Roane State Community College
Faculty Senate Minutes
March 18, 2022
Harriman Campus
Room O-101

Attendees:

April Insco, President
Jala Daniel, Vice President
Deborah Miles, Past President
Monica Boles, Secretary
David Blevins, Parliamentarian
John Brown, TBR Faculty
Sub-Council Representative
Krysten Anderson
Turner Bowling
Jessica Dalton-Carriger
Becky Fields, alternate
Karyn Goins
Gary Gravely

Melanie Hildebrandt
Stefanie Holmes
Elizabeth Kitts
Elizabeth Lewis
Teresa Lucas
Jillian Miller
Jimmy Miller
Nikki Newberry, alternate
Pamela Siergiej
Ted Stryk
Dustin Stutts, alternate
Elizabeth Weaver
Laura Vaughn, visitor

I. Establish Quorum
   A. Quorum established at 2:01 pm
II. Laura Vaughn – House Bill 2670 Divisive Concepts in Higher Education (See Appendix 1 for a copy of the bill and remarks from Mary Ellen Spencer, Dean of Library Services at Pellissippi State Community College)
   A. Per email from April Insco on Monday, March 14, 2022. "It has been brought to our attention that a new bill has recently passed the House and is going to the Senate today, March 14th. We do not know if the bill was to be voted on today or if they were just having a hearing on it."
   B. There is an article in the March 16 issue of The Chronicles of Education where representatives from the University of Tennessee speak on this topic. This publication is available in the library.
   C. Laura Vaughn wishes to raise awareness for our faculty and staff
   D. Some questions and statements were posed during our Faculty Senate Meeting:
      1. Can students use this against us?
      2. How will this affect accreditation?
      3. Does this mean we can't teach certain topics?
      4. How will the affect culturally responsive teaching?
      5. Middle college parents are concerned about our library collection.
      6. Is this all about critical race theory and Marxism?
      7. Where does TBR stand on this? - John Brown stated that TBR is in the process of crafting a response to this bill.
      8. What is Roane State's stance on this if one of our professors gets sued? - April will take this question to Dr, Whaley
      9. Will annoyance lawsuits arise from this?
   E. Please send any additional questions or concerns to April Insco at inscoam@roanestate.edu
   F. Link to the current status of the bill:
      https://wapp.capitol.tn.gov/apps/BillInfo/Default.aspx?BillNumber=SB2290

III. Unanimously approved February 18, 2022 Faculty Senate Minutes

IV. TBR Faculty Sub-Council Update (See Appendix 2 for job description and CVs for the finalists)

    A. Interviews and forums have been conducted for the Associate Vice Chancellor, Academic Innovation at TBR

V. Vice President's Report – Jala Daniel

    A. There are no updates from Jala

VI. President's Report

    A. Old Business

        1. Follow through on administrative support for FS Resolutions

            a. Faculty Workload and Compensation – Ongoing

                i. There have been no updates from Dr. Ward on this.

        2. Suggestions for Future Workgroups

            a. Final Exam schedule – Update from Elizabeth Kitts

                i. Since grades are due to TBR on Monday, we can't get more time to turn in grades. Currently, 60 plus faculty members per semester are failing to meet the Friday deadline.

                ii. Response rates were very low from the survey that was sent out. There was an initial 20% response rate. The vast majority of those who did respond don't want the Final Exam schedule changed.

                iii. Some feel that communication is an issue here as many faculty members don't know that a Final Exam schedule exists and therefore their students are unaware as well. Could the Final Exam Schedule be presented at convocation or during division meetings? There is concern that some deans are not sharing information like this with their faculty.

        3. Policy Reviews

            a. Tenure and Promotion Policy – Update from Jessica Dalton-Carriger

                i. The deans will rewrite this policy and hope to have a draft by the end of this semester. However, it could be this summer before the draft is available. If this is the case, the draft will come to Faculty Senate in September.

                ii. Moving forward, professional development will be required of those being hired.

            b. April has a meeting with Karen Brunner and Dr. Whaley on April 5

        4. Employees still listed in the directory

            a. April has not yet received a specific example to send to Elizabeth Hill. If you have an example, please send it to April.

        5. Library Representative – Update from Elizabeth Weaver

            a. Dr. Whaley is waiting to hear back from TBR on this.

        6. Academic Misconduct Agreement

            a. Online options – update from Turner Bowling

                i. There are no updates at this time.

        7. Committee for document submission timeline/policy revision protocol – Elizabeth Weaver

            a. Appendix 3 from February Minutes should be reviewed for discussion/approval

                i. A motion was made to approve. It received a second and passed unanimously.

                ii. April will take this to Dr. Whaley and will submit it to Dr. Ward

8. Late Start classes end dates – update

    a. This only affects accelerated classes.

    b. Faculty will have to manually change the end date for these classes.

    c. It can't be changed in Banner because it would make a 5 week class a 6 week class.

9. Student completion rates – Elizabeth Weaver

    a. No updates on this yet. Pending

10. Testing Center proctors

    a. Reach out to April, Dr. Ward, or your Dean if you have specific requests for testing of Zoom room classes.

    b. Currently only 3 campuses have testing centers: Crossville, Harriman, and Oak Ridge. There used to be proctors on the satellite campuses at least one day per week, but now there is not.

11. Technical Support during night classes

    a. April has not received a response from Keri Phillips on this yet. They are trying to determine if this was an isolated event or a re-occurring event.

    b. A Faculty Senate member stated that some equipment in the Goff Building is going to be replaced and this might remedy the issue.

12. Form E

    a. How can we make these more helpful for the faculty receiving them?

    b. Can these be electronic? - We must take this question to the tenure and promotion committee.

    c. Can we communicate the faculty mentor responsibilities better? There appears to be no uniformity in this.

    d. April will reach out to Abby Schoolfield

13. Office hours

    a. Table at this point as TBR is working on a new work arrangement to include remote work.

B. New Business

    1. Mission Statement, Goals and Objectives (See Appendix 3)

        a. Please review this and let April know if you have a significant, objective issue with this.

        b. Thoughts to consider when reviewing the Mission Statement: We need to meet the SACSCOC standard that requires a Mission statement to be as institution specific as
        possible.

    2. Spring Break

        a. A question was posed asking if we could change our spring break to align with The University of Tennessee.

        b. Faculty Senate decided not to pursue any changes to spring break at this time.

VII. Adjourned at 3:27 PM.

SENATE BILL 2290
By Bell

HOUSE BILL 2670

By Sexton C

AN ACT to amend Tennessee Code Annotated, Title 49,
Chapter 7, relative to higher education.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 7, is amended by
adding Sections 2 through 8 of this act as a new part.

SECTION 2. The general assembly finds that the divisive concepts described in Section
3 of this act exacerbate and inflame divisions on the basis of sex, race, ethnicity, religion, color,
national origin, and other criteria in ways contrary to the unity of the United States of America
and the well-being of this state and its citizens.

SECTION 3.

As used in this part:

(1) "Divisive concept" means a concept that:

(A) One (1) race or sex is inherently superior or inferior to another
race or sex;

(B) An individual, by virtue of the individual's race or sex, is
inherently privileged, racist, sexist, or oppressive, whether consciously or
subconsciously;

(C) An individual should be discriminated against or receive
adverse treatment because of the individual's race or sex;

(D) An individual's moral character is determined by the
individual's race or sex;

(E) An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;

(F) An individual should feel discomfort, guilt, anguish, or another form of psychological distress solely because of the individual's race or sex;

(G) A meritocracy is inherently racist or sexist, or designed by a particular race or sex to oppress another race or sex;

(H) This state or the United States is fundamentally or irredeemably racist or sexist;

(I) Promotes or advocates the violent overthrow of the United States government;

(J) Promotes division between, or resentment of, a race, sex, religion, creed, nonviolent political affiliation, social class, or class of people;

(K) Ascribes character traits, values, moral or ethical codes, privileges, or beliefs to a race or sex, or to an individual because of the individual's race or sex;

(L) The rule of law does not exist, but instead is a series of power relationships and struggles among racial or other groups;

(M) All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including, life, liberty, and the pursuit of happiness;

(N) Governments should deny to any person within the government's jurisdiction the equal protection of the law;

(O) Includes race or sex stereotyping; or

(P) Includes race or sex scapegoating;

(2) "Race or sex scapegoating" means assigning fault, blame, or bias to a race or sex, or to members of a race or sex, because of their race or sex, and includes any claim that, consciously or subconsciously, and by virtue of a person's race or sex, members of a race are inherently racist or inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others;

(3) "Race or sex stereotyping" means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of his or her race or sex; and

(4) "Training" includes seminars, workshops, trainings, and orientations.

SECTION 4.

In furtherance of the general assembly's findings in Section 2, the following restrictions apply to public institutions of higher education in this state:

(1) A student or employee of a public institution of higher education shall not be penalized, discriminated against, or receive any adverse treatment due to the student's or employee's refusal to support, believe, endorse, embrace, confess, act upon, or otherwise assent to one (1) or more divisive concepts;

(2) A student or employee of a public institution of higher education shall not be required to endorse a specific ideology or political viewpoint to be eligible for hiring, tenure, promotion, or graduation, and institutions shall not ask the ideological or political viewpoint of a student, job applicant, job candidate, or candidate for promotion or tenure; and

(3) An individual who believes that a violation of this Section 4 has occurred, may pursue all equitable or legal remedies that may be available to the individual in a court of competent jurisdiction.

SECTION 5.

(a) A public institution of higher education shall not:

(1) Conduct any mandatory training of students or employees if the training includes one (1) or more divisive concepts;

(2) Use training programs or training materials for students or employees if the program or material includes one (1) or more divisive concepts; or

(3) Use state-appropriated funds to incentivize, beyond payment of regular salary or other regular compensation, a faculty member to incorporate one (1) or more divisive concepts into academic curricula.

(b) If a public institution of higher education employs employees whose primary duties include diversity, then the duties of such employees must include efforts to strengthen and increase intellectual diversity among the students and faculty of the public institution of higher education at which they are employed.

SECTION 6.

(a) Each public institution of higher education shall conduct a biennial survey of the institution's students and employees to assess the campus climate with regard to diversity of thought and the respondents' comfort level in speaking freely on campus, regardless of political affiliation or ideology. The institution shall publish the results of the biennial survey on the institution's website.

(b) This section is repealed on July 1, 2028.

SECTION 7.

This part shall not be interpreted to:

(1) Prohibit public institutions of higher education from training students or employees on the non-discrimination requirements of federal or state law;

(2) Infringe on the rights of freedom of speech protected by the First Amendment to the United States Constitution;

(3) Infringe on the rights of academic freedom of faculty in public institutions of higher education;

(4) Require an employee of a public institution of higher education to:

(A) Violate any federal or state law, rule, or regulation; or

(B) Fail to comply with any applicable academic accreditation requirement;

(5) Prohibit an individual who provides training from responding to questions regarding one (1) or more divisive concepts, so long as the response does not endorse or advocate for divisive concepts; or

(6) Prohibit public institutions of higher education from promoting diversity, equity, and inclusion; provided, that such efforts are consistent with the provisions of this part.

SECTION 8. If any provision of this part or its application to a person or circumstance is held invalid, then the invalidity does not affect other provisions or applications of this part that can be given effect without the invalid provision or application, and to that end, the provisions of this part are severable.

SECTION 9. This act takes effect upon becoming a law, the public welfare requiring it.

Appendix 1 - Remarks from Mary Ellen Spencer PSCC

Mary Ellen Spencer, Dean of Library Services
Remarks for Faculty Senate
Wednesday, February 23, 2022

I appreciate the opportunity to speak to members of the Faculty Senate today. I am here to talk about state legislation that imposes new requirements for curriculum, textbooks, training, and library materials. While most of the bills concern K-12 education and school libraries, one bill in particular concerns higher education. As a librarian, I have been tracking legislative developments, and I have discussed these issues with other community college library deans and directors across the state.

House Bill 2670 was introduced on February 1st of this year. The bill identifies sixteen so-called "divisive concepts." They include, but are not limited to:

- "An individual, by virtue of the individual's race or sex, is inherently privileged, racist, sexist, or oppressive, whether consciously or subconsciously;
- An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;
- An individual should feel discomfort, guilt, anguish, or another form of psychological distress solely because of the individual's race or sex;
- A meritocracy is inherently racist or sexist, or designed by a particular race or sex to oppress another race or sex;
- This state or the United States is fundamentally or irredeemably racist or sexist;"

It goes on to say "This bill prohibits a public institution of higher education from:

(1) Conducting any mandatory training of students or employees if the training includes one or more divisive concepts;

(2) Using training programs or training materials for students or employees if the program or material includes one or more divisive concepts; or

(3) Using state-appropriated funds to incentivize, beyond payment of regular salary or other regular compensation, a faculty member to incorporate one or more divisive concepts into academic curricula."

The bill also states that "A student or employee of a public institution of higher education must not be penalized, discriminated against, or receive any adverse treatment due to the student's or employee's refusal to support, believe, endorse, embrace, confess, act upon, or otherwise assent to one or more divisive concepts." Further, it states that "An individual who believes that a violation of these provisions has occurred, may pursue all equitable or legal remedies that may be available to the individual in a court of competent jurisdiction."

The language in the bill is vague and open to interpretation. It is not unlikely that confusion over the bill might result in silence or intimidation.

It is important to recognize the climate in which this legislation is being proposed.

Similar legislation and executive orders have been enacted in Arizona, Idaho, Iowa, New Hampshire, North Dakota, Oklahoma, South Carolina, and Texas. State legislatures considering similar legislation include Alabama, Alaska, Arkansas, Florida, Kentucky, Louisiana, Maine, Michigan, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, West Virginia, Wisconsin, and Wyoming.

In June of last year, a Tennessee teacher was dismissed in Sullivan County after a parent complained about students being assigned an opinion article titled "The First White President" and the instructor showing a video of a spoken work poem "White Privilege." The school board stated that the charges of dismissal were about the instructor "refusing to provide his students with access to varying points of view, which is required by Tennessee law" and "assigning inappropriate materials to his students." Former students were quoted as saying the instructor was "very open and fair and balanced on both sides of the argument."

Last month, the McMinn County school board voted unanimously to ban the graphic novel Maus from being taught in the classroom. This month, a pastor in Tennessee led a book burning of Harry Potter and Twilight novels to fight 'demonic influences.'

Last week in Texas, Lieutenant Governor Dan Patrick said that he will "push to end professor tenure for all new hires at Texas public universities and colleges in an effort to combat faculty members who he says 'indoctrinate' students with teachings about critical race theory." The University of Texas Austin Faculty Council passed a nonbinding resolution to "reaffirm instructors' academic freedom to teach on issues of racial justice and critical race theory." In response, Patrick posted on Twitter, "I will not stand by and let looney Marxist UT professors poison the minds of young students with Critical Race Theory. We banned it in publicly funded K-12 and we will ban it in publicly funded higher ed."

The substance of this bill should be understood in context. In June of 2021, Governor Bill Lee signed into law a bill that imposes similar restrictions on K-12 educators. Since then, legislators have introduced bills that concern K-12 issues such as obscenity and pornography in school libraries, age-appropriate materials, a Parent Bill of Rights, textbook content, and the elimination of local government prohibitions of weapons at meetings or on property owned by a private or government entity, including libraries, childcare agencies, buildings containing a law enforcement agency, and facilities that administer a Head Start program. House Bill 2670 is only one of a suite of bills aimed at educational institutions and libraries in the state. I will be glad to provide the full text of any of these bills to anyone who wants to read them.

There are discussions about whether or not the provisions of some of these bills are enforceable; however, there is little doubt that they will have a chilling effect. How will faculty promote open dialogue in the classroom about issues such as social justice, equity, bias, institutional racism, and slavery within these new restrictions? How will we teach students about the civil rights movement, the women's movement, and more recent activism to ensure the rights of the LGBTQ community? What readings can faculty assign to students? At what point do legislators focus on the diversity of viewpoints in library collections at colleges and universities in the state? What some believe is education, others perceive as indoctrination.

The College is currently engaged in an effort to promote inclusive and culturally responsive teaching. The QEP report reads in part: "Culturally responsive education...represents pedagogies of opposition committed to collective empowerment and social justice. CRE educators...explicitly unmask and unmake oppressive systems through the critique of discourses of power...and...work not only in the classroom but also in the active pursuit of social justice for all members of society." In my opinion, House Bill 2670 challenges the academic freedoms and first amendment free speech rights required to make this initiative successful. I think it also undermines the College's efforts to raise awareness of implicit bias in the workplace. The bill will have a direct impact not only on instructors, but also on our diversity and human resources officers.

It is critical that the College faculty be aware of legislation that affects education and access to information at all levels in Tennessee. Whatever your point of view, these are topics that warrant discussion.

Thank you again for the opportunity to address this body.

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Position Title: Associate Vice Chancellor for Academic Innovation

Department: Office of Academic Affairs

Reports to and Supervised by: Vice Chancellor for Academic Affairs

Position Supervises: Three (3) Curriculum & Workforce Strategists and Admin Asst 2

FLSA Status: Exempt

Major Functions: The Associate Vice Chancellor for Academic Innovation reports to and serves to support the position of the Vice Chancellor for Academic Affairs. This position provides leadership and has responsibility in the areas of curricular program review for two-year Degree programs and technical certificates, curricular alignment of community college programs and certificates, Learning Support Programs, review and request for Off Campus Instructional Facilities including new sites and centers, and *ad hoc* assignments as determined by the Vice Chancellor for Academic Affairs.

The Associate Vice Chancellor for Academic Innovation will provide leadership for researching and identifying new program opportunities in the cluster of related instructional and technical programs; lead system-wide planning with stakeholders for new programs, including industry and employers; demonstrates knowledge of curriculum development and instructional delivery methodologies; and leads strategic conversations, project management, and system workgroups on promising and emerging practices for two-year and technical programs.

This position serves as the Champion for selected academic focus areas. Based on the candidate's strengths, they will oversee either Health Sciences and STEM; Applied Technology and Business; Humanities and Arts; or Education and Social Sciences. The position supervises three Curriculum & Workforce Strategists focused on the curriculum, research and planning for new program opportunities, processes including Acalog, program inventory, and THEC site codes, and leads workgroups in the following academic focus areas: Health Sciences and STEM; Applied Technology and Business; Humanities and Arts; and Education and Social Sciences.

Responsibilities:

Responsibilities related to the office:	% of Time	Essential / Marginal
Leads curricular program review for two-year Degree programs and technical certificates, including transfer and articulation. Provide staff support and review of proposals to establish new community college off-campus instructional facilities, i.e., sites, centers, and new campuses in accordance with TBR and THEC policies and guidelines. Assist with	30	Essential

maintenance of Academic Program Inventory and alignment of programs with the appropriate Common Course Library (approved course inventory by discipline). Process THEC low producing program review every three years and post-approval monitoring annually.		
Assume responsibility for aligning curriculum from TCATs to community college A.A.S. Degree programs and technical certificates. Involves assembling TBR faculty representatives to serve on disciplinary committees to establish learning outcomes and assessments for courses and programs. Serves as system lead for SACSCOC. Coordinate and summarize annual accreditation reports from the community colleges for presentation to the Board.	30	Essential
Lead system-wide planning with stakeholders for new programs, including industry and employers; applies knowledge of curriculum development and instructional delivery methodologies; and leads strategic conversations, project management, and system workgroups on promising and emerging practices for two-year and technical programs.	15	Essential
Serve as the Champion for the academic focus areas of Health Sciences and STEM and supervises three Curriculum & Workforce Specialists who will oversee the following academic focus areas: Applied Technology and Business; Humanities and Arts; and Education and Social Sciences. These positions will also support innovations in General Education Core, in collaboration with leadership.	10	Essential
Provide leadership for the system-wide Learning Support Programs and co-requisite remediation. Review, revise, interpret, and respond to questions related to policies and guidelines. Monitor programs for compliance to policies and standards. In collaboration with research team, employ data to coordinate research including the use of ACT scores, SAT, ACCUPLACER, SAILS, GPA, and other multiple measures that may be considered.	10	Essential
Fulfill ad hoc assignments of varying nature at the discretion of the Vice Chancellor for Academic Affairs.	5	Marginal

Knowledge, Skills, Abilities:
- Strong written and oral communication skills
- Good interpersonal skills
- Excellent organizational skills
- SACSCOC knowledge and experience and successful attainment of SACSCOC accreditation or equivalent.

Minimum Qualifications:
- Earned Doctorate from a Regionally Accredited Institution
- Ten (10) years higher education experience that includes full-time teaching and / or administrative experience.
- 5 years of experience in managing people
- 5 years of progressive administration experience

Preferred Qualifications:
- Administrative Experience as chair, dean, or higher level.
- Experience in academic program assessment
- Experience in academic planning, program and policy development, and leadership

I have read the above position description and understand the requirements set forth therein.

_____   _____

Signature of Employee   **Date**

_____   _____

Signature of Supervisor   **Date**

For Official Use Only:

1A:_5__/1B:_F_/2:_3__/3A:_4__3B:_E_/4A:_4__/4B:_D_5:_5_ = Grade:_16
Initials:_AP____   Date: 5/6/13 rev 11/8/21__   Comments:___Exempt____

Jennifer Costello Brezina, Ph. D.
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EDUCATION:
- Ph.D., English, University of California, Riverside
- M.A., English, with an emphasis in American Literature, San Diego State University
- B.A., English, with a specialization in Women's Studies, UCLA
- Graduate Certificate, Online Teaching and Learning, California State University, East Bay

WORK EXPERIENCE:
April 2016-present   Volunteer State Community College, Gallatin, TN (multiple roles)
Vice President for Academic Affairs (August 2020-present)
Selected to serve as the Chief Academic Officer of the college, providing leadership and direction for the Academic Affairs division.
- Met the adjusted needs of students, faculty, and staff during the Pandemic, including addressing professional development and technology needs resulting from rapidly changing instructional formats, developing and communicating guidance and processes relating to COVID mitigation measures, and making HEERF spending recommendations
- Collaborated with the Institutional Effectiveness, Research, Planning, and Assessment division to create and implement new systems for academic program review and general education assessment to better align with SACSCOC standards
- Championed the adoption of Ad Astra with the goal of providing students classes in the locations and modes needed to foster degree completion while improving schedule efficiency
- Encouraged and fostered program development and articulation agreements, including initiation of three new one-year, workforce-focused certificates and an upcoming articulation agreement with TCAT Livingston for Computer Information Technology
- Revised and developed key college policies and procedures in alignment with TBR policies

Assistant Vice President for Academic Affairs (October 2018-July 2020)
Promoted to oversee off-campus instruction, including campuses in Cookeville, Livingston, and Springfield while supporting additional projects for Academic Affairs.
- Gained THEC approval for the college's Springfield site to become a degree-granting center
- Oversaw the college's approval process for off-campus instructional sites, collaborating with Records to develop a Banner solution for preventing accidental offerings that exceed SACSCOC-approved levels
- Introduced a Center for Teaching Excellence pilot and a local Open Educational Resources (OER) initiative, working in collaboration with faculty and staff
- Served as Perkins Coordinator, managing the budget and reporting requirements while striving to improve CTE access and outcomes
- Advocated for the college's adoption of Emsi for labor market analysis, using the tool to align the college's instructional offerings with regional workforce needs
- Oversaw the college's most recent SACSOC compliance report during a key vacancy in the Institutional Effectiveness, Research, Planning, and Assessment division, resulting in a highly successful October 2019 reaffirmation visit with no exit interview recommendations
- Wrote the successful SACSCOC substantive change prospectus for the college's new Nursing program

Dean of Humanities (April 2016-September 2018)
Hired as lead administrator for the largest division at the college, providing direct supervision and leadership for 55 full-time and over 100 part-time faculty at multiple campuses and dual enrollment sites as well as online.
- Worked closely with Facilities and Messer Construction staff to open the Steinhauer-Rogan-Black Humanities building in fall 2016
- Selected as chair of the College Steering Committee, the body charged with overseeing the committee structure for shared decision-making on campus
- Appointed to the college's QEP Steering Committee to assist in the formation of a first-year experience program designed to promote student success and retention

August 2001-March 2016   College of the Canyons, Santa Clarita, CA (multiple roles)
Interim Project Director, Academic Affairs (October 2015-March 2016)
Worked remotely from Nashville, assisting Academic Affairs and the Institutional Research, Planning, and Institutional Effectiveness office with data related to program development and student success projects.
- Served as a liaison between Academic Affairs and the Institutional Research, Planning, and Institutional Effectiveness office
- Assisted the Institutional Research, Planning, and Institutional Effectiveness office in documenting and communicating results of student success projects, particularly those relating to learning support and student equity issues
- Developed templates and served as a resource for faculty and administrators looking to develop new instructional programs, including using regional labor market information to provide more informed development of Career Technical Education programs
- Interviewed all department chairs and drafted the Academic Programs section of the 2016-2020 Educational and Facilities Master Plan

Dean, School of Humanities (June 2012-September 2015)
Served as Cabinet-level administrator for one of the largest academic divisions, providing direct supervision and leadership for nearly 130 full-time and part-time faculty across two campuses and online.
- Led the College's ePortfolio initiative, a project designed to help support student engagement and facilitate outcomes assessment, including developing faculty interest and pedagogical foundations, assessing and selecting a platform, and working towards implementation
- Co-edited the self-evaluation document for the college's successful 2015 ACCJC reaffirmation of accreditation, a document that blended information from over 100 authors on four main writing teams and contained more than 1000 unique pieces of evidence, and provided additional analysis of the visiting team's final report before it was submitted to the Commission
- Partnered with the International Services and Programs department to offer intensive ESL classes to international students, including nearly 100 students in the first wave of Mexico's *Proyecta 100, 000* initiative in 2014
- Selected as part of the District's Incident Command Team, delivering training to faculty and staff regarding emergency procedures as well as providing night supervision on a rotational basis to both District campuses and trained to serve as Incident Commander or other ICS positions as needed in case of natural disaster or other emergency

Professor of English (August 2001-June 2012)
Taught a variety of developmental and transfer-level English composition, literature, and technical writing courses, both in person and online.
- Elected as department chair of English (June 2010-June 2012), a department with 18 fulltime faculty, approximately 40 adjunct faculty, and over 850 FTES annually, responsible for scheduling and staffing schedules, hiring and evaluating adjunct faculty, ensuring curriculum revision and outcomes assessment, planning and budgeting, and addressing student and faculty issues
  - Initiated and coordinated curriculum revisions in developmental English, leading to significantly increased student completion rates for transfer-level English composition
  - Designed and implemented a Writing Center Pilot in collaboration with the campus tutoring center, integrating instructional faculty with academic support service personnel
- Selected as the College's Student Learning Outcomes coordinator (August 2009-June 2011) to train all faculty in best practices for learning assessment and to design and implement a process for outcomes assessment at the institutional level, including: involving faculty to build momentum; designing assessment strategies and reporting tools; and monitoring and troubleshooting to ensure completion
- Served as Interim Dean, Noncredit and Community Education (August 2007-January 2009), responsible for developing existing programs and initiating new ones while overseeing a complex annual budget of more than one million dollars and leading a team of approximately 50 part-time faculty, counselors, and classified staff who were teaching and working at over 25 sites on the college's campuses and in the local community.
  - Strategically expanded the noncredit division, realizing over 170% growth over two academic years
  - Leveraged community partnerships to successfully expand College of the Canyons' noncredit ESL program in collaboration with two local K-6 school districts, the city of Santa Clarita and Los Angeles County.
  - Led the development of assessment, orientation, and counseling resources for noncredit students, revising the assessment process, creating specialized presentations for various student needs, and engineering ways to provide counseling services at all off-campus sites
- Chaired the committee charged with overseeing initial revisions to College of the Canyons' first online program review system, soliciting input from faculty and staff as well as communicating timelines and programming needs to technical staff while ensuring communication through collegial consultation
- Re-designed the College's Distance Learning Addendum form with attention to accreditation and state regulatory requirements

SELECTED CONFERENCE PRESENTATIONS:
"Evaluating Learning Support Prerequisites: Improved Access through Revised Comparison Groups," Tennessee Association for Student Success and Retention (TASSR), October 2018.
"Leading from the Middle: Acceleration Reform in Three Colleges," invited presenter with Laura Hope and Leslie Henson, Strengthening Student Success Conference, The RP Group, Oakland, CA, October 2015.

"Collaborative Research in Acceleration," with Catherine Parker, Conference on Acceleration in Developmental Education (CADE), Costa Mesa, CA, June 2015.

Panel Discussion Presenter, "Student Support (Re)defined in Action: College Implementation Examples," Institutional Effectiveness Partnership Initiative (IEPI), California Community Colleges, May 2015.

Invited presenter with Joe Gerda, Mary Petersen, and Kathy Kubo for College of the Canyons Spotlight Presentation, LINKS 11: "Beyond Boutique: Scaling Successful Programs and Practices," California Community Colleges Success Network (3CSN), March 2015.

"American Slaves, Arab Masters: Identity and Empathy in the Modern Middle East," with Brent Riffel and Majid Mosleh, Celebrating the Humanities, College of the Canyons, April 2012.

"Using Learning Communities within Individual Classrooms," Skills4Success Student Success Symposium, College of the Canyons, February 2012.

"Got Accuplacer?: A Collaborative Investigation into How Averaging Accuplacer Reading and Writing Sub-scores Impacts Student Success," with Catherine Parker, Strengthening Student Success Conference, The RP Group, San Francisco, CA, October 2011.

Institutional Student Learning Outcomes Workshop, Opening Day, College of the Canyons, August 2010.

"Extravagant Forms: William Dean Howells, Elmo, and Turn-of-the-Century Cultures of Excess," Modern Language Association Conference, New York, NY, December 27-30, 2002.

"Gender(ed) Politics: The Women's Movement and the Marriage Plot in Turn-of-the-Century American Literature," American Culture Association/Popular Culture Association Conference, San Diego, CA, March 31-April 3, 1999.

"Women, Public Space and Modernity: Maggie on the Street," American Studies Association Annual Meeting, Washington, D. C. October 30-November 2 1997.

SELECTED PUBLICATIONS:

English Composition: An Open Educational Resources Publication by College of the Canyons, Compiled and licensed CC by 4.0, 2020.

"Transforming Remediation: An Essential Part of Campus Equity Efforts" with Katie Hern. *Diversity and Democracy*. American Association of Colleges and Universities, Winter 2016.

"English Placement and Equity Implications" and "Math Cut Score Changes: Placement and Equity Implications" with Preeta Saxena, Daylene Meuschke, and Barry Gribbons. College of the Canyons Research Brief, December and April 2016.

"English 096 Success and Progression Analysis, Spring 2012-Spring 2014" with Catherine Parker, Daylene Meuschke, and Barry Gribbons. College of the Canyons Research Brief, June 2015.

"Early Assessment Program (EAP) Placement Comparison, Summer 2013-Fall 2014" with Catherine Parker, Daylene Meuschke, and Barry Gribbons. College of the Canyons Research Brief, June 2015.

"Negotiating the Balance of Power: American Orientalism and Arab Captivity Narratives in the Early National Period," *Captivating Subjects: Writing Confinement, Citizenship, and Nationhood in the Nineteenth Century*. Jason Haslam and Julia M. Wright, Eds. University of Toronto Press, 2005.

"Public Women, Private Acts: Gender and Theater in Turn-of-the-Century American Novels." *Revitalizing the Canon: Separate Spheres No More*. Ed. Monika Elbert. University of Alabama Press, 2000.

Urban Images: Representations of American Women and Public Space at the Turn into the Twentieth Century (Dissertation). Committee: Katherine Kinney, Emory Elliott, John Ganim, 1999.

ADDITIONAL PROFESSIONAL DEVELOPMENT:

<u>Trainings:</u>
- LEAD Tennessee – Alliance 10
- Mental Health First Aid for Higher Education, National Council for Mental Wellbeing
- Introduction to Reading Apprenticeship Framework for Community College Faculty, WestEd
- Leadership Education in Action Program (LEAP), College of the Canyons
- ICS-100 (Introduction to Incident Command System for Higher Education), ICS-200 (ICS for Single Resources and Initial Action Incident), and ICS-300 (Intermediate ICS for Expanding Incidents), FEMA
- Community Emergency Response Training (CERT), Los Angeles County Fire Department
- Online Instructor Certification and Refresh Online Instructor Certification, College of the Canyons
- Cyber Teachers' Institute, Foothill College

<u>Conferences and Workshops:</u>
- Annual Meetings, SACSCOC
- Annual Convening and Teaching and Learning Conferences, Achieving the Dream
- Annual Meetings, General Education Pedagogy, and Assessment conferences, and Forum on Digital Learning and ePortfolios, Association of American Colleges and Universities (AAC&U)
- Aspire, Ad Astra
- Tennessee Board of Regents conferences and workshops:
    - Gateway Course Academies
    - Statewide HIP Conferences
    - Competency-Based Education
    - Strategic Enrollment Management (SEM) Workshops
    - We All Rise/Biennial Conferences on Equity and Completion
    - QuILTSS Workforce Development Workshop
    - Advising Academy
    - Pedagogy with Purpose
    - Completion Academy
- Symposium on Veteran and Military Higher Learning, Tennessee Higher Education Commission
- Harnessing the Power of the ePortfolio: Transformative Practices in Pedagogy and Assessment, The Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL)
- California Community Colleges' Success Network (3CSN) LINKS Workshops, California Community Colleges
- Basic Skills Boot Camp, Chaffey College Faculty Success Center

- Strengthening Student Success Conferences, RP Group
- Contextualized Teaching Workshop, Center for Occupational Research and Development
- Accreditation and Student Learning Outcomes Institutes, Academic Senate, California Community Colleges
- Adult Career Pathways Leadership Certification, National Career Pathways Network
- Basic Skills Regional Meetings, Academic Senate, California Community Colleges

LEADERSHIP ROLES AND COMMITTEE SERVICE:
Volunteer State Community College
- 2020-present: Pandemic Crisis Management Team
- 2020-present: Internal Instructional Assessment Committee
- 2020-present: Curriculum Committee
- 2020-present: International Education Committee
- 2020-present: Tennessee Board of Regents Academic Affairs Subcouncil
- 2020-present: TNeCampus Oversight Committee
- 2019-present Strategic Enrollment Management (SEM) Steering Committee
- 2019-present: Substantive Change Committee
- 2018-present: Achieving the Dream Steering Committee and Data Team
- 2018-present: Enrollment Management Committee
- 2018-2020: Institutional Effectiveness Committee
- 2018-2019: SACSCOC Reaffirmation Leadership Team/Compliance Report Editor
- 2018: QEP Development Committee
- 2016-2018: College Steering Committee (chair 2017-2018)

College of the Canyons
- 2014-2015 and 2003-2007: Educational Technology Committee member (Co-Chair 2014-15)
- 2012-2015: Performance Indicators Committee member
- 2009-2015: Student Learning Outcomes Committee member (Co-Chair 2009-2010)
- 2008-2015: Enrollment Management Committee member
- 2008-2015: College Planning Team member
- 2007-2015: Skills4Success Steering Committee member
- 2010-2012: Senator At Large, Academic Senate
- 2009-2011: Program Review Task Force (Co-Chair 2009-2011)
- 2009-2010 and 2004-2006: Curriculum Committee member (Co-Chair spring 2007)

MARY L. GRIMES-McGREER

5 Minots Ledge Lane ∗ Simpsonville, South Carolina 29681 ∗ 864-395-5868 (cell)
marygrimes@hotmail.com

EDUCATION

Ph.D.	University of South Carolina, 2003; Higher Education Administration
M.F.A.	Alliant University, San Diego, CA, 1992; Musical Theatre
B.F.A.	North Carolina A&T State University, 1988; Professional Theater

EXECUTIVE LEADERSHIP TRAINING

2010-2011 American Council on Education Fellow

Houston Community College *(fall 2010 placement)* Atlanta Technical College *(spring 2011 placement)*

ACADEMIC ADMINISTRATIVE EXPERIENCE

Shepard Educational Corporation
Chief Executive Officer and Owner
8/2019 –Present

Serve as CEO of a non-profit educational corporation that assists colleges, community, and faith-based organizations in managing areas such as human resource organizational/re-organizational structure, talent acquisition development (transitioning, backfill, placement, recruiting), HR analysis, data analysis for diversity and inclusion strategic planning/action planning, diversity and inclusion workshop trainings, conducting university-wide listening tours, devising curriculum framework for on-line educational community and faith-based related instruction during COVID 19, and conducting professional development trainings for community and faith-based leadership during the pandemic. In addition, I sponsor information sharing conferences between non- profit and faith-based organizations that include grant funding informational and "think-tank" sessions. The strategic plan for 2020-2025 is to connect evolving communities with navigating our new normal, by assessing the competencies needed for personnel, technology, and communication strategies. As a consultant to Presidents, CEO's and Pastors, I have successfully helped organizations to train and assess executive team leaders, practitioners, assess instructional capacity and building strategies, and authored strategic initiatives that have advanced organizations.

Accomplishments

- Successfully conducted a campus-wide Diversity and Inclusion Listening Tour and guided an institution through the Diversity Action Plan process at a Liberal Arts college in Georgia; also contracted to frame new on-line programs and capacity for on-line enrollment growth;
- Serving as an HR professional, placing contracted talent in various industries in the Upstate area, talent acquisition, onboarding, backfilling, and evaluating/consulting HR policies for small companies;
- Serve as a consult to non-profit leaders to assess strategic fund raising strategies and initiatives to be presented for Cabinet and Board approval;
- Working with school district leaders to create programs for student remediation, using technology to deliver or co-deliver curriculum to community-based programs;
- Created mentorship and coaching opportunities for leaders in non-profit and small minority business sectors in the Upstate;
- Continue promoting Liberal Arts programs by connecting K-12 curriculum with arts-infused lesson planning for community and faith-based organizations.

Savannah State University
Associate Provost and Associate Vice President for Academic Affairs
Savannah, GA
7/2018 – 7/2019 *(reduction in force, reorganization)*

Description of Duties

Served as the chief associate provost and associate academic officer that advises on matters of educational policy and development of the University's teaching, research, and community service programs to the President and Provost. Supervision of $22M budget, 220 faculty. Directly responsible for the co-supervision of the University's four colleges' (Liberal Arts and Social Sciences, Science and Technology, College of Business Administration, and College of Education) Deans (dotted line supervision of all Deans), Associate Deans (direct uplink supervisor) and the Library's academic programs (direct supervisor). Supervised budgeting, institutional research reports, and curriculum review. Lead the University academic leaders in strategic planning, managing, and directing the academic areas of student success, student learning outcomes, general education, faculty development including new faculty and adjunct orientation, ongoing development programming for faculty across the career spectrum, chair and dean development, and community engagement. Directly supervised the Department of Graduate Studies, Office of the Registrar, Center for Academic Success and Access to Success (Learning Support and Advisement), the SSU Radio Station, International Studies Department, Director of Retention, Library, Online and Distance Education, Honors College, Center for Faculty Development (Title III) and the Provost Office Staff. Work directly with Sponsored Research in areas of student research and STEM programs. Fully implemented the Complete College America program across the University; set up and lead the online initiative to increase student attainment, enrollment, and retention; supervised and led the strategic initiative for all departments to engage in degree audit activities to inform course offerings and scheduling, finalized articulation agreements with community colleges and streamlined degree programs for seamless transfer.

Accomplishments:

- Co-led and developed re-organization of the Academic Affairs Unit, created new job descriptions, created and updated positions that resulted in a leaner and more efficient unit.
- Developed KPI reporting documents for daily dashboard enrollment and trending for enrollment.
- Developed proposal and gained University of Georgia system level approval for the online Criminal Justice Program fully online.
- Reorganized, budgeted, and staffed the Department of Graduate Studies, which has resulted in an increase of applications and admits for fall 2019.
- Performed Work Force Development Study for the University and worked with Deans to find more apprenticeship and clinical opportunities in STEM and Social Science areas of study.
- Led the academic unit through the Complete College American Momentum Year initiative from the University System of Georgia; that includes refreshing curriculum maps in all academic areas, redesign of core 4 (English/ math) and 9-hour major; leading areas in block scheduling for greater credit hour production by students.
- Led all Deans, Chairs, and Program Coordinators in "finish line" activity – provided all departments with degree audits of all students at 90 hours to maximize the schedule for offerings to matriculation and engage in faculty advisement.
- Supervised LAMP Grant Activities; supervised Faculty Development, supervised grants totaling $175 million dollars through the office of Academic Affairs.
- Lead the University in the "Go Back, Move Ahead" call and reinstatement campaign of students who stopped out and did not re-enroll over the past year.
- Redesigned the Advisement Model to include the "Faculty Mentor" guidelines and conceptual framework for the University.
- Conceptualized the "One-Stop-Shop" idea that the Executive Cabinet is installing for the non-traditional and commuter campus students. The "shop" is up and running.
- Implemented an updated academic student appeals and suspension process.

Webster University
Campus Dean and Director
124 Verdae Blvd, Suite 400
Greenville, SC 28607 1/2015 – 6/2018 *(relocated to Savannah)*

Description of Duties

Served as the CAO and administrative officer of the satellite campus. Charged with full management and oversight of fiscal and physical resources, to include implementing programs and policies that meet the overall goals and objectives of the University. Focus on growth and development of Graduate Programs. Overseeing hiring of faculty and staff, evaluation, student recruitment, advising, financial aid, marketing, budget development, approvals and monitoring; leading program review, master scheduling; faculty mentoring for new faculty, and ensuring high quality academic outcomes.

Responsible for establishing and maintaining community relationships with business, educational, and legislative communities that further the mission of the offsite campus. Monitor and supervise collaborations with Veterans Administration and certification process, collaborating with accrediting agencies and serve as campus liaison for the South Carolina commissioning regulatory offices. Serve as the principal contact for Webster University facilities and management of 5M in capital outlays.

Accomplishments

- Complete turnaround of a campus, in one year, that was slated to close (teach out) if growth could not be demonstrated and lead the campus to success in enrollment, retention, and campus culture.
- Increased Graduate School enrollment by 100 credit hours over one academic year.
- Revamped Graduate School offerings to include leading the campus in a complete degree audit (graduate and undergraduate) to strategically plan course online and face-to-face offerings, regain students who stopped out, get current students on track for graduation, and increase retention and matriculation rates.
- Devised a marketing strategy to make the campus visible and accessible to the community.
- Revised and revamped 2-year college program alignment to make transfer seamless and informative for both advisement staffs.
- Developed advisement flow chart and implemented for easy student registration process and filled open staff positions
- Coordinated efforts with all Deans and Chairs of academic departments on main campus to assist us in delivering lower enrollment programs.
- Hired a team of adjuncts from strategic business and scholarship areas to enhance the faculty
- Implemented faculty mentorship program for new talent
- Engaged in extensive degree audit program to recover students who stopped out and align master schedule to matriculate enrolled students.
- Completely revived dying undergraduate business and psychology programs now with a cohort of students in each program.
- Developed outreach program to revive MHA program
- Revamp culture and of the campus
- Enjoyed successful and inaugural "Executive Leadership Series" for students and community with all sectors of business in full participation.

South Carolina State University
Greenville Campus Director
225 S. Pleasantburg Drive, Greenville, SC 29607
2004 –2014 *(campus closed due to financial exigency filed with the state)*

Description of Duties

Served as the chief academic and student services university campus director with full responsibility for an off-campus site at the University Center of Greenville. Oversaw all components of the academic enterprise including programming, scheduling, operations, and instituting University policies and initiatives that originate from the main campus. Facilitated and directed initiatives and policies developed by the Greenville campus constituency. Hired, supervised, and evaluated faculty and staff. Developed and assessed an ongoing comprehensive review of academic programs to streamline off-campus student services to include, student advisement, admissions, recruitment activities, financial aid and judicial affairs of undergraduate and graduate students. Associate Professor in the School of Graduate Studies, directed dissertations, advised doctoral students, and participated in dissertation and SACSCOC QEP committees.

<u>Accomplishments</u>

- Directly responsible for providing leadership in the formulation and implementation of off-campus academic and student affairs programs, goals, strategic planning, master planning, and main campus objectives.
- Led strategic planning sessions and created the document for the Greenville Center to improve our processes and continued to define the goals and needs of students and faculty at the off-campus site at designated intervals.
- Created fully online Ed.S. graduate program and supervised Ed.D. program and dissertation development and supervised faculty dissertation committees.
- Collaborate with members of the Presidential cabinet, academic department heads and Deans to identify critical needs for students and faculty
- Directly responsible for preparing, developing, and managing the off-campus annual operating and capital budgets.
- Exhibited expertise in the development and implementation of marketing and resource development plans and tools.
- Officiated student honors induction ceremonies with BSEET program and advise various student groups.
- Directed doctoral dissertations and served on doctoral dissertation committees.

Fayetteville State University
Interim Director of the Faculty Teaching and Learning Center
1200 Murchison Rd., Fayetteville, NC 28301
2002 – 2004 *(relocated)*

Description of Duties

Provided leadership for a university-wide faculty development program. Developed seminars, conferences, teaching enhancement tools, developed the inaugural (and served as editor) of the FSU monograph research journal with undergraduate and graduate faculty. Provided consultation to junior faculty and administration in designing innovative curricula and research projects to achieve desired institutional outcomes. Provided leadership in the design and delivery of an institutional plan for evaluating the content and delivery of E-Learning and on-line curriculum; supervised online staff; generated reports and recommendations to the institutional administrators who report to SACS. Managed office budget, maintained office records, generated reports for university-wide readership; made available services to assist department chairs and deans in hiring

and training of faculty; developed rapport and assists all constituencies on campus with planning and implementation of academic success strategies.

Accomplishments

- Led and developed university-wide faculty committee to form institutional policy and procedures for creating, evaluating, and delivering E-Learning instructional materials.
- Established, developed, and implemented the first statewide Teaching and Learning for Conference for Action Research at FSU. Faculty from FSU and other institutions presented research and a journal of conference papers were created.
- Provided administrative assistance with the oversight of the university's extended education and summer school programs.
- Established a faculty forum to study student academic performance to determine academic deficiencies of entering students and develop strategies to help them improve in the areas of reading and writing.
- Co-Chaired of the Women's History annual conference.
- Reviewed new web course proposals from department faculty.
- Consulted department chairs on maximizing web-options and enhanced course development. Assisted departments in periodic program reviews for SACS and NCATE reaccreditation process.

Claflin University
Chair & Artistic Director of Drama Department
400 Magnolia Street, Orangeburg, SC 29115
1996 - 2001

Description of Duties

Assumed primary responsibility for the growth, operation, and curriculum development of a Liberal Arts University minor program in Theatre Arts. The program introduced students to a broad range of practical, nonperformance disciplines (stage management, directing, playwriting, dramaturgy, arts management, etc.) and prepared them for emphasis in particular areas during the junior and senior years. Instructed all Drama course offerings (two per semester), directed at least two main stage productions each year, and instructed two sections of Public Speaking per semester. Participated in departmental, college, and university academic administrative structure (i.e. committees, advising, etc.), external educational organizational and recruitment activities, as well as supervised adjunct faculty and technical staff.

Accomplishments

- Successfully assisted in the initial granting of NCATE accreditation through the Division of Humanities in collaboration with the School of Education.
- Staged and directed 2 major productions and 2 minor productions a year with noted national gospel singing artists working with students in college's productions. Wrote grants to fund arts activities.
- Sponsored drama students in regional competitions (won numerous awards).
- Prepared initial drafts of course schedules with special attention to sequencing, variety, and instructional priorities.
- Served as department budget manager.
- Provided leadership for collaborative work between community actors/volunteers and student actors.
- Coordinated short and long-term curriculum planning and development related to arts offerings within the department within the context of the College's mission.
- Coordinated and directed program reviews and preparation for divisional reviews for SACS re-affirmation
- Conducted Tri-County arts needs assessment to gain community interest in the arts in the Low-Country and Midlands of South Carolina.

ITT Technical College
Chair, Department Coordinator of Humanities
9680 Granite Ridge Drive, San Diego, CA 92123
1992- 1995

Description of Duties

Responsible for teaching all humanities core courses in the Bachelor of Science in Technology Engineering and daytime Associate's degree programs in Industrial Technology and Auto CAD. Hired, supervised, and evaluated all humanities faculty for the department. Served as curriculum policy specialist and academic coordinator in the area of humanities. Advised students and served on faculty committees. Enhanced syllabi, created activities and additional lessons that related knowledge of humanities to science. Hired, supervised, and evaluated supporting faculty members in humanities and acted as support person/liaison between students and technical job force community.

SELECTED PUBLICATIONS

Chaddock, K, Grimes, M. (2022 expected release), "NAACP Early Years; Spingarn Years". University Press, New York, NY.

(under revision for publication) Grimes, M. (2020). "The Value of a Black Woman's Work: Constructing The Reality". Millen Press, New York, NY.

Grimes, M. (2006). "I Love You, You Love Me, We are One Big Family": Deconstructing the 'Barney" myth of diversity in American higher education. *Journal of International Multicultural Education Selected Conference Papers 15, 12 pp. 11-16.*

Grimes, M. (2005). Re-Constructing the leadership model of social justice for African-American women in education. *Advancing Women in Leadership, October, Online Issue.*

Grimes, M. (2004). "A Literature Review of Action Research in the College Classroom" Editor and Forward in *Fayetteville State University Teaching and Learning for Excellence Biannual Papers.*

Welsh, M., Thompson, T., Reynolds, K. Grimes, M. (2002) "Love and Poetry" *Case Study Journal, fall, 25, pp. 4-6.*

PEER REVIEWER FOR JOURNALS

Leadership Journal of Ministry	2019, 2020 (guest editor)
Teacher's College Record	2018, 2012, 2011
National Association of Dramatic and Speech Art Journal ENCORE	2017, 2012, 2011, 2010

PRESENTATIONS AT INTERNATIONAL AND NATIONAL CONFERENCES

Keynote Speaker. *"Arts Expression in Multi-Cultural Ministries",* Annual Meeting of the Bishop's Retreat, United Methodist Church, St. Louis, Missouri, October 10-14, 2019.

Presenter, *"The Value of a Black Woman's Work, Annual Meeting of the National Association of African American Studies"*, Baton Rouge Louisiana, February 11-16, 2013.

Keynote Speaker, Virginia State Women's Council, Natural Falls, VA September, 2011.

Presenter, *"Leadership Implementing a World Class Entrepreneur Program",* Annual Meeting of the American Association of Community Colleges, New Orleans, Louisiana, April 9-12, 201.

Invited Presenter, *"Cleanup Women and Other Maidservants and Historically Black Colleges and Universities".* **Twentieth Anniversary of the Oxford Roundtable.** Oxford University, Oxford, England. July 6-9, 2009.

Keynote Speaker. *"Christian Arts and Performance",* Inaugural Conference of Performance Arts Studies, Shepard College of Ministry and Creative Arts, Greenville, South Carolina, November 13-15, 2008.

Presenter. *"Mentoring and Professional Developing Public School Administrators: The Role of the University in a Culture of Succession Planning",* Annual Meeting of the American Educational Studies Association, Cleveland, Ohio, October 24-28, 2007.

Presenter. *"Deconstructing the Myth of Diversity in American Higher Education",* Annual Meeting of the American Educational Research Association, San Francisco, California, April 7-11, 2006.

Discussion Chair. "*Southern Influences on Education: Democracy above Desegregation"* Panel Discussion, Annual Meeting of the American Educational Studies Association, Kansas City, Missouri, October 21-25, 2006.

International Presenter. *"Deconstructing The "Barney" Myth of Cultural Diversity in American Colleges and Universities",* Annual Meeting of the International Association for Intercultural Education, Verona, Italy, April 20-23, 2005.

Presenter. *"A Conversation About Being a Woman, an African-American and a Leader in Academe"* Annual Meeting of the American Educational Studies Association, Mexico City, Mexico. October 29- September 1, 2003.

Panelist. *"African-American Women in Leadership: The Number Paradox"* Women's Studies Conference for the University of South Carolina, Columbia, South Carolina. March 2-3, 2003.

RESEARCH DOCUMENTS

Dissertation

Grimes, M. L. (2003). *"The Efficacy of Using an Integrated Model of Leadership Assess the Leadership Styles of African American Women in the College Presidency."* Unpublished doctoral dissertation, University of South Carolina, Columbia, South Carolina.

Biographical Research - Textbook Researcher

Reynolds, K. and Schramm, S. (2002). *"A Separate Sisterhood; Women Who Shaped Southern Education in the Progressive Era."* Peter Lang Publishing: New York.

Demographic Study - Research Assistant

South Carolina State Institute on Poverty and Deprivation Influential Sectors Program, 2002

Teacher Quality Study – Developer and Researcher

Orangeburg Consolidated School Dist. 5, 2000-2001

Arts Education Grants – Principal Investigator and Researcher

Goals 2000 Grant, US. Dept. of Education - $500,000.00
Wrote and received Goals 2000 Grant for 2 school districts

1999 Central Carolina Community Foundation - $5,000
Sampled population on their interests in arts exposure and education

Colonial Life UNUM Corporation – $20,000 - *Cultural arts assessment of handicapped and disabled students. Study conducted in large school district.*

Case Study – Developer and Analyst

South Carolina Arts Frameworks and Standards, 1998
Qualitative methods were used to determine comprehension and implementation of the SC Visual & Performing Arts Standards by classroom teachers of rural South Carolina school districts.

SUPERVISION OF DOCTRAL DISSERTATIONS

Smith, M. (2014). *The Impact of Interactive Whiteboard Technology on Ninth Grade English at Selected Rural High Schools in Upstate South Carolina.* Unpublished doctoral dissertation, South Carolina State University.

Pannell, L. (2013). *A Case Study of the Academic Achievement of African American Males in Single-Sex Classrooms in Rural South Carolina*. Unpublished doctoral dissertation, South Carolina State University.

Fitzpatrick, R. (2012). *The Impact of Early Literacy and Behavior Sanctions on African-American Male High School Students' Matriculation in a Selected South Carolina School District.* Unpublished doctoral dissertation, South Carolina State University.

Alimohamed, S. (2009). *A Study of Dropout and Graduation Rates in South Carolina High Schools.* Unpublished doctoral dissertation, South Carolina State University.

Dean, M. (2009). *A Leadership Behavior Study of African-American Middle School Principals in South Carolina.* Unpublished doctoral dissertation, South Carolina State University.

Locus-Sanders, A. (2008). *Perceptions of Teacher Preparedness Among First-Year Teachers in South Carolina*. Unpublished doctoral dissertation, South Carolina State University.

Bunch, J.M. (2006). *A Study of Teachers' Perceptions of Principals' Leadership Skills in South Carolina Elementary Schools.* Unpublished doctoral dissertation, South Carolina State University.

Garrison, B. (2006). *A Study of Teacher Expectations and Student Academic Achievement in Selected South Carolina*

Elementary Schools. Unpublished doctoral dissertation, South Carolina State University.

Ramere, C. (2006). *An Examination of Job Satisfaction Related to Teacher Turnover in Selected North Carolina Middle Schools*. Unpublished doctoral dissertation, South Carolina State University.

Turner, C. (2006). *A Study of Job Satisfaction Among Middle School Principals in South Carolina*. Unpublished doctoral dissertation, South Carolina State University.

SELECTED DOCTORAL COMMITTEE MEMBERSHIPS

King, M. (2010). *Prior Experience as a Predictor for Institutional Performance: An Emerging Dynamic for the Community College Presidency.* Unpublished doctoral dissertation, University of South Carolina at Columbia.

Young, L. (2010). *Centering the Voices of South Carolina's Early Care and Education Teachers: A Multi-Case Study Examining How they Select and are Informed By Professional Development.* Unpublished doctoral dissertation, Clemson University

Jackson, H. (2009). *A Comparative Study of the Perceptions of the Impact of Effective Teacher Mentoring Practices on the Retention of Beginning Teachers in two select Southeastern North Carolina Middle Schools.* Unpublished doctoral dissertation, South Carolina State University.

Jackson, W. (2009). *An Investigation of Teacher Attrition and the Impact of Teacher Attrition on Student Achievement and School Cost in a Selected School District in Southeast, North Carolina.* Unpublished doctoral dissertation, South Carolina State University.

Sitharaman, S. (2008). *Analysis of Faculty Salaries at Historically Black Colleges & Universities.* Unpublished doctoral dissertation, University of South Carolina, Columbia.

Huger, D. (2007). *Instructional Leader Accountability and Self-Efficacy: A study of South Carolina's 20052006 Induction Principal.* Unpublished doctoral dissertation, South Carolina State University.

Stewart, P. (2007). *The Relationship Between School Climate and Academic Achievement of Elementary School Children in South Carolina.* Unpublished doctoral dissertation, South Carolina State University.

Cotton, S. (2006). *A Study to Determine the Effects of Reading First Initiatives on Student Proficiency Levels on the Palmetto Achievement Challenge Tests in the Pee Dee Area of South Carolina.* Unpublished doctoral dissertation, South Carolina State University.

McCoy, S. (2006). *A Study of the Attitudes of General/Special Education Teachers and Administrators Toward Inclusive Education.* Unpublished doctoral dissertation, South Carolina State University.

Price, M. (2006). *The Perceptions of Regular Education Students Who Mentor Special Education Students.* Unpublished doctoral dissertation, South Carolina State University.

Senior, K. (2006). *School Effectiveness, Teacher Behavior, and Student Achievement in Rural Elementary Schools of South Carolina*. Unpublished doctoral dissertation, South Carolina State University.

CURRICULUM DEVELOPMENT EXPEREINCE

Savannah State University
Re-designed and standardized course development for online and e-courses; placed Criminal Justice program completely online

Webster University
 Redesigned BA coursework in areas of Marketing, Global Business, and local Business Workforce Development

South Carolina State University

Action Research Design, Qualitative Research, School Practicum Guides (Principalship and Superintendency)

Fayetteville State University
Faculty Development – Active Learning, Action Research

Columbia College
 Freshman Academic Advisement and Study Skills Curriculum

Claflin University, Drama Minor Curriculum
NCATE Coordinator for Fine Arts Curriculum Complete restructure and redesign of Drama coursework, program of study, minor, and Speech offerings

Vocational and Technical College Experience
General Education, Department Coordinator and Curriculum Specialist
Developed learning tools, test, assignments, and curriculum review for the following courses: Humanities, Social Psychology, Public Speaking, Technical Writing II & III, Environmental Science

AWARDS AND RECOGNITIONS FOR SERVICE

- Rotary International, Diversity and Inclusion Award, 2018
- Who's Who of International Women Administrators, IWA 2014, 2015
- Recognition in University of South Carolina, Upstate *Maggie Barnes Scholarship Recipient Award Committee, 2011*
- American Council on Education Leadership Scholarship, 2010
- Oxford Round Table Scholar, 2009
- Recognition in American Educational Studies Association (AESA) *Critic's Choice Awards Committee, 2008*
- Recognition in American Education Research Association (AERA) *Dissertation of the Year Committee, 2007*
- Who's Who Among America's Teachers, 2008 & 2001
- Certificate of Appreciation, *South Carolina Institute on Poverty and Deprivation, Influential Sector's Program,* 2003
- Caruthers's Doctoral Scholarship Recipient, University of South Carolina, 2001

- Distinguished Service Award, *Claflin University,* 2001
- Newport Jazz Festival, San Diego, CA *Promising Jazz Ensemble Award,* 1991
- Kennedy Center American College Theater Festival, *Irene Ryan Acting Award*, Southeastern Region, 1987

PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS

Executive Board Memberships:

Rotary Club of Greenville, Board of Directors – Member at Large
Board Chair, Inter-Cultural Inter-Faith Ministerial Alliance
Nicholtown Early Learning Childhood Center
American Cancer Society Community Liaisons
South Carolina State Board of Education Evaluation Team
Children's Literacy Education Collaborative (Upstate)

Boards Served:

University Center of Greenville
South Carolina Arts in Basic Education Steering Committee Member
South Carolina Arts Education Association
South Carolina Educational Oversight Committee
National Association of Dramatic & Speech Arts
Inter-Cultural Inter-Faith Board of Directors (Chair)
Orangeburg County Community Coalition
Gullah Institute/Penn Center
Greenville Chamber of Commerce Diversity and Inclusion Committee South
Carolina Association of School Administrators
American Council on Education
American Educational Studies Association
NAACP

REGINA C. VERDIN, ED.D.

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Ph: 985-413-2992 | rcverdin@gmail.com

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■ EDUCATION:

Doctor of Education, Higher Education Leadership | Argosy University, Phoenix, Arizona • CGPA 4.0
Dissertation Topic: **"***The Effects of Part Time Attendance on Adult Learner Retention"*

Master of Arts in Education, Education Leadership | Argosy University, Santa Ana, California • CGPA 4.0

Bachelor of Arts in Speech Communications-Communicative Disorders | California State University at Fullerton, Fullerton, California

Peer Reviewer Training | SACSCOC, Annual Conference, Dallas, TX

Certified Online Instructor | Socrates Distant Learning Technologies**,** Pittsburgh, Pennsylvania

■ ACADEMIC SERVICE:

SACSCOC | *Atlanta, GA* | REAFFIRMATION COMMITTEE ON-SITE PEER REVIEWER: On active registry. Served on reaffirmation committee under the role of academic affairs peer reviewer.

CURRENT BOARD MEMBER: Bayou Region Arts Council, Career Magnet Center High School, Terrebonne Foundation for Academic Excellence

■ PROFESSIONAL EXPERIENCE:

■ Fletcher Technical Community College| *Schriever, LA*

1/20-present   **VICE CHANCELLOR FOR ACADEMIC AFFAIRS AND INITIATIVES**
1/17-12/19   **VICE CHANCELLOR FOR ACADEMIC AND STUDENT AFFAIRS**

- Chief Academic Officer and Workforce officer for Fletcher Technical Community College, one of 12 community colleges in the Louisiana Community and Technical Colleges system.
- Led division through several reorganizational processes, including internal reorganization, and campus mergers with other LCTCS institutions.
- Developed a new division in STEM and new programs in geology, environmental science care and development of young children, information technology, electrical and Instrumentation, agriculture technology, medical coding/billing and medical laboratory technician.
- Developed and launched Fletcher Online GO! Division.
- Led programs through successful initial and continuance of programmatic accreditation (ACBSP, NAACLS, CAAHEP, ACEN, LDH, CoARC, ASE, HVAC Excellence and ATMAE.
- Led institution though SACSCOC fifth year review and several substantive changes, including an institutional merger, several site changes and new program adoptions.
- LED my divisions through the pandemic emergency and the direct impact of Hurricane Ida.
- Successfully transitioned workforce training programs from an independent campus division to be led by the academic divisions to better meet the demands of our community and industry partners.
- Successfully implemented several initiatives of the student success taskforce, including multiple measures for admission, centralized student services and elimination of developmental courses.

- As a key member of the executive leadership team served as the chief academic, workforce and student affairs officer of the college. Responsible for budget, staffing, long-range planning, policies and procedures, faculty leadership and development and industry-relevant education.
- Provides instructional leadership to deans, faculty, administrators, and staff for four locations and several high school dual enrollment sites;
- Works collaboratively with instructional deans and faculty to identify emerging opportunities relative to new programs, innovative teaching strategies, technology-driven curriculum, distance learning, professional development, and continuous improvement of existing programs and services to increase student opportunities;
- Works closely with businesses and employers to ensure that occupational programs meet the current and future workforce needs of the community;
- Manages department of institutional effectiveness and their data collection and analysis for effective planning of instructional programs and facilities;
- Provides leadership in enrollment management, student affairs, educational master planning, program review, student learning outcomes and assessments, and overall instructional effectiveness;
- Develops and maintains articulation agreements and MOU's with K-12 partners, four-year colleges and business and industry partners.
- Manages campus governance through several committees.
- Ensures that the evaluation of instructional faculty, administrators, and staff are conducted on a regular and systematic basis in accordance with College policies and procedures;
- Provides leadership relative to recruitment and selection procedures and recommendations of new faculty, the continuing contract process, faculty development and evaluation.
- Oversees student academic discipline and due process.

■ **The Art Institute of Austin|** *Austin, TX*

5/11-7/16 **DEAN OF ACADEMIC AFFAIRS**

- As chief academic officer, provided campus leadership and management of all instructional services, curriculum development, program launches and teach-outs and program advisory committees.
- Faculty recruitment, development, credentialing,performance evaluation and scheduling.
- SACSCOC academic accreditation compliance and reaccreditation with zero findings for my campus and legal compliance with the THECB, institutional effectiveness, programmatic assessments and QEP management. Achieved initial CIDA accreditation (interior design)
- Managed and monitored student admissions, matriculation, academic advising, first year experience, satisfactory academic progress, appeals, student conduct and graduate outcomes.
- Increased student retention year over year between 5% and 8% through the development of innovative and collaborative student support services by developing student success initiatives, i.e., the first year experience, tutoring center, writing center and speech center.
- Increased student satisfaction in all academic areas increasingly year over year evidenced by Ruffalo Noel-Levitz student satisfaction surveys.
- Developed and provided oversight of campus budgets, ensuring that all quarterly budget goals are met including increasing and improving budgetary metrics.
- Developed and managed the college academic strategic planning process.
- Developed articulation agreements with local ISD's and community colleges.
- Increased community engagement partnerships exponentially through grass roots efforts.
- Facilities management of all classrooms, labs, kitchens, library, advising and tutoring centers.

■ **University of Phoenix Shreveport-Bossier |** *Bossier City, LA*

9/10-4/11   **ASSOCIATE CAMPUS DIRECTOR**

- Directed all aspects of campus operations: Admissions, academic affairs, student affairs and facilities.
- Orchestrated successful change management of major corporate initiatives.
- Participated in the development, implementation and oversight of campus budgets in conjunction with the established regional and corporate budgets, ensuring that all quarterly budget goals are met.
- Analyzed areas of growth, profit and opportunity for the organization.
- Fostered community and public relations.

■ **The Art Institute of Las Vegas |** *Henderson, Nevada*

7/05-9/10   **SENIOR ACADEMIC DIRECTOR**

- Managed graphic design and web design and interactive media programs.
- Taught business management, graphic design and faculty development classes.
- Successfully launched fashion and retail management and photography programs.
- Developed and managed campus wide student success initiatives and strategic planning process.
- Increased student persistence in the graphic design department from 82.7%% to 88.6%, an increase of 598 basis points and increased student persistence in the fashion and retail management department from 38.5% to 86.0%, an increase of 4754 basis points.
- Successfully led academic affairs through the ACICS reaccreditation process, compliance and institutional effectiveness.
- Managed curriculum development, program launches, and program teach-outs.
- Supervised up to 27 faculty members, 2 academic directors and 4 academic advisors managing hiring, professional development, management, performance evaluation and scheduling.

■ **The Art Institute of California – Orange County |** *Santa Ana, California*

10/03 – 07/05   **ONLINE ADVOCATE/ACADEMIC ADVISOR**

- Launched online course structure at the campus level including training faculty on the online platform and creative online courses (i.e., life drawing, color theory, observational drawing).
- Advised students on tools for success in online and on campus classes, degree progression and SAP.

10/00-07/05   **SENIOR FACULTY/ CHAIRPERSON, STUDENT SUCCESS COMMITTEE**

- Senior graphic design/business faculty.
- Student success and retention committee chairperson.
- Participated in the strategic planning process.

■ **Education Management Corporation Online Division |** *Pittsburgh, Pennsylvania*

2001-2010   **ONLINE INSTRUCTOR:** Instructor for fully virtual graphic design classes.

2002   **SUBJECT MATTER EXPERT, COURSE DEVELOPMENT:** Production Procedures online course.

■ **Rancho Santiago Community College |** *Santa Ana, California*

9/98-12/02   **INSTRUCTOR:** Instructor and curriculum developer at adult education community college.

Thomas Ray Sewell

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Blaine, TN 37709
Phone: (865) 254-6110
Email: sewellt@gmail.com
LinkedIn: https://www.linkedin.com/in/tom-sewell-54349b11

Qualifications

- Development and implementation of academic and technical programs across academic divisions in traditional, hybrid, and online formats
- Implementation of high-impact practices and diversity and inclusion activities within academic departments to positively impact recruitment and retention efforts within academic programs
- Written and oral presentations across diverse fields for a wide variety of audiences
- Doctoral degree and in Educational Leadership, with Masters degrees in Educational Curriculum and Instruction and in Computer Information Systems.
- 31 years in education, technology, and project management

Education

Ed.D., Educational Leadership and Policy Analysis, East TN State University, 2016

MS, Computer Information Systems, University of Phoenix, 2004

MS, Education Curriculum and Instruction, University of Tennessee, Knoxville, 1988

BS, English Education, University of Tennessee, Knoxville, 1987

Experience

Dean for Technical Education
Walters State Community College, Morristown, TN   2006-present

- Coordinate program offerings across four campuses within a ten-county service area for the Technical Education division
- Coordinate, administer, and oversee Perkins funding for technical programs for the college, and coordinate, administer, and report on local dual credit testing for technical programs
- Implemented continuous monitoring practices for outcomes based on the use of mobile technologies, and supported the use of mobile networks in classroom instruction and in remote work with PLCs, greenhouses, and clean energy installations
- Project developer for the Clean Energy Technology program based on a $1 million grant from the Tennessee Department of Workforce and Economic Development, including design, implementation, vendor recruitment, and evaluation of the final project
- Developed a statewide model for the Mobile Technologies concentration in Computer Science that was adopted in the community college system, including mobile networks

and communications, mobile security, and programming for iOS, Android, and Windows Mobile applications

- Led departmental and divisional implementation of modularization of curriculum and transition to combination of conventional, hybrid, and online courses to ensure quality courses and programs during pandemic guidelines
- Develop and teach courses within the Computer Science field, including historical aspects of computing, programming languages, networking, computer organization, and wireless communications
- Utilize knowledge of academic administration to make complex decisions, solve problems, mentor faculty and staff, and manage multiple projects within an educational setting

Department Chair, School of Technology
South College, Knoxville, TN   2003-2006
- Performed duties of Network Administration & Office Technology instructor
- Oversaw instructors and adjuncts within departments and complete all associated duties, including interviews, hiring, reviews, and evaluations
- Created and revised curricula and programs using instructional systems design process
- Created, maintained, and worked with community and business Advisory Boards for each department to ensure programs meet the needs of employers
- Reviewed, revised, and updated administrative course outlines and departmental curricula
- Administered, maintained, updated, and reported Challenge Exam scores for all college programs and departments
- Served as Technical Assistant to Vice-President of Information Technology, including school network administration and maintenance, telecommunications administration, and Internet administration and updates
- Worked with Vice-President on design and implementation of online courses, and oversee online course administration and faculty training for the college
- Developed departmental plans and grids, yearly departmental budgets, staff development projects, personnel evaluations, and departmental training programs

Network Administration Instructor
South College, Knoxville, TN   2000-2002
- Taught computer programming, Spreadsheet Applications, Database Applications, Information Systems, and various networking courses
- Developed and constructed Cisco Networking (CCNA), HTML/XML Programming, Office Applications, and other Network Administration course outlines and syllabi
- Completed advising, orientation, and instructional duties as assigned
- Monitored, maintained, and upgraded computer labs and school networks
- Installed, maintained, and updated servers and infrastructure, and maintained Internet connectivity for all systems
- Served on various college committees as assigned

Computer Science/English Instructor
Rutledge High School, Rutledge, TN   1994-2002
- Served as head of campus Computer Science department
- Responsible for all departmental evaluation and reporting, competency grids for state reporting, and instructor computer training programs
- Implemented and managed campus systems, upgrade projects, and system monitoring projects, along with other programs as assigned by supervisors
- Taught Visual Basic, Visual C++, FrontPage, A+, and networking classes
- Installed, configured, and networked systems using Novell and Windows operating systems
- Acquired, upgraded, and maintained systems for school lab and classroom use
- Certified to teach Electronics, Computer Programming, Web Page Design, Networking, English, and History in the state of Tennessee, and coached basketball, softball, and golf

Teaching Experience
CISP 1020 Computer Science 2 (hybrid), Walters State, Fall 2021
CITC 2190 Capstone Course in Computer Information Technology (web), Walters State, Fall 2021
CITC 2290 Capstone Course in Computer Information Technology (web), Walters State, Fall 2021
CPSC 2170 Computer Programming Math/Engineering (hybrid and web), Walters State, Spring 2021
CPSC 2990 Special Topics Unity 3D Game Programming (web), Walters State, Spring 2021
CPSC 2990 Special Topics 3D Computer Graphics (hybrid), Walters State, Fall 2020
CETC 1020 Principles of Clean Energy, Walters State (web), Summer 2020
CETC 1040 Conventional Energy Technology, Walters State (web), Summer 2020
CETC 2010 Solar Energy Technologies, Walters State (web), Summer 2020
CETC 2020 Wind Turbine Technologies, Walters State (web), Summer 2020
CETC 2040 Geothermal Heating Technologies, Walters State (web), Summer 2020
CETC 2100 Codes and Standards, Walters State (web), Summer 2020
CPSC 2170 Computer Programming Math/Engineering, Walters State, Spring 2020
CPSC 2990 Special Topics Unity Game Programming, Walters State, Spring 2020
CISP 2410 Assembly and Computer Organization, Walters State, Spring 2020
CITC 1320 A+ Hardware and Software (hybrid), Walters State, Fall 2019
CITC 2337 Active Directory (hybrid), Walters State, Fall 2019
CPSC 2170 Computer Programming Math/Engineering, Walters State, Spring 2019
CISP 2410 Assembly and Computer Organization (hybrid), Walters State, Spring 2019
CITC 1360 Computer Graphics & Animation (web), Walters State, Fall 2018
CITC 2190 CIT Capstone (web), Walters State, Fall 2018

CITC 2390 CIT Capstone (web), Walters State, Fall 2018
CITC 2399 CO-OP/Internship III in CIT (web), Walters State, Fall 2018
CITC 1301 Introduction to Programming and Logic (web), Walters State, Spring 2018
CITC 1324 CCNA II, Walters State, Spring 2018
CITC 2190 CIT Capstone (web), Walters State, Spring 2018
CITC 2320 Windows Server Administration, Walters State, Spring 2018
CITC 2323 Microsoft Network Infrastructure, Walters State, Spring 2018
CITC 2372 Mobile Security (web), Walters State, Spring 2018
CITC 2399 CO-OP/Internship III in CIT (web), Walters State, Spring 2018
CISP 2410 Assembly and Computer Organization (hybrid), Walters State, Spring 2018
CITC 1360 Computer Graphics & Animation (web), Walters State, Fall 2017
CITC 2190 CIT Capstone (web), Walters State, Fall 2017
CITC 2353 Tactical Perimeter Defense, Walters State, Fall 2017
CITC 2372 Mobile Security (web), Walters State, Fall 2017
CONT 1010 Intro to Concrete Industry (hybrid), Walters State, Fall 2017
Previous semesters and courses available

Publications

ACT Subscore as a Predictor of STEM Retention: A Case Study, Clute International Academic
Conference, Orlando, FL – December 2019

*A Comparison of Student Outcomes in Traditional, Hybrid, and Online Courses in Community
College Career and Technical Education Programs*, doctoral dissertation, East Tennessee
State University – August 2016

Content Delivery Methods in Career and Technical Education: An Evaluation, The College
Teaching & Learning Conference, The Clute Institute, Orlando, FL – January 2008

Presentations

<u>International and National Presentations</u>

Proactivity in Online Course Design, OLC Accelerate 2018, Orlando, FL – November 2018

Gaming the Online Course and *Technology Test Kitchen Master Chef – Augmented
Reality/Virtual Reality,* OLC Accelerate 2016, Orlando, FL – November 2016

EduGadgets and Smart Tools for Teaching, Learning, and Training, Online Learning Consortium
International Conference, Orlando, FL – October 2015

*Mobile Technology Lab Costs: Emerging Mobile Technologies and Gadgets Transforming
Teaching, Learning, and the Workforce,* Online Learning Consortium International
Conference, Orlando, FL – October 2014

*Implementing Mobile Technology: Strategic Planning for Mobilization: Mobile Devices and Apps
for Increasing Student Engagement and Outcomes,* 19th Annual Sloan Consortium
International Conference on Online Learning, Orlando, FL – November 2013

Models of Innovation: Educational Institutions as Incubation Hubs and Centers for Sustainability,
Growing the Appalachian Food Economy: A Forum on Local Food Systems and
Sustainable Agriculture, Appalachian Regional Commission – March 2012

Why Disruptive Technologies Fail to Disrupt Education, EduComm 2011, Orlando, FL – June 2011
Now What? Ten Rules for New Leaders, The Chair Academy 18th International Conference,
    Nashville, TN – March 2009
Vidcasting: The Next New Lecture Hall, League for Innovation Conference on Information
    Technology, Nashville, TN – November 2007

State Presentations
Scaling HIPS in Pathways, Nashville, TN – September 2019
We Value HIPS with NASH, Nashville, TN – January 2018
TBR High Impact Practices – Certifications, webinar – November 2016
Unity 3D Programming for Beginners, Sevierville, TN – November 2016
Simulation and Virtual Reality Development with Unity 5 and Maya, Cookeville, TN – August
    2015
Using the OLC Quality Scorecard for Distance Education Evaluation, Nashville, TN – October
    2014
Developing a Mobile Technologies Concentration in Computer Science, Middle Tennessee Skills
    Advisory Council, Nashville, TN – September 2014
2013 TBR Mobile Engage Conference, University Breakout Session, Morristown, TN – July 2013
The M in STEM, Morristown, TN – June 2010
Designing a Clean Energy Program, THESA Conference, Nashville, TN – April 2010
Smart Grid Planning and Implementation, Morristown, TN – February 2010
Solar, Wind, Biomass, and Geothermal Technologies, Morristown, TN – December 2009
The Basics of Agriculture Jobs, Greeneville, TN – November 2009
Clean Energy – Transportation, Morristown, TN – November, 2009
Clean Energy Technology and the Workforce, Greeneville, TN – October 2009
Clean Energy for Business and Industry, Morristown, TN – October 2009
Conducting a Clean Energy Site Evaluation, Morristown, TN – June 2009
Clean Energy Training, Morristown, TN – May 2009
Clean Energy Technology Briefing, Morristown, TN – April 2009
Technological Gadgetry, Morristown, TN – May 2008

Grants
Center for Workforce Education, Community-Based Job Training Grant from the U.S.
    Department of Labor ($2.9 million) – grant administrator, 2006-2010
Clean Energy Technology Program Grant, Tennessee Department of Workforce and Economic
    Development ($900,000) – program administrator, 2010-2018
Denso Foundation Engineering Technology grant, Denso Corporation – financial administrator,
    2021 – present

Service
Walters State Community College
Academic Affairs Committee
Academic Administrators Committee
General Education Committee

Curriculum Subcommittee
Master Planning Task Force Committee
Library Subcommittee
Morristown Economic Vitality Committee
Diversity Goal Committee

South College
Faculty Executive Committee
Departmental Chair Committee
Curriculum Committee
Safety Committee
Student Affairs Coordinator Search Committee
Academic Council

Service to the Profession
Tennessee Board of Regents Online Learning Consortium, State Coordinator
Tennessee Board of Regents Office of Emerging Technologies and Mobilization
Tennessee Department of Education STEM Industry Advisory Council
TBR AAS Common Curriculum Committee for Computer Information Technology and for Web
Technology
TBR TTP Committee for Engineering Technology and Computer Science
Tennessee Technology Deans' Council, Chair
Tennessee Board of Regents Academic Audit Team Leader

Continuing Education and Professional Development
NCPN Leadership Academy, 2020
JobsEQ FIT Certification, 2019
High Impact Practices Team Lead, 2018-2020
Texas Instruments Leadership Summit, 2018
TN Trained workforce leadership program, 2018
Certified Apple Teacher, 2017
Tennessee Technology Visioning Think Tank member 2016
Lockheed Martin 3D modeling and development collaboration, 2015
University of Central Florida E2i Creative Studio modeling collaboration, 2015
Morristown Area Chamber of Commerce Leadership Morristown, 2013
CompTIA A+ Certification, 1999

Memberships
Association of Technology, Management, and Applied Engineering, 2006 – present
Accreditation Council for Business Schools and Programs, 2008-present

Appendix 3

Vision Statement

Roane State Community College's vision is to be a premier learning institution that transforms lives, strengthens community, and inspires individuals to excellence.

Mission Statement

Roane State Community College is a comprehensive, public, two-year postsecondary institution serving the higher education needs of a wide-ranging eight-county service area, which includes Roane, Anderson, Campbell, Cumberland, Fentress, Loudon, Morgan, and Scott counties and expands to include Knox and Blount counties for the delivery of a broad range of health science programs. Roane State provides staffed teaching locations throughout the service area and multiple teaching delivery modes and distance education technologies to accommodate the learning needs of students balancing multiple priorities in the pursuit of their educational goals.

The college awards the Associate of Arts, Associate of Science, or Associate of Science in Teaching degree for students who wish to transfer to a four-year institution and provides career education for Associate of Applied Science degree or Technical Certificate graduates to enter the workforce. Roane State also upgrades employee skills with a wide range of continuing education and workforce development training offerings, provides several pathways to postsecondary education for high school students, and brings cultural, educational, and recreational opportunities to its communities.

Regardless of their program of study, Roane State students are provided a sound foundation in critical thinking and communication skills. Additionally, curriculum and learning experiences are designed to broaden students' understanding and respect for diverse ideas and cultures, encourage civic engagement and service, develop a sense of the global community, and prepare students for 21st century technologies.

Roane State's mission is to improve the lives of individuals through the transformative power of education and to build thriving communities through partnerships for strengthening economic development. Just as Roane State

expects its students to challenge themselves to engage in lifelong learning, the college accepts the challenge to sustain a culture of learning and innovation and to continually explore new and supportive ways to provide an educational experience that meets the current and future needs of its service area communities. In order to accomplish this, Roane State is committed to providing a safe and inclusive learning and working environment with respect for the culture, identity, experience, beliefs, and abilities of each member of the college community.

Values Statement

The college community affirms as its highest values honesty, integrity, respectful communication, and a commitment to personal and professional accountability and measures its institutional success by the success of its students.

Goal #1 Postsecondary Participation

➢ Optimize enrollment of student populations
➢ Create and maintain student-centered admissions and onboarding processes and services
➢ Increase access to market-driven, flexibly-delivered courses and programs.

Goal #2 Student Persistence and Success

➢ Improve semester to semester retention rate
➢ Improve graduation rate
➢ Create and maintain student-centered scheduling options
➢ Close academic achievement gaps
➢ Enhance campus environment to optimize sense of belonging, inclusion, and engagement

Goal #3 Quality Learning and Working Environment

➢ Demonstrate institutional effectiveness in every college unit & function
➢ Integrate high impact teaching and learning practices
➢ Meet or exceed benchmarks for student learning
➢ Deliver high quality professional learning for employees
➢ Recruit and retain highly qualified faculty and staff
➢ Construct and maintain facilities and equipment to support quality learning and working environment

Goal #4 Community Vitality and Workforce Development

➢ Utilize education and business/industry partnerships and innovations to support enhanced community and workforce development
➢ Increase work-based opportunities for career program students
➢ Provide multiple options for workforce training and preparation

Goal #1
Postsecondary Participation

- Optimize enrollment of student populations
- Create and maintain student-centered admissions and onboarding processes and services
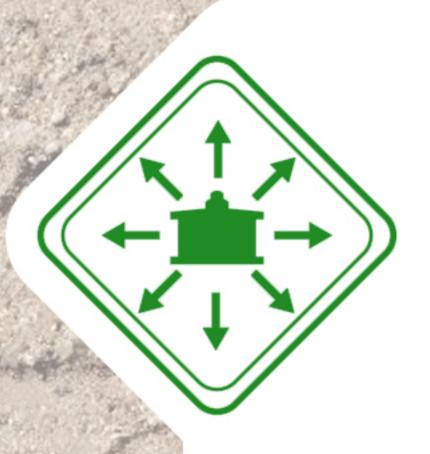- Increase access to market-driven, flexibly-delivered courses and programs.

Goal #3
Quality Learning & Working Environment

- Demonstrate institutional effectiveness in every college unit & function
- Integrate high impact teaching and learning practices
- Meet or exceed benchmarks for student learning
- Deliver high quality professional learning for employees
- Recruit and retain highly qualified faculty and staff
- Construct and maintain facilities and equipment to support quality learning and working environment

Goal #2
Student Persistence & Success

- Improve semester to semester retention rate
- Improve graduation rate
- Create and maintain student-centered scheduling options
- Close academic achievement gaps
- Enhance campus environment to optimize sense of belonging, inclusion, and engagement

Goal #4
Community Vitality and Workforce Development

- Utilize education and business/industry partnerships and innovations to support enhanced community and workforce development
- Increase work-based opportunities for career program students
- Provide multiple options for workforce training and preparation

3/21/2022