Amy M. Sloan, EdD
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CURRENT WORK (July 2021-Present)

- Lecturer at Baylor University (Department of Curriculum and Instruction)
  - Lead Faculty of EDC 6365 Philosophy & Ethics in Leadership
  - Lead Faculty of EDC 6346 Mentoring & Supervision
  - Faculty Advisor for 28 students
- Founder & Co-Director of IMPACT Mentoring Program

AREAS OF EXPERTISE

- Fostering effective student engagement and community within postsecondary education programs aimed at nontraditional learners
- Theories of adult learning
- Preparing students for leadership in a rapidly evolving educational system
- First-year postsecondary non-traditional learner success
- The role of instruction in online education platforms
- Effective faculty engagement in online non-traditional postsecondary programs
- Women in leadership, emotional labor, and balancing familiar and professional obligations
- Workplace & academic mentoring programs

EDUCATION

2015 **Doctor of Education**
Postsecondary and Higher Education
Argosy University, Phoenix, Arizona
Dissertation: *A Prompt for Change: A Case Study on the Potential Benefits of Using Discipline-Specific Essay Prompts in Online Composition Courses Aimed at Returning Learners*
Graduated Summa cum Laude | Cumulative GPA: 4.0

2005 **Master of Arts**
English
University of Tennessee, Knoxville, Tennessee
Graduated Summa cum Laude | Cumulative GPA: 3.98

2003 **Bachelor of Arts**
University Scholar**
Baylor University, Waco, Texas
Graduated Summa cum Laude | Cumulative GPA: 4.0

**A Note on My Undergraduate Major: The University Scholar program selects students within the top one percent of the entire student body. I took a wide array of humanities courses including literature, writing, history, political science, sociology, anthropology, and religion.

Baylor University, Waco, TX
Lecturer, School of Education
Teaching graduate courses in mentoring and leadership ethics. Advising students on their Problem of Practice dissertations.

♦ Courses Taught:

- *EDC 6436* Mentoring and Supervision: Capstone doctoral course that provides a theoretical and practical overview of mentoring. Through the examination of theoretical perspectives and current issues in the field of mentoring, the course uses a variety of interactive exercises to assist in the development of a mentoring stance and experiential opportunities to serve as a mentor and build a mentoring program.

- *EDC 6365*. Philosophy & Ethics in Leadership: Doctoral course designed to deepen our understanding of the intersection of ethics, philosophy, and leadership in order to build ethical leadership capacity in ourselves and in our organizations.

- *EDC 6391*. Problem of Practice Phase 1: Doctoral course designed for cohort students to write the literature review for Chapter 1 of their Problem of Practice.

- *EDC 6392*. Problem of Practice Phase 2: Doctoral course designed for cohort students to write the methodology for Chapter 2 of their Problem of Practice.

- *EDC 6333*. Problem of Practice Phase 3: Doctoral course designed for students to conduct data analysis and write Chapter 3 and 4 of their Problem of Practice.

- *EDC 6393*. Problem of Practice Capstone: Doctoral course designed for students to complete the defense and final technical review processes.

PUBLICATION RECORD

Peer Reviewed

Koppit, N. & **Sloan, A.M.** (2024, April). Just say no: Busting the 'woman can do it all' myth for women in higher education and exploring the impacts from the COVID-19 pandemic. *Journal for Excellence in Business & Education.* UPCOMING.

Kleisch, E.**, Sloan, A.M., &** Melvin, E. (2017, November). Using a faculty training and development model to prepare faculty to facilitate an online learning classroom designed for adult learners. *Journal of Higher Education Theory and Practice*, 17(7), 87-95.

Other Published Papers

Pellegrino, M.A. & **Sloan, A.M.** (2021, September 15). [How to Improve and Promote Student Engagement in the Online Classroom](). *Faculty Focus*.

Johnson, C. & **Sloan, A.M.** (2020, April 6) [Adaptive Learning: Implementation, Scaling, & Lessons Learned](). *Educause Review.*

Johnson, C. & **Sloan, A.M.** (2020, February 24) [CTU Mobile Messenger: Communication with Faculty through Texting](). *OLC Insights: The OLC Blog.*

Sloan, A.M. & Anderson, L. (2018, June 18) [Adaptive Learning Unplugged: Why Instructors Matter More than Ever](). *Educause Review.*

Edited Books

Sloan, A.M., Kopit, N.A. (Eds). (2025). *Women in Educational Leadership: Understanding Stress, Emotional Labor, and Resilience. Information Age Publishing. (*In process).

Book Chapters

McConnell, A. & **Sloan, A.M.** (2024). How Does the Remote Work Environment Impact Teachers' Mental Health and Well-Being in A K–12 Online School? In *Online Education During a Time of Emergency: Conditions, Contexts, and Critiques*. Vernon Press. (Upcoming publication).*

Blow, & **Sloan, A.M.** (2023). Leadership's Resistance to Change and the Impact that Resistance has on the Overall Success of an Organizational Restructure. In *Transformational Leadership Styles, Management Strategies, and Communication for Global Leaders.* IGI Global.*

Johnson, C., Obee, J., Sambasivam, S., **Sloan, A.**, & Throne, R. (2022). Instant messaging and other mobile technologies to subvert voice dispossession among underrepresented online doctoral students. In *Social justice research methods for doctoral research* (pp. 273-288). IGI Global.

PRESENTATIONS

Peer-Reviewed Presentations and Posters

National

Sloan, A.M., & O'Connor-Marsano, E. (2023, October 6). *IMPACTing EdD Student Success through a Peer-Mentoring Program.* CPED Convening 2023. Pensacola, FL.

Lively, C. O'Connor-Marsano, E., Sanguras, L., & **Sloan, A.M.** (2023, October 5). *The T-Shirt Effect: How SWAG has Cultivated Community, Connection, and Retention in an Online EdD Program.* REMOTE: OLC Accelerate 2023. Selected as Best in Track.*

Lively, C. O'Connor-Marsano, E., Sanguras, L., & **Sloan, A.M.** (2023, October 4). *The T-Shirt Effect: How SWAG has Cultivated Community, Connection, and Retention in an Online EdD Program.* CPED Convening 2023. Pensacola, FL.*

Sloan, A.M. & Purdom-Cassidy, B. (2023, May 22). *IMPACTing Student Success Through Experiential Learning in a Mentoring Course.* ITC-Lily 2023. Austin, TX.

Sloan, A.M. & Koppit, N. (2023, April 19). *We're (Burning, Leaning, Dropping) Out: Exploring the Post-Pandemic Realities for Women in Online Leadership Roles.* OLC Innovate Conference. Nashville, TN.

Sloan, A.M. & Purdum-Cassidy, B. (2023, April 19). *IMPACTing Online Student Success through a Peer-Mentoring Program*. OLC Innovate Conference. Nashville, TN.

Sloan, A.M. & Koppit, N. (2022, April 11). *Just Say No: Busting the "Woman Can Do It All" Myth to Equip Women in Online Higher Ed for Career Longevity & Success*. OLC Innovate

Conference, Dallas, TX.

Sloan, A.M. (2019, November). *Buried Alive! Escaping the Higher Education Writing Crisis*. OLC Accelerate Conference. Orlando, FL.

Sloan, A.M. & Carmack, M. (2018, August). *Personalization through Adaptation: Engaging with Students Via AL.* Distance Teaching & Learning Conference 2018. Madison, WI.

Sloan, A.M., Torke, K., & Kleisch, E. (2017, April). *From ground to cyberspace: Re-necessitating general education through blended learning, a case study.* OLC Innovate Conference, New Orleans, LA.

Sloan, A.M. & McLeeland, J.A. (2017, February). *Transformation through adaptation: Making general education exciting, relevant, & imperative*. ELI Annual Meeting, Houston, TX.

Zone, E.J. & **Sloan, A.M.** (2016, April). *(Re)defining student success and instruction using adaptive technology in general education courses*. OLC Innovate Conference, New Orleans, LA.

Sloan, A.M. (2015, September). *A Prompt for change: Transfer as a critical classroom component*. Creating a Culture of Excellence National Virtual Conference, Columbia Southern University, Orange Beach, AL.

Invited Presentations

Sloan, A.M. (2022, March.) [I know you: How to improve & promote student engagement in the online classroom](#). Presentation for Contact Nord/North. Virtual International Webinar.

Sloan, A.M. (2021, June 8). *I Know You: Developing Connections to Foster New Student Success.* REMOTE: The Connected Faculty Summit, ASU.

Sloan, A.M. (2013, March). *Writing, rewritten: A glimpse into writing in online postsecondary institutions.* Presentation at the Writing for College, Career, and Life: Revisited Conference, Heart of Texas Writing Project: National Writing Project, Austin, TX.

*Indicates publication/presentation with a student.

GRANTS

University Funded
♦ *Baylor's EdD in Learning & Organizational Change IMPACT Mentoring Program*. University Teaching Exploration Grant. (2022-2024). Co-Author & Co-Director. $5,000. Sponsor: Baylor University.

State & Federally Funded
♦ *Texas Support for Homeless Education Program.* (2009-2012). $135,000. Beneficiary: Winfree Academy Charter School District. Sponsor: Texas Homeless Education Office.
♦ *Grants to Integrate Schools & Mental Health Systems*. (2008-2010). $166,263. Beneficiary: Winfree Academy Charter School District. Sponsor: US Department of Education.
♦ *Mathematics Instructional Coaches Pilot Program*. (2008-2010). $156,900. Beneficiary: Winfree Academy Charter School District. Sponsor: Texas Education Agency.
♦ *Dropout Recovery Pilot Program Grant.* (2008-2009). Author & Director. $150,000. Beneficiary: Winfree Academy Charter School District. Sponsor: Texas Education Agency.
♦ *T-STEM Network Acceleration Grant*. (2007-2009). Author & Director. $38,250. Beneficiary: Winfree Academy Charter School Grapevine. Sponsor: Texas Education Agency.

- *T-STEM Network Acceleration Grant.* (2007-2009). Author & Director. $50,000. Beneficiary: Winfree Academy Charter School Irving. Sponsor: Texas Education Agency.
- *T-STEM Network Acceleration Grant.* (2007-2009). Author & Director. $50,000. Beneficiary: Winfree Academy Charter School Lewisville. Sponsor: Texas Education Agency.
- *T-STEM Network Acceleration Grant.* (2007-2009). Author & Director. $50,000. Beneficiary: Winfree Academy Charter School NRH. Sponsor: Texas Education Agency.
- *T-STEM Network Acceleration Grant.* (2007-2009). Author & Director. $38,125. Beneficiary: Winfree Academy Charter School Richardson. Sponsor: Texas Education Agency.
- *Texas Support for Homeless Education Program.* (2006-2009). $75,302. Beneficiary: Winfree Academy Charter School District. Sponsor: Texas Homeless Education Office.
- *ICF Investment Capital Fund Grant.* (2006-2007). Author & Director. $50,000. Beneficiary: Winfree Academy Charter School District. Sponsor: Texas Education Agency.
- *Temporary Impact Aid Program Grant.* (2005-2006). Author & Director. $41,880. Beneficiary: Winfree Academy Charter School District. Sponsor: Texas Education Agency.

GRADUATE RESEARCH DIRECTION

Problem of Practice Dissertation Faculty Advisor

Graduated:

Blow, G. (2023). *Examining company leadership's resistance to change and the impact that resistance has on the overall success of an organizational restructure: A qualitative analysis.* Baylor University.

Calhoun, J. (2023). *From generation to generation: A qualitative case study of a Pentecostal church in Central Arkansas' successful growth and retention programs involving young adults.* Baylor University.

Faust, K. (2023). *Exploring student integration into academic and social systems using Tinto's theory of student departure: a qualitative case study of student connectedness at a metropolitan university in the Midwest.* Baylor University.

Jensen, J. (2023). *A study of applied principles and practices of andragogy in a corporate university within the oil and gas industry using explanatory sequential mixed methods.* Baylor University.

Medina, B. (2023). *Cracking the STEM ceiling: A qualitative single case study analysis examining the intersectional impact that race and gender have on Black women who enter into STEM education and professions.* Baylor University.

McConnell, A. (2023). *How does the remote work environment impact teachers' mental health and well-being in a K–12 online school? An explanatory sequential mixed-methods study.* Baylor University.

Sharples, R. (2023). *Within a culture of traditional gender roles and gender inequity, one woman rises above: A qualitative narrative inquiry.* Baylor University.

Triplett, R. (2023). *The power of a protostar: A multiple-case study of the importance of entrepreneurial understanding of the grit required to contract with national aeronautics and space administration.* Baylor University.

Wren, L. (2023). *Broadband network's impact on economic growth in rural Southeastern Oklahoma: A qualitative single-site case study.* Baylor University.

In Progress:

Ali, N. (2024, Expected). *The struggle is real: A qualitative case study on the impact of role strain on nontraditional female business graduate students.* Baylor University.

Alsahhar, S. (2024, Expected). *Embracing organizational learning through strategically approaching the integration stage of mergers & acquisitions (M&A) by utilizing andragogy, the theory of adult learning: A qualitative study.* Baylor University.

Chidambaram, U. (2024, Expected). *Gender gap and labor shortage co-exist in the information technology industry: A quantitative experimental study on hiring practices.* Baylor University.

Cross, M. (2024, Expected). *Get involved!: A single case study examining intentional interventions to establish a sense of community among Generation Z students at a small liberal arts college.* Baylor University.

Ellis, C. (2024, Expected). *The relationship between acclimation and retention for traditional first-year students enrolled in online bachelor's programs: A qualitative case study.* Baylor University.

Emery, K. (2024, Expected). *Lost identity: A qualitative case study on the perceptions of education on the Rosebud Reservation as influenced by Indian boarding schools.* Baylor University.

Fennell, M. (2024, Expected). *After-action review in practice: A convergent mixed methods quasi-experimental single-group time-series case study of after-action review in immersive experiential training.* Baylor University.

Madrid, B. (2024, Expected). *Learning from a pandemic: A qualitative case study examining the impact of the COVID-19 pandemic on student motivation at the University of New Mexico.* Baylor University.

Mammen, M. (2024, Expected). *Working mothers pursuing the kaleidoscope career: A narrative case study of working mothers pushed out or opted out of technology careers following the COVID-19 pandemic.* Baylor University.

Mitchell, W. (2024, Expected). *A qualitative case study exploring the need for effective leadership communication at higher education institutions during the COVID-19 crisis.* Baylor University.

Steele, C, (2024, Expected). *A quasi-experimental investigation on the impact of pretrial juror instruction on the understanding of the science used in driving under the influence (DUI) prosecutions in Northwest Indiana.* Baylor University.

Tighe, S. (2024, Expected). *A qualitative case study to investigate the barriers to educational and professional development an aging workforce faces in an evolved digital workplace.* Baylor University.

Valad, J. (2024, Expected). *The effect of mentoring in undergraduate STEM courses on mentors: A convergent mixed methods study.* Baylor University.

HONORS & AWARDS

Organizational Awards & Honors

- ♦ COLORADO TECHNICAL UNIVERSITY
  - o 2020 *Annual Pinnacle Award Winner:* Highest organizational staff and administrative

award. Awarded for leadership of data analytic development in academics.

- o 2020 *Distinguished Faculty Member of the Year Nominee*: Highest organizational faculty award. Student nomination for being engaged, supportive, and inspiring in UNIV104.

- o 2020 *Quarter 1 Pinnacle Award Winner*. Awarded for innovative use of data analytics and leadership of Academic Quality Assurance team.

- o 2019 *Quarter 4 Pinnacle Award Winner*: Awarded for leadership of implementation and utilization of data analytics in course and instruction at CTU.

- o 2019 *Annual Pinnacle Award Winner:* Highest organizational staff and administrative award. Awarded for leadership of Faculty Mindset 2.0.

- o 2018 *Quarter 2 Pinnacle Award Winner*: Awarded for leadership within Department of General Education during interim period without dean or program director and for oversight of Faculty Mindset 2.0.

- o 2017 *Quarter 2 Pinnacle Award Winner:* Awarded for high performance for development of two new written communications courses.

- o 2017 *Distinguished Faculty Member of the Year Nominee:* Highest organizational faculty award. Student nomination for high engagement & regular outreach in ENGL105.

- ♦ GRAND CANYON UNIVERSITY

  - o *Faculty Acknowledgement Program Recipient*: Annual award given to top faculty based on course audits, passing rates, and survey ratings. (Awarded in 2010-2015).

- ♦ UNIVERSITY OF TENNESSEE

  - o *Graduate Teaching Assistantship*: A one-year merit-based stipend

  - o *Graduate Teaching Associateship*: A one-year merit-based stipend

  - o *John C. Hodges Fellowship*: A one-year merit-based fellowship

- ♦ BAYLOR UNIVERSITY

  - o *Henry L. Robinson Phi Beta Kappa Scholarship*: Awarded to the top student in junior year

  - o *Baylor Presidential Scholarship*: Awarded for academic achievement and contingent upon maintaining a minimum GPA of 3.5

  - o *Dean's Academic Honor List*: Every semester. A minimum of 3.7 GPA to be eligible

SERVICE ACTIVITIES

BAYLOR UNIVERSITY/SCHOOL OF EDUCATION SERVICE
- ♦ IMPACT Mentoring Program Developer & Co-Director
- ♦ Baylor University EdD-LOC Full-Time Lecturer Hiring Committee 2023-2024
- ♦ Student Experience Committee Chair 2022-2023
- ♦ DIVE Program Guest Facilitator 2022-2023
- ♦ EdD-LOC Outstanding Dissertation Award Committee member 2022
- ♦ GPE Online Focus Group Committee member 2022
- ♦ EdD Online Think Tank member, July 2021-present
- ♦ Lead Faculty EDC 6365 Philosophy & Ethics in Leadership

- Lead Faculty EDC 6346 Mentoring & Supervision
- Lead Faculty EDC 6391/6392 Problem of Practice Phase I & II, Spring 2023
- Lead Faculty EDC 6333 Problem of Practice Phase III, Fall 2023
- Fall 2021 EdD-LOC newsletter article "Begin with the End in Mind, But Focus on the Journey at Hand"

PROFESSIONAL DEVELOPMENT OPPORTUNITIES HOSTED

- Colorado Technical University, selected examples:
  - College of General Education Executive Leadership Retreat
    - Fall 2020
    - Spring 2021
    - Summer 2021
  - College of General Education Faculty Leadership Spring Retreat
    - Fall 2020
    - Spring 2021
    - Summer 2021
  - Understanding Student Intellipath Engagement Data
    - Fall 2020
  - Creating Course & Unit Cohesion Training
    - Spring 2020

OTHER PROFESSIONAL SERVICE

- Colorado Technical University 2021
  - Academic Calendar Update Preparation Committee, member
  - Academic Leadership Committee, member
  - College of General Education Program Committee, member
  - HLC Accreditation Committee, member
  - HLC Accreditation Criterion 3 Sub-Committee, co-chair
  - Psychology Program Committee, member

LOCAL SERVICE

- *Aledo ISD*
  - Annual volunteer, various positions. 2011-present
  - Aledo Soccer Booster Club, Moritz Kia Tournament Concessions & Tee Shirt Chair, 2024

- *Angel Tree*
  - Annual volunteer. 2013-present

- *Dash Network*
  - Family support volunteer. 2018-present

- *Solar Soccer Club*
  - Team manager. 2018-2022

- *Sterling Monument Company*
  - Board member. 2021-2022

- *Aledo Education Foundation*
  - Board member. 2015-2017

- o Member, new grants committee. 2015
- o Grants reviewer. 2018-2019
- ♦ *East Parker County Library*
  - o Board member & secretary. 2013-2015
- ♦ *Solid Rock Camps*
  - o Volunteer grant writer. 2012

CHURCH SERVICE

- ♦ *Christ Chapel Bible Church*
  - o Children's Sunday School Teacher. 2010-2020
  - o Children's Preschool Coordinator. 2014-2016
  - o New Church Plant Leader. 2012-2014

PROFESSIONAL AND ACADEMIC ASSOCIATIONS

- ♦ Baylor University Women's Colloquium
- ♦ Online Learning Consortium
- ♦ Phi Beta Kappa
- ♦ Mortar Board (Baylor University)
- ♦ Alpha Phi Omega (Baylor University)
- ♦ Sigma Tau Delta (National Honor Society for English Majors—Baylor University)

OTHER PROFESSIONAL LEADERSHIP EXPERIENCE

ACADEMIC LEADERSHIP EXPERIENCE

UNIVERSITY DEAN

- ♦ *Colorado Technical University*

  May 2020—July 2021. Responsible for oversight of the College of General Education & Psychology. Led the college vision and direction, including curricular development, instructional initiatives, faculty management & mentorship, and program assessment. Team included 400 adjunct faculty, 13 lead faculty, and 3 executive program directors.

DIRECTOR OF ACADEMIC OPERATIONS

- ♦ *Colorado Technical University*

  November 2018—July 2021. Responsible for oversight of implementation and analysis of university-wide instructional initiatives and academic data analytics across the university. Direct oversight over two teams & key initiatives:

  - o Teaching and Learning Center Team: the faculty training team with oversight over all university trainings, the faculty resource hub, new faculty certification, faculty recognition, & the faculty newsletter

  - o Academic Quality Analysts: the QA team with oversight over quantitative collection and evaluation of faculty classroom metrics, academic data analytics, the Academic Honesty process, and the Student Code of Conduct committee

  - o Interim Program Chair, Doctoral Studies Program

- Served as the interim program chair for doctoral studies for the 2nd semester of 2019.
- Managed the doctoral faculty cohort, including mentorship, scheduling, and faculty observations.
- Helped to plan and execute the in-person 4-day doctoral symposium event.

PROGRAM CHAIR

- *Colorado Technical University*

February 2017-November 2018. Responsible for curricular and instructional oversight of 20 first-year courses. Team included 6 lead faculty administrators and approximately 200 adjunct faculty.

LEAD FACULTY

- *Colorado Technical University*

August 2015- February 2017. Responsible for managing 25-100 faculty, including ensuring academic compliance, course reviews, coaching, training, scheduling, hiring, data monitoring and analysis, and addressing faculty and student complaints.

- *Argosy University*

2010-2012: Oversight over Composition course sequence and developmental writing sequence. Developed and updated curriculum & performed faculty management duties for over 60 faculty.

FACULTY SPECIALIST

- *Grand Canyon University*

2009-2010: Developed and delivered faculty training workshops. Resolved faculty and student issues. Administered faculty mentorship program by developing materials, identifying and training faculty mentors, scheduling mentorships, coaching mentors, evaluating mentors, and evaluating new faculty members.

COURSE MANAGEMENT AND CURRICULUM DEVELOPMENT EXPERIENCE

- As a Director of Academic Operations and the University Dean for the College of General Education & Psychology, worked from an operations and data analytics perspective to support the colleges in analysis & development of effective curriculum.
  - **Data Analytics:**
    - *CTU Messenger Reporting***:** Ran data analytics on tens of thousands of student and faculty CTU Messenger instant messages to develop an understanding of key courses and pilots. Oversaw development of a wide variety of standing reports providing data analytics into session-over-session (or even week-over-week) student and faculty messages.
    - *Continuous Improvement Review & Usability Process***:** Developed data analytics into targeted courses, including analytics into course design as well as instructional impact. Built a usability process for insight into the student experience of new or heavily revised courses that has led to numerous key curricular findings.
  - **Course Development Process Improvements:**
    - *Curricular Revisions Operations Enhancements*: worked with Course Development & Academic Operations Teams to redesign curricular revision process that allows for

more effective implementation & more intentional design processes for current courses.

- *SME Enhancements*: worked with Course Development to develop an updated process for equipping SMEs to effectively design courses to suit the needs of returning learners based on course level and type.

- *Course Enhancements*: supported introduction of numerous course enhancements designed to optimize the student experience of our curriculum including streamlining of course resources & materials, development of course lesson guides, and introduction of the avatar model of course design.

♦ As a PC from 2017-2018, oversaw a course load of 300 sections per session, impacting almost 100,000 students annually. Responsibilities included the development of new courses, oversight of curriculum revisions, and monitoring of course health through data analysis.

- **Adaptive Learning Innovations**: Embedded faculty-developed videos, faculty-driven content evaluation, question metric evaluation for individual sections & across courses, improving course mapping, and effectively determining question thresholds.

- **Course-Level Data Analysis**: Supported academic leadership data analysis to evaluate and improve adaptive learning content. Utilized data in multiple curricular revisions.

- **Assignment-Specific Grading Criteria**: Replaced CTU generic rubric with assignment-specific grading criteria for all General Education courses designed to more effectively tie assignments to learning objectives, ensure consistency in grading, and breakdown key assignment requirements for students.

- **Formative/Summative Assessment Model**: Developed assessment assignment model designed to give students opportunities for feedback prior to producing summative work.

- **Curricular Development & Revision Selected Examples**:

  - *UNIV104 Academic and Career Success*: Spearheaded large-scale overhaul of the introductory course that launched in Q3 of 2018 & was updated in Q3 of 2019 & again overhauled in 2020 to meet student need. The revision process included several months of data collection including Academic Dashboard data, course survey data, Super User data, and feedback from various relevant groups such as advising, admissions, General Education leadership, orientation, and others.

  - *PHIL101 Introduction to Ethics*: Oversaw the total redesign of the Introduction to Ethics course to move away from a survey of the history of key philosophers from Ancient Greece to present and instead to focus on providing students a basic understanding of moral and ethical theories and concepts by exploring and solving ethical dilemmas.

  - *ENGL104/ENGL105*: Wrote, designed, developed new courses to better align with CTU's mission statement and to better meet students' academic and professional writing needs which launched at the start of 2017. Saw 7% and 3% respective completion rate gains in 2017 over previous course versions in 2016.

- **Assessment:** Part of the leadership team that redeveloped the General Education assessment cycle and Common Assessment Strategy for continuous improvement and to ensure that our curriculum meets the colleges' needs. Served in 2017 & 2018 assessor corps.

OTHER POSTSECONDARY TEACHING EXPERIENCE

ONLINE INSTRUCTOR

♦ Instructor of online courses. Responsible for course management, including all grading,

facilitation of classroom discussions, monitoring of all active course forums, student outreach, and working with students individually to improve their academic performance.

- o Associate Professor:
  - *Colorado Technical University*. Composition I & II, Academic & Career Success.
  - *Argosy University.* Writing Review, Composition II & III, Skills for Success, Liberal Arts. Capstone.
- o Adjunct:
  - *American Public University System.* Composition I & II. American Literature I & II.
  - *Columbia Southern University.* Adjunct. Composition I & II. American Literature I & II.
  - *Grand Canyon University*. Adjunct. Composition I & II, Skills for Success, and British Literature I & II.
  - *Pima Medical Institute*. Adjunct. Composition I, Technical Writing, & Graduate Studies Writing.

IN-PERSON INSTRUCTION

- ♦ Instructor of traditional courses. Responsible for course management, including the development of syllabus, all grading, facilitation of classroom discussions, student outreach, and working with students individually to improve their academic performance.
  - ♦ Graduate Associate
    - *University of Tennessee, Knoxville.* Composition I & II.

SUBJECT MATTER EXPERT

Responsibilities include developing rubrics, discussion questions, assignment prompts, writing additional content to supplement the textbook, and sometimes integrating materials into the LMS.

- ♦ *Argosy University*
- ♦ *Colorado Technical University*
- ♦ *Grand Canyon University*
- ♦ *Pima Medical Institute*
- ♦ *West Coast University*

SECONDARY EDUCATION EXPERIENCE

DIRECTOR OF GRANT MANAGEMENT AND STUDENT SUPPORT PROGRAMS

- ♦ *Winfree Academy Charter Schools Irving, Texas*
  - August 2005 – August 2009:
    - Actively wrote state and federal grants for the district. Left the district with a 100% success record in obtaining grants as the lead grant writer. Designed, wrote, and was awarded 13 grants, totaling over one million dollars.
    - Served as grant manager for the federally funded T-STEM Network Acceleration Grant and state-funded TEXSHEP grant on all campuses. Ran the ICF Grant and served as a manager for its student support lab.
    - Project management included hiring grant staff, handling all financial elements,

including budget management and evaluation of grant programs.

- Ran all post-high school, career preparation, and student advisement programs for the entire district. The activities include parent meetings, graduation (including the inaugural winter graduation), career week and other events, and open house.

- Developed, wrote, and produced the first Post-High School Handbook. Created, designed, and maintained the Student Support Programs facet of the school website.