



CERTIFICATE PROPOSAL FORM

Organizational Change in Higher Education

Title of Certificate

CEHD

Unit Submitting Proposal

Submission Date: _____

ELEOD
Department

Jeffrey Sun
Department Chair

Jacob Gross
Certificate Program Coordinator

Fall 2019
Proposed Starting Date (Term)

Note: Proposal submissions should include: 1) Proposal Form, 2) Dean’s Letter, 3) Faculty Roster, 4) Library Letter and 5) Budget Form.

FOR MORE INFORMATION: <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>

Provost Office Section

Approved:

Letter of Intent:

Date: _____

Faculty Senate

Date: _____

Board of Trustees

Date: _____

Council on Postsecondary Education (CPE)

Date: _____

Other (if applicable)

Date: _____

Institution: University of Louisville	
Program Name	
Organizational Change in Higher Education	
Degree Level <i>(Select)</i>	
<u>Undergraduate:</u> Pre-Baccalaureate _____	<u>Graduate</u> <i>(select one of the following):</i> Post-Baccalaureate <u> X </u> Post-Master's _____ Post-Professional _____
Classification of Instructional Program (CIP) Code <i>(Provost Office Use Only)</i>	
(CIP) Area of Study <i>(Provost Office Use Only)</i>	
Proposed Implementation Date: <i>(Semester and Year)</i>	
Fall 2019	
Institutional Contact Information	
Name: <i>Jacob Gross</i> <i>(First and Last Name)</i> Title: Associate Professor Email: jacob.gross@louisville.edu Work Phone: 502-656-8085	
2a. Provide a Brief Description of the Program.	
The purpose of the certificate program is to prepare postsecondary instructors and faculty members for professional practice related to understanding and managing organizational change within their institutions and units. The program provides breadth in its consideration of the factors that influence organizational change in colleges and universities that is often challenging to obtain through professional practice alone, particularly for academic professionals focused on teaching and learning, as opposed to administrative or student support roles.	
2b. What are the objectives of the proposed program?	
The goals of the proposed Certificate in Organizational Change are to provide students with: <ol style="list-style-type: none"> 1. An understanding of the stakeholders and factors that influence teaching and learning at tiered levels, such as the department, institution, and nation; 2. preparation for leadership and practice related to implementing, assessing, and improving the systems and practices that support teaching and learning; 3. exposure to higher education as a field of study and professional practice; 	

4. an opportunity to apply their knowledge and skills to an area of organizational change, with the support of a mentor and team of peers; and
5. knowledge, skills, and abilities related to continuous and sustained organizational improvement related to teaching and learning. |

2c. Explain how the objectives support the institutional mission

|The proposed certificate accomplished a goal of the Higher Education Administration program within the Department of Educational Leadership, Evaluation, and Organizational Development, specifically, to develop a certificate program that meets the ongoing professional development needs of higher education leaders while serving as a recruitment tool for the MAHEA and PhD in postsecondary education programs.

It also contributes to the mission of the College of Education and Human Development by advancing knowledge and understanding across the disciplines through the development of “exemplary professional practitioners and scholars” who will serve as “educational leaders who will inform policy, improve practice, strengthen communities, and address pressing social concerns.”

The program helps the University of Louisville fulfill its mission by teaching diverse graduate students and supporting their development as engaged citizens, leaders, and scholars. It integrates the practice and application of scholarship towards the development of professionals who are capable of integrating and generating research, theory, and practice towards the advancement and improvement of their postsecondary contexts. |

2d. Explain how the objectives align with the statewide [postsecondary education strategic agenda](#). | 1

The foundation of the Council for Postsecondary Education’s (CPE) strategic agenda is to encourage more Kentuckians to complete a postsecondary credential, thereby promoting economic growth and development. This Certificate program is designed to help higher education leaders understand how funding models, accountability mechanisms, progress indicators, and organizational dynamics all contribute to the educational mission of postsecondary institutions. This content knowledge aligns with the six components of CPE’s strategic agenda. Specifically, this program offers great postsecondary opportunity by –

- **Contributing to Objective 1:** This program strives to infuse the lessons and practice of diversity, equity, and inclusion. We seek to improve the diversity and inclusiveness through admissions and the learning experience of the program. To that end, we plan to employ Strategy 1.1, which includes increasing cultural competence among the students, staff, and professionals in a manner that is welcoming valued, supported, and accommodated.
- **Contributing to Objective 3:** This program will increase participation in postsecondary education. One way is that we will promote the program to professors and instructors of military science, who work in higher education. Because they are active duty soldiers, they will qualify for a \$250 credit rate and connect the offering with the U.S. Department of Defense tuition assistance

program. Also, our program will be online to add flexibility and convenience for adult learners. Thus, we will be employing Strategy 3.1 of expanding the availability of flexible, affordable programs that draw on employer partnerships.

- **Contributing to Objective 4:** This post-baccalaureate certificate program will improve education and skill levels of Kentucky Adult Education students and prepare them for career and/or postsecondary education. There are many college staff who are not well versed in the research and study of the administrative practice with organizational change in higher education. Without that knowledge, their approach to higher education may not be as systematic and intentional, yet we plan to employ Strategy 4.1 of attracting, retaining, and preparing highly effective adult educators to this program.
- **Contributing to Objective 6:** The administration of this post-baccalaureate certificate program includes monitoring academic progress of students and engaging the students in work applications that motivate learning and program completion. This effort is consistent with the objective of increasing persistence and timely completion. Notably, we plan to draw on Strategy 6.1 of improving student advisement through effective, research-based practices that improve retention and graduation of profession-based, post-baccalaureate certificate programs. Also, we will employ Strategy 6.3 by sharing with university colleagues, implementing, and evaluating high impact educational practices that accelerate persistence and completion of post-baccalaureate certificate programs.
- **Contributing to Objective 8:** The program is designed using real life case studies and authentic assessments, which are more informative tools of student learning and inform the faculty on areas for improvement. The interest, which follows Objective 8, of promoting academic excellence through improvements in teaching and learning is one of the foundational principles to this program design. To that end, we will employ Strategies 8.1 and 8.2, which promote authentic assessments to better gauge and improve student learning and involve continual pedagogical training and professional development opportunities to strengthen faculty performance and student learning.
- **Contributing to Objective 10:** The focus of this program is innovative, creative, and entrepreneurial solutions to organizational change in higher education, and our college campuses are our laboratories for this post-baccalaureate certificate in organizational change in higher education. Accordingly, this program experience aligns with Objective 10 of taking research and creating knowledge, innovation, and economic stimulus. It also employs Strategy 10.5 of fostering a more creative, innovative, and entrepreneurial culture within the postsecondary community.

2e. Is there an approval letter from Education Professional Standards Board (EPSB) ? (Education Proposals Only)

Yes **No**
If yes, please attach to the proposal.

3. Clearly state the admission, retention, and completion standards designed to encourage high quality. List Admission requirements, faculty to student ratio, and also provide projected enrollment and graduates for a five-year period.

Admissions Requirements – As part of the application process, students are required to submit all official transcripts. The minimum requirement for admission is the baccalaureate degree or its equivalent from a regionally accredited institution.

Each applicant is required to submit at least two letters of recommendation from individuals who can speak to the applicant's academic and/or professional capabilities and potential. Do not include friends or family members.

The GRE requirement is waived for applicants with a minimum cumulative GPA of 3.0 during undergraduate studies or a minimum cumulative GPA of 3.5 during graduate studies. Applicants below these thresholds will be considered on a case-by-case basis and the GRE may be required for admission to assist the admissions committee on the academic adequacy to succeed in this program. GRE scores used for consideration must be no older than 5 years if required for admission.

The Test of English as a Foreign Language (TOEFL) is required of all foreign students from countries in which English is not the native language. Students holding a baccalaureate or advanced degree from an accredited institution in the United States are exempt from this requirement.

Each applicant must submit a resume and professional goals statement. The professional goals statement must be 1-2 pages in length and address why you are interested in the program, how it relates to your career goals, the relationship between your personal and professional goals, and your experience with and interest in learning more about diversity issues in higher education. This document is also a writing sample and will be used to assess your writing skills.

For unconditional admission, students are required to have a 2.75 cumulative grade point average, or 2.75 grade point average for their last 60 hours in an undergraduate program.

All credentials are considered. Satisfying the minimum GPA does not guarantee admission into the program.

Graduation Requirements –The certificate will be earned through the completion of the 12-credit course sequence described below, with passing grades in all courses. Student must obtain a 3.0 GPA in the certificate courses in order to graduate. |

A. Indicate the expected Faculty to Student Ratio: 1:20. The Higher Education Administration program recently hired a new clinical Assistant Professor, who will aid in teaching upwards of 8 courses per year across all programs offered by

HEA. This new hire will aid with maintaining the faculty to student ratio, as well as the course loads of faculty in the HEA program.

B. Projected Enrollment and Graduation Numbers for the First Five Years

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2019-2020	0	20
2020-2021	15	30
2021-2022	25	40
2022-2023	35	45
2023-2024	35	45

The aggregate numbers for the enrollment and completion figures do not add to the same total for several reasons. First, like any program, this one anticipates some attrition of students as they stop out or drop out of the program. Second, we anticipate a fair number of the students to convert from the certificate program to the degree program forgoing the certificate. Third, some students will pursue the program part-time so the enrollment progression will slow down.

The program attracts active duty military students because a special relationship that it has with ROTC programs and veteran/military students services. Students with an active-duty military status qualify for a \$250/credit hour rate.

4. Provide the program curriculum and any options; indicate total number of credit hours required for degree completion. Complete curriculum table below or attached a file.

There are no new courses in the proposed certificate. The following courses will comprise the curriculum and are all existing courses within the Higher Education Administration Program. The certificate will require completion of 12 credit hours.

Curriculum Table

Prefix & Number	Course Title	Course Description	Credits	New	Current	Revised

ELFH 684	Educational Resource Management in Postsecondary Education	This course focuses on the economics, finance, and budgeting of higher education	3		X	
ELFH 680	Legal Issues in Higher Education	This course focuses on legal parameters in which higher education operates.	3		X	
ELFH 697	Organizational Improvement in Higher Education	This course focuses on strategies for assessing and implementing strategic change in higher education.	3		X	
ELFH 694	Diversity in Higher Education	This course focuses on the major forms of diversity in higher education along with their impacts on higher education administration.	3		X	

5. Describe the library resources available to support this program. Provide a letter from the appropriate University Library verifying available resources.

Library resources available to support this program include access to research databases and collections; borrowing privileges, including books mailed to distance education students; document delivery and interlibrary loan; and research librarians. |

6a. What are the intended learning outcomes of the proposed program?

- Students will be able to apply key legal constructs to prevent and address legal challenges in the practice of higher education administration.
- Students will be able to articulate factors that promote and inhibit college student success and propose theoretically driven programs that would advance student success.
- Students will be able to apply their knowledge by developing and implementing solutions to specific administrative problems.
- Students will be able to compare and contrast different types of governance issues as well as different approaches to leadership.
- Students will be able to understand key resource management issues and make decisions about managing resources strategically.
- Students will be able to specify and interpret issues related to diversity and its influence on colleges and universities. |

6b. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

Direct methods of assessing student learning outcomes will be course exams, written assignments, student discussions in class, and course grades. Indirect methods of assessing student learning will include completion rates and job placement rates. |

7a. Will this be a 100% distance learning program? (Select One)

Yes

No

7b. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? (Please select all that apply)

Distance Learning

Courses that combine various modes of interaction, such as face to face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television or World Wide Web.

Technology-enhanced instruction

Evening/weekend/early morning classes

Accelerated Courses

Instruction at nontraditional locations, such as employer worksite

Courses with multiple entry, exit and reentry points

Courses with “rolling” entrance and completion times, based on self-pacing

Modularized courses

8a. Provide justification and evidence to support the need and demand for this proposed program. Include any data or student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

| The training and development of academic leaders has historically been an informal process within the academy. The initial intensive training period of doctoral study, and the support and mentorship experienced by assistant professors wanes into the mid-career phase, as academics are assumed to be fully developed within the traditional model of the professoriate. Yet, as the profession and the postsecondary landscape have changed, there is a need to train and develop mid-career academics and those entering leadership roles (Austin, 2010; Gappa, Austin, & Trice, 2007; O’Meara & Rice, 2005). Faculty members were selected by their peers to serve in leadership roles such as department chair as first-

among-equals. Intellectual and administrative leadership within academic units is typically based on factors such as rank, tenure, and informal assessment of ability. In today's complex postsecondary environment, academic administrators must possess a broad and refined skill set and a deep understanding of that environment to successfully respond to challenges; engage in effective planning, resource acquisition and allocation, assessment, and decision-making; and manage and lead diverse populations towards the attainment of individual and collective goals.

Graduate education models have adjusted to provide for the enhancement of the doctorate as a tool conceptualized exclusively for the preparation of scholars to allow for opportunities to become trained in teaching and learning as a component of skill development for academic careers. To date, however, training for academic leadership remains an incidental and informal process that occurs after one begins an academic career, or is outsourced to institutes, consultants, or other third-party providers.

The proposed certificate program will be of value regionally and nationally to mid-career faculty members, emerging department chairs, community college instructors, and other members of the academic profession who desire training and support for campus leadership roles in academic administration. The certificate program may be completed online, face-to-face, or through a combination of course delivery models to offer flexibility in supporting on the learning styles, geographic locations, and availability of target populations.

In addition to training academic leaders from within the ranks of the traditional professoriate, another primary target population for the certificate program is Assistant Professors and Professors of Military Science at ROTC programs in colleges and universities across the United States, who must lead academic units as part of their assignments and often serve as department chairs in those roles. Given its partnership with U.S. Army Cadet Command (USACC) through the Master Educator Course (MEC), the Higher Education Administration program at UofL has an existing relationship with this target population. MEC participants who complete that program have already demonstrated a commitment to and interest in understanding the organizational environments of their campuses, as well as enhancing their knowledge, skills, and abilities related to serving as successful change agents capable of advancing their programs and making mission within those environments. We have attached a letter from the Commandant, who is responsible for cadre and faculty development in the U.S. Army's Cadet Command. |

8b. Specify any distinctive qualities of the proposed program.

| This program will be distinct from other higher education administration offerings in a number of ways. First, no other institutions in the region offer a certificate program aimed at practicing educational administrators. Second, the program will be offered in entirely on-line, with the option of accelerated courses. Some courses will also be available in face-to-face and hybrid formats for students who are local to the Louisville area. Third, this program will also serve as a point of entry for prospective students into the Master's of Higher Education Administration. |

8c. Does the proposed program serve a different student population (e.g. students in a different geographic area, non-traditional students, etc.) from existing programs?
(Select One)

Yes **No**

If yes, please explain:

| This program will likely attract a significant number of soldiers who are instructors or professors of military science. Thus, it will strengthen our national reputation for educating military leaders and learners around the world. Their work often involves high profile leaders at various college campuses, so their study at the University of Louisville will further promote the university name as a high quality, innovative program contributing to organizational change in higher education. |

9a. How will the program support or be supported by other programs within the institution?

Yes **No**

If yes, please explain:

| There are many higher education professionals who hold a graduate degree our side of higher education but seek an organized, systematic learning approach to understanding organizational change in higher education. This certificate program seeks to attract those students.
While there is capacity in the master's degree program in higher education to admit more degree- seeking students, this program will attract students who do not seek a whole degree in the field but would enrich the learning experiences of others. In short, this program will likely not take away from the current students, but rather complement the learning environment. In addition, having the additional students will permit us to add more sections of certain classes, so there are more offerings each semester for all students. |

9b. Will this program replace or enhance any existing program(s) or track(s), concentration(s), or specialization(s) within an existing program?

Yes **No**

If yes, please explain: |

10. Relationship with programs at other institutions or external organizations (if applicable)

Not applicable

10 a. If there is a program accreditor, indicate the organization, and whether there are any plans to obtain accreditation.

Not applicable

11. Faculty Resources: Faculty qualifications and resources

HEA faculty will manage their own courses through Blackboard or other appropriate online teaching platforms such as Blackboard Ultra. Support will not be needed from administrative staff or the Delphi Center.

11a. Submit curriculum vitae of full-time faculty members and adjunct/part-time faculty who will launch the program Complete the Faculty Roster and attach to the Certificate proposal. The roster form is located at :

<http://louisville.edu/oapa/program-approval/faculty-roster-form>

Completed faculty roster and curriculum vitae are attached.

11b. If additional faculty will be required within the next five years, indicate the number and role of each new faculty member.

No new faculty will be required.

11c. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.

No new part-time faculty or graduate assistants will be required.

12. Preliminary resource estimates - The resource requirements and planned sources of funding of the proposed program must be detailed in order to insure the adequacy of the resources to support a quality program.

12a. Will this program require additional resources?

_____ Yes ___X___ No

4) Library Letter – A letter from the University Librarian should be requested that describes the library resources available to support this program. Include the library letter with the proposal.

5) Budget Form - <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
N/A					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State					
~ New	-	-	-	-	-
~ Existing					
Narrative Explanation/Justification:					
N/A					

Cost/Funding Explanation

Funding Sources

Funding Sources, by year of program (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
State Resources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Internal Allocation					
Internal Reallocation	25,000.00	25,750.00	26,522.50	27,318.18	28,137.72
Narrative Explanation/Justification: <i>The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.</i>					
Existing full-time faculty already teaching in the same courses for the MA Higher Education Administration Program will be used.B50					

Cost/Funding Explanation

Funding Sources

Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Tuition					
~ New	\$30,000	\$45,000	\$60,000	\$67,500	\$67,500
~ Existing					
<p>Narrative Explanation/Justification: <i>Describe the impact of this program on enrollment, tuition, and fees.</i></p> <p>Full-time projections are based on resident tuition revenue. Part-time projections are based on 10% of full-time projections/year. Revenue for part-time is based on three credit hours/semester (fall/spring).B23</p>					
A. TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	\$ 55,000.00	\$ 70,750.00	\$ 86,522.50	\$ 94,818.18	\$ 95,637.72

Cost/Funding Explanation

Budget Expenses/Requirements

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs.
 *The total funding and expenses in the table should be the same, or explain source(s) of additional funding for the proposed program.

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
<i>Staff</i>					
<u><i>Executive, Administrative, Managerial</i></u>					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	-				
<u><i>Other Professional</i></u>					
~ New	-				
~ Existing	-				
<u><i>Faculty</i></u>					
~ New	-				
~ Existing	25,000.00	25,750.00	26,522.50	27,318.18	28,137.72
<u><i>Graduate Assistants</i></u>					
~ New	-				
~ Existing	-				
<u><i>Student Employees</i></u>					
~ New	-				
~ Existing	-				
Narrative Explanation/Justification: <i>Includes salaries or all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i>					

Cost/Funding Explanation

There are no new expenses. The amounts listed above reflect the cost to run the classes, but faculty members are already teaching sections that have space. Put simply, the proposed certificate program will not affect current, full-time faculty workloads, and the enrollments will serve to fill open seats in classes. However, once our enrollments reach 48, we will need to open a new section because the class size will exceed manageable environments for learning. An adjunct is at approximately \$3850 per course (with fringe). An adjunct is at approximately \$3850 per course, so if two courses are needed per term after we've reached our threshold, then we would incur an additional expense of \$7,700 per year. That level is not projected until Year 6, so the increase is not reflected here.

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Equipment and Instructional Materials					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	-	-	-	-	-
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Library					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

<div style="border: 1px dashed black; min-height: 100%;"></div>					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Contractual Services					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Academic and/or Student Support Services					
~ New	-	-	-	-	-
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

<div style="border: 1px dashed black; width: 100%; height: 100%;"></div>					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other Support Services					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Development					
~ New	-	-	-	-	-
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Assessment					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other					
~ New	-	-	-	-	-
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

B. TOTAL - Expenses/Requirements (EXPENDITURES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	\$ 25,000.00	\$ 25,750.00	\$ 26,522.50	\$ 27,318.18	\$ 28,137.72

A. TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	\$ 55,000.00	\$ 70,750.00	\$ 86,522.50	\$ 94,818.18	\$ 95,637.72
B. TOTAL - Expenses/Requirements (EXPENDITURES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	(25,000.00)	(25,750.00)	(26,522.50)	(27,318.18)	(28,137.72)
BALANCE - (SURPLUS/DEFICIT)	\$30,000.00	\$45,000.00	\$60,000.00	\$67,500.00	\$67,500.00

June 14, 2019

To Whom It May Concern:

As Dean of the College of Education and Human Development at the University of Louisville, this letter of support is to signify that I support the Graduate Certificate in Organizational Change in Higher Education proposed by Dr. Jeffrey Sun, Department Chair and Professor, Educational Leadership, Evaluation and Organizational Development (ELEOD).

The rationale for this certificate is to prepare postsecondary instructors and faculty members for professional practice related to understanding and managing organizational change within their institutions and units. The program provides breadth in its consideration of the factors that influence organizational change in colleges and universities that is often challenging to obtain through professional practice alone, particularly for academic professionals focused on teaching and learning, as opposed to administrative or student support roles.

The goals of the proposed Certificate in Organizational Change in Higher Education are to provide students:

1. An understanding of the stakeholders and factors that influence teaching and learning at tiered levels, such as the department, institution, and nation.
2. Preparation for leadership and practice related to implementing, assessing, and improving the systems and practices that support teaching and learning.
3. Exposure to higher education as a field of study and professional practice.
4. An opportunity to apply their knowledge and skills to an area of organizational improvement related to mentor and team of peers.
5. Knowledge, skills, and abilities related to continuous and sustained organizational improvement related to teaching and learning.

This proposed graduate certificate is targeting the population of potential candidates of regional and national mid-career members, emerging department chairs, community college instructors, and other members of the academic profession who desire training and support for campus leadership roles in academic institutions. In addition to training academic leaders from within the ranks of the traditional professoriate, another primary target population is assistant professors and professors of Military Science at ROTC program in colleges and universities across the United States, who must lead academic units as part of their assignments and often serve as department chairs in those roles.

There are no other options for this type of academic experience at the University of Louisville. We are convinced that there will be many benefits in designing, implementing, and advancing this specialized graduate program.

If you have questions, please do not hesitate to contact me.

Sincerely,

Amy S. Lingo, Ed.D.
Dean & Professor, Special Education

CC: Dr. Jeffrey Sun
Dr. Jacob Gross



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY CADET COMMAND AND FORT KNOX
1ST CAVALRY REGIMENT ROAD
FORT KNOX, KENTUCKY 40121-5123

ATCC-DE

13 June 2019

Mr. Robert S. Goldstein
Vice Provost
Office of Academic Planning and Accountability

I write this letter of support for the proposed Certificate in Organizational Change in Higher Education, to be offered by the Higher Education Administration Program within the Department of Educational Leadership, Evaluation, and Organizational Development at the University of Louisville.

This certificate will be of value to the UofL students who come to the University via the Master Educator Course, which I oversee in my role of Commandant within the United States Army Cadet Command. The majority of these students have administrative and instructional responsibilities within Reserve Officer Training Corps (ROTC) programs at colleges and universities across the country. It is imperative that they receive efficient and effective training on methods of facilitating change within their programs and host institutions.

We strive for a high degree completion rate from among this student population. One of the reasons students do not go on to complete their degrees is the financial burden of graduate education. This certificate would be recognized as an eligible training and education program and would allow participating students who already hold a master's degree to pursue their studies at UofL with financial support from the Army Tuition Assistance program.

Further, in a period where military education and civilian education are forging pathways, and in which credentialing is a necessary component of post-military employment, career transitions, and meaningful professional development for Soldiers, this certificate will allow this population of students to demonstrate their expertise to prospective employers. Holding this practical certificate from an institution such as UofL will be an asset to the men and women who seek to pursue careers in postsecondary education upon separation from the United States Army.

In short, I see this certificate as value-added and support its addition to the curriculum. If you have any questions, please feel free to contact me; clifford.t.burgess.civ@mail.mil, 502-624-2510.

Respectfully,

Clifford T. Burgess
Commandant, School of Cadet Command
United States Army Cadet Command

December 3, 2018

Connie Shumake
Office of the Provost
University of Louisville
Louisville, KY 40292

Connie,

We have been asked to provide a letter of support for the proposed Graduate Certificate in Organization Change in Higher Education in the College of Education and Human Development. The University Libraries have prepared an analysis of their ability to support the new program. The review indicates that our collections are adequate in this discipline and no further resources would be required to support the proposed program.

I am attaching a copy of our review report for your records. Please contact us if you have any questions or need additional information.

Sincerely,



Robert E. Fox, Jr.
Dean, University Libraries

Cc: Fannie Cox
Katie Niehaus

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville

Name of Primary Department, Academic Program, or Discipline: Educational Leadership, Evaluation and Organizational Development

Academic Term(s) Included: AY18/19

Date Form Completed: 6/13/19

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Dr. Jessica Buckley (F)	Fall 18 ELFH688 - SUPERVISED EXP IN HE, 3 credits Fall 18 ELFH690 - PRO PROJECT IN HIGHER ED, 3 credits Fall 18 ELFH607 - PRIN OF EDUC LEADSHIP, 3 credits Fall 18 ELFH670 - INSTRUCTIONAL STRATEGIES, 3 credits Fall 18 ELFH683 - COLLEGE TEACHING, 3 credits Fall 18 ELFH693 - U.S. COLLEGE STUDENTS, 3 credits	University of Maryland. College Park, MD. Doctor of Education, College Student Personnel.	Dr. Buckley's research interests include student experiences across diversity as well as the intersection of sustainability and higher education, especially in the undergraduate curriculum. Dr. Buckley has served as a practitioner in a variety of functional areas in higher education, including orientation, residence life, academic advising, and work

			with national higher education associations.
Dr. Kerry Charron (F)	<p>Fall 18 ELFH668 - ACADEMIC ADVISING, 3 credits</p> <p>Fall 18 ELFH688 - SUPERVISED EXP IN HE, 3 credits</p> <p>Fall 18 ELFH690 - PRO PROJECT IN HIGHER ED, 3 credits</p> <p>Fall 18 ELFH697 - ORG IMPROVEMENT HIGHER ED, 3 credits</p> <p>Spring 19 ELFH 668 ACADEMIC ADVISING, 3 credits</p> <p>Spring 19 ELFH 690 PRO PROJECT IN HIGHER ED, 3 credits</p> <p>Spring 19 ELFH 697 ORG IMPROVEMENT HIGHER ED, 3 credits</p> <p>Spring 19 ELFH688 - SUPERVISED EXP IN HE, 3 credits</p>	<p>Doctor of Education in Higher and Postsecondary Education, Teachers College, Columbia University-New York, NY.</p>	<p>Dr. Charron's research interests include nontraditional student populations, military students, curriculum design, and online teaching and learning.</p>
Dr. Casey George (F)	<p>Fall 18 ELFH666 - PROGRAM DEVELOPMENT & ASSESSMENT IN HIGHER ED, 3 credits</p> <p>Fall 18 ELFH682 - ORG & ADM H EDUC, 3 credits</p> <p>Spring 19 ELFH687 ED POLICY, 3 credits</p> <p>Spring 19 ELFH694 DIVERSITY IN HIGHER ED, 3 credits</p>	<p>Ph.D. Educational Policy Studies University of Illinois at Urbana-Champaign</p>	<p>Dr. George's research examines individual and institutional factors impacting traditionally underrepresented students' access and outcomes in higher education, including participation and persistence in the STEM fields. She also investigates postsecondary financial awareness and</p>

			readiness, and the impact of differential tuition policies on underrepresented students and their families.
Dr. Jacob Gross (F)	<p>Fall 18 ELFH684 - ED RES MGMT POSTSEC ED, 3 credits</p> <p>Fall 18 ELFH687 - ED POLICY, 3 credits</p> <p>Spring 19 ELFH 684 ED RES MGMT POSTSEC ED, 3 credits</p> <p>Spring 19 ELFH666 - PROGRAM DEVELOPMENT & ASSESSMENT IN HIGHER ED, 3 credits</p>	<p>Ph.D., History, Philosophy and Policy Studies in Education Concentration: Higher Education Indiana University Bloomington, IN</p>	<p>Dr. Gross is the Program Director for the Higher Education Administration Program and studies educational attainment of underrepresented groups; postsecondary access and student success; policy analysis; financial aid; interplay between state and institutional postsecondary policy and social theory.</p>
Dr. Meghan Pifer (F)	<p>Fall 18 ELFH688 - SUPERVISED EXP IN HE, 3 credits</p> <p>Fall 18 ELFH690 - PRO PROJECT IN HIGHER ED, 3 credits</p> <p>Spring 19 ELFH688 - SUPERVISED EXP IN HE, 3 credits</p> <p>Spring 19 ELFH690 - PRO PROJECT IN HIGHER ED, 3 credits</p>	<p>PhD, Higher Education The Pennsylvania State University, University Park, PA</p>	<p>Dr. Pifer studies colleges and universities as organizational contexts, and is interested in how identity and individual characteristics, and interpersonal networks and relationships within those contexts, shape both individual and organizational outcomes.</p>
Dr. Ishwanzya Rivers (F)	<p>Fall 18 ELFH682 - ORG & ADM H EDUC, 3 credits</p> <p>Fall 18 ELFH688 - SUPERVISED EXP IN HE, 3 credits</p> <p>Fall 18 ELFH690 - PRO PROJECT IN HIGHER ED, 3 credits</p> <p>Fall 18 ELFH694 - DIVERSITY IN HIGHER ED, 3 credits</p>	<p>Ph.D., Educational Policy Studies Specialization: Higher Education Policy and Organization Department of Educational Policy Studies University of Illinois at Urbana – Champaign</p>	<p>Dr. Rivers studies community colleges and their role in providing access for historically underrepresented students. She studies the ways in which underrepresented studies utilize higher education</p>

	<p>Spring 19 ELFH 607 PRIN OF EDUC LEADSHIP, 3 credits</p> <p>Spring 19 ELFH688 - SUPERVISED EXP IN HE, 3 credits</p> <p>Spring 19 ELFH690 - PRO PROJECT IN HIGHER ED, 3 credits</p>		<p>as a means of economic and social mobility.</p>
<p>Dr. Jeffrey Sun (F)</p>	<p>Fall 18 ELFH680 - LEGAL ISS:POSTSEC EDUC, 3 credits</p> <p>Winter 19 ELFH680 - LEGAL ISS:POSTSEC EDUC, 3 credits</p> <p>Spring 19 ELFH680 - LEGAL ISS:POSTSEC EDUC, 3 credits</p>	<p>Doctor of Philosophy (Ph.D.) Master of Philosophy (M.Phil.) Graduate School of Arts & Sciences and Teachers College, Columbia University, New York, NY</p> <p>Doctor of Jurisprudence (J.D.) Moritz College of Law - The Ohio State University, Columbus, OH</p>	<p>Dr. Sun teaches and researches in the areas of higher education law and organizations – specifically examining how court decisions impact civil rights and civil liberties of students and faculty. In addition, he has a research stream on professional education (education of professional programs).</p>

F, P: Full-time or Part-time;

Form Updated: January 2011

JESSICA BELUE BUCKLEY

Clinical Assistant Professor, Higher Education Administration, University of Louisville
College of Education and Human Development | 1905 S. First St, Louisville, KY 40206
jessica.buckley@louisville.edu | 502.852.0641 (w)

EDUCATION

University of Maryland. College Park, MD. May, 2014.

Doctor of Philosophy, College Student Personnel

Concentration: Qualitative Research Methods

Dissertation title: "Backing away from the cliff": A theory of education for sustainability in the postsecondary classroom

Counseling and Personnel Services Research Fellow

University of Vermont. Burlington, VT. May 2007.

Master of Education, Higher Education and Student Affairs Administration.

Georgetown University. Washington, DC. August 2008–May 2010.

Courses toward a Master of Liberal Studies with Religious Studies Concentration.

University of Virginia. Charlottesville, VA. May 2004.

Bachelor of Arts, American Studies, with Distinction. Minor in English. Jefferson Scholar.

Erasmus Institute. Capitignano, Italy. June-July 2002.

Jefferson Scholars Program on art and architectural history.

RECENT EMPLOYMENT

University of Louisville, Louisville, Kentucky

Clinical Assistant Professor, Department of Educational Leadership, Evaluation, and Organizational Development
(ELEOD) (part time leave August 2016-July 2017) October 2015-present

Program Director, Organizational Leadership and Learning (OLL) Program August 2018-present

Curriculum Director, Military Initiatives for ELEOD Department August 2017-present

Assistant Program Director, OLL October 2017-August 2018

Assistant Project Director, Cadre and Faculty Development Course (CFDC) October 2015-August 2016

Faculty Fellow, CFDC (renamed Master Educator Course in January 2018) May 2015-present

Course Designer, CFDC January-May 2015

PUBLICATIONS

Peer reviewed

- Buckley, J. B., & Michel, J. O. (In review). Operationalizing sustainability in learning: An overview of sustainability-related learning outcomes.
- Buckley, J. B., Park, J. (Revising for resubmission). "Hard to tell": Students making assumptions about compositional socioeconomic diversity on campus.
- Buckley, J. B., Park, J. (In press). "When you don't really focus on it": Campus climate for social class diversity and identity awareness. *Journal of College Student Development*.
- Buckley, J. B. (In press). A grounded theory of education for sustainability in the postsecondary classroom. *The Review of Higher Education*.
- Park, J., Buckley, J. B., & Koo, K. (2017). "How do I quantify this?" Students reflect on survey items related to diversity and cross-racial interaction. *Journal of College Student Development*, 58(5), p. 733-749.
- Wells, A. M., Buckley, J. B., & Kimmel, D. (Winter, 2016). Perspectives on environmental justice. *ACPA Developments*, 14(1), p. 18-26.
- Buckley, J. B. (2015). "Constantly in the making:" Pedagogical characteristics of education for sustainability in postsecondary classrooms. *Journal of College and Character*, 16(1), p. 9-21.
- Buckley, J. B., & Quaye, S. J. (2014). A vision of social justice in intergroup dialogue. *Race Ethnicity and Education*. DOI: 10.1080/13613324.2014.969221.
- Buckley, J. B. (2013). Re-storing the earth: A phenomenological study of living sustainably. *Phenomenology & Practice* 7(2), 19-40.
- Belue, J. & Buckley, D. (2007). Interdisciplinarity: A major issue, *The Vermont Connection*, 28, 100-111.

- Belue, J. (2006). Free to Be: Supporting lesbian, gay, and bisexual students on Catholic campuses, *The Vermont Connection*, 27, 27-37.

Chapters in edited works

- Buckley, J. B., Turner, H. A., Cook, R. A., & Pifer, M. J., (In press). “It’s (not) in the Syllabus!” Self-Authorship and Transitions for Military Connected Students. In J. C. Garvey, J. C. Harris, D. R. Means, R. J. Perez, & C. J. Porter (Eds.), *Case Studies for Student Development Theory: Advancing Social Justice & Inclusion in Higher Education*. Routledge.

Book-reviews, notes, and non-peer reviewed work

- Buckley, J. B. (In review). Returning to the Process of Education: Lessons from Education for Sustainability.
- Buckley, J. B. (2014). [Review of the book Barlett, P. F., & Chase, G. W. (Eds.). (2013). Sustainability in higher education: Stories and strategies for transformation]. *The Journal of Educational Research* 107(4),. 338. DOI 10.1080/00220671.2014.894290
- Buckley, J. B. (2014). Remembering process in a time of outcomes. NASPA Lead Blog. Available at <https://www.naspa.org/rpi/posts/remembering-process-in-a-time-of-outcomes>
- Buckley, J. B. (2014). Some ties that bind: Education for democracy and education for sustainability. NASPA Lead Blog. Available at <http://www.naspa.org/rpi/posts/democracy-and-sustainability>
- Belue, J. (2008) Know thyself to know thy job, *The Vermont Connection*, 29, 27-37.
- Belue, J. (2006, Summer). “In this Issue,” *Journal of College Admissions*, 192, 2.

Current on-going papers and projects

- Buckley, J. B. (preparing for submission). From “cliques” to “common ground”: Social class and the perceptions of symbolic boundaries in the transition From high school to a regional university.
- Buckley, J. B., George, C., Colston, J., & Burrell, A. (preparing for submission). Campus climate and sense of belonging for women in Reserve Officer Training Corps programs.
- George, C.E., Buckley, J.B., Colston, J., & Burkes, L.T. (preparing for submission). Sense of belonging by race and ethnicity in ROTC programs.
- Buckley, J. B., Quaye, S. J., Chang, S. H., & Hentz, A. N. (preparing for submission). A Learning Environments Framework for Social Justice Education: Combining Content, Process, and Holistic Development.

Unpublished papers and projects

- Buckley, J. B., Colston, J., Pifer, M., & Sun, J. Recognizing connections: Shared learning and development approaches in postsecondary and military education. Working manuscript.
- Colston, J., Pifer, M., Sun, J., & Buckley. 5 lessons learned about supporting military instructors as colleagues. Working manuscript.
- Buckley, J. B. “Not written in stone”: Interdisciplinary teaching and education for sustainability in the postsecondary classroom. Working manuscript.
- Buckley, J. B. More than tree hugging: Students’ motivation for sustainable behavior. Unpublished manuscript.
- Buckley, J. B. (2009). The Catholic university and interreligious engagement. Unpublished manuscript, Georgetown University, Washington, D.C.
- Belue, J. L. (2007). Sensitive footwork: Edgar Shannon’s leadership at the University of Virginia. Unpublished master’s comprehensive paper, University of Vermont, Burlington, Vermont.
- Belue, J. L. and Starkenburg, B. Creating learning objectives to build apartment communities. Residence Life Office. UVA. Summary Report and Future Expenditures, 26 April 2004.

CONFERENCE PRESENTATIONS

- Buckley, J. B. (November, 2018). From “cliques” to “common ground”: Social class and the perceptions of symbolic boundaries in the transition From high school to a regional university. Paper presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.
- Buckley, J. B., & Michel, J. O. (November, 2018). Operationalizing sustainability in learning: An overview of sustainability-related learning outcomes. Paper presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.

- Buckley, J. B., George, C., Colston, J., & Burrell, A. (November 2018). Campus climate and sense of belonging for women in Reserve Officer Training Corps programs. Paper presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.
- Buckley, J.B., and Park, J. J. (November, 2017). Buckley, J. B., & Park, J. Crossing the class divide: Institutional climate for social class diversity and student social class identity awareness. Paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- George, C., Buckley, J. B., Colston, J., and Burke, L. T. (November, 2017). Racial and Ethnicity Minority Students' Sense of Belonging in Reserve Officers' Training Corp Programs. Paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Buckley, J.B, Colston, J., Pifer, M., & Sun, J. (March, 2017). Recognizing connections: Shared learning and development approaches in postsecondary and military education. Session presented at the NASPA Symposium on Military-Connected Students.
- Reynolds, S., Sponsler, L, & Buckley, J. B. (March, 2017). NASPA Lead Initiative at five: Reflection, implementation, and strategic planning. Pre-conference session at the NASPA Annual Conference. (unable to attend)
- Buckley, J. B. (2016, March). "Hard to tell": Students conceptualizing cross-class interaction on campus. Paper presented at the annual meeting of NASPA, Indianapolis, IN.
- Buckley, J. B. (2014, March-April). "Backing away from the cliff": Education for sustainability on campus. Paper presented at the annual meeting of ACPA: College Student Educators International, Indianapolis, IN.
- Park, J., Buckley, J. B., & Koo, K. (2013, November). What do you really mean? Student reflections on survey items related to diversity. Paper presented at annual meeting of Association for the Study of Higher Education, St. Louis, MO.
- Buckley, J. B., Chang, S. H., & Hentz, A. (2012, March). Learning with content and process in intergroup dialogues. Paper presented at the annual meeting of ACPA: College Student Educators International, Louisville, KY.
- Chang, S. H., Buckley, J. B., & Fink, J. (2012, March). Troubling dialogue and action in intergroup dialogues. Paper presented at the annual meeting of ACPA: College Student Educators International, Louisville, KY
- Buckley, J. B. (2011, June). More than tree hugging: Sustainable behavior in college students. Paper presented at the ACPA Sustainability Institute, Boulder, CO.
- Buckley, J. B. (2011, February). Be well, be just, be green. Maryland Student Affairs Conference, College Park, Maryland.

TEACHING

University of Louisville

- ELFH 682-101, Organization & Administration of Higher Education (face-to-face for Master Educator Course), Spring 2018
- ELFH 666-101, Program Development & Assessment in Higher Education (face-to-face for Master Educator Course), Spring 2018
- ELFH 610-101, Collaboration & Communication for Effective Leadership (online for CFDC), Fall 2017
- ELFH 610-102, Collaboration & Communication for Effective Leadership (online for CFDC), Fall 2017
- ELFH 689-101, Special Problems in Education Leadership (online for CFDC), Fall 2017
- ELFH 689-102, Special Problems in Educational Leadership (online for CFDC), Fall 2017
- ELFH 682-50, Organization and Administration of Higher Education (online), Summer 2017
- ELFH 682-51, Organization and Administration of Higher Education (online), Summer 2017
- ELFH 683, College Teaching and Learning (face-to-face for Master Educator Course), Fall 2018, Spring 2019
- ELFH 670, Instructional Strategies, (face-to-face for Master Educator Course), Fall 2018, Spring 2019
- ELFH 688, Supervised Clinical Experience in Higher Education (online for Master Educator Course), Fall 2018, Spring 2019
- ELFH 690, Professional Project in Higher Education (online for Master Educator Course), Fall 2018, Spring 2019
- ELFH 694-55, Diversity and Higher Education (online), Spring 2017
- ELFH 300-102, Prior Learning Assessment (hybrid for CFDC), Summer 2016
- ELFH 300-112, Prior Learning Assessment (hybrid for CFDC), Summer 2016
- ELFH 607-50, Principles of Educational Leadership in Higher Education (online), Spring 2016, Summer 2018
- ELFH 693-50, College Students in the United States (online), Spring 2016, Summer 2018
- EDCP 682-75, Organization and Administration of Higher Education (face-to-face), Fall 2015
- EDCP 682-50, Organization and Administration of Higher Education (online), Fall 2015
- ELFH 596/693-91, College Students in the United States (face-to-face for CFDC), Summer 2015
- ELFH 596/693-98, College Students in the United States (face-to-face for CFDC), Summer 2015
- ELFH 332/689-91, Assessment, Evaluation, and Helping Skills (face-to-face for CFDC), Summer 2015
- ELFH 332/689-98, Assessment, Evaluation, and Helping Skills (face-to-face for CFDC), Summer 2015

University of Maryland

PUAF 386: Experiential Learning & Guided Readings Director on Qualitative Methods, Spring 2013

EDCP 220: Introduction to Human Diversity in Social Institutions, UMD, Fall 2011, Spring 2012

EDCP 498L: Facilitating Intergroup Dialogues, UMD, Spring 2011

RESEARCH

Research Positions

Data Auditor, Consensual Qualitative Research Project, Department of Resident Life, UMD. February 2014-June 2014.

- Learn methods and methodology of Consensual Qualitative Research.
- Audit the research team's analysis of data and provide feedback on interpretation and writing.

Member, Research Team for Dr. Julie J. Park, UMD. August 2012-May 2014.

- Contribute to planning, implementation, and analysis of study concerning students' experience with diversity on campuses.
- Co-authored and presented research concerning students' responses to survey questions related to racial diversity and cross-race interaction on campus.

Research assistant for Dr. Stephen John Quaye, University of Maryland (UMD). August 2010-June 2012.

- Conduct interviews with intergroup dialogue participants at UMD.
- Guide creation of codebook, using NVIVO software, for research team.
- Co-author conference papers for publication.
- Assist with administrative functions of team; create and edit communications, draft IRB renewal paperwork.
- Create learning outcomes, annotated bibliography, and assessment tool for Georgetown University's A Different Dialogue.

FUNDING AND HONORS

Grants received

- Co-Investigator, Cadre and Faculty Development Course: Pilot Study, Funded by U.S. Army Training and Doctrine Command, \$1,900,000. Principal Investigator & Project Director: Jeffrey C. Sun. FY2016 to FY2017.
- ACPA Foundation Research Grant for \$2,000 for study, "Cross-Class Interaction and Social Class Expectations in the Transition to College," Fall 2017.
- UofL College of Education and Human Development Research and Faculty Development Grant for \$1,000 for study, "Cross-Class Interaction and Social Class Expectations in the Transition to College," Fall 2017.
- UMD Graduate School Jacob K. Goldhaber Travel Grant for \$250 to attend 2014 ACPA in Indianapolis, IN.
- UMD Departmental Travel Grant from the Byrne-Marx-Magoon Fund for \$250 to attend 2014 ACPA: College Student Educators International conference in Indianapolis, IN.
- Recipient of 2013-2014 Bridges Scholarship of \$450 from UMD Student Affairs Concentration, for women returning to graduate school after working in the field.
- Association for the Study of Higher Education (ASHE) Travel Scholarship of \$400 for travel to the 2013 ASHE conference in St. Louis, MO.
- UMD Graduate Student Research Support Award of \$1000 through the College of Education's Support Program for Advancing Research and Collaboration, Spring 2013.
- Research Grant of \$1,320 from UMD Student Affairs Concentration's Mac and Lucile McEwen Research Fund, Spring 2013.

Selected grants applied for and not funded

- AAUW, American Fellowship, Fall 2016.
- NAE Spencer Postdoctoral Fellowship, Fall 2016.
- Environmental Protection Agency's Graduate STAR Fellowship, applied in November 2011.
- Social Science Research Council's Dissertation Proposal Development Fellowship, applied in February 2012.
- NAE Spencer Doctoral Fellowship, Fall 2012.

Awards and honors

- Delphi Certified Designation for ELFH 693, Awarded after application by UofL's Delphi Center for online courses that meet Quality Matters standards, Fall 2018
- High Pass, College Student Personnel Comprehensive Exams, August 2012.
- Facility Director of the Year, University of Maryland, May 2012.
- Kenneth P. Saurman Award for HESA Outstanding Graduate Student, University of Vermont, 2007.
- Algernon Sydney Sullivan Award, University of Virginia, 2004.

SELECT HIGHER EDUCATION & STUDENT AFFAIRS EXPERIENCE

- **Fellow, Civic Learning and Democratic Engagement (CLDE) Initiatives**, National Association of Student Personnel Administrators, Worked remotely from Louisville, KY for Washington, DC based organization. March 2014-February 2015.
- **Academic Advisor**, Sustainability Minor at the University of Maryland, College Park, MD. August 2012-June 2013.
- **Facility Director**, Gamma Mu chapter of Kappa Alpha Theta, College Park, MD. August 2010-June 2012.
- **Graduate Assistant**, Counseling and Personnel Services Department, University of Maryland, August 2010-May 2011.
- **Hall Director**, McCarthy Hall. Residence Life Office, Georgetown University, August 2007-June 2010.
- **Advisor, Senior Class Council**. Part time graduate assistantship. Development & Alumni Relations Office, The University of Vermont, August 2005-June 2007.

ACADEMIC AND PROFESSIONAL SERVICE

Scholarly Journals

Journal of Diversity in Higher Education, Reviewer, 2018- present

Journal of Student Affairs Research & Practice, Editorial Board, 2018-present

National Associations

Association for the Study of Higher Education

Program Reviewer, 2018

American College Personnel Association, Student Educators International

Sustainability Advisory Committee, Fall 2012-2017

Coordinating Leader of 2014 and 2015 Sustainability Institute Planning Team, Fall 2012-2015

Co-Chair of Assessment for the 2015 Next Gen Conference

Professional Memberships

Association for the Study of Higher Education, joined 2010

Division 34, Division of Population and Environment Psychology, American Psychological Association, joined 2010

American College Personnel Association, joined 2005

National Association of Student Personnel Administrators, joined 2005

Institutional Service

University of Louisville

ELEOD Visibility Committee, Fall 2018

ELEOD Department Clinical Assistant Professor Search Committee, Summer 2018

Course Co-Designer & Fellow, Master Educator Course, Fall 2017-Spring 2018

Academic Advisor, Students working toward M.A. in Higher Education Administration

ELEOD Department Clinical Assistant Professor Search Committee, Fall 2015

University of Maryland

Provost's Education for Sustainability Work Group, January 2013-May 2013.

College Student Personnel, Higher Education, and International Education Policy Merger Committee, 2011

Georgetown University

Campus Sustainability Advisory Committee, January 2008-2010

Living Learning Community Committee, January 2008-2010

Catholic/Jesuit Identity Strategic Planning Committee for Student Affairs, January 2008-2010

Sophomore Year Experience Committee, August 2008-2010

RA Selection Committee, August 2009-2010

Residence Life Associate Director Search Committee Member, Fall 2009

Hall Director Hiring Team, ACPA Spring 2009 and NASPA Spring 2008
Hall Director Search Committee, Spring 2008, Fall 2008, Spring 2009
LGBTQ Resource Center Assistant Director Search Committee member, Fall 2008
Professional Staff Selection Committee, August 2007-2009
Residence Life Assessment Committee, August 2007-May 2008

University of Vermont

Development and Alumni Relations Diversity Taskforce, August 2006-May 2007

University of Virginia

Jefferson Scholarship Foundation Regional Selection Committee. January 2009, 2011, 2014, 2015, 2016, 2018

Jefferson Graduate School of Arts and Sciences Fellows Review Committee. Spring 2018, 2019

Dean of Students Assessment Team, August 2003-May 2004

TRAINING AND OTHER PRESENTATIONS

- *Understanding Emotional Intelligence*. (2017, November), University of Louisville, ROTC Program Lab, collaboration with UofL and ROTC faculty.
- Buckley, J. B. (2017, January). Advising overview, Master Educator Course, student orientation.
- Buckley, J.B. (2016, May). Classroom dynamics: Writing center, advising, careers in student affairs, guests, and quality assurance, program evaluation, University of Louisville, Cadre and Faculty Development Course Faculty orientation
- Buckley, J. B. (2009, August). *Sustainability at Georgetown*. Georgetown University (GU), Residence Life Professional Staff Training, Washington, D.C.
- Buckley, J. B. (2009, August). *Kiersey Temperament Types: Working with a Team*. GU, Residence Life Professional Staff Training, Washington, D.C.
- Buckley, J. B. and Del Vecchio, B. (2009, July). *Georgetown's Move Out Drive and Volunteer Process*. Washington D.C. Metro Council of Governments Recycling Committee
- Buckley, J. B. & Wade, M. E. (2009, February) *Going Once, Going Twice, Going Green*. NASPA Region II New Professional and Graduate Conference, American University, Washington D. C.
- Buckley, J. B. (2009, January). *Thirty Minute Yoga for the Office*, GU, Residence Life Professional Staff Renewal Day.
- Buckley, J. B., Cruz, H., & Huff, W. (January 2009). *The Second Year Experience*, GU, Spring RA Training.
- Buckley, J. B. & Buckley, D. (2007, 2008, Fall). *Praying the Examen*. GU, RA In-Services.
- Buckley, J. B., Anderson, L., & Scanlon, C. (2008, August). *Effective Leadership*, GU, RA Training.
- Buckley, J. B. & Keston, B. (August 2008). *Community Ownership & Student Leadership for Upper-class Halls*. GU, RA Training.
- Buckley, J.B. (August, 2008). RA Training & Assignments, GU, Residence Life, Professional Staff Training.
- Buckley, J. B., Peterson, C., & Scanlon, C. (August 2008). *Supervising Student Feedback, Second assignments, Duty, and Probation*. GU Residence Life Professional Staff Training.
- Buckley, J.B., & Peterson, C. (August 2008). *Supervising Student Staff*. GU, Residence Life, Professional Staff Training.
- Buckley, J. B. (August 2008), *The Programming Model*, GU, Professional Staff Training.
- Buckley, J. B. & Lauderdale, C. (May 2008). *Community Development and Programming 101*, GU, Summer Counselor Training.
- Interviewed for and aired on Banner, J. (Executive Producer). (2008, May 27). *ABC World News* Webcast [Online broadcast], College Moving Day Goes Green, New York ABC News. (<http://abcnews.go.com/video/playerIndex?id=7689931>)
- Buckley, J. B. & Anderson, L. (August 2007). *Deliberate Leadership*. GU, University RA Training.
- Buckley, J. B., Holmes, A. & Clawson, C. (August 2007). *Community Development*, GU, University

EDITORIAL EXPERIENCE

Co-Editor for content. *The Vermont Connection: The Student Affairs Journal of the University of Vermont*, April 2006-April 2007.

Communications Assistant. National Association for College Admission Counseling, June-July 2006.

OTHER

- Room Parent, St. Charles Borromeo Early Childhood Education Center, Arlington, VA, August 2016-July 2017.
- National Hotline Coordinator. 9to5, National Association of Working Women, Atlanta, Georgia, with Jesuit Volunteer Corps, August 2004-August 2005.
- Marriage Preparation Mentor Team, Church of the Epiphany, January 2015-August 2016.

SKILLS

Musician. YogaFit® Level 1 Training. Microsoft Excel, Publisher, Word. SPSS. NVivo.

Kerry Charron
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EDUCATION

Doctor of Education in Higher and Postsecondary Education, October 2009
Teachers College, Columbia University-New York, NY.

Master of Professional Studies in Human Relations, May 1999
New York Institute of Technology-Central Islip, NY.

Master of Arts in English, May 1995
Western Connecticut State University-Danbury, CT.

Bachelor of Arts in English, May 1990
State University of New York at Albany.

TEACHING EXPERIENCE

May 2016-Present, Clinical Assistant Professor Master Educator Course/Cadre and Faculty Development Course, University of Louisville-Louisville, KY.

Responsibilities include:

- Teaching the following graduate courses (on-site at Fort Knox, on the UofL Belknap campus, and online): Organization and Administration of Higher Education, College Teaching and Learning, Academic Advising, Internship, and Organizational Improvement in Higher Education.
- Advising graduate students regarding course offerings and professional development.
- Planning and evaluating curriculum and integrating Army documents into MEC courses.
- Serving as the Internship Coordinator: revising course materials and program documents; writing end of semester reports and conducting assessments; and facilitating internship placements and advising student/interns.
- Serving as Heart Walk Captain-recruiting team members, fundraising, and planning related events.

July 2010-May 2016, Assistant Professor of English Florida Keys Community College-Key West, FL.

Responsibilities included:

- Teaching college level composition, introduction to literature, and introduction to short fiction.
- Developing and teaching online and traditional composition and literature courses.
- Providing tutoring to students and planning student-oriented events.
- Conducting competency assessments and research on student learning in writing courses.
- Serving as Chair of the Online Learning Committee; developing faculty development workshops, creating an instructional evaluation program, and conducting research on outcomes in online courses.

August 2006-May 2010-Assistant Professor of English Bethune-Cookman University-Daytona Beach, FL.

- Taught developmental English and college level composition courses.
- Served as Secretary, Faculty Association Executive Board: Responsible for documenting proceedings from faculty meetings, maintaining records, and coordinating various subcommittees.

Recipient of the 2006 Bethune-Cookman University Academic Vice President's Faculty Award.

January 2003-June 2004 English Lecturer-English Department

Eugenio Maria de Hostos Community College, City University of New York-Bronx, NY.

- Taught Developmental English, College Composition, Introduction to Literature, and American Novel.
- Provided academic guidance to students participating in the Honors Program.
- Conducted CUNY Proficiency Exam preparation workshops; acted as campus Exam Liaison.
- Created a discussion series focusing on issues pertinent to immigrants.

1995-1999 Adjunct Instructor

New York Institute of Technology-Central Islip, NY.

- Taught Developmental English, Introduction to Literature, and College Success Seminar.
- Taught Introduction to Literature via Blackboard software program for NYIT's Online Campus.

HIGHER EDUCATION ADMINISTRATION EXPERIENCE

July 2008-January 2009 Associate Dean/Acting Dean, Freshman College Bethune-Cookman University-Daytona Beach, FL.

- Planned and reviewed curricula for math, reading, English and Freshman Seminar courses.
- Advised students and faculty regarding academic issues and grievances.
- Served as the assessment coordinator for Freshman College in preparation for accreditation review and developed the Quality Enhancement Plan for SACS review.
- Hired new faculty and conducted faculty evaluations.
- Participated in campus-wide programs and committees such as new student orientation, institutional effectiveness committee, and academic policies and curriculum committee.

January 2009-May 2010 Chair, English Department Bethune-Cookman University-Daytona Beach, FL.

- Planned and reviewed curricula for English courses.
- Advised students about course offerings and handled registration issues.
- Coordinated hearings regarding academic integrity issues and grievances.
- Supervised a service learning program that paired college student tutors with elementary school students.

June 2004-July 2006 Associate Director, Office of Transfer, Summer, Weekend & Study Abroad Programs
Lehman College, City University of New York-Bronx, NY.

- Collected and analyzed data on transfer students, summer enrollments, and study abroad participants.
- Conducted research on general education outcomes and coordinated faculty development workshops.
- Implemented and coordinated advisement/registration assistance days for new transfer students.
- Created an advisement program for study abroad participants and international students.
- Participated in the development and implementation of two new courses: an orientation course for new transfer students and college success course for first-year students.
- Maintained office budget, supervised office staff, and updated the department's website.

July 1999-August 2000 Budget Assistant, Dean's Office

Teachers College, Columbia University-New York, NY.

- Conducted analysis of administrative and professorial expenditures and assisted with budget planning.
- Coordinated Faculty Executive Committee meetings, recorded minutes, and maintained records.
- Participated in a committee responsible for revising TC's student conduct and sexual harassment policies, and coordinated hearings for student misconduct and sexual harassment cases.

September 1996-July 1999 Learning Center Coordinator

New York Institute of Technology-Central Islip, NY.

- Hired, trained, and supervised undergraduate and graduate tutors.
- Determined appropriate accommodations & provided services for students with disabilities.
- Served on new student orientation and first year experience planning committees.

FUNDRAISING & DEVELOPMENT EXPERIENCE

November 2014-May 2016, Development Assistant Basilica of St. Mary Star of the Sea-Key West, FL.

- Identified potential donors, maintained database of current donors, and made asks.
- Processed payments, generated funding reports, and handled communications.
- Planned capital campaign events and assisted with public relations efforts.
- Worked closely with the Saint Mary's clergy team and Archdiocese of Miami administrative leaders.

ONLINE INSTRUCTIONAL DESIGN EXPERIENCE

August 2012-Present, Freelance Writer/Instructional Designer WiseWire-Baltimore, MD.

- Writing online college English and information literacy course content.
- Reviewing the presentation and flow of content for a range of disciplines.
- Integrating multi-media into course content and using HTML and CSS for course development.
- Working in various learning management systems such as Pearson eCollege and Blackboard.

RESEARCH EXPERIENCE

September 2000-August 2003 Research Assistant

Community College Research Center, Teachers College, Columbia University-New York, NY.

- Coordinated site visits and conducted interviews with administrators, faculty, students, and stakeholders.
- Wrote grant proposals, drafted summary reports for funding agents, and presented findings at conferences.
- Specific projects included a national two-year study of developmental education, workforce development, mission, K-12 partnerships, and adult education programs in community colleges.

PROFESSIONAL MEMBERSHIPS & ACTIVITIES

National Academic Advising Association

College Board, Advanced Placement English Literature Exam Reader & Essay Scorer for GRE Exam

Book Reviewer for The Journal of African American History

AWARDS

2006 Anna Neumann Student Research Award, Teachers College, Columbia University

2012 National Endowment for the Humanities Summer Scholar Program

2015 Unsung Hero Award, Association of Florida Colleges

2016-2017 and 2017-2018 University of Louisville Faculty Favorite

PUBLICATIONS

Book Review of *Shirley Chisholm: Catalyst for Change. Lives of American Women. Ed. Carol Berkin*. Boulder, CO: Westview Press, 2014. *The Journal of African American History*. 102.4 (2017): 554-556. Print.

Book Review of *Brown's Battleground: Students, Segregationists, and the Struggle for Justice in Prince Edward County, Virginia*, by Jill Ogline Titus. *The Journal of African American History*. 98.2 (2013): 341-344. Print.

Book review of *Schoolhouse Activists: African American Educators and the Long Birmingham Civil Rights Movement*, by Tundra L. Loder-Jackson. *The Journal of African American History*. 104.1 (2019): (162-164).

“Lights Just Click on Everyday’: Academic Preparedness and Remediation” in *Defending the Community College Equity Agenda*. Co-authored with Dr. Dolores Perin. Edited by Thomas Bailey & Vanessa Smith Morest. Johns Hopkins University Press: 2006.

PRESENTATIONS

National Association of Academic Advising. “When Advising and Teaching Blur Together: Sharing Narratives in an Internship Course.” October 1, 2018. Phoenix, AZ.

National Association of Academic Advising. “Sharing Life Stories to Keep Army ROTC Cadets on Azimuth: Exploring How ROTC Instructors Use Narrative Advising.” October 3, 2018. Phoenix, AZ.

Casey E. George, Ph.D.

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EDUCATION

- Ph.D. Educational Policy Studies 2009
University of Illinois at Urbana-Champaign
Dissertation: *Rethinking the STEM fields: The importance of definitions in examining women's persistence and success in the sciences*
- M.B.A. Nonprofit Management 2005
Roosevelt University
- B.A. Spanish (cum laude) 2000
Sewanee: The University of the South

PROFESSIONAL EXPERIENCE

- Assistant Professor* 2015 – present
Higher Education Administration
University of Louisville
- Assistant Director* 2016 – present
Center for Economic Education
University of Louisville
- Professional and Field Affiliate* 2016 – 2018
Center for Research on Higher Education Outcomes,
New York University
- Postdoctoral Research Fellow* 2012 – 2015
Institute of Education Sciences, University of Illinois at Urbana-
Champaign
- Adjunct Assistant Professor* 2010 – 2015
Education Policy, Organization, and Leadership, University of Illinois at
Urbana-Champaign
- Research Consultant* 2010 – 2013
Illinois Education Research Council
- Project Director and Research Associate* 2009 – 2012
Project STEP-UP, University of Illinois at Urbana-Champaign
- Teaching Assistant* 2008
Educational Policy Studies, University of Illinois at Urbana-Champaign

<i>Research Assistant</i> Educational Policy Studies, University of Illinois at Urbana-Champaign	2006 – 2009
<i>Teaching Assistant</i> Global Studies Initiative, University of Illinois at Urbana-Champaign	2005 – 2006

PUBLICATIONS

*Denotes co-authorship with a graduate student

Peer-Reviewed Publications

Davis L.A., Wolniak, G.C., **George, C.E.**, Nelson, G.R. (in revision). Demystifying tuition: A content analysis of the information quality of public college and university websites. *AERA Open*.

George, C.E., Buckley, J., Colston, J.*, & Burkes, L.* (in review). Sense of belonging by race and ethnicity in ROTC programs.

Skultety, L.* & **George, C.E.** (2019). “I’m in the mathematical sciences because...” Examining Underrepresented Students’ Motivations for Pursuing Math. *Journal of Women and Minorities in Science and Engineering*, 25(1), 25-52.

George, C.E., Skultety, L.* & Congleton, R. (2018). Faculty perceptions of what makes a student successful in the mathematical sciences. *Kentucky Journal of Excellence in College Teaching and Learning*, 15, 41-57.

Ganley, C., **George, C.E.**, Robinson-Cimpian, J.P. & Makowski, M.* (2018). Gender equity in college majors: Looking beyond the STEM/Non-STEM dichotomy for answers regarding female participation. *American Educational Research Journal*, 55(), 453-487. Available online <http://journals.sagepub.com/doi/pdf/10.3102/0002831217740221>

George, C.E., Castro, E., & Rincon, B. (2018). Investigating the origins of STEM intervention programs: An isomorphic analysis. *Studies in Higher Education*. Available online April 9, 2018: <https://doi.org/10.1080/03075079.2018.1458224>

George, C.E., Saclarides, E.S.* & Lubienski, S.T. (2018). A difference of priorities? Why U.S. and international students consider leaving doctoral programs. *Studies in Graduate and Postdoctoral Education*, 9(1), 38-57.

Rincon, B. & **George-Jackson, C.E.** (2016). Examining departmental climate for women in Engineering. *Journal of College Student Development*, 57(6), 742–747.

Ruud, C.M., Saclarides, E.S.*, **George-Jackson, C.E.** & Lubienski, S.T. (2016). Tipping points: Doctoral students and considerations of departure. *Journal of College Student Retention: Research, Theory & Practice*. Available online August 30, 2016: <http://csr.sagepub.com/content/early/2016/08/30/1521025116666082.full.pdf+html>

- Rincon, B. & **George-Jackson, C.E.** (2016). STEM intervention programs: funding practices and challenges. *Studies in Higher Education*, 41(3), 429–444. Available online June 2, 2014.
- Hillman, N.W., Gast, M.J., & **George-Jackson, C.E.** (2015). When to begin? Socioeconomic and Racial/Ethnic Differences in Financial Planning, Preparing, and Saving for College. *Teachers College Record*, 117(8), 1–28.
- George-Jackson, C.E.** & Gast, M. J. (2014). Addressing Information Gaps: Disparities in Financial Awareness and Preparedness on the Road to College. *Journal of Student Financial Aid*, 44(3).
- Williams, M.M.* & **George-Jackson, C.E.** (2014). Using and doing science: Gender, self-efficacy, and science identity of undergraduate students in STEM. *Journal of Women and Minorities in Science and Engineering*, 20(2), 99–126.
- George-Jackson, C.E.** (2014). Undergraduate Women’s Persistence in the Sciences. *NASPA Journal about Women in Higher Education*, 7(1), 96–119.
- Lichtenberger, E. & **George-Jackson, C.E.** (2013). Predicting high school students’ interest in majoring in a STEM field: Insight into high school students’ postsecondary plans. *Journal of Career and Technical Education*, 28(1), 19–38.
- George-Jackson, C.E.**, Rincon, B.* & G. Martinez, M.* (2012). Low-income students in Engineering: Considering financial aid and differential tuition. *Journal of Student Financial Aid*, 42(2), 4–24.
- George-Jackson, C.E.** & Rincon, B.* (2012). Increasing sustainability of STEM intervention programs through evaluation. *ASQ Higher Education Brief (Special Issue on STEM)*, 5(1).
- George-Jackson, C.E.** & Rincon, B.* (2011). *Establishing legitimacy among STEM intervention programs: The need for evaluation*. American Society for Quality.
<http://asq.org/edu/2011/06/benchmarking/establishing-legitimacy-among-stem-intervention-programs-the-need-for-evaluation.pdf>
- George-Jackson, C.E.** (2011). STEM switching: Examining “departures” of undergraduate women in STEM fields. *Journal of Women and Minorities in Science and Engineering*, 17(2), 149-171.
- George-Jackson, C.E.** (2010). The cosmopolitan university: The medium toward global citizenship and justice. *Policy Futures in Education*. 8(2), 191-200.
- George-Jackson, C.E.** (2008). The Spellings Commission on the Future of Higher Education: Global competitiveness as a motivation for postsecondary reform. *Higher Education in Review*. 5, 67–98.

Contributions to Edited Volumes

Wolniak, G.C., **George, C.E.**, & Nelson, G.R. (in press). The emerging differential tuition era among U.S. public universities. In Teixeira, P.N., Veiga, A., Rosa, M.J., and Magalhães, A. (Eds.). *Under Pressure: Higher Education Institutions Coping with Multiple Challenges*. Sense Publishers, 191–214.

George, C.E., Ingle, W.K., & Pogodzinski, B. (2018). Exploring the politics of collective bargaining and unions in education. *Education Policy*, 1–9.
<http://journals.sagepub.com/doi/pdf/10.1177/0895904817752882>

Linley, J.* & **George-Jackson, C.E.** (2013). Addressing Underrepresentation in Biomedical and Behavioral Research through Undergraduate Interventions. In Watt, S. & Linley, J. (Eds.) *Creating Successful Multicultural Initiatives in Higher Education and Student Affairs*. New Directions in Student Services. 2013(144), 97–102.

George-Jackson, C.E. (2012). “Counterpoint: Will an increased focus on the market economy and global competition in K-12 public education result in improved quality?” In Brown, F., Hunter R., & Donahoo, S. (Eds.) *Debating Issues in American Education: School Governance*. Sage Publications, vol. 7, 216–224.

George-Jackson, C.E. & Rincon, B.* (2012). “Increasing sustainability of STEM intervention programs through evaluation.” In Furst-Bowe, J., Padro, F., & Veenstra, C. (Eds.). *Advancing the STEM agenda: Quality improvement supports STEM*. ASQ Quality Press, 249–266.

George-Jackson, C.E. (2012). “Introduction: Definition of STEM.” In Furst-Bowe, J., Padro, F., & Veenstra, C. (Eds.). *Advancing the STEM agenda: Quality improvement supports STEM*. ASQ Quality Press, 2.

Span, C.M. and **George-Jackson, C.E.** (2010). "Integration of Schools." In Craig Kridel (Ed.), *Encyclopedia of Curriculum Studies*. New York: Sage Publications, vol. 1, 485-487.

White Papers and Briefs

George-Jackson, C.E. & Lichtenberger, E.J. (2012). *College confidence: How sure high school students are of their future majors*. Illinois Education Research Council. Policy Research: IERC 2012-2. Retrieved June 12, 2012 from [http://ierc.siue.edu/documents/2012-2/STEM Major Confidence.pdf](http://ierc.siue.edu/documents/2012-2/STEM%20Major%20Confidence.pdf)

George-Jackson, C.E. (2012). *Influences of students' college attendance: The importance of parents*. Project STEP-UP. University of Illinois at Urbana-Champaign. Retrieved April 5, 2012, from <http://stepup.education.illinois.edu/sites/default/files/college%20attendance.pdf>

George-Jackson, C.E. (2012). *Generation Me: Influences of students' choice of major*. Project

STEP-UP. University of Illinois at Urbana-Champaign. Retrieved March 12, 2012, from <http://stepup.education.illinois.edu/sites/default/files/GenerationMe.pdf>

George-Jackson, C.E., Harwell, E.* & Houston, D.A.* (2011). *Social Engagement of Undergraduates: Do Majors Matter?* Project STEP-UP. University of Illinois at Urbana-Champaign. Retrieved October 10, 2011, from <http://stepup.education.illinois.edu/sites/default/files/STEP-UP%20Social%20Engage-1.pdf>

George-Jackson, C.E. (2011). *Exploring Intergenerational Influences on First-Generation College Students*. SBE 2020: Future Research in the Social, Behavioral & Economic Sciences. National Science Foundation. Retrieved January 27, 2011, from http://www.nsf.gov/sbe/sbe_2020/submission_detail.cfm?upld_id=206

George-Jackson, C.E., Rincon, B.E.* & Baber, L.D. (2011). *STEM Intervention Programs at Large, Public, Research Universities: Common Trends and Challenges*. Project STEP-UP. University of Illinois at Urbana-Champaign. Retrieved February 7, 2011, from http://stepup.education.illinois.edu/sites/default/files/Intervention%20Program%20Trends_Jan2011.pdf

Reports and Evaluations

George-Jackson, C.E. & Jimenez, M. (2011). 2011 *Next Steps Institute*. Association of Science Materials Centers.

George-Jackson, C.E., Ikenberry, S.O., Kienzl, G.S., Provezis, S., Rich, R. F., & Sotirovic, M. (2008). *What do people think? Results from an Illinois Public Opinion Survey*. Prepared for the Higher Education Summit, June 24, 2008. Urbana, IL: University of Illinois.

George-Jackson, C.E., Makela, J.P. & White, J. (2007). *Advising Voices from the Field: An Evaluation of the Illinois Course Applicability System*. University of Illinois at Urbana-Champaign.

Book Reviews

Colston, J.* & **George, C.E.** (2018). [Review of the book *Apocalyptic leadership in education: Facing an unsustainable world from where we stand*]. *Teachers College Record*. Retrieved March 20, 2018 from <http://www.tcrecord.org/Content.asp?ContentID=22307>

George-Jackson, C.E. (2008) [Review of the book *Integrating the 40 acres: The fifty-year struggle for racial equality at the University of Texas*]. *Education Review*. Retrieved December 18, 2008 from <http://edrev.asu.edu/reviews/rev745.htm>

George-Jackson, C.E. (2007). [Review of the book *Declining by degrees*]. *Policy Futures in Education*, 5(4), 581–584. Retrieved September 4, 2007, from http://www.wwords.co.uk/pfie/content/pdfs/5/issue5_4.asp

George-Jackson, C.E. (2007). [Review of the book *Urban high school students and the challenge of access: many routes, different paths*]. *Education Review*. Retrieved August 22, 2007, from <http://edrev.asu.edu/reviews/rev587.htm>

George-Jackson, C.E. (2007). [Review of the book *The sista' network: African–American women faculty successfully negotiating the road to tenure*]. *Education Review*. Retrieved June 12, 2007, from <http://edrev.asu.edu/reviews/rev568.htm>

Works in Progress

George, C.E. (in progress). Leaning in? Women's confidence in High-Math/High-Science Majors.

FUNDING

Principal or Co-Principal Investigator

Master Educator Course 2017. Funded by the U.S. Department of Defense (via U.S. Army, Training and Doctrine Command), \$2,424,800, FY2017 to FY2018 (Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI: Jessica Buckley; Co-Investigator: **George-Jackson, C.E.**, et al.).

Cadre and Faculty Development Course 2016: Pilot project, Funded by the U.S. Department of Defense (via U.S. Army, Training and Doctrine Command), \$848,000, FY2016 to FY2017 (Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI: Jessica Buckley; Co-Investigator: **George-Jackson, C.E.**, et al.).

Wolniak, G. (PI) & **George-Jackson, C.E.** (Co-PI). *Improving Transparency in College Costs: Examining College Attendance in the era of Differential Tuition Practices*. Spencer Foundation, 2016-2018 (funded: \$50,000; May 1, 2016 – December 31, 2017).

George-Jackson, C.E. (PI). *National Alliance for Doctoral Studies in Mathematical Sciences: Research Proposal*. National Science Foundation, 2012–2015 (funded: \$300,754; August 1, 2012-August 31, 2015).

Senior Personnel

Trent, W.T. (PI). *Underrepresented Undergraduates in STEM at Large Research Universities: From Matriculation to Degree Completion*. National Science Foundation, 2009–2012 (funded: \$1,710,011; 2009-2013).

Trent, W.T. (PI). *Underrepresented Undergraduates in STEM: The Impact of Recruitment and Retention Intervention Programs at Large, Research–Intensive, Public Universities*. Ford Foundation, 2008–2009 (funded: \$140,000; 2010).

Kienzl, G.S. (PI). *Underrepresented Undergraduates in STEM: From Matriculation to Degree Completion at Large, Research–Intensive, Public Universities*. Alfred P. Sloan Foundation, 2008–2009 (funded: \$45,000; 2010).

MEDIA COVERAGE

- Flaherty, C. (2018). *When a field's reputation precedes it*. January 25, 2018. Inside Higher Ed. <https://www.insidehighered.com/news/2018/01/25/study-finds-given-disciplines-perceived-gender-bias-not-math-biggest-predictor>
- Quinton, S. (2017). *Why universities charge extra for engineering, business and nursing degrees*. June 1, 2017. The Pew Charitable Trust Stateline: http://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2017/06/01/why-universities-charge-extra-for-engineering-business-and-nursing-degrees?utm_campaign=2017-06-01+Stateline+Daily&utm_medium=email&utm_source=Pew
- Keller, M. (2017). *60% of public research institutions now have differential tuition*. National College Access Network. May 16, 2017. <http://www.collegeaccess.org/SD05162017Article5>
- Berman, J. (2017). *Why you should look at the fine print when it comes to college costs*. MarketWatch. May 3, 2017. <http://www.marketwatch.com/story/why-you-should-look-at-the-fine-print-when-it-comes-to-college-costs-2017-05-03>
- New York University. (2017). *Variations in tuition at public universities have grown, masking the cost of attendance*. American Association for the Advancement of Science EurekAlert! The Global Source for Science News. April 28, 2017. https://www.eurekalert.org/pub_releases/2017-04/nyu-vit042717.php
- Wermund, B. (2017). *Report roll call*. Politico Morning Education. April 28, 2017. <http://www.politico.com/tipsheets/morning-education/2017/04/100-day-progress-report-trump-gets-an-incomplete-on-education-policy-220028>
- Hebert, M. (2017). *Center for Economic Education*. UofL Today with Mark Hebert. January 16, 2017. <https://soundcloud.com/uofl/01-16-17-uofl-today-gross-georgejackson-felton>
- Schmidt, P. (2016). *Where even experts can't figure out tuition costs*. The Chronicle of Higher Education. December 16, 2016. <http://www.chronicle.com/article/Where-Even-Experts-Can-t/238704>
- Hess, C. (2016). *Paying for college is focus of CEHD research center*. November 7, 2016. <http://uoflnews.com/post/uofltoday/paying-for-college-is-focus-of-cehd-research-center/>
- PRWeb. *The IERC at SIUE releases study focusing on confidence in college majors*. June 28, 2012. <http://news.yahoo.com/ierc-siue-releases-study-focusing-confidence-college-majors-232231980.html>
- Forrest, S. *Numbers of women, minorities in math, science don't add up, researchers say*. University of Illinois News Bureau. August 2, 2011. http://news.illinois.edu/news/11/0802STEM_CaseyGeorge-Jackson.html

Dahl, D. *U of I project examines choices of women in science*. CBS Chicago, WBBM NewsRadio 780AM. August 8, 2011. <http://chicago.cbslocal.com/2011/08/08/u-of-i-project-examines-choices-of-women-in-science/>

Illinois Radio Network. *STEM fields program launched*. Riverbender: Alton, IL. August 9, 2011. http://www.riverbender.com/news/wbgz/rfullstory.cfm?newsfile=2011-08-09-12_STEM%20Fields%20Program%20Launched&start=61

CONFERENCE PAPERS and PRESENTATIONS

Invited Sessions

George-Jackson, C.E. (2014). *Math Alliance Research Study*. Field of Dreams Conference, November 7–9. 2014. Mesa, AZ.

Ganley, C.M., **George-Jackson, C.E.**, Robinson-Cimpian, J.P. & Makowski, M. (2014). *Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation*. Institute of Education Sciences Principal Investigator Meeting. September 3, 2014. Washington, DC.

George-Jackson, C.E. (2014). *Science Careers in Search of Women: Panel Discussion on Women in STEM*. Argonne National Laboratory. April 10, 2014. Chicago, IL.

George-Jackson, C.E. (2013). *Differential Tuition and STEM*. The National Academies and the National Research Council, Committee Meeting on Barriers and Opportunities in Completing 2- and 4- Year STEM Degrees. November 12-13, 2013. Washington, DC.

George-Jackson, C.E. (2013). *Math Alliance Research Study*. Field of Dreams Conference, November 1-3, 2013. Phoenix, AZ.

Trent, W.T., **George-Jackson, C.E.**, Walker, K.S., & Baber, L.D. (2010). *Exploring STEM Trends in Enrollment and Persistence for Underrepresented Populations*. University of Illinois Higher Education Collaborative Seminar Series. November 12, 2010. Champaign, IL.

George-Jackson, C.E. (2011). Panelist. University of Illinois Foundation Philanthropy Seminar. April 12, 2011. Champaign, IL.

George-Jackson, C.E. (2010). *Equity in Education: Using Data to Inform and Implement Change*. Pathways to Results Meeting. June 18, 2010. Champaign, IL. <http://occrll.illinois.edu/files/Projects/ptr/CGJ%20Presentation.pdf>

Conference Presentations

Wolniak, G.C. Davis, L., **George, C.E.**, & Nelson, G.R. (2019). *Institutional Policy and the Struggle to Maintain Tuition Transparency in an Increasingly Complex Environments*. AAC&U Annual Meeting. January 23-26, 2019 Atlanta, GA.

- Buckley, J., **George, C.E.**, Colston, J., Burrell, A.R. (2018). *Campus climate and sense of belonging for women in Reserve Officer Training Corps Programs*. November 15-17, 2018. Association for the Study of Higher Education. Tampa, FL.
- Nelson, G.R., Wolniak, G.C., **George, C.E.**, & Davis, L. (2018). *Institutional policy and the struggle to maintain tuition transparency in an increasingly complex environment*. May 10-11, 2018. 2018 Public Policy Forum, Denver, CO.
- Davis, L.A., Wolniak, G.C., **George, C.E.**, Nelson, G.R., Kwon, C., and Zuccaro, E. (2018). *Demystifying tuition: Building a framework for information quality and accessibility*. April 13-17, 2018. American Educational Research Association. New York, NY.
- George, C.E.**, Wolniak, G., Nelson, G., & Colston, J. (2018). *Bottom line up front: Results from a randomized experiment on interpreting college tuition information*. April 13-17, 2018. American Educational Research Association. New York, NY.
- Nelson, G.R., Wolniak, G.C., & **George, C.E.** (2017). *Differential tuition and enrollment patterns of students from low socioeconomic status backgrounds at a public research university*. International Journal of Arts & Sciences (IJAS) International Conference for Education. November 28 – December 1, 2017. Freiburg, Germany.
- George, C.E.**, Wolniak, G., Nelson, G., & Colston, J. (2017). *Navigating the complexities associated with financial aid and tuition policies*. November 8-11, 2017. Association for the Study of Higher Education. Houston, TX.
- George, C.E.**, Buckley, J., Colston, J., & Burkes, L. (2017). *Racial and ethnic minority students' sense of belonging in ROTC programs*. November 8-11, 2017. Association for the Study of Higher Education. Houston, TX.
- Wolniak, G., Nelson, G., & **George-Jackson, C.E.** (2017). *Unmasking college costs: Challenges in the era of differential tuition practices*. September 3– September 6, 2017. EAIR – European Higher Education Society. Porto, Portugal.
- Wolniak, G., Nelson, G., **George-Jackson, C.E.** (2017). *Unmasking college costs: Challenges in the era of differential tuition practices*. April 27 – May 1, 2017. American Educational Research Association. San Antonio, TX.
- Wolniak, G., **George-Jackson, C.E.** & Nelson, G. (2016). *Improving transparency in college costs in the era of differential tuition practices*. November 9–12, 2016. Association for the Study of Higher Education. Columbus, OH.
- George-Jackson, C.E.**, Wolniak, G.W., Nelson, G., & Allen, D. (2016). *Investigating and Describing Trends in Undergraduate Differential Tuition Policies at Public Four-Year Universities*. April 8–12, 2016. American Educational Research Association. Washington, DC.

- George-Jackson, C.E.**, Wolniak, G.W., Nelson, G., Druery, J., Williams, T. & Moramarco, M. (2016). *Postsecondary differential tuition practices: Challenges to researching college affordability*. March 17-19, 2016. Association for Education Finance and Policy. Denver, CO.
- Miller, E.K. & **George-Jackson, C.E.** (2016). *Success in doctoral mathematics: What do faculty members expect of their students in order for them to be successful and to what do they attribute their own success?* Research in Undergraduate Mathematics Education Session at Joint Mathematics Meeting, January 6-9, 2016, Seattle, WA.
- Ruud, C., Saclarides, E., **George-Jackson, C.E.**, & Lubienski, S.T. (2015). *Tipping Points: Doctoral Students and Consideration of Departure*. Association for the Study of Higher Education. November 4–7, 2015. Denver, CO.
- Saclarides, E., **George-Jackson, C.E.**, Ruud, C., & Lubienski, S.T. (2015). *Doctoral Departure: A comparison of domestic and international students*. Association for the Study of Higher Education. November 4–7, 2015. Denver, CO.
- Congleton, R. & **George-Jackson, C.E.** (2015). *Connecting Students in the Mathematical Sciences to Information and Opportunities: The National Alliance Approach*. 7th Conference on Understanding Interventions that Broaden Participation in Science Careers. May 15–17, 2015. San Diego, CA.
- George-Jackson, C.E.** & Skultety, L. (2015). *Faculty Perceptions of What Makes a Student Successful in the Mathematical Sciences*. American Educational Research Association. April 17–20, 2015. Chicago, IL.
- McClure, L., **George-Jackson, C.E.**, Kutzko, P., & Chaloner, K. (2014). *A new disciplinary model for increasing the number of underrepresented minorities in the mathematical sciences*. Third International Conference of STEM in Education. July 12–15, 2014. Vancouver, British Columbia.
- Robinson-Cimpian, J.P., Ganley, C.M., **George-Jackson, C.E.**, & Makowski, M. (2014). *Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation*. American Educational Research Association. April 3–7, 2014. Philadelphia, PA.
- George-Jackson, C.E.** (2014). *High-math/high-science: High school students' confidence of their intended college major*. American Educational Research Association. April 3–7, 2014. Philadelphia, PA.
- Hillman, N., **George-Jackson, C.E.**, & Gast, M.J. (2013). *Saving for college: Examining differences by socioeconomic status*. Association for the Study of Higher Education. November 14–16, 2013. St. Louis, MO.
- Lichtenberger, E., Locke, S., & **George-Jackson, C.E.** (2013). *How does progression through*

- college impact the academic qualifications and diversity of geosciences aspirants?* 125th Anniversary Annual Meeting and Expo of The Geological Society of America. October 27–30, 2013. Denver, CO.
- George-Jackson, C.E.** & Lichtenberger, E. (2013). *Trends in students' confidence of future majors and occupations: Lessons learned from the Illinois High School Class of 2002-2005*. Focus on Illinois Education Research Symposium. June 13–14, 2013. Champaign, IL.
- George-Jackson, C.E.**, Castro, E. & Rincon, B. (2013). *What guides the development of STEM intervention programs: Examining the role of theories of change*. American Educational Research Association, April 27–May 1, 2013, San Francisco, CA.
- Lichtenberger, E. & **George-Jackson, C.E.** (2012). *College confidence: How sure high school students are of their future majors*. Illinois ACT Conference. December 4, 2012. Springfield, IL.
- Rincon, B. & **George-Jackson, C.E.** (2012). *Examining departmental climate for women in engineering*. Association for the Study of Higher Education. November 14–17, 2012. Las Vegas, NV.
- George-Jackson, C.E.** & Lichtenberger, E. (2012). *College confidence: How sure high school students are of their future majors*. Focus on Illinois Education Research Symposium. June 11–12, 2012, Tinley Park, IL.
- Houston, D.A., **George-Jackson, C.E.**, & Rincon, B. (2012). *We know where they went but where did they come from? Analysis of Illinois high school students, feeder schools, and postsecondary enrollment*. Focus on Illinois Education Research Symposium. June 11–12, 2012, Tinley Park, IL.
- Houston, D.A. & **George-Jackson, C.E.** (2012). *Academic engagement of undergraduate students majoring in STEM*. American Educational Research Association. April 13–17, 2012, Vancouver, British Columbia.
- George-Jackson, C.E.**, Rincon, B. & G. Martinez, M. (2011). *Effects of differential tuition on Low-income undergraduate students in engineering*. Association for the Study of Higher Education. November 17–19, 2011. Charlotte, NC.
- George-Jackson, C.E.** & Rincon, B. (2011). *Establishing legitimacy among STEM intervention programs: The need for evaluation*. ASQ Advancing the STEM Agenda in Education, the Workplace and Society. July 19–20, 2011, Menomonie, WI.
- Williams, M.M., **George-Jackson, C.E.**, Baber, L.D., & Trent, W.T. (2011). *Considering the role of gender in developing a science identity: Undergraduate students in Science, Technology, Engineering, and Mathematics fields at large, public, research universities*. American Educational Research Association. April 8–12, 2011. New Orleans, LA.

- Rincon, B. & **George-Jackson, C.E.** (2011). *Underrepresented students in Science, Technology, Engineering, and Mathematics (STEM): An examination of campus climate*. American Educational Research Association. April 8–12, 2011. New Orleans, LA.
- Walker, K.S., **George-Jackson, C.E.**, Rincon, B., Williams, M.M., Baber, L.D., & Trent, W.T. (2010). *From opportunity to merit: Changes in intervention programs in Science, Technology, Engineering, and Mathematics fields*. Association for the Study of Higher Education. November 17–20, 2010. Indianapolis, IN.
- George-Jackson, C.E.** (2010). *Rethinking the STEM fields: The importance of definitions in examining women's participation and success in the sciences*. Association for the Study of Higher Education. November 17–20, 2010. Indianapolis, IN.
- Rincon, B., **George-Jackson, C.E.**, Walker, K.S., Williams, M.M., Baber, L.D., & Trent, W.T. (2010). *Funding STEM intervention programs: Money speaks louder than words*. Association for the Study of Higher Education. November 17–20, 2010. Indianapolis, IN.
- Trent, W.T., Baber, L.B., **George-Jackson, C.E.**, Walker, K.S., Williams, M.M. (2010). *STEM intervention programs at large, public, research universities: Common trend and challenges*. Council for Opportunity in Education's (COE) 29th Annual National Conference. September 1–4, 2010. San Diego, CA.
- Kienzl, G.S., **George-Jackson, C.E.**, & Trent, W.T. (2009). *Underrepresented undergraduates' persistence in STEM fields*. American Educational Research Association. April 13–17, 2009. San Diego, CA.
- Kienzl, G.S., **George-Jackson, C.E.**, & Trent, W.T. (2009). *Underrepresented students entering STEM fields*. American Educational Research Association. April 13–17, 2009. San Diego, CA.
- George-Jackson, C.E.**, Enyia, A.C., & Provezis, S. (2009). *Public opinion versus public agenda: A case study of Illinois*. American Educational Research Association. April 13–17, 2009. San Diego, CA.
- George-Jackson, C.E.**, Kienzl, G.S., & Trent, W.T. (2008). *Underrepresented students entering STEM fields*. Association for the Study of Higher Education. November 5–8, 2008. Jacksonville, FL.
- Trent, W.T., Gong, Y. & **George-Jackson, C.E.** (2008). *Evidence on what matters for underrepresented students in STEM: The Summer Research Opportunities Program (SROP) and the Gates Millennium Scholarship Program*. 2nd Annual Conference on Understanding Interventions that Encourage Minorities to Pursue Research Careers. May 3–4, 2008. Atlanta, GA.
- George-Jackson, C.E.** (2008). *The effects of the Supreme Court ruling of 2007 on minority*

students' learning environments and access to higher education. American Educational Research Association. March 24–28, 2008. New York, NY.

George-Jackson, C.E., Enyia, A.C., & Trent, W.T. (2007). *The relevance of social science research, expert witnesses, and legal approaches in the quest for education equity.* Association for the Study of Higher Education. November 8–10, 2007, Louisville, KY.

George-Jackson, C.E. (2007). *The cosmopolitan university: The medium toward global citizenship and justice.* American Sociological Association. August 11–14, 2007, New York, NY.

George, C.E. (2006). *Within borders, without borders: A critique of the Commission on the Future of Higher Education.* Association for the Study of Higher Education. November 2–4, 2006, Anaheim, CA.

TEACHING EXPERIENCE

University of Louisville

Cadre and Faculty Development Course/Master Educator Course

Organization and Administration in Higher Education In Person

Program Development and Assessment In Person

College Students in the U.S. In Person

Collaboration and Communication for Effective Leadership Online

Special Problems in Educational Leadership Online

Higher Education Administration

Education Policy In Person

Diversity in Higher Education In Person, Online

University of Illinois at Urbana-Champaign

Department of Educational Policy Studies

Access to Higher Education (Co-Instructor) In Person

Sociology of Education (Teaching Assistant) In Person

College of Liberal Arts & Sciences

Global Studies Initiative (Teaching Assistant) In Person

Workshops

2012-2013 AERA Institute on Statistical Analysis for Education

Policy Math Education and Equity (Instructional Assistant) In Person

SERVICE and ACTIVITIES*Chair*

Diversity and Inclusion Committee, Chenoweth Elementary School 2019

Member

Louisville Children's Savings Account Collaborative 2016 –
 Kentucky State Treasurer's Economic Empowerment Coalition present
 2017 –
 present

Committee Member

Search Committee for HEA/MEC Clinical Assistant Professor 2019
 College of Education and Human Development, Diversity Committee 2018 – 2019
 College of Education and Human Development Committee on
 Committees 2018 – 2020
 Faculty Handbook Committee, University of Louisville 2015 –
 present

Committee Member

AERA Division J Graduate Student Travel Award Committee 2017
 Ad hoc Committee on the Recruitment of Graduate Students from
 Minority and Underrepresented Populations, Curriculum and 2013 – 2014
 Instruction, University of Illinois at Urbana-Champaign
 AERA Awards Committee, Division G: Committee for Distinguished 2008
 Contributions to Social Contexts in Education Research Lifetime
 Achievement Award
 Provost and Vice Chancellor for Academic Affairs Committee on the 2007 – 2008
 Use of Facilities, University of Illinois at Urbana-Champaign

Editorial Board Member

Politics of Education Yearbook (co-edited special issue of Education 2018
 Policy with W.K. Ingle and B. Pogodzinski)
 National Journal About Women in Higher Education 2015 –
 present
 Journal of Student Financial Aid 2013 –
 present

Reviewer

National Science Foundation 2014
 U.S. Department of Education 2014
Journal of Engineering Education 2016
American Educational Research Journal- Social & Institutional Analysis 2014
Educational Policy 2013 –
 present
Studies in Higher Education 2012 –
 present

Proposal Reviewer

ASQ Advancing the STEM Agenda Conference 2011

AERA Annual Conference (Division J and Sociology of Education)	2007 – present
ASHE Annual Conference	2007 – present
<i>Discussant</i>	
ASHE Annual Conference	2017
<i>Reader</i>	
Champaign-Urbana Martin Luther King, Jr. Essay Contest	2008 – 2009
AWARDS	
University of Louisville Faculty Favorite	2017 – 2018 2016 – 2017
Article of the Year (with E. Lichtenberger) <i>Journal of Career and Technical Education</i>	2014
A++ Award: Advocacy, Activism, and Advancement College of Education, University of Illinois at Urbana-Champaign	2012
Young Academic Fellow Institute for Higher Education Policy and Lumina Foundation	2011 – 2012
Very Honorable Mention Award, Poster Session Division J, American Educational Research Association	2011
Outstanding Doctoral Student Medalist College of Education, University of Illinois at Urbana-Champaign	2009 – 2010
Hardie Conference Travel Award College of Education, University of Illinois at Urbana-Champaign	2009
William Chandler Bagley Fellow Scholar College of Education, University of Illinois at Urbana-Champaign	2007 – 2009
Graduate College Conference Travel Grant Award University of Illinois at Urbana-Champaign	2006 – 2008
James. D. Anderson AERA Mentorship Award College of Education, University of Illinois at Urbana-Champaign	2007
Midwest Higher Education Compact Graduate Student Waiver	2006
Phi Kappa Phi – University of Illinois	2006

ADVISING and MENTORING

Master's Committees – Erica Harwell, University of Illinois (2013)

Doctoral Committees – Blanca Rincon, University of Illinois (2015)
Randi Congleton, University of Illinois (2017)
Brittany Inge, University of Louisville (2017)

Jeanne Guerrero (in progress)
 Tara McKinley (in progress)
 Barbara Dangnan (in progress)
 Heidi Neal (in progress)
 Michael Metz (in progress)
 Matthew McClendon (in progress)

PROFESSIONAL MEMBERSHIPS

Association for the Study of Higher Education (ASHE)	2006 – present
American Educational Research Association (AERA)	2006 – present
American Sociological Association (ASA)	2006 – 2011

RELATED PROFESSIONAL EXPERIENCE

<i>Graduate Student Worker</i> Illinois Course Applicability System, University of Illinois at Urbana-Champaign	2007
<i>Assistant to the Department Head</i> Department of Public Health, Mental Health, and Administrative Nursing, University of Illinois at Chicago	2004 – 2005
<i>Advisement and Admissions Specialist</i> Graduate Business Programs, University of Illinois at Chicago	2003 – 2004
<i>Graduate Program Coordinator</i> Department of Bioengineering, University of Illinois at Chicago	2001 – 2003
<i>Work Study Office Assistant</i> Office of the Vice Chancellor, Sewanee: The University of the South	1996 – 2000

ADDITIONAL QUALIFICATIONS

IES <i>What Works Clearinghouse</i> Certified Reviewer	2012 – 2014
AERA Division J Emerging Scholars Workshop	2010
Collaborative Institutional Training Initiative (CITI) Training Module	2008 – present
Responsible Conduct of Research CITI Training Module	2011

REFERENCES

Gregory S. Kienzl, Ph.D.
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Washington, DC 20036
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Professor and Department Chair
Department of Educational Leadership, Evaluation, and Organizational Development
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CURRICULUM VITAE

Jacob P. Gross

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Associate Professor, Higher Education Administration
Program Coordinator, Higher Education Administration
Director, Center for Economic Education
College of Education and Human Development
University of Louisville

EDUCATION

- Indiana University** Bloomington, IN
Ph.D., History, Philosophy and Policy Studies in Education 2008
Concentration: Higher Education
Dissertation Title: Promoting or perturbing access: An event history analysis of the effects of financial aid on Latino students' educational attainment
Chair: Don Hossler
- Post-Master's Certificate in Institutional Research 2006
- M.P.A. 2004
Concentration: Policy Analysis
- DePauw University** Greencastle, IN 2000
B.A., Anthropology & Spanish, with Honors
Honors Thesis Title: Beauty as a cultural mirror: Perceptions of feminine beauty in two Latin American cultures

AREAS OF SCHOLARLY INTEREST

Education policy; Higher education finance, Educational attainment of underrepresented students; former foster youth in higher education

PUBLICATIONS

Peer Reviewed Articles

- Parson, L., **Gross, J.P.**, Williams, A. (In press). The language of retrenchment: A discourse analysis of budget cutting in higher education. *Journal for the Study of Postsecondary & Tertiary Education*.
- Berry, M., Inge, B., **Gross, J.P.**, Colston, J., & Bowers, A. (2018). Planning for diversity? The inclusion of diversity goals in postsecondary statewide strategic plans. *Higher Education Politics & Economics* 4 (1).
- Gross, J. P. K.**, Bell, A.D., Berry, M. (2016). Keeping the PROMISE: Factors affecting timing to merit scholarship loss. *Journal of College Access*, 2(1), 31-56. <http://scholarworks.wmich.edu/jca/vol2/iss1/4>
- Gross, J. P.K.**, & Berry, M. (2016). The Relationship Between State Policy Levers and Student Mobility. *Research in Higher Education*, 1-27. doi.org/10.1007/s11162-015-9377-8
- Gross, J. P.K.**, Berry, M., & Reynolds, P. (2015). The Differential Effects of Financial Aid on Degree Completion by Gender. *Strategic Enrollment Management Quarterly*, 3(1), 41-61.
- Gross, J. P. K.**, Hossler, D., Ziskin, M. & Berry, M. (2015). Institutional merit-based aid and student departure: A longitudinal analysis. *Review of Higher Education*, 38(2), 221-250.

- Zerquera, D. & **Gross, J.P.K** (2015). Context Matters: A Critical Consideration of Latina/o Student Success Outcomes Within Different Institutional Contexts. *Journal of Hispanic Higher Education*. doi:10.1177/1538192715612915.
- Royster, P., **Gross, J.P.K.**, & Hochbein, C. (2015). Timing is Everything: Getting Students Back on Track to College Readiness in High School. *The High School Journal*, 98(3), 208-225.
- Gross, J. P. K.**, Zerquera, D., Inge, B., & Berry, M. (2014). Latino associate degree completion: Effects of financial aid over time. *Journal of Hispanic Higher Education*. doi: 10.1177/1538192714531293
- Hillman, N., Tandberg, D., **Gross, J.P.K.** (2014). Performance funding in higher education: Do financial incentives impact college completions? *Journal of Higher Education*, 85(6). p 826-857. The Ohio State University Press.
- Hillman, N., Tandberg, D., **Gross, J.P.K.** (2014). Market-based higher education: Does Colorado's voucher model improve higher education access and efficiency? *Research in Higher Education*, 55(6) p. 601-625. doi: 10.1007/s11162-013-9326-3
- Bergman, M., **Gross, J. P. K.**, Berry, M., & Shuck, B. (2014). If life happened but a degree didn't: Examining factors that impact adult students in a degree completion program. *Journal of Continuing Higher Education* 62(2). 90-101, doi: 10.1080/07377363.2014.915445
- McKinney, L. & **Gross, J.P.K.**, Burrridge, A.B. (2014). How community colleges can help prevent financial hardship among student borrowers. *Community College Journal of Research and Practice*, 38, 2-3. doi/pdf/10.1080/10668926.2014.851984
- Shelangoski, B., Hambrick, M., **Gross, J.P.K.**, & Weber, J.D. (2014). Self-efficacy in intercollegiate athletes. *Journal of Issues in Intercollegiate Athletics*, 7, 17-42.
- Gross, J. P. K.**, Torres, V., & Zerquera, D. (2012). Financial aid and attainment among students in a state with changing demographics. *Research in Higher Education*. doi:10.1007/s11162-012-9276-1
- Gross, J. P. K.** (2011). Promoting or perturbing success: The effects of aid on timing to Latino students' first departure from college. *Journal of Hispanic Higher Education*, XX(X), 1-14.
- Torres, V., **Gross, J. P. K.**, & Dadashova, A. (2010). Traditional-age students becoming at-risk: Does working threaten college students' academic success? *Journal of College Student Retention*, 12(1), 51-68.
- Gross, J. P. K.**, Cekic, O., Hossler, D., & Hillman, N. (2009). What matters in student loan default: A review of the research literature. *Journal of Student Financial Aid*, 39(1).
- Gross, J. P. K.**, Hossler, D., & Ziskin, M. (2007). Institutional aid and student persistence: An analysis of the effects of campus-based financial aid at public four-year institutions. *Journal of Student Financial Aid*, 37(1), 28-39.

Editor Reviewed Articles, Chapters, and Books

- Gross, J.P.** (2019). Former foster youth in postsecondary education: Reaching higher. New York, NY. Palgrave-Macmillan.

- Gross, J.P.** (Anticipated 2019). Institutional costs, revenues, and their relationship with strategic enrollment management. This is a chapter from the forthcoming book *Administration, Finance, and Budgeting in Higher Education and Student Affairs: Theory, Research, and Practice*, edited by Serna G., and Cohen, J.
- Gross, J. P.** (2015). Introduction: Reauthorization: An Opportunity for Substantive Change in How Students Pay for College. *Journal of Student Financial Aid*, 45(3), 2.
- Inge, B., Fowler, P., & **Gross, J. P.** (2015). Preparing for HEA Reauthorization: Recommendations for Practitioners. *Journal of Student Financial Aid*, 45(3), 10.
- Gross, J.P.K.**, (2014). An overview of financial aid. In Bontrager, B. & Hossler, D. (Ed.), *Handbook of strategic enrollment management*. Jossey-Bass Publishers.
- Brown, G. & **Gross, J.P.K.**, (2014). Budgets, aid, and enrollment. In Bontrager, B. & Hossler, D. (Ed.), *Handbook of strategic enrollment management*. Jossey-Bass Publishers.
- Gross, J. P. K.** (2011). Education and hegemony: The influence of Antonio Gramsci. In B. A. U. Levinson (Ed.), *Beyond critique: Exploring critical social theories and education* (pp. 51-79). Boulder, CO: Paradigm Publishers.
- Levinson, B. A. U., **Gross, J. P. K.**, & Hanks, C. (2011). Friendly critiques and fellow travelers: Questioning and expanding the Critical Social Theory canon. In B. A. U. Levinson (Ed.), *Beyond critique: Exploring critical social theories and education*. Boulder, CO: Paradigm Publishers.
- Levinson, B. A. U., **Gross, J. P. K.**, Link, J., & Hanks, C. (2011). Forerunners and foundation builders: Origins of a Western Critical Theory social tradition. In B. A. U. Levinson (Ed.), *Beyond critique: Exploring critical social theories and education* (pp. 25-50). Boulder, CO: Paradigm Publishers.
- Ziskin, M., Torres, V., Hossler, D., & **Gross, J. P. K.** (2010). Mobile working students: A delicate balance of college, family, and work. In L. W. Perna (Ed.), *Understanding the working college student: New research and its implications for policy and practice*. Herndon, VA: Stylus Publishing.
- Reynolds, P. J., **Gross, J. P. K.**, Millard, B., & Pattengale, J. (2010). Using longitudinal mixed-methods research to look at undeclared students. *New Directions for Institutional Research*, 2010(S2), 53-66.
- Hossler, D., Ziskin, M., **Gross, J. P. K.**, Kim, S., & Cekic, O. (2009). Student aid and its role in encouraging persistence. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. XXIV, pp. 389-426). New York: Kluwer Academic Publishers.
- Hossler, D., **Gross, J. P. K.**, & Ziskin, M. (Eds.). (2009). *Readings on Equal Education* (Vol. 24). New York: AMS Press.
- Gross, J. P. K.** (2009). Patterns, problems, and possibilities: Trends in Latino students' receipt of financial aid. In D. Hossler, J. P. K. Gross & M. Ziskin (Eds.), *Readings on Equal Education* (Vol. 24). New York: AMS Press.
- Hossler, D., **Gross, J. P. K.**, & Dadashova, A. (2009). Not all college attendance is linear: Comparing lateral transfer students, reverse transfer students, and non-persisting students. In D. Hossler, J. P. K. Gross & M. Ziskin (Eds.), *Readings on Equal Education* (Vol. 24). New York: AMS Press.
- Ziskin, M., Hernandez, E., & **Gross, J. P. K.** (2009). Academic support, equity and cooperative learning: Supplemental Instruction practices at IPAS institutions. In D. Hossler, J. P. K. Gross & M. Ziskin (Eds.), *Readings on Equal Education* (Vol. 24). New York: AMS Press.

- Hossler, D., Ziskin, M., & **Gross, J. P. K.** (2009). Getting serious about institutional performance in student retention: Research-based lessons on effective policies and practices. *About Campus*, 13(6), 2-11.
- Musoba, G., **Gross, J. P. K.**, & Hossler, D. (2008). Confronting ambiguity, anarchy, and crisis in institutional research: Using student unit record databases in extra-institutional research. *New Directions for Institutional Research*, 139 (Autumn), 95-116.
- St. John, E. P., **Gross, J. P. K.**, Musoba, G., & Chung, A. S. (2006). Postsecondary Encouragement and Academic Success: Degree Attainment by Indiana's Twenty-First Century Scholars. In E. P. St. John (Ed.), *Public Policy and Equal Educational Opportunity: School Reforms, Postsecondary Encouragement, and State Policies on Postsecondary Education* (Vol. 21). New York: AMS Press.

In Progress

- McKinney, L., **Gross, J.P.**, & Inge, B. (Revise & resubmit). Understanding federal loan borrowing, repayment, and default among community college students.
- Gross, J.P.** & Geiger, J. (Under review). How former foster youth finance their postsecondary education.
- Gross, J.P.** & Stolzenberg, E., & Williams, A. (Under review). The college enrollment and experiences of former foster youth.
- Parson, L., **Gross, J.P.**, Williams, A. (Under review). A discourse analysis of institutional budget cuts.
- Gross, J. P.**, Bell, A.D., Berry, M. Inge, B, & Renner, B. (In preparation). A quasi-experimental analysis of the impact of taking and completing remedial courses on graduation and time to degree at four-year institutions.
- Gross, J.P.**, & Stolzenberg, E. (In preparation). Gender differences in college going and college experiences among former foster youth.

Other

- Gross, J.P.K.** (July 31, 2014) *Who decides when college is affordable and for whom?* Inside Higher Ed. Washington, D.C. <https://www.insidehighered.com/views/2014/07/31/who-decides-when-college-affordable-and-whom-essay>
- Gross, J.P.K.** & Hillman, N. (March 21, 2014) *What is an acceptable level of loan default?* Inside Higher Ed. Washington, D.C. <https://www.insidehighered.com/views/2014/03/21/how-much-student-loan-debt-and-default-appropriate-essay>
- Gross, J.P.K.** (2014). Whose fault is student loan default? The need for better data from proprietary institutions. *Policy Brief: Wisconsin Center for the Advancement of Postsecondary Education*. Madison, WI <http://www.wiscape.wisc.edu/wiscape/publications/policy-briefs/pb020>
- Hillman, N., Weichman, T., **Gross, J.P.K.**, Berry, M. (2013). A primer on income-related student loan repayment in the United States. *Policy Brief: Wisconsin Center for the Advancement of Postsecondary Education*. Madison, WI. <http://www.wiscape.wisc.edu/wiscape/publications/policy-briefs/pb016>
- Gross, J.P.K.** (October 18, 2012). *What can we learn from the debate over the forum on student loans?* Chronicle of Higher Education. Washington, D.C. <http://chronicle.com/article/What-Can-We-Learn-From->

[Debate/135188/](#)

Gross, J.P.K. (November 8, 2012). *How bad is the student debt problem?* Inside Higher Ed. Washington, D.C.
<http://www.insidehighered.com/views/2012/11/08/how-bad-student-debt-problem-essay>

RESEARCH SUPPORT

Funded projects

Sun, J. C. (Principal Investigator & Project Director), **Gross, J.P.K.** (Co-Investigator), et al. Cadre and faculty development course: Metacognition, Learning, and Instructional Excellence in Higher Education Administration (pilot project). Funded by the U.S. Department of the Army, \$1,900,000, FY2016 to FY2017.

Sun, J. C. (Principal Investigator & Project Director), Jean Marie, G. (Co- Principal Investigator), **Gross, J.P.K.** (Co-Investigator), et al. Cadre and faculty development course: Proof of principle. Funded by the U.S. Department of the Army, Training and Doctrine Command, \$483,000, FY2015 to FY2016. Fort Eustis, VA: U.S. Army Training and Doctrine Command.

Gross, J.P.K. The college success of foster youth: Building capacity. Received \$2,500 from the University of Louisville's Women Investing in Education to support an interdisciplinary and community gathering to discuss and develop a research agenda on foster youth in higher education from December 2014 to 2015.

Gross, J.P.K. A descriptive analysis of the postsecondary attainment of former foster youth. The University of Louisville College of Education & Human Development provided \$600 for purchase of a stand-alone data machine in 2014.

Hillman, N. (Principal Investigator) & **Gross, J.P.K.** (Co-PI Efficiency and fairness in student loan repayment. The Lumina Foundation for Education's New Models of Student Financial Support for \$96,000 from August 2013 to February 2014.

Gross, J.P.K. Financial aid and Queer Students. The Center for American Progress provided \$3,000 in financial support from September 2013 to November 2014.

Gross, J.P.K. A recent history of the National Association of Student Financial Aid Administrators (NASFAA): 2006-2012. Research contract from NASFAA for \$16,677 from January 2013 to September 2013.

Gross, J.P.K. (with Angela D. Bell). An event history analysis of factors affecting timing to loan default. This project was funded by the National Association for Student Financial Aid Administrators for \$5,000 from December 2010 to December 2011.

Gross, J.P.K. (with Don Hossler). Where and when: An event history analysis of student flow in postsecondary education. This project was funded by the Association for Institutional Research for \$39,900 from May 2009 to June 2010.

Gross, J.P.K. (with Vasti Torres). A competing events model of the effects of financial aid on Latinos' enrollment patterns. This project was funded by the University of Southern California's Center for Enrollment Research, Policy, and Practice for \$6,150 from May 2009-January 2010.

Lead grant writer and research director *DegreeNow West Virginia Statewide Adult Degree Completion Initiative.* This project was funded by the Lumina Foundation for Education for \$798,400 from October 2010 to

October 2014.

Not funded

Gross, J.P.K., Sun, J., George-Jackson, C., Immekus, J., & Rhodes, G. (2015). Women in University Administration Professional Exchange. Sought \$224,987 from the U.S. Department of State.

Gross, J.P.K. (2014). A descriptive analysis of the postsecondary attainment of former foster youth. The University of Louisville College of Education & Human Development provided \$600 for purchase of a stand-alone data machine to enable licensing of restricted use federal education datasets.

Maltese, A., & **Gross, J.P.K.** (2014). An Investigation of Factors Related to Student Choice of Academic Major. Sought \$123,321 from the National Science Foundation.

Maltese, A. & **Gross, J.P.K.** (2014). Data rich and information poor? Evaluating the capacity of SLDS to inform STEM education policy. Sought \$650,000 from the National Science Foundation.

Gross, J.P.K. (2014). A descriptive analysis of college access and success for former foster youth. Sought \$4,766 from the University of Louisville Research Initiation Grant to develop a larger grant proposal to study foster youth in postsecondary education.

Gross, J.P.K. (2014). A national study of the postsecondary attainment of foster youth. Sought \$35,000 from the Association for Institutional Research.

Gross, J.P.K. (2014). A longitudinal analysis of postsecondary access and success for former foster youth. Sought \$34,853 from the American Educational Research Association.

Gross, J.P.K. (2013). Evaluating the efficacy of need- and merit-based aid in the Bluegrass State. Sought \$5,000 from the American Education Research Association Education Service Research Project.

Gross, J.P.K. (Co-PI with Paul Hill). (2010). STEM Pathways at Predominately Undergraduate Institutions: Patterns, Perceptions, and Practices. Sought \$201,971 from the National Science Foundation.

Fellowships

ASHE/Lumina Dissertation Fellowship (\$14,000), 2008-2009

Spencer Foundation/Indiana University Discipline-Based Scholarship in Education, Associateship, (\$4,000), August 2006 – May 2008

Association for Institutional Research/National Center for Education Statistics Graduate Fellowship Recipient (\$3,000), 2007-2008

TEACHING EXPERIENCE

University of Louisville

Assistant Professor, College of Education & Human Development,

Courses taught

Strategic Planning (ELFH 659)

American College & University (History of Higher Ed) (ELFH 678)

Program Development & Assessment (ELFH 666)

Philosophy of Higher Education (ELFH 681)

Organization and Administration of Higher Education (ELFH 682)

Educational Resource Management (ELFH 684)
Diversity and Higher Education (ELFH 689)

Indiana University

Instructor, School of Education,

Diversity Matters (U212), Fall 2005-Fall 2007

Co-Instructor, School of Education, *Beyond White Privilege* (U212), Spring 2006

Teaching Assistant, SPEA, *Statistical techniques* (K300), Summer 2004

Teaching Assistant, SPEA, *Statistical analysis and modeling* (V507), Spring 2004

PROFESSIONAL EXPERIENCE

Associate Professor, College of Education and Human Development, University of Louisville, July 2018-present

Responsible for conducting an original program of research and teaching graduate courses on organizational administration, resource management, economics, and program development and assessment.

Program Coordinator, Higher Education Administration, College of Education and Human Development, University of Louisville, August 2015- present

Responsible for facilitating the operational and strategic aspects of the Higher Education Administration program, which has approximately 115 master's students and 25 doctoral students enrolled. Duties include course scheduling and staffing, curriculum planning, budget management, working with marketing professionals to promote the program, quality assurance, and program development.

Assistant Professor, College of Education and Human Development, University of Louisville, July 2011-present

Responsible for conducting an original program of research and teaching graduate courses on strategic planning, administration and organizational theory, finance, history, and diversity in higher education.

Policy and Planning Research Analyst, West Virginia Higher Education Policy Commission, September 2009-June 2011

Primary responsibilities include developing and implementing a research agenda to help inform West Virginia's college completion initiatives; seeking external funding to support research and completion initiatives; preparing statutory reports for legislators and policy makers; communicating research to diverse audiences, including legislative committees, institutional decision-makers, faculty, news media, and student affairs practitioners. Additional major responsibilities include facilitating a statewide higher education diversity initiative; helping develop and implement a regional research collaboration focused on college completion and workforce development; and directing research activities related to a statewide adult degree completion initiative.

Associate Director for Research, Project on Academic Success in the Center for Postsecondary Research at Indiana University, January 2006- September 2009

I was responsible for oversight of research funded through Lumina Foundation for Education and Spencer Foundation including significant administrative duties, such as supervising a team of six doctoral research assistants, collaborating closely with senior director of research and project PIs, preparing annual reports for funding agencies, hiring and training new project staff, maintaining an extensive statistical code library, and preparing reports and articles for external audiences. Significant research responsibilities included developing and maintaining a statewide longitudinal education data system containing nearly 2 million student records, conducting and leading multivariate statistical analyses, assisting with qualitative research, and presenting work via presentations and publications to scholarly audiences.

Research Associate, Project on Academic Success in the Center for Postsecondary Research at Indiana University, July 2004 – December 2005

Major responsibilities involved conducting and leading multivariate statistical analyses as well as preparing

reports and articles for publications. Duties also included working with campus partners to develop and implement action-inquiry projects designed to enhance student success.

Posse Mentor, DePauw University Student Services, August 2002 - May 2004

Posse Foundation recruits, selects and trains multicultural teams of students (called Posses) from New York, Boston, Chicago and Los Angeles to attend the nation's top liberal arts colleges. I met weekly with students to discuss academic progress, campus adjustments, and state of the Posse. In addition, I facilitated weekly meetings and workshops on issues such as multicultural communication, time management, adjusting to college, wellness, and critical thinking for education.

Director, Russell J. Compton Center for Peace and Justice, DePauw University Student Services,
June 2000 – July 2002

Responsible for programming, arranging speakers, traveling with students to conferences and workshops, providing training for students, advising student groups, publicizing resources, developing print and audiovisual library, working with local, state and national organizations engaged in issues of peace and justice.

PROFESSIONAL SERVICE

Steering Committee, National Resource Center for Foster Alumni in Higher Education, September 2018-present

Editor, Journal of Student Financial Aid, July 2011-present

Editorial Board Member, Journal of College Student Retention, October 2018-present

Editorial Board Member, Review of Higher Education, January 2016-present

Editorial Board Member, Education Policy Analysis Archives, January 2007-present

Ad hoc reviewer, Journal of Higher Education

Ad hoc reviewer, Research in Higher Education

Ad hoc reviewer, American Educational Research Journal

Ad hoc reviewer, Journal of School Leadership

Ad hoc reviewer, Journal of Public Management & Social Policy

Ad hoc reviewer, Journal of Education for Students Placed at Risk

Ad hoc reviewer, Teachers College Record

Member, Honors & Scholarship Committee, College of Education & Human Development, University of Louisville

Member, Ad-hoc Conceptual Framework Revision Committee, College of Education & Human Development, University of Louisville, 2013-2014

Member, Bylaws Revision Committee, Leadership, Foundations, and Human Resource Education, University of Louisville, 2013-2014

Member, Ad-hoc Research Committee, Leadership, Foundations, and Human Resource Education, University of Louisville, 2013-2014

Member Search Committee, Higher Education Administration Faculty Search, University of Louisville, 2015-2016

Member Search Committee, College Student Personnel Associate Professor Search, University of Louisville, 2015

Member Search Committee, College Student Personnel Assistant Professor Search, University of Louisville, 2014

Chair Search Committee, Higher Education Administration Associate/Full Professor Search, University of Louisville, 2014

Member Search Committee, Higher Education Administration Assistant Professor Search, University of Louisville, 2013

Member Search Committee, Leadership, Foundations, and Human Resource Education Department Chair Search, University of Louisville, 2012

Member Search Committee, Program Evaluation Faculty Search, Leadership, Foundations, and Human Resource Education Department Chair Search, University of Louisville, 2011

Secretary, Division J, Postsecondary Education, American Educational Research Association, Spring 2010-2013

Editorial Board Member, Journal of Student Financial Aid, 2008-June 2011

Editorial Board Member, Association for Institutional Research Professional Files, May 2008-June 2010

Review Team Member, Journal of College Student Development *On Campus & Research in Brief*, August 2008-2010

Annual Conference Proposal Reviewer, Association for the Study of Higher Education, January 2006-present

Annual Conference Proposal Reviewer, Association for Institutional Research, January 2006-2012

Graduate Student Editorial Board Member, Education Policy Analysis Archives, Spring 2005-December 2006

HONORS & AWARDS

The Golden Quill, National Association of Student Financial Aid Administrators, 2015

IES/NSF Causal Inference Workshop, 2013

ASHE/Lumina Dissertation Fellowship, 2008-2009

Spencer Foundation/Indiana University Discipline-Based Scholarship in Education Associateship, August 2006 – May 2008

AIR/NCES Graduate Fellowship Recipient, 2007-2008

AIR/NCES/NSF National Summer Data Policy Institute Fellow, June 2005

Poynter Center/NSF Graduate Research Ethics Education in Social Sciences Fellow, June 2005

Michael Schwerner Activist Award from the Gleitsman Foundation, 2000

Walker Cup, DePauw University, 2000 (*awarded to the senior who has done most to change the institution as decided by graduating class*)

PROFESSIONAL MEMBERSHIPS

Association for the Study of Higher Education

American Educational Research Association

INVITED PRESENTATIONS

Gross, J.P. (November 2016). State grant aid programs. Midwest Higher Education Compact Policy Forum.

Gross, J.P. (April 2016). Performance-based systems in higher education. Invited participant in panel discussion and presentation on the use of performance measures in higher education finance. School for Public and Environmental Affairs, Indiana University.

Gross, J.P. (April 2016). Career pathways in education research. Panel discussion at the William L. Boyd National Politics of Education Workshop, sponsored by the University Council of Educational Administrators, hosted at the American Educational Research Association National Conference.

Gross, J.P. (March 2016). Former foster youth in higher education. Research presentation at the Wisconsin Center for the Advancement of Postsecondary Education, University of Wisconsin-Madison.

Hillman, N. & **Gross, J.P.K.** (October 2013). [Confronting Student Debt: Is Income-Based Repayment a Good Option?](#)

Invited participant in panel discussion. Wisconsin Center for the Advancement of Postsecondary Education, University of Wisconsin-Madison.

Gross, **J.P.K.** (October 2013). How bad is it? Student loan debt in perspective. Invited presentation at the Consortium of State University Aid Administrators.

Gross, **J.P.K.** (May 2013). How bad is it? Putting the student loan crisis in perspective. Invited presentation at the Midwest Association of Student Financial Aid Administrators.

Panel participant. (October 2012). Student loan default aversion: Forum on Research and Best Practices. National Press Club, Washington, D.C.

REFEREED CONFERENCE PRESENTATIONS

Gross, **J.P.** (2018). Gender differences in college going and college experiences among former foster youth enrolled in four-year Institutions. Annual Conference of the Association for the Study of Higher Education. Tampa, FL.

Geiger, J. & Gross, **J.P.** How former foster youth finance their higher education. A symposium on youth aging out of foster care. European Scientific Association on Residential & Family Care for Children and Adolescents. Porto, Portugal.

Gross, **J.P.** (2016). Former foster youth in postsecondary education: National trends. Annual Conference of the Association for the Study of Higher Education. Columbus, OH.

Gross, **J.P.** (2016). Bait and switch? The timing of tuition discounts. Student Financial Aid Research Network. San Francisco, CA.

Gross, **J.P.** & Davidson, C. (2015). The Effect of CAP & KEES on Degree Completion in Kentucky: Preliminary Analysis. Student Financial Aid Research Network. Indianapolis, IN.

Hillman, N., Gross, **J.P.**, & McClean, M. (2015) Federal Student Aid & Reauthorizing the Higher Education Act. Association for the Student of Higher Education. Denver, CO.

Heller, D., McClean, M., & Gross, **J.P.** (2015). Presidential Session: Affecting practice and policy with financial aid research: A collaboration between ASHE and NASFAA. Association for the Study of Higher Education. Denver, CO.

Gross, **J.P.** (2015). Challenging the Discourse on Latinas/os in Community Colleges. Panel discussion at American Educational Research Association. Chicago, IL.

Sun, J., Gross, **J.P.K.**, Lane, J.E., Terosky, A.L., & Reidy, J. (2014). Innovations and caution with higher education uses of big data. Panel Presentation at the Annual Conference of the Association for the Study of Higher Education. Washington, DC. (All panelists contributed equally).

Zerquera, D.D., Gross, **J.P.K.**, & Schreck, M. (2014). Context matters: A critical consideration of Latino student success outcomes within different institutional contexts. Paper presented at the Annual Conference of the Association for the Study of Higher Education. Washington, DC.

McKinney, L., Gross, **J.P.K.**, & Inge, B. (2014). Understanding loan default among community college students. Paper presented at the Annual Conference of the Association for the Study of Higher Education. Washington, DC.

- Gross, J.P.K.**, & Berry, M. (2013). State strategic planning for diversity in postsecondary education. Paper to be submitted for the Association for the Study of Higher Education Annual Conference, 2013.
- Hillman, N., Tandberg, D., **Gross, J.P.K.** (2013). Performance Funding in Higher Education: Do Financial Incentives Impact College Completions? Paper presented at the American Educational Research Association Conference.
- Gross, J. P. K.**, Bell, A. D., Anderson, R., Noland, B., & Walthers, K. (2010). R-squared what? Translating data and research to support retention and completion initiatives. Workshop presented at the Southern Association for Institutional Research, New Orleans.
- Gross, J. P. K.**, Dadashova, A., Moore, J., & Ziskin, M. (2010). Ignoring it doesn't make it go away: Addressing missing data in institutional research. Workshop presented at the Association for Institutional Research Annual Forum, Chicago, IL.
- Gross, J. P. K.** (2010). *Where and when: An event history analysis of student flow in postsecondary education*. Paper presented at the Association for Institutional Research Annual Forum, Chicago, IL.
- Bell, A. D., **Gross, J. P. K.**, Anderson, R., & Crane, P. (2010). Keeping the PROMISE: Factors affecting timing to merit scholarship loss. Paper presented at the Association for Institutional Research Annual Forum.
- Gross, J. P. K.**, & Bell, A. D. (2010). *The relationship between state aid and educational attainment: An event history analysis of need- and merit-based financial aid*. Paper presented at the Student Financial Aid Research Network, San Diego, CA.
- Gross, J. P. K.**, Dadashova, A., Moore, J., & Ziskin, M. (2009). *Ignoring it doesn't make it go away: Addressing missing data in institutional research*. Paper presented at the Association for Institutional Research Annual Forum, Atlanta, GA.
- Gross, J. P. K.** (2009). *Competing risks or different pathways? An event history analysis of the relationship between financial aid and educational outcomes for Latinos*. Paper presented at the Association for the Study of Higher Education Annual Conference, Vancouver, BC.
- Torres, V., **Gross, J. P. K.**, & Dadashova, A. (2009). *From average to at-risk: The potential of college students' working to threaten their chances for academic success*. Paper presented at the Association for the Study of Higher Education Annual Conference, Vancouver, BC.
- Gross, J. P. K.** (2009). *A competing events model of Latinos' educational attainment*. Paper presented at the Association for Institutional Research Annual Forum, Atlanta, GA.
- Hossler, D., & **Gross, J. P. K.** (2008). *The effects of campus policies, student experiences, and financial aid on student persistence*. Paper presented at the American Association of Collegiate Registrars and Admissions Officers Strategic Enrollment Management Conference, Anaheim, CA.
- Gross, J. P. K.** (2008). *Longitudinal effects of financial aid on Latino students' academic success*. Paper presented at the Association for Institutional Research Annual Forum, Seattle, WA.
- Gross, J. P. K.** (2008). *Promoting or perturbing access: An event history analysis of the effects of financial aid on Latino students' educational attainment*. Paper presented at the Association for the Study of Higher Education Annual Conference, Jacksonville, FL.

- Dadashova, A., **Gross, J. P. K.**, & Hossler, D. (2008). *Where you go may depend on where you start: Does community college locale affect transfer to a four-year institution?* Paper presented at the Association for the Study of Higher Education Annual Conference, Jacksonville, FL.
- Hossler, D., **Gross, J. P. K.**, & Ziskin, M. (2007). Promoting, preventing, or perturbing access: The effects of institutional merit aid on student persistence. Paper presented at the Association for the Study of Higher Education Annual Conference, Louisville, KY.
- Gross, J. P. K.**, Ziskin, M., & Hossler, D. (2007). How much is too much: The effects of working on the persistence of working students. Symposium presentation at the Association for the Study of Higher Education Annual Conference, Louisville, KY.
- Hossler, D., **Gross, J. P. K.**, & Henderson, S. (2007). Developing the big picture: How postsecondary institutions support student persistence. Session presented at the Strategic Enrollment Management, American Association of Collegiate Registrar and Admissions Officers, New Orleans, LA.
- Hossler, D., & **Gross, J. P. K.** (2007). Patterns, problems, and possibilities: Trends in Latino students' receipt of financial aid. Session presented at the College Board Prepárate Conference, Los Angeles, CA.
- Gross, J. P. K.** (2007). Patterns, problems, and possibilities: Trends in Latino students' receipt of financial aid. Session presented at the Association for Institutional Research Annual Forum, Kansas City, MO.
- Hossler, D., **Gross, J. P. K.**, & Ziskin, M. (2007). The utility and effectiveness of using state unit record systems to study campus-based transfer behaviors. Session presented at the Association for Institutional Research Annual Forum, Kansas City, MO.
- Toutkoushian, R., Moore, J., **Gross, J. P. K.**, & Hossler, D. (2007). Effects of nonresident market size on public institution pricing and enrollments. Paper presented at the Association for Institutional Research Annual Forum, Kansas City, MO.
- Bull, B., & **Gross, J. P. K.** (2007). Privacy and the public sphere II: practical considerations. Education-student unit record databases. Panel presentation at the Annual Meeting of the Association for Practical and Professional Ethics, Cincinnati, OH.
- Gross, J. P. K.** (2007). Learning to be activists: Latin American solidarity organizing to close the School of the Americas. Paper presented at the Rocky Mountain Conference on Latin American Studies, Santa Fe, New Mexico.
- Hossler, D., **Gross, J. P. K.**, & Ziskin, M. (2006). A Multi-Institution Analysis of the Effects of Campus-Based Financial Aid on Student Persistence at Public Four-Year Institutions. Paper presented at the Association for the Study of Higher Education, Anaheim, CA.
- Hossler, D., Musoba, G., McKinney, J., **Gross, J. P. K.**, Daun-Barnett, N., & St. John, E. P. (2006). Change Follows Action: Using Action Inquiry to Involve Campus Administrators in Institutional Change and Research. Panel presentation at the Association for Institutional Research, Chicago, IL.
- Gross, J. P. K.**, Reynolds, P. R., Millard, B., & Pattengale, J. (2006, May 14-18). Discovering Life Purpose: Retaining Undeclared Students. Paper presented at the Association for Institutional Research, Chicago, IL.
- Musoba, G., **Gross, J. P. K.**, & Hossler, D. (2006). Using State Databases for State and Institutional Policy Research: The Good, the Bad, and the Ugly. Session presented at the Association for Institutional Research, Chicago,

IL.

Hossler, D., Ziskin, M., & **Gross, J. P. K.** (2006). Institutional Practice and Student Persistence: Examining the Empirical Record. Paper presented at the Association for the Study of Higher Education, Anaheim, CA.

Hossler, D., **Gross, J. P. K.**, & Ziskin, M. (2006). Affecting Student Persistence via Institutional Levers: A Report on the Pilot Study on Student Retention. Session presented at the American Association of Collegiate Registrars and Admissions Officers Strategic Enrollment Management Conference Phoenix, AZ.

Hossler, D., Ziskin, M., & **Gross, J. P. K.** (2006). Affecting Student Persistence via Institutional Levers: A Report on the Pilot Study on Student Retention. Session presented at The College Board Forum, San Diego, CA.

Rago, M., **Gross, J. P. K.**, & McKinney, J. (2006). Think You're Making a Difference? Prove It! Session presented at the Association of College Personnel Administrators Annual Conference, Indianapolis, IN.

Gross, J. P. K. (2006). Practiced Identities and Creating Change: Latin American Solidarity Organizing as a Vehicle for Affecting Agency and Sociocultural Systems. Paper presented at the Rocky Mountain Conference on Latin American Studies Annual C

MEGHAN J. PIFER, PhD
Associate Professor of Higher Education
University of Louisville
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EDUCATION

- PhD, Higher Education** 2010
The Pennsylvania State University, University Park, PA
Dissertation: “*Such a Dirty Word*”: *Networks and Networking in Academic Departments*
Cognate: Management and Organization
Chair: Lisa R. Lattuca, PhD
- Certificate in College Teaching** 2008
The Pennsylvania State University, University Park, PA
- EdM, Higher Education Administration** 2004
Boston University, Boston, MA
- BA, Philosophy and Literature, *cum laude*** 2001
The University of Pittsburgh, Johnstown, PA
- Certificate of International Studies** 2001
The University of Pittsburgh at Johnstown, Johnstown, PA
- Semester at Sea** 1999
Institute for Shipboard Education

FACULTY POSITIONS

- Associate Professor of Higher Education** August 2016 – present
School of Education and Human Development
University of Louisville, Louisville, KY
- Instructional Fellow** July 2016
Cadre and Faculty Development Course
University of Louisville, Ft. Knox, KY
- Assistant Professor of Higher Education** August 2011 – July 2016
School of Education, Hospitality, and Continuing Studies
Widener University, Chester, PA
- Adjunct Assistant Professor of Higher Education** June 2011 – July 2011
School of Education, Hospitality, and Continuing Studies
Widener University, Chester, PA

Assistant Professor & Counselor

August 2010 – May 2011

Department of Academic Development and Counseling
College of Education and Human Services
Lock Haven University of Pennsylvania, Lock Haven, PA

Instructor

August 2007 – August 2009

Department of Management and Organization
Smeal College of Business
The Pennsylvania State University, University Park, PA

GRANTS & FUNDED RESEARCH

Veterans Accelerated Learning for Licensed Occupations Project at UofL July 2018 – July 2021

- Funded by the U.S. Department of Labor, \$1.5 Million; \$293,000 subcontracted to UofL
- Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI & Assistant Director: **Meghan J. Pifer**

Master Educator Course 2019 2019

- Funded by the U.S. Department of Defense (via U.S. Army, Training and Doctrine Command)
- Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI & Senior Assistant Director: **Meghan J. Pifer**

Master Educator Course 2018 2018

- Funded by the U.S. Department of Defense (via U.S. Army, Training and Doctrine Command), \$1,420,865
- Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI & Senior Assistant Director: **Meghan J. Pifer**

Cadre and Faculty Development Course 2017 2017-2018

- Funded by the U.S. Department of Defense (via U.S. Army, Training and Doctrine Command), \$2,424,800, FY2017
- Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI & Senior Assistant Director: **Meghan J. Pifer**

Cadre and Faculty Development Course 2016: Pilot Project 2016-2017

- Funded by the U.S. Department of Defense (via U.S. Army, Training and Doctrine Command), \$848,000, FY2016
- Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI: Jessica Buckley; Co-Investigator: **Meghan J. Pifer**, et al.

The Initiative for Faculty Development in Liberal Arts Colleges 2013 – present

Co-Investigator with V. Baker and L. Lunsford

Study of faculty professional development and networks within and across the 13 member institutions of the Great Lakes College Association

- Special Grant, Henry Luce Foundation (\$50,000)
- Faculty Development Committee Grant, Albion College (\$7,181; awarded to co-investigator)
- Provost's Grant, Widener University (\$500)
- Faculty Development Grant, Widener University, (\$750)

Faculty Across Career Stages: Building Capacity For Undergraduate 2014-2017

Research, Scholarship, & Creative Work

Co-Investigator with V. Baker, J. Greer, D. Ihas, and L. Lunsford

Multi-institutional study of faculty perceptions of and experiences with engagement in undergraduate research and related needs for faculty development, resources, and support

- Faculty Development Committee Grant, Albion College (\$2,857; awarded to co-investigator)
- Sponsored by Elon Center for Engaged Learning Research Seminar Program (\$1,500; funding for three annual week-long team meetings)

Social and Emotional Learning in First-Year Seminars 2013-2014

Evaluation Team Member

Evaluation of faculty training for new first-year seminar model at Widener University

- Program Development Grant, Bringing Theory to Practice / AAC&U (\$10,000)
- Provost's Grant, Widener University (\$1,000)

Diverse Experiences in the Academy 2012-2015

Principal Investigator

Content analysis of narrative accounts of identity in the professoriate

- Provost's Grant, Widener University (\$495)
- Student Research Grant, Clinton Global Initiative Fund, Widener University (\$2,000; awarded to research assistant)

Doctoral Education Across the Stages 2008-2013

Co-Investigator with V. Baker

Longitudinal study of doctoral students' experiences in two academic departments

- Hewlett-Mellon Fund for Faculty Development, Albion College (\$16,628; awarded to co-investigator)

Networks in Academic Departments 2009-2011

Principal Investigator

Mixed-methods study of faculty experiences and networking behaviors in academic departments

- Research grant, Pi Lambda Theta Educational Endowment (\$2,500)
- Research Initiation Grant, College of Education, Penn State University (\$600)
- Small research grant, Smeal College of Business, Penn State University (\$500)

Teaching-as-Research in the STEM Disciplines

2005-2007

Research Assistant to Dr. Carol Colbeck*Qualitative study of 20 STEM faculty members' engagement in teaching-as-research practices*

- Research funded by the National Science Foundation (grant no. DUE-1231286) through the Center for the Integration of Research, Teaching, and Learning (CIRTL)

BOOKS & BOOK CHAPTERS

- Buckley, J. B., *Turner, H. A., **Pifer, M. J.**, & *Cook, R. (*in press*). Military-connected students: Case studies in student development.
- Baker, V. L., Greer, J., Lunsford, L. G., Ihas, D., & **Pifer, M. J.** (2019). Supporting faculty development for mentoring in undergraduate research, scholarship, and creative work. In M. Vandermaas-Peeler, P. C. Miller, & J. Moore (Eds.), *Excellence in Mentoring Undergraduate Research* (p. 131-154). Council on Undergraduate Research.
- Baker, V. L., Lunsford, L. G., **Pifer, M. J.**, Terosky, A., & Meisler, G. (Eds.) (2019). *Success After Tenure: Supporting Mid-Career Faculty*. Sterling, VA: Stylus.
- Baker, V. L., Lunsford, L. G., & **Pifer, M. J.** (2019). The Academic Leadership Institute for mid-career faculty. In Baker, V. L., Lunsford, L. G., **Pifer, M. J.**, Terosky, A., & Meisler, G. (Eds.) *Success After Tenure: Supporting Mid-Career Faculty* (pp. 35-54). Sterling, VA: Stylus.
- **Pifer, M. J.**, & *Riffe, K. A. (2018) Working-class academics at work. In A. Standlee (Ed.), *On the borders of the academy: Challenges and strategies for first generation and working-class graduate students and faculty* (pp. 67-80). Syracuse, NY: Syracuse University Graduate School Press.
- Baker, V. L., Lunsford, L. G., & **Pifer, M. J.** (2017). *Developing faculty in liberal arts colleges: Aligning individual needs and organizational goals*. New Brunswick, NJ: Rutgers University Press.
- Crisp, G., Griffin, K. A., Baker, V. L., Lunsford, L. G., & **Pifer, M. J.** (2017). *Mentoring Undergraduate Students: ASHE Higher Education Report, 43(1)*. San Francisco, CA: Jossey-Bass.
- **Pifer, M. J.**, & Baker, V. L. (2013). Identity as a theoretical construct in research about academic careers. In J. Huisman & M. Tight (Eds.), *International Perspectives on Higher Education Research, Volume 9* (pp. 115-132). United Kingdom: Emerald.

* graduate student co-author

- **Pifer, M. J.** (2011). Intersectionality in context: A mixed-methods approach to researching the faculty experience. In K. A. Griffin & S. D. Museus (Eds.), *Using Mixed-Methods Approaches to Study Intersectionality in Higher Education* (pp. 27-44). San Francisco, CA: Jossey-Bass.

JOURNAL ARTICLES

- Baker, V. L., **Pifer, M. J.**, & Lunsford, L. G. (2019). Patching up the “leaking leadership pipeline”: Fostering mid-career faculty succession management. *Research in Higher Education*. doi: 10.1007/s11162-018-9528-9
- **Pifer, M. J.**, Lunsford, L. G., & Baker, V. L. (2019). Colleagues, culture, and leadership: The academic department as a location of faculty experiences in liberal arts colleges. *The Review of Higher Education*, 42(2), 537-564.
- Smith, W., Messer, T., Sun, J. C., & **Pifer, M. J.** (2018, October). The intersection of leadership and emotions: Lessons and actions leading to change. *Journal of Military Learning*, 80-94.
- Baker, V. L., Lunsford, L. G., & **Pifer, M. J.** (2018). Faculty development in liberal arts colleges: A look at divisional trends, preferences, and needs. *Higher Education Research & Development*, 1-16. doi: 10.1080/07294360.2018.1483901
- **Pifer, M. J.** (2018). His, hers, and ours: Gendered roles in academic departments. *NASPA Journal About Women in Higher Education*, 11(2), 109-129, doi: 10.1080/19407882.2018.1423573
- Lunsford, L. G., Baker, V. L., & **Pifer, M. J.** (2018). Faculty mentoring faculty: Career stages, relationship quality, and job satisfaction. *International Journal of Mentoring and Coaching in Education*, 7(2), 139-154. doi:10.1108/IJMCE-08-2017-0055
- Greer, J., Baker, V. L., **Pifer, M. J.**, Lunsford, L. G., & Ihas, D. (2017). Documenting the Aspiration Gap in Institutional Language about Undergraduate Research, Scholarship, and Creative Work. *Innovative Higher Education*, 42(2), 127-143. doi: 10.1007/s10755-016-9372-9
- **Pifer, M. J.**, Baker, V. L., & Lunsford, L. G. (2016). The functions of academic departments in liberal arts colleges. *Journal for the Study of Postsecondary and Tertiary Education*, 1, 233-252.
- **Pifer, M. J.**, & Baker, V. L. (2016). Professional, personal, and relational: Exploring the salience of identity in academic careers. *Identity: An International Journal of Theory and Research*, 16(3), 190-205. doi: 10.1080/15283488.2016.1190729

- Gopaul, B., & **Pifer, M. J.** (2016). The conditions of movement: A discussion of academic mobility between two early-career scholars. *Higher Education Quarterly*, 70(3), 225-245. doi: 10.1111/hequ.12092
- **Pifer, M. J.**, & Baker, V. L. (2016). Stage-based challenges and strategies for support in doctoral education: A practical guide for students, faculty members, and administrators. *International Journal of Doctoral Studies*, 11, 15-34.
- Lunsford, L. G., Greer, J., **Pifer, M. J.**, Ihas, D., & Baker, V. (2016). Characteristics of faculty who mentor undergraduates in research, scholarship, and creative work. *CUR Quarterly*, 36(3), 36-40. doi: 10.18833/curq/36/3/5
- Baker, V. L., **Pifer, M. J.**, & Lunsford, L. G. (2016). Faculty challenges across rank in liberal arts colleges: A human resources perspective. *Journal of Faculty Development*, 30(1), 23-29.
- Baker, V. L., Lunsford, L. G., & **Pifer, M. J.** (2016). Systems alignment for comprehensive faculty development in liberal arts colleges. *To Improve the Academy*, 34(1-2), 91-116. doi: 10.1002/tia2.20029
- Baker, V. L., **Pifer, M. J.**, Lunsford, L. G., Greer, J., & Ihas, D. (2015). Faculty as mentors in undergraduate research, scholarship, and creative work: Motivating and inhibiting factors. *Mentoring and Tutoring: Partnership in Learning*, 23(5), 394-410. doi: 10.1080/13611267.2015.1126164
- **Pifer, M. J.**, Baker, V. L., & Lunsford, L. G. (2015). Academic departments as networks of informal learning. *International Journal for Academic Development*, 20(2), 178-192. doi: 10.1080/1360144X.2015.1028065
- Baker, V. L., & **Pifer, M. J.** (2015). Antecedents and outcomes: Theories of fit and the study of doctoral education. *Studies in Higher Education*, 40(2), 296-310. doi: 10.1080/03075079.2013.823936
- Baker, V. L., **Pifer, M. J.**, & Griffin, K. A. (2014). Mentor-protégé fit: Identifying and developing effective mentorship across identities in doctoral education. *International Journal for Researcher Development*, 5(2), 83-98. doi: 10.1108/IJRD-04-2014-0003
- Baker, V. L., & **Pifer, M. J.** (2014). Preparing for practice: Parallel processes of identity development in stage 3 of doctoral education. *International Journal of Doctoral Studies*, 9, 137-154.
- **Pifer, M. J.**, & Baker, V. L. (2014). "It could be just because I'm different": Otherness and its outcomes in doctoral education. *Journal of Diversity in Higher Education*, 7(1), 14-30. doi: 10.1037/a0035858

- **Pifer, M. J.**, Reisboard, D., Staulters, M., Li, X., Gozza-Cohen, M., McHenry, N., Schaming, S., & Gilio, B. (2014). Finding the motivation: The evolution of a faculty scholarship symposium. *Journal of Faculty Development*, 28(1), 5-14.
- Baker, V. L., **Pifer, M. J.**, & Flemion, B. (2013). Process challenges and learning-based interactions in stage 2 of doctoral education: Implications from two applied social science fields. *The Journal of Higher Education*, 84(4), 449-476. doi: 10.1353/jhe.2013.0024
- **Pifer, M. J.**, & Baker, V. L. (2013). Managing the process: The intradepartmental networks of early-career academics. *Innovative Higher Education*, 38(4), 323-337. doi: 10.1007/s10755-012-9243-y
- Griffin, K. A., **Pifer, M. J.**, Humphrey, J. R., & Hazelwood, A. M. (2011). (Re)Defining departure: Exploring Black professors' experiences with and responses to racism and racial climate. *The American Journal of Education*, 117(4), 495-526. doi: 10.1086/660756
- Baker, V. L., & **Pifer, M. J.** (2011). The role of relationships in the transition from doctoral student to scholar. *Studies in Continuing Education*, 33(1), 5-17. doi: 10.1080/0158037X.2010.515569
- Baber, L. D., **Pifer, M. J.**, Colbeck, C. L., & Furman, T. (2010). Increasing diversity in the geosciences: Recruitment programs and student self-efficacy. *Journal of Geoscience Education*, 58(1), 32-42. doi: 10.5408/1.3544292
- Cox, B. E., & **Pifer, M. J.** (2009). Cultivating excellence in academic writing and publishing: Our individual and collective responsibilities [Editorial]. *Higher Education in Review*, 6, 1-9.
- Weaver, L. D., **Pifer, M. J.**, & Colbeck, C. L. (2009). Janusian leadership: Two profiles of power in a community of practice. *Innovative Higher Education*, 34(5), 307-320. doi: 10.1007/s10755-009-9117-0

PEER-REVIEWED CONFERENCE PAPERS & PRESENTATIONS
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- Sun, J. C., & **Pifer, M. J.** (2018, November). *Improving instructor competency in ROTC: Assessing the effectiveness of an intervention*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Tampa, FL.
- Charron, K., **Pifer, M. J.**, & Sun, J. C. (2018, September). *Sharing life stories to keep Army ROTC cadets on azimuth: Exploring How ROTC instructors use narrative when advising*. Presentation at the NACADA Annual Conference. Phoenix, AZ.
- Baker, V. L., **Pifer, M. J.**, & Lunsford, L. G. (2018, April). *Patching up the "leaking leadership pipeline": Fostering mid-career faculty succession management*. Paper presented at the AERA Annual Meeting. New York, NY.

- Sun, J. C., Pifer, M. J., *Gerber, B., *Bugajski, N. (2018, March). *Pitch perfect 3 (cadets, cadre, and college): ROTC partnerships that advance our shared mission*. Paper presented at the NASPA Annual Conference. Philadelphia, PA.
- Sun, J. C., *Colston, J., & **Pifer, M. J.** (2017, November). *Codeswitching among Army cadre: Perceived critical aspects for a college degree as an interactional resource in higher education*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Houston, TX.
- Baker, V. L., Lunsford, L. G., & **Pifer, M. J.** (2017, November). *Alignment framework for faculty development in liberal arts colleges*. Paper presented at the Professional and Organizational Development conference, Montreal, Quebec.
- Lunsford, L. G., **Pifer, M. J.**, & Baker, V. L. (2017, October). *Aligning resources: Mentoring faculty in liberal arts colleges*. Paper presented at the International Mentoring Association Conference, Albuquerque, NM.
- **Pifer, M. J.**, Baker, V. L., & Lunsford, L. G. (2017, April). Aligning institutional policies and faculty needs: Supporting faculty work in liberal arts colleges. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Baker, V. L., **Pifer, M. J.**, & Lunsford, L. G. (2017, April). Faculty development in liberal arts colleges: A look at divisional trends, preferences, and needs. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- **Pifer, M. J.**, Sun, J., Buckley, J., & *Colston, J. (2017, March). Supporting our military education colleagues on campus: Five lessons learned. Council of College and Military Educators Symposium, Atlanta, GA.
- Buckley, J., *Colston, J., **Pifer, M. J.**, & Sun, J. (2017, February). Recognizing connections: Shared learning and development approaches in postsecondary and military education. NASPA Symposium on Military-Connected Students, Washington, DC.
- Pifer, M. J., *Place, M., *Stauffer, M., *Marousek, L., & *Worth, J. (2017, February). *Connecting the pipes: A qualitative analysis of institutional implications of pipeline programs at one university*. Paper presented at the Annual Conference of the Eastern Educational Research Association, Richmond, VA.
- Baker, V. L., **Pifer, M. J.**, & Lunsford, L. G. (2016, November). Transforming faculty development in the 21st century liberal arts college. Paper presented at the Professional and Organizational Development conference, Louisville, KY.

* graduate student co-author

- Baker, V. L., Lunsford, L. G., **Pifer, M. J.**, Greer, J., & Ihas, D. (2016, July). *Faculty across career stages and contexts: Building capacity for undergraduate research*. Symposium presented at the Excellence in Mentoring Undergraduate Research Conference, Elon, NC.
- **Pifer, M. J.**, Baker, V. L., & Lunsford, L. G., (2016, April). *The faculty experience in liberal arts colleges*. Poster presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- **Pifer, M. J.**, Wolfe, Z., & Fitzgerald, S. (2016, February). *Engagement in the scholarly publishing process*. EERA Hosted Special Session presented at the Annual Conference of the Eastern Educational Research Association, Hilton Head, SC.
- **Pifer, M. J.**, *Place, M., *Stauffer, M., & *Marousek, L. (2016, February). *Connecting the pipes: A preliminary assessment of cross-program pipeline planning at one university*. Paper presented at the Annual Conference of the Eastern Educational Research Association, Hilton Head, SC.
- **Pifer, M. J.**, Baker, V. L., & Lunsford, L. G. (2015, November). *The functions of academic departments in liberal arts colleges*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Denver, CO.
- Baker, V. L., **Pifer, M. J.**, Lunsford, L. G., Greer, J., & Ihas, D. (2015, November). *Time, money, and opportunity: Resources and rewards in motivating and supporting faculty as mentors in undergraduate research, scholarship, and creative work*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Denver, CO.
- **Pifer, M. J.** (2015, April). *Departmental contexts of faculty development in liberal arts colleges*. In A. E. Austin (Chair), *Faculty development in liberal arts colleges: Mentoring, programming, and contexts*. Symposium held at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- **Pifer, M. J.** (2015, April). *His, hers, and ours: Gendered roles and resources in academic departments*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Lunsford, L. G., Greer, J., **Pifer, M. J.**, Ihas, D., & Baker, V. L. (2015, April). *Who are faculty mentors of undergraduate research, scholarly, or creative works?* Paper presented at the 2015 International Mentoring Association Conference, Phoenix, AZ.
- **Pifer, M. J.** (2015, February). *Integrating innovations: Considering new models and strategies for graduate coursework*. Roundtable Session, Annual Conference of the Eastern Educational Research Association, Sarasota, FL.

* graduate student co-author

- **Pifer, M. J., & Wang, N.** (2015, February). *An evaluation of instructor training for first-year seminars in social and emotional learning*. Paper presented at the Annual Conference of the Eastern Educational Research Association, Sarasota, FL.
- **Pifer, M. J., & Gopaul, B.** (2014, June). *Borders, borderlands, and boundaries: Navigating space and place in the pursuit of academic careers*. Paper presented at the Annual Meeting of the Canadian Society for the Study of Higher Education, St. Catharines, Ontario.
- **Pifer, M. J.** (2014, April). *“I’ve never been good at it and I don’t care for it”: Faculty networking perceptions and behaviors*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- **Pifer, M. J., & Riffe, K. A.** (2014, April). *The profession and the work: The experiences of working-class academics*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- **Pifer, M. J.** (2013, November). *Instrumental and expressive ties in academic departments: Implications for faculty careers*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, St. Louis, MO.
- **Baker, V. L., Pifer, M. J., & Griffin, K. A.** (2013, November). *Person-person fit: Identifying & developing mentorships in doctoral education*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, St. Louis, MO.
- **Pifer, M. J., & Baker, V. L.** (2012, November). *Identity as a tool for understanding diverse experiences in the academy: A review of the literature*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Las Vegas, NV.
- **Baker, V. L., & Pifer, M. J.** (2012, November). *Preparing for practice: parallel identity processes in Stage 3 of doctoral education*. Paper presented at the annual conference of the Association for the Study of Higher Education, Las Vegas, NV.
- **Pifer, M. J., & Baker, V. L.** (2011, November). *Professional, relational, and personal: An exploration of otherness in the doctoral student experience*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Charlotte, NC.
- **Baker, V. L., & Pifer, M. J.** (2011, April). *Antecedents and outcomes: Theories of fit in doctoral education*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- **Pifer, M. J., & Baker, V. L.** (2011, April). *Goals, strategic behaviors, and the intradepartmental networks of early-career faculty*. Paper presented at the Annual Conference of the Centre for Excellence in Preparing for Academic Practice, Oxford University, Oxford, UK.

- Kandiko, C. B., Baker, V. L., & **Pifer, M. J.** (2011, April). *Same destination, different paths: A comparative analysis of doctoral education models in the United States and the United Kingdom*. Paper presented at the Annual Conference of the Centre for Excellence in Preparing for Academic Practice, Oxford University, Oxford, UK.
- **Pifer, M. J.** (2010, November). *Networks and networking in academic departments: Socio-structural and individual influences*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Indianapolis, IN.
- **Pifer, M. J.** (2010, November). *Social networks: Strategies for capitalizing on a developing theoretical and analytical approach to the study of higher education*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Indianapolis, IN.
- **Pifer, M. J.**, & Baker, V. L. (2010, November). *Ongoing socialization: Personal and professional identities throughout the faculty career*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Indianapolis, IN.
- **Pifer, M. J.** (2010, April). “*In the same boat*”: *Rank- and tenure-based differences in faculty members' networking behaviors*. Paper presented at the Annual Conference of *Higher Education in Review: Higher Learning in Society*, University Park, PA.
- Baker, V., & **Pifer, M. J.** (2009, December). *If I knew then what I know now: Understanding the transition from doctoral student to independent scholar*. Paper presented at the Annual Conference of the Centre for Excellence in Preparing for Academic Practice, Oxford University, Oxford, UK.
- **Pifer, M. J.**, & Baker, V. (2009, November) *Managing “the lost year”*: *A practical guide for doctoral students, faculty members, and program administrators*. In A. E. Austin (Chair), *Bridging the divide: Improving theory, research, and practice in doctoral education*. Symposium held at the Annual Conference of the Association for the Study of Higher Education, Vancouver, BC.
- Griffin, K. A., **Pifer, M. J.**, Humphrey, J. R., & Hazelwood, A. M. (2009, November). *(Re)Defining departure: Exploring Black professors' experiences with and responses to campus racial climate*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Vancouver, BC.
- Sweitzer, V., & **Pifer, M. J.** (2009, November). “*The lost year*”: *Exploring Stage 2 of the doctoral student experience*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Vancouver, BC.
- **Pifer, M. J.**, DeRousie, J. D., & Colangelo, A. B. (2008, May). *Organizational learning and program leadership: Researching a new curricular and co-curricular initiative for undergraduate students*. Paper presented at the Annual Forum of the Association for Institutional Research, Seattle, WA.

- Colbeck, C. L., & **Pifer, M. J.** (2007, November). *Integrating teaching and research: Motivation, enactment, and impact*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Louisville, KY.
- Baber, L. D., **Pifer, M. J.**, & Colbeck, C. L. (April, 2007). *Increasing diversity in STEM disciplines by elevating student self-efficacy*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

INVITED SESSIONS & NON-REFEREED PRESENTATIONS
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- **Pifer, M. J.** (2018, November). *How to get tenure: Advice from recently tenured faculty*. Invited Panelist, ASHE-CAHEP Early Career Faculty Institute, Tampa, FL.
- **Pifer, M. J.** (2018, February). *CFDC as a PLC*. Invited Panelist, ACPA Commission of Professional Preparation's Webinar on Professional Learning Communities, online.
- Sun, J. C., & **Pifer, M. J.** (2018, February). *Emotional intelligence: Understanding the concept and key models*. United States Army Cadet Command George C. Marshall Awards and Leadership Seminar, Ft. Leavenworth, KS.
- **Pifer, M. J.** (2017, October). *Diversity Dialogue: Unsung heroes*. Invited Panelist, Diversity Dialogue Series. University of Louisville Cultural Center, Louisville, KY.
- **Pifer, M. J.** (2017, April). *What can we do? Creating actionable research that promotes equal educational opportunity*. Invited Participant, AERA Division J Graduate Student Council Fireside Chat. Annual Conference of the American Educational Research Association, San Antonio, TX.
- **Pifer, M. J.** (2016, October). *Trends and themes of mid-career faculty roles in the GLCA*. Academic Leadership Institute, Ann Arbor, MI.
- **Pifer, M. J.** (2016, October). *Creating great departments*. Academic Leadership Institute, Ann Arbor, MI.
- **Pifer, M. J.** (2016, April). Invited Participant, AERA Division J Emerging Scholars Workshop. *The Strategic Job Search: Applying for Jobs and Understanding Career Demands of Different Institutional Types*. Annual Meeting of the American Educational Research Association, Washington, DC.
- **Pifer, M. J.** (2016, March). *Pursuing success and satisfaction: a conversation about women's work in higher education*. Women's Leadership Forum, Widener University, Chester, PA.
- **Pifer, M. J.**, & Abulencia, J. P. (2015, June). *A cross-institutional collaborative for faculty development*. The New American Colleges and Universities Summer Institute, St. Paul, MN.

- **Pifer, M. J.** (2015, April). Invited Participant, AERA Division J Emerging Scholars Workshop. *Job Search Panel: The Professionals*. Annual Meeting of the American Educational Research Association, Chicago, IL.
- **Pifer, M. J.** (2015, March). *Institutional and departmental challenges of faculty work in liberal arts colleges*. Invited session, Manhattan College Faculty Professional Development Program, Manhattan College, Riverdale, NY.
- **Pifer, M. J.**, Nicksa, S., Houser, L., & Latshaw, B. (2014, May). *An interdisciplinary peer mentoring network for assistant professors*. Presentation accepted for inclusion in Bridge Week faculty development program. Widener University, Chester, PA.
- **Pifer, M. J.** (2014, February). *Work-life balance in academic careers*. Invited session, Manhattan College Faculty Professional Development Program, Manhattan College, Riverdale, NY.
- **Pifer, M. J.** (2014, January). *Exploring faculty professional development experiences and needs among early-career faculty*. Invited session, Manhattan College Faculty Professional Development Program, Manhattan College, Riverdale, NY.
- **Pifer, M. J.** (2013, December). *Being female and faculty: What we know from research and experience*. Invited workshop, Center for Human Sexuality Education, Widener University, Chester, PA.
- **Pifer, M. J.** (2013, July). *How stereotype threat compromises inclusivity on college campuses*. Invited session, Mid-Atlantic Association of College and University Housing Officers Annual Philly Exchange Conference. Philadelphia, PA.
- **Pifer, M. J.**, & McHenry, N. (2013, May). *A conceptual framework for experiential learning through international initiatives*. Presentation accepted for inclusion in Bridge Week faculty development program. Widener University, Chester, PA.
- **Pifer, M. J.** (2013, March). *Developing a scholarly writing practice*. Invited session, SEICS Faculty Research Symposium, Widener University, Chester, PA.
- **Pifer, M. J.** (2012, November). *Understanding public institutions and private institutions*. Invited session, SEICS new faculty orientation. Widener University, Chester, PA.
- **Pifer, M. J.** (2012, August). *The faculty experience at Widener*. Panelist on invited session, Widener New Faculty Orientation. Widener University, Chester, PA.
- **Pifer, M. J.** (2012, June). *The faculty career*. Invited lecture, UNIV602: Transitioning into a Faculty Career. University of Delaware, Newark, DE.

- **Pifer, M. J.** (2012, May). *Exploring the doctoral student experience at Widener University*. Presentation accepted for inclusion in Bridge Week faculty development program. Widener University, Chester, PA.
- **Pifer, M. J.** (2012, February). *Diversity in higher education*. Invited lecture, ED804: Current Issues in Higher Education. Widener University, Chester, PA.
- **Pifer, M. J.** (2011, October). *Faculty & the professoriate*. Invited lecture, ED804: Current Issues in Higher Education. Widener University, Chester, PA.
- **Pifer, M. J.** (2011, September). *Faculty & the professoriate*. Invited lecture, ED804: Current Issues in Higher Education. Widener University, Chester, PA.
- **Pifer, M. J.,** Cox, B. E., Schafft, K. A., Post, D., Geiger, R. L., & Begley, M. (2009, February). *How to publish*. Panel session facilitated for the Department of Education Policy Studies, College of Education, Penn State University, University Park, PA.
- **Pifer, M. J.,** & Colbeck, C. L. (2006, May). *CIRTL at Penn State: Report on needs assessment, recent activity, and future plans*. Presentation to the Center for the Integration of Research on Teaching and Learning (CIRTL) Network and National Advisory Board, Madison, WI.

TEACHING EXPERIENCE

**Department of Educational Leadership, Evaluation, and Organizational Development
University of Louisville, Louisville, KY**

- ELFH607: Principles of Leadership (Fa16)
- ELFH610: Collaboration and Communication for Effective Leadership (Fa16, Fa17)
- ELFH623: Instructional Strategies and Group Facilitation Techniques (Su16)
- ELFH670: Instructional Strategies (Sp18)
- ELFH674: Advanced Leadership Theory (Sp18)
- ELFH683: College Teaching & Learning (Sp18)
- ELFH689: Special Problems in Educational Leadership (Fa17)
- ELFH688: Supervised Clinical Experience in Higher Education (Fa18, Sp19)
- ELFH690: Professional Project in Higher Education (Fa18, Sp19)
- ELFH694: Diversity in Higher Education (Sp17)

**School of Education, Hospitality, and Continuing Studies
Widener University, Chester, PA**

- SW288: Special Topics in Social Work – China Academic and Cultural Exchange (Sp16)
- ED544: Multicultural Education (Sp12)
- ED556: International Contexts of Postsecondary Education
 - Sp14 (Italy); Su13 (England); Su12 (The Netherlands)
- ED617: Diversity in Higher Education (Fa12, Fa13, Fa15)
- ED619: Comparative & International Higher Education (Su12, Su13, Su14)
- ED626: Organization & Governance in Higher Education (Fa11, Sp12, Fa12, Fa13, Fa14, Fa15)
- ED658: Practicum in Student Affairs Leadership (master's; ongoing)
- ED669: Ability & Access in Higher Education (Fa14)
- ED693: Women in Higher Education (Sp12, Sp13, Sp14, Sp16)
- ED695/895: Independent Study in Higher Education (master's/doctoral; ongoing)
- ED697: Practicum in Higher Education Leadership (master's; ongoing)
- ED708: History of Higher Education (Fa11)
- ED714: Qualitative Research Methods in Education (Fa14, Sp15, Fa15, Sp16)
- ED730: Writing for Academic Research (Sp12, Sp13, Sp14, Sp15, Sp16)
- ED744: Faculty Professional Development in Higher Education (Fa12, Fa13, Fa15)
- ED793: Teaching & Learning in Higher Education (Fa11, Sp13, Sp14, Sp15)
- ED893: Scholar Practitioner Leadership Project (doctoral; ongoing)
- ED901/902/903: Dissertation Seminar I/II/III (doctoral; ongoing)
- ED999: Doctoral Dissertation (doctoral; ongoing)

Chaired Dissertation Committees

- **Darnell Parker**, *Understanding faculty experiences with diversity at liberal arts colleges: How it influences their work* (defended 03.19.19)
- **Meredith Much**, *The experiences of disabled students in community college settings* (defended 04.17.18)
- **Lynn Nelson Russom**, *An exploration of the relationship between the doctoral student experience and student health and wellness* (defended 05.01.17)
- **Marlaina Kloefer**, *Developmental networks and doctoral student socialization in a new doctorate of nursing practice program* (defended 04.04.16)
- **Tracey Reed-Thompson**, *The relationship between principal leadership behaviors and school climate: A comparison of teacher and principal perceptions* (defended 04.04.16)
- **Christopher Carey**, *Supervising the unknown: A qualitative study of the supervisory relationship between chief student affairs officers and mid-level managers* (defended 12.09.15)
- **George Stroud**, *Understanding the role of spirituality in undergraduate African American men's responses to stereotype threat at Predominately White Institutions* (defended 03.20.14)
- **Tiffany Jones**, *Identity and self-efficacy: Exploring the professional experiences of female midlevel higher education administrators* (defended 08.19.13)

**Academic Development & Counseling, College of Education & Human Services
Lock Haven University of Pennsylvania, Lock Haven, PA**

- ADAC101: Introduction to Academic and Personal Development (Fall 2010, Spring 2011)
- ADAC100: Learning Strategies for College (Spring 2011)

**Management & Organization, Smeal College of Business
The Pennsylvania State University, University Park, PA**

- MGMT100: Introduction to Management (Summer 2009)
- BA297: Leadership Development (Spring 2009)
- BA242: Social and Ethical Environments of Business (Summer 2007, 2008)

**Education Policy Studies, College of Education
The Pennsylvania State University, University Park, PA**

- HIED 562: Organization Theory and Higher Education, *Teaching Assistant* (Spring 2008)

ADMINISTRATIVE EXPERIENCE

Assistant Director, Veterans Accelerated Learning for Licensed Occupations Project at UofL July 2018 – present

- Through an examination of the systems and action-research leading to improvements, this project streamlines certifications and licenses for veterans
- Participate in mapping opportunities for the department, supervise staff, and communicate with grant participants when the Director is unavailable

Senior Assistant Director, Master Educator Course January 2018 – present
Department of Educational Leadership, Evaluation, and Organizational Development
University of Louisville, Louisville, KY

- The Master Educator Course prepares Officers and Senior Noncommissioned Officers in the U.S. Army for their leadership roles in ROTC programs on college and university campuses across the country through graduate coursework
- Plan, implement, and oversee the success of all phases of the student life cycle including selection, admission, registration and enrollment, advising and academic success, persistence through degree completion, and ongoing mentoring and professional development
- Evaluate and assess program to ensure data-based decision-making and continuous improvement
- Coordinate with military and civilian stakeholders and key leadership
- Identify, develop, and strengthen opportunities for co-curricular student success and professional development such as academic writing skills and transitions from military to civilian careers
- Recruit, train, and supervise a team of full-time and part-time staff and instructional fellows in the implementation of overlapping program cycles through all aspects of operations and instruction.
- Develop program curriculum, select and prepare instructional team, assess and update curricular implementation and fidelity towards continuous improvements
- Oversee and plan residential coursework, clinical practicum, and site visit components of the project

Senior Assistant Director, CFDC

August 2016 – December 2017

Department of Educational Leadership, Evaluation, and Organizational Development
University of Louisville, Louisville, KY

- The Cadre and Faculty Development Course (CFDC) prepared Officers and Senior Noncommissioned Officers in the U.S. Army for their leadership roles in ROTC programs on college and university campuses across the country through undergraduate and graduate coursework
- Oversaw the clinical coursework component for over 500 students across more than 30 course sections
- Selected, hired, trained, oversaw, and supported 40 instructors including a weeklong training workshop and eight weeks of residential instruction

Graduate Assistant to the Dean

January 2006 – May 2010

Office of the Associate Dean for Undergraduate Education, Smeal College of Business
The Pennsylvania State University, University Park, PA

- **Research Assistant.** Conducted research about undergraduate student experience, program development, and advising to inform decision-making and improve practice in the College. Prepared reports for deans, alumni, donors, and other stakeholders.
- **Advisor, Women in Business.** Developed and facilitated executive leadership development and teambuilding, advised organization's president.
- **Project coordinator, The Sapphire Leadership Program.** Coordinated programming, admissions, and recruitment; created student organization and advised executive board.
- **Project coordinator, The Mitte Scholarship Program.** Coordinated award disbursement and oversaw program compliance for undergraduate and M.B.A. scholarship recipients.
- **Project coordinator, Undergraduate Research Program.** Selected grant recipients, oversaw program development and marketing, supervised undergraduate research projects.
- **Project assistant, The Picower Embark Program.** Developed faculty training programs and curriculum for over 1,000 students in fifty course sections of *PSU006: The First Year Seminar*; contributed to quarterly reports to the Picower Foundation.
- **Project assistant, AACSB Maintenance of Accreditation.** Prepared maintenance report according to AACSB guidelines and requirements, collaborated with department heads
- **Project assistant, Office of Undergraduate Education Strategic Plan.** Contributed to five-year strategic plan for 35-person unit; created evaluation matrices based on unit goals.
- **Project assistant, Development Initiatives.** Wrote concept papers and edited grant proposals for prospective individual and corporate donors.

Assistant to the Dean

August 2003 – August 2005

School of Theology
Boston University, Boston, MA

- Managed daily operations of and long-term planning for the Office of the Dean
- Served as the dean's liaison to the Offices of the University President and Provost
- Prepared reports to funding sponsors; collaborated with the Office of Development and Alumni Relations and the Office of Corporate and Foundation Relations

Staff Coordinator

August 2001 – August 2003

School of Theology

Boston University, Boston, MA

- Facilitated and supported administration of various units within the School, including Budgeting, Administration, Student Affairs, and the Office of the Dean
- Planned and coordinated academic conferences and lectures
- Trained and supervised student employees

Intern

2001

Office of Admissions

University of Pittsburgh at Johnstown, Johnstown, PA

- Conducted focus groups and interviews about student and faculty perceptions of studying abroad, under the direction of the Assistant Vice President for Enrollment Management

CONSULTING & WORKSHOPS

Cadet Emotional Intelligence Workshop

February 2018

U. S. Army Cadet Command, Ft. Leavenworth, KS

- Invited workshop facilitator for George C. Marshall Leadership and Awards Seminar

Understanding Emotional Intelligence

November 2017

University of Louisville ROTC Program, Louisville, KY

- Collaborated with the Army ROTC Program to facilitate a half-day workshop for approximately 50 cadets

Academic Leadership Institute: Mid-Career Faculty Workshop

October 2016; June 2017

The Great Lakes Colleges Association, Ann Arbor, MI

- Developed and facilitated 3-day workshop for 18 mid-career faculty members within GLCA consortium, with V. L. Baker and L. G. Lunsford

Early-Career Faculty Institute

September 2015

The New American Colleges and Universities

- Developed and facilitated workshop for 20 early-career scholars, with J. P. Abulencia
- Faculty Development Grant, Widener University (\$500)

Graduate College of Education

July 2008

University of Massachusetts Boston, Boston, MA

- Facilitated planning for organizational change with senior administrative team
- Trained executive assistant to the dean in task management and communication strategies
- Advised the dean on staff operations and organizational restructuring

School of Theology

October 2005

Boston University, Boston, MA

- Facilitated organizational restructuring, trained administrative personnel in new roles
- Advised the dean on management issues arising from new administrative structure

MEDIA COVERAGE & FEATURES

- Lunsford, L. G., Baker, V. L., & Pifer, M. J. (2016). Mentoring relationship quality and job satisfaction. *Positive Work and Organizations: Research and Practice*, 2.
- Widener University (2015). Advocating for access. *Widener University homepage*, http://www.widener.edu/_feature-story/150203_disabled.aspx
- Roberts, A. (2015). New course focuses on improving the higher education experience for differently abled individuals. *What's Up at Widener*, 9(10), 7.
- Widener Magazine (2014). The future of higher education. *Widener Magazine* 24(2), 8-10.
- Roberts, A. (2014, June). Higher Ed students travel to Italy to tour first university. *What's Up at Widener*, 8(20), 6.
- Roberts, A. (2014, April). Pifer mentors Riffe on research examining working-class academics. *What's Up at Widener*, 8(17), 4.
- Roberts, A. (2013, July). Higher Ed students hop the pond for first study abroad trip. *What's Up at Widener*, 7(20), 7.
- Kelly, R. (2011). Understanding networks within academic departments: Interview with Meghan Pifer. *Academic Leader*, 27(5).

PROFESSIONAL SERVICE

School & Departmental Service*University of Louisville*

- Chair, Military Strategic Activity Committee 2019 – present
- Member, Personnel Committee 2016 – present

Widener University

- Chair, Graduate Faculty Council 2015 – 2016
- Member, Faculty Search Committee 2014-15
- Member, Task Force for School Reorganization 2014-15
- Member, Promotion, Tenure, and Academic Freedom Committee 2013-2015
- Secretary, Promotion, Tenure, and Academic Freedom Committee 2013-2014
- Member, Graduate Admissions Committee 2013 – 2015
- Member, Diversity Committee 2011 – 2015
- Faculty Secretary 2012-2013
- Member, Strategic Planning Committee 2012-2013
- Member, Academic Affairs Committee 2011-2013

Lock Haven University of Pennsylvania

- Member, Strategic Planning Committee 2010-2011
- Member, Faculty Evaluation Committee 2010-2011
- Faculty Secretary 2010-2011

The Pennsylvania State University

- Professional Development Chair, Higher Education Student Association 2007
- Vice President, Higher Education Student Association 2006
- Mentor, Higher Education Student Association peer mentor program 2006-2010

Institutional Service*University of Louisville*

- Faculty Grievance Committee 2016-2017

Widener University

- CTBU Cultural & Academic Immersion Program (Chongqing, China) May 2015, May 2016
- Provost's Delegate, NAC&U Innovation Summit 2013
- Member, Institutional Review Board 2012-2015
- Member, Student Services Committee, Faculty Council (Vice Chair 2014-2016; Acting Chair spring 2015) 2012-2015
- Advisor, Higher Education Student Association 2012-2015
- Academic Rigor GO Team member, Strategic Planning Committee 2013-2014
- Advisor, Adelante Latina/o Graduate Student Organization 2011-2012

Lock Haven University of Pennsylvania

- Peer Reviewer, PA State System of Higher Education grant program 2010-2011
- Advisor, Sophisticated Ladies student organization 2010-2011
- Member, President's Commission on the Status of Women 2010-2011
- Member, Presidential Mentoring Program 2010-2011

The Pennsylvania State University

- Member, Board of Directors, Higher Ed Program Alumni Council 2014 – 2017
Secretary & Treasurer, 2015-2017; Chair of Development Committee, 2015-2016
- Advisor, Women in Business student organization 2008-2010
- Member, LGBT Support Network 2008-2010
- Member, Faculty Search Committee 2008-2009

Disciplinary Service

- Member, AERA Division J Graduate Student Travel Award Committee 2018
- Session Discussant, ASHE Annual Conference 2017 – present
- Editorial Board Member, Journal of Diversity in Higher Education 2017 – present
- Chair, AERA SIG 168 Outstanding Publication Award Committee 2014-2015
- Co-Chair, ASHE Conference Program Committee, Faculty Division 2013-2014
- Proposal Reviewer, AERA Annual Meeting 2010 – present
- Proposal Reviewer, ASHE Annual Conference 2009 – present
- Proposal Reviewer, EERA Annual Meeting 2015-2016
- Member, Board of Directors, Eastern Educational Research Association 2016-2017
- Reviewer, *Review of Higher Education* 2017 – present
- Reviewer, *Journal of Higher Education* 2013 – present
- Reviewer, *Journal of Diversity in Higher Education* 2013 – present
- Reviewer, *Studies in Higher Education* 2012 – present
- Reviewer, *International Journal for Researcher Development* 2012 – present
- Reviewer, *Higher Education in Review* 2007 – present
- Co-Editor, *Journal of Research in Education* 2016-2017
- Reviewer, *Journal of Geoscience Education* 2009-2010
- Co-Editor, *Higher Education in Review* 2008-2009
- Assistant Editor, *Higher Education in Review* 2007-2008

HONORS & AWARDS

- Faculty Favorites Nominee, University of Louisville 2016-2018
- NAC&U Faculty Ambassador, Widener University 2014-2016
- Faculty Pedagogical Fellow, Widener University 2014-2015
- Interdisciplinary Discussion Group Small Grant (\$400), Widener University 2013-2014
- Sponsored Participant, Executive Coaching Program, Widener University 2013-2015
- Service Learning Faculty Fellow, Widener University 2012-2013; 2014-2015
- Graduate Student Conference Travel Grant, Penn State University 2009
- Lavanda P. Muller Graduate Fellow in Education, Penn State University 2007-2008
- Robert W. Graham Endowed Fellow, Penn State University 2005-2006

- The Pittsburgh Foundation / Mervin Feldman Scholarship 1999-2000
- *Kappa Delta Pi, Chi Gamma* chapter inducted 2012
- *Pi Lambda Theta, Alpha Gamma* chapter inducted 2004

PROFESSIONAL MEMBERSHIPS

- Association for the Study of Higher Education (ASHE)
- American Educational Research Association (AERA)

ISHWANZYA D. RIVERS, Ph.D.

P.O. Box 62574
Cincinnati, OH 45262
217.721.9581
ishwanzya.rivers@gmail.com

EDUCATION

2011 **Ph.D., Educational Policy Studies**
Specialization: Higher Education Policy and Organization
Department of Educational Policy Studies
University of Illinois at Urbana – Champaign

2005 **Ed.M., Educational Policy Studies**
Specialization: Social and Cultural Studies
Department of Educational Policy Analysis
University of Illinois at Urbana – Champaign

2002 **B.A., Psychology**
Millikin University

Academic Positions

2016 – present **Clinical Assistant Professor**, Higher Education and Administration,
Department of Educational Leadership, Evaluation, and Organizational
Development, University of Louisville.

2013 – 2014 **Visiting Lecturer of Higher Education**, Department of Educational Policy
Studies and Evaluation, University of Kentucky.

2011 – 2013 **Assistant Director, Center for Multicultural Student Affairs and**
Director of the Long-Vanderburg Caterpillar Scholars Program, Center
for Multicultural Student Affairs (CMSA), Millikin University, Decatur, IL.

2011 – 2013 **Assistant Adjunct Professor of Educational Policy Studies**, Department
of Educational Policy, Organization and Leadership, University of Illinois at
Urbana – Champaign.

Spring 2013 **Assistant Adjunct Professor of Higher Education**, Higher Education
Department, Loyola University Chicago.

2011 – 2013 **Instructor**, Interdisciplinary Studies, Millikin University, Decatur, IL.

2010 – 2011 **Evaluation Consultant**, Pathway to Results (PTR) Grant, Office of
Community College Research and Leadership (OCCRL), University of Illinois
at Urbana – Champaign.

- 2010 – 2011 **Research Assistant/Project Manager**, Dr. Brendesha Tynes PI, Department of Educational Psychology, University of Illinois at Urbana – Champaign.
- 2007 – 2011 **Teaching Assistant**, Dr. Jeanne Connell, Educational Policy Studies (Now *Educational Policy, Organization and Leadership*), University of Illinois at Urbana – Champaign.
- 2009, Summer **Instructor**, Educational Policy Studies (Now *Educational Policy, Organization and Leadership*), University of Illinois at Urbana – Champaign.
- 2007 – 2009 **Research Assistant**, Dr. Christopher Span, Educational Policy Studies (Now *Educational Policy, Organization and Leadership*), University of Illinois at Urbana – Champaign.
- 2007, Spring **Teaching Assistant**, Dr. Jennifer Hamer, Department of African American Studies, University of Illinois at Urbana – Champaign.
- 2007 – 2008 **Graduate Advisor**, Minority Leadership Group, University of Illinois at Urbana – Champaign.
- 2005 – 2009 **Doctoral Fellow**, Diversifying Higher Education Faculty in Illinois (DFI), Illinois Board of Higher Education.
- 2005, Summer **Proofreader**, The HistoryMakers, Chicago, Illinois.
- 2005, 2006 Summer **Tutor Counselor**, Bridge/Transition Program, College of Liberal Arts and Sciences, University of Illinois at Urbana – Champaign.
- 2004 – 2006 **Graduate Assistant**, Introduction to African American Studies, Department of African American Studies, University of Illinois at Urbana – Champaign.
- 2004 – 2005 **Curriculum Assistant**, Department of African American Studies, University of Illinois at Urbana – Champaign.
- 2003 – 2006 **Graduate Counselor**, Office of Minority Student Affairs (OMSA), University of Illinois at Urbana—Champaign.

Primary Teaching and Research Interests

Diversity in Higher Education
 College Students in the United States
 Higher Education Policy and Law
 Higher Education Systems, Organizations, and Administration
 Community College Systems
 History of Higher Education
 Access and Retention (postsecondary)
 Educational Disparities (higher education)

History of African American education (access)
Historical and Qualitative Research Methods

TEACHING

University of Louisville Courses:

- 2018, Spring College Students in the United States (Graduate level; online)
Diversity Issues in Higher Education (Graduate level; traditional)
Principles of Educational Leadership (Graduate level; online)
- 2017, Fall Principles of Educational Leadership (Graduate level; online)
Collaboration and Communication for Effective Leadership (Graduate level;
online)
Diversity Issues in Higher Education (Graduate level; hybrid)
- 2017, Summer College Teaching and Learning (Graduate level; Traditional)
- 2017, Spring Diversity Issues in Higher Education (Graduate level; online; traditional;
hybrid)
- 2016, Fall Principles of Educational Leadership (Graduate level; online)
Collaboration and Communication for Effective Leadership (Graduate level;
online)
Special Problems in Educational Leadership (Graduate level; online)
Graduate seminar (Graduate level; online)
- 2016, Summer Organization and Administration of Higher Education (Graduate level;
Traditional)
College Teaching and Learning (Graduate level; Traditional)

University of Kentucky Courses:

- 2014, Spring Community Colleges (Graduate level; Traditional)
Diversity in Higher Education (Graduate level; Traditional)
- 2013, Fall Policy Issues in Higher Education (Graduate level; Traditional)
Policy Issues in Higher Education (Graduate level-Cohort; Hybrid)

Loyola University Courses:

- 2013, Spring American Higher Education (Graduate level; Hybrid)

University of Illinois Courses:

- 2012, 2013 Spring History of Work and Educational Policy (Graduate level; Online)

Millikin University Courses:

- 2012, Spring Diversity in Higher Education (Undergraduate level)
- 2012, 2011, Fall Diversity in Higher Education (Undergraduate level)

University of Illinois Courses: (discussion section evaluated separately from instructor of record; can be provided upon request):

2007 – 2011 Social Foundations of American Education (Undergraduate level)

2007, Spring Introduction to African American Studies (Undergraduate level)

RESEARCH

Peer-Reviewed Publications

Rivers, I. D. (2013). If they don't make a place for us we should make a place for ourselves: African American women and nursing at State Community College. In D. J. Davis & C. Chaney (Eds.), *Black women in leadership: Their historical and contemporary contributions*. New York, NY: Peter Lang.

Farmer-Hinton, R., Lewis, J., Patton Davis, L. & **Rivers, I. D.** (2013). Dear Mr. Kozol...: Four African American women scholars and the reauthoring of *Savage Inequalities*. *Teachers College Record*, 115, No. 6, online.

Span, C. M., & **Rivers, I. D.** (2012). Reassessing the achievement gap: An intergenerational comparison of African American student achievement before and after compensatory education and the Elementary and Secondary Education Act (ESEA). *Teachers College Record*, 114, No. 6, online.

Book Reviews, Book Chapters, and Service-Related Publications

Span, C. M., & **Rivers, I. D.** (2015). Reassessing the achievement gap: An intergenerational comparison of African American student achievement before and after compensatory education and the Elementary and Secondary Education Act (ESEA). In D. Danna, M. A. Purdy, & C. M. Span (Eds.), *Using past as prologue: Contemporary perspectives on African American educational history* (pp. 307-324). Charlotte, NC: Information Age Publishing.

Rivers, I.D. (2013, Winter). [Review of the book *Race and the University: A Memoir* by George Henderson]. *Journal of American Ethnic History*, 32, No. 2, 104-106.

Rivers, I. D. (2009). Open admissions. In *Encyclopedia of African American education* (Vol. 1, pp. 499-500). Thousand Oaks, CA: SAGE Publications.

Rivers, I. D. (2007). [Review of the book *A different view of urban schools: Civil rights, critical race theory, and unexplored realities*]. *Education Review*, <http://edrev.asu.edu>

Publications and Research in Progress

Rivers, I. D., Patton Davis, L., Farmer-Hinton, R., and Lewis, J. D. (under review). That Wasn't My Reality: Counter-Narratives of Educational Success as East St. Louis' Educators "Reimagine" *Savage Inequalities*. *Urban Education*.

Patton Davis, L., **Rivers, I. D.**, Farmer-Hinton, R., and Lewis, J. D. Eds. (under review). *Re-authoring Savage Inequalities: Narratives of Striving and Success in Urban Educational Environments*. Teachers College Press.

Peer-Reviewed Presentations

Rivers, I. D. (2018, April). I Wanted a Better Life: African American Women's Choice of Community College Nursing Programs. Paper presentation at the annual meeting of the Annual Council for the Study of Community Colleges. Dallas, TX.

Rivers, I. D. (2017, November). All Points of Entry Considered: Evaluation of Community College Nursing' Programs as a Point of Educational and Economic Access for Women of Color. Paper presentation at the annual meeting of the Association for the Study of Higher Education. Houston, TX.

Re-authoring Savage Inequalities: Narratives of Higher Education Achievement and Success. (2017, November). **Organizer and Co-Discussant:** Ishwanzya Rivers; Chair: Lori Patton Davis; Co-Discussant: Raquel Farmer-Hinton; Presenters: Brittany Williams; Nina Daoud; Amalia Dache-Gerbino; Toby Jenkins; Chayla Haynes Davison, chayla.haynes@tamu.edu, Texas A&M University, College Station. Interactive Symposium at the annual meeting of the Association for the Study of Higher Education. Houston, TX.

Rivers, I. D., Patton Davis, L., Farmer-Hinton, R., and Lewis, J. D. (2015, April). Counternarratives of Educational Success: East Saint Louis Teachers and Students "Reauthoring" Kozol's *Savage Inequalities*. Roundtable presentation at the annual meeting of the American Educational Research Association. Chicago, IL.

Rivers, I. D., Patton Davis, L., Farmer-Hinton, R., and Lewis, J. D. (2014, September). Higher Education Achievement Tales: How East St. Louis Teachers and Students are Proving Jonathan Kozol's *Savage Inequalities* Wrong. Paper presentation at the annual meeting for the Study of African American Life and History. Memphis, TN.

Rivers, I. D. (2012, November). The Promise of Hope: State Community College of East St. Louis, IL. Paper presentation at the annual meeting of the Association for the Study of Higher Education. Las Vegas, NV.

Rivers, I. D. (2012, September). Black Women in Higher Education: The Experiences of Students and Faculty from 1900 to the Present. Symposium presentation at the annual meeting of the Association for the Study of African American Life and History. Pittsburgh, PA.

Rivers, I. D., Farmer-Hinton, R., Lewis, J. D., and Patton Davis, L. (2011, November). Teaching and Learning in East St. Louis: What Do Current and Former Teachers and Administrators Have to Say about Jonathan Kozol's *Savage Inequalities*? Symposium presentation at the annual meeting of the American Educational Studies Association. St. Louis, MO.

Rivers, I. D. (2011, April). "If They Don't Make a Place for Us, We Should Make a Place for Ourselves": African American Women and Nursing at State Community College. Symposium

presentation at the annual conference of the Council for the Study of Community Colleges. New Orleans, LA.

Castro, E., **Rivers, I. D.**, and Taylor, J. (2011, April). Achieving Equity? Findings from Three Community College Programs and Policies. Symposium presentation at the annual College of Education Graduate Student Conference. Champaign, IL.

Farmer-Hinton, R., Lewis, J. D., Patton Davis, L., and **Rivers, I. D.** (2010, October). The Reauthoring of *Savage Inequalities*: Four Scholars Applying the Community College Cultural Wealth Model to Our Lived Experiences in East St. Louis, Illinois. Symposium presentation at the annual meeting of the American Educational Studies Association. Denver, CO.

Patton Davis, L., Farmer-Hinton, R., Lewis, J. D., and **Rivers, I. D.** (2010, May). Dear Mr. Kozol...: Four African American Women Scholars and the Reauthoring of *Savage Inequalities*. Symposium presentation at the annual meeting of the American Educational Research Association. Denver, CO.

Rivers, I. D., Johnson, J., and Laosebikan, O. (2009, November). Insufficient Funds: State Disinvestment in Minority PhD's. Symposium presentation at the annual meeting of the American Educational Studies Association. Pittsburgh, PA.

Rivers, I. D. (2008, November). Doing Our Duty: Community Colleges Fulfilling Their Civic Responsibility. Paper accepted to annual meeting of the History of Education Society Conference. St. Petersburg, FL.

Johnson, J., and **Rivers, I. D.** (2008, October). Through DuBois' Eyes: The Declining Significance of School Quality. Symposium presentation at the annual American Educational Studies Association Conference. Savannah, GA.

Rivers, I. D. (2008, March). Doing My Duty: Community Colleges Fulfilling Their Civic Responsibility. Symposium presentation at the annual American Educational Research Association Conference. New York, NY.

Selected Invited Presentations

Rivers, I. D. (2013, November). Community Colleges Expanding Role in Higher Education Access. Invited Speaker. Chicago State University.

Rivers, I. D. (2013, October). You Grew Up Where?: Educational Experiences Impact on Retention. Fall Colloquia, Invited Speaker. University of Kentucky, Lexington, KY.

Rivers, I. D. (2012, August). Accepting Your Identity. Transfer Student Orientation, Invited Speaker. Millikin University, Decatur, IL.

Rivers, I. D. (2012, February). "The Power of You" Panel Presentation. Black History Month Celebration, Invited Speaker. Millikin University, Decatur, IL.

Rivers, I. D. (2012, January). Will I Fit In? Diversity on Campus. Youth Leadership Institute Education Day, Invited Speaker. Millikin University, Decatur, IL.

Rivers, I. D. (2011, September). Long-Vanderburg Caterpillar Scholars Program Faculty Workshop. Millikin University, Decatur, IL.

Rivers, I. D. (2011, August). Academic Success and Retention at Millikin University. Faculty Workshop Presentation, Invited Speaker. Millikin University, Decatur, IL.

Rivers, I. D. (2011, March). Academic Publishing from the Perspective of Faculty & Students. Black Graduate Student Association Development Session. Invited Speaker. University of Illinois at Urbana – Champaign.

Rivers, I. D. (2009, July). Conducting Interpretive Methods of Research. Summer Pre-Doctoral Institute Program. Invited Speaker. University of Illinois at Urbana – Champaign.

SERVICE

Graduate Student Advising

Masters Student Committee

Thesis and Scholarly Paper Committees

Michael Trimble, Department of Educational Policy Studies and Evaluation, Defended April 2014.

Jenny Wells, Department of Educational Policy Studies and Evaluation, Defended April 2014.

Stephanie Spires, Department of Educational Policy Studies and Evaluation, Defended December 2013.

Doctoral Students

General Examination Committees

Tracey Folden, Department of Educational Policy Studies and Evaluation, November 1, 2013

Michael Rosenberg, Department of Educational Policy Studies and Evaluation, November 1, 2013

Erin Tipton, Department of Educational Policy Studies and Evaluation, November 1, 2013

Mason Tudor, Department of Educational Policy Studies and Evaluation, November 1, 2013

Professional Service

National Service

2014 --present **TRUTH Editorial Board**, Association of Black Women Historians.

2013 – 2015 **Reviewer**, *Kentucky Journal of Higher Education Policy and Practice*, University of Kentucky.

2014 – 2014 **Research Team**, IES Grant Project, Kentucky Education Collaborative.

2013 – 2014 **Chair**, Orientation Committee, Carnegie Project on the Education Doctorate (CPED).

2012 – 2014 **Assistant Editor**, *Women, Gender & Families of Color Journal (WGFC)*, University of Kansas.

- 2010 – 2012 **External Reviewer**, *Advancing Women in Leadership Journal*.
- 2010 – 2012 **Managing Editor**, *Black Women, Gender & Families Journal (BWGF)*,
University of Illinois at Urbana – Champaign.
- 2010, Spring **Assistant Managing Editor**, *Black Women, Gender & Families Journal (BWGF)*, University of Illinois at Urbana – Champaign.

University Service

- 2018 – present **Executive Committee**, Black Faculty and Staff Association, University of Louisville.
- 2013 – 2014 **Member**, Student Recruitment, Retention, Graduation and Post-Graduation Success Committee, University of Kentucky.
- 2012 – 2013 **Member**, Attrition Study Committee, Millikin University.
- 2012 – 2013 **Member**, Freshman First-Week Committee, Millikin University.
- 2012 – 2013 **Member**, Professional Development Committee, Millikin University.
- 2011 – 2012 **Member**, Student Development Four-Year Experience Committee, Millikin University.
- 2008 – 2010 **Co-Coordinator**, Martin Luther King Annual Essay Contest, University of Illinois at Urbana – Champaign.
- 2006 – 2008 **Reviewer**, Martin Luther King Annual Essay Contest, University of Illinois at Urbana – Champaign.

Department/Program Service

- 2016 – present **Coordinator**, Higher Education Administration Recruitment and Enrollment, University of Louisville.
- 2016 – present **Member**, Higher Education Administration Advising and Admissions Committee, University of Louisville.
- 2013 – 2014 **Member**, Admissions Committee, Educational Policy Studies and Evaluation, University of Kentucky.
- 2013 – 2014 **Instructor of Record (non-teaching)**, *Theories of College Student Success*, Educational Policy Studies and Evaluation, University of Kentucky.
- 2007 – 2008 **Graduate Student Representative**, Educational Policy Studies (Now *Educational Policy, Organization and Leadership*), University of Illinois at Urbana – Champaign.

Community Service

2013 – 2016 **Tutor**, WordPlay Cincinnati, Cincinnati, Ohio.

Formal Undergraduate/K-16 Mentoring Experience

2012 – 2013 **Sigma Lambda Beta Fraternity, Inc Program Advisor**, Millikin University, Decatur, IL.

2011 – 2013 **Long-Vanderburg Caterpillar (LV-CAT) Scholars Program Faculty Mentor**, Millikin University, Decatur, IL.

2011 – 2013 **StartSMART Program Faculty Mentor**, Millikin University, Decatur, IL.

2007 Summer **Research Team Leader**, Summer Research Opportunity Program (SROP), University of Illinois at Urbana – Champaign.

Honors and Awards

2012, Fall **Ameren Charitable Trust Fund Award**, StartSMART Peer Mentor Program, Millikin University, Decatur, IL. Award Amount: \$5,000.

2010, Spring **Travel Award**, College of Education, University of Illinois at Urbana – Champaign.

2010, 2009, Fall **Hardie Grant Travel Award**, College of Education, University of Illinois at Urbana – Champaign.

2008 – 2010 **AERA Mentorship Award**, College of Education, University of Illinois at Urbana – Champaign.

2008 – 2009 **University of Illinois Graduate College Fellowship**, University of Illinois at Urbana – Champaign.

2005 – 2009 **Diversifying Faculty in Illinois (DFI) Fellowship**, University of Illinois at Urbana – Champaign.

Professional Memberships and Affiliations

Association for the Study of Higher Education (ASHE)

National Association of Student Personnel Administrators (NASPA)

American Educational Studies Association (AESA)

American Educational Research Association (AERA)

History of Education Society (HES)

Association of Black Women Historians (ABWH)

Association for the Study of African American Life and History (ASALH)

JEFFREY C. SUN

UNIVERSITY OF LOUISVILLE

College of Education & Human Development
1905 S. 1st Street ▪ Porter Education Building, Suite 343 ▪ Louisville, KY 40292
(502) 852-0618 ▪ E-mail: jeffrey.sun@louisville.edu

RECENT ACCOMPLISHMENTS

ACADEMIC LEADERSHIP & INNOVATION

- ❑ Established the University's first competency-based education program, which has outpaced all institutions in the Commonwealth
- ❑ Created and led a nationally recognized Army training program for ROTC cadre
- ❑ Oversaw curricular changes including a new degree and certificate program and developing proposals for a new degree and three new certificate programs
- ❑ Negotiated three articulation agreements for an academic unit
- ❑ Led efforts for a career and technical education teacher induction and support program for the state

FACULTY

- ❑ Reduced the faculty turnover rate from 14-21% within a 2-year period to 10%
- ❑ Increased annual faculty travel dollars by nearly 29%
- ❑ Increased faculty publication productivity by 10% over the past 2 years
- ❑ Oversaw efforts leading to increases in the average course evaluation score from a 4.0 to 4.4 on a 5.0 scale

FINANCE & EXTERNAL FUNDING

- ❑ Served as PI and project director for approximately \$7.53 million since 2015
- ❑ Generated funds that doubled the number of graduate assistantships for the department
- ❑ Oversaw innovative developments including fully funded corporate internships with a \$180,000 contract
- ❑ Incentivized grant activity leading to an increase of 200% in grant/contract submissions in 2 years
- ❑ Established a spending priority approach, which is tied to the College Strategic Plan and evaluation metrics

ENROLLMENTS & ORGANIZATIONAL SYSTEMS

- ❑ Directly led efforts that increased department enrollments by approximately 46%
- ❑ Co-formed two program advisory boards to link students and academics with practitioners and employing organizations
- ❑ Developed processes and systems, which have been mapped for timing and tasks based on a RACI matrix

EDUCATION

GRADUATE SCHOOL OF ARTS & SCIENCES AND TEACHERS COLLEGE, COLUMBIA UNIVERSITY,
NEW YORK, NY

- ☐ Doctor of Philosophy (Ph.D.)
- ☐ Master of Philosophy (M.Phil.)

MORITZ COLLEGE OF LAW - THE OHIO STATE UNIVERSITY, COLUMBUS, OH

- ☐ Doctor of Jurisprudence (J.D.)

LOYOLA MARYMOUNT UNIVERSITY, LOS ANGELES, CA

- ☐ Master of Business Administration (M.B.A.): Human Resource Management and Finance
- ☐ International Business Certificate: Human Resource and Strategic Management
- ☐ Bachelor of Business Administration (B.B.A.): Management/Organizational Behavior

LICENSURE

OHIO SUPREME COURT, OFFICE OF ADMISSIONS, COLUMBUS, OH

- ☐ Ohio Supreme Court: admitted to the bar

EMPLOYMENT HISTORY

UNIVERSITY OF LOUISVILLE, LOUISVILLE, KENTUCKY

JULY 2014 - PRESENT

- Professor of Higher Education (Jul. 2014-present)*
- Assistant Department Chair (2014-2015)*
- Inaugural Program Director, Competency Based Education (2014-2015)*
- Department Chair (2016-present)*
- PI & Project Director, Cadre & Faculty Development Course (2014-2017)*
- PI & Project Director, Career & Technical Education, Perkins Grant (2016-present)*
- PI & Project Director, Master Educator Course (2017-present)*

THE OHIO STATE UNIVERSITY, COLUMBUS, OHIO

JUNE 2013 - MAY 2015

- Visiting Scholar, College of Education & Human Ecology*

JEFFREY C. SUN

UNIVERSITY OF NORTH DAKOTA, GRAND FORKS, NORTH DAKOTA

AUGUST 2004 – JULY 2014

(approved for promotion to Professor, 2014)

Program Coordinator, Higher Education

Distance Coordinator, Higher Education

Associate Professor of Educational Leadership, Affiliate/Courtesy Associate Professor of Law

Assistant Professor of Educational Leadership, Affiliate/Courtesy Assistant Professor of Law

TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, NEW YORK, NEW YORK

AUGUST 1999 – AUGUST 2004

Academic Program Manager - Social-Organizational Psychology

Instructor, Department of Organization & Leadership

Director of Academic Administration

NEW YORK UNIVERSITY, NEW YORK, NEW YORK

SEPTEMBER 1998 – AUGUST 2000

Lecturer of Management & Faculty Advisor

FRANKLIN COUNTY MUNICIPAL COURT, COLUMBUS, OHIO

JANUARY 1998 – JUNE 1998

Franklin County Mediator (Program with the Moritz College of Law at The Ohio State University)

THE OHIO STATE UNIVERSITY, COLUMBUS, OHIO

MAY 1997 – JULY 1998

Graduate Research Associate, Professor Philip T.K. Daniel - College of Education, School of Educational Policy & Leadership

Research Assistant: Law, Professor Kathy S. Northern - Moritz College of Law

THOMPSON HINE, L.L.P. (FORMERLY THOMPSON, HINE, & FLORY, L.L.P.), COLUMBUS, OHIO

MAY 1996 - AUGUST 1996

Summer Associate

ST. MONICA CATHOLIC HIGH SCHOOL, SANTA MONICA, CALIFORNIA

AUGUST 1993 – JULY 1995

Director of Marketing & Admissions

Director of Student Activities

Faculty, Business Education Department & Mathematics Department

GRABEL FINANCIAL, INC. (FORMERLY GRABEL-ZIMBLER, INC.), BEVERLY HILLS, CALIFORNIA

MAY 1990 – AUGUST 1993

Executive Accounts Associate

Accounting Associate

TEACHING & ADVISING

Evaluations for the last term

According to my last term teaching of 50 students, 90.91% of the respondents reported learning “very much” from the course. Other key indicators included:

The instructor’s teaching was ...

ITEM RESPONSE	%
Poor	0%
Below Average	0%
Average	0%
Above Average	0%
Excellent	100%

My overall impression of this course was ...

ITEM RESPONSE	%
Poor	0%
Below Average	0%
Average	0%
Above Average	18%
Excellent	82%

COURSES AT THE UNIVERSITY OF LOUISVILLE

Diversity in Higher Education (ELFH 694) – Fall 2014 [O]

Legal Issues in Higher Education (ELFH 680) – Fall 2014 [O]; Spring 2015 [F2F]; Fall 2015 (2 sections) [O], Summer 2017 [O]; Fall 2017 [F2F] & [O]; Winter 2017 [O]

Leadership in Higher Education (ELFH 607) Summer 2016 [F2F], Summer 2017 [F2F]

College Teaching & Learning (ELFH 623) Summer 2017 [F2F]

Program Development & Assessment [course creator and lead]

Capstone (ELFH 690) – Summer 2015 [F2F]

[F2F] = Face to Face; [O] = Online

COURSES AT THE UNIVERSITY OF NORTH DAKOTA

Academic Administration (EdL 551) – Fall 2005 [F], Spring 2007 [GF], Spring 2008 [F], Summer 2011 [GF], Summer 2012 [B], Summer 2013 [GF]

College Students & the Law (EDL 556) – Spring 2011 [M], Spring 2012 [M], Spring 2013 [1st Yr M] [2nd Yr M]

Curriculum in Higher Education (EdL 542) – Fall 2005 [F] [GF], Spring 2006 [GF], Fall 2007 [F], Summer 2009 [GF], Summer 2011 [GF], Spring 2013 [GF]

Doctoral Proseminar in Higher Education (EDL 579) – Fall 2008 [GF], Fall 2009 [F], Fall 2011 [GF], Fall 2012 [B], Fall 2013 [F]

JEFFREY C. SUN

Internship: Institutional Research (EDL 593) – Fall 2008 [GF], Spring 2012 [F]
Introduction to Higher Education (EdL 541) – Fall 2008 [M], Fall 2009 [M], Fall 2010 [M], Fall 2011 [M], Fall 2012 [M]
Higher Education Management (EDL 549) – Spring 2011 [M], Spring 2012 [M]
Higher Education Policy & Finance (EDL 553) – Fall 2006, Fall 2007
Law and Higher Education (EdL 552) – Spring 2005 [F] [GF], Spring 2007 [GF], Spring 2008 [F], Spring 2010 [GF], Summer 2014 [B] [GF]
Organizational Behavior II (EDL 574) – Spring 2009 [GF], Summer 2013 [B], Fall 2013 [GF]
Origins and Development of Higher Education (EDL 579) – Summer 2008 [GF]
Overview of Higher Education (EdL 541, Doctoral) – Summer 2005 [F], Summer 2006 [GF], Summer 2008 [F]
Planning & Systems in Higher Education (EdL 572) – Fall 2004 [F], Summer 2006 [GF], Fall 2009 [F], Fall 2010 [GF], Fall 2011 [GF]
Readings in Higher Education (EdL 597) – Spring 2005 to Present
Scholarly Writing (T&L 543) – Summer 2008 [GF]
Seminar in Educational Leadership: Doctoral Cohort Capstone (EDL 503) – Summer 2006 [GF], Summer 2007 [F], Summer 2008 [GF], Summer 2010 [F], Summer 2011 [GF], Summer 2014 [B]
Social, Cultural, Political, and Community Dimensions of Postsecondary Schools (EdL 517) – Fall 2004 [F]
Triple Helix – Summer 2010 [GF]

[B] = Bismarck doctoral; [F] = Fargo doctoral; [GF] = Grand Forks doctoral; [M] = Masters in Grand Forks

Courses Partially Prepared But Not Taught¹

Current Issues in Educational Leadership (EDL 579) – Fall 2006
Education & Public Policy (EDL 575) – Spring 2005
Leadership & Organizational Behavior (EDL 501) – Fall 2005
Research Design and Methodologies (EDL 579) – Fall 2006

COURSES AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Higher Education in the Organizational & the Interdisciplinary Context (ORLD 4500-01) – Fall 1999 [Dean's Teaching Excellence Award, 1999-2000]
Seminar: Higher Education and the Law (ORLD 6551-02) – Spring 2000, Spring 2001 (co-taught the law course with Professor Jay P. Heubert) [Dean's Teaching Excellence Award, 2000-2001, 2001-2002]
Organizational Internship in Social-Organizational Psychology (ORLJ 5012-001) – Spring 2002 to August 2004 [Qualitative course evaluations used]

¹ Due to reshuffling of course assignments, I did not teach these courses as initially scheduled.

JEFFREY C. SUN

COURSES AT NEW YORK UNIVERSITY

Sports Law – Fall 1998, Spring 1999 [Teaching Excellence Recognition]
Human Resource Development – Summer 1999 [Teaching Excellence Recognition]
Applied Research in Management – Fall 1999, Spring 2000
Advisor for Senior Thesis Projects in Management – 1999-2001

CAPSTONE PROJECTS, THESIS, & DISSERTATIONS DIRECTED

[see Appendix A]

RESEARCH INTERESTS

PRIMARY RESEARCH THEME:

*Impacts of policy instruments on academic conceptions of *lehrfreiheit* (“freedom of teaching”) and *lernfreiheit* (“freedom of learning”)*

My research primarily examines the extent to which policy instruments or other legal actions (e.g., government mandates, judicial decisions, and legally binding, negotiated agreements) advance or inhibit the academic operations in terms of college teaching, learning, and knowledge creation. This stream rests heavily on concepts of civil rights and civil liberties.

In addition, my secondary research stream resides in professional/career education. Within that domain, I typically examine barriers and supports within organizational and governmental policies as well as investigate and evaluate system designs and organizational improvement efforts.

5B. ACADEMIC PUBLICATIONS

Monographs/Books

Sun, J.C., & McClellan, G. S. (in progress). *Clashes on-campus: Free speech and social justice* [working title].

Daniel, P. T. K., Gee, E. G., Sun, J. C., & Pauken, P. D. (expected 2019). *Law, policy, and higher education: Cases and materials* (2nd ed.). New Providence, NJ: Carolina Academic Press.

- Bon, S., & Sun, J.C. (2015). *Law and educational inequality: Removing barriers to educational opportunities*. Charlotte, NC: Information Age Publishing.
- Daniel, P. T. K., Gee, E. G., Sun, J. C., & Pauken, P. D. (2012). *Law, policy, and higher education: Cases and materials*. New Providence, NJ: LexisNexis.
- Daniel, P. T. K., Gee, E. G., Sun, J. C., & Pauken, P. (2012). *Instructor's manual: Law, policy, and higher education*. New Providence, NJ: LexisNexis.
- Sun, J. C., & Baez, B. (2009). *Intellectual property in the information age: Knowledge as commodity & its legal implications for higher education*. San Francisco, CA: Jossey Bass. doi: 10.1002/aehe.3404
- Levine, A. E., & Sun, J. C. (2003). *Barriers to distance education: Governmental, legal, and institutional*. Washington, D.C.: American Council on Education.

Articles & Book Chapters

- Sun, J. C., Colston, J., & Pifer, M. J. (in progress). *Codeswitching among Army cadre: Perceived critical aspects for a college degree as an interactional resource in higher education*.
- Sun, J. C., & Kamrass, M. (in progress). *Due process for the accused: Process and practice re-examined*.
- Sun, J. C., & Herd, A. (in progress). *In their own voices: Competencies of healthcare leaders in a changing environment*.
- Smith, L. W., Messer, T. L., Sun, J. C., & Pifer, M. J. (under review). The intersection of leadership and emotions: Lessons and actions leading to change. *Journal of Military Learning*.
- Sun, J.C. (2018). Competency based education: A disruptive innovation requiring demonstrated performance. In J. Blanchard (Ed.), *Controversies on campus* (pp. 176-190). Santa Barbara, CA: Prager.
- Lewis, M. M., Fetter-Harrott, A., Eckes, S. E., & Sun, J. C. (2017). Legal issues related to sexual orientation, gender identity, and public schools. *Social Education*, 81(5), pp. 315-321.

- Sun, J. C. (2016). Management: An employment perspective providing order and stability through policy, procedure, and practice. In S. G. Clark & S. C. Coyner (Eds.), *Case Studies in higher education: The law and administrative decision making* (pp. 75-107). Cleveland, OH: Education Law Association.
- Daniel, P. T. K., & Sun, J. C. (2015). The achievement gap for English language learners: The law, the challenges, and a possible solution. In S. Bon & J. C. Sun (Eds.) *Law and educational inequality: Removing barriers to educational opportunities (Chapter 4)*. Charlotte, NC: Information Age Publishing.
- Anderson, G. M., Barone, R. P., Sun, J. C., & Bowlby, N. (2015). The new stratification: Differentiating opportunity at community colleges by race and class in the U.S. In A. Martinez-Aleman, B. Pusser, & E. Bensimon (Eds.). *Critical approaches to the study of higher education (Chapter 12)*. Baltimore, MD: Johns Hopkins University Press.
- Daniel, P. T. K., & Sun, J. C. (2015). Falling short in sheltering homeless students: Supporting the student achievement priority through McKinney-Vento. *Education Law Reporter*, 312, 489-506.
- Snyder, E., Hutchens, N. H., Jones, W., & Sun, J. C. (2015). Social media policies in intercollegiate athletics: The speech and privacy rights of student-athletes. *Journal for the Study of Sports and Athletes in Education*, 9(1), pp. 50-74
- Hutchens, N. H., Sun, J. C., Blanchard, J., & Breslin, J. D. (2014). Employee or student? The First Amendment and student speech arising in practica and internships. *Education Law Reporter*, 306(2), 597-616.
- Sun, J. C., & Hutchens, N. H. (2014). College students' online speech: Searching for the appropriate standards within First Amendment case principles. *Cardozo Law Review (de-novo)*, 35, 129-137.
- Sun, J. C. (2014). Legal issues associated with big data in higher education: Ethical considerations and cautionary tales. In J. E. Lane (Ed.), *Building a smarter university: Big data, innovation, and ingenuity*. Albany: SUNY Press.
- Sun, J. C., & Daniel, P. T. K. (2013). Math and science are core to the IDEA: Breaking the racial and poverty lines. *Fordham Urban Law Journal*, 41(2), 557-598.
- Sun, J. C. & Melear, K. B. (2013). Chapter 8: Higher education. In C. J. Russo (Ed.). *Yearbook of education law, 2012* (pp. 169-197). Cleveland, OH: Education Law Association.

- Sun, J. C., Hutchens, N. H., & Breslin, J.D. (2013). A (virtual) land of confusion with college students' online speech: Introducing the curricular nexus test, *University of Pennsylvania Journal of Constitutional Law*, 16(1), pp. 49-96.
- Hutchens, N. H., & Sun, J. C. (2013). The tenuous legal status of First Amendment protection for individual academic freedom. *Journal of the Professoriate*, 7(1), pp. 1-25.
- Sun, J. C. (2012). Chapter 8: Higher education. In C. J. Russo (Ed.). *Yearbook of education law, 2011* (pp. 177-205). Dayton, OH: Education Law Association.
- Sun, J. C. (2012). Counterpoint: Should there be limits on student free speech right? In C. J. Russo & A. G. Osborne, Jr. (Eds.). *Debating issues in American education: School Law* (pp. 185-192). Thousand Oaks, CA: Sage Publications.
- Sun, J. C. (2012). Counterpoint: Should there be limits on teacher free speech right? In C. J. Russo & A. G. Osborne, Jr. (Eds.). *Debating issues in American education: School law* (pp.204-212). Thousand Oaks, CA: Sage Publications.
- Sun, J. C. (2012). Headnote: Do current laws and procedures regulating dismissal give teachers adequate due process protection? In C. J. Russo & A. G. Osborne, Jr. (Eds.). *Debating issues in American education: School law* (pp. 228-231). Thousand Oaks, CA: Sage Publications.
- Sun, J. C. & Melear, K. B. (2011). Chapter 8: Higher education. In C. J. Russo (Ed.). *Yearbook of education law, 2010* (pp. 147-170). Dayton, OH: Education Law Association.
- Hutchens, N. H., & Sun, J.C. (2011). Legal standards governing faculty speech. In R. Fossey & K.B. Melear (Eds.). *Contemporary issues in higher education law (2nd ed.)* (pp. 97-118). Dayton, OH: Education Law Association.
- Sun, J. C. & Melear, K. B. (2010). Chapter 8: Higher education. In C. J. Russo (Ed.). *Yearbook of education law, 2009* (pp. 171-206). Dayton, OH: Education Law Association.
- Lovelace, C., & Sun, J. C. (2010). Analyzing the continuing relationship between universities and their donors' successors. *Education Law Reporter*, 256(2), 513-533.

- Melear, K. B., & Sun, J. C. (2009). Chapter 8: Higher education. In C. J. Russo (Ed.). *Yearbook of education law, 2008* (pp. 190-223). Dayton, OH: Education Law Association.
- Sun, J. C., & Permuth, S. (2007). Evaluations of unionized college and university faculty: A review of the laws. *Journal of Personnel Evaluation in Education, 19*(3-4), 115-134. doi: 10.1007/s11092-007-9038-3
- Anderson, G. A., Sun, J. C., & Alfonso, M. (2006). Effectiveness of state articulation agreements on the probability of transfer: A preliminary policy analysis. *Review of Higher Education, 29*(3), 260-291. doi: 10.1353/rhe.2006.0001
- Anderson, G. A., Alfonso, M., & Sun, J. C. (2006). Rethinking the cooling out process at community colleges: An examination of statewide articulation agreements and transfer rates. *Teachers College Record, 108*(3), 422-451. doi: 10.1111/j.1467-9620.2006.00657.x
- Sun, J. C. (2005). Professional schools: Research and assessment involving multiple constituencies. In J. E. Lane & M. C. Brown (Eds.), *Examining unique campus settings: Insights for research and assessment* (pp. 5-29). San Francisco, CA: Jossey-Bass, Inc. doi: 10.1002/ir.129
- Sun, J. C. (1999). University officials as administrators & mediators: The dual role conflict & confidentiality problems. *BYU Journal of Education & Law, 1999*, 19-50.
- Sun, J. C. & Daniel, P. T. K. (1999). The Sherman Antitrust provisions and collegiate action: Should there be a continued exception for the business of the university?. *Journal of College & University Law, 25*, 451-500.

Encyclopedia Essays

[5 encyclopedia essays, each 750-1500 words]

- Sun, J. C. (2009). Case: Board of Curators of the University of Missouri v. Horowitz. In C. J. Russo (Ed.), *Encyclopedia of higher education law*. Thousand Oaks, CA: Sage Publications, Inc.
- Sun, J. C. (2009). Case: Knight v. Board of Regents of University of State of New York. In C. J. Russo (Ed.), *Encyclopedia of higher education law*. Thousand Oaks, CA: Sage Publications, Inc.

JEFFREY C. SUN

Sun, J. C. (2009). Case: Regents of the University of Michigan v. Ewing. In C. J. Russo (Ed.), *Encyclopedia of higher education law*. Thousand Oaks, CA: Sage Publications, Inc.

Sun, J. C. (2009). Case: Slochower v. Board of Higher Education of New York City. In C. J. Russo (Ed.), *Encyclopedia of higher education law*. Thousand Oaks, CA: Sage Publications, Inc.

Sun, J. C. (2009). Political Activities and Speech of Faculty Members. In C. J. Russo (Ed.), *Encyclopedia of higher education law*. Thousand Oaks, CA: Sage Publications, Inc.

[6 encyclopedia essays, each 750-1500 words]

Sun, J. C. (2008). Case: Beilan v. Board of Public Education (1958). In C. J. Russo (Ed.), *Encyclopedia of education law*. Thousand Oaks, CA: Sage Publications, Inc.

Sun, J. C. (2008). Case: Bishop v. Wood (1976). In C. J. Russo (Ed.), *Encyclopedia of education law*. Thousand Oaks, CA: Sage Publications, Inc.

Sun, J. C. (2008). Case: Shelton v. Tucker (1960). In C. J. Russo (Ed.), *Encyclopedia of education law*. Thousand Oaks, CA: Sage Publications, Inc.

Sun, J. C. (2008). Defamation. In C. J. Russo (Ed.), *Encyclopedia of education law*. Thousand Oaks, CA: Sage Publications, Inc.

Sun, J. C. (2008). Loyalty oaths. In C. J. Russo (Ed.), *Encyclopedia of education law*. Thousand Oaks, CA: Sage Publications, Inc.

Sun, J. C. (2008). Remedies. In C. J. Russo (Ed.), *Encyclopedia of education law*. Thousand Oaks, CA: Sage Publications, Inc.

[2 encyclopedia essays, each 2000-3000 words]

Sun, J. C. (2002). Alternative providers of higher education. In J. J. F. Forest & K. Kinser (Eds.), *Encyclopedia of higher education* (pp. 63-66). Santa Barbara, CA: ABC-CLIO Publishers.

Sun, J. C. & Garcia, R. V. (2002). Learning disabilities. In J. J. F. Forest & K. Kinser (Eds.), *Encyclopedia of higher education* (pp. 388-391). Santa Barbara, CA: ABC-CLIO Publishers.

PROFESSIONAL PUBLICATIONS

Professional Articles

- Sun, J. C. (2017). Existing solutions to new questions on competency-based education. *NASPA Leadership Exchange*, 2017 (Spring), 32-36.
- Bewley, L., Sun, J. C., Herd, A. (2016) Human capital development and competency-based education. *San Antonio Medicine Journal*, 69(11), 45-46.
- Sun, J. C. (2015) (Ed.). *Responding to campus protests: A practitioner resource*. Cleveland, OH: Education Law Association & NASPA-Student Affairs Administrators in Higher Education.
- Sun, J. C., Scott, L. R., Sponsler, B., & Hutchens, N. H. (2014). *Understanding campus obligations for student-to-student sexual harassment: Guidance for student affairs professionals - Addendum*. Cleveland, OH: Education Law Association & NASPA-Student Affairs Administrators in Higher Education.
- Sun, J. C. (2014). Student-to-student sexual harassment update. *NASPA Leadership Exchange*, 2014 (Winter), 26-27.
- Sun, J. C. (2014). Student data analytics: What's the FERPA position? *ACPA Developments*, 12(2), Retrieved from <http://www.myacpa.org/publications/developments/volume-12-issue-2>
- Sun, J. C., Scott, L. R., Sponsler, B., & Hutchens, N. H. (2014). *Understanding campus obligations for student-to-student sexual harassment: Guidance for student affairs professionals*. Cleveland, OH: Education Law Association & NASPA-Student Affairs Administrators in Higher Education.
- Miksch, K. L., & Sun, J. C. (2013). Unauthorized, ineligible, deferred, and underserved: Realities of undocumented college students. *ACPA Developments*, 11(4), Retrieved at <http://www.myacpa.org/publications/developments/volume-11-issue-4>
- Sun, J. C. (2013). More than another affirmative action case: Laws that suppress minority voices. *ACPA Developments*, 11(2), Retrieved at <http://www.myacpa.org/publications/developments/volume-11-issue-2>

Sun, J. C. (2012). Voting legislation impacting college students: A system of increased integrity or barriers? *ACPA Developments*, 10(3), Retrieved at <http://www.myacpa.org/publications/developments/volume-10-issue-3>

Sun, J. C. (2011). Additional federal guidance on proceedings that address student-to-student sexual harassment. *ACPA Developments*, 9(4), Retrieved at <http://www.myacpa.org/publications/developments/volume-9-issue-4>

Sun, J. C. (2000b) The debate over high-stakes testing. *Higher Education Legal Alert*, 1(1), 8-9.

Sun, J. C. (2000a) Supreme Court rules on student 'fee' speech. *Higher Education Legal Alert*, 1(1), 1, 10.

Blog

Contributing Editor to <http://www.highereducationlaw.org/>

ACADEMIC & PROFESSIONAL PRESENTATIONS

SCHEDULED

Colston, J., & Sun, J. C. (accepted). *Contemporary academic freedom: Contradictions, crises, and contextual constraints*. Paper presentation (roundtable) at the annual meeting of the American Educational Research Association (Apr. 2018), New York, NY.

Sun, J. C., Pifer, M. J., Gerber, B., & Bugajski, N. (accepted). *Pitch perfect 3 (cadets, cadre, and college): ROTC partnerships that advance our shared mission*. Colloquium panel presentation at the annual meeting of the NASPA-Student Affairs Administrators in Higher Education (Mar. 6, 2018), Philadelphia, PA.

McClellan, G. & Sun, J. C. (accepted). *What, where, when, and how: the intersection of the First Amendment, free speech, civility, and social justice on campus and on social media*. Paper presentation at the annual meeting of the NASPA-Student Affairs Administrators in Higher Education (Mar. 5, 2018), Philadelphia, PA.

Sun, J. C. (featured, invited speaker). *Student rights & responsibilities from an equity and inclusion interest*. Presentation at the annual meeting of the NASPA-Student Affairs Administrators in Higher Education, exclusive session for Vice Presidents of Student Affairs (Mar. 4, 2018), Philadelphia, PA.

JEFFREY C. SUN

Sun, J. C. (invited). *Emotional intelligence*. Facilitator training session in preparation for the George C. Marshall Leadership Seminar (Feb. 2018), Leavenworth, KS.

PRESENTED

Sun, J. C., Colston, J., & Pifer, M. J. (2017). *Codeswitching among Army cadre: Perceived critical aspects for a college degree as an interactional resource in higher education*. Presentation at the annual meeting of the Association for the Study of Higher Education (Nov. 11, 2017), Houston, TX.

Pifer, M. J., Sun, J. C., Buckley, J. B., & Colston, J. (2017). *Supporting our military education colleagues: Five lessons learned*. Presentation at the annual meeting of the Council of College and Military Educators Symposium (Mar. 8, 2017), Washington, DC.

Buckley, J. B., Colston, J., Pifer, M. J., & Sun, J. C. (2017). *Recognizing connections: Shared learning and development approaches in postsecondary and military education*. Presentation at the 2017 NASPA Symposium on Military-Connected Students (Feb. 9, 2017), Washington, DC.

Sun, J. C. (2016). *Campus obligations & protections: Crafting of legal knowledge production about campus sexual assaults*. Paper presented at the annual meeting of the Association for the Study of Higher Education (Nov. 12, 2016), Columbus, OH.

Sun, J. C., & Kamrass, M. (2016). *Rights in university disciplinary proceedings: What the research patterns tell us*. Paper presented at the Fraternal Law Conference. (Nov., 2016), Cincinnati, OH.

Sun, J. C., Bewley, L., and Herd, A. (2016) *Designing student assessment: A case study of a healthcare leadership competency-based program*. Presentation at the annual meeting of the Consortium for Research on Educational Assessment & Teaching Effectiveness (CREATE) Conference (September 30, 2016). Louisville, Kentucky.

Sun, J. C. (2016). *Higher education leaders' decision making: A content analysis using case law*. Presentation as the PHEL Distinguished Lecturer. (April 18, 2016), Austin, TX.

Sun, J. C. & Horn, C. L. (2016). *Education law and policy publishing and research dissemination*. Panel presentation at the annual meeting of the American Educational Research Association (Apr. 11, 2016), Washington, D.C.

- Becker, K. H., & Sun, J. C. (2016). *Violations beyond words: Misappropriation of graduate students' works*. Paper presented at the annual meeting of the American Educational Research Association (Apr. 8, 2016), Washington, D.C.
- Sun, J. C., & Hutchens, N. H. (2016). *Academic freedom: What's left of it?*. Panel presentation at the annual meeting of the American Educational Research Association (Apr. 8, 2016), Washington, D.C.
- Sun, J. C., Heitkamp, T. L., & Tyler, A. L. (2016). *Supporting students of concern: Integrating law, counseling, & social work as a holistic intervention*. Workshop presentation at the annual meeting of the NASPA-Student Affairs Administrators in Higher Education (Mar. 2016), Indianapolis, IN.
- Sun, J. C. (2016). *Future of higher education: Impacts and implications on student affairs practice*. Colloquium panel presentation at the annual meeting of the NASPA-Student Affairs Administrators in Higher Education (Mar. 2016), Indianapolis, IN.
- Sun, J. C. (2016). *Legal responses to college student mental health & health behaviors*. Plenary session presented for Chief Student Affairs Officers at the annual meeting of NASPA (Mar. 2016), Indianapolis, IN.
- Sun, J. C. (2015). *Legal trends in 2015 for student affairs professionals*. Plenary session presented at the annual meeting of the NASPA Student Affairs Law & Policy Conference (Dec. 10, 2015), Washington, D.C.
- Sun, J. C. (2015). *Naughty or nice?: Practice tips in addressing social media legal issues*. Plenary session presented at the annual meeting of the NASPA Student Affairs Law & Policy Conference (Dec. 10, 2015), Washington, D.C.
- Sun, J. C. (2015). *Innovation and tradition: Faculty roles in competency based education*. Plenary session presented at the annual meeting of C-BEN (Dec. 4, 2015), New Orleans, LA.
- Martin, R. E., & Sun, J. C. (2015). *Professional disillusionment to vitality: understanding experiences of professors at regional universities*. Roundtable paper presented at the annual meeting of the Association for the Study of Higher Education (Nov. 6, 2015), Denver, CO.

- Sun, J. C. (2015). An accessible approach to understanding Title IX: Translating research & law into practice. Presentation at the *Raines Colloquium at Michigan State University* (Oct. 8, 2015), East Lansing, MI.
- Eckes, S. E., Fetter-Harrott, A., Lewis, M. M., & Sun, J. C. (2015). *Toward justice for lgbt students and parents: Law, policy and praxis*. Symposium presented at the annual meeting of the American Educational Research Association (Apr. 19, 2015), Philadelphia, PA.
- Sun, J. C. (2015). *Student protests: A campus guide to fostering free expression and vigorous debate*. Paper to be presented at the annual meeting of the NASPA-Student Affairs Administrators in Higher Education (Mar. 23, 2015), New Orleans, LA.
- Sun, J. C. (2015). *Anticipating and preventing legal problems: Key issues for campus leaders*. Plenary session presented for Chief Student Affairs Officers at the annual meeting of NASPA (Mar. 22, 2015), New Orleans, LA.
- Sun, J. C. & Daniel, P.T.K. (2014). *How do courts define what is a "reasonable" college administrator?: A schema analysis of judicial opinions*. Paper presented at the annual meeting of the Association for the Study of Higher Education (Nov. 2014), Washington, D.C.
- Sun, J. C., Gross, J. P. K., Sponsler, B. A., & LaPointe-Terosky, A. (2014). *Innovation and caution with higher education uses of big data*. Symposium presented at the annual meeting of the Association for the Study of Higher Education (Nov. 2014), Washington, D.C.
- Hutchens, N. H., & Sun, J. C. (2014). *"Not dead yet": Recent legal decisions supporting faculty First Amendment speech rights*. Paper presentation at the annual meeting of the Education Law Association (Nov. 2014), San Diego, CA.
- Sun, J. C., & Daniel, P. T. K. (2014). *Uncovering what is a "reasonable" school administrator*. Paper to be presented at the annual meeting of the American Educational Research Association (Apr. 2014), Philadelphia, PA.
- Sun, J. C., & Hutchens, N.H. (2014). *College students' free speech: It's not just a First Amendment concern*. Paper to be presented at the annual meeting of the American Educational Research Association (Apr. 2014), Philadelphia, PA.
- Eckes, S. E., Hutchens, N.H., & Sun, J. C. (2014). *The lack of distinctions among students' educational levels as determinants of student speech rights*. Paper to be

- presented within the Symposium – *Tinkering with student speech: Emerging legal debates in P-20 education* at the annual meeting of the American Educational Research Association (Apr. 2014), Philadelphia, PA.
- Eckes, S. E., & Sun, J. C. (2014). *Inclusivity and civility*. Paper to be presented within the Symposium – *Tinkering with student speech: Emerging legal debates in P-20 education* at the annual meeting of the American Educational Research Association (Apr. 2014), Philadelphia, PA.
- Sun, J. C. (2014). *Current and emerging legal issues affecting student affairs*. Plenary session presented for Chief Student Affairs Officers at the annual meeting of NASPA (Mar. 16, 2013), Baltimore, MD.
- Sun, J. C., et al. (2014). *Crystal ball 2014: What lies ahead in 2014 and beyond?*. Expert panel discussion at the annual meeting of the National Conference on Law & Higher Education (Feb. 18, 2014), Orlando, FL. (other speakers included Gina Maisto Smith, Leslie Gomez, Peter Lake, Oren Griffin, Ada Meloy, Thomas Major, Jr.)
- Rooksby, J., Pennington, K., & Sun, J. C. (2014). *Social media: Law and policy issues for digital natives and techno-luddites*. Session at the annual meeting of the National Conference on Law & Higher Education (Feb. 17, 2014), Orlando, FL.
- Palmer, J., & Sun, J. C., & (2014). *The P-20 continuum: Managing the new holistic education environment*. Session at the annual meeting of the National Conference on Law & Higher Education (Feb. 16, 2014), Orlando, FL.
- St. Louis, M., & Sun, J. C. (2014). *Public records requests and sunshine law requirements: The law and policy dimensions of college candor*. Session at the annual meeting of the National Conference on Law & Higher Education (Feb. 16, 2014), Orlando, FL.
- Sun, J. C., Hutchens, N. H., & Miksch, K. L. (2013). *Putting a chill on academic freedom through the “weaponization” of state laws related to open records and transparency in government purpose*. Paper presented at the annual meeting of the Association for the Study of Higher Education (Nov. 15, 2013), St. Louis, MO.
- Sun, J. C. (2013). *Free speech in schools*. Featured panel presentation at the annual meeting of the Education Law Association (Nov. 14, 2013), Westminster, CO.

- Daniel, P. T. K., & Sun, J. C. (2013). *Articulating the expectations of a modern school administrator: A 360 degree analysis of educational policies*. Paper presentation at the annual meeting of the Education Law Association (Nov. 14, 2013), Westminster, CO.
- Sun, J. C. (2013). *Avoiding a legal crisis when supporting students of concern*. Preconference session director and panelist at the annual meeting of the Education Law Association (Nov. 13, 2013), Westminster, CO.
- Sun, J. C. (2013). *Title IX sexual harassment*. Plenary session presented at the annual meeting of the NASPA Student Affairs Law & Policy Conference (Oct. 21, 2013), Newport, RI.
- Sun, J. C. (2013). *Legal rights of student organizations*. Session presented at the annual meeting of the NASPA Student Affairs Law & Policy Conference (Oct. 21, 2013), Newport, RI.
- Sun, J. C., & Hutchens, N. H. (2013). *Judicial opinions: Crafting a narrative on privilege and role distinctions within higher education*. Paper presented at the annual meeting of the American Educational Research Association (Apr. 2013), San Francisco, CA.
- Sun, J. C., Miksch, K. L., & Hutchens, N. H. (2012). *Position searches and employee records: An open records discussion*. Session presented at the annual meeting of the NASPA Student Affairs Law & Policy Conference (Dec. 7, 2012), Charlotte, NC.
- Hutchens, N. H., Miksch, K. L., & Sun, J. C. (2012). *Open records laws and technology: Texts, tweets, emails, and other documents*. Plenary session presented at the annual meeting of the NASPA Student Affairs Law & Policy Conference (Dec. 7, 2012), Charlotte, NC.
- Hutchens, N. H., & Sun, J. C. (2012). *Professional speech on campus: Academic freedom, tenure, the First Amendment, and the speech rights of student affairs professionals*. Session presented at the annual meeting of the NASPA Student Affairs Law & Policy Conference (Dec. 6, 2012), Charlotte, NC.
- Ancheto, A., Garces, L., Miksch, K. L., Hutchens, N. H., & Sun, J. C. (2012). *Race, affirmative action and the courts: Bridging the legal community and social scientists*. Symposium presented at the annual meeting of the Association for the Study of Higher Education (Nov. 17, 2012), Las Vegas, NV. [Each author presented a separate paper].

Sun, J. C. (2012). *Restructured, redundant, really dire, and retrenched: Eliminating tenured college faculty*. Paper presented at the annual meeting of the Education Law Association (Nov. 10, 2012), Hilton Head, SC.

Miksch, K. L., Hutchens, N. H., & Sun, J. C. (2012). *Meeting the policy challenges of a technology enhanced future: State open records act requests of e-records*. Plenary session presented at the annual meeting of the #NASPATech (October 26, 2012), Indianapolis, IN.

Sun, J. C. (2012). *Transforming schools: Learning and leadership from a systems perspective*. Presentation for the Teaching Excellence and Achievement Program (sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State) (August 8, 2012), Grand Forks, ND.

Brady, K., Hutchens, N. H., & Sun, J. C. (2012). *The legal landscape of student online speech in k-12 and higher education: A comparative legal case analysis*. Paper presented at the annual meeting of the American Educational Research Association (Apr. 17, 2012), Vancouver, B.C.

McClellan, G. S., & Sun, J. C. (2011). *Students gone wild online: Lessons on cyber conduct & citizenship*. Workshop presented at the annual meeting of the NASPA Student Affairs Law & Policy Conference (Dec. 9, 2011), Arlington, VA.

Miksch, K. L., Hutchens, N. H., & Sun, J. C. (2011).² *Meeting the policy challenges of a technology enhanced future: State open records act requests, email, and text messages*. Symposium presented at the annual meeting of the Association for the Study of Higher Education (Nov. 16, 2011), Charlotte, NC.

Sun, J. C. (2011). *Faculty retrenchment policies at public colleges and universities: A 50-state survey*. Paper presented at the annual meeting of the Education Law Association (Nov. 10, 2011), Chicago, IL.

Babbitt, E. M., Brady, K., Hutchens, N. H., McClellan, G. S., & Sun, J. C. (2011). *When going online goes too far: managing college students' social networking and other online postings that result in bullying, harassment, and ridiculing*. Seminar at the annual meeting of the Education Law Association (Nov. 8, 2011), Chicago, IL. [Session Chair and Proposal Writer: Jeffrey C. Sun]

² Due to a death in the family, I was unable to attend this session; I did, however, contribute equally to the presentation content.

JEFFREY C. SUN

- Sun, J. C., & Hutchens, N. H. (2010). *"You're fired": Limits on professors' speech at public colleges/universities*. Paper presented at the annual meeting of the Association for the Study of Higher Education (Nov. 19, 2010), Indianapolis, IN.
- Sun, J. C. (2010). *Laws and policies pertaining to faculty retrenchment*. (Symposium: How should law and policy align to promote shared governance in a time of budget cuts?). Paper presented at the annual meeting of the Association for the Study of Higher Education (Nov. 17, 2010), Indianapolis, IN. (Symposium with Miksch, K. L., Sun, J. C., & Hutchens, N. H.)
- Sun, J. C., O'Connor, J., & Oneal, T. (2010). *Pre-hiring background checks: The social and legal landmine for colleges and universities*. Paper presented at the annual meeting of the Education Law Association (Nov. 13, 2010), Vancouver, British Columbia.
- Sun, J. C. (2009). *Academic freedom, faculty governance, and the courts*. Paper presented at the annual meeting of the Association for the Study of Higher Education (Nov. 4, 2009), Vancouver, British Columbia.
- Sun, J. C., & Lovelace, C. (2009). *Donor intent of major university gifts*. Paper presented at the annual meeting of the Education Law Association (Oct. 22, 2009), Louisville, KY.
- Sun, J. C. (2009). *Teacher leadership studies drawn from organizational behavior studies: An international perspective*. Presentation for the Teaching Excellence and Achievement Program (sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State) (Oct. 1, 2009), Grand Forks, ND.
- Sun, J. C. (2008). *Creating a doctrinal analysis of academic freedom*. Paper presented at the annual meeting of the Education Law Association (Nov. 22, 2008), San Antonio, TX.
- Sun, J. C. (2008). *The constitutional definition of academic freedom*. Paper presented at the annual meeting of the American Educational Research Association (March 2008), New York, NY.
- Sun, J. C. (2007). *Loyalty and academic freedom*. Paper proceedings for the annual meeting of the Education Law Association (Nov. 16, 2007), San Diego, CA.
- Sun, J. C. (2007). *Academic bill of rights for whom: An analysis intellectual diversity legislation*. Paper presented at the annual meeting of the University of North Dakota Graduate School's Scholarly Forum (Feb. 28, 2007), Grand Forks, ND.

- Sun, J. C. (2007). *The effect of state articulation mandates: An analysis of the state laws*. Paper presented at the annual meeting of the University of North Dakota Graduate School's Scholarly Forum (Feb. 28, 2007), Grand Forks, ND.
- Daniel, P. T. K., LaNear, J., Miksch, K., & Sun, J. C. (2006). *Legal research as a tool and method to advance higher education policy*. Workshop presented at the annual meeting of the Association for the Study of Higher Education (Nov. 1, 2006), Anaheim, CA.
- Sun, J. C. (2006). *Legislative re-engineering of professors' rights: The conflicts between professors and the state*. Paper presented at the annual meeting of the Education Law Association (Oct. 14, 2006), Paradise Island, Nassau, Bahamas.
- Sun, J. C. (2006). *Trumping the faculty: The creep effect of institutional academic freedom and its impact on the professoriate*. Paper presented at the annual meeting of the American Educational Research Association (Apr. 11, 2006), San Francisco, CA.
- Sun, J. C., Daniel, P. T. K., LaNear, J., Miksch, K., & Melear, K. B. (2006). *Legal research as a tool and method to advance education scholarship*. Training session presented at the annual meeting of the American Educational Research Association (Apr. 9, 2006), San Francisco, CA.
- Sun, J. C. (2005). *The dissertation process and balancing work-life*. Annual Meeting for the Association for the Study of Higher Education (Nov. 19, 2005), Philadelphia, PA.
- Sun, J. C. (2005). *Chipping away at the professors' rights: Losing control of the profession of the professoriate*. Paper presented at the annual meeting of the Education Law Association (November 17, 2005), Memphis, TN.
- Sun, J. C., Anderson, G. A., Alfonso, M. (2005). *State articulation agreements as policy instruments: Do they help transfer rates?*. Paper presented at the annual meeting of the Association for Institutional Research (June 1, 2005), San Diego, CA.
- Sun, J. C. (2005). *Casting a pall of orthodoxy over the academic community: Academic freedom and faculty rights*. Paper presented at the Institute on Higher Education Law & Governance (May 24, 2005), Houston, TX: Institute on Higher Education Law & Governance.

JEFFREY C. SUN

Sun, J. C. (2005). *Re-envisioning the law: Academic freedom and faculty rights*. Paper presented at the University of Houston School of Law Colloquium (April 7, 2005), Houston, TX.

Sun, J. C., Anderson, G. A., Alfonso, M. (2004). *A policy analysis of state mandated articulation policies*. Paper presented at the annual meeting of the Education Law Association (November 19, 2004), Tucson, AZ.

Lane, J. E., Bueling, C., & Sun, J. C. (2004). *Student organizations: Legal liability or developmental strategy*. Paper presented at the Regional IV-West Annual Conference of the National Association of Student Personnel Administrators (October 23, 2004), Fargo, ND.

Klundt, L., & Sun, J. C. (2004). *Basic legal issues for educational leaders*. Training session presented at the meeting of the 2004 Annual State Convention of the North Dakota Council of Educational Leaders (October 21, 2004), Bismarck, ND.

[For a listing of presentations prior to 2004, please contact Jeffrey C. Sun.]

OTHER PROFESSIONAL ACTIVITIES

ACADEMIC CONSULTING

Consultant, *Education policy and social analysis*, Columbia University (2012)

Consultant, *Study on the future of college costs and access*, Ford Foundation (2007)

BOOK FLAP COMMENTARIES

Amey, M. J., & Reesor, L. M. (Eds.) (2015). *Beginning your journey: A guide for new professional in student affairs (4th ed.)*. Washington, D.C.: NASPA.

Toma, J. D. (2011). *Managing the entrepreneurial university: Legal issues and commercial realities*. New York, NY: Routledge.

COMMUNITY PARTICIPATION: MEDIA

Isaacs, D. G. (2015, Jan.). Higher ed graduates to competency-based degrees. *The Lane Report* (online edition appeared on Dec. 18, 2014) (Interview highlighting national movement for competency based education and University of Louisville's role in furthering that educational innovation)

Bowerman, M., & Schmidt, P. (2014, Nov. 14). Talk, not tear gas: Colleges soften their approach to student protests. *Chronicle of Higher Education*. Retrieved from

<http://chronicle.com/article/Talk-Not-Tear-Gas-Colleges/149949/> (Interview regarding legal rights of parties during student protests)

Schmidt, P. (2014, Nov. 12). Students are protesting at your college: Here's how to keep the campus calm. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Students-Are-Protesting-at/149951/> (Interview regarding legal rights of parties during student protests)

Glum, J. (2014, Nov. 6). Privacy in education: Consent concerns arise after Harvard University takes secret pictures of 2,000 students for research. *International Business Times*. Retrieved from <http://www.ibtimes.com/privacy-higher-education-consent-concerns-arise-after-harvard-university-takes-secret-1720186> (Interview regarding legal rights of students, who were video recorded without expressed consent)

Kuta, S. (2014, Mar. 13). CU-Boulder team works to connect students, campus resources. *Boulder Daily Camera*. Retrieved from http://www.dailycamera.com/cu-news/ci_25340578/cu-boulder-team-works-connect-students-campus-resources (Interview regarding college responses to students of concern)

(2012, Apr. 12). Social media: Do students have the freedom to tweet? *Grand Forks Herald*, pp. 1, 4. (Interview regarding 1st Amendment rights of students)

Rice, D. R., & Sun, J. C. (2005, Nov. 15). *Understanding academic freedom* [Radio broadcast]. Grand Forks, ND: KNOX 1310 AM. (Host: Mike McNamara; University Host: Peter Johnson).

Strout, E. (2004, Nov 5). A pension giant's extreme makeover. *Chronicle of Higher Education*, 51(11), A25-26. (Interview regarding TIAA-CREF's new marketing strategy).

GOVERNMENT TESTIMONY

Sun, J. C. (2015, Jul. 13). *Commonwealth college initiative: Competency based education program*. Testimony before the Kentucky Legislature's Interim Joint Committee on Education, Subcommittee on Postsecondary Education. Frankfort, KY.

STATE & FEDERAL GRANTS & CONTRACTS

REQUESTED EXTERNAL FUNDING UNDER REVIEW: \$400,000

FUNDING REQUESTED, UNDER REVIEW

GRANT SUBMISSION: Career & Technical Education – Re-envisioning Field Based Experiences, Fund requested to the Kentucky Department of Education for support by the U.S. Department of Education, Perkins Grant Program, \$150,000, FY2019 (Principal Investigator & Project Director: Jeffrey C. Sun).

INDUSTRY CONTRACT AWARDED: Cadre and Faculty Development Course & Metacognition, Learning, and Instructional Excellence: Higher Education Administration (small scale pilot), Funded by U.S. Department of the Army, estimated \$250,000, FY2018 (Principal Investigator & Program Director: Jeffrey C. Sun).

AWARDED EXTERNAL FUNDING TO-DATE: \$7,531,685

CURRENTLY FUNDED, EXTERNAL-RESOURCED PROJECTS

GRANT AWARDED: Career & Technical Education Instructional Development, Funded by U.S. Department of Education, Perkins Grant Program, \$95,000, FY2018 (Principal Investigator & Project Director: Jeffrey C. Sun).

GRANT AWARDED: Career Technical Education Instructional Development, Funded by U.S. Department of Education, Perkins Grant Program, \$15,000, FY2018 (Principal Investigator & Project Director: Jeffrey C. Sun).

INDUSTRY CONTRACT AWARDED: Cadre and Faculty Development Course & Metacognition, Learning, and Instructional Excellence: Higher Education Administration (small scale pilot), Funded by U.S. Department of the Army, estimated \$195,000, FY2018 (Principal Investigator & Program Director: Jeffrey C. Sun).

COMPLETED EXTERNAL-RESOURCED PROJECTS

INDUSTRY CONTRACT AWARDED: Cadre and Faculty Development Course & Metacognition, Learning, and Instructional Excellence: Higher Education Administration and Organizational Leadership & Learning, Funded by U.S.

JEFFREY C. SUN

Department of the Army, estimated \$2,500,000, FY2017 to FY2018 (Principal Investigator & Program Director: Jeffrey C. Sun).

GRANT: Career Technical Education Instructional Development, Funded by U.S. Department of Education, Perkins Grant Program, \$15,000, FY2017 (Principal Investigator & Project Director: Jeffrey C. Sun).

GRANT: Cadre and Faculty Development Course: Pilot Study, Funded by U.S. Army Training and Doctrine Command, \$848,780, FY2016 to FY2017 (Principal Investigator & Project Director: Jeffrey C. Sun).

INDUSTRY CONTRACT: Year 2 - Metacognition, Learning, and Instructional Excellence: Higher Education Administration and Organizational Leadership & Learning, Funded by U.S. Department of the Army, \$2,880,405, FY2016 to FY2017 (Principal Investigator & Program Director: Jeffrey C. Sun).

GRANT: Cadre and Faculty Development Course: Proof of Principle, Funded by U.S. Army Training and Doctrine Command, \$483,000, FY2015 to FY2016 (Principal Investigator & Project Director: Jeffrey C. Sun).

INDUSTRY CONTRACT: Year 1 - Metacognition, Learning, and Instructional Excellence: Higher Education Administration and Organizational Leadership & Learning, Funded by U.S. Department of the Army, \$499,500, FY2015 to FY2016 (Principal Investigator & Program Director: Jeffrey C. Sun).

INSTITUTIONAL SERVICE

SELECTED SERVICE PARTICIPATION AT THE UNIVERSITY OF LOUISVILLE

ONGOING

Department Chair (2016-present)

Program Director, Career & Technical Education (2016-present)

Online and Military Tuition Advisory Committee (2016-present)

Delphi Center Advisory Board (2015-present)

Teaching Innovation Learning Lab Advisory Board (2015-present)

Program Director, Master Education Course (2014-present)

COMPLETED

Search Chair, Assistant Clinical Professor/Instructor and New Teacher Institute Director (2017)

JEFFREY C. SUN

P&T Department Chair for candidate in the Department of Health & Sports Science (2017)
University Academic Building Committee (2015-2017)
Education Advisory Board's (EAB) Student Success Collaborative (SSC) (2016)
Search Chair, Assistant Clinical Professor of Higher Education (3 positions) (2015-2016)
Search Committee, Adjunct Assistant Professor of Higher Education (40 positions) (2015-2016)
University Teaching Academy Advisory Board (2015-2016)
Chair, Department Promotion & Tenure Committee (2015-2016)
Assistant Department Chairperson - Leadership, Foundations, & Human Resource Education (Jul. 2014-Dec. 2015)
Competency Based Education (CBE) Academic Director (Jul. 2014-Dec. 2015)
Interim Program Director, Higher Education Administration (2015)
Graduate Research Conference, Faculty Reviewer & Discussant (2015)
College Policy Committee (2014-2015)
CAEP, Standard 5 - Steering Committee (2014-2015)
Search Chair, Assistant Professor of Higher Education (2014-2015)
Search Committee Member, Associate Professor of Organizational Leadership & Learning (2014-2015)
Search Chair, Competency Based Education Director and Clinical Faculty (2014-2015)

SELECTED SERVICE PARTICIPATION AT PRIOR INSTITUTIONS

University of North Dakota - University Committees

Member (by invitation), Steering Committee on the Budget Remodel (2013-2014)
Member (by invitation), Ad Hoc Committee on Shared Governance (2012-2014)
College Representative, University Leadership Minor (2011-2014)
Faculty Advisor, Sigma Chi - Beta Zeta Chapter (2006-2014)
Steering Committee Member and Criterion Co-Chair, University's Higher Learning Commission Accreditation - Planning, Resources, & Institutional Effectiveness Criterion (2011-2013)
Member (by invitation), University Provost Search Committee (2012-2013)
The Future of Higher Education (emphasis on Spellings Report) - Alice T. Clark Program (2012, 2013)
Senator representing the College (by election), University Senate (2012-2013)
Member (by election), Senate Budget, Restructuring & Reallocation Committee (2011-2013)
Presenter on Legal Issues Pertaining to College Faculty and Classrooms - Department of Teaching & Learning, Department of Aviation (2010, 2011, 2013)
Member (by election), Senate Compensation Committee (2009-2012)

JEFFREY C. SUN

Department Representative, Library Committee (2005-2012)
Faculty Representative, Wellness Center Ambassador Program (2005-2011)
Faculty Advisor (by invitation), McNair Scholar Program (Summer 2010)
Member (presidential invitation), University Marketing Advisory Committee (2007-2009)
Senator-at-Large (by election), University Senate (2007-2009)
College Representative, Ad-hoc University Committee on the Leadership Minor (2007-2008)
Faculty Representative, University Multicultural Student Services Advisory Committee (2006-2008)
Special Advisor, Standing Committee on Faculty Rights (2006-2007)
College Representative, University Outstanding Faculty Awards Committee (2005-2007)³

University of North Dakota - College/Department Committees

Undergraduate Leadership Program in EDL (2008-2014)
Faculty Co-Advisor, UND Ed Leadership [Student] Association (2010-2014)
Member at Large (by election), College Promotion & Tenure Committee (2012-2013)
Member, Committee for the College of Education & Human Development Dean's Search (2011-2012)
Program Coordinator, Higher Education Program (2011-2012)
Department Representative, College Alumni Committee (2010-2012)
Department Representative, College Awards Committee (2010-2012)
Member, Higher Education Taskforce Committee (2008-2012)
Member, Department Professional Practices & Policies Committee (2010-2011)
Ad hoc Committee, Certificate in College Teaching (2007-2011)
Doctoral Comprehensive Examination Coordinator (2009-2012)
Doctoral Comprehensive Examination Proctor (2007-2012)
Director, Institutional Research Certificate Program at UND (in conjunction with the University of Missouri-St. Louis and the University of Texas-Austin) (2006-2010)
Technology Committee, Member (2004-2009); Secretary (2005-2006); Chair (2007-2009)
Law School Moot Court/Appellate Advocacy Competition Judge (2006, 2007)
Internship Supervisor, Institutional Research (2006-2009)
Search Committee for Department of Teaching & Learning, Program in Higher Education (2007)
Promotion & Tenure Review, Department Representative (ad-hoc) (2005, 2006)

³ Because I was nominated for the university award, I was temporarily on-leave from the committee to avoid any conflicts of interest.

Teachers College at Columbia University

Curriculum Committee, Graduate Programs in Social-Organizational Psychology, 2002-2004

Admissions Committee Coordinator, Ph.D. Program in Social-Organizational Psychology, 2002-2004

Admissions Committee Chair, M.A. Program in Social-Organizational Psychology, 2002-2004

Taskforce for Electronic Personnel Action Form (PAF) Processing, Teachers College at Columbia University, 2001-2003

Academic Directors Committee Member, Teachers College at Columbia University, 2000-2002

Sub-committee on College Development Member, Teachers College at Columbia University, 2000-2002

Search Committee Chair, Director of Academic Administration, Teachers College at Columbia University, 2002

Search Committee Member, Associate Director of Admissions, Teachers College at Columbia University, 2001

Taskforce on Facilities and Room Management/ Assignments, 2001-2002

Faculty Search Committee Member, Department of Organizational Leadership - Program in Education Leadership, Teachers College at Columbia University, 2000-2001

Faculty Search Committee Member, Department of Organizational Leadership - Program in Policy and Politics of Education, Teachers College at Columbia University, 2000-2001

PROFESSIONAL ASSOCIATIONS & PARTICIPATION

MEMBERSHIPS

American Educational Research Association (AERA)

Association for Student Conduct Administration (ASCA)

Association for the Study of Higher Education (ASHE)

Council on College and Military Educators (CCME)

Education Law Association (ELA)

National Association of Student Personnel Administrators (NASPA)

PROFESSIONAL/FIELD OF STUDY

Officer or Special Appointment

Core Team Member, Finance & Business Model Group, C-BEN (2015-present)
Chair, American Educational Research Association, Law & Education SIG (2015-2016)
Board of Directors, Association for the Study of Higher Education (2014-present)
Series Co-Editor, Law & Education, Information Age Publishing (2013-present)
Editorial Board & Reviewer, *Education Law & Policy Review* (2012-present)
Charter Member, The Higher Education Committee of 50 [Forward50] (present)⁴
Authors' Committee Panel, *West Education Law Reporter* (2009-2011, 2014-present)

Active

Peer Reviewer, *Education & Urban Society* (2015-present)
External Reviewer, Promotion & Tenure Candidates at various universities (2012-present) – for 2016, 4 candidates for promotion to full, 1 candidate for tenure, and 1 candidate for tenure and promotion to associate
Peer Reviewer, American Educational Research Association (1999, 2000, 2003-present)
Peer Reviewer, *West Education Law Reporter* (2009-present)
Peer Reviewer, Association for the Study of Higher Education (2003-present)
Reviewer & Committee Member, American Educational Research Association Graduate Student Travel Awards (2013-2016)

Previous Service

Secretary/Treasurer, American Educational Research Association, Law & Education SIG (2013-2015)
Board of Directors, Education Law Association (2012-2014)
Editor, *Legal Links*, NASPA (2013-2014)
Co-chair, Education Law Association, Professional Partnerships' Committee (2013-2014)
Ad Hoc Peer Reviewer, *Journal of Higher Education* (2007-2008, 2016-2017)
Ad Hoc Peer Reviewer, *Teachers College Record* (2010, 2012, 2016-2017)
Ad Hoc Peer Reviewer, *Educational Policy* (2007, 2009, 2013-2014)
Ad Hoc Peer Reviewer, *American Journal of Education* (2013, 2015)

⁴ <http://www.forward-50.org/>

JEFFREY C. SUN

Peer Reviewer, Education Law Association (1998, 2005-2013)
Committee Member, Association for the Study of Higher Education Task Force on a Policy for Position-Taking (2012-2013)
Co-chair, Education Law Association, Membership Committee (2012-2013)
Program Chair 2013, American Educational Research Association, Law & Education SIG (2012-2013)
Ad Hoc, Book Proposal Reviewer, Routledge (2008, 2010)
Ad Hoc Reviewer, *Higher Education* (2009-2010)
Advisory Board Member, *ASHE Reader Series on college and university curriculum: Placing learning at the epicenter of courses, programs, and institutions* (2006-2008)
Advisory Board Member, *ASHE Reader Series on organization and governance* (2006-2008)
Ad Hoc Peer Reviewer, Economic & Social Research Council (ESRC) Centres' Competition Committee (2006-2007, 2007-2008)
Planning Committee for Annual Conference, Education Law Association (2004-2007)
Internal Reviewer, *Teachers College Record* (2002-2003)
Conference Assistant to Conference Chair, Education Law Association (1998)

AWARDS & RECOGNITION

University of Louisville

- University Faculty Favorite Nominee (nominations by students) (2015)

University of North Dakota

- College of Education & Human Development Research Award (2013)
- UND Spirit Award (2011)
- UND Foundation Lydia and Arthur Saiki Award for Graduate/Professional Teaching Excellence [University Graduate Teaching Award] (2008)
- University Graduate Teaching Award, Nominated by students: 2005-2006, 2006-2007, 2007-2008, 2013-2014

Teachers College at Columbia University

- Dean's Teaching Award (Top 5% of Instructional Evaluations), 1999, 2000, 2001

New York University

- Department Recognition for Teaching Excellence, 1999