promoted to Senior Project Manager

Greenwood Leflore Hospital, Greenwood, MS  
Program Manager/Project Director

October 2014-April 2016

- Managed, coordinated, and supervised the Racial and Ethnic Approaches to Community Health (REACH) research outcomes project, funded by the Centers for Disease Control and Prevention, culminating in health policy outcomes
- Supervised community networkers and created and implemented a community health outcomes/comparative effectiveness model resulting in new cost-savings strategies for emergent care

- Implemented strategies resulting in the creation of an evidence-based data collection tool
- Developed and implemented cost containment strategies and chronic disease and diabetes health policy models demonstrating lower health care costs and patient chronic disease self-management
- Conducted measurement and general research, focusing on research that supported long-range business decisions

Centers for Disease Control and Prevention  
Behavioral Scientist/Lead Evaluator

July 2013-July 2014

- Contracted for one-year field assignment with the Mississippi State Department of Health
- Utilized knowledge of evidence-based strategies and practices for improvement of health outcomes for Mississippi Delta communities, resulting in lifestyle changes for residents representing 65% of the target population
- Demonstrated ability to integrate social and economic determinants of health (SDOH) with community-led interventions resulting in an increase in community awareness of SDOH
- Applied community capacity-building and novel public health strategies resulting in a significant increase in congregational participation
- Deployed subject matter expertise on evaluative matters, culminating in peer-reviewed article
- Established consistent, positive and appropriate ongoing communication and collaboration with staff through weekly meetings with project team, and epidemiologist
- Identified and located surveillance and other data for use in tracking program objectives and outcomes, leading to the creation of chart book for zip code tabulation of data
- Appropriately and effectively managed available non-monetary resources and repurposed materials
- Developed and conducted workshops for clients and staff within specific areas of responsibility
- Maintained Security Clearance

Veterans Health Administration, Martinsburg, WV  
Research & Development- Staff-Appointed Researcher

October 2008 – June 2013

- Conducted research on VA-approved protocols, from ideation to deployment
- Advised research participants of right to consent to research; advise families and beneficiaries
- Presented research findings to internal and external participants throughout the mid-Atlantic
- Selected as a 2013 participant by the Robert Wood Johnson Foundation New Connections Research Symposium
- Conducted comparative effectiveness research studies, meta-analyses and systematic reviews
- Presented research findings to and drafted articles reaching over 200 internal and external stakeholders
- Maintained Human Subjects, Vulnerable and Protected Persons certifications, and Security Clearance

University of Colorado, Colorado Health Outcomes (COHO)  
Evaluation Consultant

May 2005-October 2006

- Designed and pilot tested evaluation tools measuring participant responses
- Worked with researchers in cohort selection, analysis variables and research design
- Participated in one and two-arm studies and focus groups
- Created and presented poster series on research designs for cultural competency and bias

Kaiser Foundation Health Plan of Colorado, Aurora, CO  
Training/Development Coordinator, ESRD Analyst

May 1998 – March 2005

- Deployed methodologies and health outcomes research used to analyze individual and area characteristics in administrative claims databases of Medicare members to determine impacts on health care use, access to care, and expenditures
- Drove projects and made data-driven analytical decisions resulting in the creation of an evidence-based data collection tool
- Supervised data analytics and financial analysis resulting in 5% improvement in government reimbursement
- Implemented management tools from KFHP and AFL/CIO certification, resulting in allied health strike mitigation impacting over 7,000 employees
- Executed streamlined applications for hospitalists working with St. Joseph Hospital, Denver, CO, eliminating inefficiencies in paper charting
- Developed and conducted training workshops for clients and staff resulting in improved billing and coding and reduced HCFA 1500 rejections
- Managed operations, including budget preparation, staffing needs analysis and long-range planning for Coding and Billing Department resulting in measurable improvement in government reimbursement

### Advocacy

SMRC Family & Friends Association MS

April 2016-January 2020

- As a parent, volunteered time, skills and abilities as Board Member, Treasurer, for non-profit established to promote understanding of intellectual and other developmental disabilities and the services of South Mississippi Regional Center, Long Beach, MS

Disabilities Advocate/ Independent Consultant WV

September 2008-June 2013

- Worked with families and organizations to provide the best health and educational conditions for students with developmental disabilities
- Developed, led, and completed research projects with the State Independent Living Center, culminating in the creation of programs specifically designed for vulnerable populations

Disabilities Advocate/ Independent Consultant CO

April 2004-July 2008

- Advocated for families and organizations to provide the best health and educational conditions for students with developmental disabilities
- Developed, led, and completed research projects that culminated in the creation of programs specifically designed for vulnerable populations
- Supervised 6 project staff
- Grantee of \$142K from the City and County of Denver
- Appointed by Governor to Statewide Independent Living Council

Denver Police Department, Denver, CO  
Crisis Intervention Training Consultant

August 2004-May 2005

- Maintained oversight of all activities associated with consultancy, including supervision of 4 project staff
- Developed and conducted First Generation Crisis Intervention Training for Officers after deadly force incident involving a teenager with developmental disabilities
- Worked successfully with Denver Police Department Police and community during implementation phase of the Denver Police Department Crisis Intervention Team
- Created better communication mechanisms between communities of color with disabilities and law enforcement

Disabilities Advocate (Volunteer) Colorado Developmental Disabilities Council (CDDC)  
and Colorado Division of Developmental Disabilities August 2004-July 2008

- Provided technical advice and guidance on health care issues regarding families of color with developmentally disabled members and other vulnerable populations
- Collaborated with public and private partners developed strategies related to issues surrounding families of color with developmentally disabled members
- Expanded significant knowledge and experience of ICF/MR regulations through volunteer efforts and advocacy over a 20-year period
- Supervised 5 project staff members and developed and promoted self-determination programs for communities of color and developmental disabilities
- Grantee of \$5K used to develop handbook to aid law enforcement personnel in relationships with families of color and developmental disabilities

### **Authored Publications and Reviews**

2018 Reviewer, The Society for the Psychological Study of Social Issues, Analysis of Social Issues and Public Policy (ASAP) (PR). "Who Will Care for Us: Long-Term Care and the Long-Term Work Force," Paul Osterman, 2017, Sage Publications [Link](#)

2017 Report, "The A-I-R We Breathe: An Analysis of Focus Group Findings on the Interventions of the Mississippi Delta Health Collaborative – Awareness, Impact, and Reach" Mississippi State Department of Health, Office of Preventive Health

2016 Success Story, Leflore County, MS Schools Link K-12 Students to Vital Health Care NCCDPHP-DCH, Centers for Disease Control and Prevention [Link](#)

2014 Field Notes, Delta Alliance for Congregational Health (DACH) ABCS Screenings; Clinical-Community Health Worker Initiative (CCHWI); Delta Cardiovascular Health Examination Survey (CHES) NCCDPHP-DHDSP, Centers for Disease Control and Prevention

2014 Reviewer: "Ten-year Trends in Major Risk Factors for Cardiovascular Disease Among Adults in the Mississippi Delta" Journal of Chronic Disease – (PR)

2014 Author: “Creating a Delta Baseline for Evaluation using Zip Code Tabulation and Census Data” Chart book, Mississippi State Department of Health, Office of Preventive Health

2011 Author: “Developing a Comprehensive Domain Tool to Assess the Cultural, Physical, and Social Environments for Individuals Living with Disabilities” (White Paper) Centers for Disease Control and Prevention (CDC), the National Center on Birth Defects and Developmental Disabilities (NCBDDD)

2005 Author: “Positive Interactions between Law Enforcement and Minority Teens with Developmental Disabilities” (Handbook) Colorado Commission on Developmental Disabilities

### **Authored Presentations**

- |           |  |
|-----------|--|
| June 2021 | Arkansas Summer Research Institute, STEM Careers Panelist and Mentor   |
| May 2017  | Community Focus Groups, MSDH/DHC, Reach and Impact Evaluation of Chronic Disease Interventions Humphreys and Washington Counties, MS                                   |
| Oct 2015  | Law Enforcement Training-Domestic Violence/Sexual Assault, Greenwood, MS   |
| Apr 2015  | American Association of University Women, “Equal Pay Day” Delta State University   |
| Nov 2014  | Brown Bag Domestic Violence, Gender Studies Group, Delta State University  |
| Oct 2014  | First Year Seminar-Domestic Violence/Sexual Assault Presentation, Delta State University   |
| Mar 2014  | Healthy Mississippi (Mississippi Department of Health) “Selected Health Indicators”  |
| Jan 2014  | Physicians Leadership Committee MSDH/DHC “Reach and Impact” Jackson, MS  |
| Jan 2014  | Greenville MS Comprehensive Clinic MSDH/DHC “Developing Baseline Measures”   |
| Dec 2013  | Delta Health Center MSDH/DHC “Developing Baseline Measures” Mound Bayou, MS  |
| Nov 2013  | Grantee Meeting MSDH/DHC “Purpose of Evaluation” Greenwood, MS   |
| Nov 2013  | Charleston MS Family Clinic MSDH/DHC “Developing Baseline Measures”  |
| Nov 2013  | Tutwiler MS Family Clinic MSDH/DHC “Developing Baseline Measures”  |
| Nov 2013  | Greenwood MS Comprehensive Clinic MSDH/DHC “Baseline Measures”   |
| Oct 2013  | Physicians Leadership MSDH/DHC “Purpose of Evaluation” Jackson MS  |
| Sept 2013 | Grantee Meeting MSDH/DHC “Purpose of Evaluation” Greenwood, MS   |
| Apr 2012  | “Do We Know What We Think We Know? A Snapshot of Provider Self-perceptions on cultural proficiency” VA Medical Center Martinsburg, WV                                  |
| Mar 2006  | “Moving Cultural Proficiency Training from the Classroom to the Workforce-Evaluation and Assessment Tools” poster presentation, Colorado Health Disparities Conference |

**Post-Doctoral Research:**

- 2021 Identify Social Determinants of Health (SDH) in free text, clinic notes in archived electronic health records (EHRs) using Natural Language Processing (NLP)-IRB approved 2021
- 2012-2013 Retrospective Analysis of HHD Characteristics of Medicare/Medicaid Dual-Eligible Veterans Accessing Health Care in Washington, DC – Principal Investigator, Department of Veterans Affairs Martinsburg WV
- Dec 2012 Perceived Levels of Unconscious Bias, as Identified by Patient Aligned Care Teams (“PACT”) Workgroup, Center for Health Equity Research and Promotion, Department of Veterans Affairs
- Nov 2012 Efficacy of Tele-Mental health for Veterans with Defined Mental Illness Categories – Pilot Study, Department of Veterans Affairs Washington DC
- 2010-2012 Physician & Physician Assistant Self-Perceived Levels of Cultural Proficiency–Principal Investigator, Department of Veterans Affairs Martinsburg WV

**Grants Applied for and/or Received:**

- 2021 AR-INBRE research grant applied for: \$25,000, for student mentoring project studying social determinants of health found in unstructured electronic health record clinical notes
- 2020 ATU Professional Development Award received \$1095
- 2014 CDC/REACH grant applied for: \$200,000, Effective Approaches Today-Reflecting Improvements Generating Healthy Tomorrows is EAT-RIGHT
- 2011 Department of Veterans Affairs CDA grant applied for: \$450,000. Psychiatric Service Dogs as adjunct therapy for PTSD OEF/OIF Veterans
- 2010 City and County of Denver, grant received \$50,000: Positive Interactions between Law Enforcement and Minority Teens with Developmental Disabilities
- 2005-2007 City and County of Denver, grant received \$92,000: Reading and Life Skills Education for at-risk youth
- 2005 Colorado State Department of Health and Human Services, grant received \$5,000: Positive Interactions between Law Enforcement and Minority Teens with Developmental Disabilities

**Academic Appointments and Conferences Attended**

2022	Director, University Honors, Arkansas Tech University
2021	Assembly on Education Symposium (AOE) American Health Information Management Association (AHIMA)
2021	Faculty Mentor, LSU Shreveport 6 <sup>th</sup> Annual Scholars Forum
2021	Arkansas Tech University Committees: <ul style="list-style-type: none"> <li>• New Faculty Orientation Committee – 3 years</li> <li>• Academic College Restructuring Committee</li> <li>• Institutional Review Board Member/Alternate Reviewer</li> <li>• Graduate College Faculty</li> <li>• Office of Academic Affairs Representative, Diversity &amp; Equity Committee</li> <li>• Biological Sciences Department – Scholarship Committee</li> </ul>
2021	Assembly on Education Symposium (AOE) American Health Information Management Association (AHIMA)
2021	Health Information Management Systems Society (HIMSS) Annual Conference
2020	American Medical Informatics Association (AMIA) Annual Virtual Conference Symposium (attendee)
2020	Commission on Accreditation for Health Informatics and Information Management (CAHIIM) Baccalaureate and Graduate Educators Spring 2020 Conference (attendee and member)
2019	Health Equity Advancement Forum (HEAF), UnitedHealth Group

**Awards and Honors**

2021	Professional Development	Arkansas Tech University
2019	Bravo-Sapphire	UnitedHealthcare
2018	Bravo-Diamond	UnitedHealthcare
2017	Bravo-Diamond	UnitedHealthcare
2015	Moderator	2015 Mississippi Health Summit
2014	Nominee	“Connected Educator” Delta State University
2014	Reviewer	American Journal of Evaluation
2003	Summit Award	Kaiser Permanente (Coding Initiative Project) CO
2001	Employee Award	Kaiser Permanente (Employee to Model) CO
1993	Member	Alpha Kappa Delta Sociological Academic Honor Society, University of Mississippi



**Skills**

- Business Development
- Curriculum Planning
- Facilitation
- Grants Preparation
- Health Policy Research and Management
- Healthcare Finance and Budget Management
- Healthcare Reimbursement
- Project Management
- Student Mentoring

# CURRICULUM VITAE

## **Ekong J. Peters, PhD**

8054 Tech Lane

Russellville, AR 72801

(479)356-2159 (office); (479)219-3783 (h); (214)577-2727 (cell)

[epeters@atu.edu](mailto:epeters@atu.edu)

[epeters7851@sbcglobal.net](mailto:epeters7851@sbcglobal.net)

## **EDUCATIONAL BACKGROUND**

PhD, Public Administration, College of Public Affairs & Community Service,  
Department of Public Administration & Management, University of North Texas,  
Denton, Texas (**Area of Specialization: Emergency Management**)

M.U.P., College of Architecture, Department of Landscape Architecture & Urban  
Planning, Texas A&M University, College Station, Texas

B. Arch., School of Architecture, Prairie View A&M University, Prairie View, Texas

## **CURRENT POSITION**

Assistant Professor of Emergency Management, Arkansas Tech University, Department  
of Emergency Management, Dean Hall, Room 107F, 402 West O Street,  
Russellville, AR 72801, August 2015 – Present, (479)356-2159 (Office);  
(479)219-3783 (Home)

## **PREVIOUS POSITIONS**

Adjunct Faculty, Tarrant County College District, 1500 Houston Street, Fort Worth,  
Texas 76102, August 2014 – August 2015. Mr. Christopher Douglas, Discipline  
Coordinator, Tarrant County College Trinity River Campus, Office TRCF 2101A,  
300 Trinity Campus Circle, Fort Worth, TX 76102, (817)515-1440

Teaching Fellow, Department of Public Administration & Management, University of  
North Texas, Denton, Texas, Fall 2011 – May 2013

Graduate Student Assistant, Department of Public Administration & Management,  
University of North Texas, Denton, Texas, Fall 2010 – May 2011

Adjunct Faculty, Social Science Department, North Central Texas College, Gainesville,  
Texas, Fall 2010. Ms. Donna Hooper, Government Department Chair, (940)498-  
6266

Teaching Assistant, Department of Public Administration & Management, University of  
North Texas, Denton, Texas, Spring 2010 – Summer 2010

Economic Planner, Research and Information Services, North Central Texas Council of Governments, P. O. Box 5888, Arlington, Texas 76005, April 2005 - February 2010. Ms. Karen Richard, HR Manager, (817)695-9129

Business Analyst, Business Information and Research, Greater Dallas Chamber, 700 North Pearl Street, Dallas, Texas 75201, October 2004 - April 2005. Dr. Lyssa Jenkins, Vice President, (214)746-6772

Information Specialist, Lockheed Martin, 1445 Ross Avenue, Dallas, Texas 75202, September 1996 - October 2004. Ms. Melody Lister, Supervisor, (214)665-8564

Planner, City of Beaumont, 801 Main St, Beaumont, Texas 77701, July 1994 – 1995. Mr. Steve Richardson, Planning Director, (409)880-3764

## **PUBLICATIONS**

**Ekong J. Peters**, Carline S. Hackerott, & Weijia Jia. (forthcoming). Exploring a model nuclear planning and response program: Evaluating public awareness of written risk and emergency. *Journal of Emergency Management*.

**Ekong J. Peters**, Ugonma Benita Onuegbu, & David McEntire (accepted for publication). The scholarship of teaching and learning: Understanding the concept and its application in academic and emergency management. *Journal of Emergency Management*.

Benavides, Abraham & **Peters, Ekong** (2015). Social Norms Theory, Enforcement, and Management Concepts: An Analysis of Local Smoking Ban Ordinances. *International Journal of Public Administration*, 38(5), 335-345.

McEntire, David, Souza, Jill, Collins, Matthew, **Peters, Ekong J.**, and Sadiq, Abdul-Akeem (2012). An Introspective Glance into Damage Assessment: Challenges and Lessons Learned from the Paso Robles (San Simone) Earthquake. *Natural Hazards* 61(3), 1389-1409.

Urby Jr., Heriberto, McEntire, D. A. & **Peters, Ekong J.** (2011). Peru: An Andean Country with Unpredictable Emergency Management Challenges. In *Comparative Emergency Management: Understanding Disaster Policies, Organizations, and Initiatives from around the World*, edited by David A. McEntire

McEntire, D.A., Crocker, C. G. & **Peters, E.** (2010). Addressing vulnerability through an integrated approach. *International Journal of Disaster Resilience in the Built Environment* 1(1), 50-64.

**Peters, Ekong J.** & McEntire, D. A. (2010). Emergency Management in Australia: An Innovative, Progressive and Committed Sector. In *Comparative Emergency*

*Management: Understanding Disaster Policies, Organizations, and Initiatives from around the World*, edited by David A. McEntire.

### **RESEARCH PROJECTS IN PROGRESS (AT ADVANCED STAGES)**

Charles Mebi, Rejina Manandhar, & **Ekong J. Peters**. Assessing hazardous material (HAZMAT) transportation incidents in Arkansas (*final review stage before submission to a Journal*)

Rejina Manandhar, **Ekong J. Peters**, & Bethany Swindell. 2019 Arkansas River Flooding event and risk communication (*working on manuscript for submission to the Journal of Emergency Management*)

### **SUPERVISED STUDENTS' RESEARCH**

#### **Committee Chair**

Jennifer Weber (2020, continuing). Red, white and boom at Scioto Audubon operational plan

Kristi Higgs. (Dec. 2019). Awareness of mitigation and risk management within the Arkansas Tech University community

Jessica Lynn Risbell (May 2019). Tornado preparedness in U.S. elementary schools

Raja Ashahrani. (May 2018). Development of an improved flood response plan for Jeddah in Saudi Arabia

Majed Ashfei. (August 2018). The development of mitigation plan against Riyadh flood in Saudi Arabia

Sayed Ahmed. (August 2018). Awareness and knowledge of safety by garment industry workers in Bangladesh: The case of fire incidents ready-made garment sector

#### **Committee Member**

Shawnasia James (2018). The incorporation of community-based organizations into the response planning process: A military emergency management perspective

Megan Patricia Staudt (2018). Tornado preparedness of resettled refugees in the United States: Evaluating resettled refugee's preparedness for tornadoes

Tamara Dougan (2018). Law enforcement physical fitness training effects on stress-related job performance

Charles Canan (2017). An examination of the emergency water supply of healthcare facilities in Southeast Louisiana

Brian Kendall (2016). Emergency preparedness education for K12: A pretest posttest design

Assumpta Esiaka (2016). Through the eyes of faith: The role of religious organizations in disaster response and recovery in Nigeria

Tina Phouthavong (2016). Do first responders find ACTIVE911 useful?

Andrew J. Smith (2016). Local Christian churches and disaster preparedness: Are they ready?

### **ACADEMIC TRAINING SEMINARS & WORKSHOPS ATTENDED**

University & Agency Partnership Program (UAPP): Curriculum & faculty development workshop, Nov. 1-3, 2021. Monterey Conference Center, Monterey, CA. Hosted by Naval Postgraduate School, Center for Homeland Defense & Security in partnership with US Department of Homeland Security & FEMA.

Risk Management Series: Incremental seismic rehabilitation of hospital buildings. Providing protection to people and buildings. Organized by FEMA and Applied Technology Council. Webinar: June 24, 2021, 12:00 pm – 4:00 pm CDT.

Risk Management Series: Incremental seismic rehabilitation of school buildings (K-12). Providing protection to people and buildings. Organized by FEMA and Applied Technology Council. Webinar: June 3, 2021, 12:00 pm – 3:00 pm CDT.

Safer, stronger, smarter: A guide to improving school natural hazard safety. Organized by FEMA and Applied Technology Council. Webinar: May 27, 2021, 12:00 pm – 2:00 pm CDT.

Motivating Virtual Learners course, June 22 – July 3, 2020, organized by the Gardner Institute.

FEMA Pilot Course: E2460 Advanced Building Science Series at the Emergency Management Institute (EMI) National Emergency Training Center (NETC) in Emmitsburg, Maryland, May 13-16, 2019

### **GRANT AWARD**

2020 Professional Development Grant award to attend the 22<sup>nd</sup> Annual Emergency Management Higher Education Symposium organized by FEMA-EMI at Emmitsburg, MD

2019 College of Engineering & Applied Sciences Faculty Development Grant to attend the Academic Training Seminar of FEMA Pilot Course: E2460 Advanced

Building Science Series at the Emergency Management Institute (EMI) National Emergency Training Center (NETC) in Emmitsburg, Maryland, May 13-16, 2019

2018 Professional Development Grant award to attend the 20<sup>th</sup> Annual Emergency Management Higher Education Symposium organized by FEMA-EMI at Emmitsburg, MD

### **PROFESSIONAL CONFERENCES/PAPER PRESENTATIONS**

Manandhar, R (Presenter), **Peters, E.**, & Swindell, B. (July 11 – 14, 2021). Risk communication during 2019 Arkansas River Floods [poster presentation]. 46<sup>th</sup> Annual Natural Hazards Research and Applications Workshop. Virtual Conference

Mebi, C., Manandhar, R (Presenter), **Peters, E.** (July 11 – 14, 2021). An analysis of hazardous transportation incidents in Arkansas [poster presentation]. 46<sup>th</sup> Annual Natural Hazards Research and Applications Workshop. Virtual Conference

2020 Annual Emergency Management Higher Education Symposium, “Imagination, improvisation, Innovation in Emergency Management Education,” June 1-4, 2020, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: **Ekong J. Peters** (Presenter), “The Scholarship of Teaching and Learning: Understanding the concept and its application in academic programs and emergency management”

2019 ATU Interdisciplinary Research Series presentation, “Hazardous Materials Transportation Incidents in Arkansas: A Risk and Vulnerability Assessment” by Charles Mebi, Rejina Manandhar, & **Ekong J. Peters**

2018a 20<sup>th</sup> Annual Emergency Management Higher Education Symposium, “Honoring our History and Future,” June 4-7, 2018, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: **Ekong J. Peters**, “Collaborating with practitioners to realize emergency management student learning: ‘Incorporating research into undergraduate hazard and disaster class: A process approach’”

2018b 20<sup>th</sup> Annual Emergency Management Higher Education Symposium, “Honoring our History and Future,” June 4-7, 2018, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: Dr. Sandy Smith, Dr. Caroline Hackerott, Dr. Jamie Earls, **Dr. Ekong Peters**, and Dr. Christine Austin, “Undergraduate Curriculum: Application of NGCC, Assessment, and Accreditation”

2018c Emergency Management Region VI Higher Education Academic Collaboration, University of North Texas, Denton, Texas. February 23, 2018 from 10:00 am to 2:00 pm CST

2017 19<sup>th</sup> Annual Emergency Management Higher Education Symposium, “Meeting Community Needs,” June 5-8, 2017, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenters: Dr. Sandy Smith, Dr. Caroline Hackerott, Dr. Jamie Earls, and **Dr. Ekong Peters**, “Challenge Met: Graduate EMHS Curriculum and Assessment Development”

2012 Federal Emergency Management Agency (FEMA) Region 6, 2012 Mitigation Conference “Recipes for Resilience,” May 1-3, 2012, University of North Texas, Denton, Texas; Paper Presented: “Exploring Motivational Behavior Contributing to helping Hurricane Katrina Survivors” by **Ekong J. Peters**

### **MANUSCRIPT REVIEWED**

2019 Review of manuscript ID DISA-Cct-18-2597 in the *Disasters Journal*

2019 Review of manuscript ID jhsem-2019-0053 in the *Journal of Homeland Security and Emergency Management*

2018b Review of manuscript ID jhsem-2018-0063 in the *Journal of Homeland Security and Emergency Management*

2018a Review of manuscript ID jhsem-2018-0051 in the *Journal of Homeland Security and Emergency Management*

2016 Review of manuscript ID IJDRBE-10-2015-0054 in the *Journal of Disaster Resilience in the Built Environment*

### **RESEARCH INTEREST**

Disaster response, community preparedness, organizational response to extreme events, risk and vulnerability reduction, risk communication, business continuity, social and economic impacts of disasters, homeland security, and international disasters.

### **PROFESSIONAL SOCIETIES MEMBERSHIP**

American Society for Public Administration (ASPA)

Natural Hazard Mitigation Association (NHMA)

## **HONORS AND AWARDS**

2017 Department of Emergency Management Professor of the year

2013-2014 A recipient of the prestigious University of North Texas Toulouse Graduate School Dissertation Fellowship during the 2013 – 2014 academic year.  
According to the award letter, the fellowship provides a monthly stipend of \$2,076.85, tuition support for three dissertation hours per semester for up to three semesters, and health insurance benefits for the academic year.

EmeraldLiteratiNetwork for 2011 Outstanding Paper Award

Tau Beta Pi Honor Society, Texas Chapter

Phi Eta Sigma Honor Society

## **ADMINISTRATION AND SERVICE**

2020 ATU Graduate Symposium Competition Judge  
Search Committee member for Visiting EM instructor  
DEM Graduate Program Director (2020 - 2021)  
Graduate Student Advisor (2019 – present)  
Faculty Recruiter for Epsilon Pi Phi, EM Honor Society (2020 - present)  
Active Faculty Member, DEM Power Hour (2020 – present)  
Member, DEM Search Committee Member for a Visiting EM Instructor (2020)  
Member, Graduate Curriculum Committee  
IRB Committee Member (2018 – August 2021)  
Undergraduate Student Academic Advisor (2015-2018)  
B2E mentor  
Usher/Greeter, Russellville First Assembly  
Spring 2016 & Fall 2016 Expo Volunteer  
Boy Scout of America – Adult Volunteer  
Founding Faculty Advisor to Epsilon Pi Phi, EM Honor Society (Fall 2015- Spring 2019)  
Member of the Committee Interviewing Administrative Assistant for EM Department 2X  
Immediate-past General Secretary of Ibibio People’s Union (IPU), Dallas Chapter  
Immediate-past Treasurer of Ubium Development Association (UDA), Dallas Chapter  
Member and immediate-past Vice President UDA, Dallas Chapter  
General Secretary, Ubium National Association, UDA National Secretariat  
Ikot Eyo Development Association, Public Relations Officer (PRO)

## **COURSES TAUGHT**

### **ARKANSAS TECH UNIVERSITY**

EAM 1013 Aim & Scope in Emergency Management (online)  
EAM 3033: Social Dimensions in Disaster (online)



EAM 3013: Public Policy & Politics in Emergency Management (EM) (face-to-face)  
EAM 3063: Emergency Management Doctrine (online)  
EAM 4003: Principle of Disaster Relief & Recovery (face-to-face)  
EAM 4013: Mitigation & Continuity Operations (face-to-face and online)  
EAM 4033: EM Research Methods/Analysis (face-to-face and online)  
EAM 4993: SP International Emergency Management (face-to-face and online)  
EAM 4993: SP Critical Infrastructure (online)  
EMHS 5003: Principle & Practice of Disaster Relief & Recovery (face-to-face)  
EMHS 5993: SP Critical Infrastructure (online)  
EMHS 6003: Design & Management of Preparedness & Mitigation Systems (online)  
EMHS 6023: Risk & Vul. Assessment for Business & Industry (face-to-face and online)  
EMHS 6043: Contemporary Issues in EM & Homeland Security (face-to-face)  
EMHS 6093: Fundamentals of Homeland Security (face-to-face and online)  
EMHS 6123: Applied Data Analysis  
EMHS 6193: Intro to International Emergency Management (face-to-face and online)  
EMHS 6413: Graduate Capstone  
EMHS 6423: Internship & Professional Practice  
EMHS 6893: IND: Introduction to International Emergency Management (online)  
EMHS 6933: Research 1 (face-to-face and online)

#### **OTHER COURSES TAUGHT - TEXAS**

EADP 3055: EOC Design & Operations (University of North Texas, Denton)  
PADM 4450: Public Policy Analysis (University of North Texas, Denton)  
PADM 2100: Diversity in Urban Governance (University of North Texas, Denton)  
PADM 4900: Cultural Competency in Urban Governance (UNT, Denton)  
GOVT 2305: Federal Government (Tarrant County College, Fort Worth, Texas)  
GOVT 2305: American National Government (North Central Texas College,  
Gainesville, Texas)  
GOVT 2306: American State & Local Government (Texas) (North Central Texas  
College, Gainesville, Texas)

#### **COMPUTER / RESEARCH SKILLS ACQUIRED / FAMILIAR WITH**

eTech Course Development Designer  
Certified eTech Online Instructor  
Certified Online/eLearning Instructor (TCC, Fort Worth, Texas)  
Trained Blackboard User  
MS Word, MS Excel, MS Access, and MS PowerPoint  
Stata, SPSS, & QuestionPro  
Geographic Information System (GIS)

# Dana J. Tribble, Ph. D.

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## Education

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- Ph.D. in Leadership Studies* May 2020  
University of Central Arkansas, Conway, AR
- M.S. in College Student Personnel* May 2011  
Arkansas Tech University, Russellville, AR
- B.S. in Business Administration, Management & Marketing* May 2009  
Arkansas Tech University, Russellville, AR

## Research Interests

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Leader identity, leader identity development, leadership theories/models, positive psychology, grit, resilience, first-generation students, first-year student success courses, retention, and social justice.

## Publications

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- Tribble, D. J., Baldwin, A., & Nadelson, L. S. (2022). First-year students' perceptions of learning and connection to the university in the coronavirus (COVID-19) pandemic world. *International Journal of Higher Education*, 11(4).
- Rizzo, S., Tribble, D. J., & Nadelson, L.S. (2021). Who Are Their Leaders? College Students Perceptions of Engagement with Campus Leaders and Administrators. *Higher Education Studies*, 11(3), 1-43.
- Tribble, D. J. F. (2020). *Teaching Leader Identity and Grit in First-Year Student Success Courses*. University of Central Arkansas.
- Argue, S., Miller, R., Thompson, A., & Tribble, D. J. (2016). Kindergarten Readiness in Arkansas Public Schools. *AERA Online Paper Repository*.

## Publications In-Progress

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- Tribble, D. J. & Holt, A. (2022). Supporting #momlife: A balancing act of mom, student, and professional. *Opening Pathways for Marginalized Individuals in Higher Education* (submitted and approved).

## Research Presentations

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- "Trying to Lead My Life: Preservice Teachers Connection Between Leader Identity and Self-Authorship"
- Association of Leadership Educators (ALE), Kansas City, MO June 2022
- "First-Year Student Success Course Holistic Institution Collaboration to Encourage Retention" (Co-Presenter)
- The American College Personnel Association (ACPA), St. Louis, MO March 2022
- "Introducing Social Return on Investment Methodology into Stakeholders' Decision-Making" (Co-Presenter)
- The American College Personnel Association (ACPA), St. Louis, MO March 2022
- "Charting a Self-Authored Life: What COVID-19 Taught Us About Work/Life Balance" (Co-Presenter)
- Arkansas Council of Women in Higher Education (ACWHE) October 2021  
Professional Development Day, Virtual
- "Empowering Educators to Build an Engaging Classroom" (Co-Presenter) September 2021
- Arkansas Association of Teacher Educators (ArATE), Virtual
- "First-Year Students' Perceptions of Learning and Connection to the University in the Coronavirus (COVID-19) Pandemic World" March 2021
- The Adult Higher Education Alliance (AHEA)
- "Toward a Commitment to Assessment as a Student Affairs Administrator" (Co-Author) March 2021
- 2021 NASPA Undergraduate Student Conference
- "Teaching Leader Identity & Grit in First-year Student Success Courses" (Author) September 2020

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- Arkansas Association of Teacher Educators (ArATE)
- “Teaching Leader Identity & Grit in First-year Student Success Courses” (Author) January 2020
- Dissertation defense, Conway, AR (publication process in-progress)
- “Kindergarten Readiness in Arkansas Public Schools” (Co-Author) April 2016
- American Educational Research Association, Washington, D.C.
- “Winds of Change: An Organizational Ethnography” (Co-Author) November 2015
- Mid-South Educational Research Association, Lafayette, LA

## Research Projects

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- “Supporting a Rural Primary School Through the Creation and Implementation of a Parent Teacher Organization” (Leading Author) 2022- Present
- “Trying to Lead my Life: Preservice Teachers Connection Between Leader Identity and Self-Authorship” (Leading Author) 2021- Present
- “Undergraduate College Students’ Social Media Usage” (Co-Author) 2021- Present
- “Social Return on Investment (SROI) for Leadership Experiences for College Students” (Co-Author) 2021- Present

## Teaching Experience

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- SAA 6883: College Athletes, *Arkansas Tech University* 2022
- SAA 6033: Student Development Theory, *Arkansas Tech University* 2021, 2022
- SAA 6283: Advising Practicum, *Arkansas Tech University* 2021, 2022
- SAA 6213: Diversity & Inclusion in Student Affairs Administration, *Arkansas Tech University* 2021, 2022
- SAA 6173: Career Advising, *Arkansas Tech University* 2021
- SAA 6083: Practicum I in Student Affairs Administration, *Arkansas Tech University* 2021, 2022
- TECH 1001: Orientation to the University, *Arkansas Tech University* 2020-2022
- TECH 1013: Introduction to the University, *Arkansas Tech University* 2020-2021
- SAA 6043: College Students & Subcultures, *Arkansas Tech University* 2020, 2021
- Ethics & Leadership, *Kennesaw State University* 2017-2020
- Leadership Studies, *Kennesaw State University* 2017-2020
- CSP 1013: Principles of College Success, *Arkansas Tech University* 2009- 2011, 2015, 2019-2020

## Committees

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- Student Affairs Committee 2022
- Title IX Pool Member 2021- Present
- Student Learning Assessment Committee, Member 2021- Present
- Professional Development Committee, Chair 2021- Present
- CUR Grant and Steering Committee, Member 2021- Present
- College of Education Social Media Platforms, Member 2020- Present
- College of Education Educational Excellence, Member 2020- Present
- Title III Grant Writing 2021
- Division of Student Affairs Graduate Assistant Experience, Member 2020- 2021
- Every Student Counts Retention Plan 2020- 2021

## Professional Experience

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- Assistant Professor of Student Affairs Administration & TECH 1001 & TECH 1013 Program Coordinator*  
Arkansas Tech University, Russellville, AR August 2020- Present
- Educate and mentor graduate and undergraduate students
  - Conduct research to enhance teaching practices
  - Serve the institution and department through committee responsibilities
  - Coordinate responsibilities for the instruction of TECH 1001 & 1013 courses

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- Supervise and recruit graduate assistants for the department
- Serve as a liaison between the TECH 1001 & 1013 courses and Student Affairs Administration department
- Provide instructional and educational support for the graduate assistants; host weekly meetings with the graduate assistants and submit all mid-term and final grades

*Visiting Lecturer of College Student Personnel, Arkansas Tech University, Russellville, AR* 2020

- Coordinate responsibilities for the instruction of the CSP 1013/TECH 1001 courses
- Supervise and recruit graduate assistants for the department
- Serve as a liaison between the CSP 1013/TECH 1001 courses and the College Student Personnel department
- Provide instructional and educational support for the Graduate Assistants; host weekly meetings with the graduate assistants and submit all mid-term and final grades

*Department of Leadership Part-time Faculty, Kennesaw State University, Marietta, GA* 2019 to 2020

- Taught two courses online each semester: "How Not to Lead" and "Change and Conflict."
- Led the conversation regarding defining and exploring unethical and ineffective leadership concepts
- Assisted students in identifying their leadership strengths and weaknesses to develop their leadership practices further
- Led the exploration of the relationship between leadership and the concepts of change and conflict in organizational and societal contexts
- Provided students with knowledge about the phases of the change process, characteristics of change, and how personal leadership characteristics affect change
- Developed scenarios that allow students to understand the qualities influential leaders demonstrate during the change process and strategies to manage conflict

*Graduate Research Assistant, University of Central Arkansas, Conway, AR* 2015 to 2019

- Established assessment and evaluation keys for the department
- Assisted in the annual assessment and evaluation process
- Created and developed the inaugural monthly newsletter
- Responsible for the collection of events, awards, honors, and a student and faculty spotlight for the monthly newsletters, as well as assessment purposes

*Adjunct Instructor, Arkansas Tech University, Russellville, AR* 2009 to 2015 & 2019

- Taught the three-credit hour College Student Personnel (CSP 1013) course
- Enhanced student adjustment to college life through self-exploration and resources
- Assisted with student adaptation to the higher education learning experience
- Focused on student comprehension of personal responsibility incorporating note-taking skills and study techniques
- Supported student advancement regarding career pathways through the FOCUS 2 assessment
- Mentored 30+ students per class in reaching academic success and being involved on campus
- Taught the first-ever section of CSP 1013 online; Created Tegrity videos and resources to meet learning objectives

*Teachers Assistant, Arkansas Tech University, Russellville, AR* Summer 2015

- Assisted in the redevelopment of the first-year orientation class (TECH 1001)

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- Assisted in establishing learning objectives for the course, as well as weekly lessons and assignments that aligned with the learning objectives and goals
- Created the course shell on Blackboard and uploaded all the lessons and assignments

*Director of Norman Career Services, Arkansas Tech University, Russellville, AR* 2012 to 2015

- Provided career advising to 11,000+ students and alumni regarding career professionalism
- Managed a budget of \$445,000 for the Office of Student Success; received a \$120,000 donation for Norman Career Services
- Created and facilitated over 40 workshops/seminars an academic year, and weekly classroom presentations to students, faculty, employers, and alumni
- Hosted six career fairs on campus with 400+ students and 100+ employers; attended career fairs across the state of Arkansas
- Developed and tracked graduate and student placement through surveys and student/employer contact
- Coordinated communication with seven colleges, from department heads to faculty, ensuring needs were being met
- Developed new contacts with internal and external organizations to expand employment and career opportunities for students and alumni
- Cultivated and executed all marketing strategies for Norman Career Services
- Led a staff of five professionals; three new positions were created and implemented under the leadership

*Marketing & Public Relations Specialist, Arkansas Tech University, Russellville, AR* 2011 to 2012

- Marketed the College to Career Center events through brochures, banners, posters, and social media
- Attended transfer fairs, college fairs, and Future Business Leaders of America events
- Recruited high school seniors throughout the state of Arkansas
- Coached 800+ College of Business students in academic advising
- Built relationships with local and statewide companies to provide internships and careers for students
- Tracked past and present student enrollment data to develop marketing strategies
- Assessed and evaluated services provided by the College to Career Center
- Counseled and advised students with career decisions
- Hosted workshops for career preparation

*Director of Sales, River Valley Leader, Russellville, AR* 2011 to 2012

- Identified, met with, and sold advertisements to potential advertisers
- Clearly articulated the advantages of advertising with an online newspaper with over 60,000 unique views a month
- Tracked and reported growth of readership, including website visits, readers receiving email alerts, and “likes” on social media websites
- Attended Russellville city meetings and events as well as relevant statewide events
- Authored articles for a newspaper based upon facts presented and information gathered

*Director of Marketing & Social Media, Cogswell Motors, Russellville, AR* 2011 to 2012

- Partnered with sales, finance, and office managers to ensure consistent company branding marketing messages and continually promoted relationships with customers

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- Partnered with media professionals to create and perform in commercials for television, billboards, newspapers, and radio
- Created an online company presence through social media websites
- Decided what sponsorships or donations to make to promote the business, as well as to be a good corporate citizen

*Graduate Assistant, Arkansas Tech University, Russellville, AR* 2009 to 2010

- Effectively taught an introductory college course, Principles of Collegiate Success (CSP 1013)
- Prepared lesson plans; assigned work; graded work; prepared tests, quizzes, and group work
- Posted grades and assignments on Blackboard promptly for 100+ students
- Kept all grades and student information confidential and enforced all department policies and procedures

## Work Experience

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*Co-Coordinator for TECH Training Program, Arkansas Tech University, Russellville, AR* 2022- Present

- Assist in the development of topics, learning objectives, and assessments for all 14 modules
- Develop training modules on the topics of professionalism and university resources
- Review training modules and provide feedback to developers
- Implement an assessment plan for the 14 training modules

*Administrative Assistant, Cogswell Motors, Russellville, AR* 2009 to 2010

- Provided a positive first impression to all customers in person and on the telephone
- Fulfilled general administrative and office support duties

*Summer Intern: Central Engineering, Elkay Manufacturing Company, Broadview, IL* 2008

- Received and accurately processed custom orders
- Updated Enterprise Resource Planning system and ran queries
- Worked on special orders, such as a new accessory product line for sinks

*Summer Intern: Financial Services, Elkay Manufacturing Company, Oak Brook, IL* 2007

- Processed accounts receivable invoices same day received and reconciled incorrect account codes
- Applied cash to accounts when electronic payments did not automatically match
- Placed collection calls to companies with past-due account balances

*Winter Intern: Sales & Marketing, Elkay Manufacturing Company, Oak Brook, IL* 2007

- Organized co-operative advertising and marketing credit files and set up new files for the year

## Volunteer Opportunities

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*Program Reviewer, Association of Leadership Educators Conference* 2022

*Program Reviewer, NASPA Annual Conference* 2021

*Program Reviewer, National Resource Center for The First-Year Experience & Students in Transition* 2021

*Soccer Coach, Arkansas Valley Soccer Association, Russellville, AR* 2021

*T-Ball Coach, Russellville & Dardanelle, AR* 2018, 2019, 2020, 2022

*Vacation Bible School Instructor, Russellville, AR* 2018 & 2019, 2022

*Chapter Advisor, Phi Mu Fraternity Epsilon Lambda Chapter* 2013 to 2016

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- Worked with the executive chapter officers to integrate fraternity mission and goals and create a relationship with the international organization through attendance at leadership conferences and utilizing available resources
- Mentored 70-80 young women
- Supervised the chapter's affairs as they relate to the organization, the campus, and the community
- Maintained visibility in the residential community by regularly visiting the chapter, interacting with members, and attending chapter programs and meetings
- Met regularly (at least monthly) with the chapter leadership and was available to meet with members upon request
- Ensured an effective and timely officer transition occurred
- Served as a resource person for planning events and programs, resolved issues confronting the group, and was highly involved in the education of new members
- Educated the chapter about international policies, state and local laws, and code of conduct
- Ensured that individual behavior is addressed through a chapter standards board that empowers members to hold each other accountable for their actions consistent with the values of the organization and university
- Notified and involved in any situations that involve allegations of sexual misconduct or other egregious behavior
- Attended meetings of the chapter advisors when requested by Greek Life
- Worked in partnership with university staff and international headquarters to foster a positive fraternity experience for undergraduate members
- Assisted the chapter officers in developing membership recruitment and retention plan

*T- Club President*, Arkansas Tech University, Russellville, AR 2013 to 2014

- Maintained contact with all athletes who have previously attended Arkansas Tech University and participated in Arkansas Tech athletics
- Encouraged the continued involvement and participation of all Arkansas Tech University "T" Club members in Arkansas Tech University alumni activities
- Promoted Arkansas Tech by adherence to, and concurrence in, its academic policies, Great American Conference rules, and NCAA rules
- Developed new programs for former Tech athletes to come back to campus during collegiate games
- Implemented reunion years and designating tents at football games for specified championship teams
- Worked with the Athletics and Alumni Departments to recognize sponsors for signage around the fields/courts

*Graduate, Leadership* Russellville, Russellville, AR September 2012 to May 2013

- Worked with a group of 15 colleagues to recognize community growth and problems through an analysis of the area
- Attended all community meetings to develop a better understanding of local government
- Developed fundraising goals and plans, and marketed events to those within the community for sponsorship
- Met with local business owners about donating needed goods to produce a concrete sign at one of the entrance points into Russellville; raised over \$30,000 in products and services
- Developed a great network through colleagues, their employers, and active community members

## **Professional Organizations**

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Association of Leadership Educators (ALE)	2022- Present
Association of American Colleges & Universities on High-Impact Practices	2021- Present
American College Personnel Association (ACPA)	2021- Present
National Association of Student Personnel Administrators (NASPA)	2021- Present
American Educational Research Association (AERA)	2015 to 2017
Mid-South Educational Research Association (MSERA)	2015 to 2017
National Academic Advising Association (NACADA), Member	Spring 2014 to 2015
Southern Association of Colleges & Employers (SoACE), Member	Fall 2013 to 2015
National Association of Colleges & Employers (NACE), Member	Spring 2013 to 2015
Arkansas Association of Colleges & Employers (AACE), Planning Committee	Fall 2011 to 2015
Registered Student Organizations (RSO's) Awards Committee, Member	Spring 2014 to 2015
Who's Who Committee, Member	Fall 2012 to 2015
International Women's Essay Contest Committee, Member	Fall 2012 to 2015
Tech Connect—Community & University Committee, Member	Fall 2012 to 2015
Tech Athletics & Alumni Committee, Member	Fall 2011 to 2015

## Professional Presentations

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First-Gen Institute	June 2021
\$tart \$mart Salary Negotiation Workshop	March 2014 & October 2014
Eating & Greeting: Etiquette Lunch	January 2014
Revamp Your Resume: Resume Writing Workshop	October 2012 & 2013 & March 2013 & 2014
Cover Your Bases: Cover Letter Writing Workshop	October 2012 & 2013 & March 2013 & 2014
Dress the Part: Interview Attire Workshop	October 2012 & 2013 & March 2013 & 2014
Tell Me Something Good: Interviewing Workshop	October 2012 & 2013 & March 2013 & 2014
Get Linked: Networking & Social Media Workshop	October 2012 & 2013 & March 2013 & 2014
Eating & Greeting: Etiquette Dinner	April 2013, 2014 & November 2013, 2014
Internship Workshop	October 2011, 2012, 2013 & 2014 & February 2013 & 2014
Non-Profit Workshop	October 2011, 2012 & 2013 & February 2013
Entrepreneur Workshop	October 2011, 2012 & 2013 & February 2013
Girls of Promise: Importance of College	October 2011

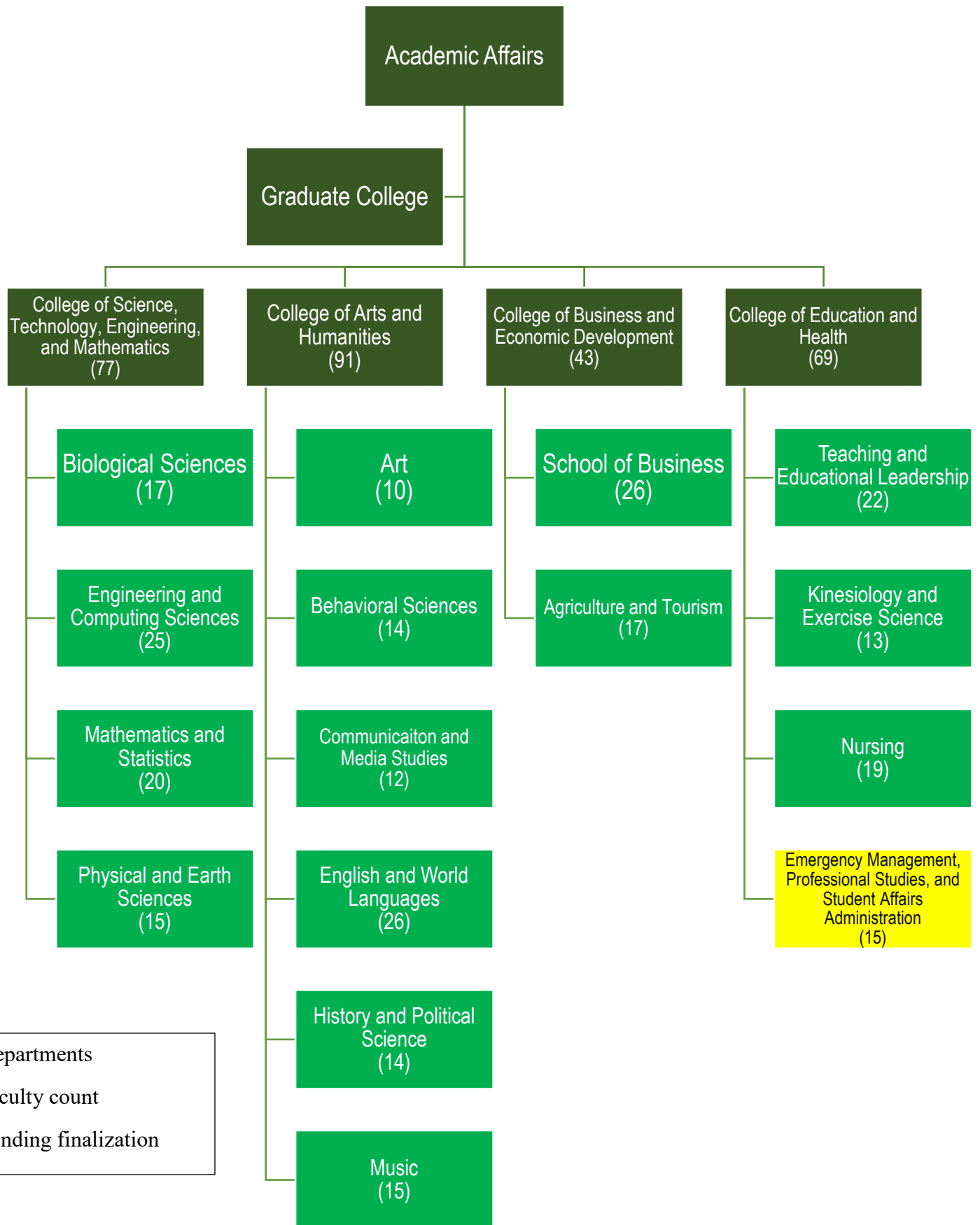
## Awards & Honors

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Graduate Research Assistant Scholarship	July 2015 to June 2019
Phi Mu Epsilon Lambda Fraternity, Outstanding Advisor Award	March 2014
Wrote a proposal for \$120,000 and received the donation	January 2014
High Honors - 3.9 GPA in Master of Science in College Student Personnel	May 2011
Graduate Assistant Scholarship	May 2009 to December 2010
All Conference Academic Awards - Gulf South Conference	2007 & 2008
Athletic Volleyball Scholarship	2005 to 2009



**Appendix 5: Organizational Chart**



## **Appendix 6: Blackboard (LMS) Security Policies**

# Blackboard Help

Learn / Administrator / SaaS Deployments

## Security

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### Security is top of mind at Blackboard.

Blackboard is vigilant about building security into our products and providing prompt and carefully tested product updates.

Blackboard follows industry accepted security practices. Blackboard Learn is developed according to a set of security engineering guidelines. These guidelines are derived from many organizations such as the Open Web Application Security Project (OWASP), including specific countermeasures for OWASP Top Ten vulnerabilities. Blackboard incorporates these security practices in all phases of the software development lifecycle (SDLC).

### Application code

The SaaS application code has been built with security in mind. The Security Team has been involved in the full SDLC to ensure we build security in from the very beginning, following our [Security Assurance Program](#). We have adopted new technologies and taken advantage of their built-in security features and best practices.

### Ensuring security

Blackboard uses several methods to protect our applications including "top-down" security assessments through Threat Modeling and analysis. We also use "bottom-up" code-level threat detection through static analysis, dynamic analysis, and manual penetration testing.

Blackboard follows best practice guidance from many organizations to help strengthen the security of Blackboard Learn's product and program, including:

- National Institute of Standards and Technology (NIST)
- European Network and Information Security Agency (ENISA)
- SANS Institute Open Web Application Security Project (OWASP)
  
- Cloud Security Alliance (CSA)

Security threats and countermeasures surrounding Learning management systems are ever-changing. Thus, Blackboard regularly assesses its Product Security Roadmap.

[Security Management - Data Use and Privacy Disclosure](#)

[Secure Configuration Checklist](#)

[Security Assurance](#)

Blackboard built security into Blackboard Learn from the beginning. The following items present the security measures and practices Blackboard put in place to secure the SaaS offering.

## Network security

### Secure communication

The Learn SaaS offering secures all communication over the Internet with Transport Layer Security (TLS) technology. TLS ensures that a communication is not read or changed by another entity. Blackboard Learn uses TLS to secure communications between the Web server and the client machine; e.g., a browser.

The SaaS offering requires TLS system-wide by default. TLS terminates at the Amazon Elastic Load Balancer (ELB). TLS certificates require 2048-bit encryption.

### Minimum attack surface area

The Learn SaaS offering customer instances terminate TLS at the Amazon Elastic Load Balancer (ELB). Thus, the only assets with inbound access are the ELBs. The available ports are 80 (http) and 443 (https).

Access to port 80 causes a redirect to port 443, meaning secure communication over TLS. All other ports are inaccessible externally, as Blackboard enforces a default-deny firewall policy for the Learn SaaS offering by leveraging the full power of AWS Security Groups. Moreover, the Learn SaaS offering places all non-ELB infrastructure in a private subnet, completely removed from the Internet.

---

## Access management

### Customer administrative access

Customers can access their Learn SaaS offering instances using only the web interface over TLS. For security reasons, customers cannot access their instances using command-line or back-end access.

### Blackboard administrative access

#### Application access

Only authorized Blackboard staff may access the Learn SaaS offering instances via the web interface over TLS.

#### Back-end access

A limited set of staff would have command-line and back-end access through the use of SSH keys. Access is only possible via SSH keys, a more secure method of access versus username/passwords. Keys are managed by a small group and can be revoked at any time.

#### Console access

Blackboard access to the Amazon Web Services web console requires multi-factor authentication (MFA.)

### Disaster recovery

### Database resiliency and backups

The Learn SaaS offering uses the PostgreSQL as the database. Blackboard's PostgreSQL database service provides enhanced availability and durability such that in the event of a database failure, the service

would cut-over to an alternate availability zone. Our PostgreSQL database service also takes nightly backups.

Backups are stored in a medium that provides extremely high durability. The Learn SaaS offering does not use database encryption at rest at this time.

The Learn SaaS offering uses access control to protect the database. Access to the database is not available externally and limited to authorized Blackboard staff.

## File system resiliency and backups

The Learn SaaS offering uses Amazon Simple Storage Service (S3) for backups of critical file system data. This data is backed up every 5 minutes. S3 offers "11 nines of data durability.

Backups are not encrypted at this time though Blackboard is evaluating this as part of its Learn SaaS offering roadmap. Backups are not accessible externally and access is limited to authorized Blackboard staff.

## Security auditing

Customers have access to the Blackboard Learn application-level logs through the System Admin panel's integrated Kibana interface. Customers will be able to review security logs as described here: [Audit and Accountability](#).

The Learn SaaS offering leverages powerful AWS auditing tools, including, [S3](#), [CloudWatch](#), [CloudTrail](#), and [TrustedAdvisor](#).

## Built with security in mind, verified by a third party

Blackboard partnered with Amazon to ensure we built the Learn SaaS offering on a sound foundation of AWS best-practices from the start. Blackboard subsequently engaged a third party auditor to specifically focus on the Learn SaaS AWS deployment. These two approaches taken together ensure our highest confidence in the security of our SaaS offering.

## DDoS countermeasures

Partnering with AWS for Learn SaaS offers many advantages of scale, efficiency, and security. One clear advantage area presents itself when leveraging the high availability infrastructure on which AWS is built. For example, The Learn SaaS offering benefits from the DDoS countermeasures provided natively by AWS.

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**Appendix 7: Departmental Support Forms**



**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: College of Business and Economic Development Health Informatics and Health Information Management	This department X supports <input type="checkbox"/> does not support the change.
Comments:  The Department of Emergency Management, Professional Studies, and Student Services Administration (EPS) proposes an M.A. in Organizational Development and Learning. The 30-hour degree program includes the following two courses as elective options:  HI 6063 Leadership in Health Informatics  HI 6083 Health Care Policy	

Department Head Signature: Tracy Cole, Assoc. Dean  
Date: 6-23-22

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: College of Business and Economic Development Management and Marketing	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  The Department of Emergency Management, Professional Studies, and Student Services Administration (EPS) proposes an M.A. in Organizational Development and Learning. The 24-hour required core curriculum includes the following two courses:  MGMT 6103 Organizational Management and Leadership  MGMT 5203 Project Management	

Department Head Signature: *Kirk Russell Jones*

Date: 6/23/2022

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Department of Behavioral Science	This department X supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Emergency Management, Professional Studies, and Student Services Administration (EPS) proposes an M.A. in Organizational Development and Learning. The 30-hour degree program includes the following two courses as elective options:</p> <p>SOC 5183 Social Gerontology</p> <p>SOC 6063 Advanced Topics in Gerontology</p> <p>The MA-ODL Program Coordinator will coordinate with the Department of Behavioral Science regarding scheduling and offering at the convenience of Behavioral Science (e.g., potential offering of SOC 5183 when SOC 4183 is scheduled; or offering SOC 6063 as an independent study). Behavioral Science and EMPSSAA agree the courses will be offered only if demand is sufficient to meet enrollment requirements for a graduate level course according to university protocols.</p>	

Department Head Signature: \_\_\_\_\_



Date: July 17, 2022

## **Appendix 8: Professional Studies Advisory Board**

## **DEPARTMENT OF PROFESSIONAL STUDIES ADVISORY BOARD**

### **Introduction**

The Department of Professional Studies at Arkansas Tech University and its collaborative partners recognize the value and importance of involving external stakeholders from appropriate fields (business and industry, government, education, and others) in the development, delivery, and promotion of its collaborative credit through a program advisory board. This group provides a critical link between educators, students, and practitioners in the field to achieve program quality and relevance.

The advisory board and responsible departmental staff will work together to ensure that the program is delivering learning that is current, up to date, and relevant to existing business, industry, labor, and professional employment practices. The Professional Studies Advisory Board provides support and advice to academic programs, assist in the development of new programs, and identify best practice standards. Board members will also serve as ambassadors to the programs providing a connection to an ongoing exchange of information and ideas with members of a broader society.

### **Mission**

The Professional Studies Advisory Board offers its experience, expertise, and energy to promote engagement between PS alumni, PS students, potential students and community leaders by providing opportunities for networking and professional development.

### **PS Advisory Board Objectives**

- Foster connections
- Access additional resources
- Generate ideas that enhance the Professional Studies experience
- Strengthen the broader Professional Studies community

### **Membership**

Advisory board members represent a cross-section of business, industry, labor, and the profession relevant to the academic programs of the Department of Professional Studies. A diversity of perspectives is an essential aspect of the board's function. Diverse perspectives and experiences based on veteran status, gender, race, ethnicity, geographic location, age, and other

related qualities will be an important aspect in selecting members. Prospective advisory board members are identified by existing advisory board members or team members of the Department of Professional Studies. The suggested number of board members should be from 12 to 15 people. Advisory board members will serve two-year terms with the possibility for renewal for additional terms based on their interest, involvement, and at the discretion of the Department of Professional Studies. Dedicated board positions will also be established for one current student and a program graduate working in the field. Also, current students and program faculty will be invited and encouraged to attend meetings.

The advisory board is non-voting and does not engage in decision-making related to program personnel, budget, or internal policy development within the partner institutions.

### **Advisory Board Member Responsibilities and Guidelines**

#### *Responsibilities*

1. Attend biannual board meetings and other events/functions (as requested). Review the agenda and supporting materials before board meetings.
2. Be informed about the program(s), its students, curriculum, services/supports, and activities and inform others.
3. Share developments in the field.
4. Provide support and advice to program(s), assist in the development of new programs, and identify best practice standards.
5. Serve as an ambassador and advocate the program(s) providing a connection to an ongoing exchange of information and ideas with practitioners in the field and other external contacts.
6. Realistically assess the labor market demand for program graduates and advise the program to ensure it produces graduates with the skills required to meet employment needs.
7. Assess the currency of curriculum and teaching practice. Work with program staff and other board members to ensure that the program is delivering learning that is current, up to date, and relevant to current business, industry, labor, and professional employment practices.
8. Assist with program marketing and promotion.
9. Assist in identification and acquisition (when appropriate) of external funding and resources to support the students and program (e.g., scholarships, program materials, other resources).
10. Identify and present opportunities for students and host students for capstone projects or experiences.
11. Assist with placement of program graduates.

12. Assist in the identification and recruitment of new board members.

13. Provide recommendations for topic presenters for advisory board meetings.

### *Personal Characteristics*

- Ability to: listen, analyze, think clearly and creatively, work well with people individually and in a group, and provide constructive feedback.
- Willing to: prepare for and attend board meetings, ask questions, share ideas, opinions, and experiences, and open doors in the field.
- Possess: honesty, openness to differing views, a friendly, responsive, and patient approach, engagement skills, personal integrity, a developed sense of values, and concern for and interest in the program's development.

### **Officers and Duties**

A new chair will be identified and appointed each (calendar) year from the advisory board membership. Members will be solicited each year for interest in serving in this role. A co- or vice-chair may also be identified. If there is not a board member who can serve as chair, the Department Head of Professional Studies may function as an interim chair until an advisory board member is identified. There are no other elected officers. The advisory board chair facilitates the effective functioning of the advisory board meetings with support from the program manager. Conducting meetings is the principal role of the chair. He/she will also assist the program manager in preparing meeting agendas and represents the advisory board at other meetings, as needed.

The Department Head will plan the meetings, ensure adequate preparation, distribution, and archiving of the advisory board meeting minutes, and take follow-up action as required. The Department Head will also establish and maintain a viable pool of prospective new board members, maintain a current list of members, monitors terms, and manages the membership to include maintaining consistent and effective communication.

### **Advisory Board Meetings**

Advisory board meetings will be held on a bi-annual schedule (fall and spring) and will be of appropriate length to maintain the support, interests, and involvement of advisory board members. Effective and efficient meetings are critical to the success of the advisory board. It is at meetings where discussion and deliberation of important matters are translated into decisions and recommendations regarding the ongoing growth, development, and enhancement of the academic program.

Typical agenda items could include introductions, a general program update (e.g., new faculty, enrollments, course development, program marketing, student experiences), campus reports, updates from the field and primary discussion/decision topic(s) to solicit and secure input from external members. As a benefit to all attendees, it is also recommended that the meetings include some form of professional development to include, but not limited to, presentations from

external subject/topic area experts, professional association representatives, capstone site hosts, or others. It is also recommended that students be invited to present on their capstone experiences at these meetings to the board.

Meeting location will be determined by the Department Head with input from board members. When necessary and available, distance technologies will be used to allow members to participate who are unable to attend in-person.

### **Advisory Board Member Compensation**

There will be no formal compensation for advisory board members. The Department of Professional Studies will cover all site costs associated with the advisory board meetings such as space rental, technology costs (conference call/video conferencing, equipment rental, technicians, etc.), food services, and parking.



**APPENDIX 9: EAB Market Demand Study**



DATA SNAPSHOT

# Market Demand for a Master's-Level **Leadership and Management** Program

Analysis of Employer Demand and Competitor  
Programs

# COE Forum

**Elizabeth Casey-Rutland**  
*Market Research Associate*

**Murphy Donohue**  
*Market Research Manager*

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# 1) Research Methodology

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**Project Challenge** Leadership at Arkansas Tech University approached the Forum as they considered launching a master’s-level program in leadership and management. Through quantitative data analytics, the Forum sought to assess the market viability of a leadership and management program.

EAB’s market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

## Methodology and Definitions

**Methodology:** Unless stated otherwise, this report includes data from online job postings from December 2016 to November 2017. The Forum identified the top titles, skills, employers, industries, and locations for the profiled region.

**Definitions:** “Region” and “regional data” refer to the following areas:

- Arkansas
- Louisiana
- Mississippi
- Missouri
- Oklahoma
- Tennessee
- Texas

Annual growth in job postings is measured in the change between July 2013 and June 2017 by six-month halves (i.e., H2 2014 is July 2014 to December 2014).

## Burning Glass Labor/Insight™

### EAB’s Partner for Real-Time Labor Market Data

This report includes data made available through EAB’s partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass’s proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings “unspecified” for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at [bdenious@burning-glass.com](mailto:bdenious@burning-glass.com) or 301-525-6596.

## Project Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries ([eab.com](http://eab.com))
  - [Competing on Student Outcomes to Attract Today’s Career Changer](#)
  - [Marketing Across the Program Lifecycle](#)
  - [Reaching Search and Shop Students](#)
- Profiled institutions’ websites:
  - Duquesne University, MS in Leadership, accessed December 2017, (<http://www.duq.edu/academics/schools/liberal-arts/academic-programs/ms-in-leadership/>).
  - Texas A&M University Commerce, MS in Management, accessed December 2017, (<http://www.tamuc.edu/academics/colleges/business/departments/marketingManagement/programs/msManagement.aspx>).
  - Truman State University, MA in Leadership, accessed December 2017, (<http://www.truman.edu/majors-programs/graduate-studies/masters-in-leadership/>).
  - University of La Verne, MS in Leadership and Management, accessed December 2017 (<https://laverne.edu/catalog/program/ms-leadership-and-management/>).
  - University of Texas at Dallas, MS in Management Science, accessed December 2017 (<http://jindal.utdallas.edu/masters-programs/ms-management/>).

## Profiled Institutions

The Forum profiled programs via secondary research at the following institutions:

### A Guide to Institutions Profiled in this Brief<sup>1</sup>

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Duquesne University	Mid-Atlantic	6,000/9,500	Doctoral Universities: Higher Research Activity
Texas A&M University-Commerce	South	8,500/13,500	Doctoral Universities: Higher Research Activity
Truman State University	Midwest	6,000/6,500	Master’s Colleges and Universities: Medium Programs
University of La Verne	Pacific West	5,500/8,500	Doctoral Universities: Moderate Research Activity
University of Texas at Dallas	South	17,500/27,000	Doctoral Universities: Highest Research Activity

1) National Center for Education Statistics.



## 2) Executive Overview

---

**Regional and statewide trends in employer demand indicate limited potential for program development.** While both statewide and regional demand for leadership and management professionals increased slightly between H2 2013 and H1 2017, demand declined steadily in both areas between H2 2015 and H1 2017. Regional and statewide employer demand for master's-level professionals with relevant skills increased four percent and one percent respectively between H2 2013 and H1 2017. However, regional demand declined 26 percent between H2 2015 and H1 2017 (i.e., from 40,181 postings to 29,632 postings) and statewide demand declined 40 percent in this period (i.e., from 2,090 postings to 1,256 postings). This steady decline in employer demand in recent years indicates limited possibility for program development.

**Market a new master's-level leadership and management program to professionals in health care and finance to attract prospective students.**

Market a master's-level leadership and management program to professionals who seek to enter or advance in finance positions to attract prospective students. Finance positions (e.g., 'accountant') compose seven of the top 20 titles for master's-level professionals with relevant skills, while financial skills (e.g., accounting) account for three of the top 20 employer-sought skills. Similarly, health care employers (e.g., Hospital Corporation of America) account for five of the top 20 employers for professionals with relevant skills, and health care industries (e.g., 'offices of physicians') compose three of the top 20 regional industries. Professionals in the health care field can enroll in a new leadership and management program to gain or hone in-demand skills.

**Offer some or all components of a new master's-level program online to compete with profiled programs and provide flexibility.** Students in all profiled programs can complete some or all of the required courses online. An online or hybrid delivery system for a new master's-level program at **Arkansas Tech University** can compete with profiled programs. Additionally, an online or hybrid program can provide a high level of flexibility for students who must balance other obligations (e.g., work, family commitments) with school work.

### 3) Employer Demand

#### Demand Over Time

#### Regional and Statewide Demand for Master's-Level Leadership and Management Professionals Increased Slightly Between H2 2013 and H1 2017

Between H2 2013 and H1 2017, regional employer demand increased four percent (i.e., from 28,525 postings to 29,632 postings). During this same period, statewide demand grew one percent (i.e., from 1,239 postings to 1,256 postings). Despite this overall increase in statewide and regional demand between H2 2013 and H1 2017, the steady decline in demand after H2 2015, indicates limited potential for program development. Regional and statewide employer demand peaked in H2 2015, with 40,181 postings and 2,090 postings respectively. Statewide demand declined steadily from its peak of 2,090 postings in H2 2015 to 1,256 postings in H1 2017 (i.e., 40 percent). Regional demand also declined steadily from its peak of 40,181 postings in H2 2015 to 29,632 postings in H1 2017 (i.e., 26 percent).

The BLS projects an average growth in employment across all occupations of seven and a half percent between 2016 and 2026.

However, the BLS projects an above average increase in employment in multiple relevant occupations nationally between 2016 and 2026, including "medical and health services managers" and "marketing managers" (i.e., 20 percent and 10 percent growth respectively).

#### Historical Employer Demand for Master's-Level Leadership and Management Professionals

July 2013-June 2017, Regional Data<sup>2</sup>



2) Burning Glass Labor/Insight™



## Top Titles and In-Demand Skills

### Include Courses on Finance to Align with Employer Demand

The inclusion of courses with a focus on finance can confer employer-sought skills and prepare students for in-demand positions. Professionals who seek skills necessary to advance in their careers, including financial management skills (e.g., 'budgeting') can enroll in a new leadership and management master's-level degree at **Arkansas Tech University**. Financial positions (e.g., 'tax manager') compose seven of the top 20 positions for master's-level leadership and management professionals. Additionally, finance skills (e.g., 'accounting') account for three of the top 20 skills for professionals with relevant skills.

Additionally, highlight the applicability of management skills to positions in a variety of fields to attract students with diverse professional backgrounds and goals. The top titles for professionals with relevant skills includes positions in health care (e.g., 'nurse manager'), finance (e.g., 'tax manager'), and marketing (e.g., 'marketing manager'). As expected, management skills (e.g., 'supervisory skills') account for 10 of the top 20 skills for master's-level leadership and management professionals. Similarly, management positions (e.g., 'tax manager') compose 16 of the top 20 positions of master's-level management and leadership positions.

### Top Titles for Master's-Level Leadership and Management Professionals

*December 2016-November 2017, Regional Data*

n= 59,186 job postings, with 12 unspecified postings



## Top Skills for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 0 unspecified postings



## Top Locations

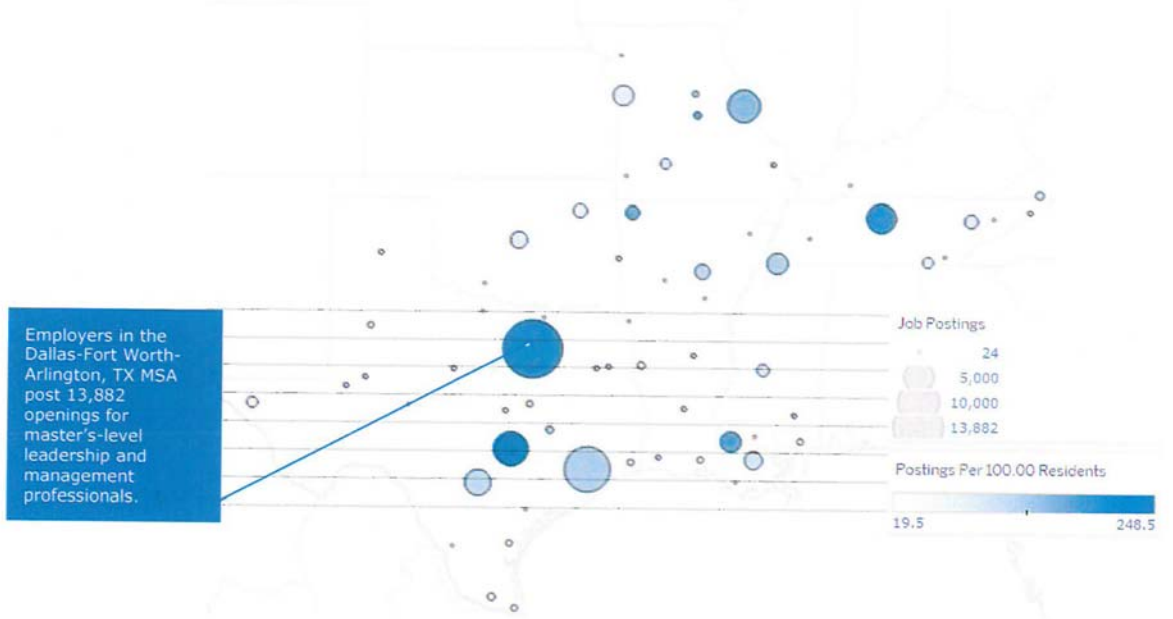
### Market a Master's-Level Leadership and Management Program in Texas to Attract Prospective Students

Target marketing efforts to prospective students in metropolitan areas in Texas with high employer demand for master's-level leadership and management professionals. Metropolitan statistical areas (MSAs) in Texas account for the three regional MSAs with the most employer demand for management and leadership professionals. Employers in the Dallas-Fort Worth-Arlington, TX; Houston-The Woodlands-Sugar Land, TX; and Austin-Round Rock, TX MSAs post 13,882, 8,201, and 4,680 relevant job openings respectively. Employers in these top three MSAs post 45 percent of regional job openings for master's-level leadership and management professionals.

Additionally, conduct secondary marketing efforts in the Little Rock and Fayetteville, AR areas to attract students proximate to the University. **Arkansas Tech University's** statewide program recognition and the relative proximity of students in these MSAs to the University indicate marketing efforts in these areas may prove effective. Only one of the 10 regional MSAs with the most job openings for master's-level leadership and management professionals sits in Arkansas (i.e., the Memphis, TN-MS-AR MSA). However, both the Little Rock-North Little Rock-Conway, AR MSA, and the Fayetteville-Springdale-Rogers, AR-MO MSA rank among the 20 MSAs with the most demand for master's-level leadership and management professionals. Employers in the Little Rock-North Little Rock-Conway, AR MSA, and the Fayetteville-Springdale-Rogers, AR-MO MSA post 941 and 860 postings for master's-level leadership and management professionals respectively.

### Top Locations for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data  
 n= 59,186 job postings, with 3,761 unspecified postings



### Top Locations for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data  
 n= 59,186 job postings, with 3,761 unspecified postings

Metropolitan Statistical Area	Total Job Postings	Job Postings per 100,00 Residents
Dallas-Fort Worth-Arlington, TX	13,882	204
Houston-The Woodlands-Sugar Land, TX	8,201	130
Austin-Round Rock, TX	4,680	249
St. Louis, MO-IL	4,319	154
Nashville-Davidson-Murfreesboro-Franklin, TN	3,483	198
San Antonio-New Braunfels, TX	2,770	122
Memphis, TN-MS-AR	1,797	134
Kansas City, MO-KS	1,679	82
Baton Rouge, LA	1,503	183
New Orleans-Metairie, LA	1,317	106
Oklahoma City, OK	1,153	87
Little Rock-North Little Rock-Conway, AR	941	130

Fayetteville-Springdale-Rogers, AR-MO	860	175
Knoxville, TN	788	92
Tulsa, OK	761	79
Jackson, MS	599	104
El Paso, TX	513	62
Springfield, MO	473	105
Chattanooga, TN-GA	452	83
Kingsport-Bristol-Bristol, TN-VA	313	102

## Top Employers and Industries

### Market a Master's-Level Leadership and Management Program to Professionals in Health Care to Attract Prospective Students

Professionals who seek to move into or advance in professions in the health care field can enroll in a new master's-level leadership and management program at **Arkansas Tech University** to gain in-demand skills. Health care industries account for three of the 20 regional industries with the highest demand for professionals with relevant skills. In the profiled region, employers in the 'general medical and surgical hospitals' industry post more job openings for professionals with relevant skills than employers in other industries (i.e., 5,031 postings). Additionally, employers in the 'pharmaceutical and medicine manufacturing' and 'offices of physicians' industries post 685 relevant openings and 526 relevant openings respectively. Health care employers (e.g., Hospital Corporation of America) compose five of the top 20 employers for professionals with relevant skills.

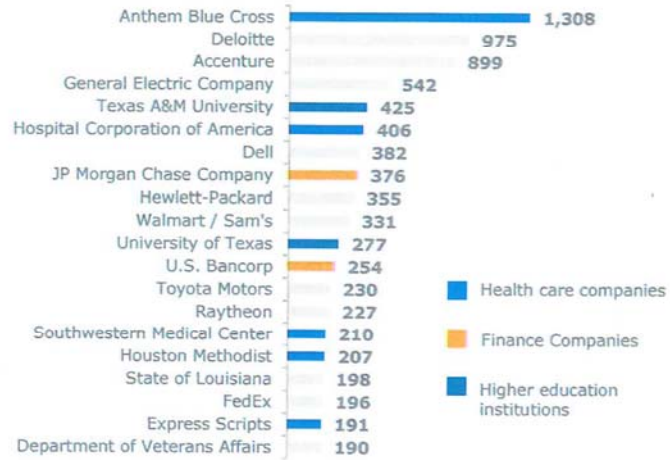
Additionally, market a new master's-level leadership and management program to professionals in finance to attract prospective students. Finance companies (e.g., JP Morgan Chase) compose two of the top 20 employers for professionals with relevant skills and financial industries (e.g., 'depository credit intermediation') account for four of the top 20 industries. Other top regional employers for master's-level leadership and management professionals include consulting companies (e.g., Accenture) and technology companies (e.g., Dell).



### Top Employers for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 10,248 unspecified postings

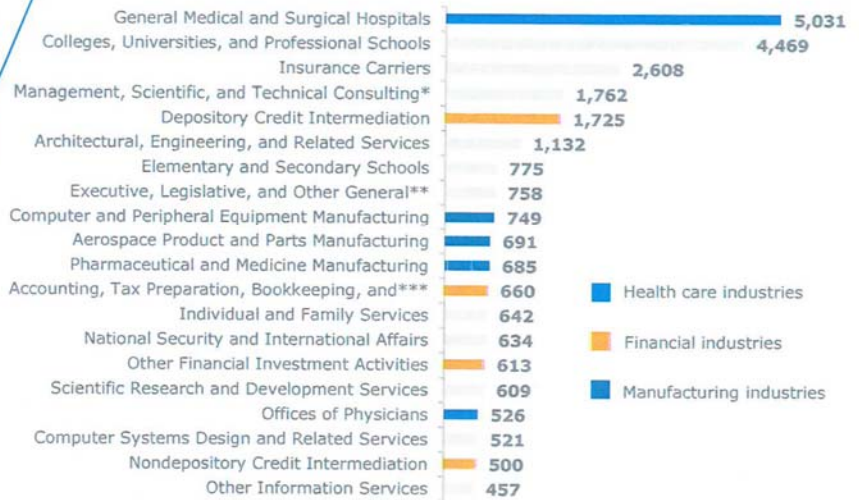


### Top Industries for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 18,704 unspecified postings

Administrators should note, 32 percent of postings do not specify an industry.



\*Management, Scientific, and Technical Consulting Services  
 \*\*Executive, Legislative, and Other General Government Support  
 \*\*\*Accounting, Tax Preparation, Bookkeeping, and Payroll Services

## 4) Competitor Programs

### Program Structure

#### Offer Some or All of a New Leadership and Management Program Online to Compete with Profiled Programs

Students can complete all or part of profiled programs online. A fully or partly online delivery can serve working professionals who must balance academic work with other obligations (e.g., family commitments, work). Students in the profiled program at the **University of La Verne** can complete the program online or can attend classes in multiple locations across California which provides a high level of flexibility for students located across the state. Of profiled programs, only the University of La Verne and **Duquesne University** advertise a fully online delivery system. A fully online curriculum can distinguish a program at **Arkansas Tech University** from profiled regional competitors. In addition to the profiled programs, multiple institutions in the profiled region offer master's-level leadership and management programs within a specific discipline (e.g., MS in [School Leadership, Management, and Administration](#) at the University of Central Arkansas). Institutions in the profiled region also offer relevant certificate-level programs (e.g., [Leadership Graduate Certificate](#) at Missouri State University).

#### Characteristics of Profiled Master's-Level Leadership and Management Programs

##### Profiled Institutions

Institution	Program	Modality	Time to Completion	Number of Credits
<b>Texas A&amp;M University-Commerce</b>	MS in Management	Hybrid	Not advertised	30-39
<b>Truman State University</b>	MA in Leadership	Hybrid	Not advertised	39
<b>University of Texas-Dallas</b>	MS in Management Science	Hybrid	Not advertised	36
<b>University of La Verne</b>	MS in Leadership and Management	Online, on-campus,	Not advertised	33-36
<b>Duquesne University</b>	MS in Leadership	Online	Less than 2 years	30

### Curriculum

#### Allow Students in a New Master's-Level Leadership and Management Program to Pursue Concentrations to Compete with Profiled Programs

Allow students to complete electives or concentrations so they can customize the program to fit their goals and interests. Profiled programs allow students to complete electives or pursue concentrations. Students in the profiled program at **Truman State University** pursue a specialty area (e.g., public and not for profit management) that allows them to customize the program to fit their goals and interests. The program structure at **Texas A&M University-Commerce** allows students to choose a minor in entrepreneurship or corporate management, or to pursue a general option which includes courses on a variety of issues (e.g.,

leadership, managing groups). Similarly, students in the profiled program at the **University of Texas-Dallas** can choose between 15 concentrations (e.g., accounting, real estate) and students at the **University of La Verne** can pursue one of three concentrations (e.g., human resources).

**Common Curriculum Topics of Profiled Master’s-Level Programs**

*Profiled Institutions*



Marketing

**Highlight Program Flexibility and the Potential for Career Advancement to Attract Working Professionals**

Highlight the ability of a new master’s-level program in leadership and management at **Arkansas Tech University** to serve working professionals to attract prospective students. Include statements that emphasize the flexibility of a new program and its ability to effectively serve working professionals to align with marketing messages of profiled programs. The website of the profiled program at the **University of La Verne** emphasizes the flexibility of the program for working professionals. **Truman State University’s** website states the program serves “a diverse group of traditional and nontraditional students with a variety of academic and professional backgrounds.” The **University of Texas** program website includes a student profile section that provides information on average age, work experience, and the percent of the student population composed by women and minorities.

## Potential Marketing Strategies for a Master's-Level Leadership and Management Program

EAB research





**Appendix 10: Gray & Associates 2021 Market Demand**

# GRAYASSOCIATES

Data • Insights • Strategy

## Demand for Higher Education Programs



*Results through*  
**May 2021**

[www.GrayAssociates.com](http://www.GrayAssociates.com)

**Clients: Higher Education Institutions**

**Program and Market  
Evaluation Data**

**Student Demand**

**Employment**

**Competition**

**Skills & Wages**

**Demographics**

**Placement Rates**

**Economics & Benchmarks**

**Advanced Analytics**

Predictive Models

Geo-Analytics

**PES+**

- *Markets*
- *Economics*
- *Management Dashboard*

**Place**

- Geotargeting
- Location selection
- Campus consolidation

**Price**

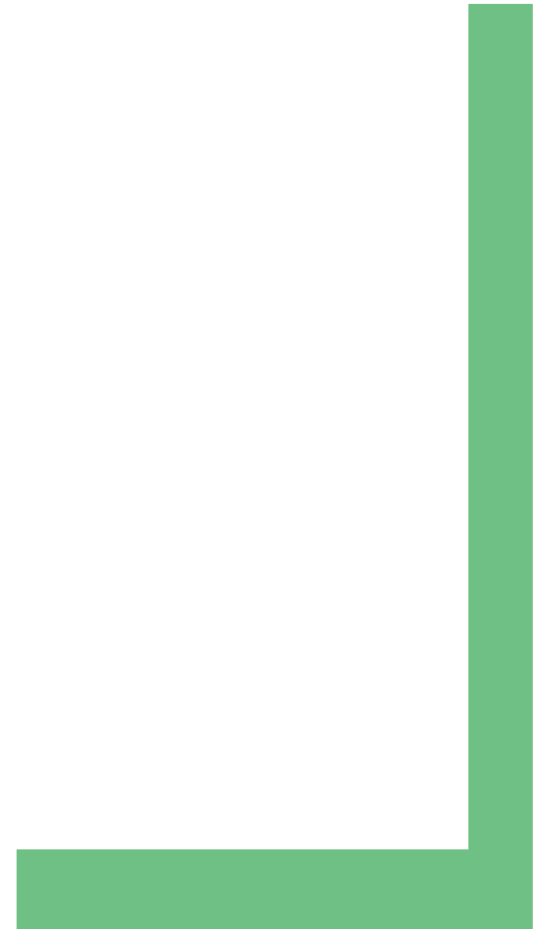
- Price elasticity
- Price structure
- Price optimization

**Projects**

- Business strategy
- Strategy implementation
- Machine learning models



- **Inquiries**
  - National
  - Online and On-Campus
  - Program, Degree, and City
- **Google Search Trends**
  - Programs
  - Brands
- **International Student Demand**
- **What's New at Gray: Certificates**
- **Program of the Month**
- **Summary**

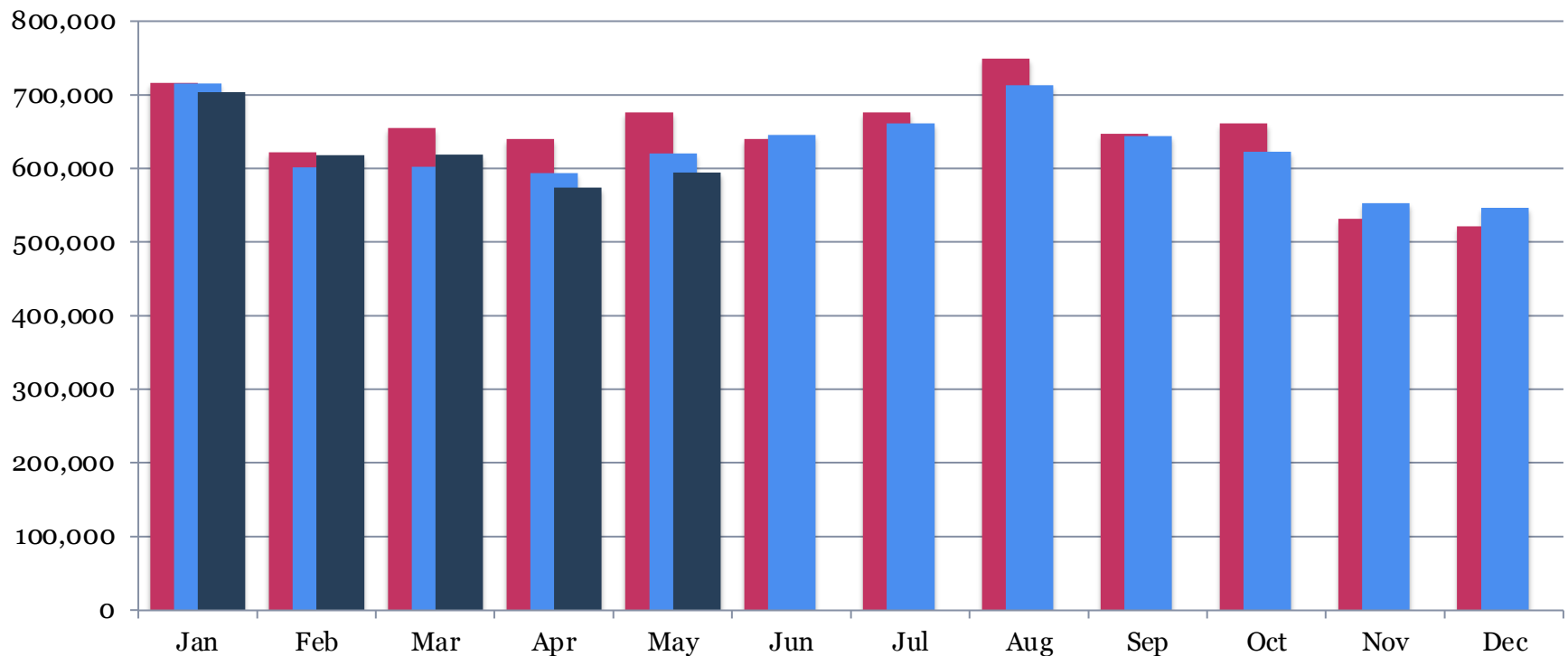


Gray's inquiry database has over 79 million records.

- We have tracked programmatic inquiries since 2012.
- In our webinars, we share data for the previous three years.

## National Inquiries All Programs and Award Levels

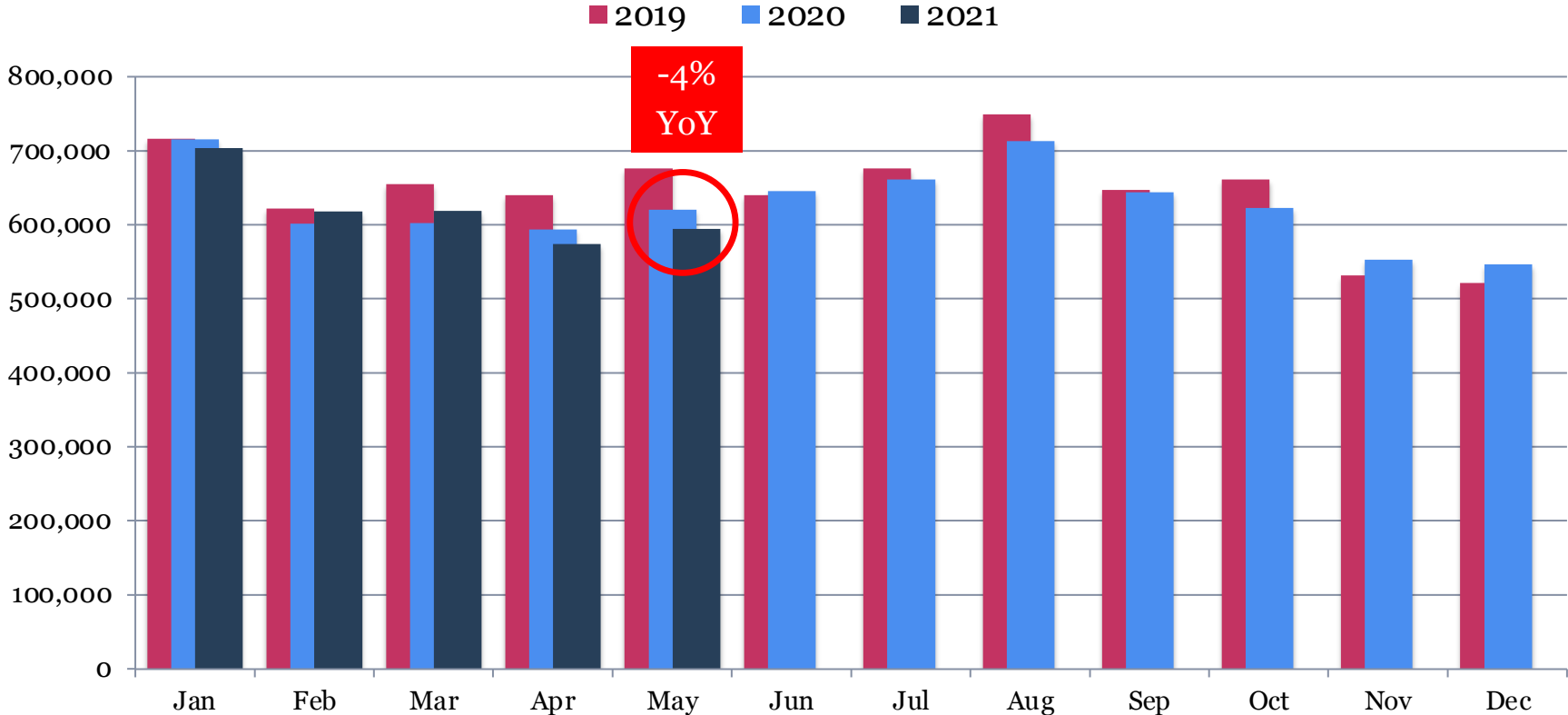
■ 2019 ■ 2020 ■ 2021



Source: GrayReports – *Inquiry Trends*, Gray's Program Evaluation System

In May, inquiry volume decreased 4% year-over-year.

## National Inquiries All Programs and Award Levels

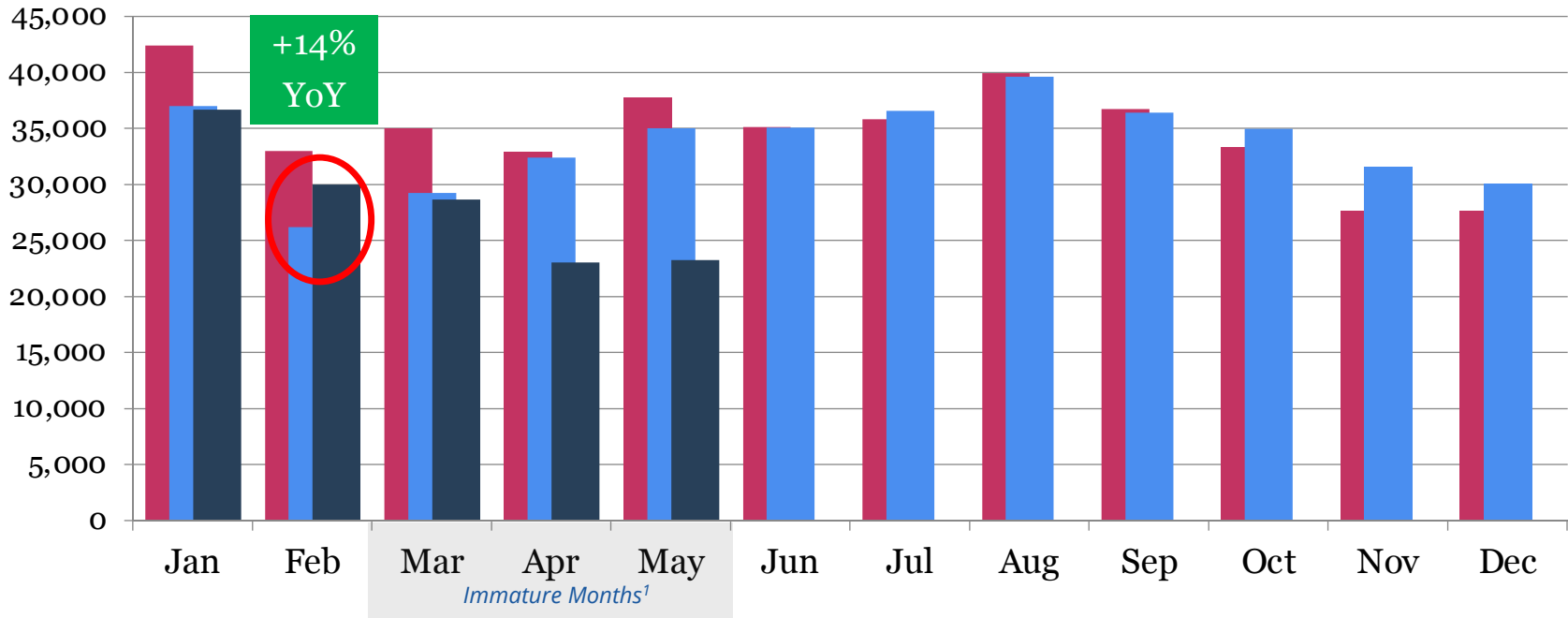


Source: GrayReports – Inquiry Trends, Gray’s Program Evaluation System

In February, the most recent mature month, conversion volumes increased 14%.

## Total Inquiry Conversions All Programs and Award Levels

■ 2019 ■ 2020 ■ 2021



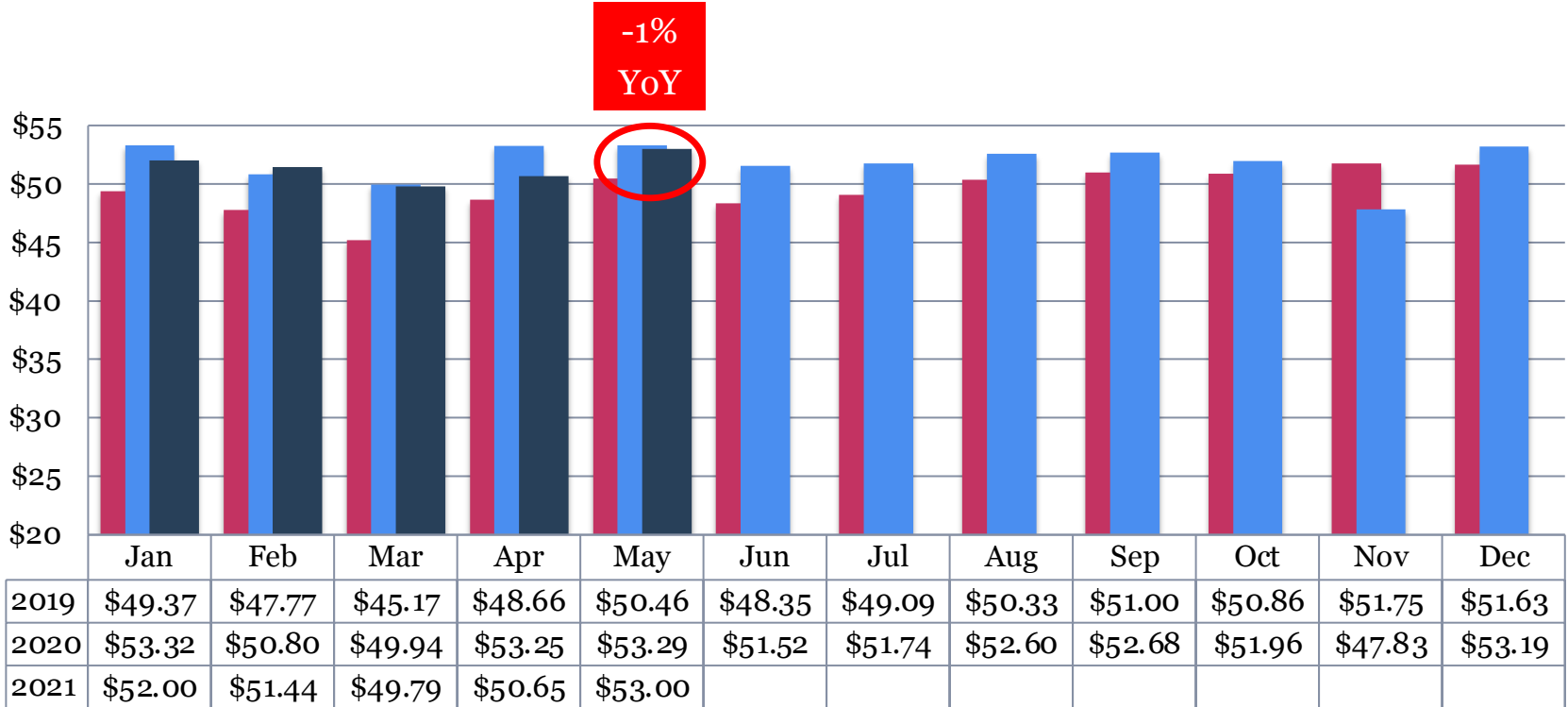
1. Conversions are counted in the month in which the inquiry is received (i.e., an inquiry that is received in January and converts in March will be counted as a January inquiry). Typically, the conversions will rise for at least three months after the month in which the inquiries are received.

Source: GrayReports – Inquiry Trends, Gray’s Program Evaluation System

In May, average price per inquiry decreased 1% year-over-year.

## Average Price per Inquiry for Paid Inquiries All Programs and Award Levels

■ 2019 ■ 2020 ■ 2021



Note: PPI means “Pay per Inquiry.” Inquiry price is the average price per inquiry from PPI.

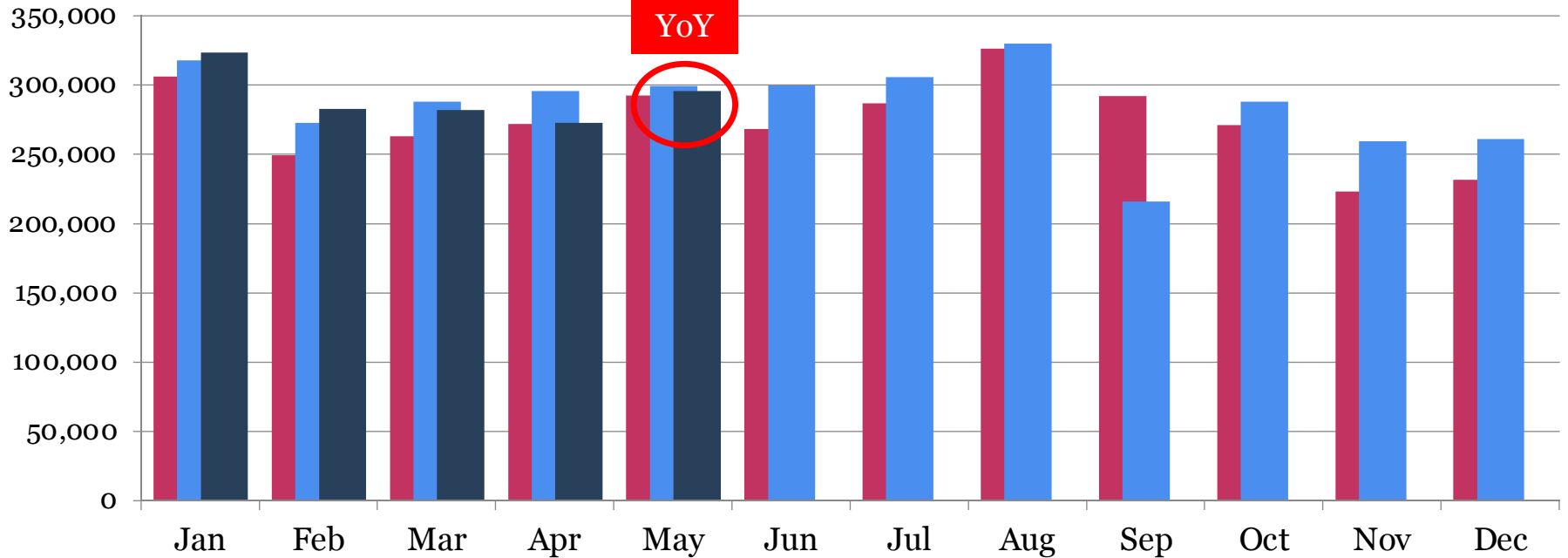
Source: GrayReports – *Inquiry Trends*, Gray’s Program Evaluation System



Inquiries for online programs declined 1% year-over-year in May.

## Inquiries for Online Programs All Programs and Award Levels

■ 2019 ■ 2020 ■ 2021

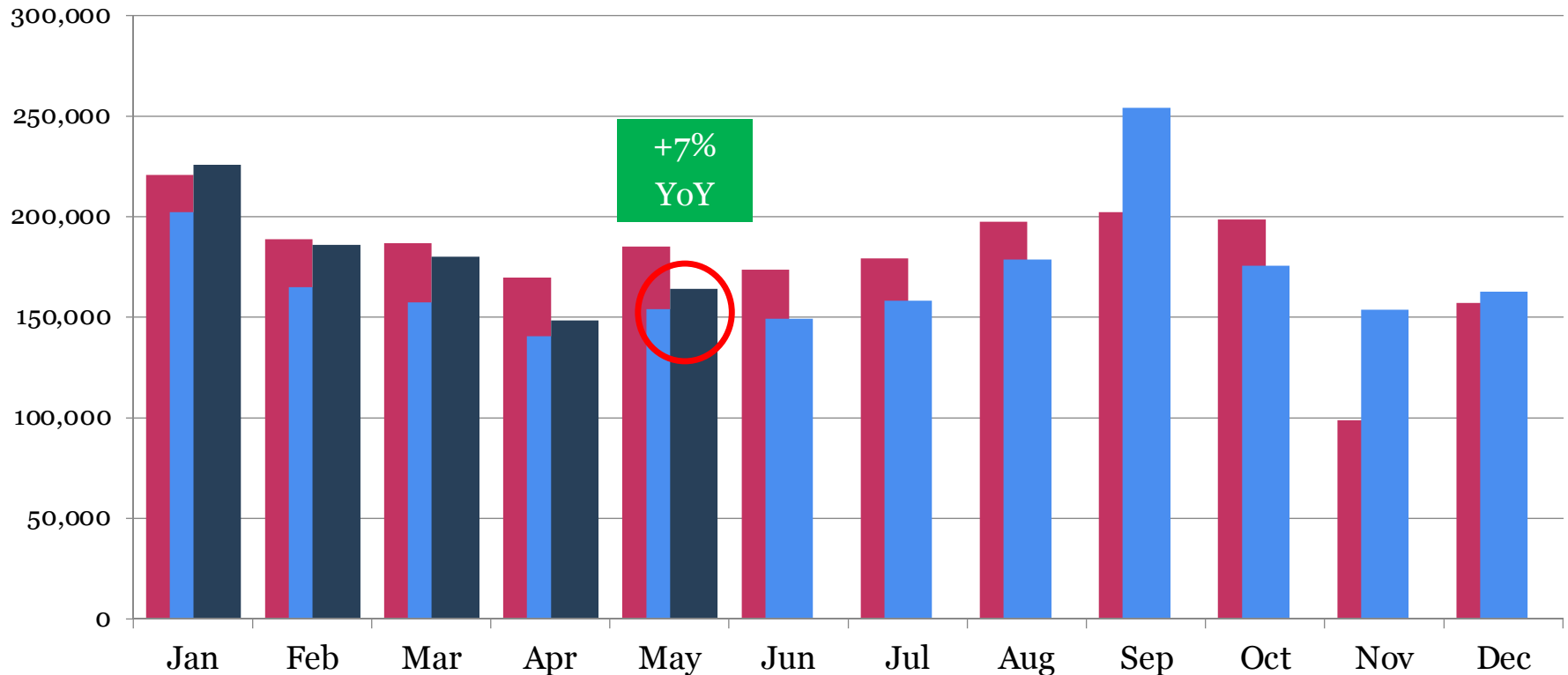


Source: GrayReports – Inquiry Trends, Gray’s Program Evaluation System

May inquiries for on-campus programs rose 7% year-over-year.

## Inquiries for On-Campus Programs All Programs and Award Levels

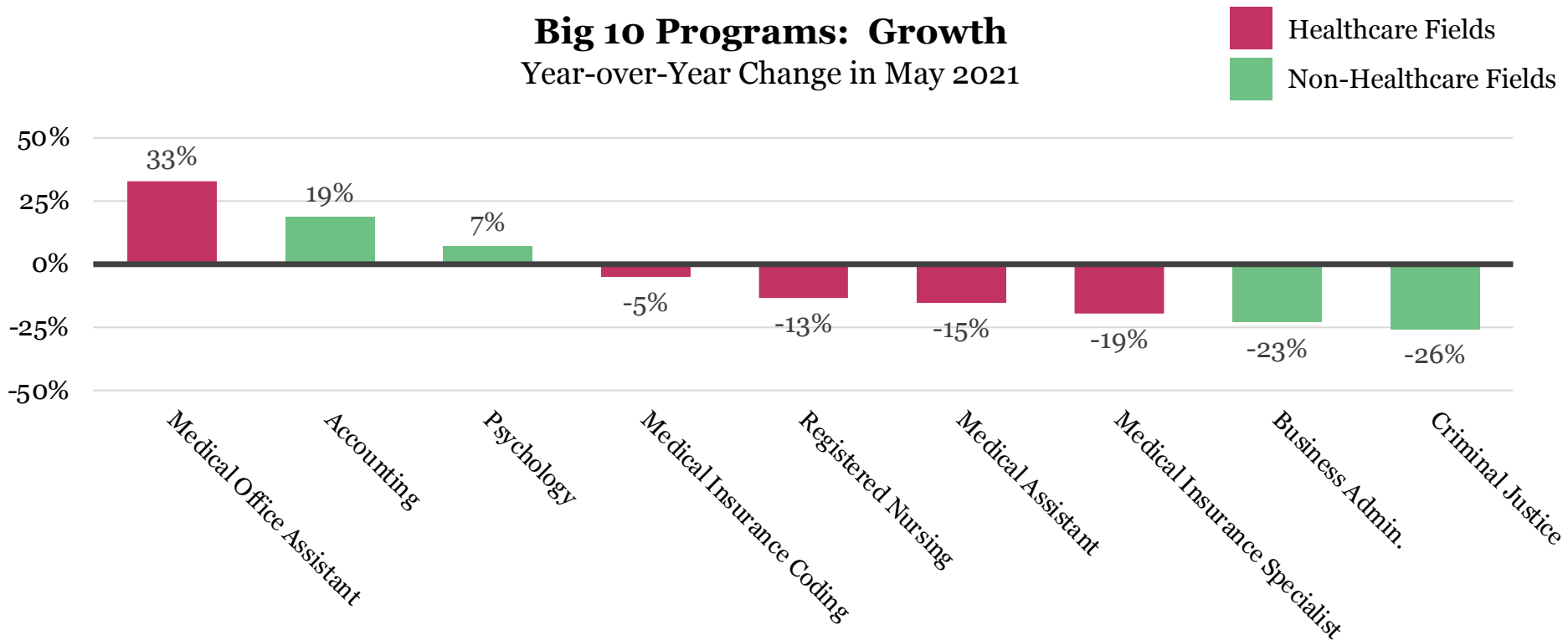
■ 2019 ■ 2020 ■ 2021



Source: GrayReports – Inquiry Trends, Gray’s Program Evaluation System

Inquiries for Medical Office Assistant increased 33% year-over-year.

- Inquiries for other healthcare programs continue to be weak.

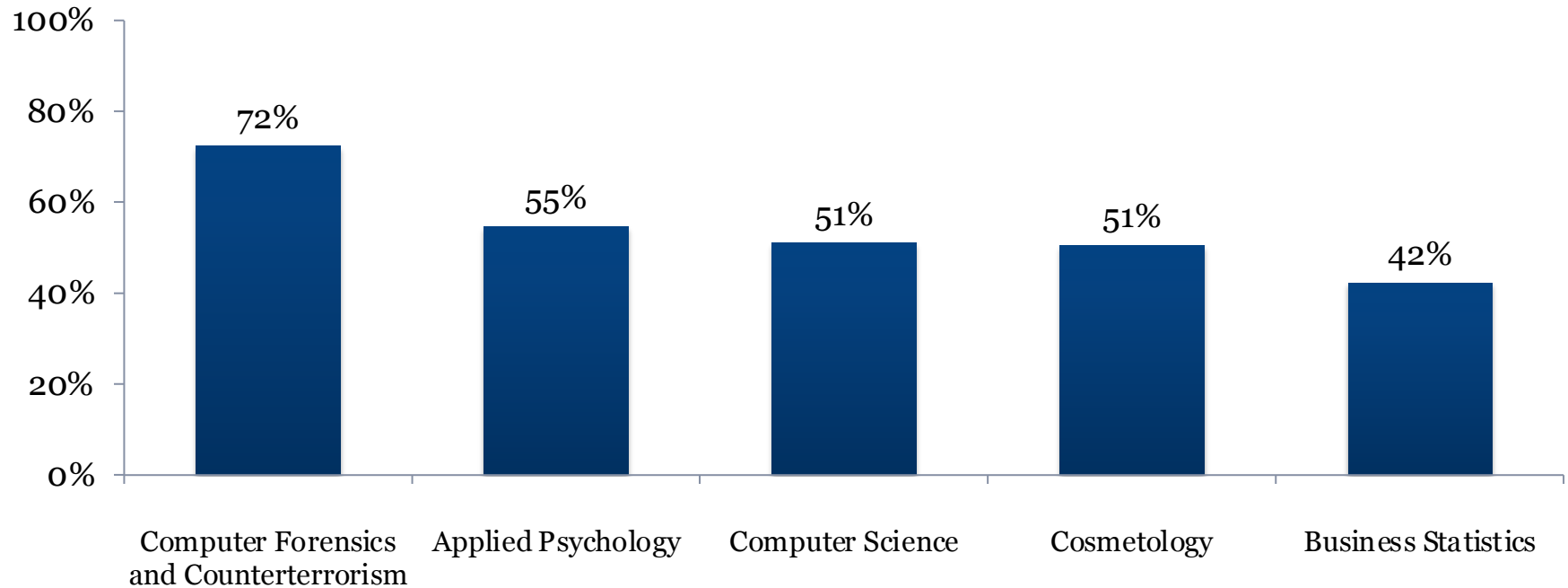


\*The “Big 10 Programs” are from the programs with the highest inquiry volume since January 2012, excluding Adult High School/Secondary Diploma.

Source: GrayReports – *Inquiry Trends*, Gray’s Program Evaluation System

Inquiries for Computer Forensics increased 72% year-over-year.

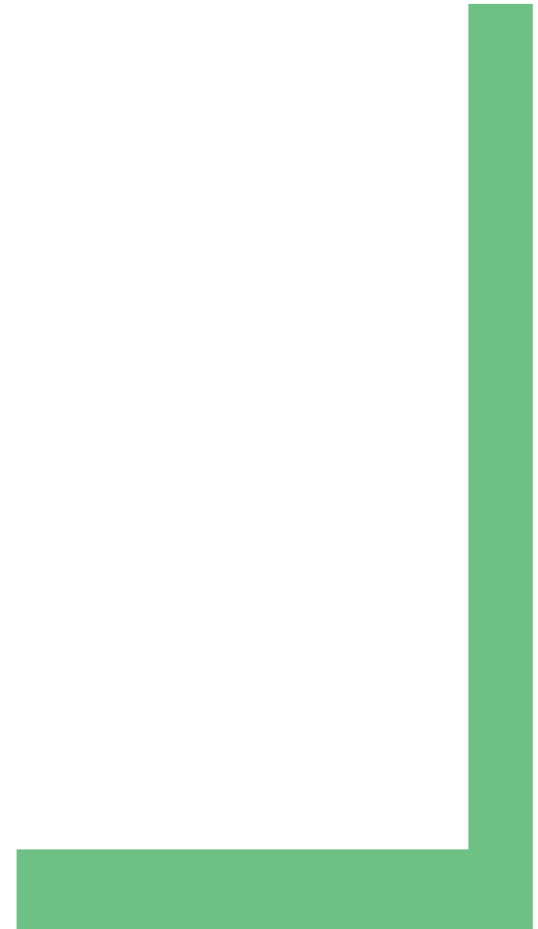
## The Fast 5 Programs Year-over-Year Change in May 2021



\*The “Fast 5 Programs” are from programs that had more than 1,000 inquiries in the prior year, excluding Adult High School/Secondary Diploma.

Source: GrayReports – *Inquiry Trends*, Gray’s Program Evaluation System

- **Inquiries**
  - National
  - Online and On-Campus
  - Program, Degree, and City
- ▪ **Google Search Trends**
  - Programs
  - Brands
- **International Student Demand**
- **What's New at Gray: Certificates**
- **Program of the Month**
- **Summary**



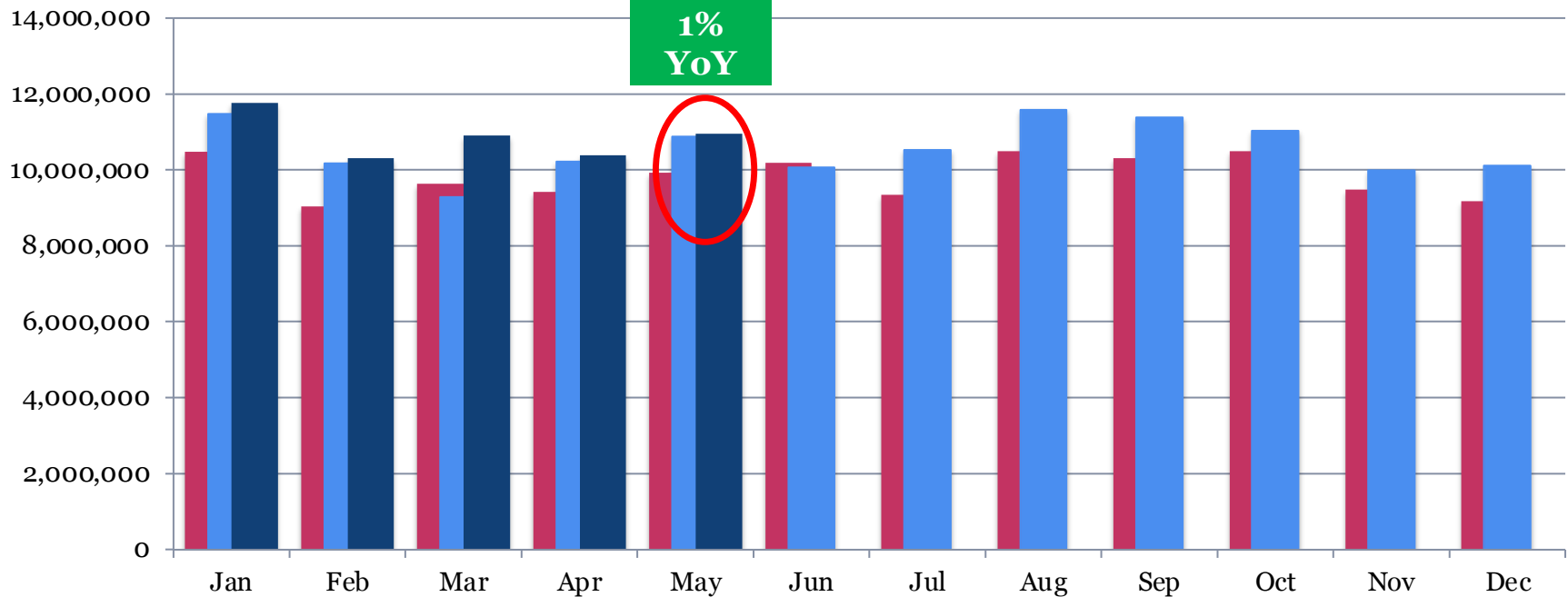
Google search volume for academic programs in May increased 1% year-over-year.

- Gray tracks approximately 20 keywords per program for the 200 largest programs.

## Google Searches 200 Largest Programs\*



2019 2020 2021



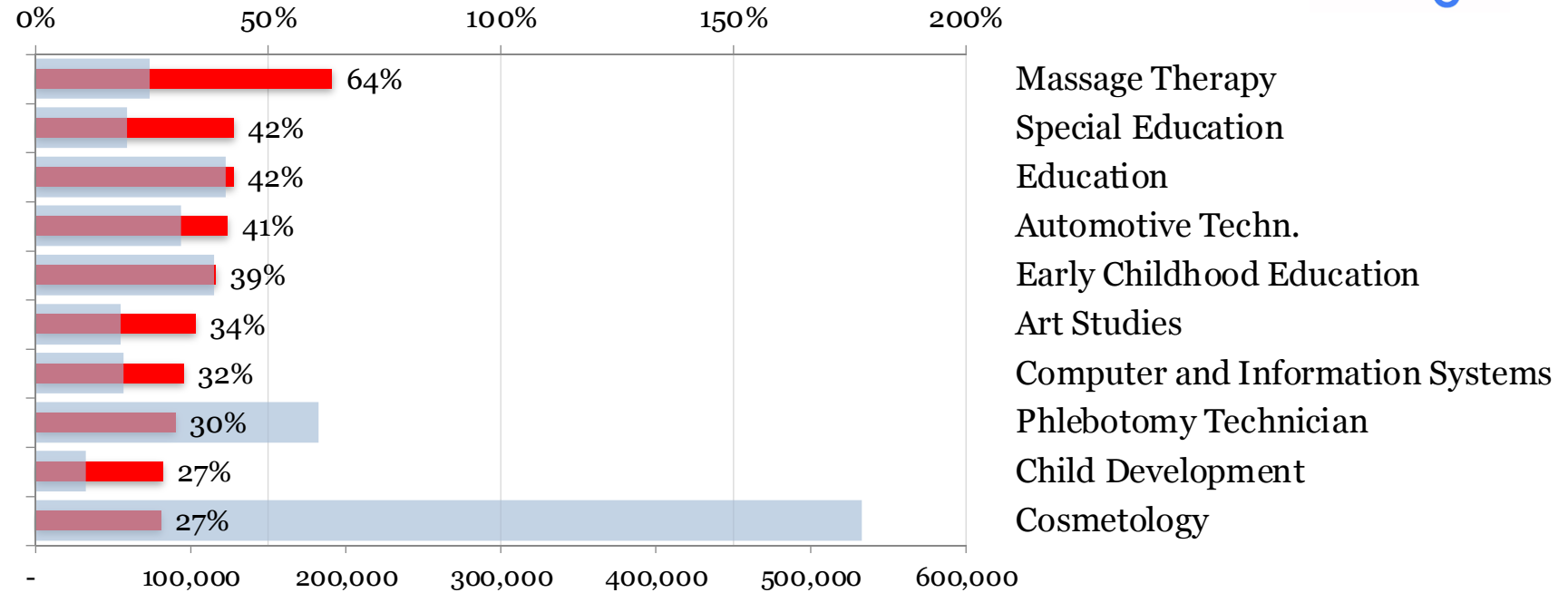
\*Google Searches for 20 keywords for each of the 200 largest programs based on IPEDS completions.

Source: Gray Associates Research, Keyword Search Trends.

Searches for Massage Therapy programs increased 64% year-over-year in May.

- Total search volume for Cosmetology programs reached 532,288 in May 2021.

**Google Searches for Programs**  
 Search Volume and Year-over-Year  
 Change in May 2021



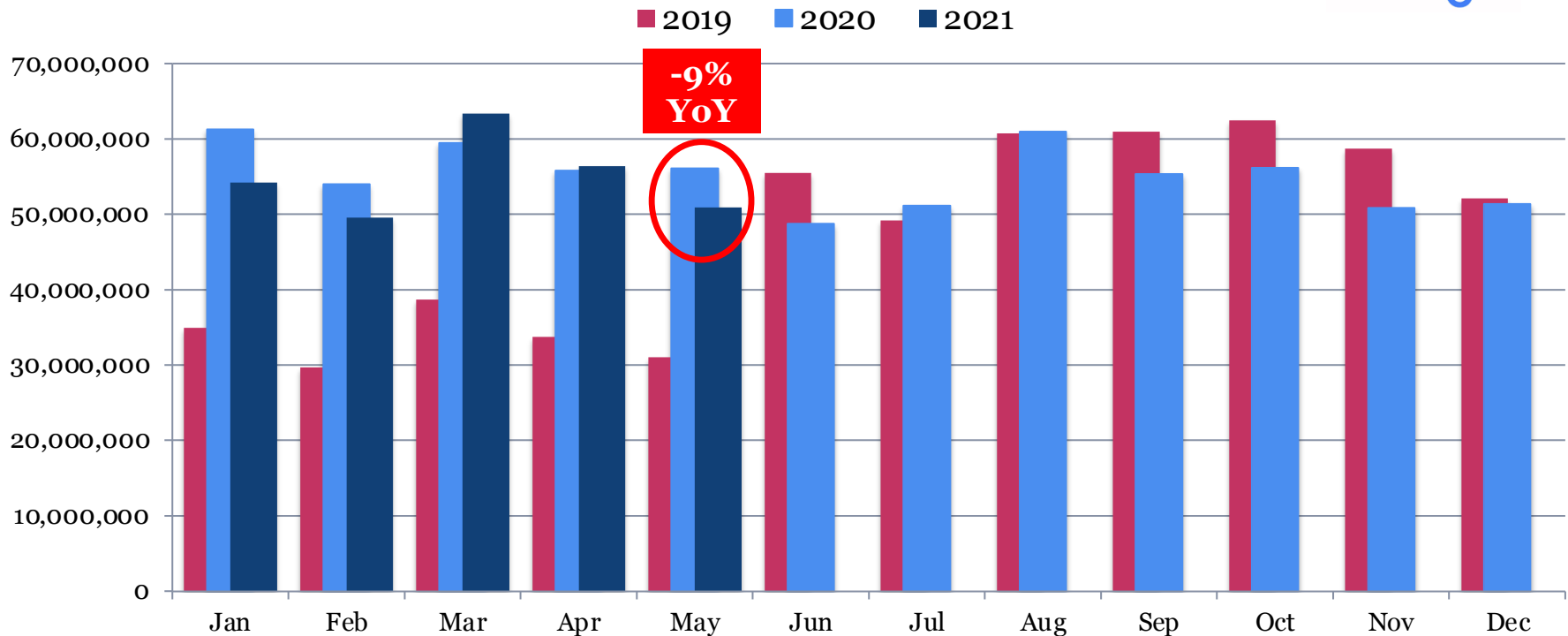
Source: Gray Associates Research, Keyword Search Trends for Largest 200 IPEDS Programs. Minimum 10,000 monthly searches in prior year.

Since June of 2019, Gray has tracked Google searches for almost 2,000 brands.

- In May 2021, Google brand searches for higher education brands fell 9% year-over-year.

## Google Brand Searches

Search Volume

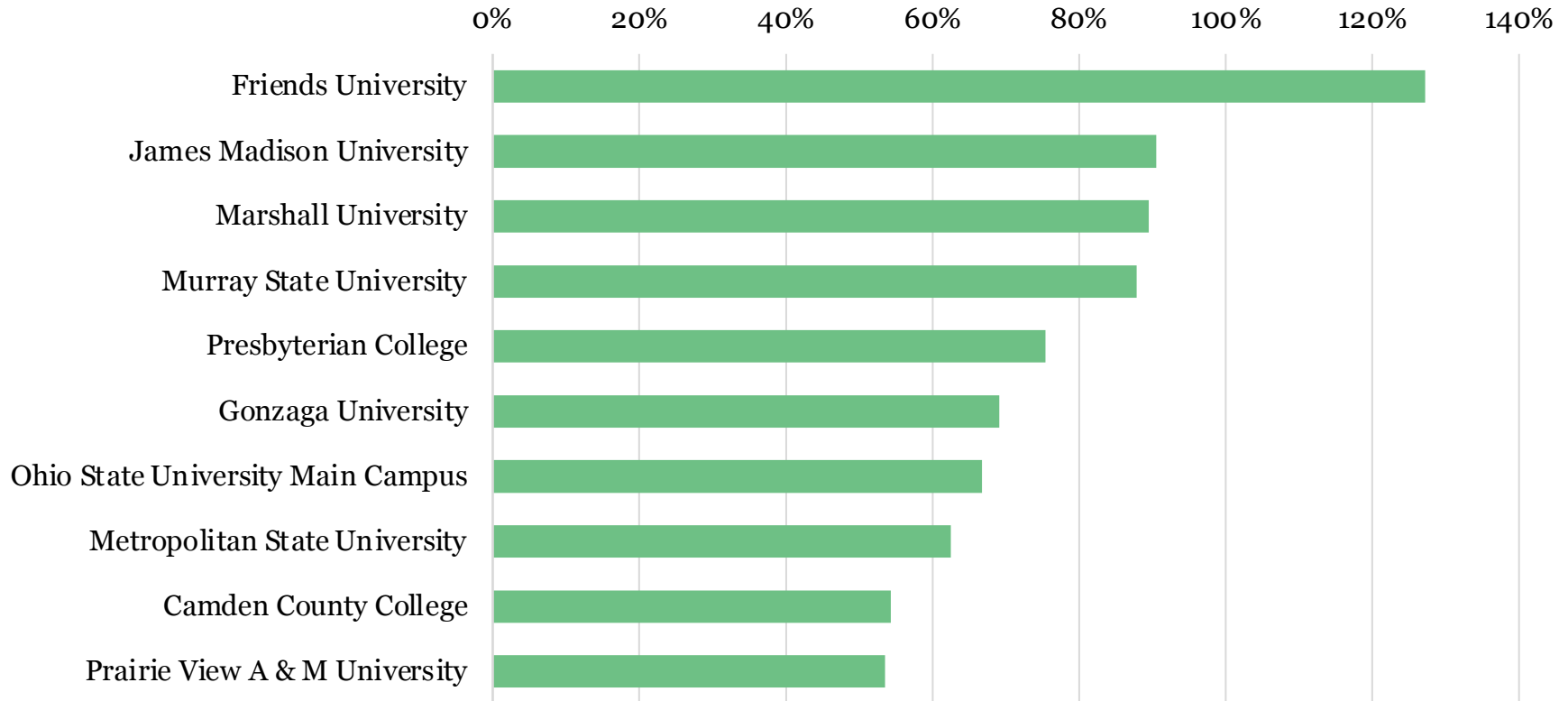


Source: Gray Associates Research, Keyword search trends for higher education institutions.



Searches for Friends University increased 127% year-over-year in May.

## Fastest-Growing Brands Year-over-Year Change in Search Volume May 2021



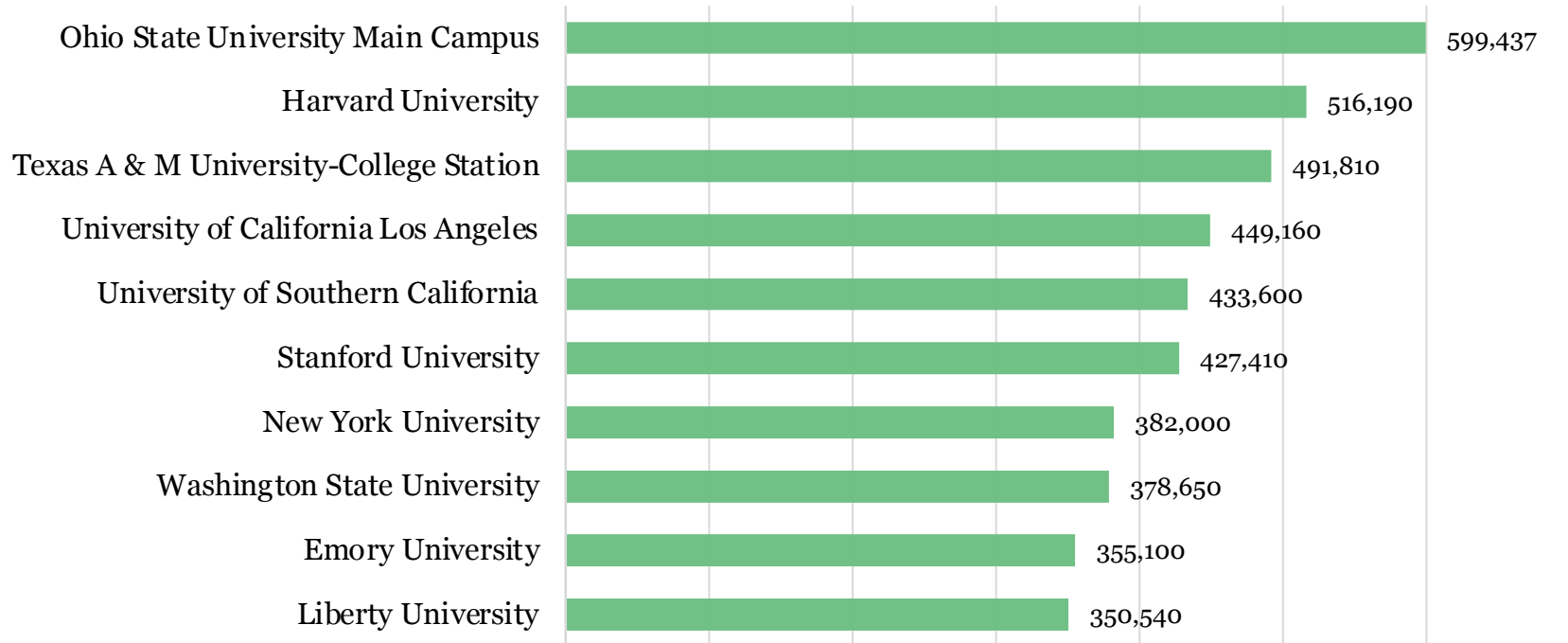
Source: Gray Associates Research, Keyword search trends for higher education institutions. Minimum 10,000 monthly searches in prior year.

Ohio State University had 599,437 searches in April.

- Liberty made the top 10, with 350,540 searches.

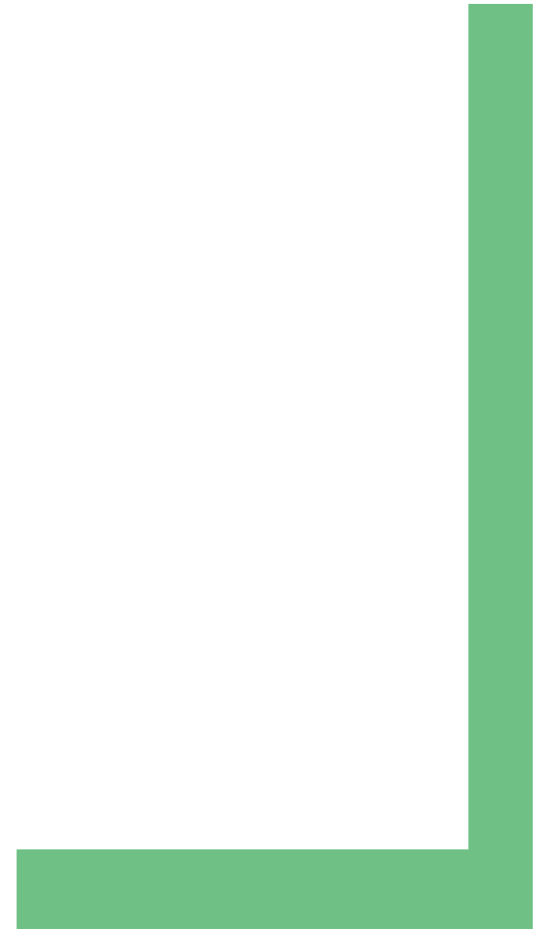
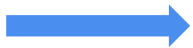
## Most-Searched Brands

Google Search Volume  
May 2021



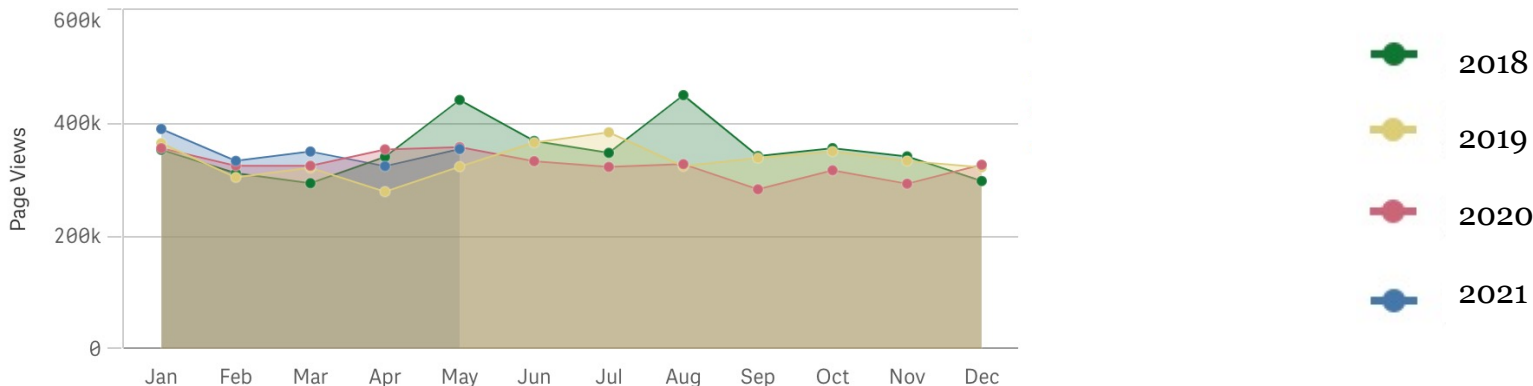
Source: Gray Associates Research, Keyword search trends for higher education institutions.

- **Inquiries**
  - National
  - Online and On-Campus
  - Program, Degree, and City
- **Google Search Trends**
  - Programs
  - Brands
- **International Student Demand**
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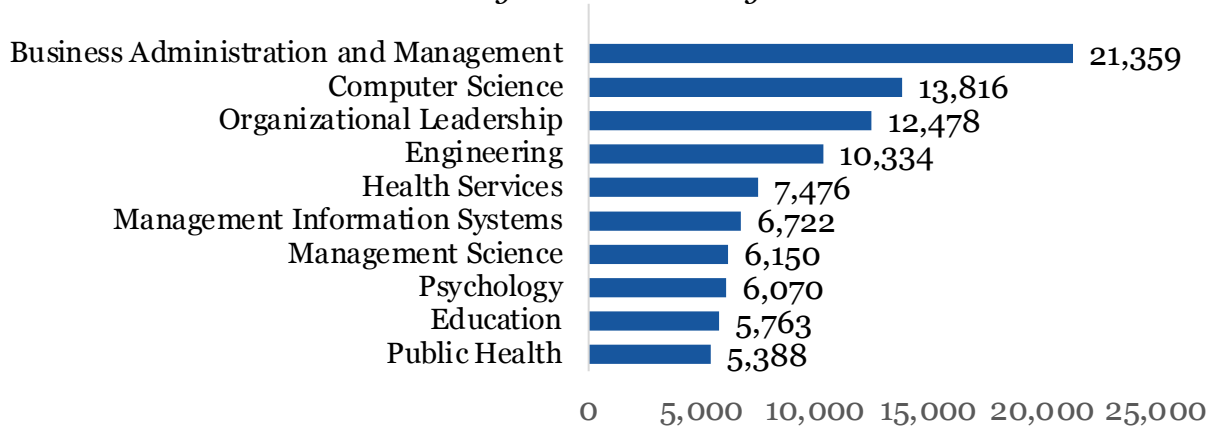
International student interest in U.S. programs decreased 1% year-over-year in May.

Page Views by Month and Year



The most-viewed program was Business Administration.

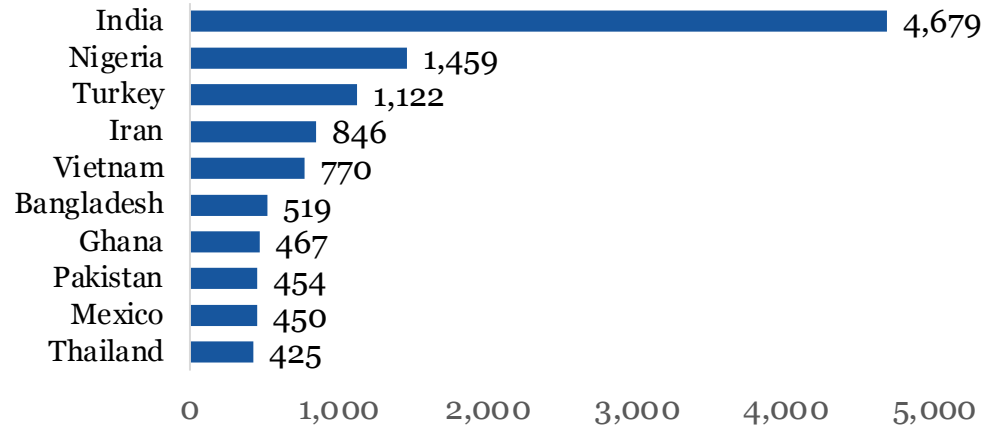
International Page Views: Interest in U.S. Programs  
By CIP Code in May 2021



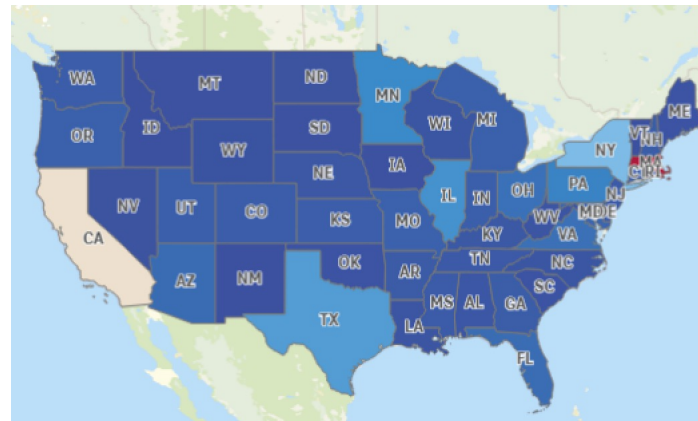
Source: Gray Associates' International Student Demand Database.

Of the page views for Business Administration, the most views originated from India.

International Page Views by Originating Country  
*Business Administration, May 2021*

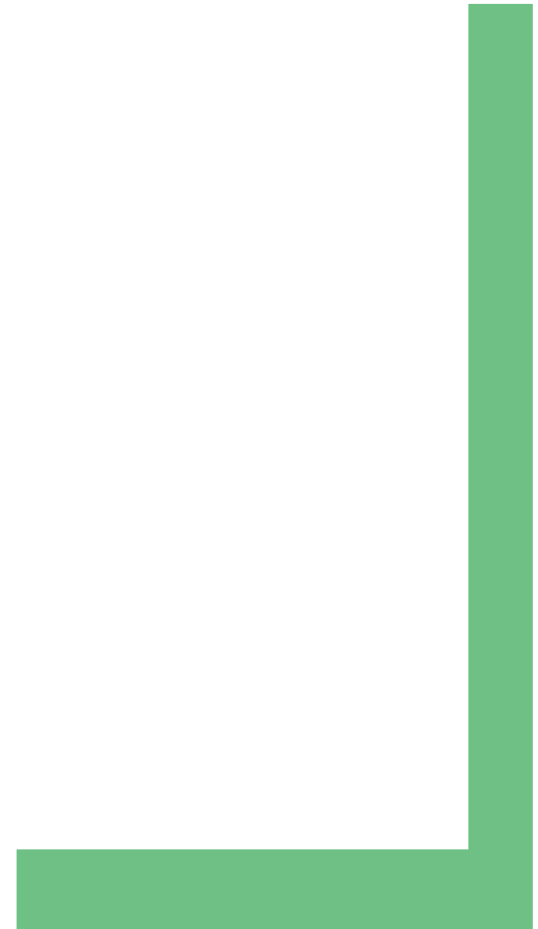
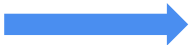


The most interest was for programs in Massachusetts.



Source: Gray Associates' International Student Demand Database.

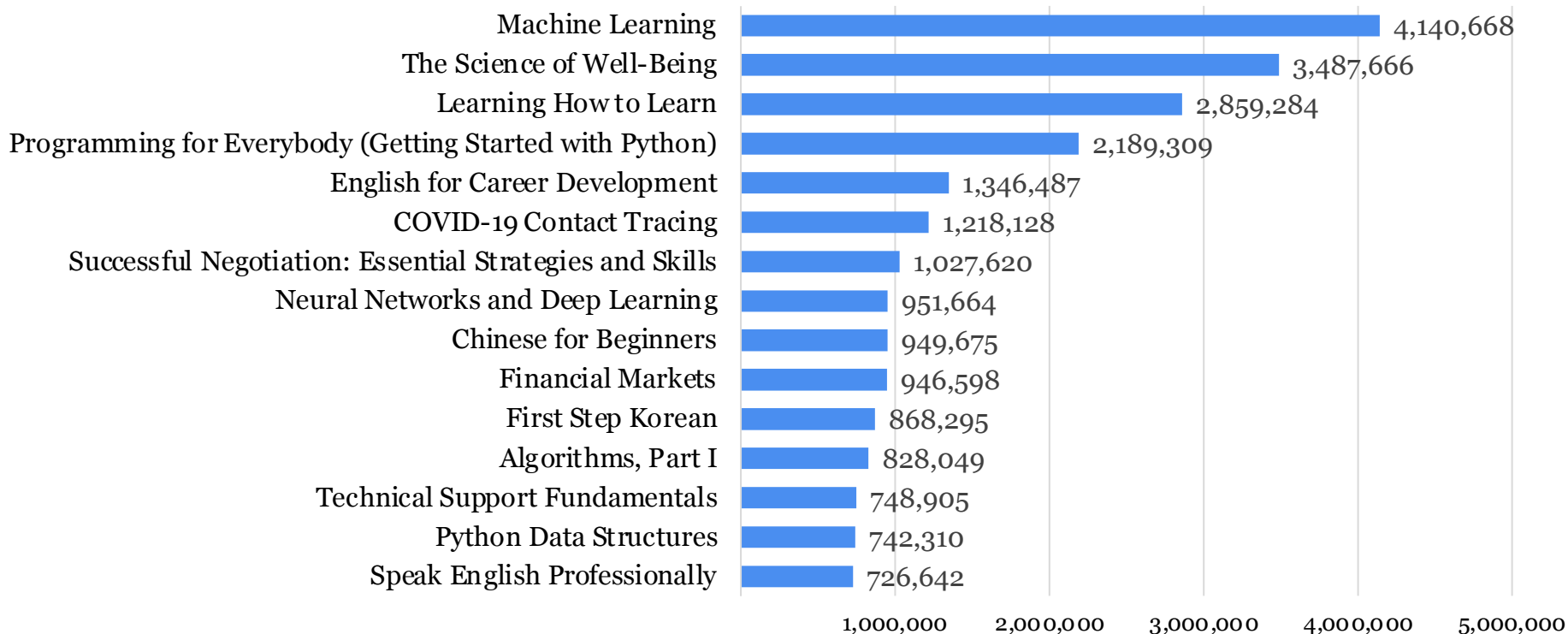
- **Inquiries**
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  - Brands
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Since its inception, Coursera has enrolled 147 million students – at least for a few minutes.

- Gray’s certificate database tracks over 3,700 courses hosted by Coursera.

**Coursera: Total Enrollment by Course**  
As of May 31, 2021



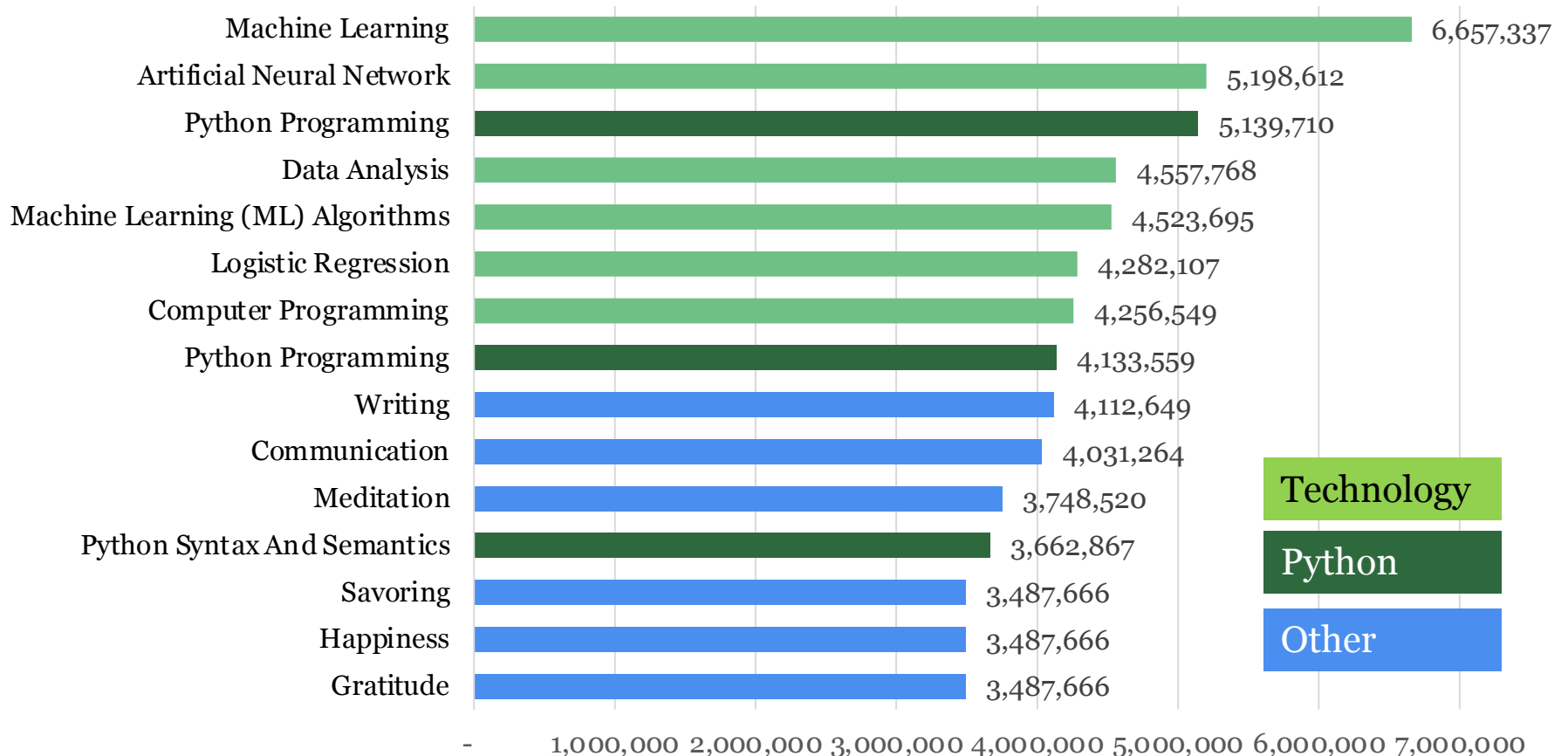
Source: Coursera.org, 05/31/2021.

Each of Coursera's courses lists skills students will learn.

- Of the top 15 skills listed, nine are in technology – three of which are in Python.

## Coursera: Total Enrollment by Skill

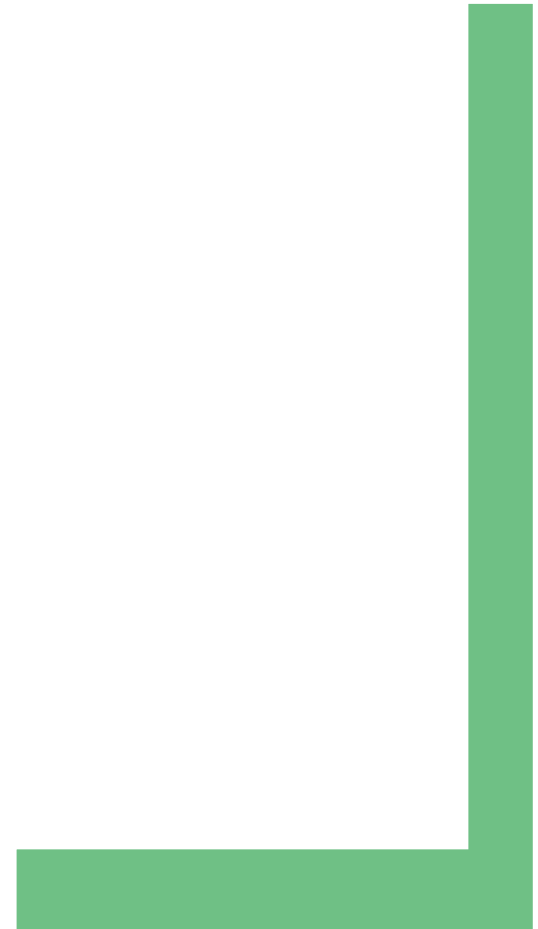
As of May 31, 2021



Source: Coursera.org, 05/31/2021.



- **Inquiries**
  - National
  - Online and On-Campus
  - Program, Degree, and City
- **Google Search Trends**
  - Programs
  - Brands
- **International Student Demand**
- **What's New at Gray: Certificates**
- **Program of the Month**
- **Summary**





We score on Student Demand, Employment, Competitive Intensity, and Degree Fit.

- Let's focus on the Master's in Organizational Leadership in the California market.

## California Market Ranking Master's Award Level

### Percentiles by CIP

(Double-click Field headers to change sorting.)

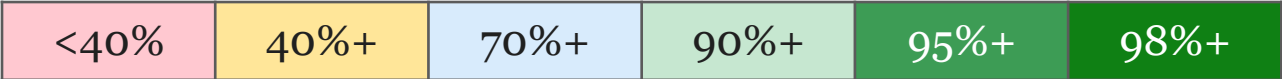
CIP	Total Percentile	Student Demand Percentile	Competitive Intensity Percentile	Employment Percentile	Degree Fit Percentile
52.1201 Management Info. Systems, General	96	94	25	89	50
43.0103 Crim. Justice/Law Enforcemt Admin	96	94	15	94	50
14.0201 Aero/Astro/Space Engineering	96	93	15	94	50
50.0404 Industrial and Product Design	96	91	99	66	50
52.0799 Entrepreneurial/Small Business Ops, Other	96	90	100	15	50
14.2701 Systems Engineering	96	90	50	94	50
11.0801 Web/Digital/Multimedia Design	96	88	99	84	50
30.3101 Human Computer Interaction	96	86	98	87	50
11.0104 Informatics	96	84	97	96	50
52.0213 Organizational Leadership	95	99	0	70	50
13.1210 Early Childhood Education/Teaching	95	97	2	82	50
27.0305 Financial Mathematics	95	96	99	9	50
14.0501 Bioengineering and Biomedical Engineering	95	96	15	84	50
43.0104 Criminal Justice/Safety Studies	95	96	1	91	50
04.0301 City/Urban, Community and Regional Planning	95	94	8	92	50
52.0211 Project Management	95	92	15	94	50
14.9999 Engineering, Other	95	91	50	87	50
52.9999 Business and Management, Other	95	90	5	97	50
51.3813 Clinical Nurse Specialist	95	88	98	84	50

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-33	-19	-5	1	10	17	25	55

Source: Gray's Program Evaluation System

All data are color-coded by their percentile rank in the local market compared to over 1,400 programs, as categorized by IPEDS CIP codes.

### Percentile Color-Code:

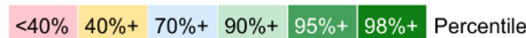


Organizational Leadership scores in the 99<sup>th</sup> percentile for Student Demand in California.

- 74% of students in California completed this program online.
- Inquiry volume, completions, and international page views are high.
  - Growth is mixed: year-over-year inquiry volume dropped 14%, but Google searches increased 7% and completions 9%.

**Student Demand**  
Score: 27 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size	99	Inquiry Volume (12 Months)	2,454	4
	99	Int'l Page Views (12 Months)	169,601	NS
	34	Google Search Volume (3 Months)*	7,870	2
	95	On-ground Completions at In-Market Institutions	220	9
	99	Online Completions by In-Market Students	622	4
	98	Sum of On-ground and Online Completions	842	3
Growth	0	Inquiry Volume YoY Change (Units)	-416	1
	59	Google Search YoY Change (Units)*	507	1
	98	Completion Volume YoY Change (Units)	71	3
	68	Inquiry Volume YoY Change (%)	-14%	NS
	62	Google Search YoY Change (%)*	7%	0
	57	Completion Volume YoY Change (%)	9%	0



\* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.  
 \*\* - Color scale in reverse.  
 NA - No data available/not currently tracked.  
 NS - Not Scored in Rubrics (values = 0).  
 2-Yr - Associates & certificate programs only.  
 PCTL - Percentile

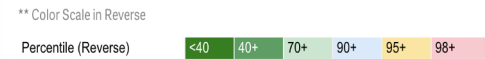
Source: Gray's Program Evaluation System

Organizational Leadership employment opportunities are modest, but wages are good.

- Job posting volume for the previous 12 months was in the 81st percentile.
  - Saturation is high: job openings- and job postings-per-graduate are in the 37<sup>th</sup> and 34<sup>th</sup> percentiles.
  - COVID may still be depressing the trailing 12 months of job postings.
- Direct preparation mean wages are in the 93rd percentile.

**Employment\***  
Score: 2 Percentile: 70

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	81	Job Postings Total (12 Months)*	632	2
	79	BLS Current Employment*	7,815	2
	78	BLS Annual Job Openings*	756	1
Size (Generalist)	78	BLS Share of Generalist Employment*	568	NS
	78	BLS Share of Generalist Openings*	55	NS
Growth (Direct Prep)	33	BLS 1-Year Historical Growth*	-0%	-1
	26	BLS 3-Year Historic Growth (CAGR)*	-1%	-2
	42	BLS 10-Year Future Growth (CAGR)*	0.5%	NS
Saturation (Direct Prep)	37	Job Postings per Graduate*	0.4	-1
	34	BLS Job Openings per Graduate*	0.5	-1
Wages (Direct Prep)	79	BLS 10th-Percentile Wages*	\$56,783	2
	93	BLS Mean Wages*	\$116,111	NS
National American Community Survey Bachelor's Degree Outcomes	73	Nat'l ACS Wages (Age < 30)	\$46,981	NS
	76	Nat'l ACS Wages (Age 30-60)	\$98,372	NS
	19	Nat'l ACS % with Any Graduate Degree	23%	NS
	31	Nat'l ACS % with Masters	19%	NS
	19	Nat'l ACS % with Doct/Prof Degree	3%	NS
	89	Nat'l ACS % Unemp. (Age <30)**	5%	NS
	83	Nat'l ACS % Unemp. (Age 30-60)**	3%	NS
	57	Nat'l ACS % in Direct Prep Jobs	4%	NS



\* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.  
 \*\* - Color scale in reverse.  
 NA - No data available/not currently tracked.  
 NS - Not Scored in Rubrics (values = 0).  
 2-Yr - Associates & certificate programs only.  
 PCTL - Percentile

Source: Gray's Program Evaluation System



Organizational Leadership is a highly-competitive, majority-online program.

- Students in California completed online programs offered at 44 institutions.
- Median program size is modest and remained flat year-over-year.

**Competitive Intensity**  
Score: -12 Percentile: 0

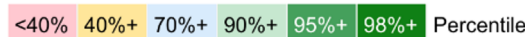
Category	Pctl	Criterion	Value	Score
Volume of Competition	96	Campuses with Graduates**	13	-6
	99	National Online Institutions (Units)**	144	NS
	99	Institutions with Online In-Market Students**	44	NS
	99	Institutions YoY Change (Units)**	6	-3
	68	Average Completions by Local Institution	17	0
	62	Median Completions by Local Institution	9	0
	64	YoY Median Program Change (Units)	0	0
	64	YoY Median Program Change (%)	0	0
	96	Nat'l Online % of Institutions	47%	NS
	94	Nat'l Online % of Completions	65%	NS
Market Saturation	36	Average Cost per Inquiry**	\$48	0
	83	Google Search * Cost per Click**	\$21	-2
	93	Google Competition Index**	0.74	-1

\*\* Color Scale in Reverse



\* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.  
 \*\* - Color scale in reverse.  
 NA - No data available/not currently tracked.  
 NS - Not Scored in Rubrics (values = 0).  
 2-Yr - Associates & certificate programs only.  
 PCTL - Percentile

Source: Gray's Program Evaluation System



A Master's degree is an appropriate award level for Organizational Leadership.

- 50% of completions are at the Master's level, and 17% of the workforce hold a Master's degree.

**National Completions by Level**

Score: 0

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	7%	1%	0%
Associates	1%	0%	0%
Bachelors	35%	43%	8%
Postbaccalaureate Certificate	3%	2%	0%
Masters	50%	52%	63%
Post-masters Certificate	1%	0%	0%
Doctoral	4%	2%	23%
Unknown	0%	0%	6%

**Degree Fit:**

Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

**National Workforce Ed. Attainment**

Score: 0

Award Level	BLS Educational Attainment
No College	14%
Some College	21%
Associates	8%
Bachelors	35%
Masters	17%
Doctoral	4%

Source: Gray's Program Evaluation System



### Organizational Leadership scores in the 95<sup>th</sup> percentile, driven by Student Demand.

CIP: 52.0213 Organizational Leadership | Market: California | Modality: All | Award Level: Masters and Grad Ce... | Select Program

CIP: 52.0213 Organizational Leadership
Market: California

Total Score: 17
Percentile: 95

**Student Demand**  
 Score: 27 Percentile: 99

**Employment\***  
 Score: 2 Percentile: 70

**Degree Fit:**  
 Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
Size	99	Inquiry Volume (12 Months)	2,454	4
	99	Int'l Page Views (12 Months)	169,601	NS
	34	Google Search Volume (3 Months)*	7,870	2
	95	On-ground Completions at In-Market Institutions	220	9
	99	Online Completions by In-Market Students	622	4
	98	Sum of On-ground and Online Completions	842	3
Growth	0	Inquiry Volume YoY Change (Units)	-416	1
	59	Google Search YoY Change (Units)*	507	1
	98	Completion Volume YoY Change (Units)	71	3
	68	Inquiry Volume YoY Change (%)	-14%	NS
	62	Google Search YoY Change (%)*	7%	0
	57	Completion Volume YoY Change (%)	9%	0

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	81	Job Postings Total (12 Months)*	632	2
	79	BLS Current Employment*	7,815	2
	78	BLS Annual Job Openings*	756	1
Size (Generalist)	78	BLS Share of Generalist Employment*	568	NS
	78	BLS Share of Generalist Openings*	55	NS
Growth (Direct Prep)	33	BLS 1-Year Historical Growth*	-0%	-1
	26	BLS 3-Year Historic Growth (CAGR)*	-1%	-2
	42	BLS 10-Year Future Growth (CAGR)*	0.5%	NS
Saturation (Direct Prep)	37	Job Postings per Graduate*	0.4	-1
	34	BLS Job Openings per Graduate*	0.5	-1
Wages (Direct Prep)	79	BLS 10th-Percentile Wages*	\$56,783	2
	93	BLS Mean Wages*	\$116,111	NS
National American Community Survey Bachelor's Degree Outcomes	73	Nat'l ACS Wages (Age < 30)	\$46,981	NS
	76	Nat'l ACS Wages (Age 30-60)	\$98,372	NS
	19	Nat'l ACS % with Any Graduate Degree	23%	NS
	31	Nat'l ACS % with Masters	19%	NS
	19	Nat'l ACS % with Doct/Prof Degree	3%	NS
	89	Nat'l ACS % Unemp. (Age <30)**	5%	NS
	83	Nat'l ACS % Unemp. (Age 30-60)**	3%	NS
57	Nat'l ACS % in Direct Prep Jobs	4%	NS	

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	7%	1%	0%
Associates	1%	0%	0%
Bachelors	35%	43%	8%
Postbaccalaureate Certificate	3%	2%	0%
Masters	50%	52%	63%
Post-masters Certificate	1%	0%	0%
Doctoral	4%	2%	23%
Unknown	0%	0%	6%

**Competitive Intensity**  
 Score: -12 Percentile: 0

Category	Pctl	Criterion	Value	Score
Volume of Competition	96	Campuses with Graduates**	13	-6
	99	National Online Institutions (Units)**	144	NS
	99	Institutions with Online In-Market Students**	44	NS
	99	Institutions YoY Change (Units)**	6	-3
	68	Average Completions by Local Institution	17	0
	62	Median Completions by Local Institution	9	0
	64	YoY Median Program Change (Units)	0	0
	64	YoY Median Program Change (%)	0	0
	95	Nat'l Online % of Institutions	47%	NS
	94	Nat'l Online % of Completions	65%	NS
Market Saturation	36	Average Cost per Inquiry**	\$48	0
	83	Google Search * Cost per Click**	\$21	-2
	93	Google Competition Index**	0.74	-1

**CIP Description:**  
 A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.

\*\* Color Scale in Reverse

Percentile (Reverse)	<40	40+	70+	90+	95+	98+
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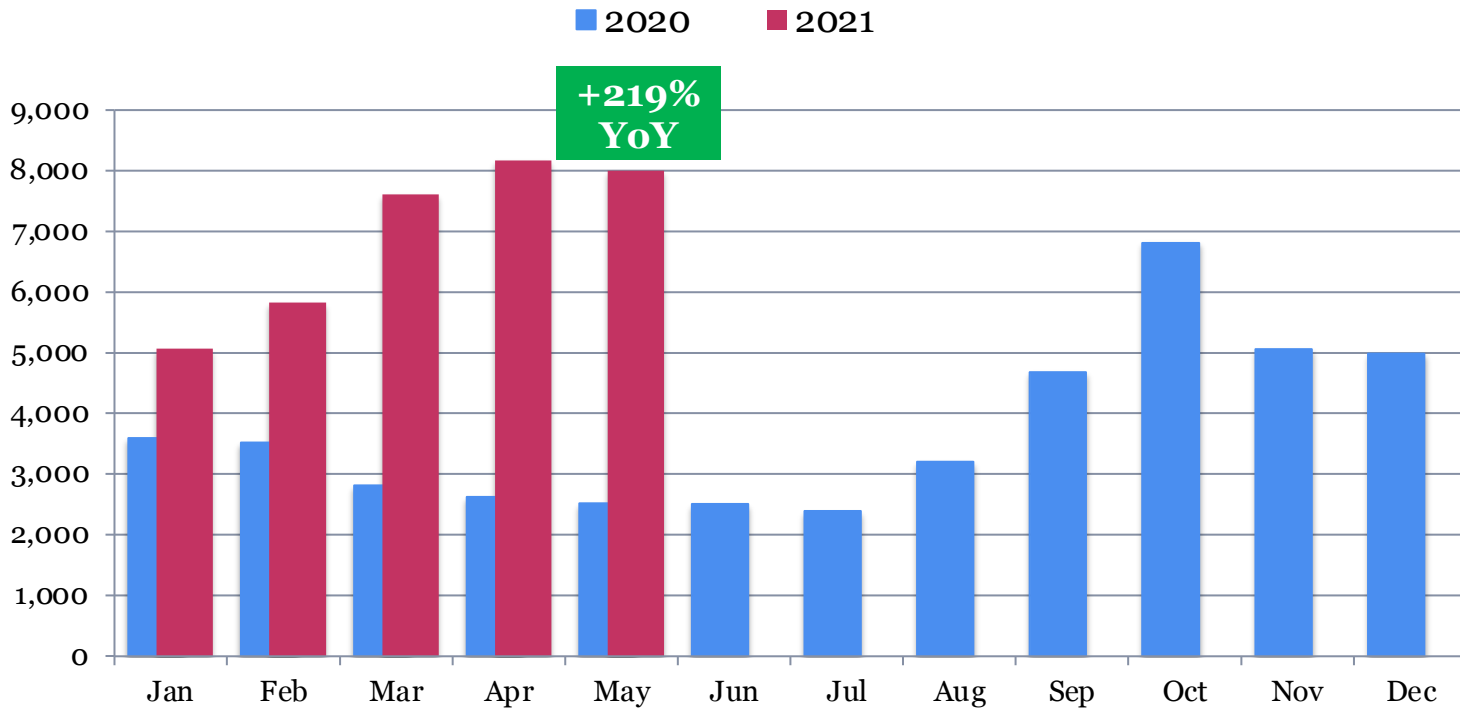
Total Percentile	0	20+	40+	70+	90+	95+	98+	100
<b>Total Score</b>	-33	-19	-5	1	10	17	25	55

\* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.  
 \*\* - Color scale in reverse.  
 NA - No data available/not currently tracked.  
 NS - Not Scored in Rubrics (values = 0).  
 2-Yr - Associates & certificate programs only.  
 PCTL - Percentile

Job postings for opportunities related to Organizational Leadership are growing.

- Job postings for Organizational Leadership increased 219% year-over-year.
  - The total volume in Gray’s Job Posting Application increased 290% year-over-year.

## Job Postings: Organizational Leadership



Source: Gray’s Job Postings Application

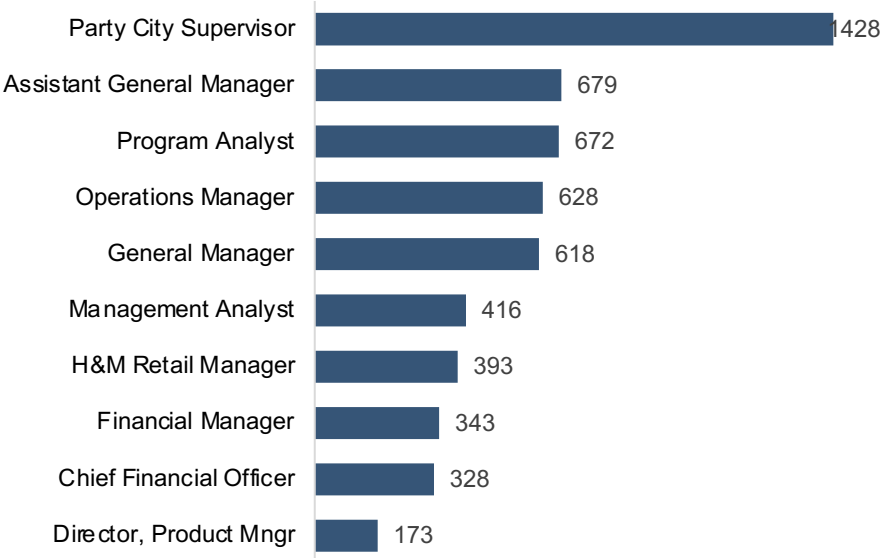
Project Management is the most in-demand skill in job postings for Org. Leadership.

- Nine of the top ten job titles are in management positions that range from supervisor to CFO.

Top Skills by Postings 2020-21



Top Job Titles by Postings 2020-21



Source: Gray's Job Postings Application

In lower-level courses, the illustrative client's costs are higher than Gray benchmarks.

Average Cost/SCH, Client

**\$218**

Average Cost/SCH, Sample

**\$160**

Percent Difference

**37%**

Total Cost Dif

**15.44M**

Benchmark Cost of Labor Adj: -17%

On

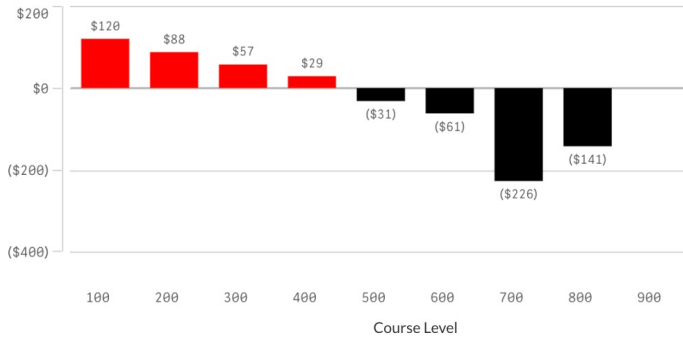
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Benchmark Creds to Degree Adj:  
-1.6%

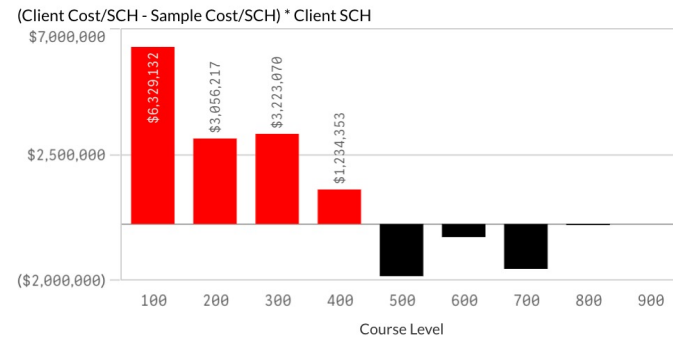
On

Off

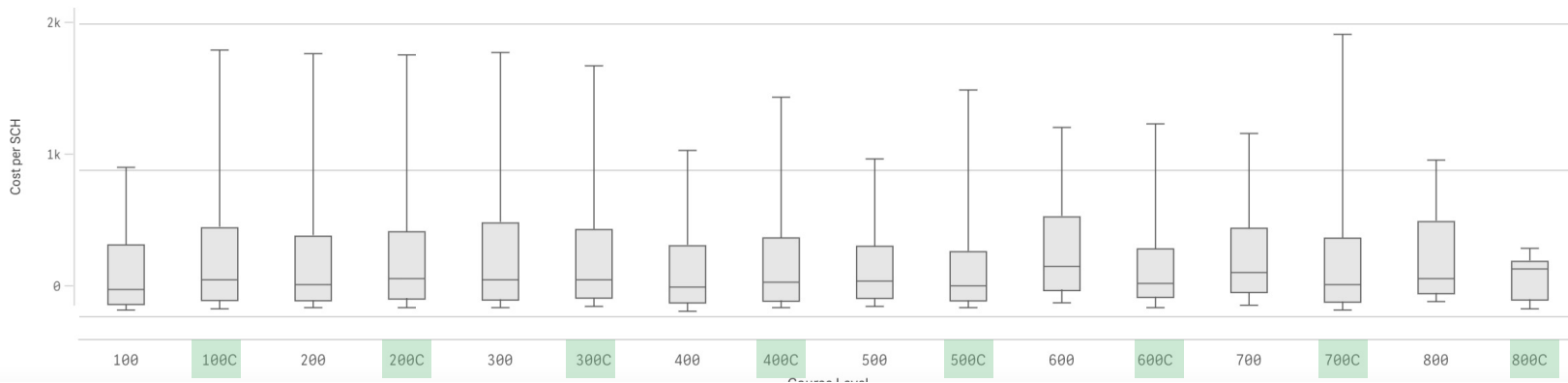
Difference In Average Cost/SCH, Client Vs. Sample



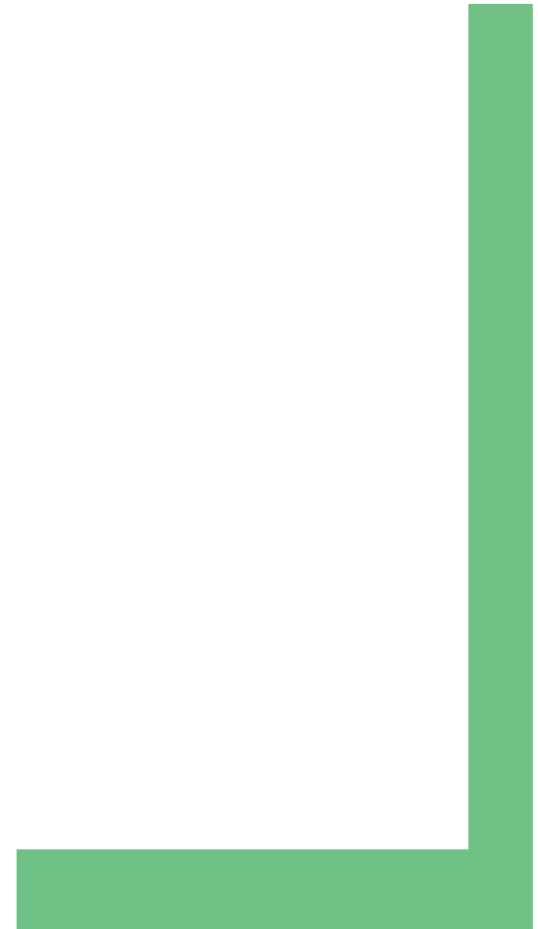
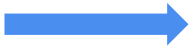
Total Cost Impact, Client Vs. Sample



Cost/SCH By Course Level



- **Inquiries**
  - National
  - Online and On-Campus
  - Program, Degree, and City
- **Google Search Trends**
  - Programs
  - Brands
- **International Student Demand**
- **What's New at Gray: Certificates**
- **Program of the Month**
- **Summary**



- Inquiry volume for programs decreased 7% year-over-year in May.
  - ***Inquiries for on-campus programs increased 7% year-over-year.***
  - Inquiries for online programs declined 1% year-over-year.
- Google search volume for programs increased 1% year-over-year.
  - Searches for Massage Therapy had the highest year-over-year increase in May.
- In California, student demand for a Master's degree in Organizational Leadership is favorable, but the job market is highly saturated.
  - Nationally, Organizational Leadership job posting volume is rising in 2021.
- Benchmark data is available to help you identify issues and improve program economics.
- Gray, in partnership with Bay Path University, is offering a course and certificate in [Academic Program Evaluation and Management!](#) Just Google it to find it (or email me).

As always, good market data enables better decisions.

Better program and course decisions increase margins.

Higher margins ensure viability and enable investments in your mission.

Topic	Date
<b>Master Class 6:</b> Engage and Inform	<i>Thursday</i> July 22 <sup>nd</sup> , 2:00 pm ET
<b>GrayReports:</b> Monthly Demand Trends	<i>Thursday</i> July 29 <sup>th</sup> , 2:00 pm ET

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