



THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

EXECUTIVE COMMITTEE	
Friday, May 10, 2024	
9:00 a.m. (EDT)/8:00 a.m. (CDT)	Virtual/Knoxville, TN

AGENDA

- I. Call to Order and Roll Call
- II. Remarks of the Chair
- III. [Approval of the Minutes of the Last Meeting](#) Tab 1
- IV. Update from the President – Information
- V. Capital Project - Action/Roll Call Vote
 - A. [Library Storage Building \(UTK\)](#) Tab 2
- VI. [Appointment of the Student Member of the Board](#) – Action/Roll-Call Vote Tab 3
- VII. [Appointment of a Faculty Member to the Education, Research, and Service Committee](#) – Action/Roll-Call Vote Tab 4
- VIII. Planning for Annual Meeting - Discussion
- IX. Other Business

[Note: Under the Bylaws of the Board, items not appearing on the agenda may be considered only upon an affirmative roll-call vote of a majority of the total voting membership of the Committee. Other business necessary to come before the Executive Committee at this meeting should be brought to the Chair or Board Secretary’s attention before the meeting.]
- X. Closing Remarks
- XI. Adjournment



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

MINUTES OF THE EXECUTIVE COMMITTEE January 26, 2024

The Executive Committee of The University of Tennessee Board of Trustees met at 9:00 a.m. (EST) on Friday, January 26, 2024. The meeting was held virtually with all Committee members participating electronically or by telephone. The meeting was hosted from the University of Tennessee, Knoxville campus.

Committee Members Present: John C. Compton, Board Chair; Decosta E. Jenkins; William (Bill) C. Rhodes III; Donald J. Smith; and Jamie R. Woodson.

Others in Attendance:

Trustees: Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Shanea A. McKinney; Christopher L. Patterson; David N. Watson; Woodi H. Woodland (Student Trustee); and T. Lang Wiseman.

University Officers: President Randy Boyd; David L. Miller, Senior Vice President and Chief Financial Officer; Cynthia Moore, Board Secretary and Special Counsel; Chancellor Steve Angle (UT Chattanooga); Chancellor Peter Buckley (UT Health Science Center); Chancellor Yancy Freeman (UT Martin); Interim Chancellor Linda Martin (UT Southern); and Chancellor Donde Plowman (UT Knoxville). In addition, other members of the UT senior leadership and administrative staff were present.

Ms. Moore announced the presence of a quorum. The meeting was webcast for the convenience of the University community, the general public, and the media.

Remarks of the Committee Chair

Board Chair John C. Compton, who also serves as Chair of the Executive Committee, opened the meeting and provided an overview of the meeting agenda. He also expressed his gratitude to the members of the University community who worked to ensure the safety of the University's campuses during the recent winter weather challenges.

Chair Compton called for a moment of silence in memory of two members of the University community:

- *Waymon Hickman.* Mr. Hickman was a former member of the Board of Trustees. He attended UT Martin and completed his degree at UT Knoxville. In recognition of his generosity and commitment to the University, Mr. Hickman was named one of UT's Top 100 Alumni and further recognized when the Precision Agricultural Technology Unit at the UT Middle Tennessee AgResearch and Education Center was named in his honor.

- *Dr. Bill Stacy.* Dr. Stacey served as Chancellor of UT Chattanooga from 1997 until 2004. As Chancellor, he oversaw the construction of over 1,600 beds of residential housing. Combined with the establishment of UT Chattanooga's first doctoral programs, Dr. Stacy was instrumental in transforming the campus from a commuter college to a residential university, increasing enrollment, and elevating the academic profile of the institution.

Capital Project - Budget Increase (Dorothy and Jim Kennedy Health Sciences Building, UT Chattanooga)

David L. Miller, Senior Vice President and Chief Financial Officer, advised the Board that the Health Sciences Building project was included in the Fiscal Year 2022-23 Capital Budget. In 2023, at the Fall Meeting of the Board of Trustees, the Board approved naming the facility in honor of Dorothy and Jim Kennedy in recognition of the Kennedy Foundation's transformative, lead gift of \$8 million. The approved budget for the project was in the amount of \$60,800,000, which was to be financed with State Appropriations (\$55,936,000) and an Institutional Match (\$4,864,000). To account for scope and cost escalation impacts, the University Administration requested that the Board approve an increase to the budget in the amount of \$19,300,000, resulting in an aggregate project cost of \$80,100,000 (as further described in the meeting materials).

The Committee members discussed the budget approval process for capital projects and inquired as to whether the process could be streamlined similar to the changes made for non-academic buildings funded with gifts or revenue from self-supporting auxiliary projects in order to mitigate such large discrepancies. Mr. Miller noted that until the state has approved a project, the University cannot hire architects and/or project managers, which impacts the veracity of the cost projections. President Randy Boyd indicated that he believes that the state is eager improve the efficiency of the capital project process. Chair Compton requested that the University Administration prepare a report on recent capital projects, to be presented at the next Finance and Administration Committee, that provides more detailed information as to the approved project budget, subsequent adjustments, and the nature of the adjustments.

Upon motion duly made and seconded, a roll call vote was taken, and the Executive Committee, on behalf of the Board of Trustees, unanimously approved *Resolution 001-2024* increasing the project budget for the Dorothy and Jim Kennedy Health Sciences Building and adjusting the financing plan as set forth in the meeting materials (Tab 1).

President's Update

President Boyd began his presentation by observing that the experience the University community gained during the COVID-19 pandemic allowed faculty, staff, and students to quickly transition to remote learning and working during the recent winter storms.

Review of 2023 Objectives and Results

President Boyd highlighted key accomplishments of the prior calendar year as measured against the objectives set for 2023 and organized under the five pillars of the UT System Strategic Plan: Enhancing Educational Excellence; Expanding Research Capabilities; Fostering Outreach and

Engagement; Ensuring Workforce and Administrative Excellence; and Advocating for UT. A copy of the written year-end report (2023 Objectives and Results) was included in the meeting materials under Tab 2 and is filed with these minutes.

Enhancing Educational Excellence. President Boyd noted that enrollment and retention rates across the University System increased by 4.8% and 2.6%, respectively. He expressed his gratitude to the University's Chancellors, their leadership teams, faculty, and staff for their efforts in moving these critical metrics forward.

President Boyd stated that, during 2023, the University continued its efforts to grow enrollment through innovative programs such as the UT Access Collaborative, expand eligibility for the UT Promise, instituted a guaranteed early admissions program, and led other initiatives designed to increase access to higher education. Additionally, in response to increased demand for housing at UT Knoxville, the University worked with the state to introduce a public-private partnership model to expedite the building of new residence halls at that campus.

Expanding Research Capabilities. In 2023, the University made a number of changes designed to further enhance its research initiatives, including filling several key positions, such: (i) Dr. Maha Krishnamurthy, President of the UT Research Foundation; (ii) Dr. Stephen Streiffer, Director of Oak Ridge National Labs; (iii) Dr. Sarah Pruitt, Director of the Institutional Compliance; and (iv) Shana Jennings, Director of Privacy and Associate General Counsel.

Fostering Outreach and Engagement. President Boyd discussed a few of the many ways in which the University is working to expand its outreach and engagement to benefit the state and its residents. In particular, the Grow Your Own Center has made a significant impact on addressing the shortage of teachers in the state since it was established two years ago. By the close of calendar year 2023, the Grow Your Own Center had established partnerships with 73 school districts in 59 counties.

Ensuring Workforce and Administrative Excellence. President Boyd provided a few examples of the University's continuing efforts to ensure on its workforce and administrative excellence. He reported that, for the second consecutive year, the University earned recognition as a "Great Place to Work."

Advocating for UT. President Boyd reminded the Committee that advocating for UT takes many forms, such as fundraising, partnering with the government, and marketing. He provided examples of the University's advocacy during 2023:

- The University achieved its second highest fundraising year in UT's history with donations reaching \$342 million.
- Working with Tennessee's locally governed institutions, the University launched "Value of Higher Education" marketing campaign to promote the importance of a four-year degree.

President Boyd concluded his remarks by announcing that this year's State of the University address be held on February 8, 2024, and will feature a panel discussion with the University's five Chancellors. The panel discussion will be moderated by President Boyd and David Plazas, Director of Opinion and Engagement for the *USA Today Network-Tennessee/The Tennessean*.

Appointment, Initial Compensation, and other Terms of Employment of University Officers

Vice President for Academic Affairs, Research, and Student Success. President Boyd announced that Dr. Linda Martin will continue to serve as Interim Chancellor of UT Southern and presented Dr. Bernard Savarese to serve as Vice President for Academic Affairs, Research, and Student Success (removing the acting title). Dr. Savarese's qualifications, recommended compensation, and other terms of employment were included in the meeting materials under Tab 3.2. Upon motion duly made and seconded, a roll call vote was taken, and the Executive Committee, on behalf of the Board of Trustees, unanimously approved **Resolution 002-2024** appointing Dr. Bernard Savarese to serve as Vice President for Academic Affairs, Research, and Student Success.

Vice President for National Labs. President Boyd recommended that the Executive Committee approve the creation of a new University officer position, Vice President of National Labs, and presented Jeff W. Smith for appointment as the inaugural holder of the position. Dr. Smith's qualifications, recommended compensation, and other terms of employment were included in the meeting materials under Tab 3.1. Upon motion duly made and seconded, a roll call vote was taken, and the Executive Committee, on behalf of the Board of Trustees, unanimously approved **Resolution 003-2024** appointing Dr. Smith to serve as Vice President for National Labs.

Planning for Winter Board Meeting

Chair Compton reviewed key topics planned for the upcoming meetings of the Board and its Committees, which will be held at UT Southern on February 29 and March 1, 2024. Among other things, the agenda for the Board meeting will include the President's Report, including a review of proposed 2024 goals and objectives.

Consent Agenda

Chair Compton asked if there were any requests to remove any items from the agenda. There being none, upon motion duly made and seconded, a roll call vote was taken, and the Executive Committee, on behalf of the Board of Trustees, unanimously approved (i) the Resolution to adopt the minutes of prior meeting, and (ii) the Resolutions pertaining to the other the action items included in the Consent Agenda. (A complete list of the approved items appears at the end of these minutes.)

Other Business and Closing Remarks

Chair Compton directed the trustees' attention to the Executive Summary of Annual Institutional Review of the UT Health Science Center-Memphis (College of Medicine) (Tab 4). He noted that the ACGME's Review Committee has commended UT Health Science Center for its demonstrated substantial compliance with the Institutional Requirements. Chair Compton extended the Board's

gratitude and appreciation of all the work undertaken by Chancellor Buckley and members of the UTHSC team to fully and timely address the concerns that were raised previously.

Chair Compton announced that following the conclusion of today's meeting, the Executive Committee would meet in a nonpublic, executive session pursuant to Tennessee Code §4-35-108 to discuss audits or investigations and litigation as permitted by state law.

Adjournment

With no further business to come before the Committee, the Chair adjourned the meeting.

Respectfully Submitted,

/s/Cynthia Moore
Cynthia C. Moore
Secretary and Special Counsel

Approved Consent Agenda Items

- Minutes of the Prior Meeting (May 5, 2023)
- Resolution Appointing a Managerial Group for U.S. Government Contracts (**Resolution 004-2024**)
- Items from the Education, Research, and Service Committee
 - Change in a Degree Designation to establish a Bachelor of Science in Public Affairs, UTK (**Resolution 005-2024**)
 - Change in the Degree Designation and CIP Code for the Master of Public Policy and Administration, UTK (**Resolution 006-2024**)

Attachments. Copies of the following items are filed with the official minutes of this meeting.

- PowerPoint Presentation – Igniting the Greatest Decade

Information Item

- Executive Summary – Annual Institutional Review, UTHSC-Memphis (College of Medicine)



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: May 10, 2024

Committee: Executive

Item: **Library Storage Building (UTK)**

Type: Action

Presenter(s): David L. Miller, Senior Vice President and Chief Financial Officer
Austin Oakes, Assistant Vice President, Capital Projects

Background Information

In June 2019, the Board of Trustees approved the disclosure of the University of Tennessee, Knoxville (UTK) Library Storage Building project (the “Project”) as part of a schedule of revenue/institutionally funded capital projects for the FY 2020-21 capital budget. The Project will provide storage of rare and delicate library materials. The approved budget for the Project was in the amount of \$10,000,000 Plant Funds (non-auxiliary).

Since the initial disclosure, the design development phase for the Project has been completed. Chancellor Plowman is requesting an increase in the Project budget to account for several changes to the project including: (1) shifting the Project from a renovation of an existing building to the construction of a new building, (2) relocating the Project to a new site, and (3) including additional specialized storage shelving.

The University Administration is requesting approval to increase the Project budget by \$5,370,000 Plant Funds (non-auxiliary), resulting in an aggregate Project cost of \$15,370,000.

In order to proceed with the Project in a timely manner, the Chair of the Finance and Administration Committee has consented to this item being brought forward directly to the Executive Committee for its consideration.

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following resolution by the Board of Trustees.

Resolved:

The Executive Committee, on behalf of the Board of Trustees, hereby approves increasing the Library Storage Building project budget by \$5,370,000, for an aggregate project budget of \$15,370,000, to account for the recommended change in scope (from renovation of an existing facility to construction of a new building) and the addition of specialized storage shelving as set forth in the meeting materials, subject to the University receiving all required state government approvals as may be applicable.

Further, the proper officers of the University are hereby authorized to take any and all such action as may be required or which they may deem necessary and appropriate to accomplish the foregoing.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: May 10, 2024
Committee: Executive
Item: **Appointment of the Student Member of the Board of Trustees**
Type: Action
Presenter: John C. Compton, Chair of the Board and Committee Chair

Background Information

Pursuant to state law, a non-voting student member shall be appointed to the Board of Trustees. The student member shall: (i) be selected and appointed no later than May 31 of each year; (ii) rotate among the institutions of the University; and (iii) serve a one-year term, beginning July 1 of the year of appointment. The student member of the Board also serves as a voting member of the Education, Research, and Service Committee. Given that the appointment is required to be made prior to the Board’s next meeting, this nomination is being presented to the Executive Committee for consideration.

The non-voting student seat on the Board of Trustees rotates to UT Knoxville for FY 2024-2025. Chancellor Donde Plowman has recommended the appointment of Ms. Lisa Patel, a student in the Tickle College of Engineering. A copy of the recommendation letter and supporting materials follow this memorandum.

Committee Action

The Committee Chair will call for a motion to adopt the following Resolution:

Resolved:
The Executive Committee, acting on behalf of the Board of Trustees, hereby appoints Ms. Lisa Patel as the non-voting, student member of the Board of Trustees for a term beginning July 1, 2024 and ending June 30, 2025.



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

3

April 19, 2024

Mr. John Compton, Chair
University of Tennessee Board of Trustees
505 Summer Place
UT Tower #1235
Knoxville, TN 37902

Dear Chairman Compton,

I am writing to recommend Lisa Patel to serve as the student trustee on the University of Tennessee Board of Trustees for the 2024-2025 academic year. Lisa is a passionate and dedicated student within our Volunteer community. She has shown exceptional leadership and commitment to her academic and extracurricular activities throughout her time here on Rocky Top.

As a biomedical engineering major within the Tickle College of Engineering, Lisa maintains an impressive GPA of 3.75 as a Haslam Leadership Scholar. Her passion for leadership and engagement is evident through her involvement in a variety of campus organizations including the Society of Women Engineers, Biomedical Engineering Society, and the Student Alumni Associates.

Lisa's work experience as a systems engineering co-op at Siemens Healthineers Molecular Imaging provided her with meaningful experiences to complement her studies. Her work allowed her to engage with cross-functional teams, troubleshoot technical issues, and improve operating functions, highlighting her strong problem-solving skills and teamwork capabilities.

In her role as a peer mentor for the First Year Programs, Lisa has proven herself to be a compassionate and dedicated mentor to incoming students. She offers guidance through leading lessons, peer advising, and one-on-one counseling, ensuring our Vols have support during their Volunteer Experience in their first year on campus.

Furthermore, Lisa's involvement in the Department of Mechanical, Aerospace, and Biomedical Engineering as an undergraduate research assistant allowed her to collaborate with esteemed professors and conduct research that gave her hands on experience that correlates directly with her academic goals. This experience speaks to her intellectual curiosity and dedication to making the most of her time as a student in the learning environment on campus.

Office of the Chancellor
800 Andy Holt Tower 1331 Circle Park Drive Knoxville, TN 37996-0180
865-974-2444 chancellor.utk.edu

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Lisa Patel is a remarkable student with exceptional academic achievements, professional experiences, and leadership qualities. Through her various experiences, she has exemplified the qualities that would make me proud to have her serve as our student trustee. I have no doubt she will excel in this role if she were given the opportunity to serve by bringing fresh perspectives and a strong dedication to serving our students and campuses.

Sincerely,



Donde Plowman
Chancellor

April 9, 2024

Division of Student Success
1331 Circle Park Drive
Andy Holt Tower, Suite 505
Knoxville, TN 37996

Provost John Zomchick, Vice Provost Amber Williams, and Board Members,

I am writing to express my keen interest in serving on the Board of Trustees of the UT System as the student representative for the 2024-2025 academic year. My time serving as a peer mentor in the First Year Studies class at the University of Tennessee- Knoxville reinforced my passion for making sure all UT System students have a good experience at their respective colleges.

My desire to serve the Tennessee community stems from a pivotal role model in my life - a high school teacher whose dedication and insight into education policy ignited my drive for advocacy and involvement. While in high school, I proposed including a student on the district school board to our Director of Schools to create a more equitable and cohesive decision-making process. I advocated strongly for the student perspective to be represented because I felt that such a role would create a more individualized and meaningful experience for the students. At that point, the school board did not adopt the student representative policy, but I did receive a reply acknowledging the benefits of this role with a promise to consider it in the future. That experience only increased my belief in the importance of this role. It would be my utmost pleasure to serve in a role that reflects the one I wished for my hometown school system.

Because I made a conscious effort to understand the educational system from the perspectives of both students and educators, I wanted to apply my knowledge as a First Year Studies Mentor. In this position, I collaborated with Natalie Stepanov, the Director of Advising for the College of Emerging and Collaborative Studies. My focus was on student well-being and helping first-year students successfully navigate the college experience. I would love to bring such an individualized and thoughtful approach to all UT System students by being part of the UT Board of Trustees.

I recognize that higher education is complex; however, I believe my understanding and involvement in education previously have provided me with adequate preparation for this position. I know there is much for me to learn, but I am excited to gain as much experience as I can with this position as well as use this opportunity to serve the education system that has allowed me to blossom into the scholar I am today. I appreciate your thoroughness and consideration and I look forward to hearing from you.

In the Volunteer Spirit,

Lisa Patel
Haslam Leadership Scholar
Biomedical Engineering '26

LISA PATEL

EDUCATION

The University of Tennessee, Knoxville, Tickle College of Engineering
Bachelor of Science in Biomedical Engineering Knoxville, Tennessee
 Graduation: May 20/26
 GPA: 3.75/4.00

PROFESSIONAL EXPERIENCE

Siemens Healthineers Molecular Imaging January 2024-Present
Systems Engineering Co-Op, Knoxville, TN

- Assisted in the design and testing of medical devices, contributing to the development of innovative solutions for healthcare challenges
- Collaborated with cross-functional teams to troubleshoot technical issues and optimize system performance

First Year Programs- University of Tennessee August 2023-Present
Peer Mentor, Knoxville, TN

- Mentor Haslam Leadership Scholars as they learn to navigate their first year through teaching lessons, peer advising, and one-on-one counseling to ensure a successful transition to college
- Collaborate with a primary instructor to facilitate classes on wellbeing for students

Department of Mechanical, Aerospace, and Biomedical Engineering September-October 2022
Undergraduate Research Assistant, Knoxville, TN

- Collected and organized data from videos taken of a robot functioning as an aid to patients with dementia to assess robotic performance
- Produced a literature review to collaborate with Dr. Xiopeng Zhao, a published professor in Biomedical Engineering

Putnam County Election Commission August 2020, August 2021
Registrar, Cookeville, TN

- Interacted with local citizens and explained the voting process which resulted in over 50 people to vote over multiple elections

EXTRACURRICULARS & SKILLS

Society of Women Engineers <i>Member</i>	Haslam Leadership Scholars Steering Committee <i>Member</i>
Biomedical Engineering Society <i>Member</i>	Student Alumni Associates <i>Member</i>

Fluent in Gujarati, Hindi; conversational Spanish

LEADERSHIP

Haslam Leadership Scholars Social Events Committee September 2023-Present
Committee Chair, Knoxville, TN

- Spearhead monthly meetings with fellow Haslam Leadership Scholars to create engaging events with a goal to foster community; planned and executed End of Semester Celebration
- Initiated inaugural Steering Committee to help facilitate subcommittees to plan events and activities

HONORS AND AWARDS

Haslam Leadership Scholars 2022 Cohort

- Most prestigious honors program at the University of Tennessee - consists of 15 members per cohort year, each awarded a full-ride scholarship and research stipend

Distinguished Tennessean Scholarship

- Awarded to a student with exceptional academic performance and demonstrated engagement in their respective county from each Tennessee county



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: May 10, 2024

Committee: Executive

Item: **Appointment of a Faculty Member to the Education, Research, and Service Committee**

Type: Action

Presenter: John C. Compton, Chair of the Board and Committee Chair

Background Information

Pursuant to state law and the Bylaws, the Education, Research, and Service Committee of the Board of Trustees shall include a full-time faculty member, who shall serve as a voting member of such committee. The faculty member shall: (i) be selected and appointed no later than May 31 of each year; (ii) rotate among the institutions of the University; and (iii) serve a one-year term, beginning July 1 of the year of appointment. Given that the appointment is required to be made prior to the Board's next meeting, this nomination is being presented to the Executive Committee for consideration.

The faculty seat rotates to The University of Tennessee at Chattanooga for FY 2024-2025. Dr. Steve Angle, Chancellor, has recommended the appointment of Dr. Elizabeth K. Crawford, who serves as the UC Foundation Professor and Program Advisor for the Learning and Leadership Programs. Dr. Crawford previously served as Chair of the University Faculty Council (2020-2021). A copy of the recommendation letter and supporting materials follow this memorandum.

Committee Action

The Committee Chair will call for a motion to adopt the following Resolution:

Resolved:

The Executive Committee, acting on behalf of the Board of Trustees, hereby appoints Dr. Elizabeth K. Crawford as a voting member of the Education, Research, and Service Committee for a term beginning July 1, 2024 and ending June 30, 2025.



Office of the Chancellor
615 McCallie Ave., Dept. 5605
Chattanooga, TN 37403
Phone 423-425-4141
Fax 423-756-5559
utc.edu/chancellor

MEMORANDUM

TO: John Compton, Chair of the UT Board of Trustees

FROM: Steven Angle, Chancellor 

DATE: April 29, 2024

RE: Nomination of Dr. Elizabeth (Beth) Crawford to Education, Research and Service Committee

Jerold Hale, Provost and Senior Vice Chancellor for Academic Affairs, has carried out the nomination process as approved by the Board on March 1, 2019. Dr. Elizabeth (Beth) Crawford was nominated and vetted by UTC's Deans; her nomination has been endorsed by Dr. Hale without reservation.

Dr. Crawford is a tenured professor in the Learning and Leadership Doctoral Program in the College of Health, Education and Professional Studies. She also serves as program advisor, responsible for curriculum, course, and ongoing doctoral program development, recruitment of students into the program, and mentorship of participants. She is an active researcher and scholar and is engaged in service to the university, her profession, and the community.

A regular attendee at annual SACSCOC meetings, Dr. Crawford has also regularly attended Board of Trustees meetings in the past. She has authored New Academic Program Proposals for THEC, so she will be familiar to some of the work completed by the ERS Committee. A conscientious worker, Dr. Crawford demonstrates the ability to maintain a broad view of issues and priorities while paying attention to detail, an ability that will serve her well as a member of the ERS Committee.

I believe Dr. Crawford will be an outstanding faculty representative to the Education, Research, and Service Committee, and I am pleased to recommend her appointment to you.

SRA:tfm



COLLEGE OF HEALTH, EDUCATION
AND PROFESSIONAL STUDIES

Learning and Leadership (LEAD) Doctoral Programs

Dept. 4141
615 McCallie Avenue
Hunter Hall #412
Chattanooga, TN 37403
Phone: (423) 425-5445
E-mail: utclead@utc.edu
www.utc.edu/lead

April 30, 2024

Good morning, Provost Hale,

I am very excited to write this letter expressing my desire to serve on the UT Board of Trustee's Education, Research, and Service Committee (ERS). I am honored by the opportunity to represent the faculty perspective to this working group of the Board. Over my 38 years at UTC, the past 13 as a faculty member, I have always been intrigued and excited by the Board process. Over the past several years, I have had the privilege to serve on the University Faculty Council (UFC), which gave me the opportunity to attend Board meetings for several years. I have learned so much about the university by attending these meetings and would welcome the opportunity to continue to learn from, engage with, and contribute to the University of Tennessee if I am accepted to this role.

I believe that our ongoing relationships and discussions with Board members, as relates to the faculty perspective on education, research, and service, is of vital importance. Being able to share faculty views, practices, and experiences with the Board members, as well as hear their perspectives on the faculty role, provides an opportunity for ongoing dialogue that fosters two-way communication between the Board and the university faculty. Through these collaborative efforts, we can support the greatest decade of the University of Tennessee and beyond.

I am confirming my intent to remain as a full-time, tenured faculty member here at University of Tennessee at Chattanooga throughout the appointment timeframe.

Please let me know if you need any additional information.

All the best – Beth

A handwritten signature in cursive script that reads 'Elizabeth K. Crawford'.

Elizabeth K. Crawford, EdD
UC Foundation Professor and Program Advisor
Learning and Leadership Programs

CURRICULUM VITAE

Elizabeth King Crawford

615 McCallie Avenue • Chattanooga, Tennessee 37403
Phone (423) 425-5286 • Email Beth-Crawford@utc.edu

EDUCATION

2021 – Present The University of Tennessee at Knoxville
Master of Legal Studies

1993 – 2001 The University of Tennessee at Knoxville
Doctor of Education
Leadership/Teaching and Learning
Dissertation title: *An Investigation of the Learning Outcomes of Distance Learning Students Versus Traditional Classroom Students Attempting the Masters of Business Administration*

1986 – 1988 The University of Tennessee at Chattanooga
Master of Science
Industrial/Organizational Psychology

1980 - 1985 The University of Tennessee at Chattanooga
Bachelor of Arts
Communications: Public Relations concentration

Certified Council for Adult and Experiential Learning (CAEL) – Assessing Prior Learning 2021

Certified Quality Matters Master Reviewer – Quality Matters, 2017; Re-certified 2023

Certified Quality Matters Peer Reviewer – Quality Matters, 2015, Re-certified 2023

EMPLOYMENT

August 2011– Present
The University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies
School of Professional Studies
Learning and Leadership Doctoral Program

Professor (Earned Tenure and Associate, Summer 2015, Promoted to Full Professor, Summer 2020)

Program Advisor (January 2012 – Present)

Responsible for curriculum, course, and ongoing doctoral program development, recruitment and facilitation of the admission of students, and mentorship of participants. Provide doctoral advisement for all participants in active coursework, support program participants as they work to meet specific program

Updated 4/11/24

objectives and outcomes, and work with participants to prepare for the Comprehensive Assessment process. Responsible for course repurposing and design along with teaching doctoral level courses and serving on admissions, comprehensive assessment faculty review teams, and dissertation committees.

Director of the School of Professional Studies (October 2017 – June 2019)

Associate Director (August 2016 – October 2017)

Responsible for the day-to-day operations of the school, including assistance with hiring, budget, curriculum, and other operational processes for all programs within the school.

School of Education

Director of Governor’s School for Prospective Teachers (2012, 2013, 2014, 2015, 2016, 2017)

Assist with program for high school students considering a career in education. Responsible for selecting and inviting participants, developing schedule, organizing activities, hiring faculty and counselors, and monitoring budget. Originally affiliated with program when it was created in 1991; worked in administrative role through 2011.

Faculty Director of UTC Bridge Program (2014, 2015, 2016)

Assist with program for incoming college freshmen at risk for retention and progression. Responsible for assisting in selecting and inviting participants, developing schedule, organizing activities, advising teaching faculty and counselors, and monitoring student success.

Assistant Professor (courtesy appointment), College of Health, Education and Applied Professional Studies (January 2001-July 2011)

September 1986 – July 2011

The University of Tennessee at Chattanooga

Division of Continuing Education and Public Service

Director (1993-2011)

Departmental Management – Responsible for supervision of division staff including selection and training; overseeing all levels of computer registration system including daily handling of registrations, billing, receipting, confirmations, etc.; supervise maintenance, planning and purchasing for office equipment, computers and software.

Distance Learning – Duties include overseeing all aspects of distance learning, online, off campus and contract credit programs, including strategic planning, working with deans and department heads to identify new programs, training faculty, overseeing equipment purchase and upkeep, supervising student services, cooperating with other universities and colleges for reciprocal agreements on

services and facilities, marketing, and maintaining standards for SACS accreditation.

Campus Responsibilities – Represent the division for various university committees and meetings.

Coordinator (1986-1993)

Coordinator of NonCredit Programs – Responsible for all facilitation for noncredit programs including: recruitment and hiring of instructors, budgeting, development of catalog and other marketing tools, arrangements for meeting facilities, catering, textbooks, handouts, etc.

September 1985 – August 1986

Lovemans Department Store

Advertising Department

Copywriter

Duties included writing copy for weekly newspaper and radio advertising, special catalogs and occasional television ads; scheduling with buyers and models.

PUBLICATIONS (in descending date order)

- Crawford, E. & Rausch, D. (2023). Contemporary Learners: Ensuring Success in the Virtual Classroom for an Applied Leadership Bachelors Degree. In *EdMedia + Innovate Learning 2023 – Online November 1, 2022*, 585-589.
- Rausch, D. & Crawford, E. (2022). Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program. In *EdMedia + Innovate Learning Online 2022 – Vienna, Austria, July 2023*, 104-107.
- Crawford, E. & Rausch, D. (2022). LEAP forward for success: An online bachelor's degree tailored for adult learners. In *World Conference on Educational Multimedia, Hypermedia and Telecommunications June 20, 2022*, 1096-1101.
- Rutledge, V, & Crawford, E. (2019). Teaching and Learning Institute: Best Practices for New and Seasoned Faculty. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2019(1)*, 214-219.
- Crawford, E. (2019). Curriculum Mapping: Program Outcomes, Course Learning Outcomes, Alignment, and Assessment. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2019(1)*, 243-247.
- Bruce, S., Crawford, E., Wilkerson, G., Dale, R, Harris, M., & Rausch, D. (2019). Prediction modeling for Board of Certification exam success for a professional master's athletic training program. *Journal of Sports Medicine and Allied Health Sciences: Official Journal of the Ohio Athletic Trainers Association DOI: 10.25035/jsmahs.05.02.08*
- Crawford, E., (2019). Dissertations and other culminating projects: Using LMS course design and assessment for retention, progression, and graduation. *Journal of Education and Social Development 3(2)*, 1-4.
- Rutledge, V., Crawford, E., Ford, D., & Rausch, D. (2018). Preparing Faculty for Successful Instruction in Today's Classroom. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2018(1)*, 317-322.

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- Crawford, E., & Rausch, D. (2018). Enhancing Student Learning Outcomes and Assessment through Alignment and LMS Delivery. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2018*(1), 160-164.
- Crawford, E., & Rausch, D. (2017). Hybrid Delivery Classroom Model: Revised and re-aligned for enhanced student learning success. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2017*(1), 320-325.
- Bruce, S. L., Crawford, E., Wilkerson, G. B., Rausch, D., Dale, R. B., & Harris, M. (2016). Prediction Modeling for Academic Success in Professional Master's Athletic Training Programs. *Athletic Training Education Journal*, 11(4), 194-207.
- Crawford, E., & Rausch, D. (2016). Authentic Assessment of Competency Demonstration Using Digital Artifacts, Documentation, and Portfolios. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016*(1), 102-108.
- Rausch, D. and Crawford, E. (2015). Leadership principles. In O'Brien, E. & Hauser, M. (Ed.), *Supervision and Agency Management for Counselors*. New York, NY: Springer Publishing Company.
- Crawford, E. & Rausch, D. (2015). Student Learning Outcomes and Rubric Application in the LMS: Graduate Culminating Projects (theses, dissertations, and more). In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015*(1), 181-186.
- Crawford, E., & Rausch, D. (2014). An authentic assessment method for demonstrating competency domains in a Learning and Leadership Doctoral Program. In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014*(1), 435-440.
- Rausch, D. & Crawford, E. (2013). Demonstrable competence: An assessment method for competency domains in Learning and Leadership Doctoral Program. In *Proceedings of International Conference on Cognition and Exploratory Learning in Digital Age 2013* (398-402).
- Rausch, D., & Crawford, E. (2013). Hybrid delivery classroom: A model designed to maximize the blending of technology and face to face instruction. In *Society for Information Technology & Teacher Education International Conference 2013*(1), 972-977.
- Rausch, D., & Crawford, E. (2013). Implementing the hybrid delivery classroom: A model for hybrid-blended learning. In *World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013*(1), 915-921.
- Rausch, D. & Crawford, E. (2013). Working together works: Partnering for progress 2012 CUMU National Conference in Chattanooga (Journal Issue Overview – Guest Editor). *Metropolitan Universities Journal*, 24(1), 5-10.
- Vance, R. and Crawford, E. (2013). Challenges of LMS implementation in a multi-cultural context. In Y. Kats (Ed.), *Learning Management Systems and Instructional Design: Best Practices in Online Education* (pp. 72-88). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-3930-0.ch05.
- Rausch, D. & Crawford, E. (2012). Building the future with cohorts: Communities of inquiry. *Metropolitan Universities Journal*. 23(1). 79-89.
- Rausch, D. W., & Crawford, E. K. (2012). Cohorts, communities of inquiry, and course delivery methods: UTC best practices in learning—The Hybrid Learning Community Model. *The Journal of Continuing Higher Education*, 60(3), 175-180.

- Rausch, D. & Crawford, E. (2012, October). Hybrid learning model: Best practice in doctoral level learning. In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2012*(1). 102-108.
- Willis, M., Dodd, E. and Helms, M. (2000). Distance learning opportunities for continuing education. *Continuing Higher Education Review*, 64(Fall), 67-76.
- Davis, L.D., Crawford, E.K., Cutright, M., Fry, J.E., Liu, R.W. & Trevor, T. (1997) In search of community: Faculty assessment of its presence at three institutions. *Community College Review*, 25(Spring). 3-14.

CONFERENCES (in descending date order)

Presentations

- Rausch, D., Crawford, E., & Browne, J. (2024 February 27). *Lessons learned for helping adults access a degree: Contemporary Learners in 2024*. Paper given at the ACHE South Conference, Gulfport MS.
- Crawford, E., Rausch, D., & Williamson, C. (2023 December 4). *Helping Contemporary Learners Move Forward by Opening Doors to Degree Completion*. Paper given at SACSCOC Annual Conference, 2023. Orlando, FL.
- Browne, J. & Crawford, E. (2023, November). *Developing CPL/PLA Opportunities in an Undergraduate Online Program*. Roundtable presentation at CAEL Annual Conference 2023, Baltimore, MD.
- Crawford E. & Rausch, D. (2023 October 17). *Ensuring Success for Contemporary Learners in an Online Applied Leadership Program*. Paper given at the ACHE 85th Annual Conference, Charleston, SC.
- Crawford, E. & Rausch, D. (2023, July 11). *Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program*. Paper given at the EdMedia + Innovate Learning 2023 Conference, Vienna, Austria.
- Rausch, D. & Crawford, E. (2022, November 1). *Developing, Assessing, and Awarding Credit for Prior Learning using the LMS in an asynchronous program*. Paper given at the EdMedia + Innovate Learning Online 2022 – Online.
- Rausch, D. & Crawford E. (2022 October 24). *LEAP forward for success: An online bachelor's degree tailored for adult learners*. Paper given at the ACHE 84th Annual Conference, New Orleans, LA.
- Crawford, E. & Rausch, D. (2022 June 21). *LEAP forward for success: An online bachelor's degree tailored for adult learners*. Paper given at the EdMedia World Conference on Educational Media & Technology, New York, NY.
- Rausch, D. & Crawford, E. (2021 November 4) *Redefining Hybrid – Taking Learning Experiences Beyond In Person and Online via the Virtual Classroom*. Paper given at QM Connect Conference, Virtual.
- Crawford, E. (2021 April 9 – Invited). *Defining Measurable and Meaningful Learning Outcomes at the Program, Course, and Unit Levels*. Presentation (invited) given at QM Quality in Action Conference, Virtual
- Crawford, E. & Rausch, D. (2020 October 22-28). *Multi-Focal Rubric Development: Bringing the Big Picture through Multiple Viewpoints*. Paper given at QM Connect Conference, Virtual.

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- Rausch, D. & Crawford, E. (2020 June 3-24, July 8-29 – Invited). Hybrid Course Design and Delivery. Faculty training cohorts for the University of Tennessee at Chattanooga Walker Center for Teaching and Learning. Chattanooga, TN.
- Crawford, E. (2020 April 23-24). Applying the Quality Matters Rubric to culminating experiences and individualized research courses. Presentation proposed for the Quality Matters Regional Conference, Virtual
- Crawford, E. (2020 March 30-31). Curriculum Mapping for Student Outcomes and Success. Paper to be given at the 2020 International Conference on Education and Social Development (ICESD '20). Virtual
- Murley, R. & Crawford, E. (2020 March 30-31). Preparing Future Teachers. Paper given at the 2020 International Conference on Education and Social Development (ICESD '20). Virtual
- Rutledge, V. & Crawford, E. (2019 November 4-7). Teaching and learning institute: Best practices for new and seasoned faculty. Paper given at E-Learn 2019: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. New Orleans, LA.
- Crawford, E. (2019 November 4-7). Curriculum mapping: Program outcomes, course learning outcomes, alignment, and assessment. Paper given at E-Learn 2019: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. New Orleans, LA.
- Crawford, E. (2019 October 26-30). Curriculum mapping: Program outcomes, course learning outcomes, alignment, and assessment. Paper given at QM Connect Conference, Grapevine, TX.
- Rausch, D., & Crawford, E. (2019 October 13-14). Creating a positive path for women in leadership and success. Paper given at Women in Educational Leadership Conference, Lincoln, NE.
- Crawford, E. (2019 April 25-26). Student success through outcomes alignment and transparent expectations: Using the Quality Matters Standards. Presentation for the Quality Matters Regional Conference, New York, NY
- Crawford, E. (2019 March 1-2). Dissertations and other culminating projects: Using LMS course design and assessment for retention, progression, and graduation. Paper given at the 2019 International Conference on Education and Social Development (ICESD'19). Houston, TX
- Crawford, E. (2018 October 15-18). Enhancing Student Learning Outcomes and Assessment through Alignment and LMS Delivery. Paper given at the E-Learn 2018: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Las Vegas, NV
- Rutledge, V. & Crawford, E. (2018 October 15-18). Preparing Faculty for Successful Instruction in Today's Classroom. Paper given at E-Learn 2018: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Las Vegas, NV
- Crawford, E. & Ford, D. (2018 October 5-7). New Faculty Orientation with a Twist. Presentation given at MAGNA: Teaching with Technology. St. Louis, MO.
- Rutledge, V. & Crawford, E. (2018 October 1-4). Mentoring Women towards Success. Presentation given at NATDC: Higher Education Women in Leadership. Harvard.

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- Ford, D., Rausch, D., & Crawford, E., (2017 December 2-5). *Quality Matters: Course Design for Student Learning and Success*. Paper given at the SACSCOC Annual Meeting. Dallas, TX.
- Crawford, E. (2017 October 18-20). *Hybrid Delivery Classroom Model: Revised and re-aligned for enhanced student learning success*. Paper given at the E-Learn 2017--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Vancouver, BC.
- Crawford, E. (2016 November 14-16). *Authentic Assessment of Competency Demonstration Using Digital Artifacts, Documentation, and Portfolios*. Paper given at the E-Learn 2016--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Washington, DC.
- Crawford, E., (2015 December 5-8). *Assessment and evaluation of Dissertations and Theses: SLOs and Rubric Application*. Paper given at the SACSCOC Annual Meeting. Houston, TX.
- Crawford, E. (2015 October 19-22). *Student Learning Outcomes and Rubric Application in the LMS: Graduate Culminating Projects (Theses, Dissertations, and More)*. Paper given at the E-Learn 2015--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Kona, HI.
- Crawford, E. & Rausch, D. (2015 April 22-24). *Hybrid Delivery Classroom: A Model for Blended Learning*. Paper accepted for the Online Learning Consortium 7th Annual International Symposium on Emerging Technologies for Online Learning. Dallas, TX
- Rausch, D., Crawford, E., (2014 December 6-9). *Assessment of Graduate Program Culminating Projects: Utilizing the Learning Management System for Organized Frameworks*. Paper given at the SACSCOC Annual Meeting. Nashville, TN.
- Crawford, E., & Rausch, D. (2014 October 27-30). *An Authentic Assessment Method for Demonstrating Competency Domains in a Learning and Leadership Doctoral Program*. Paper given at the E-Learn 2014--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. New Orleans, LA.
- O'Brien, E., McDonald, S., Bailey, A., Crawford, E., Harvey, J., Rausch, D., & Rutledge, V. (2014 October 5-7). *Facilitating students' career development through community engagement and placements*. Paper (Roundtable format) given at Coalition of Metropolitan Colleges and Universities conference, Syracuse, NY.
- Crawford, E., & Rausch, D. (2014 July 8-9). *Dissertations, theses, and major projects: Using LMS to maintain and assess SLOs*. Paper given at the Sloan-C 11th Annual Blended Learning Conference & Workshop, Denver, CO.
- Rausch, D., Crawford, E., (2013 October 22-24). *Demonstrable Competence: An assessment method for competency domains in Learning and Leadership Doctoral Program*. Paper given at the Cognition and Exploratory Learning in Digital Age conference. Ft. Worth, TX.
- Rausch, D., Crawford, E., (2013 June 27). *Implementing The Hybrid Delivery Classroom: A Model for Hybrid - Blended Learning*. Paper given at the EdMedia World Conference on Educational Media & Technology. Victoria, Canada.
- Rausch, D., Crawford, E., (2013 April 9-11). *Demonstrable Competence: Taking Evidence Based Learning to the Next Level*. Paper given at the Sloan-C 6th Annual International Symposium on Emerging Technologies for Online Learning. Las Vegas, NV

- Rausch, D. & Crawford, E. (2012, October 9). Hybrid Learning Model: Best practice in doctoral level learning. Paper presentation given at E-LEARN World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Montreal, Canada.
- Rausch, D. & Dodd, E. (2012, January 5). Cohorts, Communities of Inquiry, Course Delivery Methods: UTC Best Practices in Learning – Hybrid Learning Community Model. Paper presentation given at Academic and Business Research Institute International Conference, Orlando, FL.
- Rausch, D. & Dodd, E., & Rutledge, V. (2011, October 10). Building the Future with Cohorts: Communities of Inquiry, presentation given at Coalition of Metropolitan Colleges and Universities conference, Indianapolis, IN.
- Dodd, E. (2002, November). Developing Noncredit Budgets, presentation given at Tennessee Alliance for Continuing Higher Education conference, Memphis, TN.
- Crawford, E. (1997, June) *Collaborating with Corporate Universities*. Presentation given at Reinventing Higher Education conference, Philadelphia, PA.

Poster Presentations

- Crawford, E. (2023, April 12). *Contemporary Learners – Ensuring Success in the Virtual Classroom*. Poster presentation given at UTC Spring Research and Arts Conference, Chattanooga, TN.
- Crawford, E. (2022, April 13). *Using LMS course design and assessment for retention, progression, and graduation*. Poster presentation given at UTC Research Dialogues, Chattanooga, TN.
- Rutledge, V; Ford, D.; and Crawford, E. (2018, April 4). *New Faculty Pedagogy Course*. Poster presentation given at UTC Research Dialogues, Chattanooga, TN.
- Crawford, E. & Rausch, D. (2014, March 21). *Structured course framework for dissertations and more: Utilizing LMS to achieve success*. Poster presentation given at UTC Research Day, Chattanooga, TN.
- Crawford, E. & Rausch, D. (2013, April 2). *Hybrid delivery classroom best practices*. Poster presentation given at UTC Research Day, Chattanooga, TN.
- Rausch, D., Crawford, E., (2013 March 27). *Hybrid Delivery Classroom: A model designed to maximize the blending of technology and face to face instruction*. Poster presentation and demonstration given at the Society for Information Technology and Teacher Education 2013 conference. New Orleans, LA.
- Rausch, D. & Crawford, E. (2012, October 14). Best practice in doctoral level learning: Hybrid learning at UTC. Poster presentation given at Coalition of Metropolitan Colleges and Universities conference, Chattanooga, TN.

Session Chair/Moderator

- 2020 International Conference on Education and Social Development (ICESD '20). Virtual
- 2019 E-Learn International Conference, New Orleans, LA
- 2019 Quality Matters Connect Conference (QM Connect), Grapevine, TX

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2019 International Conference on Education and Social Development (ICESD'19). Houston, TX

Attendee

SACSCOC Annual Conference (2022 December 4-6) in Atlanta, GA
 SACSCOC Annual Conference (2021 December 3-7) Virtual
 SACSCOC Annual Conference (2019 December 7-10) in Houston, TX
 UT Conference for Women in Leadership (2019 June 5) in Murfreesboro, TN
 UT Women and Leadership (2018 June 13) in Murfreesboro, TN
 SACSCOC Annual Conference (2016 December 3-6) in Atlanta, GA.
 Leadership in Higher Education Conference (2016 October 6-8) in Atlanta, GA.
 RCIO 2016: Leadership: Theory into Practice (2016 October
 SACSCOC 2015 Summer Institute on Quality Enhancement and Accreditation. (2015 July 19-22) in Orlando, FL.
 SACSCOC 2014 Summer Institute on Quality Enhancement and Accreditation. (2014 July 20-23) in New Orleans, LA.
 AACTE Leadership Academy. (2014 June 22-26) in Milwaukee, WI.
 RCIO 2013: Trends in Training. (2013 October 25, 26) in Chattanooga, TN.
 Applied Computing 2013. (2013 October 23, 24) in Ft. Worth, TX.

INSTRUCTIONAL EXPERIENCE

EDS 6130 Teaching and Learning, UTC
 USTU 101, Freshman Seminar, UTC
 EDUC 1999 Technology in the Classroom, UTC
 EDUC 2010 Education in the United States
 EDUC 500/5000, Introduction to Inquiry, UTC (developed for online delivery as well as face to face)
 EDUC 503R, Current Topics in Educational Technology, UTC
 EDUC 5010, Methods of Educational Research, UTC (served on committee for redesign 2008-2010)
 EDUC 508, Consultation and Collaboration, UTC
 EDUC 512, Theories of Learning, UTC
 EDUC 575, 5750 Educational Technology, UTC
 EPSY 543, Theories of Human Development, UTC
 EDS 608, 6080 Technology in Education, UTC
 EDS 610, Program Evaluation, UTC
 EDS 623, Interactive Multimedia, UTC
 EDS 624, Using Distance Technology in Education, UTC
 LEAD 7000 Learning and Leadership: Induction and Integration
 LEAD 7020 Research and Inquiry
 LEAD 7050 Leadership: Learning and Instructional Practice
 LEAD 7150, Diffusion of Innovation and Technology, UTC (hybrid delivery)
 LEAD 7340, Statistics for Research and Analysis, UTC (hybrid delivery)
 LEAD 7370, Qualitative Research (hybrid delivery)
 LEAD 7350, Research Methodologies, UTC (hybrid delivery)

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LEAD 7410 Learning Outcomes: Alignment and Analysis
 LEAD 7450, Reflective Practice and Competency Development (team taught), UTC (online delivery)
 LEAD 7500, Learning Models, Instructional Design, and Communication, UTC (hybrid delivery)
 LEAD 7550, Leadership Perspectives: Cultural Issues and Influence, UTC (hybrid delivery)
 LEAD 7560, Leadership Accountability, UTC (online delivery)
 LEAD 7810, Cognitive Aspects of Decision Making (team taught), UTC (hybrid delivery)
 LEAD 7815, Ethical Aspects of Decision Making (team taught), UTC (hybrid delivery)
 LEAD 7820, Data-Informed Aspects of Decision Making (team taught), UTC (hybrid delivery)
 LEAD 7830, Higher Education: Administration and Leadership (team taught), UTC (hybrid delivery)
 LEAD 7840, Higher Education: Strategy and Decision-Making
 LEAD 7850, Higher Education: Planning and Resources
 LEAD 7995, Comprehensive Assessment Continuance
 LEAD 7997, Individual Studies
 LEAP 3020 Adopting Innovation and Change
 LEAP 4010 Decision-Making in Practice
 LEAP 4020 Ethics and Leadership Practice
 LEAP 4050 Global Perspectives of Leadership
 Teaching and Learning Institute – New Faculty Pedagogy Course

ACADEMIC CONSULTATION/PROGRAM REVIEW

Tennessee Board of Regents (TBR) Academic Audit Team, Walters State Community College (PSCC) University Parallel (2024)
 Tennessee Board of Regents (TBR) Academic Audit Team, Walters State Community College (PSCC) Teacher Preparation (2023)
 Tennessee Board of Regents (TBR) Academic Audit Team, Pellissippi State Community College (PSCC) University Parallel (2022)
 Quality Matters Course Review, Chair, HED 6640 – *Governance and Administration in Higher Education* at University of Toledo. (2022).
 Quality Matters Course Review, Chair, EDLE 744 – *Technology and Organizational Innovation* at University of Southern Indiana. (2022).
 Tennessee Board of Regents (TBR) Academic Audit Team, Cleveland State Community College (CSCC) University Parallel (2021)
 Quality Matters Course Review, Chair, ACCT 555 – *Federal Taxation* at Eastern New Mexico University. (2021).
 Tennessee Board of Regents (TBR) Academic Audit Team, Chattanooga State Community College (ChSCC) University Parallel (2020).
 Quality Matters Course Review, Chair, *EDUF Preparing for the Dissertation* at Columbus State University. (2019-2020).

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- Tennessee Board of Regents (TBR) Academic Audit Team, Tennessee State University (TSU) Professional Studies BPS and MPS, (2019).
- Quality Matters Course Review, Chair, *Fundamentals of Accounting I: AC 305* at Athens State University. (2019).
- Quality Matters Course Review, Chair, *Learning Framework: EDU 1300* at Dallas Colleges Online. (2018).
- Quality Matters Course Review, Chair, *Intro to Sociology: SOC 200* at Northwest Shoals Community College. (2018).
- Quality Matters Course Review, External Reviewer, *Principles of Biology I: BIO 103, Fall 2015* at Calhoun Community College. (2016).
- Quality Matters Course Review, External Reviewer, *Human Anatomy & Physiology I: BIO 201, Spring 2015* at Calhoun Community College. (2016).
- Quality Matters Course Review, Internal Reviewer, *Introduction to Statistics for Public Administration and Nonprofit Management: PANM 2050* at UTC. (2016).

RESEARCH PROJECTS (DIRECTED AND COMMITTEE)

Dissertations

- Aamodt, P. (In progress). Doctoral Dissertation Committee
- Abbott, J. (In progress). Doctoral Dissertation Committee
- Alpers, J. (2024). *The Relationship between Reward Systems and Behavior*, Doctoral Dissertation Committee
- Andrews, W. (In progress). Doctoral Dissertation Committee
- Bagby, C. (In progress). *Classifying and characterizing high school maker space users*. Doctoral Dissertation Committee
- Bass, L. (2019). *Registration Processes of Entering Freshmen and Their Effects on Academic Success and Retention at a Midsize Public University*. Doctoral Dissertation Co-Chair
- Battle, T.J. (2019). *Archival Offender Records Analysis: Are Patient Abuses Selective to the Type of Healthcare Practitioner?* Doctoral Dissertation Committee
- Battle, W. (In progress). Doctoral Dissertation Chair
- Baxley, J.F. (2017). *Professional Development in Arts Integration: An Activity Theory Analysis of Participating Teacher Experiences*. Doctoral Dissertation Committee
- Beard, J. (2017). *Examining Students' Personal Evaluations of their Ability to Transfer Knowledge Learned in First-Year Composition to other Writing*. Doctoral Dissertation Chair
- Beeler, M.T. (2018). *The Role of Required Volunteerism and Service Learning on Student Perceptions of Civic Responsibilities*. Doctoral Dissertation Chair
- Behneman, D. (In progress). *Examining the Adoption of Digital Transformational Initiatives in Higher Education*. Doctoral Dissertation Committee.
- Bischell, J. (2018). *Understanding the Pedagogical Adoption of Comics Among Secondary English Teachers: Exploring Relationships Between Teacher Attributes and Attitudes/Practices* Doctoral Dissertation Chair
- Breakey, M. (2017). *A Study of the Relationship between an Introductory College Course and Students' Self-Regulatory Skills of Time Management, Concentration, and Motivation*. Doctoral Dissertation Committee

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- Brewer, J. (In Progress). Doctoral Dissertation Chair
- Browne, J. (2021). *Police Perceptions of Body-Worn Cameras: Can Resistance be Predicted*. Doctoral Dissertation Committee
- Brown, L. (In Progress). Doctoral Dissertation Chair
- Bruce, S. (2014). *Prediction Modeling for Graduate Athletic Training Education Programs*. Doctoral Dissertation Chair
- Caraccio, B. (2009). *An Evaluation of Teachers' Perceptions of a State Developed Educational Portal*. Doctoral Dissertation Committee
- Caraccio, M. (2017). *An Investigation of the Correlation between the Level of Satisfaction of Basic Needs and Academic Achievement of High-School Students in Selected Southeast Tennessee Schools*. Doctoral Dissertation Committee
- Cartmell, B. (2014). *The Relationship between Freshman Student Retention and Use of an Online Parent Portal*. Doctoral Dissertation Committee
- Close, D. (In progress). Doctoral Dissertation Committee.
- Closson, C. (2022). *Exploring the attitudes and perceptions of educators regarding disabled students in the inclusive classroom*. Doctoral Dissertation Committee
- Connors, J. (2023). *A Study of Burnout in Certified Public Accountants in the Southeast Region of the United States*. Doctoral Dissertation Committee
- Cox, D. (In progress). *Program Evaluation of Schools-Based Mental Health Service Providers and Services: The intended and unintended consequences of increasing tiered support for all students*. Doctoral Dissertation Chair.
- Crowe, J. (2023). *Impact of Educational Intervention on the Coping Skills of Military Youth Dealing with Deployment*. Doctoral Dissertation Committee
- Deal, C. (2017). *Examination of Factors Influencing the Level of Financial Support Provided by Former Athletes from an NCAA Division I-A Football Championship Series (FCS) University to Their Alma Mater*. Doctoral Dissertation Committee
- Elliott, J. (2017). *Community versus Traditional Classrooms: Is there an Advantage for Improved Academic Performance in Elementary Schools*. Doctoral Dissertation Chair
- Engels, M.K. (2018). *The Relationship of the Transformational Leadership Process and Group Mood among Musicians and their Effects on Artistic Quality within the American Orchestral Organization*. Doctoral Dissertation Co-Chair
- Folsom, C. (2020). Doctoral Dissertation Chair
- Forrest, T. (2020). *Tennessee's Performance Funding Model: A Mixed Methods Study Designed to Predict Future Success*. Doctoral Dissertation Chair
- Freeman, Y. (2018). *A Student Success Prediction Model for Retention of the Tennessee Lottery Scholarship Program*. Doctoral Dissertation Committee
- Galloway, T. (2023). *Content Immersion, Collaboration, and Public History: An Integrated Professional Development Approach to Improving Teacher Competency and Self-Efficacy in 8th Grade and High School United States History Instruction*. Doctoral Dissertation Chair
- Ghazi, J. (In progress). Doctoral Dissertation Committee
- Greear, A. (2020). *Examining Student Outcomes of Emergency Assistance Programs in Rural Community Colleges*. Doctoral Dissertation Committee
- Griggs, J.L. (In progress). *Emotional Intelligence: A Descriptive Analysis of Community College Nursing Students*. Doctoral Dissertation Chair

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- Hackathorne, J. (2020). *Examining the Relationships between Body Motion Video Gaming or Mind Body Practice and Balance, Cognition, and Social Engagement in Community Dwelling Older Adults*. Doctoral Dissertation Chair
- Hale, D. (2015). *The Identification of Factors that Negatively Contribute to Student Achievement: A Case Study of the Students at One High Performing High School in Chattanooga*. Doctoral Dissertation Committee
- Harbison, J. (2016). *The Impact of Gaming on Managers' Ability to Employ Adaptive Leadership: Do Millennials have an Advantage*. Doctoral Dissertation Committee
- Harrison, L. (In progress). *Is there a relationship between the Activity Measure for Post-Acute Care "6-clicks" daily activity and basic mobility Version 2 scores and the discharge destination after an acute care hospital stay?* Doctoral Dissertation Chair.
- Hayes, T. (2018). *Do Students Who Complete a Concentration in Career and Technical Courses in High School Fare Better in Post Secondary Opportunities*. Doctoral Dissertation Committee
- Hinton, T. (In progress). Doctoral Dissertation Committee
- Howard, L. (In progress). *Organizational Commitment and U.S. Army ROTC Cadet Retention*. Doctoral Dissertation Committee
- Hurt, A. (2023). *The human capital campaign: The effects of burnout and investment in employee development on intent to leave*. Doctoral Dissertation Committee
- Jackson, G. (In progress). Doctoral Dissertation Committee.
- Jackson, R. R. (2023). *The Perception of Hybrid Nutrition Education among Limited Resource Families in Tennessee*. Doctoral Dissertation Chair
- Jacobsen-McLean, N. (In progress). Doctoral Dissertation Committee
- Jaynes, M. (2014). *An investigation into the transactional vs. transformational instructional delivery style in a freshmen-level literature course at a Southeastern American university*. Doctoral Dissertation Committee
- Johnson, D. (In progress). Doctoral Dissertation Committee
- Johnson, J. (2023). Doctoral Dissertation Committee Chair
- Johnson, M. (2013). *Faculty Perception and Use of Learning-centered Strategies to Assess Student Performance*. Doctoral Dissertation Committee
- Johnson, R. (2013). *Student Attitudes to Two Types of Learning: A Comparison of Students in Traditional Classroom Writing Environments and Students in Hybrid Writing Environments*. Doctoral Dissertation Committee
- King, L. (In progress). *Female Athletics: Exploring the Impact of Female Coaches on Perceived Levels of Self-Efficacy Among Female Athletes and their Career Pursuits in Athletics*. Doctoral Dissertation Chair.
- Lamberson, E. (2023). *A Correlational Study between a Faith-Based Psychoeducational Intervention and Psychological Well-Being*. Doctoral Dissertation Committee
- Lewis, E. (2023). *Transfer Pathways in Higher Education: Exploring Differences between Pathway and nonpathway Student Success after University Transfer in One State System*. Doctoral Dissertation Chair
- Littleton, R. (2023). *Holistic Admissions Review in Physical Therapist Education*. Doctoral Dissertation Chair
- Martin, B. (In progress). Doctoral Dissertation Committee
- Martin, C. (In progress). Doctoral Dissertation Chair
- Mattson, R. (In progress). Doctoral Dissertation Committee

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- Maupin, K. (In progress). *The Relationship of Family Characteristics of At-Risk Children in Rural West Tennessee and Select Measures of Success*. Doctoral Dissertation Chair
- Mayer, C. (In progress). *The Teacher's Voice: A Qualitative Study Regarding the Motivations of Teacher Retention in Hamilton County*. Doctoral Dissertation Committee
- McCord, J. (2017). *Faith-Based Instructional Interventions: The Relationship of the Short-Term Mission Trip with Christian Spiritual Formation*. Doctoral Dissertation Chair
- McDonald, S. (2013). *The Role of Academia in Preventing Occupational Therapy Board Disciplinary Action*. Doctoral Dissertation Committee
- McPherson, J. (2020). *A Mixed Methods Study of the Relationship between Dialogic Inquiry and Engagement in Active Learning Shakespeare Education*. Doctoral Dissertation Committee
- Meeks, A. (In progress). Doctoral Dissertation Committee
- Melhorn, E. (In progress). *Assessing the Doctoral Capstone as a High-Impact Practice*. Doctoral Dissertation Chair.
- Miles, Renard (In progress). *The Factors of Internship Programs that Lead Students to Remain with an Organization after Completing an Internship*. Doctoral Dissertation Committee.
- Murray, C. (2015). *Effects of Health Information Technology Adoption on Nursing Home Quality Rating Scores in Tennessee Nursing Homes*. Doctoral Dissertation Committee
- Newson, L. (In progress). Doctoral Dissertation Committee
- Nix, L. (In progress). *Identity Construal During New Employee Onboarding: A quantitative Model of Identity Work Modes*. Doctoral Dissertation Committee.
- Noseworthy, E. (2020). *The Relationship between Instructor Course Participation, Student Participation, and Student Performance in Online Courses*. Doctoral Dissertation Committee
- O'Brien, P. (2023). *The Impact of Focused Advising on Retention and Completion in the Community College Setting*. Doctoral Dissertation Committee
- Perry, M. (2024). Doctoral Dissertation Chair
- Porter, M. (2021). *Creating a Predictive Model of Student Success in Certified Registered Nurse Anesthetist Graduate Programs*. Doctoral Dissertation Chair
- Pou, L. (In progress). *Toward a Better Understanding of Leadership Development in Higher Education: A 33 Year Review of the Leadership Institute at the University of Tennessee*. Doctoral Dissertation Committee
- Powell, M. (2020). *Perceptions of a Community Based Cooking Skills and Nutrition Education Class*. Doctoral Dissertation Chair
- Quilliams, J. (2019). *An Analysis of the Relationship between Student Motivation and the Use of a Google Apps for Education Platform in a Secondary Social Studies Class in East Tennessee*. Doctoral Dissertation Committee
- Ramnarine, A. (2018). *Influential Factors of Academic Performance and Course Retention in College Mathematics – Face-to-Face Versus Online*. Doctoral Dissertation Chair
- Ramsey, T. (In progress). Doctoral Dissertation Chair
- Rector, J. (2009). *Faculty Perceptions of Faculty Evaluation Programs at Selected Private Colleges/Universities in the Southeast United States*. Doctoral Dissertation Committee
- Reece, S. (2018) *Exploring the organizational communication process and factors affecting work engagement in a high-speed high-volume manufacturing operation*. Doctoral Dissertation Committee
- Ribeiro, A. (In progress). Doctoral Dissertation Committee

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- Rogers, T. (In progress). Doctoral Dissertation Chair
- Sallee, A. (2014) *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of Leader-follower Relations and Impact on Teacher Efficacy*. Doctoral Dissertation Committee
- Scales, B. (In progress). Doctoral Dissertation Chair
- Scruggs, J.A. (2020) *Cultural Responsiveness of Tennessee School Counselors: An Exploration of Perceptions of Multi-Cultural Counseling Competence Regarding Racially and/or Ethnically Diverse Students*. Doctoral Dissertation Committee
- Slade, I. (2019). *Does Employee Communication Technology Use in the Workplace Influence the Level of Employee Interpersonal Communication Skills?* Doctoral Dissertation Committee
- Solomon, K. (2018). *High School Teachers and 1:1 Technology In-Class Activities*. Doctoral Dissertation Chair.
- Spino, J. (In progress). Doctoral Dissertation Chair
- Stark, G. (2016). *The Relationship of the Attributional Dimensions of Emotional Differentiation on Attributional Dimensions of Technology Readiness for Orthotic and Prosthetic Clinicians*. Doctoral Dissertation Committee
- Stearns, L. (In progress). Dissertation Committee Chair
- Swafford, S. (2017). *Factors Affecting Freshman Student Retention at Higher Education Institutions within the Appalachian College Association*. Doctoral Dissertation Chair
- Tate, M. (In progress). *Beginning Commercial Butterfly Breeder Seminar Program Evaluation*. Research Project of Practice Committee
- Thacker, K. (2014) *Graduation Rates: A Comparison of College Graduation Success Rates of Dual Enrollment Verses Non-dual Enrollment Students at the Community College*. Doctoral Dissertation Committee
- Thomasson, C. (2010). *An Investigation into Predictors of Middle School Mathematics Achievement as Measured by Georgia Criterion-Referenced Competency Tests*. Doctoral Dissertation Committee
- Tolbert, M. (2020). *The Flipped Classroom's Impact on Student Performance and Engagement in a Community College Introductory Psychology Course: A Quasi-Experimental Study*. Doctoral Dissertation Committee
- Tucker, J. (In progress). Doctoral Dissertation Chair
- Vance, R. (2019). *A Comparison of Academic, Social, and Emotional Self-Efficacy Among Students in Schools with Divergent Approaches to Integrating Instructional Technology*. Doctoral Dissertation Chair
- Walter, H. (2019). *The Relationship Between Approaches to Teacher Professional Development and Teachers' Likelihood of Making Classroom Changes in Selected Tennessee Public Middle Schools*. Doctoral Dissertation Committee
- Ward, A. (2018). *Teacher Expectation of Student Achievement among Primary School Teachers in Togo, West Africa: An Analysis of Beliefs and Cultural Values*. Doctoral Dissertation Committee
- West, Mason (2023). *A Comparative Analysis of the Impact of the Talented Tenth Leadership Program on the Self-Perception of African American participants during each of the stages of Piaget's psychosocial development*. Doctoral Dissertation Committee
- Whitted, C. (2023). *Factors Influencing Intercollegiate Athletics Fundraising Structure: A survey and theory development*. Doctoral Dissertation Committee

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- Williamson, C. (2022). *Predicting Enrollment in Higher Education Institutions*. Dissertation Committee
- Willis, B. (In Progress). Dissertation Committee Chair
- Willis, C. (2014). *The Effects of Co-Viewing Children’s Educational Programming on Parenting Behaviors*. Doctoral Dissertation Co-Chair
- Worley, K. (2023). Doctoral Dissertation Committee
- Young, S. (2017). *Examining Effective Leadership in K-8 Virtual Learning Environment*. Doctoral Dissertation Committee

EDS Capstones (committee member)

Wilma Bates, Jessica Blevins, Steven Brown, Beth Caraccio, Julia Higgins, Jeff Storey, Sonya Holder, Matthew Stacy

Master’s Research Projects (directed)

Tristaca Adams, Andy Babb, Megan Barber, Amber Beason, Katherine Bishop, Kerri Collins (In progress), Kelly Cook, Esther Clark, Jennifer Dillard, Dennis Everett, John Gerskin, Kristina Glover, Lacey House, Elisa Loftin, Michael Murray, LaToya Norman, Pamela Piercy, Martha Plumlee, Amy Prater, Daniel Silva, Katie Sloan, Christopher Smith, Jennifer Spates, Lynn Sutton, Stephanie Waddell

Comprehensive Assessment Faculty Review Teams

- 2024 – Z. Ridder
- 2023 – G. Coker, S. Grisham, K. Littlejohn, M. Harvey, J. Herrett-Skjellum, C. Miller, M. Reiter, M. Tate, A. Wilson,
- 2022 – J. Abbott, K. Alton, W. Andrews, L. Bryant, D. Close, C. Drew, C. Honeycutt, M. Lopez, E. Melhorn, L. Newson, L. Nix, K. Norwood, K. Page, T. Ramsey, A. Ribeiro, K. Shaw, K. Shurett, V. Williams, C. Wood
- 2021 – D. Adams, D. Behnemen, L. Brown, C. Closson, J. Cunningham, M. Hammontree, D. Miles, K. Norfolk, M. Perry
- 2020 – L. Harrison, L. Howard, A. Hurt, W. Jackson, N. Jacobsen-McLean, D. Johnson, J. Johnson, B. Martin, C. Martin, R. Mattson, T. Rogers, B. Scales, J. Spino, L. Stearns, J.B. Suiter, K. Worley
- 2019 – P. Aamodt, J. Alpers, C. Bagby, A. Browne, C. Folsom, T. Forrest, J. Tucker, B. Willis
- 2018 – P. Flowers, J. Hackathorne, R. Jackson, C. Littleton, C. Mayer, J. McPherson, M. Powell, C. Williamson
- 2017 – E. Lamberson
- 2016 – J. Brewer, Y. Freeman, E. Lewis, E. Noseworthy, A. Ramnarine, P. O’Brien, J. Quilliams, K. Solomon, K. Tivey, C. Whitted
- 2015 – M. Beeler, J. Bischell, J. Connors, T. Culver, J. Griggs, A. Harrison, Y. Kilpatrick, L. Pou, S. Swafford, M. Tolbert, M. West
- 2014 – TJ Battle, M. Breakey, M. Caraccio, C. Deal, J. Elliott, J. Harbison, M. Hilton, C. Longo, T. Patterson, G. Stark, A. Ward

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- 2013 – L. Bass, R. Bandy, J. Beard, S. Bruce, B. Cartmell, T. Galloway, A. Greear, M. Jaynes, J. McCord, C. Murray, S. Reece, I. Slade, K. Wilson
 2012 – J. Crowe, C. Harris-Keith, T. Hayes, R. Johnson, S. McDonald, A. Sallee, A. Scruggs, R. Stinson, K. Thacker, R.I. Vance, S. Young
 2011 – L. Casson, L. Jensen-Inman

HONOR SOCIETIES and AWARDS

- Outstanding Special Service Award, UTC College of Health, Education, and Professional Studies (2020)
 Outstanding Service Award, UTC Faculty Awards (2018)
 Alpha Society (2015-Present)
 Elizabeth Dalton Award, UTC College of Health, Education, and Professional Studies (2016)
 Outstanding Special Service Award, UTC College of Health, Education, and Professional Studies (2015)
 UC Foundation Professorship (2014-Present)

PROFESSIONAL MEMBERSHIPS

- Alpha Delta Kappa (2014-Present)
 Association for Continuing Higher Education (1988-2011, 2022-present, Conference Committee 2023-Present)
 Association for the Advancement of Computing in Education (2012-present)
 Association for Training and Development (2018-present)
 Council for Adult and Experiential Learning (CAEL – 2020-present)
 Online Learning Consortium (formerly Sloan-C) (2012-present)
 Society for Information Technology and Teacher Education (2012-2014)
 Tennessee Alliance for Continuing Higher Education
 - President: 1996-1997
 - President Elect: 1995-1996
 - Vice President: 1994-1995
 - Regional Representative (East): 1992-1994

UNIVERSITY COMMITTEES

- Administrative Appeals (2001-2012)
- Banner Implementation Team (2008-2011)
- Chattanooga Area Regional Science Fair SRC – Chair (2010-2013)
- CHEPS College-level RTP Committee (2021-Present)
- CHEPS Curriculum Committee (Chair 2012-Present)
- Council of Academic Department Heads (2016-2019; Co-Chair 2018-2019)
- CUMU 2012 Conference Planning Committee (2010-2012)
- Distance Learning Advisory Group (2012-2013)
- Faculty Senate (2012-2019, 2020-Present Vice President 2015-2016, 2016-2017, 2017-2018)

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- Graduate Council (2011-Present, Vice Chair 2013-2014, Chair 2014-2015)
- Graduate Council Best Practices Sub-Committee (2012-2013, Chair 2013-2014)
- Graduate Council Appeals Committee (2014-present)
- Institutional Assessment and Effectiveness Committee (2015-2017)
- IT Assessment Task Force (2010-2011)
- IT Strategic Planning Committee (2010-2011)
- Information Technology Advisory Council (2019-present)
- Learning Management System (LMS) Review Committee (2018)
- Library Grand Opening Committee (2014-2015)
- Library Grand Opening Committee Tours, Activities, and Student Volunteers Sub-Committee (2014-2015)
- Lupton Library Repurposing Committee (2013-2014)
- Non-Tenure Track Faculty Task Force (2018-2019)
- Parking Oversight (2001-2012)
- Provost Search Committee (2018-2019)
- SACSCOC Reaffirmation Leadership Committee (2021 – 2023)
- School of Education Technology Committee (2010-Present)
- School of Education Homecoming Open House Committee Chair (2013)
- School of Education Faculty Search Committee (2011-Present, Chair 2013, 2014, 2015, 2016, 2017)
- School of Professional Studies Faculty Search Committee (2011-Present, Chair 2016, 2017)
- School of Professional Studies RTP Committee (2019-2021)
- Section Editor representing the School of Education for *The Journal of Adolescent and Family Health* (an interdisciplinary journal publishing a range of articles from the biological and behavioral to social and applied sciences, intended to improve the lives of adolescents and families) (2014 – 2016).
- Southeast Center for Education in the Arts Advisory Board (2019)
- Technology Advisory Committee (2016-2018)
- UFC, University Faculty Council, Member (2017-present, Secretary 2019-2020, Chair 2020-2021)
- UTC Alumni Board (2020)
- UTC Vision 2015 – Achieving Excellence: Technology Committee (2014-2015)
- University Planning and Resources Advisory Council (2014-2015, 2018-2019)
- Vice Chancellor IT Chief Information Officer Search Committee (2019)

GRANTS

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2017.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2016.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2015.

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Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2014.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$60,000/ 2013.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2012.

Catholic Health Initiative Violence Prevention Grant: Adolescent Intimate Partner Abuse (AIPA) Needs Assessment for Hamilton County, Tennessee, Directed by Dr. Helen Eigenberg. Serving as School of Education representative, 2011-2012.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2011.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2011.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2010.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2010.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2009.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2009.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2008.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2008.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2007.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2007.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2006.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2006.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2005.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2005.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2004.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2004.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2003.

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Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2002.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2001.

Health Science Educators, State of Tennessee, Department of Education, \$8500/ 2001.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 2000.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 1999.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 1998.

Governor's School for Prospective Teachers, State of Tennessee, Department of Education, \$80,000/ 1997.

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