

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

University of West Florida	Fall 2020
University Submitting Proposal	Proposed Implementation Term
College of Education and Professional Studies	Instructional Design and Technology
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
Education	Doctor of Education in Instructional Design and Technology
Academic Specialty or Field	Complete Name of Degree
13.0501	
Proposed CIP Code	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	President	Date
Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs
		Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	30	16.5	\$16,551	\$364,112	0	0	\$364,112
Year 2	60	33					
Year 3	90	49.5					
Year 4	120	66					
Year 5	120	66	\$5,101	\$448,875	0	0	\$448,875

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including majors, concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

(a) Doctorate

(b) Instructional Design and Technology (Instructional Technology track or Performance Technology track)

(c) 66 Semester Credit Hours

(d) The University of West Florida (UWF) seeks to offer a stand-alone Doctor of Education (Ed.D.) in Instructional Design and Technology (IDT) degree program, CIP Code 13.0501, beginning fall 2020. The Ed.D. in IDT will be housed in the Department of Instructional Design and Technology in UWF's College of Education and Professional Studies. The proposed Ed.D. in Instructional Design and Technology program has been operating as a specialization in the Ed.D. in Curriculum and Instruction (CIP Code 13.0101) degree program since 2000. The proposed stand-alone Ed.D. in IDT program will be delivered in an online format from the UWF main Pensacola Campus.

The need for the stand-alone Ed.D. in IDT degree program is evidenced by strong enrollment in the current specialization as well as industry demand for graduates prepared to fulfill leadership roles related to organizational development, performance improvement, technology integration, and workplace learning across sectors. Conversion from a specialization within the Ed.D. in Curriculum and Instruction to a stand-alone Ed.D. in IDT degree program will allow for the integration of more IDT coursework into the program. The Ed.D. in IDT degree program is designed as an applied doctoral degree program, preparing students to conduct action research in various organizational settings, culminating with a dissertation-in-practice rather than a traditional dissertation. To achieve this goal, the College of Education and Professional Studies has applied for and been granted membership in the Carnegie Project for the Education Doctorate (CPED).

CPED defines the dissertation-in-practice as a "scholarly endeavor that impacts a complex problem of practice." They further define a problem of practice as "a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes." Including the dissertation-in-practice as the culminating experience for the Ed.D. in IDT degree program allows the university to clearly differentiate the Ed.D. in IDT degree program from Ph.D. programs in the field such as the one offered at Florida State University.

The fully online Ed.D. in IDT degree program will consist of 48 semester credit hours (SCH) of coursework, all at the 7000 and 8000 level, and 18 dissertation hours, for a total of 66 SCH. All students will complete 18 SCH of Instructional Design and Technology Core courses, and 18 SCH of Research Core courses.

Included in the 66 credit hours are three residencies. Each is embedded in a course and requires students to complete preparatory work in advance and reflective work following the actual residency.

- The first residency will take place during the first year of coursework, on the UWF main Pensacola campus and focus on scholarly writing.
- The second residency will take place during the second year of coursework and will be held on location, in conjunction with a professional conference in the State of Florida. This residency will

give students an opportunity to examine different strategies for designing, conducting, and disseminating research.

- The third and final residency will take place at the end of coursework on campus, as part of the Coursework Capstone Experience.

The proposed Ed.D. in IDT degree program will prepare graduates for leadership positions in training and development across a variety of sectors including K-12, academia, industry, military, government, and health care. The specific focus on IDT rather than curriculum and instruction is anticipated to support this audience, mindset, and approach. It is feasible that not every graduate may begin as a manager or leader, but the program will prepare students for this level of position.

According to the U.S. Bureau of Labor Statistics, the mean annual wage for Training and Development Managers (Occupation Code 11-3131) is \$115,180. This is a highly-competitive salary. Virtually every organization has a training or development need, and this trend will continue. The U.S. Bureau of Labor Statistics projects employment in this occupation will increase 10.3% through 2026.

- B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

UWF presented the Ed.D. in IDT degree program to the CAVP in 2012 and again on April 6, 2018. There were no concerns about the proposed degree program presented at these meetings.

- C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.**

Dr. Daniel Surry, Associate Dean for Curriculum and Assessment in the Harrison School of Pharmacy at Auburn University, served as the external consultant for this proposal. Prior to transferring to Auburn University, Dr. Surry was a Professor of Instructional Design and Development at the University of South Alabama. Dr. Surry met with the faculty developing this proposal multiple times. His final report included 14 points, some recommendations, and some statements of support. His recommendations have been integrated in the final draft of this document. Dr. Surry's full report is included as Appendix D.

Dr. Surry expressed strong support for the proposed program, noting that the proposed program "is exactly the sort of program we should be trying to develop in our field." He also noted that "a fully online Ed.D. program with periodic on-site learning experiences is an appropriate structure for the proposed program" and noted that the proposed curriculum is "well thought out, effectively sequenced, sufficiently rigorous, adequate in breadth and depth, and in line with best practices in the field."

Based on Dr. Surry's recommendations the proposed program now has:

- A clearly defined dissertation-in-practice (Section VIII.C.).
- Expressly communicated general differences between Ed.D. and Ph.D. programs and specific differences between the proposed program and the existing Ph.D. program at Florida State University (Section II.C.).
- Removed the phrase "practitioner-scholar" from the proposal.
- Explained the rationale for not including a course on management, noting that leadership, management, and applied research, will permeate all coursework (Section VIII. C.).

- D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

The proposed Ed.D. in IDT degree program will provide students an opportunity to earn a terminal degree in a program identified as one of strategic emphasis by the State University System. The proposed program will be offered fully online and is designed to be fully accessible to all learners using current and emerging technologies.

The proposed program aligns with the State University System 2025 Teaching and Learning goals for Excellence (Strengthen Quality and Reputation of Academic Programs and Universities), Productivity (Increase Degree Productivity and Efficiency), and Strategic Priorities for a Knowledge Economy (Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis).

Strengthen Quality & Reputation of Academic Programs and Universities

All of the fully online courses included in the Ed.D. in IDT degree program have been designed to meet college, university, and state expectations for quality online instruction. All courses in the proposed degree program have already gone through or will undergo internal certification for quality and Americans with Disabilities Act conformance through the UWF College of Education and Professional Studies Office of Academic Excellence in Instructional Strategies (AXIS). Additionally, all courses will be submitted to Quality Matters for external certification. A Quality Matters Implementation Plan is in place in advance of the program start date, and the department will seek program-level Quality Matters certification for the full Ed.D. in IDT program after it has been in place the required amount of time. These certifications will ensure program quality and enhance the reputation of the graduate degree programs offered by UWF and the State University System of Florida.

Increase Degree Productivity and Program Efficiency

One of the greatest struggles working adults face when considering returning to school to pursue a terminal degree is finding the time to do so. To address this challenge and make the degree more accessible to a wider audience, the proposed Ed.D. in IDT degree program will be offered fully online. Courses will be asynchronous, allowing students to manage the integration of their coursework with their existing work and personal responsibilities. Any synchronous activities, other than the three required residencies, will be recorded to insure that students who are unable to attend at the designated time can view the session later and contact the instructor with questions or concerns they were unable to ask during the live meeting, ensuring that they are not academically disadvantaged due to their inability to attend. The three residencies will be scheduled several months in advance to ensure that students have ample time to adjust their schedules and, whenever possible, be scheduled to occur over long weekends to minimize the disruption to students' schedules.

Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

The proposed Ed.D. in IDT degree program in CIP Code 13.0501 has been identified by the Florida Board of Governors as an academic discipline of strategic emphasis. The proposed program provides the state with a degree that will be attractive to students in both educational and non-educational organizational settings, expanding enrollment in this program of strategic emphasis and increasing degree productivity.

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
 - Education
 - Health
 - Gap Analysis
2. Economic Development:
 - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).

Program of Strategic Emphasis Category: Science, Technology, Engineering, and Math (STEM)

Instructional Design and Technology, which falls under CIP Code 13.0501 (Education/Instructional Technology), is identified in the State University System Strategic Plan as a Program of Strategic Emphasis: Science, Technology, Engineering, and Math (STEM) category. The proposed program will prepare students to evaluate and effectively integrate existing and emerging technologies to facilitate learning and performance improvement in organizational settings.

F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The proposed Ed.D. in IDT degree program will be delivered in a fully online format from UWF's main Pensacola campus. The only face-to-face components of the program are three residencies. Residencies One and Three will take place on the main Pensacola Campus. Residency Two will take place on location at a professional conference in the State of Florida. Program faculty will work directly with the professional organization to secure space for these.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

Instructional design and technology is relevant across sectors, in any organization tasked with integrating new and emerging technologies; designing, developing, implementing, and evaluating workplace training and development initiatives; and improving individual and organizational performance. Graduates may be employed in K-12, higher education, military, healthcare, business and industry, or numerous other organizational settings. Instructional design and technology professionals are needed in virtually every arena that endorses and implements education, training, and professional development.

The job titles and opportunities for instructional design and technology professionals include:

- Training and Development Managers (11-3131),
- Training and Development Specialists (13-1151), and
- Instructional Coordinators (25-9031).

National

According to the U.S. Bureau of Labor Statistics, instructional design and technology related jobs will experience faster than average growth nationally between 2016 and 2026. While introductory positions in instructional design and technology do not require advanced degrees, leadership positions, such as those predicted to grow at an accelerated rate by the U.S. Bureau of Labor Statistics, typically require advanced degrees. The growth rates for these positions are provided in Table 1 below:

Table 1: *National job growth for instructional design and technology workers*

National	2016-2026 expected growth rate
11-3131 Training and Development Managers	10.3%
13-1151 Training and Development Specialists	11.5%
25-9031 Instructional Coordinators	10.5%

U.S Bureau of Labor Statistics (https://www.bls.gov/oes/current/oes_nat.htm#25-0000%20State)

State

According to the Florida Department of Economic Opportunity (FDEO), statewide projections for instructional design related positions show positive increases for 2017-2025. The positions and associated growth rates are shown in Table 2 below.

Table 2: Florida job growth for instructional design and technology workers

Florida	2017-2025 expected growth rate
11-3131 Training and Development Managers	14.3%
13-1151 Training and Development Specialists	15.5%
25-9031 Instructional Coordinators	11.5%

Florida Department of Economic Opportunity (<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>)

Local

The recent growth of industries in Northwest Florida and the burgeoning of distance education in all arenas, has led to an increased local demand for IDT professionals. The UWF main Pensacola campus is located in Escambia County and serves students in Escambia, Santa Rosa, Okaloosa, and Walton Counties. The positions and associated growth rates as indicated by the Florida Department of Economic Opportunity are shown below in Table 3.

Table 3: Northwest Florida job growth for instructional design and technology workers

Northwest Florida	2017-2025 expected growth rate
Escambia and Santa Rosa Counties	
13-1151 Training and Development Specialists	17.2%
25-9031 Instructional Coordinators	11.5%
Okaloosa and Walton Counties	
13-1151 Training and Development Specialists	12.3%
25-9031 Instructional Coordinators	8.1%

Florida Department of Economic Opportunity (<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>)

Figure 1 below provides a graphic representation of state and local job projection data for instructional design and technology workers.



Figure 1. Projected State and Local Job Growth Rate 2017-2025

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Current enrollment in the IDT specialization of the existing Ed.D. in Curriculum and Instruction degree program demonstrates the demand for a stand-alone program. Nationwide, demand for highly skilled professionals in the field of IDT has grown rapidly across all sectors and is expected to continue to do so for the foreseeable future as organizations are challenged to employ research-based best practices to integrate emerging technologies, facilitate workplace learning, and improve organizational and individual performance. This demand is evident in Figure 2 which shows a four-year trend of increasing enrollments in UWF's IDT Specialization of the Ed.D. in Curriculum and Instruction degree program.

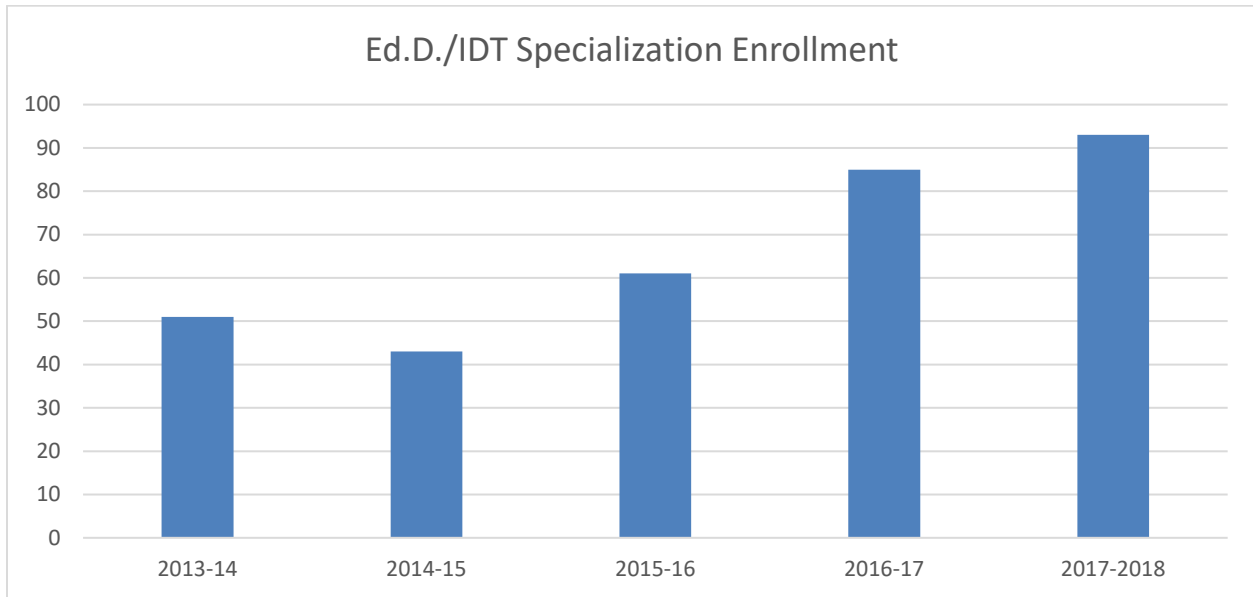


Figure 2. Four-Year Enrollment Increase in UWF's IDT Specialization

During the 2017-2018 academic year, 22% of UWF's current Ed.D. students were enrolled in the IDT specialization. As of March of 2018, of the 399 students enrolled in the Ed.D. in Curriculum and Instruction degree program, 99 or 23.3% were enrolled in the IDT specialization. Enrollment in the IDT specialization remains consistently high with approximately 20 students being admitted per year.

The department chair and program coordinator receive numerous calls from prospective doctoral students inquiring about an Ed.D. in Instructional Design and Technology. Those who receive these calls begin by explaining that the university does not offer a separate Ed.D. in IDT degree program, noting that the existing program is a specialization under the Curriculum and Instruction degree program. An informal poll estimates that approximately 30% of these inquiries end at this point, as the prospective student opts to search for a terminal degree in the area of specialization. The proposed program will enable UWF to avoid these missed opportunities and increase applications.

The University of West Florida can expect to draw enrollment in the IDT degree program from several sources including the local region the university serves, recent UWF graduates, and additional out of state residents. First year enrollment is projected at 30 students with annual increases to a cap of 120 students by Year 4 (Figure 3).

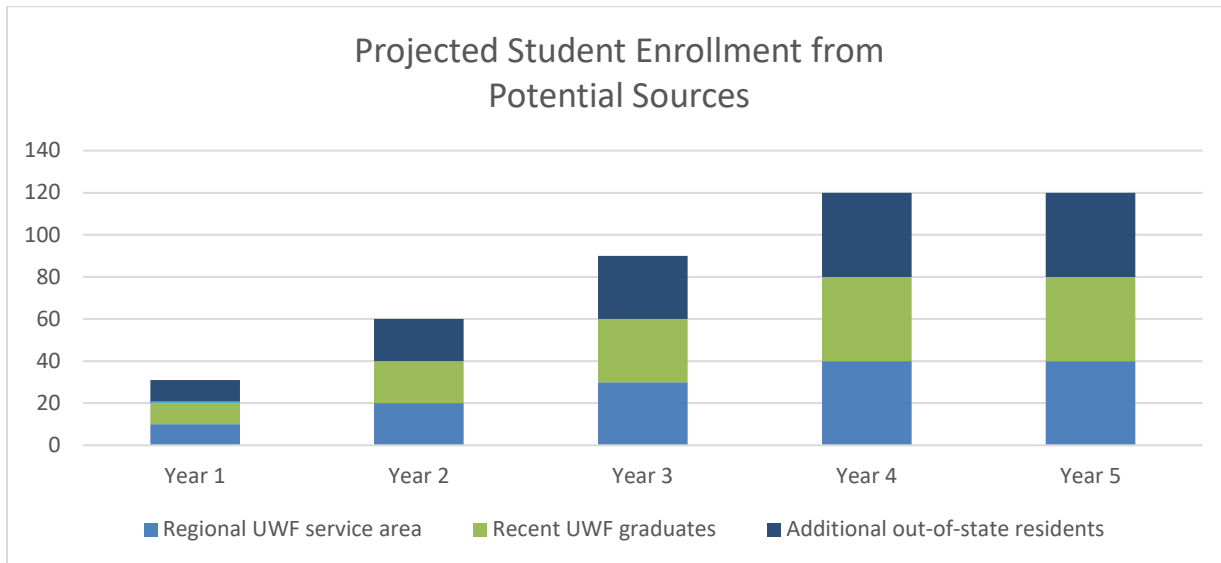


Figure 3. *Projected Student Enrollment from Potential Sources*

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

The State University System of Florida has one other doctoral level degree program in CIP Code 13.0501, a Ph.D. degree program at Florida State University (FSU). The FSU Ph.D. degree program is an on-campus, in-residence program. UWF representatives directly communicated the nature, intent, and focus of the proposed stand-alone Ed.D. in IDT degree program with FSU faculty representatives on two separate occasions. They raised no concerns.

Ph.D. and Ed.D. programs are tailored to meet the needs of two very different audiences; therefore the proposed Ed.D. in IDT program, like the existing Ed.D. in Curriculum and Instruction with a specialization in IDT, will not be competing with FSU for students. Ph.D. programs are research-based and generally attract students who plan to pursue careers in academia, while Ed.D. programs are practitioner-based and generally attract students who plan to pursue leadership positions and conduct applied research. Table 4 below provides a side by side comparison further highlighting the differing foci of these degree paths.

Table 4: *Side by Side comparison of Ed.D. and Ph.D. programs*

Principle	Ed.D.	Ph.D.
Primary career intention	Administrative leadership in educational institutions or related organizations (e.g., superintendent, assistant superintendent, staff developer, curriculum director)	Scholarly practice, research, and/or teaching at university, college institute, or educational agency
Degree objective	Prepare professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.	Prepare professional researchers, scholars, or scholar practitioners. Develop competence in conducting scholarship and research that focuses on acquiring new knowledge.
Knowledge base	Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.

Principle	Ed.D.	Ph.D.
Comprehensive knowledge assessment	Written and oral assessments are used (e.g., comprehensive exams). Knowledge and practice portfolios provide evidence of ability to improve practice based on theory and research as well as demonstration of competencies.	Written and oral assessments are used to evaluate an understanding of the theoretical and conceptual knowledge in the field, as well as its relevance to practice and to evaluate competence in conducting research to acquire new knowledge.
Research methods	Develops an overview and understanding of research including data collection skills for action research, program measurement and program evaluation. Could include work in management statistics and analysis.	Courses are comparable to doctoral courses in related disciplines. Courses develop an understanding of inquiry and of qualitative and quantitative research. Developing competencies in research design, analysis, synthesis, and writing.
Capstone/dissertation/treatise	Well-designed applied research of value for informing educational practice. Reflects theory or knowledge for addressing decision-oriented problems in applied settings.	Original dissertation research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
Capstone/dissertation/treatise committee	Committee, including at least one practicing professional in an area of relevance to candidate's program and possibly faculty from other institutions, evaluate candidate's applied research.	Composed primarily of active researchers in areas relevant to students' areas of interest. Should include at least one faculty member from a related discipline or from another institution.

NOTE: Revised version of a table on the M.Ed., Ed.D., and Ph.D. published in Young (2006), as cited in *CPED New Member Orientation* (July 2018)

The proposed Ed.D. in IDT degree program will restructure, expand, enhance, and replace the existing IDT specialization of the Ed.D. in Curriculum and Instruction at UWF. The current IDT specialization of the Ed.D. in Curriculum and Instruction has been offered at UWF since the 2000-2001 academic year. The IDT specialization moved to a fully online format in summer 2013. The necessary infrastructure is in place at UWF to support this stand-alone doctoral program.

- D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

This degree program is replacing an existing specialization; therefore, there are enrollment data to support student interest in the stand-alone Ed.D. in Instructional Design and Technology degree program (See Section II.B. Figure 2). Students for the proposed degree program will come from the current audience of candidates that apply to the Ed.D. specialization, as well as graduates from the UWF's Master's degree programs in Instructional Design and Technology. Additionally, the fully online degree program will attract students from outside of the region and state.

As is shown in Appendix A Table 1, the College of Education and Professional Studies expects the new stand-alone degree program to begin with 30 students (16.5 FTE) in fall 2020. Student enrollment for Year 5 is anticipated to reach 120 (66 FTE) and remain consistent at that number. Students currently enrolled in the doctoral program in Curriculum and Instruction at the university have a different focus and are not expected to transfer to the new program.

E&G cost per FTE for Year 1 is \$16,551, all reallocated funds. The Year 1 FTE is below the SUS average of \$18,252 and will fall to \$5,101 in Year 5.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

Consistent with its mission, UWF has admissions policies that balance attention to access, inclusiveness, and quality. In addition, UWF encourages applications from qualified persons and does not discriminate on the basis of age, color, disability, gender (including gender identity and sex), marital status, national origin, race, religion, sexual orientation, or veteran status. Also, UWF's New Academic Program Approval Policy requires that programs appropriately address diversity. All courses in the proposed degree program have already gone through or will undergo internal certification for quality and Americans with Disabilities Act conformance through the UWF College of Education and Professional Studies Office of Academic Excellence in Instructional Strategies (AXIS). Therefore, the university and its degree programs take proactive measures to achieve a diverse student body.

To ensure the desired outcome for student diversity, recruiting efforts initially focus on the university's eight-county service area: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, and Gulf. Recruitment efforts also extend to other geographic regions having larger underrepresented populations of prospective students. Being an online program allows for the inclusion of a wider range of students from more diverse populations.

The proposed Ed.D. in IDT degree program will be marketed to a diverse body of individuals from a wide range of disciplines as IDT is applicable in numerous arenas. Those in education, business, industry, military, and healthcare are potential students with diverse backgrounds and experiences. As shown in Figure 4, the IDT specialization has supported a diverse student population and is positioned to continue this support and diversity.

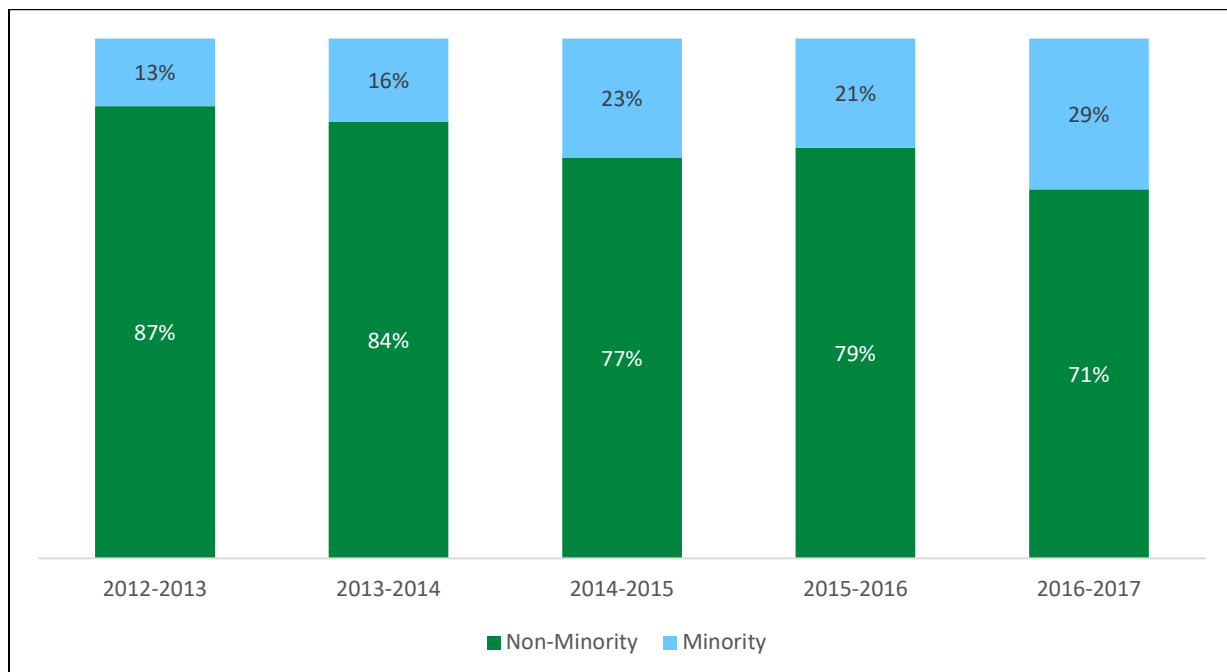


Figure 4. Increasing C&I Ed.D. IDT Specialization Diversity Over a Five-Year Period

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In**

narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The proposed Ed.D. in IDT degree program is currently a specialization in UWF's Ed.D. in Curriculum and Instruction (13.0101). As such, faculty and resources are in place and will be reallocated to the new stand-alone degree program. The Year 1 program E&G Cost per FTE is \$16,551, which is less than the SUS E&G Cost per FTE of \$18,252.

Total Year 1 costs of \$364,112 are reallocated funds from the existing specialization. The following is a breakdown of the projected Year 1 costs as shown in Appendix A Table 2, all from reallocated E&G funds:

- Current full-time faculty salaries and fringe apportioned to the stand-alone degree program at \$248,387
- One third of the Department Administrator salary and fringe at \$17,325
- Adjunct expense of \$10,000
- Graduate assistantships and grants \$75,000
- There will be no additional library expenses for the program as the department will use the materials already in place for the Ed.D. in Curriculum and Instruction degree program
- One third of the department office supply and sundry expenses at \$13,400

Total Year 5 costs equal \$448,875. The following is a breakdown of the projected Year 5 costs as shown in Appendix A Table 2 all continuing base E&G funds:

- Full-time faculty salaries and fringe increased at five per cent per annum at a total of \$301,916
- One third of the Department Administrator salary and fringe increased at five percent per annum at \$21,059
- Adjunct expense of \$10,000 and an additional \$10,000 in adjunct usage due to enrollment increase
- Graduate assistantships and grants should increase to \$90,000
- One third of the department office supply and sundry expenses at \$15,900

B. Please explain whether the university intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

UWF does not intend to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition.

C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

The proposed degree program is a conversion of a specialization; therefore, no new resources are required at this time. If in the future new resources for the proposed degree program are necessary, they will be funded through enrollment growth. No negative impact on existing degree programs is anticipated. As this is a doctoral level program, none of the existing teaching responsibilities across current undergraduate and graduate degree programs at UWF will be affected. There is existing capacity to support this degree program without diverting faculty resources.

D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

No other impacts on related degree programs or departments are expected. This request is for a doctoral level degree program and thus, general education and common prerequisite courses are not affected by it. There will be no increased need for required or elective courses.

E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

Since its beginning in 2000, the faculty of the IDT specialization have developed solid relationships with local organizations which employ IDT program students and graduates some of which are shown in Table 5.

Table 5: *An example of local organizations with whom faculty and students in the IDT specialization network*

Businesses	Military Installations	Healthcare Settings
Intelligent Decision Systems, Inc.	Naval Air Station Pensacola	Sacred Heart Hospital
General Dynamics	Hurlburt Field	Covenant Hospice
Navy Federal Credit Union	Eglin Air Force Base	

Program faculty are actively involved in professional organizations, including the Association for Educational Communications and Technology, the International Society for Performance Improvement, and the Association for the Advancement of Computing in Education. These relationships have provided students in the current specialization connections with networks of mentors from across the country and world. Mentoring and networking activities develop opportunities for students to earn scholarships, internships, and employment. Students in the stand-alone Ed.D. in IDT program will have opportunities to network with peers and other professionals in Residency Number Two, a professional conference in the State of Florida.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

University of West Florida

The proposed Doctor of Education in Instructional Design and Technology will enhance the current offerings of the University of West Florida as it serves the northwest region of Florida by offering an advanced educational pathway in a STEM field.

The creation of the stand-alone Ed.D in IDT will have clear benefits to the university as described below:

- Offer an advanced educational pathway beyond the Master of Education in Instructional Design and Technology.
- Increase enrollment and degree production in a STEM field. UWF anticipates strong enrollment in the Ed.D. program in Instructional Design and Technology based on current enrollment in the specialization, graduation rates from the master’s program, and student inquiries for advanced education.
- Enhance research opportunities for faculty such as the Carnegie Project for the Education Doctorate (CPED). The College of Education and Professional Studies at UWF was approved for participation in this project in spring 2018.

- Make the university more responsive to the regional workforce needs by offering advanced education in a STEM field with a flexible class schedule that serves working adults.

Northwest Florida

The proposed program will also have clear benefits to the local community and state and impact local workforce needs as follows:

- Enhance the local economy by educating local citizens for STEM-related jobs requiring advanced degrees.
- Meet the demand for graduates with training in instructional design and technology that move them beyond entry level to administrative and management positions in education and training related fields and supporting a variety of industries such as education, healthcare, banking and finance, and the military.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable this is a doctoral degree program.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not applicable this is a doctoral degree program.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not applicable this is a doctoral degree program.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines**

approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not applicable this is a doctoral degree program.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The mission of the University of West Florida is to

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society.

The proposed Ed.D. in IDT degree program will provide students with high-quality graduate education, focused on current research and best practices in the field. All courses in the program have been designed to align with the Quality Matters standards and new courses will obtain Quality Matters Certification prior to being offered. Program faculty have strong research agendas and are committed to integrating emerging technologies and best practices in their teaching, contributing to the body of knowledge. Furthermore, the Ed.D. in IDT degree program will provide opportunities, integrated into the required seminars and dissertation portions of the program, for faculty to mentor students in the development and dissemination of meaningful research, adding to the body of knowledge.

The proposed Ed.D. in IDT will focus on applied research and will graduate students who are prepared to fill leadership roles in a wide range of organizations. Graduates will conduct action research and serve in advanced leadership positions in military, healthcare, business and industry, education, and not-for-profit organizations, contributing to the needs of the profession and society.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed Ed.D. in IDT degree program will replace an existing specialization in the Ed.D. in Curriculum and Instruction degree program. In 2012-2013, during the most recent program review of the Ed.D. in Curriculum and Instruction, the program review team noted that the Instructional Design and Technology specialization was in a good position to move forward toward separate degree status. Based on this recommendation, the Department of Instructional Design and Technology began developing the infrastructure to create a stand-alone degree program in IDT. The IDT specialization has continued to grow, increasing enrollment in the current program of strategic emphasis, and positioning it for a successful transition to a stand-alone program.

Moving the IDT specialization of the current Ed.D. in Curriculum and Instruction degree program to a stand-alone program will be particularly attractive to students enrolled in IDT programs at other levels within the university. UWF currently offers an M.Ed. in IDT degree program with two areas of specialization, Instructional Design and Technology and Technology Leadership. The M.Ed. program has been in place since 2000, experiencing steady growth as the demand for individuals with expertise in technology integration, training and development, performance improvement, and the use of technology to facilitate learning has expanded across sectors. The master's degree programs are natural feeders for the proposed Ed.D. in IDT degree program. In addition to the two M.Ed. degrees, we also offer a

bachelor's level specialization in IDT. Onboarding of the standalone Ed.D. in IDT degree program will result in a complete portfolio of IDT programs in an area of strategic emphasis, allowing students to develop entry level skills during the undergraduate degree program and then return for additional education as their careers advance. Additionally, the applicability of IDT across sectors often results in students with prior education in areas other than IDT, such as education, technology, and business, enrolling to pursue advanced degrees in the field.

Instructional Design and Technology faculty and students are uniquely positioned to support college, state, and university efforts to expand quality online education. This is evidenced through their involvement in the College of Education and Professional Studies Office of Academic Excellence in Instructional Strategies (AXIS), which was launched in 2017 to support faculty efforts to design, develop, and implement high-quality, Americans with Disabilities Act conformant, online courses, and to aid in the transition to the Canvas Learning Management System. AXIS is directly linked to the Department of Instructional Design and Technology. The department chair serves as the AXIS Director, and the staff consists of students enrolled in IDT degree programs. The development of the stand-alone degree program, with additional coursework and preparation in IDT and a focus on applied research, will allow for increased opportunities for IDT students to participate in AXIS, strengthening both the degree program and the value of AXIS, and providing students with meaningful, authentic learning experiences.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

An external academic program review of the Ed.D. Curriculum and Instruction program at the University of West Florida was conducted in August 2012. Based on this review, it was recommended that the Instructional Technology specialization was ready to advance toward a stand-alone doctoral degree program. The process to offer an Ed.D. in Instructional Design and Technology began in November 2012 with the submission of the Request to Offer to CAVP, which was accepted with no noted concerns. However, the process did not continue due to overarching strategic priorities within the college and university at that time. Ongoing discussions and planning for the new degree offering have continued among program faculty and administration, and it was deemed that a Fall 2020 launch of the Ed.D. in Instructional Design and Technology degree program was appropriate. Tables 6 and 7 below display the chronology of the activities leading to the Florida Board of Governor's Request to Offer a New Degree Program.

Table 6. *Planning Process*

Date	Participants	Planning Activity
August 2012	Karen Rasmussen	Academic Program Review, Ed.D., all specializations
November 2012	Karen Rasmussen	Pre Proposal submitted Proposed program added to work plan
Fall 2016	Nancy Hastings, Dean William Crawley	Review of past proposal, status of specialization, and potential to move forward. Program to remain on work plan.
Spring 2017	Nancy Hastings, Dean William Crawley	Reviewed plan to move towards a Fall 2020 start date with Provost. Received verbal support.
Fall 2017	Nancy Hastings, Byron Havard, Holly Ellis	Drafted curriculum for proposed program. Developed first round of new course requests.
Fall 2017	Nancy Hastings, Dean William Crawley	Submitted request for two additional faculty lines to support proposed program.
Spring 2018	Nancy Hastings	Approval received for membership in the Carnegie Project for the Education Doctorate.
Spring 2018	Nancy Hastings	Hired external consultant
Spring 2018	Nancy Hastings, Byron Havard, Holly Ellis	Develop internal pre proposal and CAVP New Program Request
Spring 2018	Nancy Hastings, Byron	Develop Academic Learning Plan and Curriculum Map

Date	Participants	Planning Activity
	Havard, Holly Ellis	
Spring 2018	Nancy Hastings, Byron Havard, Holly Ellis, Daniel Surry	Continue to work with external consultant to finalize program based on provided feedback
Fall 2018	Nancy Hastings, Byron Havard, Holly Ellis	Complete BOG Request to Offer

Table 7. *Events Leading to Implementation*

Date	Implementation Activity
November 2012	Begin garnering approvals for new stand-alone degree program
Fall 2016	Commitment to move forward with previously approved program from college and department. Request to keep proposed program on the university work plan and plan for Fall 2020 launch
Spring 2017	Initial curriculum development. Identification of nine new courses to be included in current specialization to start transition to standalone program
Fall 2017	Received approval to hire two new IDT faculty to start in Fall 2018
Fall 2017	Developed curriculum for proposed program, including Academic Learning Plan, Curriculum Map, and new courses
Spring 2018	Hired consultant. Reviewed all components of proposed program with consultant and integrated verbal recommendations
Spring 2018	Completed Internal Pre Proposal and CAVP New Program Request
Spring 2018	Met with Interim Vice Provost and representatives from ASPIRE to review timeline and remaining requirements. Submitted requested data
Spring 2018	Obtained Graduate Council and Faculty Senate Approval for program and courses
Spring 2018	Completed first draft of Board of Governor's Request to Offer and submitted to ASPIRE for review
Fall 2018	Submission of Request to Offer a New Degree Program to the UWF BOT
Spring 2019	Submission of Request to Offer a New Degree Program to the Florida Board of Governors

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Pursuant to BOG Regulation 8.015, all academic departments at UWF conduct program reviews every seven years. The College of Education and Professional Studies conducted a program review of the Ed.D. in Curriculum and Instruction degree program and specializations in August, 2012.

Recommendations included:

- Advance the Ed.D. Instructional Design and Technology specialization into a stand-alone doctoral degree program.
- The program faculty should review distance learning offerings to determine which courses are best offered through distance technology.
- Program faculty should closely examine the mission of each of the Ed.D. specializations with the goal of limiting course options; building more focused "core curriculum" elements within a given specialization, where appropriate; and better focusing faculty energy and time commitments.

As an additional indicator of program quality, all courses in the proposed Ed.D. in IDT degree program have been designed to align with the Quality Matters standards and new courses will obtain Quality Matters Certification prior to being offered. (<https://www.qualitymatters.org/why-quality-matters>)

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The Academic Learning Plan for the stand-alone Ed.D. in IDT degree program is in Appendix C. Below is a description of the Student Learning Outcomes for the Ed.D. in IDT degree program.

Student Learning Outcomes

Graduates of the proposed Ed.D. in Instructional Design and Technology (IDT) degree program should be able to do the following:

Content

- Apply theoretical and empirical best practices to create solutions to resolve complex organizational and individual performance problems.
- Generate action research studies utilizing appropriate quantitative, qualitative, and mixed methods strategies.

Critical Thinking

- Diagnose, and conceptualize solutions for, individual and organizational performance problems.
- Critically evaluate inferences drawn from empirical research and practice in the field of Instructional Design and Technology.

Communication

- Develop logical, well-reasoned arguments to guide future research endeavors and projects in the field.
- Disseminate research findings and recommendations to culturally diverse stakeholders using appropriate modalities.

Integrity/Values

- Apply ethical research practices when conducting research studies.
- Apply appropriate code of ethics to professional interactions.

- B. Describe the admission standards and graduation requirements for the program.**

Admission Requirements

Students will be admitted to the program in Fall (August start) and Spring (January start). Summer admission is not offered.

Admission and graduation requirements are available from the University of West Florida Catalog <http://catalog.uwf.edu> (Appendix F)

In addition to the University graduate admission requirements described in the Admissions section of the catalog, the department bases decisions for regular admission on a holistic review of credentials in which the following criteria are used to assess the potential success of each applicant:

- Graduate admissions test score(s) from one of the following*:
 - Graduate Record Examination (GRE)
 - Miller Analogies Test (MAT)
- GPA of 3.5 or higher on the most recent graduate degree
- Submission of a professional resume
- Submission of three professional references
 - A minimum of two of the three references must be able to speak to the applicant's likelihood for academic success at the doctoral level (e.g. past professors)
- Participation in a web-based interview

*The graduate admission test may be waived for applicants with a GPA of 3.75 or higher on the most recently completed graduate degree.

Graduation Requirements

In addition to general university requirements, students seeking the Ed.D. in Instructional Design and Technology must meet all requirements listed below.

- Complete 48 credit hours of coursework and a minimum of 18 credit hours of dissertation, for a total of 66 credit hours
- Maintain an overall GPA of 3.25 or higher
- Earn a grade of B or higher in all courses
- Participate in three required residencies
- Maintain continuous enrollment during the dissertation phase of the program
- Complete and successfully defend the dissertation-in-practice
- Meet all university requirements for final submission of the completed dissertation

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The Ed.D. in IDT degree program will consist of 48 semester credit hours (SCH) of coursework and 18 dissertation hours, for a total of 66 SCH. All students will complete 18 SCH of Instructional Design and Technology Core courses, and 18 SCH of Research Core courses. The remaining 12 SCH hours of coursework will be chosen from one of two areas of emphasis (tracks); Instructional Technology or Performance Technology. Students selecting the Instructional Technology track will complete courses related to technology leadership; emerging technologies; and the design, development, implementation, evaluation, and administration of distance learning initiatives. Students selecting the Performance Technology track will complete courses related to the application of research and best practices in Human Performance Technology to improve individual and organizational performance in organizational settings. Included will be advanced coursework on performance analysis and change management. The overarching principles of the program, leadership, management, and applied research, will permeate all coursework, providing students with numerous opportunities to master these skills prior to entering the Capstone and Dissertation-in-Practice phases of the degree program.

The 18 dissertation hours will be structured as a series of six courses; Coursework Capstone Experience, IDT Research Design, and Phases 1-4 of the Dissertation-in-Practice, to support retention and completion. The Coursework Capstone will include oral and written comprehensive exams and the development and presentation of a professional portfolio demonstrating mastery of the program level learning outcomes. The IDT Research Design course will help students transition from coursework and exams to the dissertation phase of the program, after which they will begin the four-part process of developing and defending the dissertation-in-practice proposal, collecting and analyzing data, developing and defending the final dissertation-in-practice, and disseminating their work and the related outcomes. Students should work with their advisors and faculty mentors to identify the most appropriate track based on their future goals.

The dissertation-in-practice for the Ed.D focuses on applied research intended to impact a complex problem in a specific worksite. This research might include designing, developing, implementing, and/or evaluating policy and/or process changes to solve identified organizational problems. Often a member of the organization with appropriate credentials is invited to serve on the dissertation-in-practice committee, along with program faculty, to help guide the process. This authentic culminating experience allows the student to demonstrate his or her ability to apply the knowledge, skills, and abilities obtained during the Ed.D. program to complex problems of practice, while simultaneously affecting change in the chosen organization.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Table 8 below displays a five-year sequence of courses for a student to obtain the Ed.D. in Instructional Technology at the University of West Florida.

Table 8: Five Year course sequence for Ed.D. in IDT degree program

Year 1					
Fall	SCH	Spring	SCH	Summer	SCH
EME 7XX1-1: Instructional Design and Technology Research	3	EME 7609 Principles of Instructional Systems Design	3	EME 7XX1-4 Doctoral Seminar-Scholarly Writing in IDT	3
EME 8608: IDT Foundations, Issues and Trends	3	EDF 7404 Quantitative Methods and Educational Statistics I	3	EME 7676: Theoretical Foundations of ID, IT, and PT	3
Year 1 Total	6		6		6
Year 2					
Fall	SCH	Spring	SCH	Summer	SCH
EDF 7475: Qualitative Research I – Methods	3	EDF 7407: Quantitative Methods and Educational Statistics II	3	EME 7XX1-2: Action Research in IDT	3
EME 7XX1-3: Research-based Models of ID, IT, and PT	3	EME 7068: Technology-Based Learning Theory and Research* -OR- EME 7365: Human Performance Technology Theory and Research**	3	EME 7067: Emerging Technologies-Analysis and Implementation* -OR- EME 7015: Analysis in Human Performance Technology**	3
Year 2 Total	6		6		6
Year 3					
Fall	SCH	Spring	SCH	Summer	SCH
EME 8XX1-1: Doctoral Seminar-Analysis and Dissemination of IDT Research	3	EDF 7XX1-16: Qualitative Research II-Design, Analysis, and Presentation - OR- EDF 7489: Mixed Methods Research Design	3	EME 8XX1-2: Doctoral Seminar-Coursework Capstone Experience	3
3EME 7075: Distance Learning Design and Development	3	EME 7079: Distance Learning Implementation and Evaluation*	3		

Leadership* -OR- EME 7357: Intervention Selection, Design and Development Leadership**		-OR- EME 7353: Leading Intervention Implementation and Evaluation**			
Year 3 Total	6		6		3
Year 4					
Fall	SCH	Spring	SCH	Summer	SCH
EME 8XX1-3: IDT Research Design	3	EME 8XX1-4: IDT Dissertation in Practice- Phase 1	3	EME 8XX1-5: IDT Dissertation in Practice- Phase 2	3
Year 4 Total	3		3		3
Year 5					
Fall	SCH	Spring	SCH		
EME 8XX1-5: IDT Dissertation in Practice-Phase 3	3	EME 8XX1-5: IDT Dissertation in Practice- Phase 4	3		
Year 5 Total	3		3		
Grand Total					66
* Instructional Technology track only					
** Performance Technology track only					

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses

EDF 7404 Quantitative Methods and Educational Statistics I

Students are introduced to both descriptive and inferential statistical techniques to solve applied research problems.

EDF 7407 Quantitative Methods and Educational Statistics II

Students are introduced to intermediate statistical techniques including analysis of variance and linear/regression in applied settings in education and the social sciences.

EDF 7475 Qualitative Research I - Methods

Students construct a qualitative design methodology section and developing the necessary skills required for critical evaluation of published research in their area of expertise.

EDF 7489 Mixed Methods Research Design

Students apply both qualitative and quantitative research methodologies towards addressing a research problem.

EME 7609: Principles of Instructional Systems Design

Students will examine the use of instructional systems design models to create instruction that is appropriate from a pedagogical and practical viewpoint.

EME 7676: Theoretical Foundations of ID, IT, and PT

Students examine the theoretical foundations of the fields of instructional design, instructional technology, and performance technology.

EME 7XX1-1: Instructional Design and Technology Research

Students are introduced to the design of research studies in the field of instructional design and technology. Aspects of research design and associated methodologies will be explored.

EME 7XX1-2: Action Research in IDT

Students are prepared to conduct IDT related action research in their individual organizational settings.

EME 7XX1-3: Research-based Models of ID, IT, and PT

Students examine the research-based models that guide practice in the fields of instructional design, instructional technology, and performance technology.

EME 7XX1-4: Doctoral Seminar-Scholarly Writing in IDT

Students focuses on the development of individual scholarly writing skills using structured feedback, in a peer review process. This course includes a residency requirement, to be held on the UWF main Pensacola Campus. This serves as the first residency.

EME 8608: IDT Foundations, Issues and Trends

Students examine the history and evolution of the field of instructional design and technology and its relationship to the related fields of educational technology and human performance technology.

EME 8XX1-1: Doctoral Seminar-Analysis and Dissemination of IDT Research

Students will critically examine the strategies used to structure research studies and disseminate findings in the field of IDT. This course will include a residency requirement, to be held in conjunction with a professional conference/convention, allowing students to observe multiple research presentations and interact with scholars in their field. Students will develop a proposal to be submitted for presentation at a future conference. This serves as the second residency.

EME 8XX1-2: Doctoral Seminar-Coursework Capstone Experience

Students will demonstrate attainment of program level learning outcomes and readiness to advance to the dissertation phase of the doctoral program. This capstone course includes a residency requirement, to be held on the UWF main Pensacola Campus. This serves as the third residency.

EME 8XX1-3: IDT Research Design

Students are guided through the steps and techniques for the development of the dissertation-in-practice proposal.

EME 8XX1-4: Dissertation in Practice-Phase 1

The first in a series of four courses structured to support students as they progress through the dissertation phase of the doctoral program. Students will craft the dissertation in practice proposal and then successfully defend this proposal in an oral defense.

EME 8XX1-5: Dissertation in Practice-Phase 2

The second in a series of four courses structured to support students as they progress through the dissertation phase of the doctoral program. Students will implement their approved research proposals, collecting and analyzing data.

EME 8XX1-6: Dissertation in Practice-Phase 3

The third in a series of four courses structured to support students as they progress through the dissertation phase of the doctoral program. Students will assemble the final dissertation document using the provided tools to ensure that the document aligns with established requirements.

EME 8XX1-7: Dissertation in Practice-Phase 4

The fourth in a series of four courses structured to support students as they progress through the dissertation phase of the doctoral program. Students will obtain all required approvals of the written document and present and successfully defend their work.

Elective Courses

EDF 7XX1-16: Qualitative Research II-Design, Analysis, and Presentation

Students engage in an intensive analysis of qualitative research design, multiple methods of data collection, data analysis and presentation.

EME 7015: Analysis in Human Performance Technology

Students investigate the role of analysis in Human Performance Technology and examine theories, models, and philosophical perspectives related to the performance, gap, and cause analysis processes that guide the practice of HPT.

EME 7067: Emerging Technologies-Analysis and Implementation

Students will investigate various emerging technologies and explore how those technologies can be integrated into instructional settings.

EME 7068: Technology-Based Learning Theory and Research

Students develop a comprehensive picture of the research and theory related to the field of technology-based learning. Theoretical, historical, empirical, and philosophical perspectives are investigated as students delve into the various aspects of technology-based learning and related research.

EME 7075: Distance Learning Design and Development Leadership

Students will develop a systems perspective of the design and development of distance learning, exploring the associated risks and constraints and ways to mitigate these risks and constraints, particularly with regard to planning for distance learning.

EME 7079: Distance Learning Implementation and Evaluation

Students will develop the knowledge and skills to be leaders in the implementation of distance learning into educational and training environments.

EME 7353: Leading Intervention Implementation and Evaluation

Students examine strategies for leading the implementation and evaluation of Human Performance Technology interventions.

EME 7357: Intervention Selection, Design and Development Leadership

Students will critically examine a wide range of potential performance improvement interventions to determine which solutions are best suited for various situations.

EME 7365: Human Performance Technology Theory and Research

Students examine the theoretical and conceptual foundations of the field of Human Performance Technology through a comprehensive review and critical examination of the literature of the field.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

The International Board of Standards for Training, Performance and Instruction (IBSTPI) is an international non-profit organization that develops, validates, publishes and disseminates standards and competencies for professional roles related to Instructional Design and Technology. Since 1977, IBSTPI has been recognized as an industry leader in defining the proficiencies of IDT professionals. While IBSTPI is not an accrediting body, the Instructional Design Competencies (IBSTPI, 2012, <http://ibstpi.org/instructional-design-competencies/>) have been used in the past as a guide for developing the student learning outcomes for the current M.Ed. in Instructional Design and Technology degree program, the Ed.D. in Curriculum and Instruction IDT specialization, and the stand-alone Ed.D. in Instructional Design and Technology degree program.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

Currently no specialized accreditation agencies exist for IDT. However, all courses in the Ed.D. in IDT degree program will be designed based on the Quality Matters Standards and Americans with Disabilities Act (ADA) accessibility requirements. External Quality Matters certification will be sought for all program courses. Program faculty will engage with students in relevant experiences and mentorship through affiliation with the Association of Educational Communications and Technology, the premiere research focused professional organization for IDT. The formal experience and mentorship will occur during EME 8XX1-1: Doctoral Seminar-Analysis and Dissemination of IDT Research.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

A formal accreditation agency does not exist for IDT. However, the College of Education and Professional Studies has been granted membership in the Carnegie Project for the Education Doctorate (CPED).

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

All courses for the proposed Ed.D. in IDT degree program will be offered through the Canvas Learning Management System and the department will pursue Quality Matters Certification for these courses. This system of course delivery does not require any specialized services or additional financial support. At the present time there are no plans to collaborate with other universities.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

The following full-time UWF faculty are listed in Appendix A Table 4:

Nancy Hastings, Ph.D.
 Byron Havard, Ph.D.
 Holly Ellis, Ph.D.
 Mark Malisa, Ph.D.
 Carla Thompson, Ed.D.
 Diane Bagwell, Ed.D.
 Frederick Baker, Ph.D.
 Minkyoungh Kim, Ph.D.
 Wisdom Mensah, Ph.D.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 4 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

Year 1 faculty salary and fringe shown in Appendix A Table 2 will come from E&G funds:

- Reallocated Base for Faculty = \$248,387
- Adjuncts Year 1 = \$10,000

Year 5 faculty salary and fringe shown in Appendix A Table 2 will come from E&G funds:

- Continuing Base for Faculty (at 1.05% increase per year) = \$301,916
- Adjuncts Year 5 \$10,000 continuing plus \$10,000 new E&G = \$20,000

- C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

Appendix E has curriculum vitae for the following full-time UWF faculty:

Nancy Hastings, Ph.D.
 Byron Havard, Ph.D.
 Holly Ellis, Ph.D.
 Mark Malisa, Ph.D.
 Carla Thompson, Ed.D.
 Diane Bagwell, Ed.D.
 Frederick Baker, Ph.D.
 Minkyong Kim, Ph.D.
 Wisdom Mensah, Ph.D.

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

The proposed Ed.D. in IDT degree program will be housed in the Department of Instructional Design and Technology. The program is supported by experienced full-time faculty and a pool of qualified adjuncts. As is illustrated in the charts below, headcount (Figure 5) and FTE productivity (Figure 6) have been trending upward over the last three years. This data illustrates faculty productivity in regards to teaching.

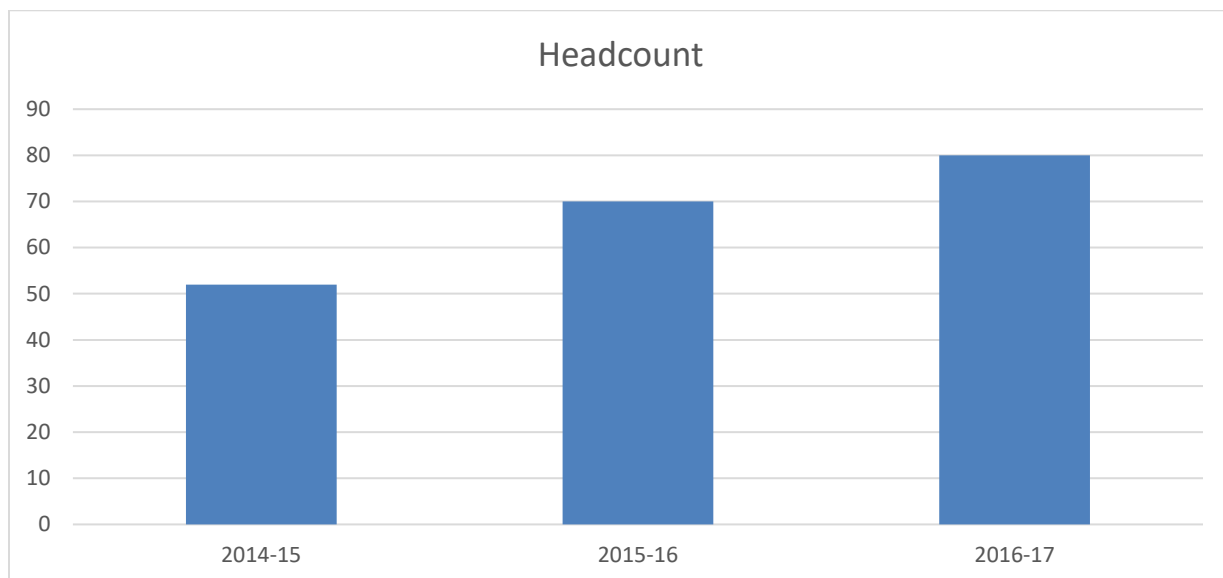


Figure 5. Headcount in IDT Specialization of the Ed.D. in Curriculum and Instruction

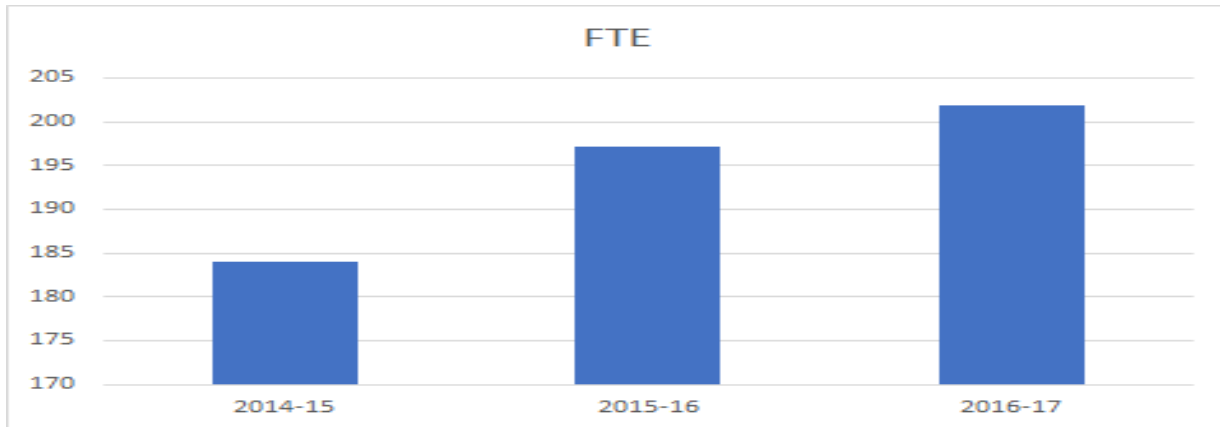


Figure 6. Faculty FTE Productivity for the IDT Specialization

All program faculty have active, relevant research agendas related to the field. The core faculty have numerous peer reviewed publications including journal articles, conference proceedings, book chapters, and conference presentations. Table 9 below describes recent publications by program faculty.

Table 9: Recent publications by Ed.D. in IDT program faculty

Year	Manuscript
2018	<p>Ellis, H. H. (2018). A nontraditional conundrum: The dilemma of nontraditional student attrition in higher education. Submitted for review.</p> <p>Ellis, H. H. (2018). Participation in online discussions: Traditional vs. nontraditional students. Accepted for publication.</p> <p>Gaston, J., & Havard, B. (manuscript under review). The effects of collaborative video production on situational interest of middle school students. <i>Learning Environments Research</i>.</p> <p>Havard, B., Nguyen, G. N., & Otto, B. (2018). The impact of technology use and teacher professional development on U.S. national assessment of educational progress (NAEP) mathematics achievement. <i>Education and Information Technologies</i>. https://doi.org/10.1007/s10639-018-9696-4</p> <p>Havard, B. (2018). Online discussion structure and instructor roles for the promotion of deep learning. In R. Zheng (Ed.), <i>Strategies for deep learning with digital technology: theories and practices in education</i> (pp. 71-90). Hauppauge, NY: Nova Science Publishers.</p> <p>Havard, B. & Podsiad, M., Hyland, C., & Hastings, N. B. (2018). Wearable computers: Past, present, and future possibilities. In M. Simonson (Ed.), <i>40th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology</i> (pp. 172-177). Bloomington, IN: AECT.</p> <p>Havard, B., Podsiad, M., Hyland, C., & Hastings, N. B. (2018). Wearable computers: Past, present, and future possibilities. In M. Simonson (Ed.), <i>40th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology</i> (pp. 172-177). Bloomington, IN: AECT.</p> <p>Kim, M. (2018). Self-directed learning. In B. Frey (Ed.), <i>The Sage encyclopedia of educational research, measurement, and evaluation</i>. (pp. 1494-1495). Thousand Oaks, CA: Sage Publications. DOI: http://dx.doi.org/10.4135/9781506326139.n620</p> <p>Kim, M., & Reigeluth, C.M. (in review). Formative research method, <i>TechTrends</i>.</p>

	<p>Kim, M., & Jung, E. (in review). Student characteristics and meaningful interaction in an online class, <i>Online Learning</i>.</p> <p>Kim, M., & Reigeluth, C.M. (in review). Instructional overlay for collaborative project-based learning, <i>Educational Technology Research and Development</i>.</p> <p>Kim, M., & Reigeluth, C.M. (in review). The culture of learning in promotion of instructional overlay in collaborative project-based learning, <i>Educational Technology Research and Development</i>.</p> <p>Malisa, M. (In Print). Trading in false commodities: The myth of education and international development. In M. Shatz, A. Popovic, & F. Dervin (Eds.). <i>Ethics and the Marketization and Internationalization of Higher Education: Buying and Selling in the Global Education Marketplace</i>. New York, NY: Palgrave.</p> <p>Malisa, M., Mema, K., & Nhengeze, P. (Under Review). Locally global and globally local: globalization and intercultural education in Zimbabwe and Denmark. <i>Education Inquiry</i>. Taylor & Francis.</p> <p>Malisa, M. (Under Review). On the Side of the Oppressed: Educator Positionality in Critical Theory and Critical Pedagogy. <i>Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture</i>.</p> <p>Malisa, M. (Under Review). Pan-Africanism: A Quest for Liberation and the Pursuit of a United Africa. <i>Nations in Time: Genealogy, History, and the Narration of Time</i>.</p> <p>McArthur, A. & Hastings, N.B. (2018). Leadership practices for organizations: Making diversity changes. In M. Simonson (Ed.), <i>40th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology</i> (pp. 46-56). Bloomington, IN: AECT.</p> <p>Mema, K., & Malisa, M. (Under Review). Honesty in an age of deceit: Using Educational Board Games to Build Trust. <i>Pedagogies: An International Journal</i>. Taylor & Francis.</p> <p>Otto, B., Nguyen, G. N., & Havard, B. (manuscript under review). Quantity or Quality of Learning - What Makes Low-Performing Students Graduate from High School? <i>Learning and Individual Differences</i>.</p> <p>Reigeluth, C.M., & Kim, M. (2018). Instructional theory. In B. Frey (Ed.), <i>The Sage encyclopedia of educational research, measurement, and evaluation</i>. (pp. 835-838) Thousand Oaks, CA: Sage Publications. DOI: http://dx.doi.org/10.4135/9781506326139.n334</p> <p>Thompson, C., Bridier, N., & Sommerville, L. (2018). Stress, coping, and decision-making considerations of Alzheimer's disease family caregivers. <i>Dementia: the International Journal of Social Research and Practice</i>, <u>Manuscript under review</u> (ID: DEM-18-0042)</p> <p>Thompson, C., Barber, K., and Bourget, E. (2018). STEAM (Science, Technology, Engineering, Art, and Mathematics) Education and Teachers' Pedagogical Discontentment Levels, International Conference on Teaching and Learning, University of Lisbon, May 23-25, 2018. Lisbon, Portugal.</p>
2017	<p>Baker III, F.W. (2017). TrendSetters: Conversations with innovators in learning and technology [interview with Kinshuk]. <i>TechTrends</i>.</p> <p>Baker III, F.W. (2017). TrendSetters: Conversations with innovators in learning and technology [interview with Jane Davis]. <i>TechTrends</i>.</p>

- Baker III, F.W. (2017). TrendSetters: Conversations with innovators in learning and technology [interview with Stephanie Evergreen]. *TechTrends*.
- Baker III, F.W. (2017). An Alternative Approach: Openness in Education over the last 100 Years. *TechTrends*. 10.1007/s11528-016-0095-7
- Cotten, C. & Thompson, C. (2017). High-Impact practices in social work education: A short-term study abroad service learning trip to Guatemala. *Journal of Social Work Education*, 53 (4), 622-636. <http://www.tandfonline.com/doi/abs/10.1080/10437797.2017.1284626>
- Hastings, N.B. & Rasmussen, K.L. (2017). Designing and developing competency based courses using standards. In K.L. Rasmussen, P.T. Northrup and R. Colson (Eds.) *Competency-Based Education in Higher Education*. Hershey, PA: IGI Global.
- Hastings, N.B. & Bauman, J.A. (2017). Editor Notes. Best practices and current research in organizational training and performance: An AECT Division of Organizational Training and Performance special issue of Tech Trends. *Tech Trends*, 61(1), 2-3.
- Havard, B. & Podsiad, M. (2017). Wearable computers. In T. Kidd & L. R. Morris (Eds.), *Handbook of instructional systems and technology* (pp. 356-365). Hershey, PA: IGI Global.
- Malisa, M. (2017). Masakhane, Ubuntu, and Ujamaa: Politics and Education in (post) socialist Zimbabwe, Tanzania, and South Africa. In I. Silova (ed). *Reimagining Utopias: Theory and Method for Educational Research in Post-Socialist Contexts*. Boston and Rotterdam
- McArthur, A., Ellis, H., & Havard, B. (2017). Perceptions of technology integration and creative curricula in child education. In M. Simonson (Ed.), *39th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology* (pp. 77-85). Bloomington, IN: AECT.
- Thompson, C., Leonard, L., & Bridier, N. (2017). Online discussion forums: Quality interactions for reducing statistics anxiety in graduate education students. *International Journal of E-learning and Distance Education* Manuscript under review
- Thompson, C. (2017). Faculty-student-community triad mentor Problem Based Learning (PBL) Model: Global engagement, ethics, and social responsibility. American Association of Colleges and Universities (AACU) Global Engagement and Social Responsibility Conference. October 12-14, 2017, New Orleans, LA.
- Thompson, C. & Barber, K. (2017). The story of a 10-year NIC: Networked Improvement Community. Carnegie Summit for the Improvement of Education in America Conference, March 27-29, 2017, San Francisco, California.
- Thompson, C. & Blackburn, A. (2017). Research integrity and sensitive populations: Summary results of the 2016 Gulf Coast ORI funded conference, Conference for Academic Research in Education, January 30-31, 2017, Las Vegas, Nevada.
- Thompson, C., Bridier, N., & Sommerville, L., (2017). Exploring stress, coping, and decision-making considerations of Alzheimer's disease family caregivers. *Dementia*, Manuscript under review
- Thompson, C. (2017). Book Review for: *100 Questions (and Answers) About Research Ethics in the Social and Behavioral Sciences*. Thousand Oaks, CA: Sage Publishers.

	<p>Vaughn, P., Tanner, P., & Thompson (2017). Preparing undergraduate students for proper handling and ethical reporting of scientific information through laboratory instruction. <i>Chemistry Education Research and Practice</i>, <u>Manuscript under Review</u> ID is: RP-ART-12-2016-000247</p>
2016	<p>Baker III, F.W. (2016). TrendSetters: Conversations with innovators in learning and technology [interview with Laura Gogia]. <i>TechTrends</i>.</p> <p>Baker III, F.W. (2016). TrendSetters: Conversations with innovators in learning and technology [interview with George Veletsianos]. <i>TechTrends</i>, 60(3).</p> <p>Baker III, F.W. (2016). TrendSetters: Conversations with innovators in learning and technology [interview with Jim Groom]. <i>TechTrends</i>, 60(2).</p> <p>Bonk, C. J., Kim, M., & Xu, S. (2016). Do you have a SOLE?: Research on informal and self-directed online learning environments. In J. M. Spector, B. B. Lockee, & M. D. Childress (Eds.), <i>Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy</i>. Springer International Publishing. DOI: 10.1007/978-3-319-17727-4_35-1</p> <p>East, M.L., Havard, B. & Hastings, N.B. (2016). Mental health mobile apps instruction: Technology adoption theories applied in a mixed methods study of counseling faculty. <i>Journal of Technology in Human Services</i>.</p> <p>Ellis, H., Havard, B., Hastings, N. & McArthur, A. (2016). Educational leaders as technology leaders: Technology literacy skill development. In <i>Proceedings of Society for Information Technology & Teacher Education International Conference 2016</i> (pp. 1217-1223). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).</p> <p>Gbedema, J.; Mensah, W. Y., & Bunyaminu, A. (2016). <i>Assessing the work life balance of female leaders in financial institutions and its effect on productivity in Ghana</i>. Business Management and Consumer Studies: An Int. Journal. 1(1), 61-77.</p> <p>Hastings, N.B., Havard, B.C., Hyland, C. & Podsiad, M. (2016). Academic profile: human performance technology in the University of West Florida's department of Instructional, Workforce and Applied Technology. <i>Performance Improvement Journal</i>, 55(10), 33-44.</p> <p>Havard, B., East, M. L., Prayaga, L., & Whiteside, A. (2016). Adaptable learning theory framework for technology enhanced learning. In E. Railean, G. Walker, L. Jackson, & A. Elci (Eds.), <i>Handbook of applied learning theory and design in modern education</i> (pp. 646-668). Hershey, PA: IGI Global.</p> <p>Hoyt, R. E., Snider, D. & Thompson, C. (2016). IBM Watson analytics: Automating visualization, descriptive, and predictive statistics. <i>Journal of Medical Internet Research</i>, doi: 10.2196/jmir.5810. http://dx.doi.org/10.2196/jmir.5810.</p> <p>Jung, E., Kim, M., & Reigeluth, C. M. (2016). Learning in Action: How competent professionals accelerate their development, <i>Performance Improvement Quarterly</i>, 28(4), 55-69.</p> <p>Kim, M., Jung, E., De Siqueira, A., & Huber, L. (2016) An investigation into effective pedagogies in a flipped classroom: A case study. <i>International Journal of E-Learning & Distance Education</i>, 31(2).</p> <p>Malisa, M. & Lahrizi, M. (2016). Genocide and Empire Building: The slaughter of the Herero of Namibia. In J. Friedman and W. Hewitt (Eds.). <i>The Routledge History of Genocide in Feature Films</i>. New York, NY: Routledge.</p>

<p>Mensah, W. Y. (2016). <i>Collegiality and collaboration: The experiences of Black African Professors teaching in a White University in the United States</i>. International Journal of Scientific Research and Innovative Technology. 3(1). ISSN: 2313-3759</p> <p>Thompson, C. & Bagwell, D. (2016). Teaching graduate social science statistics using high-impact practices and community-based integrity research: A case study. <i>Teaching in Higher Education</i>, <u>Manuscript under review</u>, ID: CTHE-2014-0139.</p> <p>Thompson, C., Leonard, L., Howard, M., Malley, P. & Bagwell, D. (2016). Homeless high school students: Exploring selected characteristics and considerations. <i>Journal of Education for Students Placed At-Risk</i>, <u>Manuscript under review</u>, ID: HJSP-2014-0043.</p> <p>Thompson, C. (2016). Quality online discussion forums. Rocky Mountain Educational Research Association (RMERA) Conference, October 24-25, 2016, Broken Arrow, OK.</p> <p>Thompson, C. & Bourget, E. (2016). Virtual assistance labs and just-in-time-online proactive feedback: Reducing statistics anxiety in graduate students, [National Award Session for Effective Practices] Online Learning Consortium Annual Conference, April 20-22, 2016, New Orleans, Louisiana.</p>
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Program faculty also excel in the area of service, supporting the department, college, university, and local and professional community. A particularly notable contribution to the university is the department's long-standing relationship with the UWF Academic Technology Center, and more recently, the relationship with the College of Education and Professional Studies Office of Academic Excellence in Instructional Strategies. These two entities are responsible for supporting UWF faculty in the design, development, and implementation of quality online courses. In this role, the department has developed and facilitated faculty workshops, assisted with the development of a rubric to assess Americans with Disabilities Act conformance, and worked with faculty to prepare courses for Quality Matters Certification.

Engagement with the local community has included working with the First Judicial Circuit Court of Escambia County to develop a fully online Guardianship course, required for all newly appointed guardians. The program faculty have also developed strong ties with Intelligent Decision Systems, Inc., a national firm with a local office in Pensacola, that hires many IDT graduates. Service to the profession includes multiple faculty serving in leadership roles in professional organizations and serving as reviewers for journals and conference presentations.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

The library is currently equipped with sufficient resources and services to support an Ed.D. in Instructional Design and Technology.

The libraries shelve more than 800,000 print volumes and house an extensive microforms collection. Electronic resources include more than 160,000 e-books and access to approximately 80,000 journals and other serial titles through a discovery system. An analysis of holdings in relevant Library of Congress classifications for education indicate that UWF has approximately 20,000+ books and e-books related to education. Additionally, the library has access to 1,770 peer reviewed academic e-journals related to education.

Indexing, abstracting and full text databases relevant to instructional design and technology include Education Journals, Education Source, ERIC and PsycINFO. More general resources supporting

education are Project Muse, ProQuest Central, and Web of Science. Full-text dissertations and theses are available through ProQuest Dissertations and Theses. Using their Argonet accounts, students and faculty may access electronic resources anytime from any place.

Current library resources available to support Instructional Design and Technology as it moves to a standalone program through year 5 include:

Databases

- Education Journals (Proquest)
- Education Source
- ERIC
- PsychARTICLES
- PsycINFO
- Psychology Journals (Proquest)
- Dissertations and Theses Full Text (ProQuest)
- Teacher Reference Center
- Academic Search Complete
- Project Muse
- Children’s Literature Comprehensive Database
- Demographics Now Business and People
- CQ Researcher
- Proquest Central
- Wiley Online Library
- Web of Science

Major Journals (Peer-Reviewed)

- American Journal of Distance Education (1987 - present)
- British Journal of Educational Technology (1971 - present)
- Computers & Education (1994 - present)
- Contemporary Issues in Technology and Teacher Education (2004 - present)
- Education and Information Technologies (2000 - present)
- Educational Media International (1971 - present)
- Educational Technology Research and Development (1989 - present)
- Journal of Educational Technology Systems (1972 - present)
- Journal of Interactive Learning Research (1997 - present)
- Journal of Research on Technology in Education (2001 - present)
- Learning, Media and Technology (2007 - present)
- Quarterly Review of Distance Education (2000 - present)

Each academic discipline is assigned a librarian to serve as a department liaison, providing library instruction, collection development, and reference assistance for the students and faculty in that discipline. To support the needs of online learners, students may also schedule a research consultation with their liaison via in-person, LibChat, or telephone. The liaison for Education is currently vacant. This vacant faculty position is planned to be filled by the end of calendar 2018.

The library provides an Online Learners Library Guide (<http://libguides.uwf.edu/online>) outlining services and resources that support the increasing number of online learners. The library has also been responsive to the needs of clients who prefer to work from home. In addition to being able to access databases and materials in full-text online, UWF students and faculty may also take advantage of these online library services:

- Read course-required readings on electronic reserves
- Request books and articles from Interlibrary Loan
- Request Intercampus Loan (to/from the Fort Walton Beach Campus library)
- Renew books
- Submit a reference question via text, email, or chat
- Request priority cataloging of an item that is on order

- Suggest the purchase of a particular book or journal
- Request an item to be recalled for use
- Have UWF and Interlibrary Loan books delivered to your home address if you live over 50 miles from campus

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 2 in Appendix A. Please include the signature of the Library Director in Appendix B.

No new library resources will be needed to implement the stand-alone degree program nor does the Dean of Libraries expect the need for more resources through Year 5. Additionally, the program will be able to utilize the already requisitioned complementary databases ordered for the university's Ed.D. degree programs in Curriculum and Instruction.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The Ed.D. in IDT degree program will be offered online through the Canvas Learning Management System; therefore, classrooms will not be necessary except for the on-campus face-to-face components associated with Residency One and Residency Three. Faculty do not anticipate any issues securing classroom space for these sessions due to them being offered on weekends.

Building 85 on the main Pensacola campus currently provides office space for the Ed.D. in IDT degree program faculty and the College of Education and Professional Studies Dean.

Building 70 Classroom 115

- 16 rectangular tables that can be moved into pods or squares for group work.
- Smart computer podium.

Building 86 Curriculum Library

- Computer stations for student use.
- Standard library materials.
- Research and small group collaboration stations.

Student Workstations

Throughout buildings 70 and 86, there are student work areas with tables, desks, and chairs equipped with plug-in stations. Students use this space for both individual and group collaborations.

Equipment for Student Use

Building 86 is equipped with copy machines, student money exchange machines, and printers.

Other Workspaces

- Technology Support: College of Education and Professional Studies computer equipment hardware and software are maintained by the college technology support team.
- Online Help: Canvas is maintained by the UWF university technology support team to include the helpdesk for immediate student tech needs.
- Faculty Offices: All full-time faculty have private offices nearby for easy access to students and student classrooms.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

No additional classroom, teaching laboratory, research laboratory, or office space will be necessary to implement or maintain the proposed Ed.D. in IDT degree program through Year 5.

- E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditure for instructional or research space is required to implement or sustain the proposed Ed.D. in IDT through Year 5.

- F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

Other than offices, computers, and the Canvas Learning Management System, no specialized equipment is needed to implement or sustain the proposed Ed.D. in IDT through Year 5.

- G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

No specialized equipment is needed to implement or sustain the proposed Ed.D. in IDT through Year 5. The university has the infrastructure in place to support this fully online degree program.

- H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No additional special categories of resources are needed to implement or sustain the new capital expenditure proposed Ed.D. in IDT through Year 5

- I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

Projected assistantships and fellowship expenses in Year 1 are \$75,000. This number is based on projected awards of \$3,500 to \$5,000 per student for approximately 15-18 students. In Year 5, this expense increases to \$90,000 as the average number of awards increases to approximately 25. The initial expense will be covered through reallocation of funds currently allocated to the IDT specialization of the Ed.D. in Curriculum and Instruction degree program. The increased expense expected in Year 5 will be absorbed through enrollment increases.

- J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

The proposed Ed.D. in Instructional Design and Technology degree program does not include internships or practicums.

APPENDICES

Appendix A

Table 1b Projected Headcount from Potential Sources (Graduate Degree Program)

Table 2 Projected Costs and Funding Sources

Table 3 Anticipated Reallocation of E&G Funds

Table 4 Anticipated Faculty Participation

APPENDIX A

TABLE 1-B

PROJECTED HEADCOUNT FROM POTENTIAL SOURCES (EdD in Instructional Design & Technology Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	10	5.5	20	11	30	16.5	40	22	40	22
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	10	5.5	20	11	30	16.5	40	22	40	22
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	10	5.5	20	11	30	16.5	40	22	40	22
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	30	16.5	60	33	90	49.5	120	66	120	66

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

**TABLE 2
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1								Year 5							
	Funding Source								Subtotal columms 1+...+7	Funding Source						Subtotal columms 9+...+14
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	Continuing Base** (E&G)		New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Faculty Salaries and Benefits	248,387	0	0	0	0	0	0	\$248,387	301,916	0	0	0	0	0	\$301,916	
A & P Salaries and Benefits	17,325	0	0	0	0	0	0	\$17,325	21,059	0	0	0	0	0	\$21,059	
USPS Salaries and Benefits	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0	
Other Personal Services	10,000	0	0	0	0	0	0	\$10,000	10,000	10,000	0	0	0	0	\$20,000	
Assistantships & Fellowships	75,000	0	0	0	0	0	0	\$75,000	90,000	0	0	0	0	0	\$90,000	
Library	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0	
Expenses	13,400	0	0	0	0	0	0	\$13,400	15,900	0	0	0	0	0	\$15,900	
Operating Capital Outlay	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0	
Special Categories	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0	
Total Costs	\$364,112	\$0	\$0	\$0	\$0	\$0	\$0	\$364,112	\$438,875	\$10,000	\$0	\$0	\$0	\$0	\$448,875	

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

	Year 1	Year 5
Total Positions		
Faculty (person-years)	2.75	2.75
A & P (FTE)	0.33	0.33
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$364,112	\$448,875
Annual Student FTE	22	88
E&G Cost per FTE	\$16,551	\$5,101

Table 2 Column Explanations

Reallocated Base* (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 3 - Anticipated reallocation of E&G funds and indicate their source.
Enrollment Growth (E&G)	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.
New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.
New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.
Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.
Philanthropy Endowments	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support of the program.
Enterprise Auxiliary Funds	7	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal columns 1+...+7	8	Subtotal of values included in columns 1 through 7.
Continuing Base** (E&G)	9	Includes the sum of columns 1, 2, and 3 over time.
New Enrollment Growth (E&G)	10	See explanation provided for column 2.
Other*** (E&G)	11	These are specific funds provided by the Legislature to support implementation of the program.
Contracts & Grants (C&G)	12	See explanation provided for column 5.
Philanthropy Endowments	13	See explanation provided for column 6.
Enterprise Auxiliary Funds	14	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal columns 9+...+ 14	15	Subtotal of values included in columns 9 through 14.

APPENDIX A

**TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS***

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Reallocated expenses from Ed.D. program in C&I 13.0301 to stand-alone Ed.D. in IDT degree program in 13.0501	364,112	364,112	\$0
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
Totals	\$364,112	\$364,112	\$0

* If not reallocating funds, please submit a zeroed Table 3

APPENDIX A

**TABLE 4
ANTICIPATED FACULTY PARTICIPATION**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Nancy Hastings, PhD Instructional Technology	Associate Prof.	Tenured	Fall 2020	9	1.00	0.50	0.50	9	1.00	0.50	0.50
A	Byron Havard, PhD Instructional Technology	Professor	Tenured	Fall 2020	9	0.75	0.50	0.38	9	0.75	0.50	0.38
A	Holly Ellis, PhD Instructional Design & Tech	Associate Prof.	Tenured	Fall 2020	9	0.75	0.50	0.38	9	0.75	0.50	0.38
A	Mark Malisa, PhD Curriculum & Instruction	Assistant Prof.	Tenure Earning	Fall 2020	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Carla Thompson, EdD Education Administration	Professor	Tenured	Fall 2020	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Diane Bagwell, EdD Curriculum & Instruction	Instructor	Non-Tenure Earning	Fall 2020	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Fredrick Baker, PhD Instructional Design & Develop	Assistant Prof.	Non-Tenure Earning	Fall 2020	9	0.75	0.50	0.38	9	0.75	0.50	0.38

A	Minkyong Kim, PhD Instructional Systems & Tech	Assistant Prof.	Non-Tenure Earning	Fall 2020	9	0.75	0.50	0.38	9	0.75	0.50	0.38
A	Wisdom Mensah, PhD Curriculum & Instruction	Instructor	Non-Tenure Earning	Fall 2020	9	0.75	0.25	0.19	9	0.75	0.25	0.19
Total Person-Years (PY)								2.75				2.75

Faculty Code		Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	2.75	2.75
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
Overall Totals for			Year 1	Year 5
			2.75	2.75

Appendix B

Signatures

APPENDIX B

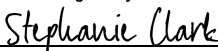
Please include the signature of the Equal Opportunity Officer and the Library Director.

DocuSigned by:

Signature of Equal Opportunity Officer

10/02/2018
Date

Kim LeDuff
Name of Equal Opportunity Officer

DocuSigned by:

Signature of Dean of University Libraries

09/27/2018
Date

Stephanie Clark
Name of Dean of University Libraries

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

UWF also requires that a Request to Offer a New Degree program is reviewed by the Chief Technology Officer.

DocuSigned by:

Signature of Chief Technology Officer

09/26/2018
Date

Melanie Haveard
Name of Chief Technology Officer

Appendix C

Academic Learning Plan and Student Learning Outcomes

INSTRUCTIONAL DESIGN AND TECHNOLOGY, ED.D.

MISSION STATEMENT

The Ed.D. in Instructional Design and Technology prepares students to fulfill leadership roles related to organizational development, performance improvement, technology integration, and workplace learning across sectors. Students will be prepared to conduct action research and guide change management efforts based on research and best practices related to instructional design, instructional technology, performance technology, and technology integration, and apply principles of systems theories, learning theories, communication theories, and instructional theories to solve organizational problems.

STUDENT LEARNING OUTCOMES

Students who successfully complete the program for the Ed.D. in Instructional Design and Technology will be able to demonstrate the following:

Content

- Apply theoretical and empirical best practices to create solutions to resolve complex organizational and individual performance problems.
- Generate action research studies utilizing appropriate quantitative, qualitative, and mixed methods strategies.

Critical Thinking

- Diagnose, and conceptualize solutions for, individual and organizational performance problems.
- Critically evaluate inferences drawn from empirical research and practice in the field of Instructional Design and Technology.

Integrity/Values

- Apply ethical research practices when conducting research studies.
- Apply appropriate code of ethics to professional interactions.

Communication

- Develop logical, well-reasoned arguments to guide future research endeavors and projects in the field.
- Disseminate research findings and recommendations to culturally diverse stakeholders using appropriate modalities.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

In addition to course assessment, Ed.D. students are evaluated in three critical junctures

in the program: as part of a comprehensive examination (written and oral defense), at proposal defense, and at dissertation defense. Doctoral programs also have specific competencies for doctoral experiences that they must meet through their program of study.

JOB PROSPECTS FOR GRADUATES WITH THE ED.D. DEGREE IN CURRICULUM AND INSTRUCTION/INSTRUCTIONAL DESIGN AND TECHNOLOGY

This program prepares graduates to fulfill leadership roles related to organizational development, performance improvement, technology integration, and workplace learning across sectors. Students may work in K12, higher education, business and industry, military, healthcare or other settings where there is a need to improve organizational performance, integrate technology, and/or facilitate workplace learning.

JOB TITLES INCLUDE:

Chief Learning Officer (CLO)
Performance Improvement Specialist
Lead Instructional Designer
Director of Distance Learning
Instructional Technology Coordinator
Senior Technical Trainer

Find out more about an Ed.D. in Instructional Design and Technology at UWF:

<https://uwf.edu/ceps/departments/instructional-design-and-technology/>

Appendix D
Consultant's Report



April 19, 2018

Dear Colleagues:

The purpose of this letter is to provide a review of the University of West Florida's proposal for a Doctor of Education degree in Instructional Design and Technology. As part of this process, I have reviewed the documents sent to me by your department including the "UWF New Degree Program Internal Pre-Proposal Form" and its appendices including faculty vitas and course syllabi. I have also reviewed information at external websites discussed in the proposal including the U.S. Bureau of Labor Statistics and the Carnegie Project on the Education Doctorate.

Based up my review, I can provide the following comments and recommendations:

1. The proposed Doctor of Education in Instructional Design and Technology is exactly the sort of program we should be trying to develop in our field. Many qualified students want to pursue advanced degrees and attain leadership roles in training, human performance, curriculum development, and instructional support but are not well served by traditional doctoral programs that focus primarily on theoretical development and experimental or quasi-experimental research. The proposed Ed.D. program would be an ideal option for these students.
2. Throughout the proposal, I think you should try to provide a clearer delineation between your proposed program and the current Ph.D. program at Florida State University. Those of us in the field of instructional design and technology understand what the FSU program is, the outstanding reputation it deservedly has earned, and how a practitioner-oriented Ed.D. program would be substantively different from their program. However, I'm not sure someone from outside our field or someone without a nuanced understanding of higher education would easily understand the difference between the programs or the need for another doctoral degree in this area. The proposal states that FSU prepares students to pursue careers as researchers (p. 2), but I'm not sure that is entirely true because there are many FSU graduates who work in industry.

3. Related to the above point, throughout the proposal, I think you should try to define what a “practitioner-scholar” is more effectively. Doing this will help to define the purpose of the proposed program more effectively, help to differentiate the program from other programs both within Florida and nationally, and be useful in creating recruitment and marketing materials. It seems to me that the entire proposal hinges on the central questions of what a practitioner-scholar is and how one differs from a traditional doctoral-level scholar. The Carnegie Project on the Education Doctorate website does a tremendous job of explaining this and it might be useful to include some of their comments in your proposal.
4. In reviewing the proposal, I found myself wanting to know more about the “Dissertation in Practice” in general and your vision of the process for UWF specifically. The Dissertation in Practice is still a relatively new concept in academia and remains a rather vague term. Even the Carnegie website, which provides a number of excellent examples, doesn’t contain a clear and concise definition. The UWF proposal very appropriately includes a 4 course sequence that leads to the completion of the dissertation, but doesn’t give a clear description of how the Dissertation in Practice will be conceptualized and implemented for the UWF Ed.D. student. The proposal would be greatly strengthened with even a little more specificity in this area.
5. After reading the proposal, I strongly recommend that UWF use a “Lab Model” for doctoral research. A Lab Model, analogous to the research model used in the sciences, emphasizes focused, ongoing, collaborative, iterative research in a specific area as opposed to the development of a wide range of research on unrelated topics. If the goals of the Dissertation in Practice include generative impact and critical review, it seems UWF and your students would benefit from working on highly focused problems, sharing feedback longitudinally, and building on previous research. I don’t know what the ideal number of research labs would be, but perhaps 3 or 4 highly focused areas of research, each led by a faculty member and 2 or 3 advanced Ed.D. students would create a sustainable and efficient research model.
6. I agree that a fully online Ed.D. program with periodic on-site learning experiences is an appropriate structure for the proposed program and would be an attractive degree choice for many students.
7. Given the online nature of the program, I recommend developing a formal social media presence that is integrated into the ongoing progression of students. A social media presence is too often an afterthought for many graduate programs but, when effectively developed and curated, can be an effective tool for team building, recruiting, dissemination of information, coordination of events, and maintaining contact with alumni. Even having something as simple as a Twitter account that students are

required to follow would be useful for the new Ed.D. program. If possible, it would be helpful to assign a faculty or staff member or graduate student to be the Social Media Coordinator for the program.

8. In reviewing the curriculum vitas of the program faculty members, both current and newly-hired, it is obvious that the overall faculty portfolio for the proposed program is very strong. The areas of expertise among the faculty complement each other and are sufficient to effectively deliver the didactic courses, research experiences, and other necessary aspects of the program. The outstanding group of faculty, each with a terminal degree from a top program in the field and significant practical and research experience, is perhaps the single biggest strength of the proposed program.
9. The courses and structure of the proposed curriculum seem to be well thought out, effectively sequenced, sufficiently rigorous, adequate in breadth and depth, and in line with current best practices in the field.
10. I was surprised to not see a course on management in the degree program, especially given the proposal's emphasis on producing managerial-level practitioners. I know it is difficult to have all the courses that one might like represented in a curriculum, but this seemed to be a glaring omission. If it is not possible to include a separate course on management, either Human Resource Management or Project Management, it might be a good idea to include units, projects, or at least readings related to those topics in other courses where appropriate.
11. I strongly recommend that the faculty try to recruit students nationally for this program. There are a number of programs around the country that have Master's degrees in this area but no doctoral degree and likely a large number of students who want to pursue advanced studies that would strongly prefer a practitioner focused doctoral program instead of a research focused program. Even with the requirement to have students come on campus periodically, many people throughout the Southeast or even the entire nation would be willing to join the program.
12. The section "Workforce and Economic Development Needs" would probably benefit from revision. The section seems to call for a discussion of the proposed program's impact, but the text doesn't really address impact. At a minimum, I think this section would include a more detailed discussion of the impact graduates would have in specific positions including curriculum specialists in school systems, instructional designers in 2 and 4 years colleges, and training specialists in business and industry. If you are allowed, it may even be a good idea to print out some representative position announcements and include them in the appendices.

13. The section "Need and Demand" (p. 9) would benefit from a stronger data-driven justification. The first paragraph makes a good case for increased student demand, but the subsequent paragraphs include mostly anecdotal references. I'm not sure what data might be currently available or easily attainable to augment this area, but whatever you could add to help "beef up" this section would result in a stronger proposal.

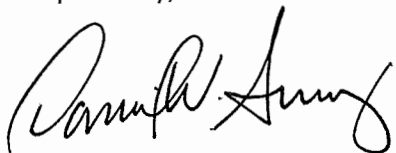
14. I strongly recommend that in all your program marketing and recruiting materials you emphasize that the Ed.D. is a viable degree in areas outside of K-12 Education. I have an Ed.D. and currently work in a Pharmacy School and am aware of many Ed.D. graduates who work in business and industry, so I know that it is a highly sought after and marketable degree. However, I also know that there is a widely-held perception that the Ed.D. is only for people working in K-12. One challenge your program will have is overcoming that perception and recruiting widely among a variety of majors.

In summary, I believe this is an extremely well written and thorough program proposal. My compliments and respect to everyone who I know must have worked tirelessly to develop the proposal. There is no doubt that the proposed Ed.D. in Instructional Design and Technology, with its strong faculty, online format, and practitioner focus will be a wonderful option for many highly qualified students and produce graduates who can fill important leadership roles in a variety of fields.

I hope this review has provided you with the necessary information you requested. If you have questions, need clarification on any point, or if I can provide any additional information, please do not hesitate to contact me. My email is dansurry@auburn.edu and my cell phone is 251-458-9268.

Thank you for allowing me to be participate as a reviewer in this process and best of luck with your proposal.

Respectfully,

A handwritten signature in black ink, appearing to read "Daniel W. Surry". The signature is fluid and cursive, with the first name being the most prominent.

Daniel W. Surry, Ed.D.
Associate Dean

Appendix E
Curriculum Vitarum

NANCY B. HASTINGS, PH.D.

Associate Professor/Assistant Dean

College of Education and Professional Studies
Dept. of Instructional, Workforce and Applied Technology
Building 85, Room 123

Email: nhastings@uwf.edu, Phone: 850-474-3013

EDUCATION

Wayne State University, Ph.D., 2005, Instructional Technology

Major Advisor: Dr. Rita C. Richey

Dissertation: *The Effects of Learner Age, Gender and Visual Complexity on Visual Learning*

Oakland University, M.T.D., 2003, Training and Development

Masters Project: *Transferring a required Human Resource Development undergraduate Information Management Systems course from face-to-face to an online environment without affecting the learning outcomes*

Oakland University, B.S., 1999, Human Resources Management

PROFESSIONAL EXPERIENCE

2007-Present University of West Florida, College of Education and Professional Studies, Department of Instructional and Performance Technology, Associate Professor and Chair

Administrative Responsibilities:

- Assistant Dean, College of Education and Professional Studies (2017-present)
- Director, College of Education and Professional Studies AXIS (Academic Excellence in Instructional Strategies) office. (2017-present)
- Chair, Dept. of Instructional, Workforce and Applied Technology (2015-present)
- Interim Chair, Dept. of Legal Studies, Public Administration, and Sport Management (2017-present)
- Chair, Dept. of Instructional and Performance Technology (2014-2015)
- Interim Chair, Dept. of Applied Science, Technology and Administration (2014-2015)

Courses Taught:

EDG6335: Advanced Instructional Design
EDF3234: Applied Foundations of Education
EME6054: Foundations of Instructional Technology
EME6316: Instructional Technology and Management
EME6317: Instructional Technology for Educational Leaders
EME6356: Performance Analysis
EME6357: Tools for HPT Evaluation
EME6358: Evaluation for MSA Professionals
EME6359: Performance Consulting

EME6409: Distance Learning Implementation
EME6414: Web-Based Instruction
EME6426: HPT Interventions
EME6427: Implementation of HPT Interventions
EME6428: Evaluation of HPT Interventions
EME6429: Human Performance Technology
EME6458: Distance Learning Policies and Planning
EME6607: Technology Planning and Change
EME6946: Field Experience/Internship, Instructional Technology
EME7676: Advanced Instructional Design Theory
EME8608: IDT Foundations, Issues, and Trends
EME8990/8991: Research and Scholarly Writing Seminar

Advising/Mentoring:

- Advise and mentor prospective and current Instructional Design and Technology Masters of Education, Masters of Science in Administration, Education Specialists and Doctor of Education students.
- Design, develop, and implement graduate student/professional organization mentoring project.
- Chair: Doctoral Examination and Dissertation Committees
- Committee Member: Doctoral Examination and Dissertation Committees
- Supervisor: M.Ed. and M.S.A. Capstone Projects

2010-2011 Oakland University, School of Education and Human Services, Department of Human Resources Development, Assistant Professor

Courses Taught:

HRD 310: Instructional Design
HRD 402: Program Planning and Evaluation
HRD 611: Program Administration
HRD 625: Instructional Design Theory to Practice
HRD 630: Current Trends, Social Media in Training and Development

2005-2007 Wayne State University, College of Education, Department of Administrative and Organizational Studies, Instructional Technology Program, Lecturer

Courses Taught:

IT 5110: Applications of Technology in Education
IT 6110: Fundamentals of Instructional Design
IT 6135: Technology Application in School Administration
IT 7100: Introductory Graduate Seminar

Program Development:

Fully online M.Ed. in Instructional Technology
Faculty training and support during transition to online teaching

Supervision of graduate research assistants

2003-2007 Oakland University, School of Education and Human Services, Department of Human Resources Development, Special Lecturer

Courses Taught:

HRD 309: Technology Applications in HRD (online)
 HRD 310: Instructional Design
 HRD 402: Program Planning and Evaluation
 HRD 423: Instructional Methods
 HRD 605: Program Evaluation

2005-2006 Florida Atlantic University, College of Education, Department of Instructional Technology and Research, Online Adjunct Faculty

Courses Taught:

EME 4810: Applied Educational Technology
 EME 6414: Educational Programming III
 EDF 5935: Diffusion of Innovations

2003-2012 Instructional and Performance Technology Solutions
Independent Consultant

- Design, develop and implement workplace education programs
- Conduct program evaluations
- Conduct needs analyses

2005-2007 EduTech, Birmingham, MI
Evaluator

- Evaluated emergency response and crisis management training in public schools
- Submitted quarterly reports to United States Department of Education, grant issuer

2003-2004 Galef Institute, Santa Monica, CA
Consultant

- Evaluated use and effectiveness of one to one laptop programs in public and private schools

1999-2002 Arrow Uniform, Taylor, MI
Corporate Training Manager

- Conducted needs analyses to identify training and performance improvement opportunities
- Designed, developed, implemented and evaluated certification program
- Designed, developed, implemented and evaluated new hire orientation, service and quality training courses

- Supervised staff of classroom facilitators and on the job trainers

1988-1999 Lebow Products, Troy, MI
Human Resources Coordinator

- Managed employee welfare programs
- Designed, developed, implemented and evaluated manufacturing process and quality control training
- Designed, developed, implemented and evaluated technology training

PROFESSIONAL DEVELOPMENT

Completed

Quality Matters Coach Certification. Online course required for certification as a Quality Matters Coach authorized to share the Quality Matters program with UWF students. August 2016.

Emerge Scholar Workshop. Four session workshop presented by the College of Education and Professional Studies focused on integrating high impact practices in teaching and learning. June 2016.

Improving Your Online Course. Quality Matters workshop, facilitated by UWF Academic Technology Center staff. Includes comprehensive self-review and action plan development for improving an existing online course. May 2016.

Competency Based Education Symposium. Presented by Complete Florida in conjunction with the Innovation Institute to explore best practices and challenges related to implementing Competency Based Education in existing academic programs. January and May, 2016.

Quality Matters, Master Reviewer Recertification. Online course required for continued certification and authorization to serve as a Master Reviewer and Review Team Chair for internal and external Quality Matters course reviews. February 2014, 2015, 2016, May 2017.

New Chair Development Program. Monthly workshops for first and second year chairs at the University of West Florida. September 2014-April 2015.

Institute for Academic Leadership, Chairs Workshop. Provides intensive academic leadership training to new chairs from universities throughout the State of Florida. September 14-17, 2014 and June 14-17, 2015

Banner Navigation (Banner Basics). Online course. Basic navigation of Banner Forms and related advising tasks. Prerequisite for additional Banner training. February 2014.

Banner Student: Introduction and Overview. Preview of Banner student records for advisors, administrators, and other employees; includes viewing student

registration, general student information, searching for courses and registration overrides. February 2014.

Banner Student: Degree Works. Included an introduction to the new graduation audit system and an overview of the Re-Evaluation of Transfer Work form. February 2014.

Quality Matters, Continuing and Professional Education Peer Reviewer Certification. Online course leading to certification and authorization to serve as a peer reviewer on internal and external Quality Matters reviews or continuing and professional education courses and programs. March 2013.

Faculty Friday, Preparing for Tenure and Promotion. Workshop provided by the UWF Center for University Teaching and Learning (CUTLA) to help faculty prepare for to submit tenure and promotion portfolios. January 2013.

Quality Matters, Master Reviewer Certification. Online course leading to certification and authorization to serve as Master Reviewer and Review Team Chair for internal and external Quality Matters course reviews. October 2012.

Instructional Ideas and Technology Tools for Online Success. Massive Open Online Course (MOOC) offered by Dr. Curtis Bonk, Indiana University, and Course Sites. May 2012.

Fall Faculty Forum. *Stretching the Edge of Technology-Enhanced Teaching: From Tinkering to Tottering to Totally Extreme Learning, The Rise of Shared Online Video, the Fall of Traditional Learning, and Introducing the R2-D2 and TEC-VARIETY Models for Hyper Engaging Instruction.* Presented by Dr. Curtis Bonk, Indiana University. August 2012.

Quality Matters, Online Facilitator Certification. Online course leading to certification and authorization to present the Quality Matters Applying the Rubric Workshop in an online format. November 2011.

Quality Matters, Revised Rubric, Peer Reviewer Certification. Online course leading to certification and authorization to participate in internal and external Quality Matters course reviews. August 2011.

Quality Matters, Face to Face Facilitator Certification. Formerly Train the Trainer. Online course leading to certification and authorization to present the Quality Matters Applying the Rubric Workshop in face to face format. March 2010.

Quality Matters, Peer Reviewer Certification. Online course leading to certification and authorization to participate in internal and external Quality Matters course reviews. March 2009.

SCHOLARLY AND CREATIVE ACTIVITIES

Publications-Peer Reviewed

Havard, B., Podsiad, M., Hyland, C., & Hastings, N. B. (2018). Wearable computers: Past, present, and future possibilities. In M. Simonson (Ed.), *40th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology* (pp. 172-177). Bloomington, IN: AECT.

McArthur, A. & Hastings, N.B. (2018). Leadership practices for organizations: Making diversity changes. In M. Simonson (Ed.), *40th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology* (pp. 46-56). Bloomington, IN: AECT.

Hastings, N.B. & Rasmussen, K.L. (2017). Designing and developing competency based courses using standards. In K.L. Rasmussen, P.T. Northrup and R. Colson (Eds.) *Competency-Based Education in Higher Education*. Hershey, PA: IGI Global.

East, M.L., Havard, B. & Hastings, N.B. (2016). Mental health mobile apps instruction: Technology adoption theories applied in a mixed methods study of counseling faculty. *Journal of Technology in Human Services*.

Ellis, H., Havard, B., Hastings, N. & McArthur, A. (2016). Educational leaders as technology leaders: Technology literacy skill development. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1217-1223). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Hastings, N.B. (2013). Interaction. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 166-167). New York, NY: Springer.

Hastings, N.B. (2013). Learner characteristics and traits. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 179-180). New York, NY: Springer.

Hastings, N.B. (2013). Mastery learning. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 201-202). New York, NY: Springer.

Hastings, N.B. (2013). Message design. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 208-209). New York, NY: Springer.

Hastings, N.B. (2013). Multi-channel instruction. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 219-220). New York, NY: Springer.

Hastings, N.B. (2013). Prerequisite skills. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 243-244). New York, NY: Springer.

Hastings, N.B. (2013). Sequencing. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 281-283). New York, NY: Springer.

Hastings, N.B. (2013). Social media. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 290-291). New York, NY: Springer.

Tyler, K.M., & Hastings, N.B. (2011). Factors influencing virtual patron satisfaction with online library resources and services. *Journal of Educators Online*, 8(2). Retrieved from <http://www.thejeo.com/Archives/Volume8Number2/TylerandHastingsPaper.pdf>

Hastings, N.B. (2009). Integrated evaluation: Improving performance improvement. In J.L. Moseley and J.C. Dessinger (Eds.) *Handbook of Improving Performance in the Workplace, Volume 3: Measurement and Evaluation* (pp. 240-255). San Francisco: John Wiley and Sons.

Hastings, N.B. (2009). Analysis in the age of distance learning. In E. Beich (Ed) *Pfeiffer Annual: Training* (pp.219-228). San Francisco: John Wiley and Sons.

Moseley, J.L., & Hastings, N.B. (2008) Is anyone doing formative evaluation? In E. Beich (Ed) *Pfeiffer Annual: Training* (pp. 233-240). San Francisco: John Wiley and Sons.

Hastings, N.B., & Tracey, M.W. (2005). Does media affect learning: Where are we now? *TechTrends*, 49(2), 28-30.

Moseley, J.L. & Hastings, N.B. (2005). Implementation: the forgotten link on the intervention chain. *Performance Improvement Journal*, 44(4), 8-14.

Presentations-Peer Reviewed

Fell, J. & Hastings, N.B. (2017). *Designing instruction at a distance*. Roundtable presented at the Association for Educational Communications and Technology Conference; Jacksonville, FL.

Handley, H.L. & Hastings, N.B. (2017). *Characteristics of a high-performing charter middle school: A single-case study analysis*. Paper presented at the Association for Educational Communications and Technology Conference; Jacksonville, FL.

Hastings, N.B. (2017). *Structured mentoring-Introducing and immersing students in AECT*. Panel session (panelists include eight UWF students) presented at the

Association for Educational Communications and Technology Conference;
Jacksonville, FL.

Havard, B., Ellis, H., & Hastings, N. B. (2017). *Preservice teachers' intentions to integrate technology*. Paper presented at the 2017 Association for Educational Communications and Technology Conference; Jacksonville, FL.

McArthur, A. & Hastings, N.B. (2017). *Leadership practices for organizations: Making diversity changes*. Paper presented at the Association for Educational Communications and Technology Conference; Jacksonville, FL.

Ellis, H., Havard, B., Hastings, N. & McArthur, A. (2016). *Educational leaders as technology leaders: Technology literacy skill development*. Paper presented at the Society for Information Technology and Teacher Education annual conference; Savannah, GA.

Byers, A. & Hastings, N.B. (2016). *Higher education faculty leadership styles and their influence on classroom management and instructional strategy choices*. Paper presented at the Association for Educational Communications and Technology Conference; Las Vegas, NV.

Gallant, G., Hastings, N.B., Kang, S.P. & Boileau, T. (2016). *Creative conversations: a joint systems thinking and change & organizational training and performance panel presentation*. Panel Discussion presented at the Association for Educational Communications and Technology Conference; Las Vegas, NV.

Prather-Leming, B., Fisher, B. & Hastings, N.B. (2016). *Mapping your way through exams*. Roundtable session presented at the Association for Educational Communications and Technology Conference; Las Vegas, NV.

Bauman, J.A., Hastings, N.B. & Langille, H.H. (2015). *Evolution of a division-rebranding the Division of Organizational Training and Performance*. Panel Discussion presented at the Association for Educational Communications and Technology Conference; Indianapolis, IN.

Langille, H.H. & Hastings, N.B. (2015). *Applying Binder's six boxes to improve doctoral student retention and completion*. Roundtable presented at the Association for Educational Communications and Technology Conference; Indianapolis, IN.

Hastings, N.B. (2014). *Using Facebook to enhance communication and collaboration in graduate level asynchronous online courses*. Roundtable presented at the Association for Educational Communications and Technology Conference; Jacksonville, FL.

Langille, H.H. & Hastings, N.B. (2014). *Applying the Human Performance Technology (HPT) Model as an Intervention to Improve Doctoral Student*

Retention and Completion. Roundtable presented at the Association for Educational Communications and Technology Conference; Jacksonville, FL.

Hastings, N.B. (2013). *Repurposing training for online delivery.* Roundtable presented at the Association for Educational Communications and Technology Conference; Anaheim, CA.

Hastings, N.B., Burkart, J. & Rasmussen, K. (2013). *The Next Generation of Instructional Strategies: Social Media Tools for Student Performance and Engagement.* Paper presented at the Association for Educational Communications and Technology Conference; Anaheim, CA.

Hastings, N.B. (2013). *Making the case for analysis.* Paper presented at the International Society for Performance Improvement Conference; Reno, NV.

Vinci, D., Malley, P., & Hastings, N.B. (2013). *Using Quality Matters™ Rubric in developing online course curriculum to align with the health education job analysis 2010 new competencies.* Poster presented at the Society for Public Health Education Conference; Orlando, FL.

Bauman, J.A., & Hastings, N.B. (2012). *DMAIC is just another way to spell ADDIE.* Paper presented at the Association for Educational Communications and Technology International Convention; Louisville, KY.

Havard, B.C., & Hastings, N.B. (2012). *Peer assessment in group projects: the team member evaluation tool.* Paper presented at the Association for Educational Communications and Technology International Convention; Louisville, KY.

Hastings, N.B. (2011). *Course conversion: Moving existing training online.* Paper presented at the International Society for Performance Improvement Conference; Orlando, FL.

Cameron, A., & Hastings, N.B. (2011). *HPT: It isn't just for business!* Roundtable presented at the International Society for Performance Improvement Conference; Orlando, FL.

Morse, S., Cameron, A., Horton, M., & Hastings, N.B. (2011). *Engage your learners with audience response.* Paper presented at the International Society for Performance Improvement Conference; Orlando, FL.

Hastings, N.B., Bauman, J.A., & Havard, B. (2010). *Can virtual teams succeed? Overcoming challenges and achieving real results.* Paper presented at the International Society for Performance Improvement Conference; San Francisco, CA.

Havard, B., & Hastings, N. B. (2010). *Using Google tools as a learning management system*. Paper presented at the Florida Educational Technology Conference; Orlando, FL.

Hastings, N.B. (2009). *STEM Careers and technology, can content be exciting? YES it can!* Paper presented at the Florida Educational Technology Conference; Orlando, FL.

Hastings, N.B. (2008). *Factors currently affecting training and performance practitioners*. Paper presented at the Association for Educational Communications and Technology International Convention; Orlando, FL.

Hastings, N.B. (2006). *The effects of learner age, gender and visual complexity on visual learning*. Paper presented at the Association for Educational Communications and Technology International Convention; Dallas, TX.

Hastings, N.B., & Moseley, J.L. (2006). *The intervention implementation process model*, Paper presented at the Association for Educational Communications and Technology International Convention; Dallas, TX.

Hastings, N.B. (2004). *Filling gaps that don't exist: the organizational effects of inadequate performance, gap and cause analysis*. Paper presented at the International Society for Performance Improvement Conference; Orlando, FL.

Publications-Other

Hastings, N.B. & Bauman, J.A. (2017). Editor Notes. Best practices and current research in organizational training and performance: An AECT Division of Organizational Training and Performance special issue of Tech Trends. *Tech Trends*, 61(1), 2-3.

Hastings, N.B., Havard, B.C., Hyland, C. & Podsiad, M. (2016). Academic profile: human performance technology in the University of West Florida's department of Instructional, Workforce and Applied Technology. *Performance Improvement Journal*, 55(10), 33-44.

Northrup, P., Ellis, H. H., Hastings, N., Havard, B., & Rasmussen, K. (Spring 2013). Building your future with online Ed.D. in curriculum and instruction: Instructional Technology. *SEEN Magazine*, 51(1), 116-118.

Grants/Awards

Emerge Scholar Award

College of Education and Professional Studies competitive grant awarded to faculty to support the integration of high impact practices in teaching and learning. Summer 2016.

COPS Travel Match Award

Competitive grant awarded annually to support faculty travel. Awarded Fall 2008, Fall 2009, Spring 2012, Spring 2013, Fall 2013.

NSF Grant Writing Symposium

Provided funding for myself and one student to attend Symposium in Anaheim, CA. Fall 2007.

Other Scholarly and Creative Activities

Guest Editor

Co-Guest Editor. Organizational Training and Performance Division special issue of *Tech Trends*. January 2017.

Guardianship Course

Design and develop mandatory online guardianship training course for the First Judicial Circuit Court of Escambia County, Florida to be offered through the University of West Florida, Department of Continuing Education.

Journal/Book Reviewer

Tech Trends Journal Reviewer, 2010-present

Performance Improvement Quarterly, 2016-present

Pearson Book Review, *Teaching and Learning at Distance*, 5th edition, 2013

Wiley Book Proposal Reviewer, *Applied IT Project Management*, 2012

Delphi Panel Member

Communities of Inquiry: Job Aid and Instructional Manual. (Junion, 2012)

Quality Online Teaching Certification Program

Design, develop and facilitate 12-week faculty professional development program leading to certification in Quality Online Teaching through the University of West Florida Academic Technology Center. Courses received National Quality Matters Certification in 2014 with a perfect score.

Creative Learning Academy Professional Development Program

Design, develop and facilitate monthly technology integration workshops for preK-8th grade teachers. Oversee partnership and assist with grant location and technology integration decisions.

M.Ed. Capstone Experience

Design, develop and facilitate required M.Ed. in Instructional Technology Capstone Experience consisting of completion of a real world project and numerous reflection activities.

Related course received external Quality Matters Certification in 2016.

SERVICE: UNIVERSITY, COLLEGE AND DEPARTMENT

Faculty Sponsor:

Instructional and Performance Technology Student/Alumni Organization. 2013-2015.

Student teams representing UWF in the International Society of Performance Improvement (ISPI) University Case Study Competition. 2009, 2010, 2014.

Quality Matters Scholar:

- Conduct Quality Matters authorized workshops, training sessions and self-review activities with faculty
- Chair internal Quality Matters Review Committees
- Provide one on one and group faculty professional development to facilitate course revisions and support achievement of certification

Academic Technology Center Spring Mini-Conference Presenter. Provide faculty professional development related to online course design and delivery. 2012 and 2015.

Fall Faculty Forum Small Group Facilitator. Facilitate faculty roundtable discussion on new ideas for distance learning. 2011.

Fort Walton Beach Ed.D. Cohort Co-Coordinator (with Dr. Holly Ellis)

Instructional and Performance Technology Internship Coordinator. 2009-present.

Committee Service:

- Chair, Building Construction Faculty Search Committee, 2015-2016
- Chair, Public Administration Faculty Search Committee, 2014-2015
- Member, Banner Project Academic Team: 2013-present
- Member, Search Committee, Director of Cyber Security, 2014-2015
- Member, COPS Council, 2012-2014
- Member, Curriculum Change Request Committee: 2011-2012, 2013-2014
- Member, Ed.D. Program Committee: 2008-2010, 2014-2015
- Member, Ed.D. Program Policy Group, 2015-present
- Member, Instructional Technology Enhancement Project (ITEP) Committee, 2015-present
- Member, Graduate Council, 2017-2019
- Member, Library Committee: 2008-2010, 2012-2014
- Member, Emerald Coast Council: 2007-2010

SERVICE: PROFESSIONAL ORGANIZATIONS

Association for Educational Communications and Technology (AECT)

Elected Positions

- Board of Directors: 2011-2014, 2017-2020
- Organizational Training and Performance Division Past President: 2016-2017
- Organizational Training and Performance Division President: 2015-2016
- Organizational Training and Performance Division President Elect: 2014-2015
- Organizational Training and Performance Division Past President: 2008-2009
- Organizational Training and Performance Division President: 2007-2008
- Organizational Training and Performance Division President Elect: 2006-2007

Nominated/Appointed Positions

- Board of Directors: 2009-2011
- Definitions and Terminology Committee: Chair, 2012-present
- Definitions and Terminology Committee: member, 2009-2012

Nominating Committee: 2014-2015
 Publications Committee: 2009-present
 Strategic Planning Committee: 2015-2017
 Tech Trends Editorial Board: 2011-2017

Volunteer Positions

Conference discussant: 2009
 Conference reviewer and facilitator: 2005-present

International Society for Performance Improvement (ISPI)
 President, Coast to Coast ISPI Virtual Chapter 2011-2014
 Faculty Sponsor, University Case Study Competition: 2009, 2010, 2014

SERVICE: COMMUNITY

First Judicial Circuit Court of Escambia County
 Design, Develop and Implement online version of mandatory guardianship training course. To be offered through UWF Continuing Education for fee.

Creative Learning Academy
Project Manager: UWF/CLA Technology Partnership
 Assist in the development of technology rich learning environments
 Provide monthly professional development for CLA faculty
 Judge. National History Day Competition. Web, Poster and Report submissions developed by sixth grade Social Studies students.

Quality Matters External Review Committees
 Recognized as a member of the Quality Matters Hall of Excellence for QM Reviewers (2015)
 Master Reviewer (10)
 Subject Matter Expert (5)
 External Member (4)

AWARDS AND HONORS

Professional Awards and Honors

2017	Nominated, University of West Florida Distinguished Faculty Award for Service.
2016	Recipient, Association for Educational Communications and Technology Special Service Award.

Graduate Awards

2005-2006	Wayne State University, Instructional Technology Department, Outstanding Doctoral Student of the Year
2003-2005	Wayne State University, Graduate Professional Scholarship
2003-2004	Wayne State University, John Trebom Memorial Scholarship
2003	Oakland University Student Organization President of the Year
2003	President's Student Service Leadership Award, awarded by the President of the United States of America in recognition of volunteer work teaching business and life skills to economically disadvantaged teens

Undergraduate Awards

1997

Golden Key National Honor Society

Byron Havard, PhD

Professor - Instructional, Workforce and Applied Technology
 University of West Florida College of Education and Professional Studies
 11000 University Pkwy 70/107 Pensacola, FL 32514
 850-474-2952 Phone | 850-474-2804 Fax | bhavard@uwf.edu | uwf.edu/iwat

PROFESSIONAL PREPARATION

Georgia State University - Instructional Technology, PhD, 1999
 University of South Alabama - Instructional Design and Development, MS, 1994
 Auburn University - Industrial Design, BS, 1991

PROFESSIONAL APPOINTMENTS

University of West Florida, 2005-present
 Associate Professor, Instructional, Workforce, and Applied Technology, 2011-present
 Chair, Instructional and Performance Technology, 2012-2014
 Interim Chair, Applied Science, Technology, and Administration, 2014
 Associate Chair, Applied Science, Technology, and Administration, 2011-2012
 Assistant Professor, Instructional and Performance Technology, 2005-2011
 Mississippi State University, 2002-2005 - Assistant Professor, Instructional Systems
 Mitsubishi Electric, 2001-2002 - Training Manager
 IBM, 2000-2001 - Lead Instructional Designer
 AT&T, 1994-2000 - Lead Instructional Technologist
 United States Coast Guard Aviation Training Center, 1993-1994 - Instructional Designer

PUBLICATIONS

Peer-Reviewed Publications

- Havard, B.**, Nguyen, G. N., & Otto, B. (2018). The impact of technology use and teacher professional development on U.S. national assessment of educational progress (NAEP) mathematics achievement. *Education and Information Technologies*.
<https://doi.org/10.1007/s10639-018-9696-4>
- Havard, B.** (2018). Online discussion structure and instructor roles for the promotion of deep learning. In R. Zheng (Ed.), *Strategies for deep learning with digital technology: theories and practices in education* (pp. 71-90). Hauppauge, NY: Nova Science Publishers.
- Havard, B.** & Podsiad, M., Hyland, C., & Hastings, N. B. (2018). Wearable computers: Past, present, and future possibilities. In M. Simonson (Ed.), *40th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology* (pp. 172-177). Bloomington, IN: AECT.
- Havard, B.** & Podsiad, M. (2017). Wearable computers. In T. Kidd & L. R. Morris (Eds.), *Handbook of instructional systems and technology* (pp. 356-365). Hershey, PA: IGI Global.
- McArthur, A., Ellis, H., & **Havard, B.** (2017). Perceptions of technology integration and creative curricula in child education. In M. Simonson (Ed.), *39th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology* (pp. 77-85). Bloomington, IN: AECT.
- East, M. L., **Havard, B.**, & Hastings, N. B. (2016). Mental health mobile apps in counselor education: Mixed methods research guided by technology acceptance theories. *Journal of Technology in Human Services*, 34(4), 301-325.
- Ellis, H., **Havard, B.**, Hastings, N. & McArthur, A. (2016). Educational leaders as technology leaders: Technology literacy skill development. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1116-1122). Chesapeake, VA: AACE.
- Hastings, N. B., **Havard, B.**, Hyland, C., & Podsiad, M. (2016). Academic program profile: Human performance technology in university of west Florida's department of instructional, workforce and applied technology. *Performance Improvement Journal*, 55(10), 33-44.
- Havard, B.**, East, M. L., Prayaga, L., & Whiteside, A. (2016). Adaptable learning theory framework

- for technology enhanced learning. In E. Railean, G. Walker, L. Jackson, & A. Elci (Eds.), *Handbook of applied learning theory and design in modern education* (pp. 646-668). Hershey, PA: IGI Global.
- East, M. L., & **Havard, B.** (2015). Mental health mobile apps: From infusion to diffusion in the mental health social system. *Journal of Medical Internet Research Mental Health*, 2(1):e10. doi: 10.2196/mental.3954
- Havard, B.** (2015). Wearable learning environments. In J. M. Spector (Ed.), *Encyclopedia of educational technology* (pp. 835-838). Thousand Oaks, CA: SAGE Publications. doi: <http://dx.doi.org/10.4135/9781483346397>
- Kingry, M. A., & **Havard, B.**, Robinson, R., & Islam, M. (2015). The impact of instructional fading using completion problems on student performance in principles of accounting instruction. *Journal of Educational Technology Systems*, 44(1), 53-68. doi: 10.1177/0047239515598519
- Thompson, C. J., & **Havard, B.** (2015). Virtual research integrity. In M. Khosrow-Pour (Ed.), *Encyclopedia of Information Science and Technology, Third Edition* (pp. 6601-6609). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-5888-2.ch649
- Havard, B.** (2013). Just-in-time learning, rich media, technology-enabled learning. In R. C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology* (pp. 170-171, 267-269, 302-303). New York, NY: Springer.
- Havard, B.**, Ellis, H. & Kingry, M. A. (2013). The team member evaluation tool: Assigning individual grades on group projects. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 510-515). Chesapeake, VA: AACE.
- Havard, B.** & Piper, M. (2013). Barriers to implementing universal design features at 2-year and 4-year title iv eligible institutions in the United States. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 1332-1335). Chesapeake, VA: AACE.
- Havard, B.**, Kingry, M. A., Hastings, N. B., Ellis, H. H., & Prayaga, L. (2012). Peer assessment in group projects: The team member evaluation tool. In M. Simonson (Ed.), *35th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology, Volume 1* (pp. 102-107). Bloomington, IN: AECT.
- Havard, B.**, Du, J. X., & Olinzock, A. (2009). Deep learning: The knowledge, methods, and cognition process in instructor-led online discussion. In A. Orellana, T. L. Hudgins & M. R. Simonson (Eds.), *The perfect online course: Best practices for designing and teaching* (pp. 487-502) Charlotte NC: Information Age Publishing.
- Havard, B.**, Du, J. X., & Xu, J. (2008). Online collaboration and communication media. *Journal of Interactive Learning Research*, 19(1), 37-50.
- Dempsey, J. V., Albion, P., Litchfield, B. C., **Havard, B.**, & McDonald, J. (2007). What do instructional designers do in higher education? A written symposium. In R. Reiser & J. V. Dempsey (Eds.). *Trends and issues in instructional design and technology* (pp. 221-244). Upper Saddle River, NJ: Merrill Prentice Hall.
- Du, J. X., **Havard, B.**, Adams, J., Ding, G., & Yu, C. (2007). Project-based online group collaborative learning characteristics. In L. A. Tomei (Ed.). *Integrating information and communications technology into the classroom* (pp. 188-201). Hershey, PA: Information Science Publishing.
- Havard, B.**, Du, J. X., & Olinzock, A. (2007). Task-oriented online discussion: A practical model for student learning. In L. A. Tomei (Ed.). *Integrating information and communications technology into the classroom* (pp. 154-166). Hershey, PA: Information Science Publishing.
- Du, J., **Havard, B.**, Adams, J. (2005). Project-based learning approach: Online group collaborative learning. *International Journal of Information and Communication Technology Education*, 1(4), 13-24.
- Du, J. X., **Havard, B.**, & Li, H. (2005). Task-oriented learning in dynamic online discussion. *Educational Media International*, 42(3), 207-218.
- Du, J. X., **Havard, B.**, Yu, C., & Adams, J. (2005). The impact of technology use on low-income and minority student's academic achievements: Educational longitudinal study of 2002. *Journal of Educational Research and Policy Studies*, 4(1), 21-38.

- Havard, B.,** Du, J. X., & Olinzock, A. (2005). Deep learning: The knowledge, methods, and cognition process in instructor-led online discussion. *The Quarterly Review of Distance Education*, 2(6), 125-135.
- Havard, B.,** Du, J. X., & Olinzock, A. (2005). Dynamic task-oriented online discussion for student learning: A practical model. *International Journal of Information and Communication Technology Education*, 1(2), 62-73.
- Havard, B.,** & Du, J. X. (2004). A framework for deep learning for teacher education. In C. Crawford et al. (Eds.). *Proceedings of Society for Information Technology and Teacher Education International Conference 2004* (pp. 463-469). Chesapeake, VA: AACE.
- Havard, B.,** Du, J. X., Sansing, W., & Yu, C. (2004). The impact of technology use on low-income and minority student academic achievements. In M. Simonson, & C. Schlosser (Eds.). *Selected papers presented at the 2004 National Convention of the Association for Educational Communications and Technology*.
- Pate G., Du, J. X., & **Havard, B.** (2004). Instructional design: Considering cognitive learning needs of older learners. *International Journal of Instructional Technology and Distance Learning*, 1(5), 3-8.
- Warren, K., Du, J. X., & **Havard, B.** (2004). Computer-based learning environments and student's achievement level vs. traditional classroom instruction in a community college environment. In M. Simonson, & C. Schlosser (Eds.). *Selected papers presented at the 2004 National Convention of the Association for Educational Communications and Technology*.
- Du, J. X., Fan, X., **Havard, B.,** & Olinzock, A. (2003). Minority equity of access and participation in information technology adult education. *Journal of Educational Research and Policy Studies*, 3(2), 67-88.
- Du, J. X., & **Havard, B.** (2003). A framework for deep learning in business distance education. *Delta Pi Epsilon*, 45(3), 204-214.
- Havard, B. C.,** & Atkinson, F. D. (2001). Factors influencing computer self-efficacy: Suggestions for designing interactive learning. *Proceedings of the Design: Connect, Create, Collaborate Conference*. Athens, GA: University of Georgia.
- Havard, B.** (2000). Factors influencing computer self-efficacy in an introductory level computer course. *Dissertation Abstracts International*, 60 (12), 4303. (UMI No. 9950400)
- Havard, B.** (1994). Automating instructional design with ID Expert and ITT. *Tech Trends*, 39(3), 26-27.

Other Publications

- Northrup, P., Ellis, H., Hastings, N., **Havard, B.,** & Rasmussen, K. (2013). Building your future with online Ed.D. in curriculum and instruction: Instructional technology. *SEEN Magazine*, 51(1), 116-118.

Manuscripts under Review

- Gaston, J., & **Havard, B.** (manuscript under review). The effects of collaborative video production on situational interest of middle school students. *Learning Environments Research*.
- Otto, B., Nguyen, G. N., & **Havard, B.** (manuscript under review). Quantity or Quality of Learning - What Makes Low-Performing Students Graduate from High School? *Learning and Individual Differences*.

Manuscripts in Preparation

- Havard, B.,** Podsiad, M., Ellis, H., Hyland, C., & Valaitis, K. (manuscript in preparation). The peer assessment collaboration evaluation (PACE) tool. *Journal of Educational Technology Systems*.
- Havard, B.,** Ellis, H., & Hastings, N. B. (manuscript in preparation). Factors that predict preservice teachers' intentions to integrate technology.
- Nguyen, G. N., Otto, B., **Havard, B.,** & Thompson, C. (manuscript in preparation). Student motivation and mathematics academic achievement.

PRESENTATIONS

Peer-Reviewed Presentations

- Gaston, J., & **Havard, B.**, (2017). *Collaborative video production in elementary school grades 2 through 5*. Paper presented at the 2017 Association for Educational Communications and Technology annual meeting; Jacksonville, FL.
- Havard, B.**, Ellis, H., Hastings, N. B., Hyland, C., & McArthur, A. (2017). *Preservice teachers' intentions to integrate technology*. Paper presented at the 2017 Association for Educational Communications and Technology annual meeting; Jacksonville, FL.
- Havard, B.**, Podsiad, M., & Hyland, C. (2017). *Wearable computers: Current topology and future use*. Paper presented at the 2017 Association for Educational Communications and Technology annual meeting; Jacksonville, FL.
- Ellis, H., **Havard, B.**, Hastings, N. & McArthur, A. (2016). *Educational leaders as technology leaders: Technology literacy skill development*. Paper presented at the Society for Information Technology and Teacher Education annual conference; Savannah, GA.
- Mitchell, D., **Havard, B.**, & Ellis, H. (2016). *The effects of educational video games on secondary students' nutritional beliefs and knowledge*. Paper presented at the 2016 Association for Educational Communications and Technology annual meeting; Las Vegas, NV.
- Taylor, N., **Havard, B.**, & Ellis, H. (2016). *Self-efficacy beliefs, prior deployment experience, and cognitive functioning levels of disaster response tabletop exercise participants*. Paper presented at the 2016 Association for Educational Communications and Technology annual meeting; Las Vegas, NV.
- East, M. L., & **Havard, B.** (2015). *Mental health mobile apps in counselor education: mixed methods research guided by technology acceptance theories*. Paper presented at the Association for Educational Communications and Technology annual meeting; Indianapolis, IN.
- Havard, B.**, East, M. L., & Prayaga, L. (2015). *Application of the adaptable learning theory framework for technology enhanced learning*. Paper presented at the Association for Educational Communications and Technology annual meeting; Indianapolis, IN.
- Murphy, L., & **Havard, B.** (2015). *The relationship between instructional technology self-efficacy and the integration of instructional technology into pedagogical practices*. Paper presented at the Association for Educational Communications and Technology annual meeting; Indianapolis, IN.
- Havard, B.**, & Nguyen, G. N. (2015). *Impact of technology use in NAEP mathematics achievement*. Paper presented at the Florida Educational Technology Conference; Orlando, FL.
- East, M., & **Havard, B.** (2014). *Along came a spider...and frightened health professionals away: Impelling ehealth and mhealth diffusion by evolving from the ethics fixation*. Paper presented at the Medicine 2.0 World Congress on Social Media, Mobile Apps, Internet / Web 2.0; Malaga, Spain.
- Havard, B.**, & Nguyen, G. N. (2014). *Impact of technology use in NAEP mathematics achievement*. Paper presented at the Association for Educational Communications and Technology annual meeting; Jacksonville, FL.
- Goines, E., & **Havard, B.** (2013). *The influence of content filtering and teachers' self-efficacy on the use of the internet in k-12 classrooms*. Paper presented at the Association for Educational Communications and Technology annual meeting; Anaheim, CA.
- Goines, E., & **Havard, B.** (2013). *Internet level of use in k-12 classrooms: The impact of teachers' internet self-efficacy and content filtering attitudes*. Paper presented at the Mid-South Educational Research Association annual meeting; Pensacola, FL.
- Havard, B.** (2013). *Universal design for learning: Implementation barriers at 2-year and 4-year title iv eligible institutions in the united states*. Paper presented at the Mid-South Educational Research Association annual meeting; Pensacola, FL.
- Havard, B.**, Ellis, H., & Kingry, M. A. (2013). *The team member evaluation tool: Assigning individual grades on group projects*. Paper presented at the Society for Information Technology and Teacher Education annual conference; New Orleans, LA.
- Havard, B.**, & Hastings, N. B. (2013). *Online doctoral cohort support: Overcoming academic procrastination*. Paper presented at the Association for Educational Communications and Technology annual meeting; Anaheim, CA.
- Havard, B.**, & Piper, M. (2013). *Barriers to implementing universal design features at 2-year and 4-year title iv eligible institutions in the United States*. Paper presented at the Society for Information Technology and Teacher Education annual conference; New Orleans, LA.
- Kingry, M. A., & **Havard, B.** (2013). *An investigation of the impact of instructional fading using*

- completion problems on student performance in principles of accounting instruction.* Paper presented at the Association for Educational Communications and Technology annual meeting; Anaheim, CA.
- Kingry, M. A., & **Havard, B.** (2013). *The impact of instructional fading using completion problems on student performance in principles of accounting instruction.* Paper presented at the Mid-South Educational Research Association annual meeting; Pensacola, FL.
- Krull, R., & **Havard, B.** (2013). *Threaded discussion instructional strategies and student performance.* Paper presented at the Association for Educational Communications and Technology annual meeting; Anaheim, CA.
- Havard, B.**, Hastings, N. B., Kingry, M. A., & Ellis, H. H. (2012). *Peer assessment in group projects: The team member evaluation tool.* Paper presented at the Association for Educational Communications and Technology annual meeting; Louisville, KY.
- Havard, B.**, & Hastings, N. B. (2010). *Using Google tools as a learning management system.* Paper presented at the Florida Educational Technology Conference; Orlando, FL.
- Hastings, N.B., Bauman, J.A. & **Havard, B.** (2010). *Can virtual teams succeed? Overcoming challenges and achieving real results.* Paper presented at the International Society for Performance Improvement Conference; San Francisco, CA.
- Havard, B.** (2007). *Technology use on low-income and minority student's academic achievement: ELS 2002-2004 base-year and first follow-up.* Paper presented at the American Educational Research Association annual meeting; Chicago, IL.
- Du, J. X., Anderson, J., & **Havard, B.** (2005). *Factors affecting African American women's participation and completion of an instructional technology advanced degree: A racial cultural perspective.* Paper presented at the American Educational Research Association annual meeting; Montreal, Canada.
- Havard, B.**, & Du, J. X. (2005). *Technology access and use at school and student academic achievement.* Paper presented at the Society for Information Technology and Teacher Education annual meeting; Phoenix, AZ.
- Havard, B.**, & Du, J. X. (2005). *The impact of technology use on low-income and minority student's academic achievements: Educational longitudinal study of 2002.* Paper presented at the Southeastern Conference in Instructional Design and Technology; Mobile, AL.
- Havard, B.**, & Du, J. X., & Olinzock, A. (2005). *Deep learning: The knowledge, methods, and cognition process in instructor-led online discussion.* Paper presented at the American Educational Research Association annual meeting; Montreal, Canada.
- Havard, B.**, & Du, J. X., & Pate, G. (2005). *Peer assessment in group projects: an input oriented process.* Paper presented at the Society for Information Technology and Teacher Education annual meeting; Phoenix, AZ.
- Havard, B.**, & Du, J. X., & Pate, G. (2005). *The effects of peer assessment on the group project process.* Paper presented at the Association for Educational Communications and Technology annual meeting; Orlando, FL.
- Havard, B.**, Du, J. X., Xu, J., & Olinzock, A. (2005). *Online collaborative learning and communication media.* Paper presented at the American Educational Research Association annual meeting; Montreal, Canada.
- Du, J. X., Fan, X., **Havard, B.**, & Yang, Y. (2004). *Minority equity of access and participation in information technology adult education.* Paper presented at the American Educational Research Association annual meeting; San Diego, CA.
- Du, J. X., **Havard, B.**, Olinzock, A., & Yang, Y. (2004). *The impact of technology use on low-income and minority student academic achievements.* Paper presented at the American Educational Research Association annual meeting; San Diego, CA.
- Havard, B.**, Du, J. X., Sansing, W., & Yu, C. (2004). *The impact of technology use on low-income and minority student academic achievements.* Paper presented at the Association for Educational Communications and Technology annual meeting; Chicago, IL.
- Warren, K., Du, J. X., & **Havard, B.** (2004). *Computer-based learning environments and student's achievement level vs. traditional classroom instruction in a community college environment.* Paper presented at the Association for Educational Communications and Technology annual meeting; Chicago, IL.
- Du, J. X., & **Havard, B.** (2003). *A framework for deep learning in business distance education.* Paper

- presented at the Mid-South Educational Research Association annual meeting; Biloxi, MS.
- Du, J. X., **Havard, B.**, & Yang, Y. (2003). *Fostering higher-order thinking in a hypermedia/multimedia for instruction classroom*. Paper presented at the Association for Educational Communications and Technology annual meeting; Anaheim, CA.
- Du, J. X., **Havard, B.**, & Yang, Y. (2003). *Academic achievements and home computer use for low-income and minority students*. Paper presented at the Association for Educational Communications and Technology annual meeting; Anaheim, CA.
- Havard, B.**, & Du, J. X. (2003). *A framework for deep learning for teacher education*. Paper presented at the Society for Information Technology and Teacher Education annual meeting; Atlanta, GA.
- Havard, B.**, & Atkinson, F. D. (2001). *Factors influencing computer self-efficacy in an introductory level computer course*. Paper presented at the Association for Educational Communications and Technology annual meeting; Atlanta, GA.
- Havard, B.**, & Atkinson, F. D. (2001). *Factors influencing computer self-efficacy: Suggestions for designing interactive learning*. Paper presented at the Design: Connect, Create, Collaborate annual meeting; Athens, GA.
- Jost, K. L., & **Havard, B.** (1997). *A study of problem-based learning in a graduate education classroom*. Paper presented at the Association for Educational Communications and Technology Conference, Albuquerque, NM.
- Jost, K. L., **Havard, B.**, Smith, A. J. (1997). *Creating a learning environment for teachers: Comparing project-based and problem-based learning environments*. Paper presented at the Association for Educational Communications and Technology Conference, Albuquerque, NM.

Manuscripts Accepted for Peer-Reviewed Presentation

- Gaston, J., & **Havard, B.**, *The effects of collaborative video production on situational interest of elementary students*. Paper accepted for presentation at the 2018 International Society for Technology in Education annual conference; Chicago, IL.

Manuscripts Submitted for Peer-Reviewed Presentation

- Havard, B.**, Podsiad, M., Ellis, H., Hyland, C., & Valaitis, K. *The peer assessment collaboration evaluation (PACE) tool: Student behavioral intent*. Paper submitted for presentation at the 2018 Association for Educational Communications and Technology annual meeting; Kansas City, MO.
- Podsiad, M. & **Havard, B.** Faculty acceptance of the peer assessment collaboration evaluation (PACE) tool. Paper submitted for presentation at the 2018 Association for Educational Communications and Technology annual meeting; Kansas City, MO.

GRANTS AND PROPOSALS

- Du, J. X. (PI), & Havard, B. (Co-PI). US-China Educational Development Foundation Research Grant, Shanghai Yangguang Corporation, 2004, (funded, \$100,000).
- Gaudette, M. (PI), & Havard, B. (Co-PI). Career and Technical Education (CTE) Research and Program Development. (UWF QEP Grant, funded, \$5,000, 2017)
- Havard, B. (PI), Valaitis, K., & Podsiad, M. (Co-PI). Peer Assessment Collaboration Evaluation (PACE) Tool. (UWF Pilot Research Grant, funded, \$21,330, 2017).
- Havard, B. A Web Application for Peer Assessment in Group Projects, (SCAC Award, funded, \$1,920).
- Havard, B. (PI). The Impact of Technology Access and Use on Low-Income and Minority Students' Academic Achievement: Educational Longitudinal Study (ELS) 2002: Base Year and First Follow-up 2004, AERA Grants Program (not funded, \$32,700).
- Kamalasadan, S. (PI), & Havard, B. (Co-PI), An Integrated Model for Applied Engineering Communication and Control Curriculum Improvement, National Science Foundation Proposal Number: NSF 06-536. Washington D.C. (not funded, \$150,000).
- Okojie, M (PI), Du, J. X., & Havard, B. (Co-PI), Mississippi State University College of Education and Department of Instructional Systems, Leadership, and Workforce Development, The Participation of African American Women in Instructional Technology Programs for Advanced Degrees (funded, \$3,000).

- Okojie, M (PI), Du, J. X., Havard, B., & Olinzock, A. (Co-PI), Fostering the Advancement of Women and African American Professors in Instructional and Industrial Technology in Mississippi, National Science Foundation Proposal Number: NSF 03-588, Washington D.C. (not funded, \$330,000).
- Prayaga, L. (PI), Amin, R., Geng, X., Havard, B., Liu, J., Nguyen, G. N., Pecore, J., Prayaga, C., Ramachandran, B., Wade, A., & Whiteside, A. (Co-PI), Professional Development for STEM Teachers using Discovery Labs (PDSTDL). 2014-2017 K-12 Mathematics and Science Partnership (MSP) STEM Year 1 of 3. Florida Department of Education (not funded, \$1,249,501).
- Prayaga, L. (PI), Havard, B., Nguyen, G. N., Prayaga, C., Thompson, C., & Wade, A. (Co-PI). Data Centric STEM Instruction (DCSI): A Professional Development Activity for STEM Teachers 2015-2016: K-12 Mathematics and Science Partnership (MSP) STEM 1 Year Grant. Florida Department of Education (not funded, \$441,309).
- Thompson, C. (PI), & Havard, B. (Co-PI). Engaging Graduate Education and Professional Studies Students and UWF Faculty in Observational Research Methods within Face-to-Face and Virtual Environments via Observer©XT (2017-2018, funded, \$43,979).

TEACHING AND ADVISING

Chaired Published Dissertations

- Anderson, A. (2005). An analysis of computer anxiety among school teachers in a rural Mississippi county (Doctoral dissertation, Mississippi State University).
- Baker, B. (2012). Influence of teachers' knowledge of language components and universal design for learning on students' reading performance (Doctoral dissertation, University of West Florida).
- Bush, A. (2011). A comparison of FCAT reading scores between fourth-grade traditional classrooms and fourth-grade Arkansas literacy model classrooms (Doctoral dissertation, University of West Florida).
- East, M. L. (2015). Mental health mobile apps in counselor education (Doctoral dissertation, University of West Florida).
- Ehrhardt, J. P. (2012). Constructing productive student-student online discussions: an experimental design-based research inquiry (Doctoral dissertation, University of West Florida).
- Einfeld, D. (2014). A comparison of online and face-to-face collaboration on the performance of middle school math students' standardized assessment (Doctoral dissertation, University of West Florida).
- Eliason, N. (2014). Learner-content, learner-instructor, and learner-learner interaction in a web-enhanced, internet videoconference AP calculus course (Doctoral dissertation, University of West Florida).
- Gaffey, A. (2014). 10th grade students' time using a computer as a predictor of the highest level of education attempted (Doctoral dissertation, University of West Florida).
- Gaston, J. (2015). The effects of collaborative video production on the attitudes and science knowledge of sixth graders (Doctoral dissertation, University of West Florida).
- Gentry, C. (2010). Generation and gender participation in online discussion boards: depth, quantity, and social presence indicators (Doctoral dissertation, University of West Florida).
- Goines, E. (2012). The influence of content filtering and teachers' self-efficacy on the use of the internet in k-12 classrooms (Doctoral dissertation, University of West Florida).
- Hale, J. L. (2013). Secondary teacher self-efficacy and technology integration (Doctoral dissertation, University of West Florida).
- Hollingshed, M. (2004). Students' perceptions of problem-based learning within an introductory computer application course (Doctoral dissertation, Mississippi State University).
- Islam, M. (2016). An analysis of bandura's theory of self-efficacy as it relates to university faculty members' intent to use synchronous technology in online classes by using the innovation diffusion process (Doctoral dissertation, University of West Florida).
- Kingry, M. A. (2012). An investigation of the impact of instructional fading using completion problems on student performance in principles of accounting instruction (Doctoral dissertation, University of West Florida).
- Krull, R. P. (2013). Threaded discussion instructional strategies and student performance. (Doctoral dissertation, University of West Florida).

- Listak, C. (2008). Bandura's triadic reciprocity, technology, and math achievement through a socioeconomic lens (Doctoral dissertation, University of West Florida).
- Maddox, A. (2010). Faculty perceptions of an online graduate degree in history (Doctoral dissertation, University of West Florida).
- Murphy, L. (2012). Investigating the relationship between instructional technology self-efficacy and the integration of instructional technology into pedagogical practices (Doctoral dissertation, University of West Florida).
- Peters, P. (2011). Web enhanced online video-based instruction within a postsecondary vocational program (Doctoral dissertation, University of West Florida).
- Piper, M. (2014). Universal design in higher education (Doctoral dissertation, University of West Florida).
- Szyndler S. A. (2012). Factors that influence middle school faculty when integrating technology into educational practice (Doctoral dissertation, University of West Florida).
- Weldon, R. (2011). The impact of audio-assisted computer assessments on student performance with emphasis on reading ability levels and socioeconomic status (Doctoral dissertation, University of West Florida).
- Willers, L. (2008). On-the-job training and its effect on learning for first-term enlisted sailors aboard United States Navy ships (Doctoral dissertation, University of West Florida).
- Williams, M. (2011). The influence of the analytic transformation training program on intelligence analysts' leadership and collaboration skills (Doctoral dissertation, University of West Florida).

Mississippi State University

Doctoral (PhD) Committee Chair	Doctoral (PhD) Committee Member
MS Instructional Technology Committee Chair: 21 students	MS Instructional Technology Committee Member: 24 students
Undergraduate Degree - Program Coordinator Information Technology Services: 41 students	

Courses Taught

Term	Course #	Course Name	Students
Spring 2018	EME 3312	Technology Supported Learning	30
	EME 6415	Digital Video for Instruction	23
	EME 7938	IT Research Design Seminar	10
	EME 8980	Dissertation	3
Fall 2017	EME 6062	Applied Instructional Technology Investigations	11
	EME 6415	Digital Video for Instruction	7
	EME 6426	HPT Interventions	4
	EME 7676	Advance ID Theory	14
	EME 8980	Dissertation	3
Summer 2017	EME 6358	Evaluation for MSA Professionals	25
	EME 6415	Digital Video for Instruction	13
	EME 8980	Dissertation	3
Spring 2017	EME 6408	Technology Integrated Learning Environments	19
	EME 6414c	Web-Based Instruction	20
	EME 7938	IT Research Design Seminar	7
	EME 8980	Dissertation	3
Fall 2016	EME 6062	Applied Instructional Technology Investigations	11
	EME 6358	Evaluation for MSA Professionals	22
	EME 6415	Digital Video for Instruction	14
	EME 8980	Dissertation	4
Summer 2016	EME 6426	HPT Interventions	7

	EME 7063	Emerging Technology Research	18
	EME 8980	Dissertation	5
Spring 2016	EME 6414c	Web-Based Instruction	12
	EME 6415	Digital Video for Instruction	14
	EME 6426	HPT Interventions	7
	EME 6626	Emerging Technology Systems	9
	EME 8980	Dissertation	6
Fall 2015	EME 2040	Introduction to Educational Technology	33
	EME 6408	Technology Integrated Learning Environments	15
	EME 6426	HPT Interventions	7
	EME 7905	Directed Study	1
	EME 7938	IT Research Design Seminar	8
	EME 8980	Dissertation	7
Summer 2015	EME 6415	Digital Video for Instruction	18
	EME 6426	HPT Interventions	4
	EME 6429	Human Performance Improvement	3
	EME 8980	Dissertation	5
Spring 2015	EME 2040	Introduction to Educational Technology	26
	EME 6414c	Web-Based Instruction	19
	EME 6426	HPT Interventions	6
	EME 7905	Directed Study	1
	EME 8980	Dissertation	6
Fall 2014	EME 6358	Evaluation for MSA Professionals	32
	EME 6426	HPT Interventions	11
	EME 7938	IT Research Design Seminar	5
	EME 7905	Directed Study	1
	EME 8980	Dissertation	6
Summer 2014	EME 7905	Directed Study	1
	EME 8980	Dissertation	4
	EME 8980	Research Seminar	16
Spring 2014	EME 7938	IT Research Design Seminar	3
	EME 7905	Directed Study	2
	EME 8980	Dissertation	7
	EME 8990	Research Seminar	14
Fall 2013	EME 8980	Dissertation	6
Summer 2013	EME 6905	Directed Study	2
	EME 7063	Emerging Technology Research	9
	EME 7905	Directed Study	1
	EME 8980	Dissertation	7
Spring 2013	EME 7938	IT Research Design Seminar	9
	EME 7905	Directed Study	1
	EME 8980	Dissertation	10
Fall 2012	EME 8980	Dissertation	13
Summer 2012	EME 6905	Directed Study	1
	EME 8980	Dissertation	13
Spring 2012	EME 6414c	Web-Based Instruction	21
	EME 6426	HPT Interventions	14
	EME 7938	IT Research Design Seminar	8
	EME 8980	Dissertation	13
Fall 2011	EME 6426	HPT Interventions	10
	EME 6626	Emerging Technologies	13

	EME 6990	Applied Instructional Technology Investigations	8
	EME 7063	Emerging Technology Research	8
	EME 8980	Dissertation	14
Summer 2011	EME 6408	Integrated Technology Learning Environments	12
	EME 6426	HPT Interventions	6
	EME 6905	Directed Study	1
	EME 7417	Advanced Web-Based Learning Environments	7
	EME 8980	Dissertation	11
Spring 2011	EME 6414c	Web-Based Instruction	21
	EME 6426	HPT Interventions	9
	EME 7938	IT Research Design Seminar	7
	EME 8980	Dissertation	13
Fall 2010	EDG 5332	Principles of Instructional Design	24
	EME 6426	HPT Interventions	12
	EME 7063	Emerging Technology Research (two sections)	34
	EME 8980	Dissertation	11
Summer 2010	EME 6408	Integrated Technology Learning Environments	11
	EME 6415	Design of Instructional Courseware	15
	EME 6426	HPT Interventions	4
	EME 8980	Dissertation	10
Spring 2010	EME 6414c	Web-Based Instruction	19
	EME 6426	HPT Interventions	10
	EME 7938	IT Research Design Seminar	5
	EME 8980	Dissertation	7
Fall 2009	EDG 5332	Principles of Instructional Design	21
	EME 6626	Emerging Technologies	4
	EME 6426	HPT Interventions	12
	EME 7063	Emerging Technology Research	3
	EME 8980	Dissertation	7
Summer 2009	EME 6408	Integrated Technology Learning Environments	15
	EME 6415	Design of Instructional Courseware	15
	EME 6426	HPT Interventions	7
	EME 6905	Directed Study	2
	EME 8980	Dissertation	8
Spring 2009	EME 6414c	Web-Based Instruction	24
	EME 7938	IT Research Design Seminar	6
	EME 8980	Dissertation	6
Fall 2008	EDG 5332	Principles of Instructional Design	13
	EME 6626	Emerging Technologies	4
	EME 6905	Directed Study	1
	EME 7063	Emerging Technology Research	10
	EME 8980	Dissertation	4
Summer 2008	EME 6408	Integrated Technology Learning Environments	12
	EME 6415	Design of Instructional Courseware	9
	EME 6905	Directed Study	3
	EME 8980	Dissertation	5
Spring 2008	EME 6414c	Web-Based Instruction	25
	EME 7938	IT Research Design Seminar	4
	EME 8980	Dissertation	4
Fall 2007	EDG 5332	Principles of Instructional Design	32
	EME 6626	Emerging Technologies	6

	EME 7063	Emerging Technology Research	12
	EME 8980	Dissertation	4
Summer 2007	EME 6408	Integrated Technology Learning Environments	21
	EME 6415	Design of Instructional Courseware	22
	EME 8980	Dissertation	3
Spring 2007	EME 6414c	Web-Based Instruction	28
	EME 6990	Emerging Technologies	3
	EME 8980	Dissertation	3
Fall 2006	EDG 5332	Principles of Instructional Design	26
	EME 6054	Foundations of Instructional Technology	15
	EME 6357	HPT Tools	14
	EME 6358	Evaluation for MSA Professionals	28
Summer 2006	EME 6408	Integrated Technology Learning Environments	11
	EME 6415	Design of Instructional Courseware	22
Spring 2006	EME 6358	Evaluation for MSA Professionals	23
	EME 6408	Integrated Technology Learning Environments	20
	EME 6414c	Web-Based Instruction	28
	EME 6426	HPT Interventions	12
Fall 2005	EME 6053	Foundations of Instructional Technology	16
	EME 6357	HPT Tools	24
	EME 6358	Evaluation for MSA Professionals	28
	EME 6607	Instructional Technology Planning & Change	15
<i>Courses below were taught at Mississippi State University</i>			
Summer 2005	TKT 8833	Data Networks	16
	TKT 8803	Design and Evaluation of Instructional Software	11
Spring 2005	TKT 8733	Data Communications for Instructional Technology	15
	TKT 3463	Computer Repair and Maintenance	24
Fall 2004	TKT 8733	Data Communications for Instructional Technology	20
	TKB 4563	Introduction to Data Networks	21
	TKB 2122	Introduction to Database Management	20
Summer 2004	TKT 8833	Data Networks	11
	TKB 4563	Introduction to Data Networks	16
Spring 2004	TKT 8733	Data Communications for Instructional Technology	25
	TKT 3463	Computer Repair and Maintenance	24
Fall 2003	TKT 8733	Data Communications for Instructional Technology	21
	TKB 4283	Database Management	22
	TKB 1313	Records Management	19
Summer 2003	TKT 8833	Data Networks	12
Spring 2003	TKT 8803	Design and Evaluation of Instructional Software	12
	TKT 1273	Introduction to Computer Applications	19
Fall 2002	TKB 4283	Database Management	21
	TKB 1313	Records Management	17

SERVICE
Department Service

Reviewer, Applications to Instructional Design and Technology MEd and C&I EdD Specialization Programs (ongoing)
 Committee Chair, Instructional Design and Technology Visiting Assistant Professor Search Committee (2017-2018)
 Committee Member, Building Construction Instructor Search Committee (2015-2016)
 Committee Member, Bylaws Committee (2015-2016)
 Chair, Department of Instructional and Performance Technology (2012-2014)
 Interim Chair, Applied Science, Technology, and Administration (2014)
 Associate Chair, Department of Applied Science, Technology, and Administration (2011-2012)
 Program Coordinator, EdD and EdS Instructional Technology Programs (2010-2015)
 Committee Member, Engineering and Computer Technology Departmental T&P Committee (2009)
 Advisor, MEd Instructional Technology (IT) and MSA Human Performance Technology (HPT), (2005-2008)
 Chair, ECT Departmental Search Committee for Instructional Technology Faculty Member (2007)
 Committee Member, ECT Departmental Search for Engineering Technology Instructor (2006)
 Committee Member, ECT Departmental Search for Instructional Technology Faculty Member (2006)
 Program Coordinator, Instructional Systems, Leadership and Workforce Development (ISLWD), BS Information Technology Services (2002-2005)
 Advisor, MS Instructional Technology (IT) advisor (21 students) and B.S. Information Technology Services advisor (41 students) (2002-2005)
 Committee Member, ISLWD Departmental Search for Instructional Technology Faculty Member (2004)
 Committee Member, RRTC on Blindness and Low Vision Departmental Search for Instructional Design Specialist (2004)
 Committee Member, ISLWD Departmental Search for Media Specialist (2003)
 Committee Member, ISLWD Departmental Search for Instructor (2003)

College Service

Committee Member, College of Education and Professional Studies Personnel Committee (2014-present)
 Committee Member, Emerge Program Committee (2015-present)
 Chair, College of Education and Professional Studies EdD Program Committee (2014-2015)
 Committee Member, Research and Advanced Studies Chair/EdD Program Director Search Committee (2015)
 Committee Member, College of Education and Professional Studies Showcase (2015)
 Committee Member, Research and Advanced Studies Faculty Search Committee (2014)
 Committee Member, Administrative Studies EdD Specialization Faculty Search Committee (2013)
 Committee Member, College of Professional Studies EdD Program Committee (2010-2014)
 Committee Member, College of Professional Studies Academic Standards and Review Committee (2009-2012)
 Committee Member, College of Professional Studies Professional Education Council (PEC) (2006-2008)
 Committee Member, College of Education National Council for Accreditation of Teacher Education (NCATE) Committee (2003-2005)

University Service

Committee Member, Scholarly and Creative Activities Committee (2015-2017)
 Committee Member, Research and Scholarship Task Force (2015)
 Committee Member, Graduate Council (2013-2015)
 Committee Member, UWF Open House Committee - Ad Hoc (2013)
 Committee Member, UWF IT Planning and Advisory Committee (2011-2016)
 Committee Member, UWF Electronic Courseware Task Force - Ad Hoc (2008-2009)
 Committee Member, UWF Dean of Libraries Search (2008-2009)
 Committee Member, UWF Emerald Coast Search for Information Technology Specialist (2007)

Committee Member, UWF Emerald Coast Search for Financial Accounts Manager (2007)
Committee Member, UWF Emerald Coast Search for Faculty Coordinator (2006)
Member, Emerald Coast Faculty Council (2006-2011)
Mentor, Mississippi State University Mentor Program (2003-2005)

Professional Service

Editorial Review Board Member, 2003-present
Journal of Interactive Learning Research (JILR) – a peer-reviewed quarterly journal of the Association for the Advancement of Computing in Education (AACE)
Editorial Review Board Member, 2003-2011
Journal of Research on Technology in Education (JRTE) – a peer-reviewed quarterly research journal of the International Society for Technology in Education (ISTE)
Member, Association for Educational Communications and Technology (AECT)
President Elect, Division of Emerging Learning Technologies (2017-present)
Member at Large, Division of Emerging Learning Technologies (2016-2017)
Conference Proposal Reviewer (2016-2017)
– Division of Emerging Learning Technologies
Conference Proposal Reviewer (2015)
– Multimedia Production
Conference Proposal Reviewer (2003-2006):
– Design and Development
– Distance Learning
Member, American Educational Research Association (AERA)
Conference Proposal Reviewer (2003-2006):
– Division C: Learning and Instruction
– Division L: Education Policy and Politics
– SIG Instructional Technology
Presider, Society for Information Technology and Teacher Education Conference (SITE, 2004)
Member and Conference Proposal Reviewer Mid-South Educational Research Association (MSERA, 2003-2005)

Community Service

Kairos Prison Ministry International Volunteer, 2006-present
– Served on nine Weekend Programs and nine Reunions: #6 through #13 at Northwest Florida Reception Center (formerly Washington Correctional Institution) and Program #1 and Reunion at Okaloosa Correctional Institution
– Served as Leader for Kairos #10 at Washington Correctional Institution
– Served on over 30 Follow-up sessions
– Offered over 15 formal talks regarding topics including choices, listening, and forgiveness
– Counseled (individually and small group) over 20 incarcerated men
Creative Learning Academy, Professional Development - Technology Tools for Learning 2012

AWARDS

Brandon Hall Multimedia and Internet Training Newsletter Award (1997). Award presented for a training CD for a proprietary cable location system at AT&T.

Webby Award (1996). Award presented for an interactive instructional game teaching First-Aid concepts and techniques.

CURRICULUM VITAE

Dr. Holly Ellis, Assistant Professor

Office Address

College of Education and Professional Studies
Department of Instructional, Workforce, and Applied Technology
Building 70, Room 106

Educational Background

Ph.D., Instructional Design and Development, University of South Alabama, 2008
M.Ed., Educational Training and Management Subspecialty, Emphasis in Instructional
Technology, University of West Florida, 1999
B.A., Elementary Education, University of West Florida, 1997

Employment History at the University of West Florida

Assistant Professor, Department Instructional, Workforce, and Applied Technology,
2012 – present

Visiting Assistant Professor, Department of Engineering and Computer Technology,
2010 – 2012

Assistant Director, Institute for Innovative Community Learning, 2007-2010

Instructional Designer, Institute for Innovative Community Learning, 2005-2007

Coordinator of Product Development and Support, Educator Performance Institute,
2002-2005

Organizational Liaison and Client Advocacy Coordinator, Office of Educator
Performance, 2000-2002

STEPS Grant Project Manager, Panhandle Area Center for Educational Enhancement,
1999-2000

Other Professional Experiences

Instructor, TeacherReady[®] Alternative Certification Program

Teaching Assignments

Fall 2004

EME 2040, Introduction to Educational Technology

Fall 2010

EME 6358, Evaluation for MSA Professionals (2 sections)

EME 6409, Distance Learning Implementation

EME 6607, Instructional Technology Planning and Change

Spring 2011

EME 6358, Evaluation for MSA Professionals (2 sections)
EDG 6335, Advanced Instructional Design
EME 6054, Foundations of Instructional Technology
EME 6905, Directed Study

Summer 2011

EME 6358, Evaluation for MSA Professionals
EME 6316C, Instructional Management and Technology
EME 5355, ID for HPT
EME 6905, Directed Study

Fall 2011

EME 6317, Instructional Technology for Educational Leaders
EME 6314, Technology for Leaders
EDG 5332, Principles of Instructional Design
EME 6905, Directed Study

Spring 2012

EME 6317, Instructional Technology for Educational Leaders
EME 6607, Instructional Technology Planning and Change
EME 6054, Foundations of Instructional Technology
EME 6905, Directed Study

Summer 2012

EME 6317, Instructional Technology for Educational Leaders (2 sections)
EME 8990, Doctoral Seminar, APA III

Fall 2012

EME 6317, Instructional Technology for Educational Leaders
EDG 5332, Principles of Instructional Design
EME 6607, Instructional Technology Planning and Change
EME 8990, Doctoral Seminar, Scholarly Writing I

Spring 2013

EME 6317, Instructional Technology for Educational Leaders
EME 6054, Foundations of Instructional Technology
EME 8990, Doctoral Seminar, Scholarly Writing II

Summer 2013

EME 6317, Instructional Technology for Educational Leaders (2 sections)
EME 6607, Instructional Technology Planning and Change (2 sections)
EME 8990, Doctoral Seminar, Research and Scholarly Writing

Fall 2013

EME 6317, Instructional Technology for Educational Leaders (2 sections)
EME 6358, Evaluation for MSA Professionals
EDG 5332, Principles of Instructional Design
EME 7905, Directed Study

Spring 2014

EME 6317, Instructional Technology for Educational Leaders

EME 6054, Foundations of Instructional Technology
EME 6358, Evaluation for MSA Professionals (2 sections)

Summer 2014

EME 6607, Instructional Technology Planning and Change
EME 6358, Evaluation for MSA Professionals
EME 8980, Dissertation

Fall 2014

EME 6317, Instructional Technology for Educational Leaders (Quality Matters certified)
EME 6409, Distance Learning Implementation
EDG 5332, Principles of Instructional Design
EME 7905, Directed Study
EME 8980, Dissertation

Spring 2015

EME 6316C, Instructional Management and Technology
EME 6358, Evaluation for MSA Professionals (2 sections)
EME 6054, Foundations of Instructional Technology
EME 8980, Dissertation

Summer 2015

EME 6607, Instructional Technology Planning and Change
EME 6358, Evaluation for MSA Professionals
EME 8980, Dissertation

Fall 2015

EME 6607, Instructional Technology Planning and Change (directed study)
EME 6609, Principles of Instructional Design (Quality Matters certified)
EME 6358, Evaluation for MSA Professionals (2 sections)
EME 6409, Distance Learning Implementation

Spring 2016

EME 5355, Instructional Design for Human Performance Technology
EME 6357, Performance Technology Tools
EME 6358, Evaluation for MSA Professionals (2 sections)
EME 6054, Foundations of Instructional Technology
EME 8980, Dissertation (2 students)

Summer 2016

EME 6607, Instructional Technology Planning and Change
EME 8980, Dissertation (2 students)

Fall 2016

EME 6609, Principles of Instructional Design
EME 6409, Distance Learning Implementation
EME 5316, Instructional Technology Leadership (course redesign)
EME 4043, Instructional Technology Leadership (course redesign)
EME 8980, Dissertation (2 students)

Spring 2017

EME 6054, Foundations of Instructional Technology (2 sections) (course redesign)
 EME 6409, Implementation of Distance Learning (course redesign) (Quality Matters certified)
 EME 6458, Distance Learning Policy and Planning
 EME 8980, Dissertation (2 students)

Summer 2017

EME 6607, Implementation of Instructional Technology Projects

Fall 2017

EME 8905, Dissertation Research
 EME 6609, Principles of Instructional Design
 EME 5316, Instructional Technology Leadership
 EME 4043, Instructional Technology Leadership
 EME 6946, IPT Field Experience
 EME 8980, Dissertation (1 student)

Spring 2018

EME 6609, Principles of Instructional Design
 EME 6414C, Web-Based Instruction
 EME 6054, Foundations of Instructional Technology (2 sections)
 EME 8980, Dissertation (1 student)

Research/Creative Activities

Peer-Reviewed Publications

Ellis, H. H. (2018). A nontraditional conundrum: The dilemma of nontraditional student attrition in higher education. Submitted for review.

Ellis, H. H. (2018). Participation in online discussions: Traditional vs. nontraditional students. Accepted for publication.

McArthur, A., Ellis, H. H., & Havard, B. (2016). Perceptions of technology integration and creative curricula in child education. In M. Simonson (Ed.), *39th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology, Volume 1* (pp. 77-85). Las Vegas, NV: AECT.

Ellis, H., Havard, B., Hastings, N. & McArthur, A. (2016). Educational leaders as technology leaders: Technology literacy skill development. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1108-1114). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Ellis, H. H. (2014). How student responses in online threaded discussions change over time. *International Journal of Instructional Technology and Distance Learning*, 11(6), 4-15.

Ellis, H. (2014). Modeling effective 21st Century teaching strategies: Teaching with the technology, not teaching the technology. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education*

International Conference 2014 (p. 2784). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Havard, B., Ellis, H. & Kingry, M. A. (2013). The team member evaluation tool: Assigning individual grades on group projects. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 510-515). Chesapeake, VA: AACE.

Ellis, H. H., Howard, W. G., & Donofrio, H. (2012). The effects of gender and dominant mental processes on hypermedia learning. *Journal of Educational Multimedia and Hypermedia*, 21(4), 257-267.

Havard, B., Kingry, M. A., Hastings, N. B., Ellis, H. H., & Prayaga, L. (2012). Peer assessment in group projects: The team member evaluation tool. In M. Simonson (Ed.), *35th Annual Proceedings of Selected Research and Development Papers Presented at The Annual Convention of the Association for Educational Communications and Technology, Volume 1* (pp. 102-107). Bloomington, IN: AECT.

Davidson-Shivers, G. V., Ellis, H. H., & Aramasing, K. (2010). How do female students participate in online debates? *International Journal on E-Learning*, 9(2), 169-183.

Ellis, H. H. & Davidson-Shivers, G.V. (2010). Impact of discussion structure on student participation in online discussions. In J. Herrington & C. Montgomerie (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2010* (pp. 2364-2372). Association for the Advancement of Computing in Education (AACE).

Davidson-Shivers, G., Ellis, H. & Amarasing, K. (2005). How do female students perform in online debates and discussion? In G. Richards (Ed.), *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2005* (pp. 1972-1977). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Howard, W. G., Ellis, H. H., & Rasmussen, K. L. (2004). From the arcade to the classroom: Capitalizing on students' sensory rich media preferences in disciplined-based learning. *College Student Journal*, 38(3), 431-440.

Pilcher, J., Sites, R., & Howard [Ellis], H. (2001). SOPALS: An on-line student portfolio. In *Proceedings of the 10th International Conference on Management of Technology*. Lausanne, Switzerland: The International Association for Management of Technology (IAMOT).

Howard, W. G., & Howard [Ellis], H. A. (1999). Socrates in the new millennium: Hypermedia application. In D. Walker (Ed.), *Proceedings of the 16th International Conference on Technology and Education* (pp. 295-297). Edinburgh, Scotland: International Conference on Technology and Education (ICTE).

Ellis, H. H.
Society for Information Technology and Teacher Education, March 2018, Washington, D.C.

Presentation: Student Participation in Online Discussions: Traditional vs. Nontraditional Students.

Havard, B., & Ellis, H. H.
Association for Educational Communications and Technology, November 2017, Jacksonville, Florida.

Presentation: Factors Influencing Preservice Teachers' Intentions to Integrate Technology.

Evans, T. & Ellis, H. (accepted for presentation but unable to attend).
Association for Educational Communications and Technology, November 2016, Las Vegas, Nevada.

Presentation: Don't Gamble with Technology Education and Young Children.

Johnson, D. & Ellis, H.
Association for Educational Communications and Technology, November 2016, Las Vegas, Nevada.

Presentation: A Study Carroll's Model of School Learning and Distance Learning for Law Enforcement Officers.

McArthur, A. & Ellis, H.
Association for Educational Communications and Technology, November 2016, Las Vegas, Nevada.

Presentation: Creative Curriculum and Technology Integration in Child Development Centers.

Mitchell, D., Havard, B., & Ellis, H.
Association for Educational Communications and Technology, November 2016, Las Vegas, Nevada.

Presentation: The Effects of Educational Video Games on Secondary Students' Nutritional Beliefs and Knowledge.

Taylor, N., Havard, B., & Ellis, H.
Association for Educational Communications and Technology, November 2016, Las Vegas, Nevada.

Presentation: Self-efficacy Beliefs, Prior Deployment Experience, and Cognitive Functioning Levels of Disaster Response Tabletop Exercise Participants.

Ellis, H. H., Havard, B., Hastings, N., & McArthur, A.
Society for Information Technology and Teacher Education, March 2016, Savannah, Georgia

Presentation: Educational Leaders as Technology Leaders: Technology Literacy Skill Development

Ellis, H. H.
Society for Information Technology and Teacher Education, March 2014, Jacksonville, Florida

Presentation: Modeling Effective 21st Century Teaching Strategies:
Teaching with the Technology, Not Teaching the Technology
Havard, B., Ellis, H. H., & Kingry, M.
Society for Information Technology and Teacher Education, March 2013, New Orleans,
Louisiana

Presentation: The Team Member Evaluation Tool: Assigning Individual Grades
on Group Projects

Ellis, H. H., & Davidson-Shivers, G. V.
Ed Media 2010 – World Conference on Educational Multimedia, Hypermedia, and
Telecommunications, June 2010, Toronto, Canada

Presentation: The Impact of Discussion Structure on Student Participation in
Online Discussions

Ellis, H. H.

Florida Educational Technology Conference, January 2009, Orlando, Florida

Presentation: Using Formative Assessment and Feedback to Improve Student
Performance: A Tool for New and Early Career Teachers

Ellis, H. H., & Thomas, K.

2008 Just Read, Florida! Leadership Conference, June 2008, Orlando, Florida

Presentation: Using Formative Assessment and Feedback to Improve Student
Learning in Reading

Davidson-Shivers, G. V., Ellis, H. H., & Amarasing, K.

2005 World Conference on E-Learning in Corporate, Government, Healthcare and
Higher Education, October 2005, Vancouver, Canada

Presentation: How do female students perform in online debate and discussion?

Howard, W. G., & Ellis, H. H.

Florida DOE 2005 Post Secondary Disability Services Conference, June 2005, Orlando,
Florida

Presentation: Designing Effective Learning with Active Student Learning and
Technology

Howard, M., & Howard [Ellis], H. A.

American Society for Addiction Medicine, March 2003, Orlando, Florida

Presentation: Using Effective Communication to Reduce Medical Errors

Howard [Ellis], H. A.

Technology and All That Jazz, February 2002, Pensacola, Florida

Presentation: IBINDER: Your Personal Notebook of Educational Standards

Sites, R., & Howard [Ellis], H. A.

International Association for Management of Technology, March 2001, Lausanne,
Switzerland

Presentation: SOPALS: An Online Student Portfolio

Howard, W. G., & Howard [Ellis], H. A.

International Conference on Technology and Education, March 1999, Edinburgh,
Scotland

Presentation: Socrates in the New Millennium

Other

Northrup, P., Ellis, H. H., Hastings, N., Havard, B., & Rasmussen, K. (Spring 2013). Building your future with online Ed.D. in curriculum and instruction: Instructional Technology. *SEEN Magazine*, 51(1), 116-118.

Pilcher, J. K., Largue, R., & Ellis, H. H. (2007). *Aligning standards to instruction: Just ask Andie!* Ballinger Publishing: Pensacola, Florida.

Conferences Attended

Society for Information Technology and Teacher Education, March 2018, Washington, D.C.

Association for Educational Technology Conference, November 2017, Jacksonville, Florida

Association for Educational Technology Conference, November 2016, Las Vegas, Nevada

Society for Information Technology and Teacher Education, March 2016, Savannah, Georgia

Association for Educational Communications and Technology, November 2015, Indianapolis, Indiana

Society for Information Technology and Teacher Education, March 2014, Jacksonville, Florida

Florida Educational Technology Conference, January 2013, Orlando, Florida

Just Read, Florida Leadership Conference, June 2008, Orlando, Florida

Florida Educational Technology Conference, March 2005, Orlando, Florida

Association for Educational Communications and Technology, February 2000, Long Beach, California

Florida Educational Technology Conference, February 2000, Orlando, Florida

International Association for Management of Technology, March 1998, Gothenburg, Sweden

Peer Reviewer for Publications

SAGE Open

Contemporary Issues in Technology and Teacher Education - Current Practices Learning, Media, and Technology

Journal of Technology and Teacher Education

Other Professional Service

Volunteer Web Designer for Educational Center
Volunteer Instructor for Technology-Related Professional Development
Presenter of Educational Resources to Local Public Schools
Instructional Technology Consultant for Peer Research
Developed and Presented Professional Development for K12 Teachers
Peer Reviewer for Professional Journal
Emerge Experience Consultant
Content Writer for College Website
Presider for Conference Session

Honors and Awards

Phi Kappa Phi
Golden Key Honor Society
Phi Eta Sigma
Who's Who in Colleges and Universities
SITE 2016 Honorable Mention

Membership in Professional Organizations

Association for the Advancement of Computing in Education
Society for Information Technology and Teacher Education
American Education Research Association
Association and Training Development
International Society for Performance Improvement
International Society for Technology in Education

Standing College Committees

Ed.D. Program Committee (2012-2014) (chair and co-chair)
Academic Standards and Review Committee (2013-2015)
College of Education and Professional Studies Council (2014-2017)
Program Review Committee (2014-2015)

Standing University Committees

Academic Program Assessment Council (2013-2015)
University Library Committee (2014-2016)

Additional Service

Ed.D. Program Coordinator, Instructional Design and Technology specialization (2017-present)

Mark Malisa
mmalisa@uwf.edu

Education: Ph.D., University of Nevada, Curriculum and Instruction
 M.Div., CDSP, Berkeley, California
 B.A. University of Zimbabwe; Zimbabwe

Employment:

Present: The University of West Florida (Doctoral Faculty)
 2010-2016: The College of Saint Rose, Albany, New York, USA.
 2008-2009: Northeastern University, Boston: Massachusetts, USA.
 2006-2008: University of Wisconsin, La Crosse: Wisconsin, USA.

Membership in Professional Associations:

Comparative and International Education Society
 Association of Jewish Studies
 German Studies Association
 Midwest Educational Research Association
 Modern Languages Association
 Southern Anthropological Society
 Southern Studies Association

Languages Spoken:

English, Zulu, Ndebele, Xhosa, and, Shona.

Selected Peer- Refereed Publications:

Malisa, M., Koetting, R. & Radarmacher, K. (2007). *Critical theory, globalization, and teacher education in a technocratic era*. Milwaukee, WI: Frontiers in Education/IEEE.

Koetting, R. & Malisa, M. (2008). Philosophy, research, and education. In D. Jonassen, (ed). *Handbook of research on educational communications and technology*. Mahwah, NJ: Laurence Erlbaum Associates.

Malisa, M. (2011). Ubuntu as a reference construct for Western masculinity. *Male Studies*, (April 2011).

Malisa, M., & McAnuff-Gumbs, M. (2015). Ubuntu is Utopia: The individual and community in African Philosophy. In C. Ellis & C. Jones (Eds.), *The Individual and Utopia: A multidisciplinary study of humanity and perfection*. Surrey, England: Ashgate Publishing Inc.

McAnuff-Gumbs, M., & Malisa, M. (2013). Educators' evaluation of the quality of the literate environment in Caribbean classrooms. *Caribbean Curriculum* Vol. 20. 2013, 115-159.

Malisa, M. (2017). Masakhane, Ubuntu, and Ujamaa: Politics and Education in (post) socialist Zimbabwe, Tanzania, and South Africa. In I. Silova (ed). *Reimagining Utopias: Theory and Method for Educational Research in Post-Socialist Contexts*. Boston and Rotterdam

Book Chapters:

Dobbins, C., & Malisa, M. (2012). Complicit in their own marginalization: teacher perceptions of women's representation in 11th grade U.S. history textbooks. In S. Pinder (ed.), *American Multicultural Studies*. Thousand Oaks, CA: Sage Publication.

- Malisa, M., & N. Malange. (2013). Songs for freedom: Music and the struggle against apartheid. In J. Friedman (Ed.), *The Routledge History of Social Protest in Popular Music*. New York, NY: Routledge.
- Malisa, M. (2014). Internationalizing Civil Rights: Afro Cubans, African Americans and the Problem of Global Apartheid. In B. Behnken (Ed.), *Beyond Civil Rights: African Americans and Latino/a Activism in the Twentieth Century United States*. Athens, GA: University of Georgia Press.
- Malisa, M. & Lahrizi, M. (2016). Genocide and Empire Building: The slaughter of the Herero of Namibia. In J. Friedman and W. Hewitt (Eds.). *The Routledge History of Genocide in Feature Films*. New York, NY: Routledge.
- Malisa, M. (In Print). Trading in false commodities: The myth of education and international development. In M. Shatz, A. Popovic, & F. Dervin (Eds.). *Ethics and the Marketization and Internationalization of Higher Education: Buying and Selling in the Global Education Marketplace*. New York, NY: Palgrave.

Books

- Malisa, M. (2009). *Out of these Ashes: The quest for Utopia in Critical Theory, Critical Pedagogy, Liberation Theology and Ubuntu*. Saarbrücken: VDM Verlag.
- Malisa, M. (2010). *(Anti)Narcissisms and (Anti)Capitalisms: Education and Human Nature in Mahatma Gandhi, Malcolm X, Nelson Mandela and Jurgen Habermas*. Boston & Rotterdam: Sense Publishers.

Works in Progress

- Malisa, M., Mema, K., & Nhengeze, P. (Under Review). Locally global and globally local: globalization and intercultural education in Zimbabwe and Denmark. *Education Inquiry*. Taylor & Francis.

MEMA, K., & MALISA, M. (UNDER REVIEW). HONESTY IN AN AGE OF DECEIT: USING EDUCATIONAL BOARD GAMES TO BUILD TRUST. PEDAGOGIES: AN INTERNATIONAL JOURNAL. TAYLOR & FRANCIS.

- Malisa, M. (Under Review). On the Side of the Oppressed: Educator Positionality in Critical Theory and Critical Pedagogy. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*.
- Malisa, M., Misseja, T., & Aboagye, B. (In Progress). Slum tourism: An alternative to Eurocentric models of development/underdevelopment.
- Malisa, M., Aboagye, B., & Misseja, T. (In Progress). On slums and education in apartheid and post-apartheid South Africa. In J. Bodoh-Creed. *Global Urban Inequalities: Case Studies on Cultural Development and Change*
- Malisa, M. (Under Review). Pan-Africanism: A Quest for Liberation and the Pursuit of a United Africa. *Nations in Time: Genealogy, History, and the Narration of Time*.

SELECTED CONFERENCE PRESENTATIONS:

Spring 2018: Symbiosis: Education, Politics and Human Rights in South Africa and the United States 1892-1992. *Southern Studies Conference*. Auburn University. Auburn: Alabama. February 9-10.

Decolonizing education: Critical Pedagogy in the Global South. *Deep in the South Global South Conference*. Lafayette: Louisiana. March 22-24. (With Joan Nkansah).

On slums and education in apartheid and post-apartheid South Africa. *American Association of Geographers*. New Orleans: Louisiana. April 10-14.

Roots: African and Indigenous Frameworks in Qualitative Research. *International Congress of Qualitative Inquiry*. University of Illinois at Urbana-Champaign: IL. 16-19 May.

Fall 2017: It was never a Dark Continent: Educating about Africa during the Harlem Renaissance. *American Literature Association*. New Orleans: Louisiana. September 7-9.

Mentoring Doctoral Students Online: Experiences at the University of West Florida. *Midwest Educational Research Association*. Evanston: IL. October 18-20. (With F. Godwyll & R. Sharma).

Spring 2017. Apartheid as the genesis of African poverty. *Comparative International Education Society*. Atlanta, Georgia. March 6-9.

Chimurenga: Education, Revolution, and Resistance in the Music of Thomas Mapfumo and Oliver Mtukudzi (Zimbabwe 1970-1990). *Southern Anthropological Society*. Carrolton, Georgia. March 23-24.

Spring 2016: Revisiting post-colonial dilemmas of researching on/with 'Africa': a critique of twenty-first century globalization. . *Comparative and International Education Society Conference*. Vancouver, Canada. March 6-10.

Spring 2015: Retracing a History of Nonviolence and Asia's Contributions to Peaceful Change: From South Africa to India, to the United States and the World. *Global Asias Conference*, Penn State University, College Park: PA, April 9-11.

Of diamonds, deserts, education and the right to life: The San People of Botswana in the 21st Century. *Oceans and Deserts Conference*. University of Arizona, Tucson: Arizona. March 6-8, 2015.

Fall 2014: Ubuntu and the education of orphans in Southern Africa. *Care, Compassion and Mindfulness Conference*, Ahimsa Center, Pomona: CA, Nov 7-9

Spring 2014: Educating for Nonviolence in a Capitalist World: Youths and 21st Century Dilemmas. *The values of modern youths: the orientation of education in the context of sustainable development*. Moscow State University for Humanities after M.A. Sholokhov, Stavropol: Russia. April 24-25.

Spring 2014: Teaching about genocides and human rights in the global 21st century. *Equity and Social Justice Conference*. Syracuse University, Syracuse: NY

- Fall 2013:** The March on Washington: Reverberations and Echoes in Southern Africa. *The Dream and Its Untold Stories*. German Historical Institute, Washington, DC. Sep 19-21.
- Spring 2013:** Contrasting Perspectives on the Education of Refugees: USA/Cuba. New York University, NY. *NYU Steinhardt International Education Conference*, April 12.
- Spring 2013:** The iconoclast as an intellectual: Reflections on the work of Ayi Kweyi Armah. *2013 Fourth Annual Public Intellectuals Conference*, Harvard Graduate School of Education, Cambridge: MA. April 25-27.
- Fall 2012:** Neither Truth(s) nor Reconciliation: Reflections on South Africa's Truth and Reconciliation Commission. *Local Memory, Global Ethics, Justice: The Politics of Historical Dialogue in Contemporary Society* Conference hosted by the Alliance for Historical Dialogue and Accountability (AHDA), Columbia University, NY. Dec 11-15.
- Fall 2012:** *Peace and Happiness in the Works of Gandhi. Ahimsa and Sustainable Happiness Conference*. California State University, Pomona. Nov 1-4.
- Spring 2012:** South African Youths and the Anti-apartheid Movement. *Twentieth Century Adolescent Ambassadors*. German Historical Institute. Washington D.C. March 8-9.
- Fall 2012:** Between Just War and Nonviolence: South African Jews and (Anti) Apartheid. *Jewish Studies Association*. Washington D.C., December 18-22.
- Fall 2011:** The Congress of South African Trade Unions and the Democratization of South Africa. *Conference on Trade Unions in Democratic Processes*. Gottingen, Germany, Nov 22-24. (With Adelina Mbinjama).
- Fall 2011:** The other Paulo Freire: *Pedagogy in Process* and Critical Pedagogy in the 21st Century. *International Marcuse Society*. Philadelphia: PA. October 27-29.
- Fall 2011:** Selma and Soweto and the Struggles against Global Apartheid. *Cities in History: Urban Identities Reconsidered*. Fordham University: New York. September 17.
- Summer 2011:** Ubuntu as an alternative to Western/Enlightenment Human Values. *Society for Human Values in Higher Education*: Elmhurst College: Illinois, USA.
- Spring 2011:** From Apartheid to Masakhane: Reflections on Education and Ideology in South Africa. *NAAAS Conference*. Baton Rouge: LA. February 2011.
- Spring 2011:** The Utopian Ideal in the Black-Centered Educational Philosophy of Malcolm X: A Critique. *NAAAS Conference*. Baton Rouge: LA, February 2011.
- Spring 2011:** Charter Schools and the education of Minorities: Propaganda, Myths, and Realities. *International Conference for Academic Disciplines*. Las Vegas: Nevada, March 2011.

Ed.D. Dissertation Chair and Committee Work

Lindsey Piotrowsky: University of West Florida (Chair)
 Robert Studley: University of West Florida (Chair)
 Jennifer Hoover: University of West Florida (Committee)
 Stephen Cook: University of West Florida (Chair)
 Ada Fernandez: University of West Florida (Chair)
 Lori Franks: University of West Florida (Chair)

Brittney Paxton: University of West Florida (Chair)
 Rustian Phelps: University of West Florida (Chair)
 Douglas Johnson: University of West Florida (Committee)
 Nicole Landry: University of West Florida (Committee)
 William Vezcko: University of West Florida (Chair)
 Robert Studly: University of West Florida (Chair)
 Sara Dyehouse: University of West Florida (Committee)
 Christine Conidis: University of West Florida (Committee)

Ph.D. Dissertation Examination/ External Supervision

2015: Umezurike, Samuel. *South Africa's economic policy towards Africa: Renaissance or neo-imperialism*. Political Science and International Studies. University of KwaZulu, Natal: South Africa.

2014: Muya, Dominick. *The national and student politics nexus: managing student conflicts in four African universities in an era of democratic transition*. Political Science and International Studies. University of KwaZulu, Natal: South Africa.

Masters Thesis External Supervision/Examination

2015: Tsitsi Gwaritinga: *An analysis of visual storytelling by South African brands to promote brand engagement on social networks*. M.A. Media Studies; Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.

2012: Sandiaswa Hewana: *The representation of the use of social media for cyber-crimes in selected South African newspapers*. M.A. Media Studies; Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.

2012: Simlindele Manqina: *The use of Social Media by South African Political parties : The ANC, COPE and the DA during the 2011 Municipal elections*. M.A. Media Studies; Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.

Service to College and Department

2017-Present Specialization Coordinator: Research and Advanced Studies
 Search Committee Member: Tenure Track: Quantitative Research
 Search Committee Member: Visiting Instructor Search
 Ad Hoc Committee: Journal of Research and Advanced Studies

2010-2015: Library Committee
 Undergraduate Academic Committee
 Search Committee: Director of Global Studies
 Curriculum Library Committee
 School of Education Conceptual Framework Revision Committee
 Organized First Annual Saint Rose Global Studies Conference
 Organized and Introduced First Saint Rose International Night

Courses Developed /Service to School

2011-2012: Seminar in Global Education
2012-2014: Global and Comparative Philosophies in Education
 Understanding Research in Global and Comparative Education
 Education in the Americas (Revised)
 Comparative Sociology of Education (Revised)

Courses Taught: Doctoral Seminar 1; Qualitative Research; Mixed Methods Research; Research Design; Research Applications

Areas of Interest and Expertise:

Global and Comparative Education; African and Africana Studies; Critical Theory; Critical Pedagogy; Multicultural Education; Philosophies of Education; Nonviolence; Urban Education; Apartheid/Racism; Educational Foundations, Youth Studies; Qualitative Research Methodologies; Sociology of Education; Ethics; Curriculum Studies; Interdisciplinary Research

Programs Developed

2012-2014: M.A. in Global and Comparative Education

Grants Applied For

2012-2015: Applied for, and received the IREX/ILEP grant from the Department of State. The grant was worth US 150 000.00 per year and brings international teachers to the US as part of international education and cultural exchange.

Conference Sessions Chaired:

Spring 2015: From education in emergencies to peace education: Towards a pedagogy of peace. *Comparative and International Educational Society Conference*, Washington DC, March 10,

Spring 2015: Humanizing education: An analysis of diverse policies and practices. *Comparative and International Education Society*. Washington DC, March 11.

Conferences Organized:

Spring 2015: Saint Rose Global Studies Conference, Albany: New York.

Selected Publications with Graduate Students:

Malisa, M. & Lahrizi, M. (2015). Genocide and Empire Building: The slaughter of the Herero of Namibia. In J. Friedman and W. Hewitt (Eds.). *The Routledge History of Genocide in Feature Films*. New York, NY:

Malisa, M. & Nyabu, A. (Accepted,) It was not always like this: The rape of women as a colonial legacy in African literature and history. In P. Uwakeh (Ed). *Under Fire: Critical Discourses on African Women in War and Conflict*.

Dobbins, C., & M. Malisa. (2012). Complicit in their own marginalization: teacher perceptions of women's representation in 11th grade U.S. history textbooks. In S. Pinder (ed.), *American Multicultural Studies*. Thousand Oaks, CA: Sage Publication.

Carla J. Thompson, Ed. D.
Research and Advanced Studies
College of Education and Professional Studies
University of West Florida
11000 University Parkway
Pensacola, FL 32514
(850) 473-7327 (voice mail)
cthompson1@uwf.edu
<http://uwf.edu/coral>

Curriculum Vita

Present Position: Professor, Department of Research and Advanced Studies with a joint Appointment in the Department of Nursing, College of Education and Professional Studies and College of Health, University of West Florida and Director, Community Outreach Research and Learning (CORAL) Center. **Responsibilities:** Teach educational research, statistics, and evaluation courses; advise doctoral students, direct UWF CORAL Center (Community Outreach Research and Learning), chair dissertation committees, and serve the research/statistics needs of the Nursing Department (Spring 2015 to present).

Previous Positions:

Associate Professor of Graduate Educational Statistics and Research and Director, Community Outreach Research and Learning (CORAL) Center, University of West Florida (2009-2015);

Assistant Professor of Graduate Educational Statistics and Research and Director, Community Outreach Research and Learning (CORAL) Center, University of West Florida (2006-2009);

Assistant Professor of Statistics, Mathematics, Teacher Preparation; Director, TCC SPICE (Special Pre-service and In-service Courses for Educators) Program, Tulsa Community College (1979 – 2006);

Researcher-Statistician Faculty Member for the University of Oklahoma Graduate College of Nursing, Tulsa Campus (1986-2004);

Adjunct Statistics, Research, and Mathematics Faculty Member for Oklahoma City University and the University of Phoenix, for the undergraduate and graduate colleges of business, nursing, and education programs (1998-2006);

Principal Evaluator for the National Science Foundation Urban Systemic Program with Oklahoma City Public Schools (1999-2005).

Secondary Mathematics Teacher (Middle School and High School) and Department Chair with Sapulpa Public Schools (1973-1979).

Educational Preparation:

H.S. Diploma, Will Rogers High School, Tulsa Public Schools (1969);

B.S. Mathematics (The University of Tulsa, 1972);

M.T.A. in Mathematics Education (The University of Tulsa, 1973);

Ed. D. in Research and Evaluation/Educational Leadership (The University of Tulsa, 1980);

Post Masters Work in Curriculum and Instruction (Oklahoma State University, 1974 to 1976);

Post Doctorate Work in Educational Technology (University of California at Berkeley, 1984).

Certifications: (expiration)

Oklahoma and Florida Standard Elementary and Secondary Teaching Certificates in Mathematics and Computer Science (2021)

Oklahoma and Florida Elementary and Secondary Principal Certificates (2021)

Oklahoma and Florida Standard Superintendent Certificates (2021)

National Quality Matters Certification for Online Teaching (completed 2016- no expiration)

Administrative Experience:

Tulsa Community College (1987 to 2006): Founder and Director of TCC SPICE (Special Pre-service and In-service Courses for Educators) – This program consists of approximately 225 courses per year from all teaching discipline areas and serves approximately 2500 students (just under 48% undergraduate education majors and 52% veteran teachers) with the director responsible for all faculty hiring/firing/contracts (approximately 120 faculty employed each year for the program); all scheduling, purchasing, equipment, facilities, and student issues; and budget, marketing, project management, accountability and articulation considerations of the program; and evaluation and dissemination activities. The director also supervises one secretary and works with all five campuses and all departments within the college.

Principal Investigator for Federal, State, and Private Research Grants in Oklahoma (1980 to 2006):

Principal Investigator (author) and Project Director for 32 federal, state, and private grants totaling over 6 million dollars in funding with projects ranging from \$5000 (American Association of University Women, *Encouraging Girls in Math and Science Related Fields*) to \$3.2 million (US Office of Education, *21st Century Teaching and Learning with Monroe Middle School Community*). The project director role includes supervising all aspects of the project, including personnel, activities, facilities, equipment, payrolls, curriculum, marketing, budget, evaluation, and dissemination of results.

PI for Selected Engaged Scholarship Projects with Community: (1980 to 2006): Completed over 100 research/statistical studies as a private contractor for businesses, agencies, and institutions across the country. Contracted projects ranged from 3 months to 5 years in duration with topics/field examples such as *A Study of the Quality Control and Safety of an Airplane Part for Production* (McDonnell-Douglas Corporation); *Propensity Toward Suicide of Death Row Inmates in McAlester Prison* (Oklahoma Department of Corrections); *Effects of Breastfeeding Education on Health and Well-being of Babies of Native American Women* (Claremore Indian Hospital); *Profile of an Adolescent Drug Abuser in Tulsa County* (Palmer Drug Abuse Center); *Empirical Impact of Standards-based Instruction on Secondary Students' Math and Science Achievement in Oklahoma City Public Schools* (Oklahoma City Public School District); *Impact of Tar Creek Mining Activities on Diagnosed Health Conditions and Diseases in Ottawa County* (LEAD Corporation); *Multisensory Environments and Students with Special Needs* (Florida Escambia Westgate School); *Factors Contributing to Welfare Participants' Employment* (Workforce Escarosa, Florida); *Examining Factors that Influence a Substance Abuse Intervention Faith-based Program for Jail-based Inmates* (Pathways for Change, Florida) and many others.

Educational Administrative Experience (1978-80): Completed three (nine-week) internships via the University of Tulsa coursework as follows: (1) elementary principal; (2) secondary principal; and (3) superintendent with Sapulpa Public Schools, Oklahoma.

Department Chair (1976-79): Served as secondary mathematics department chair for a team of nine math teachers, Sapulpa Public Schools, Sapulpa, Oklahoma.

College and University Teaching Experience:

University of West Florida (2006 to present): Teach graduate courses including: Educational Research, Applied Research for Educational Leaders, Educational Statistics I, II, and III, Assessment for Leaders, Data-Driven Decision Making, Applied Program Evaluation, Psychometric Theory, Advanced Evaluation Theory, Advanced Measurements, Mixed Methods Research, Research Ethics, Survey Research, and Instrumentation Development and Validation. Teach online, blended, and face-to-face courses. Serve on dissertation committees and chair dissertations.

Tulsa Community College (1979 to 2006): Consistently taught undergraduate courses including: College Algebra; Trigonometry; Calculus I, II, and III; Elementary Statistics; Advanced Honors Statistics (SPSS based); Technical Mathematics I and II; Overcoming Math Anxiety; Introduction to Computers; Basic Math Concepts for Educators; Grant Writing for Educators; and Applied Statistical Analysis.

University of Oklahoma (1986 to 2005): Consistently taught graduate nursing statistics and graduate nursing research for the Graduate College of Nursing and served as Chair and Member of multiple theses committees for MSN program.

Langston University (1985 to 2001): Consistently taught undergraduate and graduate courses including: Psychological Statistics; Measurement and Evaluation; Business Statistics (SPSS based); and Experimental Psychology.

Oklahoma State University (1986 to 1991): Consistently taught undergraduate and graduate courses including: Research in Education, Educational Statistics, and Multivariate Statistics, all SPSS based.

Northeastern State University (1989 to 1992): Consistently taught two undergraduate courses including: Elementary and Secondary Math Methods in the College of Education

The University of Tulsa (1988 to 1993): Consistently taught undergraduate and graduate courses including: Data Processing in Education; Nursing Research; Nursing Statistics; Educational Research; and Educational Statistics (SPSS based).

Oklahoma City University (1993 to 2005): Consistently taught undergraduate courses including: College Algebra; Business Statistics (SPSS based); and Macroeconomics and Microeconomics

University of Phoenix (1999 to 2005): Consistently taught undergraduate and graduate courses including: Research and Statistics in Managerial Decision Making and Research for Dissertation Series and served on dissertation committees as well as chaired dissertation committees.

K-12 Public Schools Experience:

Tulsa Public Schools (1995- 1997): Served as Director of K-12 Mathematics for District of

94,000 students and 97 schools.

Sapulpa Public Schools (1973-1979): Taught secondary mathematics grades 7 to 9, served as department chair from 1976 to 1979 and served as math club advisor, cheerleader sponsor, and national honor society advisor.

UWF Community Outreach Research and Learning (CORAL) Projects (since 2007).

Santa Rosa County Schools (2015-2020): Serve as the evaluator for the district Science Technology, Engineering, Art, and Mathematics (STEAM) Initiative funded by the district's Title I funding. Contact Dr. Karen Barber, Director of Federal Programs.

Santa Rosa County Homeless Housing Authority Project (2018- 2020): Serve as Project Evaluator for collaboration of eight organizations/businesses and school district for placement of homeless families. Contact Dr. Karen Barber, Director of Federal Programs.

Gulf Coast Kids House (2018-2020): Serve as Program Data Analysis Consultant with CORAL Center for organization to protect children and to prevent child abuse. Contact: Stacey Kostevicki, Executive Director.

Pensacola Museum of Art (2018-2020): Serve as the evaluator for the grant proposal submitted by the Pensacola Museum of Art entitled 100 Faces of War Exhibition. Contact: Amy Bowman.

Covenant Alzheimer's Services (2014-2019): Serve as PI for multiple projects spearheaded by the CORAL Center for Covenant Care Pensacola. Contact: Jeff Mislevy, CEO.

Achieve Escambia Organization (2017-2018): Serve as PI for research project commissioned by UWF President Saunders for examining impact of Pre-K Programs in Escambia School District, Contact: Dr. Martha Saunders, President, University of West Florida.

Teach a Reader Program (2016-2018): Serve as PE for evaluating the Teach a Reader Program for Escambia School District, Florida. Contact: Escambia Schools Head Start Program.

Santa Rosa County Schools (2015-2017): Serve as the evaluator for the 21st Century Learning Community Project with three schools funded by the FLDOE. Contact Dr. Karen Barber, Director of Federal Programs.

UWF NSF ADVANCE Project (2011-2016): Serve as the evaluator for the project and contribute all evaluative information and complete annual evaluation reports as well as participate in 3-4 monthly meetings with investigators. Contact: Dr. Eman El-Sheik, PI.

Santa Rosa County Schools (2013-2016): Designed research and evaluation project for homeless and unaccompanied youth program for high school and middle school students. Contact: Dr. Karen Barber, Director of Homeless Education.

Autism Center for Pensacola (2013-2016): Designed and conducting evaluation project for the Parent Empowerment Program (PEP) using multiple instruments. Contact: Debra Kermes, Director.

Alzheimer's Family Services (2012- 2015): Conduct ongoing research and service projects for AFS and serve on the executive board for this organization. Contact: Audrey Whippler, Director.

Three Hots and a Cot (2011-2013): Served as PI/PD for research project with aging homeless veterans in Birmingham. Al and Pensacola, Fl with Contact: J. D. Simpson, Director, Three Hots & a Cot.

Pensacola Catholic High School (2010-2011): Serve as PI/PD for research study with Pensacola Catholic High School, “Impact of Technology on High School Curriculum”. Contact: Sister Kierstin Martin.

Embry Riddle University (2009-2010): Serve as PD for research study with Embry Riddle University: “Survey of Graduates from High School Career Academy for Aeronautical Careers”. Contact: Leo Murphy.

National Science Foundation (2009-2011): Serve as Principal Evaluator for Environmental Education research study with Northwest Florida State College. Contact: Dr. Allison Beauregard, Niceville, Florida.

Escambia County School District (2009-2010): Serve as evaluator for contracted research study for 21st Century Community Learning Center for at-risk population grades k-5, Pensacola, Florida. Contact UWF RSP Office.

Santa Rosa School District (2009-2011): Serve as PD for contracted research study for Title I schools: “Effects of Math Coaching Intervention Strategies on Student Math Achievement in Grades 1-5”. Contact: Dr. Karen Barber, Federal Programs Director, Santa Rosa School District, Milton, Florida.

Santa Rosa School District (2008-2015): Serve as PD for contracted research study for Title I schools: “Effects of Early Reading Intervention Strategies on Student Reading Achievement in Grades 1-3”. Contact: Dr. Karen Barber, Federal Programs Director, Santa Rosa Schools, Milton, Florida.

Pathways for Change (2008-2010): Serve as volunteer research consultant for grant writing and conducting research for “Examining Factors that Influence a Substance Abuse Intervention Faith-based Program for Jail-based Inmates”. Contact: Connie Bookman, Director, Pensacola, Florida

Born Learning (2007-2009): Designed and conducted research project: “Awareness and Attitudes of Public relative to Born Learning Mission”. Contact: Born Learning Foundation, Pensacola, Florida.

Workforce Florida (2007-2008): Served as PI/PD for grant funded research project: “Factors Influencing Employment of Welfare Participants in Transition”. Contact: Susan Nelms, Executive Director, Workforce Escarosa, Pensacola, Florida.

Escambia Westgate School (2006-2008): Designed and conducted observational research study: “Multisensory Environments and Students with Special Needs”. Contact: Susan Berry, (Retired) Principal, Escambia School District, Pensacola, Florida.

Independent Living for the Blind (2006-2008): Developed a profile analysis of the clients served and educational needs of the audience served by the agency as well as completed writing two grant proposals for the agency. Contact: Mr. Dick Burgess, Director, Independent Living for the

Blind, Pensacola, Florida.

Research and Evaluation Projects in Oklahoma Prior to 2006:

Oklahoma Nursing Association Grant (2002 to 2005): Served as research consultant and statistician for a grant funded by the ONA: “Empirical Evidence of Factors Contributing to Longevity of Life” and contact: Dr. MaryAnn Pascucci, OU Nursing College.

LEAD Corporation (2003-2004): Contracted as the statistician to analyze data from the Oklahoma Tar Creek regions entitled “Impact of Tar Creek Mining Activities on Health and Disease Conditions in Ottawa County” with contact: Dr. Evelyn Acheson the University of Oklahoma.

Claremore Indian Hospital (1998 to 2002): Contracted as the primary researcher/statistician for the “Effects of Breastfeeding Education in Native American Women Study” with Claremore Indian Hospital and contact: Dr. Michale Ratzleff, Claremore Indian Hospital.

National Science Foundation (1999 to 2005): Principal Evaluator and Research/Statistician for the National Science Foundation Urban Systemic Program for Math and Science with Oklahoma City Public Schools and contact: David Garner, OKC Public Schools.

University of Oklahoma Graduate College of Nursing (1990 to 2003): Annually contracted research/statistician consultant for the graduate faculty research projects (contract time was ten hours per month by appointment) contact Dr. Gerri Ellison, OU Nursing College.

Tulsa Dialysis Association (1999-2001): Research consultant and statistician for a grant funded by the Tulsa Dialysis Foundation for project with contact: Tulsa Dialysis Association

Professional Memberships:

AAUW: American Association of University Women
 NCTM: National Council of Teachers of Mathematics
 MAA: Mathematics Association of America
 PDK: Phi Delta Kappa (Local Chapter President 2010-2012)
 Kappa Delta Pi: Local Co-Faculty Leader
 AMATYC: American Math Association of Two Year Colleges
 AERA: American Educational Research Association
 ASCD: Association of Supervision and Curriculum Development
 FASCD: Florida Association of Supervision and Curriculum Development
 ASA: American Statistical Association
 RMERA: Rocky Mountain Educational Research Association

Honors and Awards:

1995 Oklahoma Professor of the Year by the Carnegie Foundation
 1996 Innovative Programs Using Technology Award by the Annenburg Project
1997 Outstanding Teacher Preparation Award by the American Academy of Sciences and the National Science Foundation
1999 Instructional Technology in Teaching Award by the Oklahoma Regents for Higher Education
 2000 Faculty Excellence in Teaching Award by the TCC Foundation & Board of Trustees
 2002 Faculty Excellence Award in Teaching and Service by Langston University

2003 Outstanding Service Award by Phi Delta Kappa International
 2006 Distinguished Paper Award for the Rocky Mountain Educational Research Association Annual Meeting
 2009/2014 Program Chair for RMERA Annual Meeting, Pensacola, Florida
 2010 Outstanding Senior Research Paper Award at RMERA, Broken Arrow, Oklahoma
 2013 Selected as Community Engagement Assessment Fellow, University of West Florida
 2014 Distinguished Faculty Research and Scholarship for External Funding, University of West Florida
 2015 Outstanding Work in Research for the College of Education and Professional Studies, University of West Florida
 2015 Promoted to Full Professor (Rite of Passage Speech January 15, 2015)
 2016 Effective Online Teaching Practice National Award (Online Learning Consortium, Presented at National Conference in New Orleans, LA, April 20, 2016)
 2017 Spirit of UWF Award: Community Innovation Award
 2018 Faculty Excellence in Teaching Award (University of West Florida)

Local, State, and National Committees:

Tulsa Community College: (1982 to 2006) Who's Who in American Junior Colleges Faculty Selection Committee; Student Oklahoma Education Association Faculty Advisor; Association of Black Collegians Faculty Advisor; Women and Math Anxiety Committee Faculty Advisor

Oklahoma State Regents for Higher Education: (1998 to 2005) Chancellor's Committee on "Math 2001 and Beyond" - two-year college representative for the state

Women in Mathematics Education: (1996 to 2001) National Committee for the Advancement of Women in Mathematics and the Sciences -member

University Learning Communities Committee: (2006) University of West Florida committee to address student scholarship in dissertations and Masters' theses - member

IRB for University of West Florida: (2007-present) University of West Florida, Institutional Review Board Committee – Chair of IRB (2010-2016)

Graduate Council for University of West Florida: (2008-2012) University of West Florida-member

Task Force (co-Chair) for Responsible Conduct of Research: (2008-2014) University of West Florida – Co-Chair (2008 to 2014)

Ed. D. Program Committee: (2007-2012) University of West Florida - member

Facilities and Planning Committee: (2007-2015) University of West Florida - member

NCATE Graduate Education Committee: (2009-2011) University of West Florida – representative from the Ed. D. Committee

Professional Education Committee: (2012-2014) University of West Florida – member

Reciprocity IRB Board Meeting with BOG: (2015 – 2016) University of West Florida- representative to state committee for UWF IRB

CEPS Task Force Committee: (2014-2016) University of West Florida

CEPS Writing Committee: Chair for Proposal of New Doctor of Professional Studies in Organizational Leadership (2014-2015)

CEPS College Personnel Committee: (2015- 2018) University of West Florida

Verification of Educational Technology and Distance Learning Experience

Distance/Online Learning Experience (1998-present) Developed and have taught online courses, hybrid or flex-net courses, and distance learning videoconferencing courses Completed the two preparatory courses in the UWF Quality Matters program for online courses from UWF Academic Technology Center (2015-2016).

National Award for Online Teaching: Effective Practice in Online Teaching: (2016). The Online Learning Consortium (OLC) for Effective Practice in Online Teaching

National Award for Technology: 1996 Innovative Programs Using Technology National Award by the Annenberg Project Awarded in Washington DC by the Annenberg Selection Committee

DOE P3 Grant Awarded for Educational Technology: Utilize simulation software, spreadsheets, word processors, sophisticated mathematical and statistical software programs, grade management software. Authored and served as P/PI for a US Office of Education three-year grant (\$1.2million) entitled *Tomorrows' Teachers, and Tomorrows' Technologies.*

Editorial Board Member:

Journal of Community Engagement and Higher Education

Completed reviews for 2-4 *JCEHE* manuscripts per year (2010 to present)

American Clearinghouse for Educational Facilities (ACEF) Journal

Completed reviews for 2-3 *ACEF* manuscripts per year (2010 to 2015)

International Journal of Statistics and Probability (IJSP)

Completed reviews for four *IJSP* manuscripts per year (2011 to present)

Accountability in Research Journal (ARJ)

Completed reviews for three *ARJ* manuscripts per year (2014 to present)

Statistics Education Research Journal (SERJ)

Completed reviews for one *SERJ* manuscript per year (2017 to present)

International Journal of E-Learning and Distance Education (IJEDE)

Completed two reviews per year (2018 to present)

Classification, Accreditation and Program Review Experiences:

2016-2017: Program Review conducted for the University of West Florida Community Outreach Research and Learning (CORAL) Center with a successful review and the next review scheduled for 2023-2024.

2013-2015: Primary Author for the University of West Florida Application to the Carnegie Foundation Community Engagement Classification – successful classification of UWF (January 7, 2015)

2013-2015: Assessment Fellow in the University of West Florida ASPIRE (Assessment, Strategic Planning, Institutional Research and Effectiveness) department in preparation for the Southern Association of Colleges and Schools university reaffirmation for March

2015—successful reaffirmation completed in 2015

2009-2010: Program Review conducted for the University of West Florida Community Outreach Research and Learning (CORAL) Center with a successful review and the next review scheduled for 2016 2017.

References:

Dr. John Todorovich, Professor, Exercise Science and Community Health
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Dr. Pat Wentz, Professor, Research and Advanced Studies
College of Education and Professional Studies
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Dr. Mary Millikin
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Served as Chair for UWF Completed Dissertations:

Date of Completion	Doctoral Student	Title of Dissertation
2007	Diane Bagwell	An examination of learning styles, personality types, motivational types, and risk factors relative to dropping out of school
2008	Phyllis French (co-Chaired)	Novice teacher mentor model impact on teacher efficacy and retention
2009	Clark Barrow	An examination of factors that influence career decision making certainty in high school students
2010	Kyle Hurst	Technology acceptance in a mandatory technology-based learning environment
2010	Brandi King	Teachers' reported beliefs with regard to response to intervention in a southeastern United States school district: an application of the theory of planned behavior
2011	Allyson Chappell	Exploring Vygotsky and non-Vygotsky preschool daycare experience relative readiness levels in children
2012	Susan Flagg	Exploring test anxiety and test performance of third-grade students
2012	Faye Mays	Exploring relationships between teachers' philosophical beliefs and practices relative to unforeseen interruptions in elementary classroom instruction

2012	Handan Williams	Exploring students' technology acceptance in college developmental mathematics
2012	Elizabeth Robison	Influence of learning style and learning flexibility on clinical judgment of pre-licensure nursing students within a human patient computer simulation environment
2012	Susan Barnes	Exploring relationships of metacognition and university honors students' academic behaviors
2012	Pamela Moore	Exploring relationships between personal innovativeness and acceptance of technology of school administrators
2013	Juanese Jones	Exploring perceptions of doctor of education students, candidates, and alumni relative to constructs related to self-determination theory: A case study
2013	Deborah Hutto	Exploring motivational system theory within the context of adult education
2014	Kaori Burkart	Internationalizing teacher education programs: Pre-service teachers' perceptions of intercultural sensitivity and global competence.
2014	Lisa Joyner	Exploring high school transition programs relative to student coping resources and student success
2015	Jennifer Whatley	Exploring relationships among self-perceived irrational and rational beliefs, goal orientations, and human behaviors in school professionals
2015	Karen Ball	An exploration of teachers' perceptions of school environment and school leadership relative to collective efficacy
2016	Eric Kollar	Self-determination theory: Exploring factors of academic persistence among first-generation college students
2016	Nancy Bridier	Defining and measuring intellectual curiosity in higher education
2016	Paul Flores	Exploring Social Cognitive Theory in business education applications
2018	Andrea Bishop	Exploring student persistence factors among undergraduate college students: Student intent and departure
2018	Dianne Harris	Integrating theories of Neuman and Rotter in the preparation of nurses

Appendix A: Listing of Publications

Book Chapters:

Thompson, C. J. & Havard, B. (2014). Virtual research integrity. *Encyclopedia of Information Science and Technology, Third Edition* Hershey, PA: IGI Global.

Thompson, C. J. (2009). Online learning teams, Chapter 221. *Encyclopedia of Distance Learning, Second Edition*. Hershey, PA: IGI Global. DOI: 10.4018/978-1-60566.

Thompson, C. J. (1982). Integrating computer literacy into the middle school curriculum. Chapter 4 of the 1982 NCTM Yearbook: *The Middle School*. Reston, VA: NCTM.

Book Review:

Thompson, C. (2017). Book Review for: *100 Questions (and Answers) About Research Ethics in the Social and Behavioral Sciences*. Thousand Oaks, CA: Sage Publishers. www.sagepublishers.com

Monographs:

Thompson, C. (2012). Effects of breastfeeding education on Native American new mothers in Oklahoma: Examining responsible conduct of research with indigenous groups. *Monograph of the International Research Forum: National Association of Hispanic and Latino & Affiliates.*

Caillouet, K., Schuler, P. & Thompson, C. (2012). Healthy emerging energies and emotions in elderly populations: Exercise and social engagement. *Monograph of the International Research Forum: National Association of Hispanic and Latino & Affiliates*.

Manuscripts under Review:

Thompson, C., Bridier, N., & Sommerville, L. (2018). Stress, coping, and decision-making considerations of Alzheimer's disease family caregivers. *Dementia: the International Journal of Social Research and Practice*, Manuscript under review (ID: DEM-18-0042)

Bridier, N., Thompson, C., Guy, T., Keremes, D. (2018). Empowerment-based education: Intervention program for parents of children with Autism Spectrum Disorder (ASD). *Journal of Positive Behavior Interventions*, Manuscript under review (ID: JPBT-17-149).

Thompson, C., Leonard, L., & Bridier, N. (2017). Online discussion forums: Quality interactions for reducing statistics anxiety in graduate education students. *International Journal of E-learning and Distance Education* Manuscript under review

Vaughn, P., Tanner, P., & Thompson (2017). Preparing undergraduate students for proper handling and ethical reporting of scientific information through laboratory instruction. *Chemistry Education Research and Practice*, Manuscript under Review ID is: RP-ART-12-2016-000247

Thompson, C., Bridier, N., & Sommerville, L., (2017). Exploring stress, coping, and decision-making considerations of Alzheimer's disease family caregivers. *Dementia*, Manuscript under review

Thompson, C. & Bagwell, D. (2016). Teaching graduate social science statistics using high-impact practices and community-based integrity research: A case study. *Teaching in Higher Education*, Manuscript under review, ID: CTHE-2014-0139.

Thompson, C., Leonard, L., Howard, M., Malley, P. & Bagwell, D. (2016). Homeless high school students: Exploring selected characteristics and considerations. *Journal of Education for Students Placed At-Risk*, Manuscript under review, ID: HJSP-2014-0043.

Peer Reviewed Journal Articles:

Cotten, C. & Thompson, C. (2017). High-Impact practices in social work education: A short-term study abroad service learning trip to Guatemala. *Journal of Social Work Education*, 53 (4), 622-636.
<http://www.tandfonline.com/doi/abs/10.1080/10437797.2017.1284626>

Hoyt, R. E., Snider, D. & Thompson, C. (2016). IBM Watson analytics: Automating visualization, descriptive, and predictive statistics. *Journal of Medical Internet Research*, doi: 10.2196/jmir.5810. <http://dx.doi.org/10.2196/jmir.5810>.

- Tran, X., & Thompson, C. (2015). Application of game theory in tourism. *Tourism Analysis: An Interdisciplinary Journal*, 20 (6), 697-702. doi: 10.3727/108354215X14464845878192.
- Grant, A., Thompson, C., & Reis, R. (2015). Quantitative approaches in life cycle assessment- Part 2- multivariate correlation and regression analysis. *The International Journal of Life Cycle*, No. JCLA-D-15-0072R1.
- Thompson, C. (2014). Responsible conduct of research: Assessment of doctor of education candidates, graduate faculty, and curriculum considerations. *Innovative Higher Education*, ISSN: 0742-5627. Netherlands: Springer DOI: 10.1007/s10755-014-9289-0.
- Burkart, K. & Thompson, C. (2014). Intercultural mindedness: Teachers left behind. *Florida Association of Teacher Educators' Journal*, 14 (1), 1-14. <http://www.fatel.org/journals/2014/burkartandthompson.pdf>.
- Thompson, C., Flores, P., Bridier, N., & Whatley, J. (2014). Using quantitative observation instruments for analyzing behaviors, *Journal of Research and Advanced Studies*, II (I), 29-50. ISBN: 978-0-9883104-3-8.
- Caillouet, K. A., Schuler, P. , & Thompson, C. J. (2014). Using the profile of mood states-brief to examine effects of an exercise intervention on mood states in the elderly, *Journal of Research and Advanced Studies*, II(I), 59-70. ISBN: 978-0-9883104-3-8.
- Thompson, C. J. & Bridier, N. L. (2013). Homeless aging veterans in transition: A life-span perspective. *Journal of Aging Research*, ID: 570407(10). Hindawi Publishing Corporation, DOI: 10.1155/2013/570407.
- Flagg, S. & Thompson, C. J. (2013). An overview of test anxiety: A literature review. *Journal of Research and Advanced Studies*, I (II), 29-50. ISBN: 978-0-9883104-3-8.
- Aaberg, W., Thompson, C., & Shaffer, M. (2013). Exploring insights of an evaluation of a meteorology & oceanography program for training navy officers. *Business and Economic Research Journal*, 3 (1), 1-13. ISSN: 2162-4860.
- Thompson, C. & Davis, S. (2013). Community-based learning experiences of graduate students within applied statistics and science: Emerging insights. *Journal of Community Engagement in Higher Education*, 5(1), Terra Haute, Indiana: Indiana State University.
- Thompson, C. & Davis, S. (2013). Classroom observation data and instruction in primary mathematics education: Improving design and rigor. *Mathematics Education Research Journal*, Online First. <http://dx.doi.org/10.1007/s13394-013-0099-y>.
- Thompson, C., (2012). Theories, theoretical frameworks, and quantitative research, *Journal of Research and Advanced Studies*, I(1), 1-30. ISBN: 978-0-9883104-3-8.
- Thompson, C. (2012). Improving instructional decision-making by observing technology integration in the classroom: A case study *Journal of Technology Integration in the Classroom*, 4(1), 5-14. ISSN: 2150-5251.**

- Thompson, C., Podemski, R., & Brown, H. (2012). Infusing responsible conduct of research (RCR) in a regional comprehensive university. *Accountability in Research*, 19(2), 114-141. DOI: 10.1080/08989621.2012.660081.
- Aaberg, W. & Thompson, C. (2012). Infusing two models of evaluation into a military environment: A case study. *Performance Improvement*, 51(1), 17-25. DOI: 10.1002/pfi21237.**
- Thompson, C. (2011). Improving the use of data in early reading intervention programs in northwest Florida. *Journal of Educational Research and Practice*, 1(1), 1-16. DOI: 10.5590/JERAP.2011.01.1. xx.
- Thompson, C. (2011). Multi-sensory intervention using observational research. *International Journal of Special Education*, 26(1), 202-214. ISSN: 0827 3383.
- Aaberg, W. & Thompson, C. (2011). Combining a human performance model and a six-sigma model to assess performance in a military environment. *Performance Improvement*, 50(1), 36-48.**
- Thompson, C. & McCann, P. (2010). Re-designing college algebra for student retention: Results of a quasi-experimental research study. *Math AMATYC Educator*, 2(1), 34-43.**
- Thompson, C., Bourget, E. & Brown, H. (2010). Improving welfare employability: Exploring factors for predicting employment of welfare-in-transition participants. *Journal of Workforce Development*, Washington, DC: National Association of Workforce Development Professionals.**
- Thompson, C. (2009). Preparation, practice, performance: Empirical examination of the impact of standards-based instruction on secondary students' math and science achievement. *Research in Education*, May 1, 2009, Copyright Manchester University Press Nov 1996. Provided by ProQuest, LLC.
- Aaberg, W., Thompson, C., West, H., & Swiergosz, M. (2009). Performance improvement: Applying a human performance model to organizational processes in a military training environment. *Performance Improvement*, 48(5), 16-24.
- Thompson, C. (2009, March). Educational statistics authentic learning CAPSULES: Community action projects for students utilizing leadership and e-based statistics. *Journal of Educational Statistics*, 17(1), ISSN: 1069-1898.
- Scott, D., Crow, M. & Thompson, C. (2009). Tempest in a therapeutic community. *Journal of Offender Rehabilitation*, 49(1), 39-51.
- White, J. & Thompson, C. (2007). Tomorrow's teachers, tomorrow's technologies: Pre-service education students in business-industry internships. *Business Review*.
- Thompson, C. (2007, February). Internet interventions for females facing fears in mathematics, *Educational Leadership*, online, Alexandria, VA: Association of Curriculum and Development.

- Thompson, C. (1998). Integral role of Tulsa Community College in the preparation of math and science teachers, *Virginia Commonwealth Journal of Math/Science Education*, VMSC: Virginia Math and Science Coalition.
- Thompson, C. (1982, September). The community college: An administrator's resource for educational computing, *Journal of Secondary School Principals*, National Association of Secondary School Principals.
- Thompson, C. (1983). CLIMB: A two-year college approach to technology in mathematics education, *Journal of Computers in Science and Mathematics Teaching*, Association for the Advancement of Computing in Education.
- Thompson, C. (1982). Computer sorting with kids. *The Arithmetic Teacher*. Reston, VA: NCTM.

Invited National Blog:

THOMPSON, C. & PODEMSKI, R. (2011). INVITED PSI BLOG: INFUSING RESPONSIBLE CONDUCT OF RESEARCH (RCR) INTO THE CURRICULUM. PROJECT FOR SCHOLARLY INTEGRITY WEBSITE BY INVITATION (2/16/2011): COUNCIL OF GRADUATE SCHOOLS.

Invited Panel Speaker for National Conference:

Thompson, C. (2017). QM Teaching Online Certification (TOC) for graduate faculty: Evidence of quality teaching and quality graduate programs. Invited panel speaker to represent graduate education for the Quality Matters (QM) Connect National Conference, September 25-28, 2017, Fort Worth, Texas,

Published Proceedings, Poster Sessions, and Paper Series:

- Thompson, C., Barber, K., and Bourget, E. (2018). STEAM (Science, Technology, Engineering, Art, and Mathematics) Education and Teachers' Pedagogical Discontentment Levels, International Conference on Teaching and Learning, University of Lisbon, May 23-25, 2018. Lisbon, Portugal.
- Thompson, C. (2017). Faculty-student-community triad mentor Problem Based Learning (PBL) Model: Global engagement, ethics, and social responsibility. American Association of Colleges and Universities (AACU) Global Engagement and Social Responsibility Conference. October 12-14, 2017, New Orleans, LA.
- Thompson, C. & Barber, K. (2017). The story of a 10-year NIC: Networked Improvement Community. Carnegie Summit for the Improvement of Education in America Conference, March 27-29, 2017, San Francisco, California.
- Thompson, C. & Blackburn, A. (2017). Research integrity and sensitive populations: Summary results of the 2016 Gulf Coast ORI funded conference, Conference for Academic Research in Education, January 30-31, 2017, Las Vegas, Nevada.
- Thompson, C. (2016). Quality online discussion forums. Rocky Mountain Educational Research Association (RMERA) Conference, October 24-25, 2016, Broken Arrow, OK.

- Thompson, C. & Bourget, E. (2016). Virtual assistance labs and just-in-time-online proactive feedback: Reducing statistics anxiety in graduate students, [National Award Session for Effective Practices] Online Learning Consortium Annual Conference, April 20-22, 2016, New Orleans, Louisiana.
- Thompson, C. (2015). Community-based research: A natural venue for research access and publishing. Invited Keynote Address for the 47th Annual Rocky Mountain Educational Research Association (RMERA) Conference, October 21-23, 2015, Claremore, OK.
- Thompson, C. & Nguyen, G. (2015). Examining high-impact practices in graduate statistics for the social sciences: Brief research report accepted for presentation for the National Council of Teachers of Mathematics (NCTM) Research Conference, April 13-15, 2015, Boston, MA.
- Thompson, C. & Nguyen, G. (2015). Using classroom observational data to predict achievement in elementary mathematics. Research Session for the National Council of Teachers of Mathematics (NCTM) Annual Meeting, April 16-19, 2015, Boston, MA.
- Nguyen, G. & Thompson, C. (2015). Investigating changes in middle school students' motivation levels in mathematics: Brief research report presentation for the National Council of Teachers of Mathematics (NCTM) Research Conference, April 13-15, 2015, Boston, MA.
- Thompson, C. Bridier, N. & Sommerville, L. (2015). Exploring stress, coping, and decision-making considerations of Alzheimer's family caregivers, American Association of Behavioral and Social Sciences (AABSS) Annual Conference, Las Vegas, February 11-16, 2015.
- Thompson, C. (2015). Adolescent homelessness: A phenomenological case study. Ethnographic and Qualitative Research Conference (EQRC) Annual Meeting, Las Vegas, February 11-16, 2015.
- Lucena, R. & Thompson, C. (2014). Balance & strength training in older adults: Impact of a six-week intervention on balance related measures, Poster Session accepted for presentation at The Gerontological Society of America, 67th Annual Scientific Meeting, November 5-9, 2014, Washington, DC.
- Thompson, C. & Bourget, E. (2014). Homeless veterans in transition: Social justice considerations, Poster Session presentation at the *Second Annual Military and Social Work Conference* for June 6-7, 2014, St Leo University, St. Leo, Florida.
- Thompson, C. & Nguyen, G. (2014). Examining problem-based learning in graduate statistics for the social sciences. *Proceedings: 2014 National Council of Teachers of Mathematics Research Conference*, April 7-9, 2014, New Orleans, Louisiana.
- Thompson, C. J. (2014). Responsibly conducting research within face-to-face and virtual environments, *Proceedings: Southwest Educational Research Association: 37th Annual Meeting*, February 10-13, 2014, New Orleans, Louisiana.

- Thompson, C. J. (2013). Research ethics assessment in doctoral programs, *Proceedings: Rocky Mountain Educational Research Association: 45th Annual Meeting*, October 24-25, 2013, University of central Oklahoma, Edmond, Oklahoma.
- Thompson, C. J. (2013). Integrating Community Outreach Research and Learning (CORAL) Projects in Teaching Statistics in the Social Sciences *Athens Institute for Education and Research Sciences and Engineering Research Division: Research Unit of Mathematics and Statistics Paper Series*, No. MAT2013-0471 Located on the ATINER website at <http://www.atiner.gr/papers.htm>
- Thompson, C. (2013). Integrating community outreach research and learning (CORAL) projects in teaching graduate statistics in the social sciences. *Proceedings: Annual International Conference on Mathematics Education and Statistics Education, Athens Institute for Education and Research*, June 17-21, 2013, Athens, Greece.
- Thompson, C. (2013). Research ethics: Institutional assessment of doctoral candidates and graduate faculty. *Proceedings: Florida Association of Institutional Research Conference*, January 31-February 1, 2013, Tampa, Florida.
- Thompson, C. & Davis, S. (2013). Predictive relationships among uses of technology in elementary mathematics classrooms and student achievement: Graduate Mathematics education students engaged in community-based observational research. *Proceedings: Society for Information Technology and Teacher Education Conference*, March 25-29, 2013, New Orleans, Louisiana.
- Davis, S. & Thompson, C. (2013). Engaging females in physical science teaching and technology: Reducing misconceptions of the minority “stereotype threat”. *Proceedings: Society for Information Technology and Teacher Education Conference*, March 25-29, 2013, New Orleans, Louisiana.
- Tyler, B., Barber, K., Todd, M. & Thompson, C. (2013). Symposium presentation: “Raising the roof on student achievement: Bridging achievement gaps with evaluation data”. *Proceedings: International Reading Association Annual Conference*, San April 18-22, 2013, San Antonio, Texas.
- Thompson, C. (2012). Infusing responsible conduct of research (RCR) into graduate teaching and learning in a masters-intensive regional university: Sustaining the environment. *Proceedings: International Institute for SoTL Scholars and Mentors Ecology of Teaching and Learning*, May 31-June 3, 2012, Los Angeles, California.
- Thompson, C. (2012). Homeless veterans in transition: A lifespan perspective. *Proceedings: Rocky Mountain Educational Research Association Annual Meeting*, November 2-3, 2012, New Mexico State University, Las Cruces, New Mexico.
- Thompson, C. & Podemski, R. (2012) Infusing research integrity principles and practices in a regional university graduate program: An implementation model, *Proceedings for Quest for Research Excellence 2012* by the Office of Research Integrity, Washington, DC, March 15-16, 2012.
- Thompson, C. & Bourget, E. (2011). Improving instruction by improving the use of data: Using I-pads for classroom observations. *Proceedings: Rocky Mountain Educational Research Association Annual Meeting*, October 24-27, 2011, Granbury, Texas.

Thompson, C. & Bourget, E. (2011). Improving Instruction by Improving the Use of Data: Using I-Pads for Classroom Observations. In T. Bastiaens & M. Ebner (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011* (pp. 3229-3234). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/38318>

Thompson, C. (2011). Innovations for Improving the Use of Data in Early Reading Intervention Programs in Northwest Florida, *Proceedings: Phi Delta Kappa International Conference*, February 17-18, 2011. Atlanta Georgia.

Thompson, C. (2011). Infusing Research Integrity Principles and Practices into a Regional University Graduate Program: An Implementation Model, *Proceedings: American Educational Research Association (AERA) Conference*. April 8-12, 2011, New Orleans, Louisiana.

Thompson, C. (2010). "Improving the Use of Data in Early Reading Intervention Programs in Northwest Florida", *Proceedings: Rocky Mountain Educational Research Association Annual Meeting*, October 27-28, 2010, Broken Arrow, Oklahoma.

Thompson, C. (2006). "An empirical examination of technology-enhanced strategies for teaching college algebra", *Proceedings: EISTA Conference*, July 21-23, Orlando, Florida.

Thompson, C., ed. (1986). *Computer Literacy* by B. Pffagenberger, New York: Little Brown Publishers.

Thompson, C. (1983, April). Computer literacy in the two-year college curriculum, *Proceedings of the National Educational Computing Conference*, Baltimore, MD: NECC.

Appendix B: Contract/Grant Activities (1996 to 2018)

TITLE: Responding to considerations of *Achieve Escambia* relative to Pre-K participation of Escambia students and student achievement in later grades.

AFFILIATION: Principal Investigator

AMOUNT: **\$4280**

SOURCE: UWF President Martha Saunders requested study

STATUS: Funded Fall 2017.

TITLE: Engaging Graduate Education and Professional Studies Students and UWF Faculty in Observational Research Methods within Face-to-Face and Virtual Environments via Observer XT

AFFILIATION: Principal Investigator

AMOUNT: **\$43979**

SOURCE: UWF ITEP (Instructional Technology for Educational Projects)

STATUS: Funded 2017-2019

TITLE: Elder Orphans: Assessing Psychosocial Perspectives, Expressed Needs, and Concerns of this Emerging Vulnerable Population in Northwest Florida: Pilot Project for Developing Full Proposal for the Retirement Research Foundation Grant (RRFG)

AFFILIATION: Principal Investigator

AMOUNT: **\$25000**

SOURCE: UWF RSP Pilot Research Projects

STATUS: Funded 2017-2018

TITLE: Research on Research Integrity: Proactive Interventions for Researchers of Sensitive Populations
 AFFILIATION: Principal Investigator
 AMOUNT: **\$99,753**
 SOURCE: US Office of Research Integrity: Research on Research Integrity Phase I
 STATUS: Achieved rating in the top 10 but only 3 awards funded (August 2016)

TITLE: UWF Hoyt Innovative Informatics Mentorship Grant Award: Empirical Examination of Mental Health and Related Considerations of Veterans: Collaborative Research Project
 AFFILIATION: Principal Investigator
 ANOUNT: **\$8476**
 SOURCE: UWF HOYT IMM Grant
 STATUS: Funded 2016-2017

TITLE: Research Integrity and Sensitive Populations: Best Practices Research for Responsible Conduct in Social Sciences Research, Gulf Coast Conference
 AFFILIATION: Principal Investigator
 AMOUNT: **\$49,950**
 SOURCE: US Department of Health and Human Services ORI
 STATUS: Funded **2015-2017**

TITLE: Ethical Considerations of Requiring Service for College and University Students in American Institutions of Higher Education
 AFFILIATION: Principal Investigator
 AMOUNT **\$33,120**
 SOURCE: Center for Education and Ethics (Federal)
 STATUS: Not funded (Spring 2016)

TITLE: Evaluation of Science, Technology, Engineering, Art and Mathematics (STEAM)
 AFFILIATION: Principal Investigator
 AMOUNT: **\$355,017**
 SOURCE: Santa Rosa County School District
 STATUS: Funded **2015-2020**

TITLE: Santa Rosa Early Reading Intervention Project (Year Seven)
 AFFILIATION: Principal Investigator
 AMOUNT: **\$56,900 annually**
 SOURCE: Santa Rosa County School District
 STATUS: Funded **2008-2015**

TITLE: College and Career Awareness for Homeless and Unaccompanied Youth
 AFFILIATION: Principal Investigator
 AMOUNT: **\$3800**
 SOURCE: UWF Faculty Catalyst Grant
 STATUS: Funded for **2014-2015**

TITLE: Females Facing Futures in STEM Careers for AAUW Grant Proposal
 AFFILIATION: Principal Investigator
 AMOUNT: **\$2,000**
 SOURCE: UWF PACE Grant

STATUS: Funded for Summer Term of **2014**

TITLE: Gadsden's Got Talent: Identifying and Nurturing Talent for Engineering
 AFFILIATION: Principal Investigator
 AMOUNT: **\$1.2 million**
 SOURCE: NSF STEM C Grant
 STATUS: Not Funded **2014**

TITLE: Gadsden's Got Talent for NSF MSP Proposal Preparation Grant
 AFFILIATION: Principal Investigator
 AMOUNT: **\$2000**
 SOURCE: UWF SCAC grant
 STATUS: Funded for \$2000 for the Summer Term of **2013**

TITLE: Exploring Innovative Data Venues for Mixed Methods Research
 AFFILIATION: Principal Investigator
 SOURCE: UWF ITEP (Instructional Technology Enhancement Project) for the CORAL Center to perform a pilot test of new software for mixed methods
 STATUS: Funded for **\$79,125** for **2012-2013**

TITLE: NSF ADVANCE UWF Project is hosted by the UWF School of Psychological and Behavioral Studies for women faculty in STEM positions
 AFFILIATION: Principal Evaluator
 AMOUNT: **\$16,000** annually for CORAL Center (\$580,000 NSF grant)
 SOURCE: National Science Foundation
 STATUS: Funded for **2011-2016**

TITLE: Exploring Individual and Group Characteristics and Needs of Aging Homeless Veterans in Northwest Florida: A Collaborative Study by the University of West Florida Community Outreach Research and Learning (CORAL) Center and Three Hots and a Cot (non-profit organization)
 AFFILIATION: Principal Investigator
 AMOUNT: **\$5000**
 SOURCE: UWF Center on Aging (COA)
 STATUS: Funded for **2012-2013**

TITLE: Research Ethics: Assessing Doctoral Candidates and Graduate Faculty
 AFFILIATION: Thompson, C. (Principal Investigator), Jans-Thomas, S., & Bagwell, D. (co-PIs)
 AMOUNT: **\$1500**
 SOURCE: UWF Academic Program Assessment Council (APAC)
 STATUS: Funded for **2012-2013**

TITLE: Heralding Opportunities for Professional Engagement (HOPE): Fostering Women in Naval STEM Careers (White Paper)
 AFFILIATION: Principal Investigator
 AMOUNT: **\$377,500**
 SOURCE: Office of Naval Research (FOA: Number 12-002)
 STATUS: Not Funded Notification September 12, 2012

TITLE: National Survey of Carnegie Community Engagement Institutions Awarded in

- 2006, 2008, and 2010
 AFFILIATION: Principal Investigator
 AMOUNT: **\$2000**
 SOURCE: UWF SCAC grant
 STATUS: Funded for \$2000 for the Summer Term of **2012**
- TITLE: NSF ATE Evaluation Contract
 AFFILIATION: Principal Evaluator
 AMOUNT: **\$9600** per year
 SOURCE: NSF ATE Project with Northwest Florida State College
 STATUS: Funded **2009-2012**
- TITLE: Improving the Use of Data: Using I-pads for Classroom Observations-
 Paper accepted for travel to Rocky Mountain Educational Research Conference
 (RMERA) in Granbury, Texas, for October 28-29, 2011
 AFFILIATION: Principal Investigator
 AMOUNT: **\$1496.50**
 SOURCE: UWF COPS Fall Matching Funds Travel Grant
 STATUS: Funded **2012-2013**
- TITLE: Infusing Responsible Conduct of Research (RCR) Sustaining the Environment:
 Paper accepted for travel to the International Institute for the Scholarship of
 Teaching in Los Angeles, California for May 31-June 5, 2012
 AFFILIATION: Principal Investigator
 AMOUNT: **\$1495**
 SOURCE: COPS Spring Matching Funds Travel Grant
 STATUS: Funded **2012**
- TITLE: College Experiences and Plans Among 2011-2012 Graduating UWF Students
 AFFILIATION: Principal Evaluator
 AMOUNT: **\$15,000**
 SOURCE: UWF Office of Student Affairs
 STATUS: Funded **2011-2012**
- TITLE: Environmental Education Gulf Coast Regional Partnership: Climate Change
 AFFILIATION: Principal Investigator
 AMOUNT: **\$90,000**
 SOURCE: Environmental Protection Agency EPA-EE-02-11
 STATUS: Not Funded: Notification September 2011
- TITLE: Preparing the DOE American Clearinghouse for Educational Facilities:
 Evaluation Project (2011-2014): Instrumentation Pilot Testing Project
 AFFILIATION: Principal Investigator
 AMOUNT: **\$2000**
 SOURCE: UWF SCAC Faculty Grant
 STATUS: Funded for July 2011
- TITLE: American Clearinghouse for Educational Facilities Evaluation Project
 AFFILIATION: Principal External Evaluator
 AMOUNT: **\$26,000** per year for three years
 SOURCE: U.S. Office of Education

STATUS: Not Funded: Notification, August 2011

TITLE: IGNITE RCR (I-Gadgets and New I-Technologies in Education and Responsible Conduct of Research)
 AFFILIATION: Principal Investigator
 AMOUNT: **\$35,000**
 SOURCE: AERA Research Conference Grant for 2012
 STATUS: Not Funded: Notification July 2011

TITLE: Autism Speaks Grant: Responsive Evaluation Model
 AFFILIATION: Principal Evaluator
 AMOUNT: **\$7931**
 SOURCE: Not Funded: Autism Speaks Foundation 2011

TITLE: Second Chance Prisoner Reentry Project (Pathways for Change)
 AFFILIATION: Principal Evaluator
 AMOUNT: **7% of \$500,000**
 SOURCE: U. S. Department of Justice
 STATUS: Not Funded: Notification Summer 2011

TITLE: Teacher Quality for Early Reading (Escambia & Santa Rosa School Districts)
 AFFILIATION: Principal Evaluator
 AMOUNT: 5% of \$1.5 million
 SOURCE: U. S. Office of Education
 STATUS: Not Funded: Notification Summer 2011

TITLE: ATE SM Using GIS with Real Time Water Quality Assessment to Guide Scientific Inquiry and Learning in Community College Environmental Studies
 AFFILIATION: Principal Evaluator
 AMOUNT: **5% of \$89,200**
 SOURCE: National Science Foundation ATE Program
 STATUS: Funded **2009-2012**

TITLE: Effects of Elementary Mathematics Intervention (RtI) Strategies on Math Achievement in Grades 1-5
 AFFILIATION: Principal Investigator/Project Director
 AMOUNT: **\$150,000**
 SOURCE: Santa Rosa School District Stimulus Funding
 STATUS: Funded for **2009-2011**

TITLE: Evaluation of Escambia County Schools 21st Century Learning Community
 AFFILIATION: Principal Evaluator
 AMOUNT: **\$9221** annually
 SOURCE: Linking Arms, Inc
 STATUS: Funded for **2009-2011**

TITLE: Embry Riddle University: Aeronautical Career Academy in Okaloosa County School District Graduate Follow-up Survey Study
 AFFILIATION: Principal Investigator/Project Director
 AMOUNT: **\$4991**
 SOURCE: Embry Riddle University

STATUS: Funded for **2009-2010**

TITLE: Evaluation of a Faith-Based Intervention Program for Prisoner Reentry
 AFFILIATION: Principal Investigator/Project Director
 AMOUNT: **\$2000**
 SOURCE: Pathways for Change (Baptist Hospital)
 STATUS: Funded for **2007-2008**

TITLE: Exploring the Effects, Benefits, and Limitations of Wii-Fit Gaming and Performance Technology on Three Special Needs Populations
 AFFILIATION: Principal investigator/Project Director
 AMOUNT: **\$150,000**
 SOURCE: Roberts Woods Johnson Health Games Research Grant
 STATUS: Not Funded (2009)

TITLE: Efficacy of Providing Certified Athletic Trainers in Secondary Schools' Athletic Programs
 AFFILIATION: Principal Investigator/Project Director
 AMOUNT: **\$83,000**
 SOURCE: National Athletic Trainers Association Foundation
 STATUS: Not Funded (2009)

TITLE: Assessment for Accountability Policies and Practices of Postsecondary Faculty and Institutions: Impact on Underserved and/or Understudied Populations
 AFFILIATION: Principal Investigator/Project Director
 AMOUNT: **\$40,000**
 SOURCE: Association of Institutional Research (AIR)
 STATUS: Not Funded (2009)

TITLE: Next Generation Fine Arts, Language Arts, and Integrated Arts Professional Focus on 3C's (Communication, Culture, and Community)
 AFFILIATION: Principal Investigator/ Project Director
 AMOUNT: **\$300,000**
 SOURCE: FDOE Teacher Quality Partnership Grant
 STATUS: Not Funded (2009)

TITLE: Factors Influencing Employment of Welfare Transition Participants
 AFFILIATION: Principal Investigator/Project Director
 AMOUNT: **\$30,000**
 SOURCE: UWF PACE grant with Partner: Workforce EscaRosa
 STATUS: Funded **2007-2008**

TITLE: Postsecondary Faculty Retention: Publish or Perish Rule Reconsidered
 AFFILIATION: Principal Investigator
 AMOUNT: **\$20,000**
 SOURCE: American Educational Research Association Research Grants
 STATUS: Not Funded (2008)

TITLE: Pilot Project to Explore the NCEs (National Center for Educational Statistics) National Study of Postsecondary Faculty (NSOPF) 1993, 1999,

2004 Databases: Focus on Student Engagement, Use of Technology,
Assessment Practices
AFFILIATION: Principal Investigator
AMOUNT: **\$2000**
SOURCE: UWF Scholarly and Creative Activities Committee
STATUS: Funded 2007 – 2008

TITLE: Data-Driven Authentic Research CAPSULES: Community Action
Projects Utilizing Leadership and E-based Statistics Project
AFFILIATION: Principal Investigator
AMOUNT: **\$4991**
SOURCE: University of West Florida Quality Enhancement Program
STATUS: Funded 2006-2008

TITLE: Data-Driven Decision-Making for Oklahoma Urban Educators (NCLB)
AFFILIATION: Principal Investigator/Project Director
AMOUNT: **\$60,000** each year
SOURCE: Oklahoma State Regents for Higher Education
STATUS: Funded **2003, 2004, and 2005**

TITLE: E-based Horticulture High School Summer Academy
AFFILIATION: Principal Investigator/Project Director
AMOUNT: **\$20,000** each year
SOURCE: Oklahoma State Regents for Higher Education
STATUS: Funded **2003, 2004, and 2005**

TITLE: Data-Driven Decision Making for Pre-Gatekeeper Courses in Math and Science for
Urban Educators (MSP)
AFFILIATION: Principal Investigator/Project Director
AMOUNT: **\$142,000**
SOURCE: Oklahoma State Department of Education
STATUS: Funded **2004-2005**

TITLE: TULSA MONROE 21ST CENTURY TEACHING AND LEARNING CENTER

AFFILIATION: Principal Investigator
AMOUNT: **\$1,200,000** (over three years)
SOURCE: U.S. Office of Education
STATUS: Funded for **2001-2004**

TITLE: TOMORROW'S TEACHERS, TOMORROW'S TECHNOLOGY

AFFILIATION: Principal Investigator/Project Director
AMOUNT: **\$3,200,000** (over three years)
SOURCE: U.S. Office of Education PT3
STATUS: Funded for **1999-2002**

TITLE: AMERICA READS, AMERICA COUNTS

AFFILIATION: Principal Investigator/Project Director
AMOUNT: **\$43,000** (one year grant)
SOURCE: Oklahoma State Regents for Higher Education
STATUS: Funded **2000-2001**

**TITLE: TULSA MATH EQUITY SUMMER ACADEMIES AND TEACHER
INSTITUTES**

AFFILIATION: Principal Investigator/Project Director
AMOUNTS: **\$40,000, \$20,000, \$32,000, & \$18,000**

SOURCE: Eisenhower Math/Science OSRHE
 STATUS: Funded **1996, 1997, 1998, & 1999**

Appendix C: Paper Presentations (1995 to 2018)

1. TITLE: Effects of Using Algebra Manipulatives on Student Affect and Achievement
 AUDIENCE: Rocky Mountain Educational Research Association, Albuquerque, NM
 DATE: October 1995
2. TITLE: Technology Enhanced Connections in Statistics
 AUDIENCE: American Statistical Association, Anaheim, CA
 DATE: August 1997
3. TITLE: INPUT: Innovative Programs Using Technology
 AUDIENCE: Annenburg Project Conference, Washington, D.C.
 DATE: February 1996
4. TITLE: SPICE: Special Pre-service and In-service Programs for Educators
 AUDIENCE: American Academy of Sciences, Washington, D.C.
 DATE: February 1997
5. TITLE: Using Multimedia in Teaching Statistics
 AUDIENCE: Oklahoma State Regents Representative, Oklahoma City, OK
 DATE: March 1999
6. TITLE: Data-Driven Decision-Making in Urban Schools
 AUDIENCE: Annual Conference on Effective Schools, Santa Fe, NM
 DATE: June 2003
7. TITLE: Results of a Math Science Partnership Project in Urban Schools
 AUDIENCE: Oklahoma Math and Science Educators Conference, Oklahoma City, OK
 DATE: November 2004
8. TITLE: Stat CAPS: Community Action Projects for Students in a Two-Year College
 AUDIENCE: *SPSS* National Directions Conference, Las Vegas, NV
 DATE: November 2005
9. TITLE: Effects of Technology-Based Instruction in Teaching College Algebra
 AUDIENCE: EISTA 4th International Conference on Education, Orlando, Florida
 DATE: July 2006
10. TITLE: Standards-based Instruction & Secondary Students' Math/Science Achievement"
 AUDIENCE: Rocky Mountain Educational Research Association, Granbury, Texas
 DATE: October 2006
11. TITLE: Authentic Research CAPSULES: Community Action Projects for Students Utilizing
 Leadership and E-based Statistics
 AUDIENCE: University of West Florida *Best Practices Conference*, Pensacola, Florida

DATE: March 2007

12. TITLE: Classroom Assessment Perceptions of Teachers and School Leaders
AUDIENCE: American Educational Research Association Annual Meeting, Chicago, IL
DATE: April 2007

13. TITLE: Preparation, Practice, Performance: An Empirical Investigation of the Impact of Standards-based Instruction on Secondary Students' Math and Science Achievement (Invited Distinguished Paper Session)
AUDIENCE: American Educational Research Association Annual Meeting, Chicago, IL
DATE: April 2007

14. TITLE: CAPSULES: Community Action Projects for Students Utilizing Leadership and E-based Statistics and the Role of SPSS
AUDIENCE: SPSS North America Directions Conference, Orlando, Florida
DATE: October 2007

15. TITLE: Multisensory Learning Environments and Students with Special Needs
AUDIENCE: Rocky Mountain Educational Research Association, Edmond, Oklahoma
DATE: October 2008

16. TITLE: Factors Influencing Employment of Welfare Participants in Transition
AUDIENCE: SPSS North America Directions Conference, Las Vegas, Nevada
DATE: November 20, 2008

17. TITLE: Responsible Conduct of Research: An Action Plan for Masters-Intensive Universities
AUDIENCE: RMERA, Pensacola, Florida
DATE: October 28-29, 2009

18. TITLE: Improving the Use of Data in Early Reading Intervention Programs in Northwest Florida
AUDIENCE: RMERA, Broken Arrow, Oklahoma,
(Paper was selected as **Outstanding Senior Research Paper**).
DATE: October 28-29, 2010

19. TITLE: Innovations for Improving the Use of Data in Early Reading Intervention Programs in Northwest Florida.
AUDIENCE: Phi Delta Kappa International Conference, Atlanta Georgia
DATE: February 17-19, 2011

20. TITLE: Infusing Research Integrity Principles and Practices into a Regional University Graduate Program: An Implementation Model
AUDIENCE: American Educational Research Association (AERA) Conference, New Orleans, LA.
DATE: April 7-12, 2011.

21. TITLE: Improving Instruction by Improving the Use of Data: Using I-Pads for Classroom Observations
AUDIENCE: Association for the Advancement of Computing Education (AACE), Lisbon, Portugal
DATE: June 27-July2, 2011

22. TITLE: Infusing research integrity principles and practices in a regional university graduate program: An implementation model (with Podemski, R.)
AUDIENCE: *Quest for Research Excellence 2012*, Office of Research Integrity, Washington, DC,
DATE: March 15-16, 2012.
23. TITLE: Improving instruction by improving the use of data: Using I-pads for classroom observations (with Bourget, E.)
AUDIENCE: *Rocky Mountain Educational Research Association Annual Meeting*, Granbury, Texas.
DATE: October 24-27, 2011
24. TITLE: Effects of breastfeeding education on Native American new mothers in Oklahoma: Examining responsible conduct of research (RCR) with indigenous groups.
AUDIENCE: *International Research Forum*, Pensacola, Florida
DATE: April 16-19, 2012.
25. TITLE: Infusing responsible conduct of research (RCR) into graduate teaching and learning in a masters-intensive regional university: Sustaining the environment.
AUDIENCE: *International Institute for SoTL Scholars and Mentors Ecology of Teaching and Learning Conference*, Los Angeles, California, Loyola University
DATE: May 31-June 3, 2012
26. TITLE: Homeless veterans in transition: A lifespan perspective
AUDIENCE: *Rocky Mountain Educational Research Association Annual Meeting*, Las Cruces, New Mexico, New Mexico State University
DATE: November 2-3, 2012
27. TITLE: Research ethics: Institutional assessment of doctoral candidates /graduate faculty.
AUDIENCE: *Florida Association of Institutional Research*, Tampa Florida
DATE: January 31-February 1, 2013
28. TITLE: (with co-presenter Dr. Sandra Davis) Predictive relationships among uses of technology in elementary mathematics classrooms and student achievement: Graduate mathematics education students engaged in community-based observational research.
AUDIENCE: *Society for Information Technology and Teacher Education Conference*, New Orleans, Louisiana
DATE: March 25-29, 2013
29. TITLE: (served as co-presenter) Engaging females in physical science teaching and technology: Reducing misconceptions of the minority “stereo-type threat”.
AUDIENCE: *Society for Information Technology and Teacher Education Conference*, New Orleans, Louisiana
DATE: March 25-29, 2013
30. TITLE: (served as co-presenter) Symposium: Raising the roof on student achievement: Bridging achievement gaps with evaluation data.
AUDIENCE: *International Reading Association Annual Conference*, San Antonio, Texas
DATE: April 19-22, 2013

31. TITLE: Integrating community outreach research and learning (CORAL) projects in teaching graduate statistics in the social sciences.
 AUDIENCE: *Annual International Conference on Mathematics Education and Statistics Education*, Athens, Greece, Athens Institute for Educational Research
 DATE: June 17-21, 2013.
32. TITLE: Research ethics assessment in doctoral programs.
 AUDIENCE: *Rocky Mountain Educational Research Association*, Edmond, Oklahoma, University of Central Oklahoma
 DATE: October 24-25, 2013
33. TITLE: Responsibly conducting research within face-to-face and virtual environments.
 AUDIENCE: *Southwest Educational Research Association: 37th Annual Meeting*, New Orleans, Louisiana
 DATE: February 10-13, 2014.
34. TITLE: Examining problem-based learning in graduate statistics for the social sciences.
 AUDIENCE: *2014 National Council of Teachers of Mathematics Research Conference*, New Orleans, Louisiana
 DATE: April 7-9, 2014.
35. TITLE: Homeless Veterans in Transition: Assessing Needs and Characteristics
 AUDIENCE: *2014 Veterans in Transition Conference*, St Leo, Florida
 DATE: June 7-9, 2014.
36. TITLE: Exploring stress, coping, and decision-making considerations of Alzheimer's disease caregivers
 AUDIENCE: *2015 American Association of Behavioral and Social Sciences Conference*
 DATE: February 9-11, 2015 (Las Vegas, Nevada)
37. TITLE: Adolescent homelessness: A phenomenological case study
 AUDIENCE: *2015 Ethnographic and Qualitative Research Conference*
 DATE: February 9-11, 2015 (Las Vegas, Nevada)
38. TITLE: Research integrity in the social sciences
 AUDIENCE: *2015 Rocky Mountain Educational Research Association*
 DATE: October 23-25, 2015 (Claremore, Oklahoma)
39. TITLE: Proactive feedback in online learning environments: Reducing Statistics Anxiety in Graduate Students
 AUDIENCE: *2016 Online Learning Consortium Conference*
 DATE: April 20-22, 2016 (New Orleans, Louisiana)
40. TITLE: Online discussion forums: Quality interactions for reducing statistics anxiety in graduate education students
 AUDIENCE: *Rocky Mountain Educational Research Association*
 DATE: October 24-25, 2016 (Broken Arrow, Oklahoma)
41. TITLE: Research & sensitive populations: Summary results of the 2016 Gulf Coast ORI funded conference

AUDIENCE: Conference for Academic Research in Education,
DATE: January 30-31, 2017 (Las Vegas, Nevada)

42. TITLE: The story of a 10-year NIC: Networked Improvement Community
AUDIENCE: Carnegie Summit for the Improvement of Education in America
DATE: March 27-29, 2017 (San Francisco, California)

43. TITLE: Faculty-student-community triad mentor Problem-Based Learning (PBL) Model:
Global engagement, ethics, and social responsibility.
AUDIENCE: AACU Global Engagement and Social Responsibility Conference
DATE: October 12-14, 2017, New Orleans, LA.

44. TITLE: STEAM (Science, Technology, Engineering, Art, and Mathematics) Education and
Teachers' Pedagogical Discontentment Levels,
AUDIENCE: International Conference on Teaching and Learning, University of Lisbon.
DATE: May 23-25, 2018. Lisbon, Portugal.

DIANE PHYLLIS BAGWELL, Ed. D.dbagwell1@uwf.edu

Curriculum Vita

PRESENT POSITION

University of West Florida Pensacola, Florida July 1, 2013 – Present
Instructor

- Chair five dissertation committees (2016-Present)
- Serve as methodologist or content expert on 40 dissertation committees (2015-Present)
- Faculty Liaison Ed. D. Program (2017-Present)
- Hooder Ed. D. student (Fall, 2016)
- Hooder Ed. S. student (Spring, 2017)
- Coordinator of the Doctoral Support and Quality Assurance Center (August , 2014 – 2017)
- Re-designed Psychological Foundations, Qualitative Methods 1, and Educational Statistics 1 courses to meet standards for submission to Quality Matters (2017-Present)
- Teach three courses per semester (August, 2014 – Present)
- Chair the CCR Committee for the College of Education and Professional Studies (August, 2014-Present)
- Serve as Chair of the College of Educational and Professional Studies Council (2014-Present)
- Peer Reviewer of the Journal of Making Connections (2011-Present)
- Peer Reviewer of text book chapters for Sage Publishing (2011-Present)
- Co-founder, contributor, and business manager for the Journal of Research and Advanced Studies (April, 2012 – 2017)
- Research and Advanced Studies representative for the Academic Standards Committee (February 2016-Present)
- Serve on the Distinguished University Professor Committee (2016-2017)
- Serve as the Research and Advanced Studies representative on the Peer Assessment Committee (2016-2017)
- Serve on the Research and Advanced Studies Assistant Professor Search Committee (Fall,2016)
- Serve on the Department of Research and Advanced Studies Scholarship Committee (August, 2016)
- Ed. D. Marshal for Fall, 2015 commencement
- Representative for Ed. D. and RAS Program's Assessment (Fall, 2015)
- Serve on the Department of Research and Advanced Studies Scholarship Committee (August, 2015)
- Serve on the Undergraduate Admission Appeals Committee (Summer 2015-Present)
- Serve on search committee for Chair of the Department of Research and Advanced Studies and Director of the Doctor of Education Program (Spring, 2015)
- Serve on the Dean's Task Force for Change Committee for the College of Education and Professional Studies (2014-2015)
- Wrote a manual for the College of Education and Professional Studies regarding chairing COPS Council (2014)
- Teach four courses per semester (August, 2013-July, 2014)

- Hooder, Ed. S. Students (2013-2014)
- Serve on Ed. D. Program Committee (2014-2015)
- Serve on Graduate Council (2014-2015)
- Serve on Dean's Search Committee (2014)
- Academic Advisor for the Curriculum and Instruction Education Specialist Students (2013-2015)
- Serve as an ex-officio member on Faculty Senate (2013-2014)
- Serve as an ex-officio member on the Professional Education Community Committee (2013-2014)
- Serve on the Distinguished University Committee (2013-2014)
- Serve on the Research and Advanced Studies By-Law Committee (2013-2014)
- Serve on the Growth and Development Committee (2013 – 2015)
- Chair COPS Council (Aug. 2013 – 2014)
- Emerge Faculty Fellow (May, 2013 – 2014)
- Serve on the Honorary Awards and Recognition Committee (Jan. 2013 – 2015)
- Serve on the editorial board for the Journal of Making Connections (2011 – 2015)
- Mentor Doctoral Students (2009 – Present)

University of West Florida Pensacola, Florida July 1, 2009 – June 30, 2013
Visiting Instructor

- Chair the Academic Standards and Review Committee (2012-2013)
- Serve on 15 dissertation committees (2011- Present)
- Serve on COPS Council (2011-Present)
- Serve on the editorial board for the Journal of Making Connections (2011 – Present)
- Co-founder, contributor, and business manager for the Journal of Research and Advanced Studies (April, 2012 – Present)
- Mentor Doctoral Students (2009 – Present)
- Re-designed EDF 6464: Applied Program Evaluation
- Develop the syllabus, assignments, and assessments for the following courses: Education Statistics I, Educational Research, Data Driven Decision Making, Project Leadership Administration, Program Evaluation, Qualitative Methods 1, and Psychological Foundations.
- Co-design the Project Leadership Administration course.
- Co-develop the syllabus, assignments, and assessments for the Project Leadership Administration course.
- Provide on-line and blended instruction for the following courses: Education Statistics I, Educational Research, Data Driven Decision Making, Project Leadership Administration, Program Evaluation, Qualitative Methods 1, and Psychological Foundations.
- Develop and maintain a database used for NCATE (2009 – 2012).
- Analyze data to provide requested and required information for NCATE.
- Serve on the Academic Standards and Review Committee (2011-2012)
- Serve on committee developing the university survey (Spring, 2010)

EMPLOYMENT HISTORY

Pensacola Junior College Pensacola, Florida Sept., 2007 – June 30, 2009

Director, Social Services Grants and Projects

- Implemented and administered the Pensacola Junior College School Readiness program for the Early Learning Coalition.
- Provided academic and career counseling to those individuals interested in pursuing higher education.
- Administered, scored, and analyzed the results of academic and career assessments of those individuals desiring to further their education.
- Assisted students with course scheduling and with the financial aid application process.
- Provided job placement assistance to students by outreaching to the business community in Escambia and Santa Rosa counties.
- Evaluated effectiveness of various program efforts by designing studies and by collecting and analyzing data.
- Director of an ABE/GED learning lab. Responsible for the instruction of all ABE/GED curriculum.
- Responded to all RFP's for the School Readiness, Welfare Transition, Workforce Investment Act, and Universal Workforce Investment Act grants.
- Implemented and administered the Welfare Transition program for the Workforce Escarosa Coalition.
- Implemented and administered the Workforce Investment Act program for the Workforce Escarosa Coalition.
- Implemented and administered the Universal Workforce Investment Act program for the Workforce Escarosa Coalition.
- Directly responsible for a multi-million dollar budget.
- Provided direct supervision to 75 staff members located in both Escambia and Santa Rosa counties.

Pensacola Junior College Pensacola, Florida January, 2009 – May, 2009
Adjunct Instructor

- Developed the syllabus, assignments, and exams for a College Prep Algebra course within the Developmental Studies department.
- Taught College Prep Algebra to students who are placed in that course from the college placement test.

University of West Florida Pensacola, Florida Aug., 2007 – Dec., 2007
Adjunct Instructor

- Developed the syllabus, exercises, and exams for the Statistics I course required for graduate students in educational tracks within the College of Professional Studies.
- Taught Statistics I to graduate students within the College of Professional Studies Education programs.

Pensacola Junior College Pensacola, Florida July, 1997 – September, 2007
Program Director, Welfare Programs

- Responded to all RFP's for the Welfare Transition, Workforce Investment Act, and Universal Workforce Investment Act grants.
- Maintained high state rankings based on the performance-based funding matrix.
- Performed institutional research regarding academic program enrollment of special population students; report this information to various college administrators and

committees.

- Worked directly with the business community to develop academic courses deemed beneficial to the involved businesses.
- Worked directly with new businesses to assess, screen and refer potential employees.
- Provided academic counseling; vocational counseling; assessment administration; and scheduling, financial aid, and job placement assistance to students.
- Designed, implemented, and directed the WAGES and Welfare Transition job development and career management programs contracted through Workforce Escarosa.
- Program director of the Workforce Investment Act career management and job development programs contracted through Workforce Escarosa.
- Developed curricula to provide ongoing training to staff.
- Coordinated and developed outreach strategies to establish positive relationships with employers, job seekers, and potential vocational students.
- Directly responsible for a multi-million dollar budget.
- Director of an ABE/GED learning lab.
- Partnered with the Wagner Peyser manager to operate and develop a strong employer services program located at the Escarosa Career Centers.
- Coordinated and developed area job fairs to match employers with job seekers.

Pensacola Junior College Pensacola, Florida Sept., 1996 – July, 1997
Program Director, Project Independence

- Program Director of the Family Transition Career Labs.
- Worked with the Department of Children and Families to provide educational and vocational services to family transition participants.

Pensacola Junior College Pensacola, Florida March, 1995 – Sept., 1996
Program Specialist, Project Learn

- Administered, scored, and analyzed academic and vocational assessments to welfare participants.
- Counseled welfare participants to provide insight as to career and educational options.

Pensacola Junior College Pensacola, Florida Aug., 1991 – March, 1995
Instructor in Two Departments

- Designed, developed curricula, wrote the syllabus for, and taught a comprehensive preparatory program consisting of academic, vocational, and other necessary life skills for JTPA and ABE/GED students.
- Administered this comprehensive preparatory program.
- Provided academic counseling; vocational counseling; assessment administration; and scheduling, financial aid, and job placement assistance.
- Taught English, math, and all other relevant subjects necessary to pass the GED test.
- Taught writing skills, math, reading, and test-taking skills to prepare students for the college placement test.
- Taught General Psychology

Pensacola Junior College Pensacola, Florida August, 1990 – July, 1991
Program Specialist, Drug Free Schools

- Researched the popular illegal drugs that individuals were using.
- Provided information regarding these drugs to the PJC and UWF nursing departments so that this information could be incorporated into the nursing curriculum.
- Designed a research study to determine the extent of drug use by students in public schools in both Escambia and Santa Rosa counties.
- Developed a survey, gained permission from parents, surveyed the students, analyzed the data, and presented the results of the study to public school teachers in Escambia and Santa Rosa counties.
- Organized and facilitated seminars and workshops for public school teachers in Escambia and Santa Rosa counties.

Pensacola Junior College Pensacola, Florida August, 1985 – July, 1990
Instructor in Two Departments

- Designed, developed curricula, wrote the syllabus for, and taught a comprehensive preparatory program consisting of academic, vocational, and other necessary life skills for JTPA and ABE/GED students.
- Administered this comprehensive preparatory program.
- Provided academic counseling; vocational counseling; assessment administration; and scheduling, financial aid, and job placement assistance.
- Taught English, math, and all other relevant subjects necessary to pass the GED test.
- Taught writing skills, math, reading, and test-taking skills to prepare students for the college placement test.

University of West Florida Pensacola, Florida Jan., 1986 – Jan., 1987
Psychology Research Assistant

- Researched and compiled information about Doctor of Psychology programs throughout the country to establish the feasibility of developing such a program at the University of West Florida.
- Presented this information to the department head and the faculty of the Psychology Department at the University of West Florida.

University of West Florida Pensacola, Florida June, 1985 – Aug., 1985
Co-Coordinator of the Summer Math Clinic

- Developed and administered a math clinic for 1st through 12th grade students.
- Used Mortenson math manipulatives to teach addition through algebra. Individualized programs for each of the 60 students.

Naval Air Station Pensacola, Florida August, 1979 – Aug. 1981
Researcher

- Designed a research project comparing air sickness of navy pilots during actual flights to air sickness of navy pilots while in a simulator.
- Randomly selected participants for the study.
- Gathered the data.
- Performed the statistical analysis and presented the results to the director and assistant

director of the military research programs located at the Naval Air Station.

EDUCATION

University of West Florida Pensacola, Florida Aug., 2001 – Jan., 2007
Ed. D. in Curriculum and Instruction with Specialization in Educational Leadership

University of West Florida Pensacola, Florida Aug., 1977 – Apr., 1984
M.A. in Psychology

University of Florida Gainesville, Florida Sept., 1973 – Aug., 1976
B.A. in Psychology with a minor in Sociology

COMMUNITY OUTREACH SERVICE

- Co-wrote four chapters for a digital ninth grade math book (Spring, 2016 – Present)
- Co-founder, contributor, and business manager for the Journal of Research and Advanced Studies (April, 2012 – Present)
- President of local Phi Delta Kappa chapter (2012-Present)
- Mentor/Tutor K-12 students (1977-Present)
- Review a prospectus for a book tentatively titled *Research in Practice: A Student- and Practitioner-Centered Approach* (Spring 2016 – Fall, 2016)
- Board Member for Covenant Alzheimer (January 2016 – Present)
- Peer Reviewed two chapters for SAGE Publications: What is Educational Research by Mertler and Studying Education Practice with Research by Lochmiller. (Fall, 2015)
- Review five chapters of a manuscript for a revised text titled *An Introduction to Educational Research: Connecting Methods with Practice* (August, 2014)
- Provide a peer review of an article for an issue of *Making Connections: Rocking the Boat: The Value of Revolutionary Black Masculinity and Critiquing Neoliberal Capitalism in Gem of the Ocean and Radio Golf* (August, 2014)
- Provide a peer review of an article for an issue of *Making Connections: Patterns of Selectivity and Academic Rigor in the Mathematics Curriculum of State Universities in Bolivia: A Tale of Two Cities* (Spring, 2012).
- Review ten chapters of a manuscript for a revised text titled *Educational Research: Quantitative, Qualitative, and Mixed Approaches, Fifth Edition*, SAGE Publications (August, 2012)
- Provide a peer review of an article for an issue of *Making Connections: Interdisciplinary Approaches to Cultural Diversity* (Spring, 2011).
- Review two chapters of a manuscript for a revised text titled *Applied Statistics, Second Edition*, SAGE Publications (May, 2011).
- Vice-president membership for Northwest Florida's Phi Delta Kappa Chapter (June, 2010 – 2012)
- Collect data for a Science grant (2010)
- Hooder for the UWF graduate students' graduation ceremony (May, 2010).
- Co-organize the Rocky Mountain Educational Regional Association 2009 conference in Pensacola, Florida.
- Participate in monthly R & R sessions in the CORAL center at UWF (Jan., 2007 – Present).
- Provide approximately ten hours per week of volunteer hours to tutor individual students of all ages (K – 12) in the areas of basic math, pre-algebra, algebra 1, algebra 2, college algebra, geometry, and statistics in Escambia and Santa Rosa counties (Aug., 1985 – Present).

- Served as the research design/statistics consultant for two distance learning engineering students completing their master's degree at the University of Central Florida (May, 2007 – May, 2008).
- Assist hearing impaired PJC students and workforce coalition customers by using American Sign Language to interpret for them when needed. Assist these individuals with applying for cash benefits, job search activities, and career and academic counseling (Jan., 1986 – Present).
- Volunteered approximately 15 hours per week at Pensacola Junior College to provide career counseling to high school and college students in Pensacola, Florida (1985 – 1997).
- Used music therapy to work with autistic children at an in-patient facility in Gainesville, Florida (1973-1976).

HONORS AND AWARDS

- Received certificate for completing Quality Matters Training (2016)
- Received Cross-Cultural Competency Series certification (2016)
- Received SPSS text analysis certification (2013)
- Received SPSS certification (2009)
- Received an Outstanding Achievement award for the doctoral program at the University of West Florida. (2007)
- Received the Rocky Mountain Educational Research Association 39th Annual Conference Outstanding Paper Award. (2007)
- Presented a research paper at the American Educational Research Association's national conference in New York. (2008)
- Listed in *Making a Difference: A Selection of Graduate Degree Holders and their Contributions to the Public Good* publication. (2008)
- Earned an academic scholarship for the doctoral degree program at the University of West Florida. (2005)
- Earned an academic scholarship for the master's degree program at the University of West Florida. (1980)
- Nominated for teacher of the year at Pensacola Junior College. (1992)
- Nominated for supervisor of the year at Pensacola Junior College. (1999)
- Selected as a tennis scholarship recipient for the bachelor's degree program at the University of Florida. (1973)
- Ranked number two in the State of Florida in the tennis age 18 and under division. (1972)

GRANTS AND CONTRACTS

Work and Gain Economic Self-Sufficiency Grant -Workforce Escarosa (State funded) April, 1997 – June, 2000

- Project Director
- Designed the entire career management and job development program in Escambia and Santa Rosa counties
- Wrote project management and strategic plans
- Developed job descriptions and requirements for all professional and career service staff
- Hired, managed, and trained 36 staff members
- Responsible for and manager of a million dollar budget

- Based on extensive literature reviews, wrote curriculum for the following workshops: Job Search Techniques, Interviewing Techniques, Resume Writing, Computer Skills, Balancing the Demands of Your Work and Your Personal Lives, Understanding the Value of Employment, Getting Along with Co-Workers, Effective Customer Service Skills, Investigating Career Options When Medically Challenged, and Conducting Career Exploration
- Developed a strong relationship with the Department of Children and Families administrators
- Developed working relationships with members of the business community in Escambia and Santa Rosa counties
- Designed a study and collected and analyzed the data to determine the relationship of workshop attendance and becoming full-time employed
- Presented the results of this study to members of the Workforce Coalition Board and to individuals attending a workshop at a regional workforce conference in Orlando, Florida
- Designed a study and collected and analyzed the data to determine the relationship of individual job development and becoming full-time employed
- Presented the results of this study to members of the Workforce Coalition Board and to individuals attending a workshop at a regional workforce conference in Orlando, Florida
- Developed a survey to give to business managers and business owners to determine the most important characteristics that they seek in an employee
- Presented the results of these findings to the Workforce Coalition Board
- Disseminated information regarding grant performance measurements to appropriate target audiences
- Director of an ABE/GED learning lab
- Provided educational and career counseling for all individuals interested in pursuing higher education
- Administered academic, ability, career interest, and job ready assessments to all individuals entering the welfare transition program
- Scored and summarized the combination of all assessments for each individual
- Used the results of the combined assessments to assist each individual in setting goals and taking steps towards reaching the goals of economic self-sufficiency
- Worked with all vocational schools, colleges, and universities within Escambia and Santa Rosa counties to assist students in applying for and enrolling in desired programs of study

Welfare Transition Program Grant – Workforce Escarosa (State funded)

July, 2000 – June, 2008

- Project Director
- Designed the “up-front” services of the welfare transition program in Escambia and Santa Rosa counties
- Wrote project management and strategic plans
- Responsible for and manager of a million dollar budget
- Developed working relationships with members of the business community in Escambia and Santa Rosa counties
- Managed 45 professional and career service staff members
- Director of the welfare career management and job development program
- Director of an ABE/GED learning lab
- Conducted program analyses
- Disseminated information regarding grant performance measurements to appropriate target audiences
- Provided educational and career counseling for all individuals interested in pursuing higher

education

- Administered academic, ability, career interest, and job ready assessments to all individuals entering the welfare transition program
- Scored and summarized the combination of all assessments for each individual
- Used the results of the combined assessments to assist each individual in setting goals and taking steps towards reaching the goals of economic self-sufficiency
- Worked with all vocational schools, colleges, and universities within Escambia and Santa Rosa counties to assist students in applying for and enrolling in desired programs of study

Workforce Investment Act Intensive Services Grant – Workforce Escarosa (State funded)
July, 2000 – June, 2008

- Project Director
- Wrote project management and strategic plans
- Responsible for and manager of a half a million dollar budget
- Managed 12 professional and career service staff
- Director of the career manager and job development program for college and university students enrolled in the WIA program in Escambia and Santa Rosa counties
- Administered academic, ability, and career interest assessments to all individuals entering the WIA program
- Scored and summarized the combination of all assessments for each individual
- Used the results of the combined assessments to assist each individual in setting academic and career goals and taking steps towards reaching those goals
- Assisted students in the application process for financial aid
- Assisted students in locating employment related to their program of study during their last semester of their certificate or degree
- Designed employability skills workshops for WIA participants
- Worked with all vocational schools, colleges, and universities within Escambia and Santa Rosa counties to assist students in applying for and enrolling in desired programs of study
- Conducted a program analysis
- Disseminated information regarding grant performance measurements to appropriate target audiences

Workforce Investment Act Universal Services Grant – Workforce Escarosa (State funded)
July, 2000 – June, 2008

- Project Director
- Wrote project management and strategic plans
- Responsible for and manager of a quarter of a million dollar budget
- Manager of 13 professional and career service staff
- Director of the resource rooms located in the one-stop centers in Escambia and Santa Rosa counties
- Worked closely with Agency of Workforce Innovation (AWI) staff in providing business services to employers and job seekers in Escambia and Santa Rosa counties
- Responsible for all customer service activities within the one-stop centers in Escambia and Santa Rosa counties
- Developed employment-related workshops for one-stop customers
- Managed the administration and scoring of academic, ability, and career interest assessments of one-stop customers

- Worked closely with various detention facilities and agencies within Escambia and Santa Rosa counties to provide employability skills workshops and employment assistance to those individuals being released from jail
- Developed relationships with agencies working with the homeless population to provide employment assistance to those individuals
- Developed job fairs held quarterly in the one-stop centers in both Escambia and Santa Rosa counties
- Outreached to all educational institutions within Escambia and Santa Rosa counties to provide information to staff and students regarding the employment connections available through the one-stop centers
- Managed the job development program to outreach to business owners and managers in Escambia and Santa Rosa counties and list their job openings at the one-stop centers
- Developed the system of job match between employers and job seekers within the one-stop centers
- Surveyed businesses within the communities to do a needs assessment
- Presented the results of this assessment to PJC administrators to determine programs that might be developed to meet the needs of the business community
- Managed the outreach program to all new businesses coming into the two-county area and developed a plan with each business to assist them in advertising and screening individuals for job positions
- Assisted in the development of a working relationship with the Escambia County School Board to advertise and screen individuals for job positions
- Participated in all meetings with business managers of companies which had to lay-off staff
- Managed the rapid response program where staff tried to assist individuals who were losing their jobs locate other employment or enroll in an educational institution to pursue a different career
- Managed the unemployment and re-employment tables at every FEMA site in Escambia and Santa Rosa counties after a hurricane
- Disseminated information regarding grant performance measurements to appropriate target audiences

PJC School Readiness Services Grant – Early Learning Coalition of Escambia County (State funded)

July, 2007 – Present

- Project Manager
- Wrote project management and strategic plans
- Designed the PJC School Readiness Services program
- Developed job descriptions and requirements for all professional and career service staff
- Hired, managed, and trained 20 staff members
- Responsible for and manager of a \$700,000 budget
- Manage the childcare eligibility services for welfare participants, working poor, and protective services participants in Escambia County
- Provide academic counseling for those individuals interested in pursuing higher education
- Provide career counseling for those individuals seeking alternative employment
- Manage the childcare resource and referral part of the program
- Develop a working relationship with childcare facilities within Escambia County
- Maintain a working relationship with the Department of Children and Families and with Workforce Escarosa in serving the welfare participants.
- Disseminated information regarding grant performance measurements to appropriate target

audiences

PUBLICATIONS, PRESENTATIONS, AND SCHOLARLY WRITINGS

- Co-Present two posters titled “*Integrating High Impact Practices into Graduate Statistics in the Social Sciences: Implications for Promoting Research Integrity* “ and “ *Homeless High School Students: Exploring Selected Characteristics and Considerations* “ at the Rocky Mountain Educational Research Association Conference (October, 2014).
- Published an article titled “Theoretical Framework: Designing a Study with Three Theories” to the Journal of Research and Advanced Studies (Fall, 2012).
- Submitted an article for publishing titled “Dropping Out of School: Student Learning Styles, Personality, and Motivation Factors” to the journal *Preventing School Failure* (January, 2011).
- Presented a paper titled “An Examination of Learning Styles, Personality Types, and Motivational Types Relative to Dropping Out of School” at the American Educational Research Association conference to individuals attending the national conference in New York. (March, 2008)
- Presented a paper titled “An Examination of Learning Styles, Personality Types, and Motivational Types Relative to Dropping Out of School” at the Rocky Mountain Educational Research Association conference to individuals attending the regional conference in Granbury, Texas. (October, 2007)
- Presented a report regarding “Best Practices” which discussed the methods used which resulted in the welfare transition program in Escambia and Santa Rosa counties being ranked as #1 in participation rate in Florida. This report was presented to individuals attending a welfare transition conference in Orlando, Florida. (October, 2002)
- Power point presentation titled “The Relationship of Workshop Attendance and Full-time Employment” to individuals attending a welfare transition conference in Orlando, Florida. (October, 2000)
- Power point presentation titled “The Relationship of Individual Job Development and Full-time Employment” to individuals attending a welfare transition conference in Orlando, Florida. (October, 1999)
- Presented a report of the results of a study regarding the use of drugs by students in Escambia and Santa Rosa counties. This report was presented at a seminar attended by Public school teachers in Escambia and Santa Rosa counties. (June, 1991)

RESEARCH PROJECTS

- Title: Santa Rosa County STEAM Project
Role: Co-Principal Investigator
Date: August, 2015 – Present
- Title: Research Fellow
Role: Co-Principal Investigator
Date: August, 2016- Present
- Title: EXPLORE
Role: Data collector
Date: Summer, 2016
- Title: Integrity and Sensitive Populations
Invited Conference Participant
Date: Spring, 2016
- Title: Math Anxiety
Role: Researcher

- Dates: August, 2015 - Present
- Title: Evaluation Project for “Successful Thinking for Reentry”: An Educational Program for the Federal Prison Camp, Pensacola, Florida.
Role: Co-Evaluator
Dates: January, 2014-June, 2014
 - Title: Santa Rosa County Homeless Children
Role: Co-PI
Dates: August 2013-July 2014
 - Title: Research Partnership
Initiative: Workforce Escarosa and the University of West Florida
Role: Statistical Consultant
Source of Funding: University of West Florida Pace Grant
Dates: January, 2008 – January, 2009

SPECIALIZED TEACHING PREPARATION AND EXPERIENCE AREAS

- Assisted in the development of the Virtual Research Ed. D. specialization.
- Re-designed the Administration and Leadership Studies specialization.
- Re-designed EDF 6464: Applied Program Evaluation
- Develop the syllabus, assignments, and assessments for the following courses: Education Statistics I, Educational Research, Data Driven Decision Making, Project Leadership Administration, Program Evaluation, Qualitative Methods 1, and Psychological Foundations, Assessment Models, Foundations of Doctoral Research and Writing.
- Co-design the Project Leadership Administration course.
- Co-develop the syllabus, assignments, and assessments for the Project Leadership Administration course.
- Provide on-line instruction for the following courses: Education Statistics I, Educational Research, Data Driven Decision Making, Project Leadership Administration, Program Evaluation, Qualitative Methods 1, and Psychological Foundations.
- Nine years experience in developing curriculum for and teaching students enrolled in the ABE/GED program and those students with a high school diploma who test into college prep classes. Curriculum for this program included basic math, college prep algebra, geometry, English grammar, writing skills, reading comprehension, test-taking skills, and library skills.
- Wrote grants and brought in over 18 million dollars in 16 years while working for Pensacola Junior College
- Designed, administered, and taught a 20-hour per week class for low-income individuals
- Assisted in the formation of a deaf club located at PJC for hearing impaired individuals. Interpreted for those individuals at various appointments. Assisted with employment-related activities.

FREDRICK W. BAKER III, PH.D

PROFESSIONAL HIGHLIGHTS

LEADER/ADMINISTRATOR: 10+ Years of Leadership/Management Experience in Dynamic Team Environments, Assistant Director of an Academic Center, Functional Lead for Student Analytics System (EAB SSC), BSBA in Entrepreneurship. Designed/Led Numerous Projects, Advanced Training in Negotiation & Conflict Resolution

INSTRUCTOR/TRAINER: Course Instructor & Trainer since 2008—Taught 20 Courses & Led 25+ Workshops, Seminars, & Training Sessions

INSTRUCTIONAL Instructional Design/Evaluation since 2010—Faculty & Staff Training/Support,

DESIGNER: LMS & Technology Services, Course Review, Performance Evaluation, etc.

ACTIVE SCHOLAR: Over 25 Research Publications, 35 Scholarly Presentations

EDUCATION

UNIVERSITY OF SOUTH ALABAMA

Ph.D. Instructional Design & Development

July 2014

Doctoral Student of the Year 2014-2015

Dissertation Title: Policies Related to the Implementation of Openness at Research Intensive Universities in the United States: A Descriptive Content Analysis.

B.S. Business Administration, Entrepreneurship

May 2008

MCOB Certificate of Recognition

President, Golden Key International Honour Society

Alpha Chi Honor Society

PROFESSIONAL BACKGROUND

THE UNIVERSITY OF TAMPA

Assistant Professor, Instructional Design and Technology

2018- Present

Supervisor: Dr. Nancy Hastings, Assistant Dean, Chair, and Associate Professor

- Teach a full 3/3 load online
- Produce research focused around human-centered systems
- Support program redesign and development efforts

Assistant Director, Academic Success Center

2016- 2018

Supervisor: Dr. Joe Sclafani, Interim Associate Provost

- Responsible for performance evaluation of the Academic Success Center
- Functional Lead for the implementation and use of the Student Success Collaborative analytics platform
- Lead the Strategic Planning Committee for the Academic Success Center
- Information Technology Services Advisory Board member
- Serve on various committees as needed

Instructional Technologist

2014- 2016

Supervisor: Dr. Joe Sclafani, Associate Dean, Center for Teaching & Learning

- Led Open Badges Initiative & OER Initiative (design, development, evaluation, implementation)
- Supervise/oversee/develop graduate assistant and an Instructional Design Intern
- Develop and provide training sessions on a variety of topics
- Provide faculty support for Blackboard LMS and other technologies

- Created 20+ articles for the Educational Technology Knowledge Base
- Served on Hybrid Learning Senate Committee, Hybrid Course Review Committee (Ex Officio), Gateways Blackboard Course Design Committee, & Instructional Technology Committee (Ex Officio)
- Established Informal Thinktank on Openness to educate faculty & Staff

James Madison University

Adjunct Instructor, Learning, Technology, & Leadership Education 2018-Present

Supervisor: Dr. Michele Estes, Director, Educational Technology Graduate Programs

- Update and Teach Learning Theories for online delivery with synchronous component in the graduate program.

University of South Alabama

Adjunct Instructor, Instructional Design & Development 2017-Present

Supervisor: Dr. James Van Haneghan, Director, Undergraduate Instructional Design Program

- Redesign, Update and Teach multiple instructional design undergraduate courses for online delivery.

Boise State University

Adjunct Instructor, Educational Technology Program Summer 2016

Supervisor: Dr. Chareen Snelson, Associate Chair, Educational Technology

- Create, Design, and Teach Introduction to Openness Course for online delivery in the graduate program.

University of Mobile

Consultant, Center for Adult Programs (CAP) 2013

Supervisor: Dr. Pamela Buchanan Miller, Dean

- Needs Assessment Context Analysis
- Design & Development of Orientation Materials in Video Format
- Formative Evaluation of Product
- Instructional Materials & Project Report

University of South Alabama

Graduate Assistant, Professional Studies 2012 - 2014

Assigned Faculty: Dr. Daniel Surry, Full Professor

Dr. Joe'l Lewis, Associate Professor

- Instructor/Co-Instructor, Grading & Teaching Assistant/ Course Maintenance
- Assistant to the Editor for AECT's TechTrends Journal
- Assistant to the Director of the Center for Design & Performance Improvement
- Research Process & Publication/Grant Research, Writing & Development
- Design & Develop Event Marketing Materials
- Design & Maintain Web Presence and Social Media Outlets for the College of Education,
- Instructional Design & Development Program, and the Center for Design & Performance Improvement (CDPI)
- Video Production/Editing

Instructional Designer, Innovation in Learning Center (ILC) 2010 - 2012

Supervisor: Dr. Jack Dempsey, ILC Director

- Responsible for Faculty Development & Support
- Blogging, Video Editing/Production, Document Creation/Editing
- LMS Management & Course Transfer
- Design & Develop Marketing Materials
- Web Development & Maintenance

- Equipment Inventory & Maintenance
- Develop & Teach Seminars and Workshops
- Attend, Develop, & Present Weekly Staff Development Workshop

ITT Technical Institute Adjunct Instructor

2007 – 2008

Supervisor: John Preston, Dean

- Develop Lesson Plans
- Teach Associate Level Courses in Economics, Portfolio & Professional Development, and School Success
- Voted as “Favorite Instructor” by the Students
- Served as Advising Member of Electronics Technicians Association Student Organization
- Developed & Presented Seminars on Resume Development, the Job Search Process for Entry Level Positions (Applying, Hiring & Interviewing), Study Habits, and Student Success

Learning Resource Center Tutor

2007 – 2008

Supervisor: John Preston, Dean

- Tutored Students in General Education & Program Related Coursework
- Assisted in the Maintenance & Operation of Lab Technology

NASA DEVELOP Program

Team Co-Lead, Intern, Mobile County Health Department (MCHD)

2006 - 2007

Supervisor: Dr. Bernard Eichold, Director MCHD

- Communications Liaison Between Science Team & Partnered Government Agencies [e.g., Mobile County Health Department (MCHD), Alabama Department of Environmental Management (ADEM), and others]
- Management Duties for Office and Professional Team
- Participation in Research Process
- Designing, Developing & Implementing Research Projects / Writing Reports
- Developing & Monitoring Reporting Procedures, Recruitment Efforts
- Designing & Developing Marketing Materials and Informational Flyers

RESEARCH

PUBLICATIONS

Edited Columns

Baker III, F.W. (2017). TrendSetters: Conversations with innovators in learning and technology [interview with Kinshuk]. *TechTrends*.

Baker III, F.W. (2017). TrendSetters: Conversations with innovators in learning and technology [interview with Jane Davis]. *TechTrends*.

Baker III, F.W. (2017). TrendSetters: Conversations with innovators in learning and technology [interview with Stephanie Evergreen]. *TechTrends*.

Baker III, F.W. (2016). TrendSetters: Conversations with innovators in learning and technology [interview with Laura Gogia]. *TechTrends*.

Baker III, F.W. (2016). TrendSetters: Conversations with innovators in learning and technology [interview with George Veletsianos]. *TechTrends*, 60(3).

Baker III, F.W. (2016). TrendSetters: Conversations with innovators in learning and technology [interview with Jim Groom]. *TechTrends*, 60(2).

Baker III, F.W. (2015). TrendSetters: Conversations with innovators in learning and technology [interview with Laura Pasquini]. *TechTrends*, 59(4), pp. 14-15.

Baker III, F.W. (2015). TrendSetters: Conversations with innovators in learning and technology [interview with Jacqueline Reyes]. *TechTrends*, 59(1), pp. 17-19.

Baker III, F.W. (2014). TrendSetters: Conversations with innovators in learning and technology [interview with Jason Ravitz]. *TechTrends*, 58(5), pp. 11-14.

Baker III, F.W. (2014). TrendSetters: Conversations with innovators in learning and technology [interview with Julie Dirksen]. *TechTrends*, 58(1), pp. 6-10.

Baker III, F.W. (2013). TrendSetters: Conversations with innovators in learning and technology [interview with Brent G. Wilson]. *TechTrends*, 57(6), pp. 7-8.

Refereed Journal Articles

Baker III, F.W. (2017). An Alternative Approach: Openness in Education over the last 100 Years. *TechTrends*. 10.1007/s11528-016-0095-7

Surry, D.W., **Baker III, F.W.** (2015). The Codependent relationship of technology and communities. *British Journal of Educational Technology*. DOI: 10.1111/bjet.12349

Baker III, F.W., Chow, A., Woodford, K., Maes, J.D. (2012). Applying continuous improvement techniques to instructional design technology (IDT) for greater organizational effectiveness. *Organization Development Journal* 30(1). The International Society for Organization Development.

Refereed Conference Proceedings

Baker III, F.W. (2014). Open dialogue: A content analysis of the #openeducation Twitter hashtag. In *Proceedings of the Association of Educational Communication Technology Annual Conference, Jacksonville, FL, 2014*.

Baker III, F.W. (2014). Developing the Open Factors Instrument: An Implementation Questionnaire for Gauging Openness. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2014, No. 1, pp. 1378-1385). Retrieved from http://www.editlib.org/p/130959/proceeding_130959.pdf

Baker III, F.W. (2014). Open Participatory Engagement Network (OPEN): An instructional design meta-framework for creating participatory networked learning environments. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2014, No. 1, pp. 227-233). Retrieved from http://www.editlib.org/p/130745/proceeding_130745.pdf

Surry, D.W., **Baker III, F.W.**, Morgan, R.E, LeBlanc, E. J., & Beck, B. (2014). Content analysis of articles published in open access and traditional access educational technology journals. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2014, No. 1, pp. 1462-1477). Retrieved from http://www.editlib.org/p/130972/proceeding_130972.pdf

Baker III, F.W., & Surry, D. W. (2013). Open Education Designs: A Taxonomy for Differentiating and Classifying Open Learning Environments. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 189-194). Chesapeake, VA: AACE. Retrieved from <http://m.site.aace.org/papers/37888/>

Baker III, F.W., & Surry, D.W. (2013). Faculty Enthusiasm Toward Compulsory Participation in an Institutional Open Educational Resources Repository. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 1831-1836). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/48366>.

Surry, D. W., **Baker III, F.W.**, & Rausch, T. (2013). The role of micro-communities in educational research. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 2453-2456). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/48470>.

Morgan, R.E. & **Baker III, F.W.** (2013). VARK Analysis and Recommendations for Educators. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 1381-1385). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/48319>.

Brannan, L, & **Baker III, F.W.** (2013). Media and learning: A debate and a transition. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 3055-3060). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/48563>.

Baker III, F.W. (2012). Unshackling Future Minds: How including openness in teacher education can avoid insurrection and usher in a new era of collaboration. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 1488-1493).

Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/39793/proceeding_39793.pdf.

Baker III, F.W. (2012). *SOMA HUD: A virtual application of an Advance Organizer*. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 2467-2473). Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/39953/proceeding_39953.pdf.

Morgan, R.E. & **Baker III, F.W.** (2012). Developing a Conceptual Framework for Motivation of Professional Educators According to Content and Process Theories. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 1216-1221). Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/39746/proceeding_39746.pdf.

Non-Published Technical Research Papers

Favors, J.E., Stringer B.M., and **Baker III, F. W.** (2008). Monitoring and Forecasting: West Nile virus in Mobile Bay, AL. NASA DEVELOP Program, Mobile County Health Department.

Favors, J.E., B.M. Stringer and A. Dixon, **Baker III, F.W.** (2007). Use of Remote Sensing for Monitoring Fecal Coliform levels in Mobile Bay, AL. NASA DEVELOP Program, Mobile County Health Department.

Non-Published Technical Reports

Baker III, F. W. (2008). Formal Report on the NASA DEVELOP Program (MCHD), NASA DEVELOP Program, Mobile County Health Department.

PRESENTATIONS

Keynote Presentations

Baker III, F.W. (2016). *Customizing your Hybrid School Desk*. Keynote Speaker TechCon 16, PHSC's Annual Technology Conference, Pasco-Hernando State College, 3 Sessions near Tampa, FL.

Harris, J.E., & **Baker III, F.W.** (February 2016), 2016 Annual Sykes College of Business' Teaching Effectiveness Adjunct Luncheon. The University of Tampa. Tampa, FL.

Baker III, F.W. (September 2015). *Cultivating the Digital Ecosystem*. Keynote speaker for TechCon 15, PHSC's Annual Technology Conference, Pasco-Hernando State College, North Campus. Brooksville, FL.

Baker III, F.W. (September 2015). *Cultivating the Digital Ecosystem*. Keynote speaker for TechCon 15, PHSC's Annual Technology Conference, Pasco-Hernando State College, East Campus. Dade City, FL.

Baker III, F.W. (September 2015). *Cultivating the Digital Ecosystem*. Keynote speaker for TechCon 15, PHSC's Annual Technology Conference, Pasco-Hernando State College, Porter Campus. Wesley Chapel, FL.

Baker III, F.W. (2014). *Reflection, direction, persistence*. Keynote speaker for A Voice Heard Adult GED Graduation Ceremony. Grand Bay, AL.

International Conferences

Baker III, F.W. (2014). Open dialogue: A content analysis of the #openeducation Twitter hashtag. Presentation at the Association of Educational Communication Technology Annual Conference, Jacksonville, FL, 2014.

Baker III, F.W. (2014). Developing the Open Factors Instrument: An Implementation Questionnaire for Gauging Openness. Presentation at Society for Information Technology & Teacher Education International Conference 2014. Chesapeake, VA: AACE.

Baker III, F.W. (2014). Open Participatory Engagement Network (OPEN): An Instructional Design Meta-Framework for Creating Participatory Networked Learning Environments. Presentation at Society for Information Technology & Teacher Education International Conference 2014. Chesapeake, VA: AACE.

Surry, D.W., & **Baker III, F.W.**, Morgan, R.E., LeBlanc, E.J., Beck, B.C. (2014). Content analysis of articles published in open access and traditional access educational technology journals. Presentation at Society for Information Technology & Teacher Education International Conference 2014. Chesapeake, VA: AACE.

Baker III, F.W. (2013). *Open education designs (OED): A taxonomy for differentiating and classifying open learning environments*. Presentation at Annual Conference of Society for Information Technology and Teacher Education (SITE) 2013 Conference, New Orleans, LA.

Baker III, F.W. (2013). *Faculty enthusiasm toward compulsory participation in an institutional open education resources (OER) repository*. Presentation at Annual Conference of Society for Information Technology and Teacher Education (SITE) 2012 Conference, New Orleans, LA.

Morgan, R.E. & **Baker III, F.W.** (2013). *VARK Analysis and Recommendations for Educators*. Presentation at the Annual Conference of the Society for Information Technology in Teacher Education (SITE). New Orleans, LA.

Surry, D. W., & **Baker III, F. W.**, & Rausch, T. (2013). *The role of micro communities in educational research*. Presentation at the Annual Conference of the Society for Information Technology in Teacher Education (SITE). New Orleans, LA.

Brannan, L, & **Baker III, F. W.** (2013). *Media and learning: A debate and a transition*. Presentation at the Annual Conference of the Society for Information Technology in Teacher Education (SITE). New Orleans, LA.

Baker III, F.W. (2012). *Unshackling future minds: How including openness in teacher education can avoid insurrection and usher in a new era of collaboration*. Presentation at Annual Conference of Society for Information Technology and Teacher Education (SITE) 2012 Conference, Austin, TX.

Baker III, F.W. (2012). *SOMA HUD: A Virtual Application of an Advance Organizer*. Presentation at Annual Conference of Society for Information Technology and Teacher Education (SITE) 2012 Conference, Austin, TX.

Morgan, R.E., & **Baker III, F.W.** (2012). *Developing a Conceptual Framework for Motivation of Professional Educators According to Content and Process Theories*. Presentation at Annual Conference of Society for Information Technology and Teacher Education (SITE) 2012 Conference, Austin, TX.

Regional Conferences

Baker III, F.W. (2016). *An Alternative Approach: Openness in Education over the last 100 Years*. Sixth Annual Conference on Teaching and Learning, University of South Alabama, Mobile, AL.

Baker III, F. W. (2013). *Creating a connected open classroom: Tools, assignments, and guidelines*. Third Annual Conference on Teaching and Learning. University of South Alabama. 2013 Mobile, AL.

Chow, A., Summerlin, M., & **Baker III, F.W.** (2010) *Student response to podcast lectures in quantitative courses*. Presentation at Annual Conference of Mid-South Educational Research Association (MSERA) Conference, Mobile, AL.

Chow, A., Tashbin, G., & **Baker III, F.W.** (2010). *Continuous improvement in training and education using instructional design technologies*. Presentation at Annual Conference of Mid-South Education Research Association (MSERA) Conference, Mobile, AL.

State Conferences

Baker III, F.W., Gibbons, K., & Handa, S. (2014). *Open badges from an organizational perspective*. Digital Presentation at Annual Social Media & Technology Users Conference, University of South Alabama, Baldwin County Campus, Fairhope, AL.

Baker III, F.W. (2014). *A Descriptive Content Analysis of Policies Related to the Implementation of Openness at Research Intensive Universities In the United States*. Presentation at 21st Annual Faculty Research Forum. University of South Alabama, Mobile, AL.

Baker III, F.W. (2013). *Openness in digital technology: A critical perspective*. Presentation at Annual Social Media & Technology Users Conference, University of South Alabama, Baldwin County Campus, Fairhope, AL.

Baker III, F.W. (2013). *The nature of open education course designs*. Presentation at 20th Annual Research Forum. University of South Alabama, Mobile, AL.

Morgan, R.E., & **Baker III, F.W.** (2013). *The Visual, Aural, Reading/Writing, Kinesthetic (VARK) Learning Preference Questionnaire and Recommendations for Educators*. Presentation at 20th Annual Research Forum. University of South Alabama, Mobile, AL.

Baker III, F.W. (2012). *Open Learning: A practical approach to thinking about open education*. Presentation at Annual Conference on Social Media: Open Learning, University of South Alabama, Baldwin County Campus, Fairhope, AL.

Baker III, F.W. (2012). *Open up: Open Pedagogy, Open Classrooms, Open Minds*. Presentation at Second Annual South Alabama Conference on Teaching and Learning, University of South Alabama,

Mobile, AL.

Baker III, F.W. (2012). *Openness in Higher Education*. Presentation at 19th Annual Research Forum. University of South Alabama, Mobile, AL.

Morgan, R.E., & **Baker III, F.W.** (2012). *Developing a Conceptual Framework for Motivation of Professional Educators According to Content and Process Theories*. Presentation at 19th Annual Research Forum. University of South Alabama, Mobile, AL.

Chow, A., & **Baker III, F.W.** (2011). *Using student performance on publishers' online website homework as an indicator of student test performance*. Presentation at First Annual South Alabama Conference on Teaching and Learning, University of South Alabama, Mobile, AL.

Baker III, F.W. (2011). *Technopresence or chalkboard: Is technology really good for the classroom?* Presentation at 18th Annual Research Forum. University of South Alabama, Mobile, AL.

Local Conferences /Presentations

Baker III, F.W., Morrill, D., Papp, R., & Martinasek, M. (2015). *Hybrid Learning at UT: A showcase and a Panel Discussion*. Led Panel presentation/discussion for Sykes College of Business Brown Bag, The University of Tampa, Tampa, FL.

Baker III, F.W. (2012). *Negotiation: A perspective on everyday life*. Presented information to Dr. Jeanne Maes' Negotiation Conflict Resolution Class, Mitchell College of Business (MCOB), Mobile, AL.

Baker III, F.W. (2011). *Instructional Design and Openness in Higher Education*. Presentation of research on the relationship between openness and instructional design at a local career day event for Gautier Middle School Gifted Students.

Baker III, F.W. (2011). *Descriptive Statistics*. Presentation on Descriptive Statistics for IDE 510 Educational Research class. Dr. Dan Surry, University of South Alabama, Mobile, AL

Baker III, F.W. (2011). *The Basics of OER's*. Presented research on Open Educational Resources at a Brown Bag Event meeting of the Instructional Design & Development Student Group (IDDGA), Mobile, AL.

Baker III, F.W. (2010). *Mediation and Negotiation*. Presented information to Dr. Jeanne Maes' Negotiation Conflict Resolution Class, Mitchell College of Business (MCOB), Mobile, AL.

Favors, J. E., Stringer, B., & **Baker III, F.W.** (2008). *Improving the assessment capabilities of Encephalitis in Alabama by integrated use of NASA TRMM mission*. Seventh Annual American Meteorological Society Student Conference, New Orleans, LA.

Baker III, F.W., Bowen, M., & Woo, J. (2007). *Cannon real estate: Business plan for new venture creation*. Presentation at the New Venture Creation showcase event, Mitchell College of Business (MCOB), Mobile, AL.

Austin, M., **Baker III, F.W.**, Et. Al. (2006). *Turnaround Business Plan for Speech Pathology and Audiology (SPA) Department*. Presentation at Mitchell College of Business to Advising members of the University of South Alabama and managers of SPA.

TEACHING

COURSES TAUGHT

James Madison University

Instructor

EDUC 641-Learning Theories

Graduate Synchronous Online Course. Covers Learning Throughout the Lifespan and Includes Final Theory to Practice Paper

University of South Alabama

Instructor

ISD410-Organization and Coordination of Training Programs

Undergraduate Course Online. Covers Major Concepts in Creating and Leading a Training Program, Project Management, Creation of Artifacts, and a Final Instructional Design Training Project.

ISD320-Training Interventions

Undergraduate Course Online. Covers Major Concepts in Training Interventions, Creation of Artifacts, and a Final Instructional Design Training Project.

Boise State University

Instructor

EDTECH597-Introduction to Openness

Graduate Course Online. Covers Major Areas of Openness (Open Access Research, Open Source Software, Open Teaching & Learning, Open Content, etc.) as they relate to Instructional Design

The University of Tampa

Instructor

ASK 100

Focuses on Academic Skills, Including Creating Effective Organizational Skills & Academic Practices, and Adopting Useful Tools and Strategies to Support Academic Success.

BAC 101/102

First Year Experience (FYE) Course Focused on College Success, Integration into University Culture, Campus Technologies and Partners, and Academic Development

GTW101-Gateways

Baccalaureate Experience Course, Covers Technology & Campus Systems, College Success Strategies, and Introductory College Concepts

University of South Alabama

Instructor (Non-Primary)

IDE 510-Educational Research & Evaluation

Covers Educational Research: Data Collection Methods, Research Designs, Research Proposals, Types of Research, Evaluation Methods

EPY 502-Psychological Principles of Learning

Covers Basic Learning Principles: Psychological Theories of Learning, Influential Theorists, Important Models & Processes

ISD 641-Performance Systems Technology

Covers the Basics of Performance Improvement: Drivers, Systems, Interventions, Relationship to Instructional Design

ISD 621-Instructional Design

Covers Instructional Design Basics: ADDIE Phases, Dick, Carey & Carey Model, General Instructional Design Principles & Processes

ISD 622- Advanced Instructional Design

Covers Advanced Instructional Design Concepts: In Depth ADDIE Phases, Formal Reports, Instructional Materials, Influential Research

IDE 620- Quantitative Methods I

Covers Introductory Statistics for Research: Measures of Central Tendency, Significance Testing, Data Organization, Basic Statistical Analyses

Grading Teaching Assistant

IDE 510-Educational Research and Evaluation

Covers Educational Research: Data Collection Methods, Research Designs, Research Proposals, Types of Research, Evaluation Methods

Non-Grading Teaching Assistant

IDE 650-Instructional Techniques

Covers Models of Teaching: History and State of Teaching Models, Instructional and Learning Strategies,

Types and Models of Teaching, and More.

IDE 581-Hypermedia Tools

Covers Technology for Instructional Design: Professional Skills, Digital Resumes, Screen Capture, Video Editing, Web Conferencing, Photoshop, and More.

ITT Technical Institute

Instructor

GE 273-Microeconomics

General Concepts in Microeconomics: Supply & Demand, Equilibrium, Capital & Substitute Goods

TB 332-Professional Procedures & Portfolio Development

Professional & Portfolio Development for Work: Resume & Cover Letter Development, Hiring Process, Interviewing Techniques, Etiquette

TB 133-Strategies for the Developing Student

Strategies for Student Success & Development: Study Skills, Note Taking, Introspection, Developing Proactive Learning Habits

WORKSHOPS & SEMINARS

Led or Co-Led

Baker III, F.W. (2015). Faculty Development Studio Series: Creating Significant Learning Environments. Led 13 faculty in a semester long initiative focused on Dee Fink's Creating Significant Learning Experiences book at The University of Tampa, Tampa, FL, 2015.

Baker III, F.W., Cepko, R. (2015). *Making Your Syllabus Accessible*. Workshop at The University of Tampa, Tampa, FL, 2015.

Baker III, F.W. (2015). *Mimio Teach & eBeam Edge*. Workshop at The University of Tampa, Tampa, FL, 2015.

Baker III, F.W. (2015). *Blackboard Global Navigation and SpartanWeb*. Workshop at The University of Tampa, Tampa, FL, 2015.

Baker III, F.W. (2015). *Managing Blackboard Content and Layout*. Workshop at The University of Tampa, Tampa, FL, 2015.

Baker III, F.W. (2015). *Managing Blackboard Assessments*. Workshop at The University of Tampa, Tampa, FL, 2015.

Baker III, F.W. (2015). *Managing the Blackboard Grade Center*. Workshop at The University of Tampa, Tampa, FL, 2015.

Baker III, F.W. (2015). *Open Content: What, Why, & How*. Workshop at The University of Tampa, Tampa, FL, 2015

Baker III, F.W., Beaudoin, C., Romero Hall, E. (2015). *Objectives & Alignment Workshop*. 2 Part Workshop at The University of Tampa, Tampa, FL, 2015.

Baker III, F.W. (2015). *Assessment for Hybrid Courses*. Seminar at The University of Tampa New Teaching Institute, Tampa, FL, 2015.

Baker III, F.W. (2014). *Learning Objectives and Alignment for Hybrid Courses*. Seminar at The University of Tampa New Teaching Institute, Tampa, FL, 2014.

Surry, D.W., **Baker III, F.W.** (2011). *Developing Student Learning Outcomes*. 2 Part Workshop at Bishop State Community College, Mobile, AL.

Baker III, F.W., Innovation in Learning Center (2011) *Sakai CLE early adopter training*. Seminar at the University of South Alabama, Mobile, AL.

Baker III, F.W. (2009) *Professional Development for Work*. The Shoulder, Fairhope, AL. Seminar on Professional Work Development at The Shoulder.

Baker III, F.W. (2008). *Tips on note taking*. Student Development Seminar. Presentations in April, July, & October, at ITT Technical College, Mobile, AL.

Baker III, F.W. (2008). *How to get a job. Student Development Seminar*. Presentations in March, June, September, & October, at ITT Technical College, Mobile, AL.

Baker III, F.W. (2007-2008). *Resumes 101. Student Development Seminar*. Presentations in November, January, February, June, August, & September, at ITT Technical College, Mobile, AL.

TRAINING SESSIONS

Led or Co-Led

Baker III, F.W. (2017). Faculty Advising Using the Student Success Collaborative. Training Session at The University of Tampa SSC Faculty Pilot Group, Tampa, FL.

Baker III, F.W. (2017). Orientation to the Student Success Collaborative. Training Session at The University of Tampa SSC Faculty Pilot Group, Tampa, FL.

Baker III, F.W. (2015). Understanding the *Hybrid Process at UT*. Training Session at The University of Tampa Education Committee, Tampa, FL, 2015.

Cepko, R., **Baker III, F.W.** (2015). *Flipping your Classroom*. Training Session at The University of Tampa New Teaching Institute, Tampa, FL, 2015.

Gibbons, K., Handa, S., **Baker III, F.W.** (2014) All about badges. The University of Tampa, Tampa, FL.

Baker III, F.W. (2014) Best practices in course design. The University of Tampa, Tampa, FL.

Baker III, F.W. (2014) Speed Geeking: Ten great web 2.0 tools for educators. Three Sessions in September at The University of Tampa, Tampa, FL.

Baker III, F.W. (2014) Ask the experts: Drop-in session. Six sessions in September at The University of Tampa, Tampa, FL. Three Sessions in September.

PROFESSIONAL SERVICE

COLUMN EDITOR

TechTrends: Linking Research and Practice to Improve Learning. A publication of the Association for Educational Communications & Technology

- *TrendSetters: Spotlighting Innovators in Learning with Technology* (July 2013-Present)

COMMITTEE MEMBER

Student Success Collaborative Leadership Team, The University of Tampa

- Functional Lead (August 2016-Present)

Student Success Collaborative Campaign Committee, The University of Tampa

- Founding Member (October 2017-Present)

Information Technology Advisory Board, The University of Tampa

- Member (August 2016-Present)

Center for Teaching & Learning, The University of Tampa

- Member (December 2014-August 2016)

Instructional Technology Committee, The University of Tampa

- Member, Ex-Officio (September 2014-2016)

Gateways Blackboard Committee, The University of Tampa

- Member (September 2014-September 2015)

Hybrid Course Review Committee, The University of Tampa

- Member, Ex-Officio (September 2014-2016)

Hybrid Senate Committee, The University of Tampa

- Member (August 2014-2016)

Student Recruitment Committee, University of South Alabama, College of Education

- Member (January 2014-July 2014)

MANUSCRIPT REVIEWER

International Review of Research in Open and Distance Learning

- Manuscript Reviewer (August 2013-2018)

TechTrends: Linking Research and Practice to Improve Learning. A publication of the Association for Educational Communications & Technology

- Manuscript Reviewer (September 2012-Present)

British Journal of Educational Technology (BJET)

- Manuscript Reviewer (March 2012-2018)

CONFERENCES

University of South Alabama's Annual Conference on Teaching and Learning

- Session Presider (COTL Mobile, AL, 2014)

Society for Information Technology & Teacher Education (SITE)

- Member (2012-Present)
- Session Presider (SITE Conference New Orleans, 2013)
- Session Presider (SITE Conference Austin, 2012)
- Session Presider (SITE Conference Austin, 2012)

BOOK REVIEWS

Rushby, N., Surry, D.W. (2014). *Handbook of Learning Technology* (2014). Wiley Publishing. Chapter Reviewer.

Lewis, J., Green, A., Surry, D.W. (2012) *Technology as a Tool for Diversity Leadership: Implementations and Future Implications*. IGI Global. Review Committee Member.

PROJECTS

External Reviewer/Consultant UT Public Health Program Alignment 2018

- Led group through redesign and program alignment efforts to align program curriculum through revised objectives, assessments, alignment, and instruction.

Implementation of EAB Student Success Collaborative 2017

- Led or heavily involved in all elements of SSC implementation. Work with Associate Provost and Leadership Team to establish and support teams for Campaigns and Academic Interventions, Faculty Advising Pilots, Success Markers, support Tutoring setup, provide technical and instructional support, determine roles and permissions, etc.

Redesign & Deliver New Teaching Institute 2016

Project Coordinator: Fredrick W. Baker III

- Led Project; Complete redesign and development of faculty hybrid teaching and course design training with 3 week turnaround time—including mapping prerequisite training elements, creating aligned and integrated instruction and assessment, and integrating training with the hybrid system at UT; Received excellent feedback from participants

Faculty Development Studio 2015

Project Coordinator: Fredrick W. Baker III

- Led Project; Developed studio in conjunction with Center for Teaching and Learning and Educational Technology Department that meets throughout the semester to focus on professional development that improves practice among faculty at UT.

Open Badges Initiative 2014

Project Coordinator: Fredrick W. Baker III

- Led Project; Designed Badges, Developed Procedures, & Implemented Open Badges Initiative for use in University of Tampa Courses & Training that supports over 700 faculty and staff.

Blackboard LMS Training Course 2014

Project Coordinator: Fredrick W. Baker III

- Led & Oversaw the Design, Development, Evaluation & Implementation & Marketing of a Self-Paced, Open Badge Enabled, Competency Assessed, Blackboard training course for Faculty & Staff.

Openness Initiative

2014

Project Coordinator: Fredrick W. Baker III

- Oversight and leadership of all aspects of project.
- Formed thinktank with interested members.
- Educate and advocate for openness at The University of Tampa through training, supporting implementations (OER, Badges, Linux Labs, etc.)

P-12 Open Educational Resource for Arts and Education

2014

Project Coordinators: Dr. Paige Vitulli, Fredrick W. Baker III

- Helped design website and gather resources for creating an Open Educational Resource (OER) intended for Pre-service and In-service P-12 teachers.
- The resource provides integration support for implementing the four arts (visual, theater, music, and drama) into Science, Social Studies, Math, and Language Arts classes.
- OER will be shared with Alabama Arts and Education Grant and all Alabama Public Schools

Community Conversations, Mobile in Black and White Documentary

2014

Project Coordinators: Dr. Joe'l Lewis, Dr. Rob Gray

- Facilitated series of USA College of Education faculty / staff community conversation sessions (2 sets of 4 meetings focused on race relations in Mobile, AL & implications for Instructional Design, classroom, & teacher education practice. Informed by survey & research.

Instructional Design & Development (IDD) Program

2014

Project Coordinators: Dr. Joe'l Lewis, Fredrick W. Baker III

- Conceptualized, liaised for, and implemented innovative recruitment effort involving multiple colleges for:
 - Student generated radio ads—that were subsequently aired,
 - Student generated marketing analysis on the IDD program, and
 - Student generated consulting analysis on the IDD program.

Mobile African American Heritage Trail Project, IDDGA

2011

Project Coordinators: Dr. Joe'l Lewis

- Updated MAAHT Trail signs
- Rewrote at 4th grade level
- Created small quizzes

MEDIA PROJECTS

Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Peggy Delmas]. University of South Alabama. Found on web at <http://youtu.be/EZmdGcsR2js>.

Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. David Gray]. University of South Alabama. Found on web at <http://youtu.be/99Pr4594cB8>.

Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Chris Keshock]. University of South Alabama. Found on web at <http://youtu.be/DPZNIG1pNi8>.

Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Andi Kent]. University of South Alabama. Found on web at <http://youtu.be/HeY7ysZU2m0>.

Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Joe'l Lewis]. University of South Alabama. Found on web at http://youtu.be/eG_MFMMgxS4.

Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Brenda Litchfield]. University of South Alabama. Found on web at <http://youtu.be/rky4wpPMbS8>.

Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Susan Ferguson Martin]. University of South Alabama. Found on web at <http://youtu.be/3kJBUYM6bjI>.

- Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Wanda Maulding]. University of South Alabama. Found on web at <http://youtu.be/oIPnKGoBPrs>.
- Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. John Strange]. University of South Alabama. Found on web at <http://youtu.be/WuUeLS4GewM>.
- Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Dan Surry]. University of South Alabama. Found on web at <http://youtu.be/tHcyLFra9io>.
- Surry, D.W., **Baker III, F.W.** (2013). College of Education Faculty Video [Interview with Dr. Dan Surry]. University of South Alabama. Found on web at <http://youtu.be/RyPyXGauYKQ>.
- Baker III, F.W.** (2013). *University of Mobile: Locating, logging in, and navigating your course.* Orientation Video Series, Instructional Design Doctoral Internship. University of South Alabama. Found on web at <http://youtu.be/7xd3dYo-tB8>
- Baker III, F.W.** (2013). *University of Mobile: Forum participation.* Orientation Video Series, Instructional Design Doctoral Internship. University of South Alabama. Found on web at <http://youtu.be/GkIINKSobsA>
- Baker III, F.W.** (2013). *University of Mobile: Accessing gradebook and submitting assignments.* Orientation Video Series, Instructional Design Doctoral Internship. University of South Alabama. Found on web at <http://youtu.be/nCkjMDzbAn4>
- Baker III, F.W.**, Surry, D.W. (2013). Happy National Teacher's Day! University of South Alabama. Found on web at <http://youtu.be/fDpEDqle-y4>
- Baker III, F.W.**, Surry, D.W. (2012-2013). *On the spot video series collection.* University of South Alabama, College of Education. Found on web at <http://www.youtube.com/user/usacoe?feature=mhee>
- Dempsey, J., Hulon, S., **Baker III, F.W.**, Walter, M. (2011). *CIS 150: How not to Fail.* Innovation in Learning Center, Student Tips video series.
- Dempsey, J., **Baker III, F.W.**, Hulon, S., Khalsa, G., McCall, M. (2011). *Dr. Jim Aucoin on Camtasia Studio* Innovation in Learning Center, Technology Marketing video series. Found on web at <http://usailc.org/blog/portfolios/dr-jim-aucoin-on-camtasia-studio/>
- Dempsey, J., **Baker III, F.W.**, Hulon, S., Khalsa, G. (2011). *Dr. Litchfield on giving creative feedback in your online course.* Innovation in Learning Center, e-leader video series. Found on web at <http://usailc.org/blog/portfolios/dr-brenda-litchfield-on-creative-feedback/>
- Dempsey, J., Jokelova, T., Hulon, S., Lee, W., Walters, M., Kanjanapongpaisal, G., **Baker III, F.W.**, & Khalsa, G. (2010). *Dr. Bret Webb on assessment.* Innovation in Learning Center, e-Leader video series. Found on web at <http://usailc.org/blog/portfolios/dr-bret-webb/>
- Dempsey, J., **Baker III, F.W.**, Hulon, S., Khalsa, G. (2011). *Camtasia Relay: from your computer to their mobile lives.* Innovation in Learning Center, Technology Marketing video series.

PROFESSIONAL MEMBERSHIPS

American Evaluation Association (AEA) ○ Member	2016-Present
Southeast Evaluation Association (SEA) ○ Member	2016-Present
Association for Educational Communications and Technology (AECT) ○ Member	2014-Present
AAACE's Society for Instructional Technology & Teacher Education (SITE) ○ Member	2012-2014
Center for Design & Performance Improvement, Research Studio ○ Research Studio Member ○ Assistant to the Director	2010-2014 2011-2014
USA IDD Graduate Association ○ Member	2010-2014

Mid-South Educational Research Association	
o Member	2010-2011
Golden Key International Honour Society	
o Member	Lifetime, 2007
o Chapter President	2007-2008
Alpha Chi Honor Society	
o Member	Lifetime, 2007

PROFESSIONAL DEVELOPMENT

TRAINING

Adobe Train the Trainer		2015
OLC: Designing with Accessibility in Mind		2015
University Teaching 101-John's Hopkins/Coursera		2015
Atomic Learning American's with Disability Act Compliance		2015
Quality Matters, Designing Your Blended Course		2014
Microsoft Excel, Beyond the Basics		2014
Applying the Quality Matters Rubric		2014
Sakai CLE Certified User		2012
Advanced Training in Conflict Resolution, Negotiation, Resolution	Alternative	2008 / 2010 Dispute

WORKSHOPS

Communicating with Tact and Professionalism 8 hour Fred Pryor seminar on Communication Strategies.		2014
Microsoft Excel Beyond the Basics 8 hour Fred Pryor seminar on Microsoft Excel advanced features.		2014
Innovation & Learning Center Summer Academy 3 Day training, Instructors Innovation & Learning Center		2014
Team Based Learning Workshop 2 Hour, Instructor Dr. Ron Styron		2014
Designing Significant Learning Experiences Workshop		
2014 3 Hour, Instructor Dr. L. Dee Fink		
Instructional Scaffolding for Research 2 Hour, Instructors Dr. Nicole Car & Dr. Anne Boettcher		2014
Designing Assessments for Critical Thinking 2 Hour, Instructor Dr. Ron Styron		2013

HONORS & AWARDS

Dr. Chandru Hiremath Memorial Award for Ph.D. Student of the Year	2013 - 2014
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ITT-Tech Student Voted “Favorite Instructor”	2009
NASA DEVELOP “Certificate of Appreciation”	2007
Mitchell College of Business “Certificate of Recognition”	2007

CURRICULUM VITAE

Minkyong Kim

Education

- 2016 **Doctor of Philosophy (Ph.D.)**
 Indiana University, Bloomington, IN, USA (Date awarded: July 29, 2016)
 Major: Instructional Systems Technology
 Minor: Inquiry Methodology
 [Dissertation: “Formative Research on Instructional Overlay for Collaborative Project-Based Learning”]
- 2003 **Master of Arts (M.A.)**
 Ewha Womans University Graduate School, Seoul, Korea
 Major: Educational Technology
 [Master’s Thesis: “The Effects of Metacognitive Strategy on Web Resource-Based Learning”]
- 2000 **Bachelor of Arts (B.A.)**
 Ewha Womans University, Seoul, Korea
 Major: Educational Technology
 Minor: Business

Employment (See page 11-18 for the project details)

- Effective Fall 2018 **Assistant Professor for Instructional Design and Technology, University of West Florida**
- 2016 - 2018 **Instructional Consultant, Texas Tech University**
 Center for Innovation in E-Learning, College of Education
 - Providing consultation to help faculty members improve their teaching; managing online learning course development projects; mentoring to develop staff member’s skill; conducting research projects regarding online learning quality improvement and personalized learning approach.
Instructor, Texas Tech University
 College of Education
 - Course Taught: EDIT 3318 Applications of Technology in Education
- 2016 - 2017 **Adjunct Graduate Faculty, Boise State University**
 Organizational Performance and Workplace Learning (OPWL) Department, College of Engineering
 - Course Taught: OPWL531 Quantitative Research in Organizations
- 2006 - 2010 **Senior Management Consultant, IBM Korea**
 Human Capital Management, Global Business Service (GBS) Division
 - Conducted and managed consulting projects about HR and learning issues for improving human performance of client organizations

- 2003 - 2006 **Instructional Designer, CyberMBA, Inc., Seoul, Korea**
 A leading e-learning company providing total learning and smart learning services in Korea.
- Conducted and managed e-learning and blended learning program development projects

Graduate Assistantships

- 2014 - 2016 **Instructional Consultant**
 The Office of Online Education, School of Public Health, Indiana University, Bloomington, IN
- Designed and developed MPhD online learning courses; provided consultation to faculty members to design and develop online courses.
- 2013 - 2015 **Co-Manager & Instructional Consultant**
 The Office of Instructional Consulting, Indiana University, Bloomington, IN
- Provided consultation to faculty members and assistant instructors to improve their teaching and integrate technology into their classrooms
- 2011 - 2013 **Instructional Systems Technology Lab Manager**
 Instructional Systems Technology Department, Indiana University, Bloomington, IN
- Assisted students with projects in the Instructional Systems Technology (IST) studio program; assisted IST faculty with technology-related issues.
- 2011 - 2012 **Research Assistant**
 World Bank Institution, World Bank Group
- Conducted research on the latest trends and formats for open educational resources (OER) and the educational partnerships model for OER

Awards & Grants

- 2015 Charles M. Reigeluth Emerging Researcher Award, Association for Educational Communications and Technology (AECT)
- 2014 Nova Southeastern Award for Outstanding Practice by a Graduate Student in Instructional Design, Association for Educational Communications and Technology (AECT)
- 2014 Jerrold E. Kemp Fellowship, Indiana University
- 2013 Jerrold E. Kemp Fellowship, Indiana University
- 2012 Instructional Systems Technology Travel Award, Indiana University
- 2011 Clarence Fogelstrom Fellowship, Indiana University
- 2009 Service Excellence Award, IBM
- 2008 Service Excellence Award, IBM
- 2007 IBM Bravo Award (The best of IBM), IBM

Certifications

- Dec. 2015 Quality Matters Certification: The Peer Reviewer Course (PRC) by Quality Matters (QM). QM is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. PRC is designed to prepare experienced online faculty to

	become QM Certified Peer Reviewers.
Nov. 2014	Quality Matters Certification: Applying the QM Rubric (APPQMR) by Quality Matters (QM). APPQMR is QM's flagship workshop on the QM Rubric and the process of using the QM Rubric to review online courses.
Aug. 2002	Ewha Broadcasting Academy Announcer Program by Ewha Womans University, Korea
Feb. 2000	Teacher's Certificate by Ministry of Education, Science & Technology, Korea

Publications

Journal Publications and Book Chapters (Note: * = Refereed)

- Kim, M.** (2018). Self-directed learning. In B. Frey (Ed.), *The Sage encyclopedia of educational research, measurement, and evaluation*. (pp. 1494-1495). Thousand Oaks, CA: Sage Publications. DOI: <http://dx.doi.org/10.4135/9781506326139.n620>
- Reigeluth, C.M., & **Kim, M.** (2018). Instructional theory. In B. Frey (Ed.), *The Sage encyclopedia of educational research, measurement, and evaluation*. (pp. 835-838) Thousand Oaks, CA: Sage Publications. DOI: <http://dx.doi.org/10.4135/9781506326139.n334>
- ***Kim, M.**, Jung, E., De Siqueira, A., & Huber, L. (2016) An investigation into effective pedagogies in a flipped classroom: A case study. *International Journal of E-Learning & Distance Education*, 31(2).
- Bonk, C. J., **Kim, M.**, & Xu, S. (2016). Do you have a SOLE?: Research on informal and self-directed online learning environments. In J. M. Spector, B. B. Lockee, & M. D. Childress (Eds.), *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy*. Springer International Publishing. DOI: 10.1007/978-3-319-17727-4_35-1
- *Jung, E., **Kim, M.**, & Reigeluth, C. M. (2016). Learning in Action: How competent professionals accelerate their development, *Performance Improvement Quarterly*, 28(4), 55-69.
- ***Kim, M.**, Jung, E., Altuwaijri, A., Bonk, C. J. & Wang, Y. (2014). Analyzing the human learning and development potential of websites available for informal learning. *International Journal of Self-directed Learning*, 11(1), 12-28.
- *Zachmeier, A., Cho, Y., & **Kim, M.** (2013). The same but different: HRD master's programs in the U.S., *Human Resource Development International*, 17(3), 318-338.
- Jung, E., **Kim, M.**, Wang, Y., & Bonk, C. J. (2011, October). What technology tools promote such extreme learning?: Analysis of technologies used in extreme learning Websites. Proceedings of the E-Learn Conference 2011—World Conference on *E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 2581-2587), Chesapeake, VA: AACE.
- Kang, M., **Kim, M.**, Ko, J.K., Kim, M.J., Moon, H.S., & Lee, H.Y. (2005). *A Korean model for using ICT in education: Educational content*, Korea Education & Research Information Service.
- Kang, M., Lim, D.H., & **Kim, M.** (2004). Learning DesignerTM: An e-learning design and development tool generating SCORM learning objects, *Journal of Educational Multimedia and Hypermedia*, 13(4), 427-447.

Kang, M., & **Kim, M.** (2003). The effect of metacognitive strategy on web resource-based learning, *Journal of Corporate Education*, 5(1), 5-28.

In press (Note: * = Refereed)

Kim, M., & Reigeluth, C.M. (in press). Formative research. In R. Small & M. Mardis (Eds.), *Research methods for librarians and educators: Practical applications in formal and informal learning environments*. Santa Barbara, CA: ABC-CLIO.

*Bonk, C. J., Zhu, M., **Kim, M.**, Xu, S., Sabir, N., & Sari, A. (in press). Pushing toward a more personalized MOOC: Exploring instructor selected activities, resources, and technologies for MOOC design and implementation. *The International Review of Research on Open and Distributed Learning*.

Jung, E., **Kim, M.**, Trepper, S., & Reigeluth, C. M. (in press) An investigation into state-level paradigm change in education: Ohio's transformational dialogue for public education. In J. M. Spector, B. B. Lockee, & M. D. Childress (Eds.), *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy*. Springer International Publishing.

Park, S, Lim, D. H., & **Kim, M.** (in press). Instructional design in human resource development academic programs in the U. S. *Optimizing Instructional Design Methods in Higher Education*.

Manuscripts under Review

***Kim, M.**, & Reigeluth, C.M. (in review). Formative research method, *TechTrends*.

***Kim, M.**, & Jung, E. (in review). Student characteristics and meaningful interaction in an online class, *Online Learning*.

***Kim, M.**, & Reigeluth, C.M. (in review). Instructional overlay for collaborative project-based learning, *Educational Technology Research and Development*.

***Kim, M.**, & Reigeluth, C.M. (in review). The culture of learning in promotion of instructional overlay in collaborative project-based learning, *Educational Technology Research and Development*.

Conference Presentations

Kim, M., Shin, S., Cheon, J., & Solis, A. (2017, November). *What matters to students for quality online learning experience in higher education institutions?* Presentation at the Association for Educational Communications and Technology, Jacksonville, FL.

Reigeluth, C.M. & **Kim, M.** (2017, November). *Competency-based personalized learning: Where does it stand.* Presentation at the Association for Educational Communications and Technology, Jacksonville, FL.

Sabir, N., Bonk, C., J., Lee, M., M., Zhu, M., Xu, S., Sari, A., & **Kim, M.** (2017, May). *Adapting for Learners' Cultural Diversity in Open Courses: MOOC Instructors' Efforts at Personalized Learning Environments.* Poster presentation at the 2017 American Educational Research Association (AERA) annual meeting, San Antonio, TX.

Bonk, C., J., Sabir, N., Xu, S., **Kim, M.**, Zhu, M., & Sari, A. (2017, April). *Toward a More Personalized MOOC: Resources, Activities, and Technologies for MOOC Design and Implementation.* Roundtable session at the 2017 American Educational Research

Association (AERA) annual meeting, San Antonio, TX.

- Sabir, N., Bonk, C. J., Zhu, M., Sari, A., **Kim, M.** & Xu, S. (2017, March). *Equalizing MOOC Instruction: Instructor perspectives in addressing learner diversity*. Paper presented at the 2017 Conference of the Comparative International Education Society, Atlanta, GA.
- Bonk, C. J., Zhu, M., Sari, A., **Kim, M.**, Sabir, N., & Xu, S. (2016, November). *Instructor Efforts to Address Cultural Diversity in MOOC Design and Application*. Presentation at E-Learn 2016—World Conference on E-Learning, Washington, DC.
- Kim, M.**, Jung, E., & Reigeluth, C.M. (2016, October). *Individualized instructional support in the collaborative project-based learning*. Presentation at the Association for Educational Communications and Technology, Las Vegas, NV.
- Kim, M.**, Jung, E., & Reigeluth, C.M. (2016, October). *Learning environment to enhance the effectiveness of an individualized instructional support in the collaborative project-based learning*. Presentation at the Association for Educational Communications and Technology, Las Vegas, NV.
- Bonk, J. C., & **Kim, M.** (2016, August). *Through the words of experts: Lessons learned from over two decades of synchronous conferencing*. Spotlight presentation at the 32nd Annual Conference on Distance Teaching and Learning, Madison, WI.
- Kim, M.**, Jung, E., & Reigeluth, C.M. (2015, November). *The culture of learning in promotion of instructional overlay in collaborative project-based learning*. Presentation at the Association for Educational Communications and Technology, Indianapolis, IL.
- Kim, M.**, & Jung, E. (2015, November). *Student characteristics and meaningful interaction in an online class*. Presentation at the Association for Educational Communications and Technology, Indianapolis, IL.
- Kim, M.**, Jung, E., De Siqueira, A., & Huber, L. (2015, November). *Effective pedagogy in a flipped classroom*. Presentation at the Association for Educational Communications and Technology, Indianapolis, IN.
- Kim, M.**, Jung, E., & Reigeluth, C.M. (2015, April). *Instructional overlay for collaborative project-based learning*. Presentation at the American Educational Research Association, Chicago, IL.
- Jung, E., **Kim, M.**, Trepper, S., & Reigeluth, C.M. (2014, November). *Macro-level formative research on state-level paradigm change in Ohio: A case study*. Presentation at the Association for Educational Communications and Technology, Jacksonville, FL.
- Kim, M.**, Jung, E., Trepper, S., & Reigeluth, C.M. (2014, November). *Facilitating a paradigm change initiative in Ohio: An analysis of individual sessions*. Presentation at the Association for Educational Communications and Technology, Jacksonville, FL.
- Trepper, S., Jung, E., **Kim, M.**, & Reigeluth, C.M. (2014, November). *A case study on paradigm change in Ohio: Formative research for an individual session*. Presentation at the Association for Educational Communications and Technology, Jacksonville, FL.
- Jung, E., & **Kim, M.**, (2014, November). *A guideline for flipped classroom: An investigation into the learner-centered instructional*. Presentation at the Association for Educational Communications and Technology, Jacksonville, FL.
- Kim, M.**, Jung, E., & Reigeluth, C.M. (2014, November). *Formative research on instructional overlay for collaborative project-based learning*. Presentation at the Association for Educational Communications and Technology, Jacksonville, FL.

- Park, S., Jung, E., & **Kim, M.**, (2014, November). *Creating supportive learning environments for an intensive graduate online course: A case study*. Presentation at the Association for Educational Communications and Technology, Jacksonville, FL.
- Jung, E., & **Kim, M.** (2014, November). *Instructional design project for recreational sport administration - school of public health, Indiana University*, Design & Development division awardee presentation at the Association for Educational Communications and Technology, Jacksonville, FL.
- Jung, E., **Kim, M.**, Trepper, S., & Reigeluth, C.M. (2013, November). *Systemic change in education: An investigation into a state-level systemic change in Ohio*. Presentation at the Association for Educational Communications and Technology, Anaheim, CA.
- Zhang, J., Shin, S., **Kim, M.**, & Brush, T. (2012, November). *The re-design of Persistent Issues in History network*. Presentation at the Association for Educational Communications and Technology, Louisville, KY.
- Shin, S., **Kim, M.**, Zhang, J., & Brush, T. (2012, November). *The redesign of the Wise Practice Case Database*. Presentation at the Association for Educational Communications and Technology, Louisville, KY.
- Jung, E., Tan, V., & **Kim, M.** (2012, November). *Open educational resources: Foundation, achievements, themes, and the future*. Presentation at the Association for Educational Communications and Technology, Louisville, KY.
- Shin, S., **Kim, M.**, & Shin, S. (2012, May). *Progress in PBL-TECH: Using technology to support problem-based curriculum innovations*. Presentation at the Korea Society for Educational Technology, Seoul, Korea.
- Kim, M.**, Jung, E., Wang, Y., Altuwajri, A., & Bonk, C. J. (2012, April). *Finding anything extreme? Analyzing the learning and development potential of extreme learning Websites*. Presentation at the American Educational Research Association, Vancouver, Canada.
- Whiting, J., Bonk, J. C., **Kim, M.**, Jung, E., Jia, X., Callison, M., & Tan, V. (2012, April). *Just how extreme is adventure learning? An analysis and comparison of adventure learning websites*. Presentation at the American Educational Research Association, Vancouver, Canada.
- Altuwajri, A., **Kim, M.**, Jung, E., & Wang, Y., (2012, March). *Analyzing the learning potential of informal learning websites with emerging technology*. Presentation at the Instructional Systems Technology Conference, Bloomington, IN.
- Shin, S., & **Kim, M.** (2011, May). *The Re-Design of Persistent Issues in History Network*. Presentation at the Instructional Systems Technology Conference, Bloomington, IN.
- Bonk, J. C., Whiting, J., Jung, E., **Kim, M.**, Altuwajri, A. Tan, V., & Wang, Y. (2012, March). *The adventure of extreme learning: documenting impactful online learning tools, projects, and resources*. Presentation at the Society for Information Technology & Teacher Education, Austin, TX.
- Jung, E., **Kim, M.**, Wang, Y., & Bonk, C. J. (2011, October). *What technology tools promote such extreme learning?: Analysis of technologies used in extreme learning Websites*. Presentation at the E-Learn, Honolulu, HA.
- Shin, S., & **Kim, M.** (2011, May). *Technology integration in social studies education in the U.S. The re-conceptualization of persistent issues in history network (PIHNet)*. Presentation at the Korea Society for Educational Technology, Seoul, Korea.
- Sadik, O. **Kim, M.**, & Dagri C. (2011, February). *Needs assessment: Communication in the School of Education IST Distance Program at IU*. Presentation at the Instructional

Systems Technology Conference, Bloomington, IN.

Kang, M., Lim, D.H., & **Kim, M.** (2004, May). *Learning Designer™: An e-learning design and development tool generating SCORM learning objects*. Presentation at the ED-Media, Honolulu, HI.

Teaching Experience

Undergraduate & Graduate Level

- Fall 2016 **EDIT3318:** Applications of Technology in Education, Texas Tech University, Lubbock, TX (Hybrid course)
Instructor, Teaching about various technology applications that enhance the teaching/learning process in school settings (LMS: Blackboard).
- Summer 2016 **OPWL531:** Quantitative Research in Organizations, Boise State University, Boise, ID (Distance course)
Instructor, Distance teaching about quantitative research methods used in organizational research (LMS: Blackboard).
- Spring 2016 **R511:** Instructional Technology Foundations, Indiana University, Bloomington, IN (Distance course)
Teaching Assistant, Facilitating weekly online meetings and student forum discussions (LMS: Canvas).
- Spring 2016 **R678:** Emerging Learning Technologies, Indiana University, Bloomington, IN (Face to face course)
Teaching Assistant, Facilitating and supporting classroom activities and student discussions.
- Fall 2015 **E610:** Introduction to Epidemiology and Biostatistics, Indiana University, Bloomington, IN (Distance course)
Associate Instructor, Designed and developed course content, facilitated and managed weekly forum discussions and student questions, and conducted grading (LMS: Canvas).
- Fall 2014 **R546:** Instructional Strategies for Thinking, Collaboration, and Motivation Indiana University, Bloomington, IN (Face to face course)
Teaching Assistant, Facilitated and supported classroom activities and student discussions.
- Fall 2013 **R521:** Needs Analysis and Assessment, Indiana University, Bloomington, IN (Distance course)
Teaching Assistant, Facilitated and managed weekly meetings, student forum discussions and student questions (LMS: OnCourse).
- Spring 2011 **R561:** Evaluation and Change in the Instructional Development Process, Indiana University, Bloomington, IN (Face to face course)
Teaching Assistant, Developed and managed Web syllabus, facilitated and managed weekly meetings, student forum discussions and student questions, and assisted grading.

K-12 Level

- Spring 2011 **Facilitator for Project-based Learning**
Bloomington New-Tech High school, Bloomington, IN
Facilitated students for video making project-based learning project.
- Spring 1999 **Student teacher** for Education course
Ewha Womans University High School, Korea
Taught “Education” and mentored high school students.

Professional workshops

- Fall 2016 **Instructor for G SUITE (Google for Education) Workshop** led by Center for Innovation in E-Learning, Texas Tech University, TX
Participant: Instructors from Teacher Education Department (TED), College of Education at Texas Tech University
- Spring 2015 **Professional workshop facilitator for Canvas Workshop** led by My Public Health Direct, Indiana University, Bloomington, IN
Participant: Faculty members, School of Public Health at Indiana University
Title: 2015 Spring Canvas Workshop
- Fall 2014 **Professional workshop lecturer for Canvas Workshop** led by My Public Health Direct, Indiana University, Bloomington, IN
Participant: Faculty members, School of Public Health at Indiana University
Title: 2014 Fall Canvas Workshop
- Fall 2013 **Professional workshop facilitator for iRubric workshop** led by Instructional Consulting Office, Indiana University, Bloomington, IN
Participant: Faculty members and assistant instructor, School of Education at Indiana University
Title: iRubric Workshop
- Mar. 2010 **Professional workshop** on “Human development factor on New Enterprise Portal,” POSCO, Seoul, Korea
Participant: HRD executives and staff members at POSCO
Title: Importance of Enterprise Portal for Knowledge Sharing
- Jan. 2010 **Professional workshop** on “Change management”
SK Group, Seoul, Korea
Participant: HRD staff members at SK
Title: Learning Portal Contents and Change Management
- Dec. 2008 **Professional workshop** on “Career development and mentoring”
POSCO, Seoul, Korea
Participant: Information Planning division staff members at POSCO
Title: Career Development and Mentoring

Invited Lectures & Guest Speeches

- May. 2015 **Guest speech** on “Career in the field of Educational Technology”
Department of Educational Technology, Ewha Womans University, Korea
Target audience: Freshmen at Department of Educational Technology, Ewha Womans University, Korea
- Dec. 2014 **Invited lecture** on “Educational technologist’s role”
ET21789: Educational Technology (required course for freshman of the department of educational technology), Ewha Womans University, Korea
- Fall 2013 **Invited lecture** on “Flipped classroom and cutting-edge technology for

- education”
Q540: Teaching Environmental Education, Indiana University, Bloomington, IN
- Fall 2013 **Invited lecture** on “Open Educational Resources”
W200: Using Computers in Education, Indiana University, Bloomington, IN
- Spring 2013 **Invited lecture** on “Trends in Educational Technology Research”
G12781: Cognitive Science and Instructional Design, Ewha Womans University, Korea
- Spring 2013 **Invited lecture** on “Instructional designer’s role”
G12797: New Media Learning Theory, Ewha Womans University, Korea
- Spring 2013 **Invited lecture** on “Instructional designer’s role”
ET21789: Educational Technology (required course for freshman of the department of educational technology), Ewha Womans University, Korea
- Fall 2012 **Invited lecture** on “Instructional message design” and facilitated a message design workshop
R541: Instructional Development and Production Process I, Indiana University, Bloomington, IN
- Spring 2012 **Invited lecture** on “Instructional design basics”
ET21789: Educational Technology, Ewha Womans University, Korea
- Fall 2011 **Invited lecture** on “Open Educational resources”
R685: Topical Seminar in Instructional Systems Technology, Indiana University, Bloomington, IN
- Spring 2011 **Invited lecture** on “Cutting edge technology in education”
G12861: New Media Based Learning, Ewha Womans University, Korea
- Spring 2011 **Invited lecture** on “Become an instructional designer”
ET21789: Educational Technology, Ewha Womans University, Korea
- Oct. 2010 **Guest speech** on “Instructional designer and management consultant”
Department of Educational Technology, Ewha Womans University, Korea
Target audience: Students at Department of Educational Technology, Ewha Womans Univ. (about 100 students and 6 faculty members attended)
- Dec. 2009 **Guest speech** on “Global sales learning strategy”
Samsung Electronics, Korea
Target audience: Staff members at Global Marketing Research Center of Samsung Electronics
- Feb. 2009 **Guest speech** on “Career development plan and mentoring”
POSDATA, Seoul, Korea
Target audience: HRD staff members at POSDATA
- Dec. 2008 **Guest speech** on “Become a great instructional designer”
School of Education, Ewha Womans University, Korea
Target audience: Students at School of Education, Ewha Womans University (about 300 students and 20 faculty members attended)
- Sep. 2008 **Guest speech** on “Goal-based scenario design strategy and IBM cases,”
Samsung Electronics, Korea
Target audience: Staffs at Global Marketing Research Center of Samsung Electronics
- Spring 2006 **Invited lecture** on “Instructional designer’s role in information age”
ET35189: Information Age and Education, Ewha Womans University, Korea

Fall 2004 **Invited lecture** on “Successful writing a master’s thesis”
 ET628: Learning Motivation based Instructional Design, Ewha Womans
 University, Korea

Professional Service

Leadership & Committees

2016 - Present **Systemic Change Division Board member**, Association for Educational Communications and Technology (AECT). 2016-2018.

2014 - 2015 **Systemic Change Division Officer: Secretary/Treasurer**, Association for Educational Communications and Technology (AECT). 2014-2015.

2013 - 2014 **Systemic Change Division Officer: Secretary/Treasurer elect**, Association for Educational Communications and Technology (AECT). Elected as a Secretary/Treasurer elect, Association for Educational Communications and Technology (AECT) of 2013-2014.

2013 **Technical Supporter** for AECT conference 2013
 Conference Volunteer as a Technical Supporter
 Support technological service in the AECT international conference.

2012 **Co-chair of Marketing and service** for the 12th IST annual conference
 Managed and organized marketing and communication plan for the 12th IST annual conference, communicated with internal and external participants.

2011 **Technical Supporter** for AHRD conference 2011
 Conference volunteer as a Technical Supporter
 Supported technological service in an international conference.

2011 **Volunteer of Marketing and service** for the 11th IST annual conference
 Conference volunteer in marketing and service
 Supported marketing and technical service in the IST conference.

Reviewing

2013 - Present **Journal Reviewer** for the *International Review of Research in Open and Distance Learning* (IRRODL)

2014 - Present **Reviewer** for the *Association for Educational Communications and Technology* (AECT) conference

2012 - Present **Reviewer** for the *Academy of Human Resource Development* (AHRD) international conference

Projects for Professional Experiences

Texas Tech University (2016 – Present)

Jan. 2018 - Present Project title: Program level course consultation for STEM Program
 Role: **Instructional Consultant**

- Project details: The goals of the project are to improve the quality of the courses in STEM program, develop program identity and consistency, and create a model case for other programs.
- Jan. 2018
 Project title: “Coding is Fun” in Dallas ISD STEM Expo 2018
 Role: **Project Manager** - led the Texas Tech University team to participate in the Dallas ISD STEM EXPO.
 Project details: The title of exhibit is “Coding is Fun.” In this exhibit, the team presented five hands-on activities with tools, toys, and games which is controlled by block-based programming.
- Dec. 2017 - Present
 Project title: Texas Tech University Alt-Certification Program: Course development
 Role: **Instructional Consultant and Project Manager**
 Project details: Development of online courses for Alt-Certification Program: Learning Management System (Moodle)
- Apr. 2017 - Present
 Course title: EDLL3350 Children’s Literature
 Role: **Instructional Consultant**
 Project details: Course consulting with the course instructor and development adopting Project Based Learning approach: Fully Online on Learning Management System (Blackboard)
- Jan. 2017 - Present
 Course title: Six STEM courses (ESTM6371 Effective Policy Advocacy in STEM Education, ESTM6372 Applied Assessment in STEM Education, ESTM6373 Advanced Theory of Inquiry in STEM Education, ESTM6374 International STEM Education Assessment, Policy and Practice, EDCI5372 Assessment Issues in Science and Math Education, & EDCI5386 Constructivist Inquiry Methodologies in Curriculum and Instruction)
 Role: **Instructional Consultant**
 Project details: STEM program and course consulting with the course instructor and development to improve the quality of online learning: Fully Online on Learning Management System (Blackboard)
- Mar. 2017 – May. 2017
 Project name: Educational Tool Evaluation for video management
 Role: **Instructional Consultant & Researcher**
 Project details: Course
 Project details: Video management tool comparison to make an informed decision to select the best video conferencing tool for the college-wide use.
- Sep. 2016 - May. 2017
 Course title: EDSP5303 ABA I: Applied Behavior Analysis in Special Education
 Role: **Instructional Consultant**
 Project details: Course consulting with the course instructor and development to improve the quality of online learning: Fully Online on Learning Management System (Blackboard)
- Sep. 2016 - May. 2017
 Course title: EDSP5346 ABA III: FBA and Function Based Interventions
 Role: **Instructional Consultant**
 Project details: Course consulting with the course instructor and development to improve the quality of online learning: Fully Online on Learning Management System (Blackboard)
- Sep. 2016 - May. 2017
 Course title: EDLL5351 Children’s Literature in the School Curriculum & EDLL 6341 Trends and Issues in Literacy Pedagogy and Research
 Role: **Instructional Consultant**
 Project details: Course consulting with the course instructor to improve the

- quality of online learning: Fully Online on Learning Management System (Blackboard)
- Sep. 2016 -
Dec. 2016
- Course title: EDSP5348 ABA V: Advanced Issues in Applied Behavior Analysis & EDSP5349 ABA VI: Ethical and Professional Conduct
Role: **Instructional Consultant**
Project details: Course consulting with the course instructor and development to improve the quality of online learning: Fully Online on Learning Management System (Blackboard)
- Jan. 2017 –
Mar. 2017
- Project name: Educational Tool Evaluation for video conferencing
Role: **Instructional Consultant & Researcher**
Project details: Video conferencing tool comparison to make an informed decision to select the best video conferencing tool for the college-wide use.

Indiana University (2011 – 2016)

- Jul. 2016 -
Aug. 2016
- Project name: MyPublicHealthDirect course consulting & development
Course title: SPH R574 Human Resource management in Recreational Sports
Role: **Instructional Consultant**
Project details: Consulting with the course instructor and designing the online course SPH R574: Fully Online on Learning Management System (Canvas)
- May. 2016 -
Aug. 2016
- Project name: MyPublicHealthDirect course consulting & development
Course title: SPH S502 Instructional Strategies for Safety Education
Role: **Instructional Consultant**
Project details: Consulting with the course instructor and designing the online course SPH S502: Fully Online on Learning Management System (Canvas)
- Mar. 2016 -
May. 2016
- Project name: MyPublicHealthDirect course consulting & development
Course title: SPH R544 Legal Aspects of Recreation
Role: **Instructional Consultant**
Project details: Consulting with the course instructor and designing the online course SPH R544: Fully Online on Learning Management System (Canvas)
- Feb. 2016 -
Jul. 2016
- Project name: Webinar series of School of Public Health
Role: **Project manager and Instructional Designer**
Project details: Planning and operating the entire Webinar series of the School of Public Health (Adobe connect)
- Jan. 2016
May. 2016
- Project name: MyPublicHealthDirect course consulting & development
Course title: SPH S515 Safety Measurement and Leadership
Role: **Instructional Consultant**
Project details: Consulting with the course instructor and designing the online course SPH S515: Fully Online on Learning Management System (Canvas)
- May. 2015 -
Jan. 2016
- Client: The Office of Global and Community Health Partnerships, Indiana University
Course title: Health Insurance Essentials
Role: **Instructional Designer**
Project details: Designing and developing the course “Health Insurance Essentials” using Lectora
- Apr. 2015 -
Aug. 2015
- Client: Indiana University Health, Olcott Center
Project name: Cancer prevention course development
Course title: Breast Self-Exam (BSE)/ Testicular self-exam (TSE)
Role: **Instructional Designer**

- Project details: Designing and developing the course module, Self-Exam (BSE)/ Testicular self-exam (TSE), by using Adobe presenter; Designing Website for course management
- Feb. 2015 -
May. 2015
- Project name: MyPublicHealthDirect course development
Course title: SPH X590 Introduction to Research in Health, Kinesiology, and Recreation
Role: **Instructional Designer**
Project details: Designing and developing the online course, SPH X590; Fully Online on Learning Management System (Canvas)
- Jan. 2015
- Project name: iBook author project
Book title: Paradigm Change in Education
Role: **Instructional Designer**
Project details: Designing and developing the book titled “Paradigm Change in Education” by using iBook author
- May. 2014 -
Dec. 2014
- Project name: MyPublicHealthDirect course development
Course title: SPH B589 - Social and Behavioral Determinants of Health
Role: **Instructional Designer**
Project details: Designing and developing the course SPH B589 using Articulate Storyline (3 lectures); Hybrid format on Learning Management System (Canvas)
- Sep. 2013 -
Feb. 2014
- Project name: MyPublicHealthDirect course development
Course title: SPH R571 - Recreational Sports Administration
Role: **Instructional Designer**
Project details: Designing and developing SPH R571 by using SoftChalk; Won ‘Nova Southeastern Award for Outstanding Practice’ from AECT for the course
- Mar. 2011 -
Dec. 2012
- Project name: PBL Tech. Project
Role: **Instructional Designer**
Project details: Funded by the Fund for the Improvement of Postsecondary Education (FIPSE); Designing and developing PIHNet (The Persistent Issues in History Network)

Global Business Service, IBM Korea (2006 – 2010)

- Apr. 2010 -
Sep. 2010
- Client: POSCO
Project name: Master Plan for New Enterprise Portal
Role: **Senior Consultant**
Project details: Planning the master plan for new enterprise portal development for POSCO employees, including Web 2.0 communication tools such as messenger, internal Wiki, Blogs, etc.; Change management strategy
- Dec. 2009 -
Mar. 2010
- Client: SK C&C
Project name: Enterprise & Learning Portal Design & Development
Role: **Senior Consultant**
Project details: Designing group-wide enterprise & learning portal contents and change management strategy for SK employees.
- Sep. 2009 -
Nov. 2009
- Client: Samsung Electronics
Project name: B2B Sales Learning
Role: **Instructional Designer**
Project details: Designing B2B sales learning programs to enhance sales capability of SEC sales representatives; Curriculum design and development

- Jun. 2009 - Client: LG Electronics
 Sep. 2009 Project name: B2B Marketing Learning Strategy Consulting
 Role: **Acting Project Manager**
 Project details: Setting up learning strategies to enhance B2B marketing competence of employees and establish loyalty with channel partners, Curriculum design and development
- Dec. 2008 - Client: POSCO
 Apr. 2009 Project name: Workforce Enablement System Consulting for IT Division
 Role: **Project Manager**
 Project details: Setting-up process to improve competence of employees; designing analysis framework of competency assessment; Designing certificate program for IT organization
- Sep. 2008 - Client: Ministry of National Defense
 Oct. 2008 Project name: e-Military University System Establishment Project
 Role: **Senior Consultant**
 Project details: Setting up directions to implement 'e-Military University' which is an e-Learning system for Korean volunteer soldiers to earn a degree
- Jun. 2008 - Client: Samsung Electronics
 Aug. 2008 Project name: Printing Division B2B Learning Strategy Consulting
 Role: **Senior Consultant**
 Project details: Setting-up a master plan to enhance B2B training for employees and channel partners; Designing training curriculum, operational model and infrastructure
- Apr. 2008 - Client: Kookmin Bank
 Jul. 2008 Project name: Financial MBA Learning Program Design
 Role: **Senior Consultant**
 Project details: Designing a financial MBA blended-learning program for senior bank employees; Classroom management; Facilitating in-class activities
- Jan. 2008 - Client: IBM Korea (Internal project)
 Mar. 2008 Project name: Hi-Potential Leader Development Program
 Role: **Senior Consultant**
 Project details: Developing a learning program to accelerate development of band 10 (executive level) and high-potential band 9 leaders who will be IBM Global General Manager (GM) candidates within 3~5 years
- Oct. 2007 - Client: Amore Pacific Corp.
 Nov. 2007 Project name: Global Workforce Development Program
 Role: **Senior Consultant**
 Project details: Program evaluation, Designing and developing training program for global workforce Capability Establishment
- Jul. 2007 - Client: Megastudy
 Sep. 2007 Project name: Organization & Personnel HR System Consulting
 Role: **Acting Project Manager**
 Project details: Needs analysis, Program evaluation, Designing a competency development system, training system & change management plan
- Feb. 2007 - Client: Daegu Bank
 Jun. 2007 Project name: HR System & e-HR System Consulting
 Role: **Consultant**
 Project details: Designing an HR System, including competency planning,

- career development plan (CDP), evaluation, & education system
- Sep. 2006 – Client: STX PanOcean
Dec. 2006 Project name: Developing Sales Competency Advanced Course
Role: **Consultant**
Project details: Designing & developing sales professional advanced courses for marine sales managers.
- Jun. 2006 - Client: Korea Labor Institute/Ministry of Labor
Aug. 2006 Project name: Affirmative Action System Evaluation Project
Role: **Consultant**
Project details: Designing an evaluation plan for affirmative action of conglomerates & medium and small companies in Korea; Conducting evaluation; Education program development for affirmative action
- Feb. 2006 - Client: GS teleservice
May. 2006 Project name: Build up the master plan for intensification call center capability
Role: **Consultant**
Project details: Performing organizational diagnosis; Planning organization design; designing new organization structure
- CyberMBA, Inc. (2002 – 2006)***
- Aug. 2005 - Client: Korea Education & Research Information Service (KERIS)
Jan. 2006 Project name: Korea Education Standard Model Development Project
Role: **Project Manager**
Project details: Designing “Education & Information-oriented Standard Framework”; establishing “Education Standard Model”; developing CD & book packages
- Jul. 2005 - Client: Mael Dairies Co. Ltd
Aug. 2005 Project name: Competency-based Learning System Implementation
Role: **Project Manager**
Project details: Competency analysis; Job analysis; Planning of competency based learning system
- Jan. 2005 - Client: Daewoo Shipbuilding & Marine Engineering
Jul. 2005 Project name: Executive Educational Program (EMBA) development
Role: **Instructional Designer and Project Manager**
Project details: Planning, designing, and developing EMBA (Executive-MBA); Facilitating blended learning & action learning
- Oct. 2004 - Client: Doosan Corp.
Dec. 2004 Project name: Marketing Experts Courses (PMP) development
Role: **Instructional Designer and Project Manager**
Planning, designing, and developing PMP (Professional Marketing Program); Facilitating blended learning & action learning
- Sep. 2004 - Client: Korea IT International Cooperation Agency (KIICA)
Nov. 2004 Project name: e-learning course development - Regional Specialist for IT Business
Role: **Instructional Designer and Project Manager**
Project details: Designing and development of e-learning course titled “Regional Specialist for IT Business”
- May. 2004 - Client: Korea Productivity Center (KPC)
Jul. 2004 Project name: e-learning course development - Job application preparation

- (Part II)
Role: Instructional Designer and Project Manager
 Project details: Designing and developing an e-learning course titled “Job application preparation – Part II”
- Mar. 2004 -
 May. 2004
 Client: CyberMBA Inc.
 Project name: e-learning course development - Change Is Everybody's Business
Role: Instructional Designer and Project Manager
 Project details: Designing and developing an e-learning course titled “Change Is Everybody's Business”
- Dec. 2003 -
 Feb. 2004
 Client: Korea Productivity Center (KPC)
 Project name: e-learning course development - Job application preparation (Part I)
Role: Instructional Designer and Project Manager
 Project details: Designing and developing an e-learning course titled “Job Application Preparation – Part I”
- Sep. 2003 -
 Nov. 2003
 Client: Ajou University
 Project name: e-learning course development - E-business marketing
Role: Instructional Designer and Project Manager
 Project details: Designing and developing an e-learning course titled ‘E-business Marketing’ which is a graduate level course of the MBA program at Ajou University
- Jun. 2003 -
 Aug. 2003
 Client: Insurance Training Institute
 Project name: e-learning course development – Plan Financial Consulting
Role: Instructional Designer and Project Manager
 Project details: Designing and developing an e-learning course titled “Plan Financial Consulting (PFC)”
- May. 2003 -
 Jun. 2003
 Client: Doosan Corp.
 Project name: e-learning course development - Action Learning
Role: Instructional Designer and Project Manager
 Project details: Designing and developing an e-learning course titled “Action Learning”
- Jan. 2003 -
 Apr. 2003
 Client: CyberMBA Inc.
 Project name: e-learning course development - Problem-Solving skill
Role: Instructional Designer and Project Manager
 Project details: Designing and developing an e-learning course titled “Creativity, Problem-Solving, and Goal Control”
- Jun. 2002 -
 Jul. 2003
 Client: Ewha Womans University & CyberMBA Ltd.
 Project name: Next-Generation Learning Project
Role: Acting Project Manager
 Project details: Building a model for blended learning; Development of a study method manual for blended learning; Development of ‘Learning Designer’ which is an e-learning design and development tool for generating SCORM learning objects

Curriculum Vitae

Wisdom Y. Mensah

Education

2008: Ph.D. Curriculum and Instruction (Cultural Studies)

Ohio University, Athens Ohio.

Dissertation: "Marginal Men" with Double Consciousness: A Phenomenological Inquiry into Experiences of Sub-Saharan African Professors at a U.S. Predominantly White Midwest University.

2005: Master of Public Administration

Ohio University, Athens, Ohio.

1989 Bachelor of Arts (Hons) Law and Sociology

University of Ghana, Ghana

Work Experience

2016 to date: Postdoctoral Teaching Associate

University of West Florida, Pensacola

Teach doctoral core courses for Research and Advanced Studies Department, review doctoral proposals and dissertations, sit on doctoral comprehensive exams and dissertation committees, and forge international educational collaboration between selected universities of Ghana and UWF

2012-2016: Assistant Professor

University of Professional Studies (UPSA), Accra, Ghana

Taught courses in Research Methods, Public Administration, Management of nonprofit organizations, and fundamentals of leadership

2012-2016: Coordinator of International Education and Collaborations

University of Professional Studies (UPSA), Accra, Ghana

Explored international educational collaborations, developed memoranda of understanding, designed study abroad programs, and provided support to international students

2009-2014: Executive Director,

Institute of Cultural Affairs, Ghana (nonprofit)

Run day-to-day affairs of organization, represented organization to the outside world, supervised staff, raised funds, and managed projects.

2010-2017: Research Consultant,
Child Resource and Research Center

Responded to call for research, wrote research and evaluation proposals, led research team, wrote research reports.

1999-2003: Programs Coordinator

International Needs Ghana (international nonprofit)

Wrote grants, managed projects, supervised project staff, wrote project management and financial reports, and monitored and evaluated projects.

2008 fall: Teaching Assistant

Taught Advanced Seminar in Comparative Education at OU

2007 summer: Faculty Advisor

National Young Leaders Conference, Washington DC.

Trained a total of 75 high achieving high school students in leadership.

2006-2008: Graduate Assistant

Ohio University Center for Higher Education.

Provided director with administrative and research support using SPSS to analyze Integrated Postsecondary Education Data System.

2004-2005: Graduate Assistant

Political Science Dept. Ohio University.

Assisted assigned Professor to teach undergraduate class. Organized assignments and exams for undergraduate class. Graded assignments and exams of undergraduate class. Conducted library research for assigned Professor.

2002-2003: Acting Executive Director

International Needs, Ghana (international nonprofit)

Responsible for day-to-day administration of organization. Managed a workforce of 120 persons and an annual budget of about 2 million US dollars. Attended executive meeting and provided Executive Board with management reports and feedback. Ensured implementation of Board decisions. Represented organization to the outside world.

2001-2003: Project Coordinator of Australian Government Aid

International Needs Ghana.

Responsible for procuring \$250,000 Australian Government Aid grant which funded International Needs Ghana Vocational skills training program and integration of 900 emancipated Trokosi women at Akatsi District back into society. Skills training program

included organizing school feeding program for trainees and their children at vocational training center. Responsible also for preparing management and financial project reports to the Australian Government.

2001-2003: Program Manager for UNIFEM grant

International Needs Ghana.

Responsible for procuring \$50,000 United Nations Development Fund for Women (UNIFEM) used for funding negotiations to end Trokosi system in the Agave slave shrines, the emancipation, and rehabilitation of 200 liberated Trokosi young women. Responsible also for preparing management and financial reports.

2001-2003: Program Manager for ILO/IPEC project

International Needs Ghana.

Responsible for procuring \$150,000 International Labor Organization- International Program on the Elimination of Child Labor grant to emancipate 200 Trokosi women. And to withdraw and mainstream into formal education 800 Trokosi slave children in child labor in the Akatsi District in the Volta Region of Ghana. Project included providing school fees, school uniforms and feeding program for 800 children mainstreamed into primary schools. Also responsible for producing project management and financial reports to ILO/IPEC

2000-2002: Advocacy Officer for Laing Trust of UK grant

International Needs Ghana.

Responsible for procuring a 50,000 Pounds Sterling grant from Laing Trust, UK. Used the funds to design, manage, and to conduct awareness and public education programs with the goal of advocating the promulgation of a state law to abolish customary ritual servitude in Ghana. Also responsible for preparing management and financial project reports to Laing Trust.

1999-2001: Project Coordinator for Comic Relief of UK grant

International Needs Ghana.

Responsible for procuring a grant of 50,000 Pounds Sterling from Comic Relief of Great Britain. Designed, implemented, and monitored International Needs Ghana's advocacy and vocational skills training program for emancipated Trokosi ritual slave women. Was also responsible for writing project management and financial reports submitted Comic Relief.

1994-2002: Project Coordinator for Danish International Development Agency grant.

International Needs Ghana.

Responsible for procuring \$1.5 million DANIDA grant. Spearheaded the design of International Needs Ghana advocacy and female ritual slavery emancipation program, including conducting awareness and public education programs to free female ritual slaves in Ghana. Responsible for negotiating the emancipation and rehabilitation of 3,000 young women and children held in Trokosi ritual servitude in Ghana. Was also responsible for writing project management and financial reports for DANIDA

1990-2001: Project Coordinator of International Needs Ghana.

Schedule Officer for Trokosi Modernization Project in West Africa. Negotiated the emancipation and rehabilitation of over 4000 women and children in ritual slavery.

Advocate the reform of the criminal justice system, and lobbied the President's office and Parliament for the introduction of law criminalizing ritual servitude in Ghana.

Action Researches and Program Evaluations

2014: Designed 5 year Strategic and Resource Plan for Nkwanta South District Assembly.

2013: Lead consultant in evaluating of Plan Ghana (NGO) Juvenile Justice Project.

2012: Leader in Residence at Ohio University Global Leadership Center from 1st to 18th November. Led a class of 45 Ohio University undergraduates to research on how to strengthen Ghana's Juvenile Justice System.

2012: Lead researcher in conducting limited scope study of Plan Ghana Transition and Persistence Project

2011-2013: Co-researcher in conducting ACTIONAID sponsored national longitudinal study on violence against young girls in selected schools in the Northern Region.

2011: Principal researcher in conducting the Wassa Amenfi West District case study on the capacity needs assessment of district/community level stakeholder institutions for REDD implementation and horizontal benefit distribution in Ghana for IUCN, Ghana

2011: Principal researcher in developing stakeholder engagement plan to enhance consultation and participation (C&P) of district/community level institutions and stakeholders particularly, District Forest Forums, Community Forest Committees, Communities and forest reserve managers (CREMAs), Community Based Advocacy Groups and other multi stakeholder platforms (MSPs) within its Pro- Poor REDD Pilot site in the Wassa Amenfi West District of the Western Region for IUCN, Ghana.

2010-2011: Consultant for Foundation for Ecological Balance (Denmark) and Takoradi Technical Institute to design training program for youth in Western Region to use Danish clay building technology in building affordable houses as an income generating activity

Membership of Professional Associations Comparative and International Education Society
Southern Anthropological Society

Professional Development Courses

June-Aug, 2016: Teaching a Quality Online Course Oct.-Nov. 2016: Designing a Quality Online Course

Oct., 2016: Cross-Cultural Competency Certificate in Gender, Sex, & Sexuality. Oct., 2016: Cross-Cultural Competency Certificate in Women in the Workplace

Oct., 2016: Cross-Cultural Competency Certificate in accessibility and accommodating those with disabilities

Oct., 2016: Cross-Cultural Competency Certificate: Different Cultures, American Ideal. Nov.

2002: Certificate in Management of Development Organizations Coady International

Institute of St. Francis Xavier University, Nova Scotia, Canada. April-June, 1999: Post Graduate Diploma in NGO Management Aarhus School of Architecture, Denmark April

Publications

Mensah, W. Y. (2016). Collegiality and collaboration: The experiences of Black African Professors teaching in a White University in the United States. *International Journal of Scientific Research and Innovative Technology*. 3(1). ISSN: 2313-3759

Gbedema, J.; Mensah, W. Y., & Bunyaminu, A. (2016). Assessing the work life balance of female leaders in financial institutions and its effect on productivity in Ghana. *Business Management and Consumer Studies: An Int. Journal*. 1(1), 61-77.

Mensah, W. Y. (2015). Teaching, Promotion and Tenure: The experiences of sub-Saharan African Professors in a Predominantly White American University. *Journal of Education and Literature*. 3(4), 15, 169-182.

Mensah, Y. W. & Bunyaminu, A. (2015). The experience of African immigrant Professors in a predominantly White Academic environment. *International Journal of Scientific Research and Innovative Technology*. 2(10), ISSN: 2313-3759

Mensah, Y. W. & Godwyll F. (2010). *Female Ritual Servitude: The Trokosis in Ghana*. Author House, Bloomington. ISBN: 978-1-43894-949-9

Conference Attended or Organized

5-9 Mar 2017: Apartheid as the genesis of welfarism: Contrasting perspectives on education policies for advancing European interests in South Africa and Zimbabwe. Comparative and International Education Society. Atlanta: Georgia

23-25 Mar 2017: Wither are we drifting: Migration of Africa Intellectuals in the age of Globalization. Anthropological Society. Carrolton, Georgia.

21-22 April 2016: 2nd International Conference on Business Management and Entrepreneurial Development. Organized by UPSA – Participant and sessional Chair

23-24 April 2015: 1st International Conference on Business Management and Entrepreneurial Development. Organized by UPSA - Participant and sessional Chair

22-28 June 2008: Summer Institute in Performance Studies. Organized by Center for Global Studies at Northwestern University. Conference was on Radical

Performance, Neo-liberalism, and Human Rights

17 Apr-15 May 2002: Seminar on Ghanaian Women's Rights. Organized by School of Performing Arts at University of North Carolina, Chapel Hill. I was the key resource person and expert on the topic of Trokosi, a ritual slavery practice in Ghana that dehumanizes girl children

8 February 2002: Durbar of Traditional priests and Women Ministers of State of Ghana.

Organizer and leader of entourage of 120 Traditional priests from the Volta Region to meet with Women Ministers of State and Women Parliamentary Caucus in Accra

7-9 May 2001: Structural Adjustment Participatory Review Initiative. Participant at World Bank/IMF, Govt. of Ghana and Civil Society Collaborative Workshop

6-8 February 2001: 1st West Africa sub-regional Workshop on Female Ritual

Servitude in Accra. Conference Organizer & Coordinator. Sponsored by Anti-Slavery International, UK. Organized for 200 participants from Republic of Benin, Togo and Ghana practicing countries of Trokosi ritual slavery.

Responsible for: Writing conference grant, developing workshop program, inviting resource persons and participants, moderating some of the workshop sessions, ensuring overall success of workshop, and writing, producing and disseminating conference report.

19-22 April 2000: Early Childhood Education Conference.

Organized by World Bank at Washington DC. Represented the Coalition on the Rights of the Child in Ghana

22 Mar-2 April 1999: Reebok International Human Rights Awards. Organized by Reebok in Columbia University, New York Led International Needs delegation from Ghana to receive Human Rights Award

20-21 October 1998: Participant at National Integrity Workshop on Corruption. Organized by Commission on Human Rights and Administrative Justice, Accra

27-29 April 1998: 2nd National Workshop on Trokosi System

Workshop Organizer & Coordinator. Organized by International Needs Ghana for 150 participants from all walks of life from Ghana.

Responsible for: Writing conference grant, developing workshop program, inviting resource persons and participants, moderating some of the workshop sessions, ensuring overall success of workshop, and writing, producing and disseminating conference report.

22-26 April 1998: 1st International Gender Conference at Cotonou, Benin Republic.

Organized by SOS Humanite, Benin (NGO). Leader of delegation of Resource Persons from Ghana.

13-14 March 1998: Participant at Civic Advocacy: NGO's In Public Policy Seminar Organized by National Democratic Institute (USA)

10-11 October 1997: Participant at the National Consultative Forum on government of Ghana and NGO Collaborative Workshop Organized by Ministry of Social Welfare & Employment

6-7 July 1997: 1st National Workshop on Trokosi System in Ghana

Organized by International Needs Ghana & Green Earth. Organized for 150 participants from all walks of life in Ghana. Workshop Organizer & Coordinator

Responsible for: Writing conference grant, developing workshop program, inviting resource persons and participants, moderating some of the workshop sessions, ensuring overall success of workshop, and writing, producing and disseminating conference report.

16-18 June 1997: Participant at National Workshop on Governance in Ghana Organized by Parliament of Ghana & UNDP

2-9 July 1993: Participant at the 5th Annual John Hopkins International Fellows Philanthropy Conference organized by John Hopkins University

Service to University

2016-2017: Leading the efforts to establish international educational collaborations between UWF and selected Ghanaian Higher Education Institutions

2012-2016: Member, Students Affairs Committee

2012-2016: Lead Lecturer in designing and teaching Research Methods in UPSA 2012-2016: Undergraduate and Graduate Dissertation supervisor, UPSA

2012-2015: Coordinator, International Education and Collaborations. University of Professional Studies Accra, Ghana

Doctoral Courses Developed

Spring 2017:

Vulnerable and Marginalized Groups Studies Specialization Courses developed Education and Human Rights Critical Theory and Education

Education and Marginalization: Gender, Sexuality, Ageism and Disabilities Antisemitism and Xenophobia Holocaust and the American Experience Holocaust and Genocide Education

Winter 2016: Perspectives on Contemporary Social Theories Foundations of Doctoral Research and Writing

Fall 2016: Research Design Seminar Philosophical Foundations of Education

Appendix F

University of West Florida Graduate Admissions and Graduation Requirements

UNIVERSITY OF WEST FLORIDA GRADUATE ADMISSION AND GRADUATION REQUIREMENTS

<http://catalog.uwf.edu/graduate/academicpolicies/graduation/>

GENERAL INFORMATION

The Graduate School administers the application, admission, and readmission process for all degree-seeking and non-degree seeking graduate students. It also assists prospective graduate students in obtaining information about UWF.

General Policies

The University of West Florida encourages applications for admission from qualified students regardless of gender, culture, religion, ethnic background, age, marital status, or disability. Students with documented visual impairments, hearing impairments, motor impairments, or specific learning disabilities may petition for substitution of admission requirements provided such substitution does not significantly alter the nature of the program for which admission is being sought. For more information about the University's admission requirement substitution policy contact the Graduate School. Admission of students to the University of West Florida is within the jurisdiction of the University, but subject to the minimum standards adopted by the UWF Board of Trustees and the Florida Board of Governors.

Conditions of Admission

The Graduate School will notify the applicants of the admission decision. Admission to the University is often contingent upon the subsequent receipt of satisfactory and official college or university transcripts and verification of baccalaureate degrees. Failure to submit such documents may result in the cancellation of admission. Refer to Provisional Admission for more information.

Ownership of Submitted Documents

All credentials and documents submitted become the property of the University of West Florida. The originals or copies of the originals will not be returned to the applicant or forwarded to another institution, agency, or person.

Fraudulent Records

If it is found that an applicant has made a false or fraudulent statement or a deliberate omission on the application for admission, the residency statement, or any other accompanying documents or statements, the applicant may be denied admission. If the student is already enrolled when the fraud is discovered, the case will be adjudicated using the procedures specified for violations of the UWF Student Conduct System as contained in the Student Handbook.

Applicant Conduct

The University shall evaluate an applicant's previous conduct to determine whether offering the applicant admission is in the best interest of the University. Applicants with a record of previous misconduct at an educational institution or criminal conduct will be evaluated during the admission process in accordance with UWF/REG 3.003.

Request for Admission for a Later Semester

Applicants are admitted to the University only for the semester for which they apply. Students who do not enroll in the semester for which they have been admitted and want consideration for a different semester must reapply for admission and pay another application processing fee. Applicants will be considered for admission under the policies in effect at that time. Admission is not automatic. If an applicant has attended, or is currently attending, another collegiate institution since the submission of the previous application, the applicant must indicate the institution on the new application and provide an official transcript of all work attempted.

Application for Admission

Applicants must apply for graduate level admission online. The application for admission and a non-refundable, non-deferrable \$30 processing fee payable to the University of West Florida, should be submitted six to nine months prior to the semester for which admission is requested. It is the policy of the University not to defer or waive the application for admission and the application processing fee. The application processing fee must be in U.S. currency and drawn from a U.S. bank. There is an option to pay via credit card when the web application is submitted.

College Transcripts

Applicants must submit one official transcript from each college and university attended to the Graduate School. Applicants who received their undergraduate degree from UWF do not need to provide UWF transcripts. Transcripts are considered official when they are sent from a college or university directly to the Graduate School and bear an official seal and signature. Transcripts bearing the statement "Issued to Student," faxed transcripts, or transcripts submitted by the applicant are not considered official. Original documents, or signed officially certified photocopies of original documents, may be submitted by the applicant only when institutions outside the U.S. will not send academic records to other institutions. The verifying signature should preferably be that of an officer of the institution attended. All academic records that are not in English must be accompanied by certified English translations.

Test Scores

Official test results from a nationally standardized graduate admission test are required for all applicants unless otherwise specified by the graduate program to which the applicant is applying. Applicants should contact the graduate department for which he/she applied to inquire as to which test is acceptable for that program or if it may be waived. The University of West Florida accepts the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), and the Graduate Management Admissions Test (GMAT). For the majority of departments, it is recommended that the graduate admission test be taken no later than April for the fall semester, August for the spring semester, or January for the summer semester. Applicants should contact the specific department for departmental deadlines for admission tests. Applicants to the Ed.D. program should take the GRE, MAT, or GMAT one year prior to desired admission. The test scores are considered official only when they are sent directly to the Graduate School from the testing agency. Examinee copies are not considered official. The GRE, GMAT, and MAT are offered several times a year at numerous testing centers in the U.S. and abroad. Advanced registration is required. Registration forms, as well as detailed information on the availability and character of the examinations, may be obtained from the UWF Testing Center.

Departmental Requirements

Some departments have additional admission requirements such as auditions, portfolios, goal statements, letters of recommendation, departmental applications, writing samples, personal interviews, and diagnostic testing. Applicants should contact the department directly regarding any departmental admission requirements.

Deadlines for Applications and Supporting Documents

The final deadlines for applications and supporting documents for graduate applicants are: Because some departments have earlier deadlines, applicants should contact the specific academic departments for departmental deadlines. It is in an applicant's best interest to apply early. Files completed after the published deadlines may not be processed in time for the applicant to be considered for enrollment in the desired semester.

Application for Graduation

Applications for Graduation are submitted for the term in which the student is completing their degree requirements. All applications must be submitted during the application period. Specific dates are noted in the Academic Calendar. Students who miss the deadline should contact their academic department to determine eligibility and to request a late submission. Students submitting a late application risk not being included in the commencement program important graduation communication. Retroactive graduation to a prior semester will not be approved.

Master's and Specialist Degrees

Students fulfilling requirements for a UWF master's or specialist degree must follow the instructions for Applying for Graduation and also the Graduation Guide.

GRADUATION PROCESS

Degree Requirements

All degree requirements must be complete by the last day of the semester for which the graduation application is submitted. Students whose Graduation Application is denied for any reason or do not meet the requirements for graduation must submit a new application for the semester in which the requirements are met.

Good Standing Status

A student must be in good standing to receive a UWF degree. Accordingly, any student who is subject to suspension or probation for scholastic or disciplinary reasons will not graduate until the conditions of suspension or probation have been satisfied.